

The Effectiveness Of Internet Computer Technology In Teaching Vocabulary At The First Year Students Of SMP Negeri 1 Palopo

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Abstract

The objective of this research is to find out the effective of ICT in teaching vocabulary, the researcher aimed at finding out the effective of use ICT to the students vocabulary, the population of the research was the first year of SMP Negeri I Palopo, in Academic Year in using the sample, the writer used cluster random sampling, and the total sample is 48 students. This research used pre-experimental method. The instrument of the research was a written test, where consisted of 30 items in three types: multiple choices, matching, and translation. The data analysis of the research showed that the mean score in pretest was 33.35 and in posttest were 83.02. It can be concluded that ICT in teaching vocabulary is effective. The findings of this study were (a) there was effect of English songs in teaching listening, and (b) the effect was, it facilitated and motivated them in learning listening, as shown the result of post-test (67) is higher than the result of pre-test (59.66); and the t-test value (3.2) is greater than t-table value in the level 5% (1.699). Therefore, the null hypothesis is rejected, and alternative hypothesis is accepted.

Keywords: *Effectiveness Internet Computer Technology In Teaching Vocabulary*

Introduction

Nowadays study English is important in our life every day, However not many students are interested into develop their English talent in learning English because they do not have enough reference or technique to learn English, this atmosphere occurs everywhere. As the teacher must be having technique to create the comfortable atmosphere in class, but it is need some technique to learning and teaching English mastering. If the teacher and the learner have technique the researcher believes it will be enjoyed in learning and teaching English.

This atmosphere will make teachers easy to manage the class because the students' vocabularies to do exercise that teacher have given to the student.

Study English actively is very important for all people to facing globalization area, we are now living an age of booming information and technology so that we need some tool to master in English. For example In SMP Negeri 1 Palopo the teacher not only use hand book for teaching but the teacher use the electronic media like Computer that interconnected with Internet, the teacher gives chance the students to fine out the material in Internet Network by using Computer. For this the researcher sees this one of useful ways that necessary to mange class with the attention of the students and will develop their talent in English.

Computer have used for language teaching ever since the 1960's. The term of Internet Computer Technology (ICT) come to motivating students in learning English

because the students will learn by doing themselves and also make easy to the students find out material in English, with the Internet Network the students will broaden their main to learn English. For example in SMP Negeri 1 Palopo the students can browse the material by using Internet Computer Technology (ICT),

Based on the explanation above, the researcher is interesting in doing a research to apply a technique in teaching English that is "The Effectiveness of Internet Computer Technology (ICT) in Teaching Vocabulary at The First Year Students of SMP Negeri 1 Palopo".

There are many researchers that use vocabulary in their theses but there is no one using ICT to improve the students' vocabulary, so that the writer chooses the internet computer technology to extend the effectiveness of (ICT) to the students' vocabulary at first year students of SMP N 1 Palopo.

Internet is a global network of interconnected computers, enabling users to share information along multiple. Typically, a computer that connects to the internet can access information from them a vast array of available servers and other computers by moving information from them to the computer's local memory etc. the same connection allows that computer to send information to servers on the Network, that information is in turn accessed and potentially modified by the a variety of the other interconnection computers. A majority of widely accessible information on the Internet consist of inter-linked hypertext documents and other resources of the World Wide Web (WWW).

The interaction between access, user, and evaluation of ICT: the demand of healthcare services and the capacity of the individual to take decisions over their own health and those closest to them, determining a new profile of patient that we have called the patient the interrelation of the intensive of ICT, especially that of internet the positive assessment of these technologies in relation with their work and their patients; the intensive use of information, and professional activity orient towards research determine a new professional.

In addition, of the four language skill are speaking, writing, listening, and reading is generally considered the most difficult to learn. English vocabulary is to produce utterances in oral communication, an activity is healed if there two or more people in having react to what they hear and make their contribution at high speed when they have enough vocabulary, so that each participant has an intentions that he wants to.

In the other while Chastain (1976) States that learning to English achievement is obviously more difficult than learning to understanding the spoken language by using media study.

As speaking difficult, more effort is required on the part of the students and more concern of sequential on the part of the teachers.

