

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. General Description of Research Location.

a. Brief History of *SMKN 2 Banjarmasin*

SMKN 2 Banjarmasin was established in 1952 with the status of a private school is under the auspices of the Community Foundation, Mr. Chalid Maksud as the headmaster at the time until 1963. In 1963 the status of *SMKN 2 Banjarmasin* was change into dependent school by the department of education and culture, So that the name turned into a SPSA (Sekolah Pekerjaan Social Atas). In 1979 the name change into SMPS (Sekolah Menengah Pekerjaan Sosial), and since 1997 until now the name turned into *SMKN 2 Banjarmasin* under headmaster contolled namely Drs. Arsyad Junaidi, M.Pd.

In line with the development program of the directorate of vocational education about re-engineering Then *SMKN 2 Banjarmasin* in the year 2001/2002 open a new skills that is a computer technique and network.

Based on the writer observation result that found if learning activities no difficulties for students in understanding the lessons because each learning interpreted with practice so not only theory but also practices that are taught. With material that is easy to understand so the students can be active in every subjects/learning materials are taught.

Every school should have vision and mission no exception *SMKN 2 Banjarmasin* has vision and mission too.

Vision of *SMKN 2 Banjarmasin* :

Be educational institutions and vocational training integrated based character and covers in education based inclusive towards an international community technology (ICT)

Mission of *SMKN 2 Banjarmasin* :

1. Provide service to the community education in the field of social care.
2. Provide service to the community education in the field of computer technique and network.
3. Provide service to the community education in the field of multimedia.
4. Provide service to the community education in the field of broadcasting technique.
5. Provide service to the community education in the field of animation.
6. Provide service to the community of education in inclusive of the students at vocational secondary school.
7. Create a school environment that is welcoming, clean, convinient, superior, dashing, beautiful and healthy.

b. Description of Computer Technique and Network Program Facilities

SMKN 2 Banjarmasin has several major, one of them is Computer Technique and Network. In order to make and support learning and teaching process more be easy for students' of Computer and Network Class has been supported by many facilities, such as Handbook, Dictionary, Computer laboratory, Internet wi-Fi area, Computers, and Library.

2. Description of The Eleventh Grade Students of Computer Technique and Network Ability in Mastering The Vocabulary of Computer and Network at *SMKN 2 Banjarmasin* as writer sample.

In academic year 2013/2013, the total numbers of the eleventh grade students of computer technique and network are 81 students, they are, divided into 2 classes XI TKJ A and XI TKJ B.

It has been described that students' ability in mastering the vocabulary of computer and network was defined as the mean of the skills and elements of language that have been tested by the test item. The test consist of 50 multiple choice questions.

Furthermore, there are the data about the students' result can be seen in following table.

Based on the data above, the total score of the eleventh grade students of computer technique and network is 3230 and the mean of this is 71.78 that can be categorized in "*Good*" category.

The next table shown the scores by the whole students based on their result

Table 4.1 The frequency of the test result of the test

No	Score	Frequency
1	58	2
2	78	6
3	70	3
4	80	4
5	76	7
6	64	4
7	82	2
8	72	3
9	50	1
10	68	3
11	84	3

Continuing Table Table 4.1 The frequency of the test result of the test

12	66	3
13	54	1
14	74	1
15	52	1
16	56	1
Total		45

It can be summed up based on the data that the highest score is 84 and the frequency who get this score is 3 students and the lowest score is 50 with 1 frequency.

To know what kind of vocabulary that easy and difficult for computer and technique students, the writer presents the table of description of difficult and easy vocabulary that can seen below. This table concluded based on students score data in appendix 4.