Computer is a set of media electronic that has internal memory and external memory, and also can save the material that has been making. Computer is a set of the electronic typing the first element that should be taken by every English teacher in learning of Internet.

There is a wide range of on-line applications which are already available for use in the foreign language class. These include dictionaries and etc.

The barriers inhabiting the practice of computer-assisted Language Learning (CALL) in global understanding can be classified in the followings:

- 1) Financial barriers, they include the cost of hardware, software, maintenance (particular of the most advanced equipment), and extend to some staff development.
- 2) Availability of computer hardware and software

3) Technical and theoretical knowledge

4) Acceptance of technology

In other while Language are need exercises or practices, the difficulties of the students are they do not know how to express their ideas in English particularly. The only practice to speak English when they are studying English, they never practice with their friends, but the student can memorize vocabulary by operates the internet computer technology.

All activities in the world need motivation like studying English but sometimes the students did not have motivate to speak.

Even through the teacher effort in motivating the students to practice their speaking by using media. It means that the teacher much give attentions to the improvement of the students vocabulary.

In learning and teaching process, the teacher should give the students some opportunities to use media in front of the class or they should be given many interesting material. The students' interest to increasing their English ability is enthusiastically, but the main factor influencing the students' English ability is no appropriate topics and media which are suitable with the students' level.

Media study is the tools that use in learning and teaching process with other people is needed braveness. There are many students who have no confidence in themselves so they can not communicative their English ability.

The effect of this sometimes students feels enjoyable to learning English, maybe caused by psychological aspect.

In formal situation, the students rare use Internet in study freely such as in meeting, discussion, seminar, and they are really make difficult to express ideas. As follows:

1). More Internet Practice

Pair activities are given to the students for more choice to share the material about English.

2). Students are More Involve

In pair activities encourages being more involve and concentrate on the task, if the discussions in conduct with the whole class together. It will probably be dominate by a few students and the others will lose interest.

3). Students Feel Secure

Students feel loss anxiety when they are show in front of the whole class. Pair activities can help the students who will never say anything in the whole class activity

4). Student Help Each Other

Pair activities encourage students to share ideas and knowledge to make pair task activity successful in the classroom activity, the teacher must pay attention to procedures namely:

a). He can prepare for the pair of establishing what the question and answer should be. It can also demonstrate the pair task by asking question around the class or about the update information that the students getting by ITC in front of the class.

b). He can be active by starting the pair task instep of fain "pair Material" he can also check, if everyone has a @mail and starts activities in pair.

c). During the activity he can more quickly around the class to check that the students are taking material and to see if they have new information about the material.

- d). Instead of writing for everyone to finish the activity, these will be not chance for the students to get bored and start talking about other things.
- e). After the students discuss in their pairs, he or she can ask some points what they have done, or ask a few points to repeat their conversation in front of the class (reporting section).

In Brown (2001) also states that we can identify three ways of getting the students' English ability to activities in pair:

1). Open Pair

The students work informally across the class with one another, asking, and answering questions from the Internet.

2). Fixed Pair

Each student completes an activity with their pair, however, they may change their partner either to repeat the activity or to extend it.

3). Flexible Pair

Each student interacts with a number of the students in turn in order to complete the task, this type normally requires the students to move more freely around the class.

2. What is vocabulary?

Before talking about vocabulary it is necessary to know the definition of vocabulary, let us see some on the definition of vocabulary: Harmer, (1991: 1954) states that one of the problems of vocabulary teaching is how to select what words to teach. Dictionaries for upper intermediate students frequently have 55,000 words or more and there are many meanings of a word and they represent a small fraction of all the possible words in a language.

Hornby (1989: 1425) states that vocabulary is:

- a. The total number of words that make up a language
- b. Body of words known to a person or used in a particular book or subject
- c. List of words with the meaning

Rahman, (1987: 8) says that:

- a. Vocabulary is the content and function words of a language which are learned so thoroughly that they become a part of the students' understanding speaking and letter reading and writing vocabulary.
- b. Vocabulary is words having meaning when heard or even though not understood by individual himself to communicate with others.