Table 4.2 Description of difficult and easy vocabulary

No.	Question	Frequency of right answer	Percentage
1.	Back up	38	84.44%
2.	Crash	37	82.22%
3.	RAM	41	91.11%
4.	Output	40	88.89%
5.	Zip drive	22	48.89%
6.	Burn	39	86.67%
7.	Boot	36	80%
8.	Microprocessor	37	82.22%
9.	Power supply	19	42.22%
10.	MAN	37	82.22%
11.	POST	37	82.22%
12.	Black slash	27	60%
13.	Bandwidth	37	82.22%
14.	Benchmark	35	77.78%
15.	Bridge	19	42.22%
16.	Buffer	37	82.22%
17.	Clock	18	40%
18.	Desktop	39	86.67%
19.	Mouse	21	46.67%

Continuing Table 4.2 Description of difficult and easy vocabulary

20.	ATM	33	73.33%
21.	Prefix	10	22.22%
22.	Scanner	34	75.55%
23.	Spreadseet	18	40%
24.	Storage	40	88.89%
25.	ATM	22	48.89%
26.	Upgrade	34	75.56%
27.	Vendor	34	75.56%
28.	CD	32	71.11%
29.	Beep	32	71.11%
30.	Sort	34	75.56%
31.	Zoom	31	68.89%
32.	Bus	31	68.89%
33.	Core	32	71.11%
34.	Device	29	64.44%
35.	Crack	31	68.89%
36.	ALU	36	80%
37.	Extract	30	66.67%
38.	Host	33	73.33%
39.	Hub	30	66.67%
40.	Overclock	32	71.11%
41.	Overheat	32	71.11%
42.	Utility	34	75.55%
43.	Volatile	37	82.22%
44.	CPU	31	68.89%
45.	Register	30	66.67%
46.	Hard disk	34	75.55%
47.	LAN	36	80%
48.	Peripheral	27	60%
49.	USB	42	93.33%
50.	UTP	32	71.11%

From the table above it can be seen that from the total of right answer that is (*prefix*) is the most difficult vocabulary with 22.22% or only 10 students who have correct answer and (*USB*) is the easist one with 93.33% or 42 students have correct answer.

The scores are classified as follows:

Table 4.3 Description of classification into some categories

Score	Category	Frequency	Percentage
80 – 100	Excellent	9	20%
70 - < 80	Good	20	44.44%
60 - <70	Fair	10	22.23%
50 - < 60	Low	6	13.33%
0 - < 50	Very low	0	0%
Total		45	100%

From the table above it can be seen that from the total respondents there are 0 students who get very low category or 0% of students. There are 6 or 13.33% who get low category. From 20 students (44.44%) who get good category and there are 10 students (22.23%) who get fair category. Then, there are 9 students or 20% who get excellent category.

As shown in the table above, it can be said that generally the students' ability in mastering the vocabulary of computer and network is in "Good" category.

3. The Influence of Internal and External Factors on the Students' ability in Mastering The Vocabulary of Computer and network.

The students ability in mastering something in learning is influenced by some factors. There are two factors that influence the students' ability in mastering the vocabulary of computer and network, namely internal and external factors. Internal factors are First Language Acquisition, Students' Learning Style ,students' interest, students' motivation, and students' learning activity. On the other side, external factors will be divided into four parts, they are students' learning facilities, and teachers' competence, and Students' Learning Strategy.

a. Internal Factors

1) First Language Acquisition

First language or mother tongue have an important role in students second language. Students tends to still use their first language to start some utterance in learning new vocabulary in second language. To know the students first language acquisition the writer distributed questionnaire. Their first language can be seen in the following table

Table 4.4 The frequency of students' first language acquisition

No.	Interpretation	Frequency	Percentage
1	Local Language	40	88.89%
2	Indonesian Language	5	11.11%
3	English Language	0	0%
Total		45	100%

Based on the data, 40 students first language (88.89%) are Local language, 5 students (11.11%) are Indonesian language, and no one is English language as their first language acquisition, it can be summed up that Local language is first language acquisition that students use in their home with high category.

2) Students' Learning Style

To know the students' Learning Style, the writer distributed questionnaire to the students. Their Learning Style can be seen in the following table :

Table 4.5 The frequency of students' learning style

No.	Interpretation	Frequency	Percentage
1	Visual	29	64.45%
2	Auditory	9	20%
3	Khinesthetic	7	15.55%
Total		45	100%

Based on the data, 29 students (64.45%) are visual learner, 9 students (20%) are auditory learner, and 7 students (15.55%) are Khinesthetic learners, it can be summed up that visual learners is most style that students have with high category.

3) Students' Interest.

To know the students' interest in computer technique and network subject, the writer distributed questionnaire to the students. Their interest can be seen in the following table:

Table 4.6 The students' interest in computer technique and network subject

No	Interpretation	Frequency	Percentage
1	Uninterested	0	0%
2	Low Interested	5	11.11%
3	Less Interested	2	4.45%
4	Interested	24	53.33%
5	Very Interested	14	31.11%
Total		45	100%

According to the data, it can be seen that 5 students (11.11%) Low interested in Computer technique and network subject, 2 students (4.45%) also Less interested, and there is dominant percentage, 24 students (53.33%) are Interested in Computer technique and network subject, and 14 students (31.11%) are very interested in Computer technique and network subject and no one (0%) uninterested in Computer technique and network subject. Based on the explanation above, it can be summed up that students' interest in computer technique and network is in fair category in influence their ability.

Table 4.7 The students' attendance in Computer technique and network class.

No	Interpretation	Frequency	Percentage
1	Always	37	82.22%
2	Often	8	17.78%
3	Sometimes	0	0%
4	Seldom	0	0%
5	Never	0	0%
Total		45	100%

Based on the data it can be seen that 37 students (82.22%) are always attent to the class, 8 students (17.78%) are often, and no body who is never not come to the class

4) Students' Motivation.

Motivation as one of internal factors that can influence the students' ability in mastering the vocabulary of computer and network. The frequency can be seen in the following table.

Table 4.8 Students' motivation in learning

No	Interpretation	Frequency	Percentage
1	Higly Motivated	28	62.22%
2	Motivated	7	15.56%
3	Less Motivated	10	22.22%
4	Low Motivated	0	0%
5	Others reason	0	0%
Total		45	100%

Based on the data, that 10 students with 22.22% are have less motivated in learn computer and network because of recommendation by other, meanwhile 7 students are motivate to learn computer and network because wants to earn knowledge, and then the dominant percentage (62.22%) with covered 28 students

highly motivated in learn computer and network based on their own eager. Based on the explanation above, it can be summed up that students' motivation in learning is in high category in influence their ability.

5) Students' Learning Activity.

Learning activity is one factors that can influenced students' ability in mastering the vocabulary of computer and network.

In collecting the data about students' learning acticity, writer has collected by using questionnaire that consist of some points as seen in the following table.

Table 4.9 The frequency of students in asking question while unclear material

No	Interpretation	Frequency	Percentage
1	Never	0	0%
2	Seldom	0	0%
3	Sometimes	20	44.44%
4	Often	9	20%
5	Always	16	35.56%
Total		45	100%

Based on the data 16 students with (35.56%) percentage are always asking question while unclear material, 9 students with (20%) percentage are often in asking question, and the dominant result is 20 students with (44.44%) are sometimes asking question while unclear material. and no one (0%) are soldem and never to asking question while unclear material.

According to the data, the writer can concluded that the teacher explanation is clear enough. and all of students are active students.

Table 4.10 The frequency of students in noticing material from the teacher.

No	Interpretation	Frequency	Percentage
1	Always	10	22.22%
2	Often	18	40%
3	Sometimes	15	33.33%
4	Seldom	2	4.45%
5	Never	0	0%
Total		45	100%

Based on the data, it can be summed up that 10 students (22.22%) always note the material from the teacher, 18 students (40%) are often note the material, 15 students (33.33%) are sometimes note the material, 2 students (4.45%) are seldom and nobody who never notes the material.

Table 4.11 The frequency of students in doing homework from the teacher

No	Interpretation	Frequency	Percentage
1	Never	0	0%
2	Seldom	0	0%
3	Sometimes	4	8.89%
4	Often	19	42.22%
5	Always	22	48.89%
Total		45	100%

The table shows as that 22 students with (48.89%) are always doing homework, 19 students (42.22%) are often and 4 students (8.89%) are sometimes doing homework and then no one students (0%) are never doing homework from teacher.

a. External Factors.

1) Students' Learning Facilities.

In finding the information about students learning facilities, it has been taken the data by using questionnaire as in the following table:

Table 4.12 Frequency of students in owning the handbook.

No	Interpretation	Frequency	Percentage
1	Have	40	88.89%
2	Don't have	5	11.11%
Total		45	100%

According to the data almost 88.89% students have the handbook with 40 students, and only 11.11% that don't have the handbook with 5 students, it can be summed up that students owning the handbook is in very high category in influence their ability.