Smith and Johnson (1980: 67) state that each individual's vocabulary has many components categorized as having separate but largely overlapping components.

a. Types of vocabulary

There are two types of vocabulary used in English. They are active vocabulary and passive vocabulary. Active vocabulary consists of words that we know well to use it by ourselves. Passive vocabulary consists of words we understand approximately but we cannot use them.

Furthermore, some classification of vocabulary follows the linguists:

Leggett et al., (1982: 148-149) point out that there are two types of vocabulary:

- 1) Active vocabularies which consist of working words are used daily in writing and speaking.

- 2) Passive vocabulary which is make up of the words.

Harmer, (1991: 159) divides vocabulary into two types, they are:

- 1) Active vocabulary refers to words which students will recognize them but probably they can not be able to produce.
- 2) Passive vocabulary refers to words students will recognize them but probably they can not be able to produce.

Schell, (1967: 57) classifies vocabulary into their types they are:

- 1) Active vocabulary, the words use customarily is speaking
- 2) Reverse vocabulary, the words we know but rarely use them in ordinary speech.
- 3) Passive vocabulary, the words we recognize, never use them in either speech or writing, we just know them because we have seen them before.

Vocabulary development

The vocabulary development can be defined as the act of action improving vocabulary that students have, or it can be said that vocabulary is being developed. Students' vocabulary develops mainly as a result of constant and care of attention on the past of both students and teaching.

In teaching of second language it has been recognized that learning vocabulary is simply a process of memorizing a number of discrete items that can be mapped into mother-tongue equivalents, and besides the teacher teach the students some elements of English vocabulary such as noun, verb, adverb, adjective, pronoun, conjunction, preposition and interjection, the teacher can also develop the students vocabulary through reading, speaking, listening, and writing.

It is assumed that the practical of increasing vocabulary is by means of reading. The students will understand how each word is used in context.

Roswell and Natchez (1997: 1979) states:

1. It is well and knows that one of the ways of acquiring a large vocabulary is through wide reading.
2. In vocabulary development, the teacher can try several techniques she can encourage the pupils to use a more varied vocabulary in speaking and writing. She can encourage using the dictionary. She can encourage using the dictionary.

Chong, (1997:188) points out vocabulary, for it us given us the exact use of words in way impossible in ordinary dictionary, furthermore, Brenda tan also points out that building up a good vocabulary it is of course descramble first to include all the essential words and to wait until later to acquire the more unusual words. Supplying a word list of a specific number of words to be learnt is the most important. The students are assumed to study the words and probably to use them before that the words will become their productive vocabulary.

Warmer, (1958: 356) said that in determining the meaning of a word considers the context, the situation and the resemblance to other words you know.

Another way developing the students' vocabulary is means of learning words together with their derivations. The students should be given guiltiness for multiplying the vocabulary they already know through recognition of related forms. Many students are not familiar with simple facts about words formation which would help them to work out the changes of meaning resulting from the addition of prefixes and suffix and different in syntactic function of identical or similar forms.

- a. The Technique of Teaching Vocabulary

In fact, to improve knowledge of student especially about vocabulary had many techniques; it is depend of a teacher. There are many writers, writes their technique in teaching of vocabulary, namely:

Harmer, (1991) describe some from or the meaning of presentation on explanation teaching vocabulary as follows.

- 1) Real bring the things they represent the word in the classroom. The teacher holds up the object (or point to it) says the word and gets students to respect it.
- 2) Picture can be board drawing, wall picture and chart, flash cards, magazine picture, etc. It means that using pictures to explain the meaning of vocabulary items and illustrated concept such as above and opposite.
- 3) Action, gesture and mine it is often impossible to explain the meaning of the words, and grammar either through the use of realist or picture. Concepts like running or smoking are easier to present in this way.
- 4) Construct, how words exits, because their sense relations and this can be used teach meaning we can present the meaning of empty by contracting it with full, cold by contracting it with not etc.
- 5) Enumeration. Another sense relation was that of general and specific words. We can use this to present meaning; we can say clothes and explain this by enumeration.
- 6) Explanation: the meaning of vocabulary items can be very difficult especially at beginner and elementary levels, with more intermediate students such as technique can by used it is include explaining, any fact of words use are relevant.
- 7) Translation, this is a quick and easy way to present the meaning of words but is not without problems, in the first place it is not always easy to translate words, in the second place I even where translate is possible it way make to easy for student by discouraging them from interacting with the words.

b. Classified level of teaching vocabulary based age

As we know that in teaching process, we must divided level into two parts, which is children and adult. If we based curriculum, the government have to divide it. Not just it the teacher must make lesson program based it and he/she must suit with student situation.