Table 4.13 The frequency of owning dictionary

No.	Interpretation	Frequency	Percentage
1	Have	38	84.44%
2	Don't have	7	15.56%
Total		45	100%

According to the data almost 84.44% (40 students) have the dictionary, and only 15.56% that don't have the dictionary, it can be summed up that students owning dictionary is in very high category in influence their ability.

Table 4.14 The frequency of owning computer

No.	Interpretation	Frequency	Percentage
1	Have	30	66.67%
2	Don't have	15	33.33%
Total		45	100%

According to the data 88.89%(30 students) have the computer, and only 33.33% (5 students) that don't have compute, it can be summed up that students owning computer is in high category in influence their ability.

2) Teacher' competence.

There are some cases that have relation with the teacher competence.

a) Teacher' educational background.

Based on the deep interview that has been conducted, the writer knows that the english teacher at *SMKN 2 Banjarmasin* is graduated from *Lambung Mangkurat University*. She finished her study in 2000 and in Senior High School she is graduated from *SMKN 1 Kotabaru* with Computer Technique and Network Program in 1995.

b) Teacher' teaching competence.

For collecting the information about teacher teaching experience about teaching and learning by the teacher, the writer did interview to the teacher. Based on the interview, the writer knows that the teacher has been teaching English at *SMKN 2 Banjarmasin* since 2004 until now, beside that she also become administration staff there as Debat advisor.

c) Teacher' Clarity in explaining the Subject.

For collecting the information about the teacher clarity in explaining the subject, the writer gave questionnaire to the students in the classroom. The data can be seen in the following table

Table 4.15 Frequency of teacher attendance in the class

No	Interpretation	Frequency	Percentage
1	Never	0	0%
2	Seldom	0	0%
3	Sometimes	0	0%
4	Often	0	0%
5	Always	45	100%
Total		45	100%

According to the data shows as that 100% from 45 students state that the teacher always come to their class.

Table 4.16 Interpretation of teachers' explanation in teaching computer technique and network.

No	Interpretation	Frequency	Percentage
1	Unclear	0	0%
2	Less Clear	6	13.33%
3	Clear enough	21	46.67%
4	Clear	14	31.11%
5	Very clear	4	8.89%
Total		45	100%

As the statement above by all of the respondent in computer technique and network class, it can be summed up those those 21 students (46.67%) state that teacher's explanation in Computer Technique and network subject is enough clear, 4 students (8.89%) state that explanation is very clear, 14 students (31.11%) state that teacher's explanation is clear and 6 students (13.33%) state that teacher's explanation in Computer Technique and network subject is less clear.

Table 4.17 Interpretation of teachers' teaching style

No	Interpretation	Frequency	Percentage
1	Uninteresting	0	0%
2	Less interesting	3	6.67%
3	Interesting enough	5	11.11%
4	Interesting	13	28.89%
5	Very intereseting	24	53.33%
Total		45	100%

According to the data, 3 students (6.67%) state that the teacher style of teaching is less interesting, 5 students (11.11%) state that is interesting enough, 13

students (28.89%) is interesting and also 24 students (53.33%) state that the teacher style in teaching is very interesting.

The writer also have observed their teaching and learning to know the teacher style in teaching. based on the observation that has been done, it can be concluded in general that the teacher explanation is very good because she always teaches students with many activity for the example games, question, practical etc.

Table 4.18 Interpretation of teachers' in giving homework.

No	Interpretation	Frequency	Percentage
1	Never	0	0%
2	Seldom	0	0%
3	Sometimes	30	66.67%
4	Often	8	17.77%
5	Always	7	15.56%
Total		45	100%

Based on the data, there are 30 students (66.67%) state that the teacher sometimes gives them the homework, 8 students (17.77%) state often and 7 students (15.56%) state that always.

Based on this data and interview, the writer conclude that the teacher is sometimes give the homework if the time or the material is not clear enough in explanation and to supprot students to learn again at home.

b. Students' Learning Strategy

Table 4.19 The frequency of students' learning strategy

No.	Interpretation	Frequency	Percentage
1	Rehearsal	14	31.11%
2	Elaboration	9	20%
3	Organization	12	26.67%
4	Metacognitive	10	22.22%
Total		45	100%

According to the data, 10 students (22.22%) uses metacognitive strategy in learning, 12 students (26.67%) uses organization strategy in learning, 9 students (20%) uses elaboration strategy in learning and also 14 students (31.11%) uses rehearsal strategy in learning, it can be summed up that rehearsal strategy is the most strategy that students use in learning and can be categorized in low category.

B. Discussion

After all the obtained data were presented in findings as result of this research, they are also needed to be discussed. It is done to know more about the students' ability in mastering the vocabulary for computer at the eleventh graders of computer technique and network program of the *SMKN 2 Banjarmasin* on the academic year 2013/2014 and the factors that influence it. For further description, it will be discussed as follows :

1. The Eleventh Grade Students of Computer Technique and Network Ability in Mastering The Vocabulary of Computer and Network at *SMKN 2 Banjarmasin* on The Academic Year 2013/2014.

The data about the students' ability in mastering the vocabulary for computer have been collected by taking test. According to the prior data, it can be concluded that the highest score is 84 and the lowest score is 50.

The result as described on the table shows that there is no student who gets very low category. 6 students (13.33%) in low category who get 50 -<60 score, 20 students (44.44%) who get good score 70-<80 and there are 7 students (13.33%) get the score 60 -<70 score that are interpreted as fair category. Then, there are 9 students (20%) who obtain excellent score that is 80-100.

The mean score of the students' ability in mastering the vocabulary of computer and network is 71.78. The mean is obtained from the total score that is 3230 which was gotten by 45 students as the respondent. Based on the mean score that was gotten by the students, it means that can be categorized in "Good" category for students' ability in mastering the vocabulary of computer and network. It means that with having enough vocabulary will increase students competence in the subject, in line with Dunk (2010) statement that "Vocabulary has an important role in developing the students' competence in all skills". The findings of this research support the theories that vocabulary has an important role in all aspect. Based on the findings known there are easy and difficulties vocabulary known like word (*USB*) is the easist one with 93.33% students have correct answer. Not only known by the meaning, and easy to remember but also they known (*USB*) by the function in contrast to (*Prefix*) word. Prefix is the most difficult vocabulary with 22.22% students have wrong answer. *Prefix* becomes difficult because prefix is difficult to remember because the function of prefix is the symbols that used to determine the type of instruction and every application have differents prefix symbol.

2. The factors that influence The Eleventh Grade Students of Computer Technique and Network Ability in Mastering The Vocabulary of Computer and Network at *SMKN 2 Banjarmasin*.

There are two factors that influence the students' ability in mastering the vocabulary of computer and network, namely internal and external. From the data that has been presented in finding, it can be knows that many factors can give affect for students' ability in mastering the vocabulary of computer and network.

a) First language Acquisition

Based on the table 4.4 about students first language acquisition shows that almost 88.89% students have Local language for their first language and only 11.11% students have Indonesian language as their first language acquisition. In learning new vocabulary, First language or mother tongue have an important role in students second language. Students tend to still use their first language to start some utterance in learning new vocabulary in second language. Like Restiya (2011) quoted in Ringgih (2004) said “When children learn in the form of language to express to his mother, naturally children obtained their first language”. The findings of this research support the theories that students tend to still use their first language to start some utterance in learning new vocabulary in second language because

b) Students' Learning style

Learning style is the key to grab our success. Every student has a different style. Knowing student's style in learning helps teacher to improve their personality, make students feel enjoy and have fun and comfortable in learning. Here, we just discuss about eleventh grade students of computer technique and network learning style in large category. Based on the table 4.5 about student's learning style shows that 64.45% of 29 students are visual learners, 20% of 9 students are auditory learners and 15.57% of 7 students are Kinesthetic learners. So in this case, most of eleventh grade students are visual learners. This case has a same finding with Richard (2002) done that in his journal about *Learning and*

Teaching styles in engineering education said that most all students with all level are visual learners.

c) Students interest

From the data collected in this research, there are psychological factors that support the students' ability in mastering the vocabulary of computer and network. One of the factors is interest.

Interest is an important factor in learning. Students who are very interested in a lesson would be easy to accept the lesson, and will try to achieve a good achievement in learning.

It has been mentioned that students' interest has a big effect for the students' ability, Here, we just discuss about student interest percentage in large category. Based on the table 4.6 about students' interest that including large category, it shows that 53.33% are interested in computer technique and network subject, based on Table 4.7 The students' attendance include large category, it shows that 82.22% are always attend to the class. So in this case, computer technique and network students are always come to the class because they are really interested in computer and network subject. In line with Djamarah (2008:166) "Interest is a tendency for noticing and remembering some activity. Someone who interested in one activity will notice it consistently with a sense of happiness".

d) Students Motivation

Based on Table 4.8 shows that 62.22% students' motivation state are have highly motivated in learning based on their own eager. Motivation is one important aspect in learning language. In this case, compare with their result of

the test based on the table 4.3 shows that students' ability in mastering the computer and network vocabulary is in high category, it's mean have big motivation can help them to improve their competence in subject. In line with Syah state "Motivation can affect the quality of the outcomes to study for students in particular field of study (2006:151).

e) Students learning activity

Based on Table 4.9 only 44.44 % of the students sometimes ask the questions for unclear material. Based on Table 4.10 about students in noticing material from the teacher in large category, it shows that 40% are often in noticing the material and 22.22% are always noticing. The other indicators are doing homework from the teacher, based on Table 4.11 in large category, there are 48.89% are always doing the homework, 42.22% are often, and 8.89% are sometimes doing the homework.

f) Learning facilities

Learning facilities is an external factors that influence students' ability in mastering the vocabulary for computer and network that can be reflexed in owning the handbook. According to Table 4.12 it shows that almost 88.89 % students are have the handbook, based on the Table 4.13 shows that 84.44% students are have the dictionary and based on the table 4.14 shows only 66.67% are have the computer. Almost of them have the facilities include handbook, dictionary, and also computer wich can support their ability. It can be summarized that facilities give influence to their ability in mastering the computer and network vocabulary. In line with Gunawan (2010:67) "Facilities can help them to improve

their vocabulary, example from facilities such as owning book, dictionary, laboratories and other facilities that available in their school

g) Teacher ' competence

Teacher is one part of external factors in influence students' ability, here teacher competence divided into two part, they are teacher' educational background, teacher' teaching and learning experience and teacher' clarity in attendance and explaining the subject.

Discussing about the Teacher' Clarity in explaining the Subject. The data shows that based on the Table 4.15 about teacher attendance in class that 100% students state that their teacher is always come to their class to give an knowledge. About teacher explanation based on the Table 4.16 in large category shows that 46.67% students state that their teacher's explanation is clear enough, 31.11% students state that is clear and 13.33% students state that teacher's explanation is less clear. And then about the teacher' teaching style based on the Table 4.17 shows about 53.33% students agree that their teacher often teach them in very interesting teaching. About teacher in giving homework in order to motivate them to learn can seen in Table 4.18 . Based on the table almost 66.67% students agrees that their teacher is sometimes gives them homework depend how the learning process is work.

a) Students' Learning Strategy

Strategy is one part of procedure to be master in some aspect of learning. Strategy uses help to make students easy to understand and speed up the students process of memorizing some subject. Like to Trianto in Sulistyono (2010:140)

said that learning strategy as special act carried out by someone to make it easy, accelerate, feel enjoy , directly and easier to understand , to be effective and easier in understand into a new situation.

Discussing about students learning strategy, the data show that 31.11% of 14 students are use rehearsal strategy, 20% of 9 students are use elaboration strategy, 26.67% of 12 students are use organization strategy, and 22.22% of 10 students are use metacognitive strategy. It can be summarized that computer technique and network students use rehearsal strategies to help them in learning.

In short, There are some factors that influence to the students' ability in mastering the vocabulary of computer and network that is categorized in good category, namely Internal and external factors. Internal factors such as first language acquisition, students' learning style, students' interest, students motivation and students' learning activities are influence to the students' ability in mastering the vocabulary of computer and network, meanwhile external factor like learning facilities, learning strategy are also influence the students' ability in mastering the vocabulary of computer and network.