Harmer (1991:7) classified level of student as children adolescent beginners, adult intermediate an adult advance students.

Virginia French Allen (1983) in classifies the technique of learning vocabulary as follows:

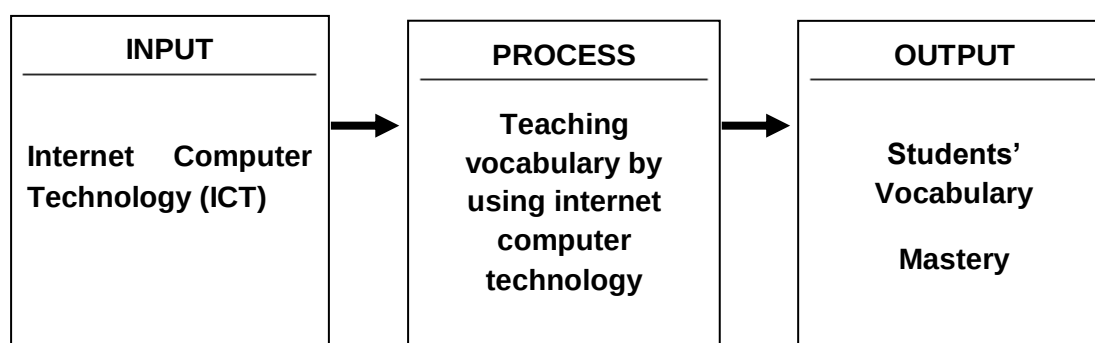
- 1) In the beginner classes, the teacher use all there uses all three ways to show meaning of vocabulary: pictures, explanation, and definition in simple English that the students already know. Besides, we can also use real object.
- 2) Vocabulary in intermediate class. In the phase, simple English is used to show meaning of words: for common area a living, pictures can also be used at intermediate level in several helpful ways.

In learning English for communicative purpose it is expected that classroom as the main environment provides as much as possible communicative activities in order the

students can interest or communicative in English as the target language by using internet computer technology.

Answering the phenomena above, the researcher used method through different kinds of pair activities to stimulate the students' vocabulary. The researcher bring to the student's English material through different kinds of pair activities with as follow; the theme in pairs, matching activities using Internet computer technology, practicing to write their vocabulary with a partner, and speaking contest and other material motivated the students to use the oral production to speak English. And output, by teaching speaking through different kinds of pair activities gave the English teacher and the teaching learning process of English subject by implementation of the input, and finally, the students' ability in English by media to produce one more sentences, giving ideas or practice their English accidents.

The conceptual framework this research is presented the following diagram:



The three main components were explained in the following:

a. Input

This refers to give the students to stimulate their ability in using Internet Computer Technology.

b. Process

In this reaction the students involve themselves to find out the vocabulary and memorizing by using ICT.

c. Output

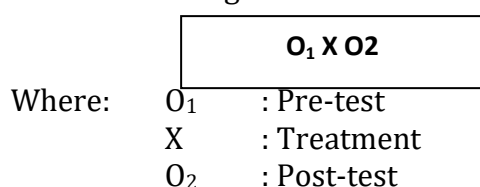
In some kinds of the activities that give to the students will give motivation and creativity of the student to study and memorize vocabulary.

Method

Research Design

This research employed pre-experimental method. It aims at finding out effect of using difficult kinds of pair activities to improve the ability of the students' English.

The diagram of the research method as follows:



(Gay, 1981: 225)

Research Variable and Operational Definition of Variable

1. There were two variable involved in this research namely:

- a. Independent variable is using internet computer technology in teaching. The treatment in which the students are thinking by using different kinds of media study in pair activities in the class.
- b. Dependent Variable is the students' vocabulary. The students' vocabulary is the students' achievement in practice speaking.

2. Operational Definition of Variable

It has been mentioned above that variable of this research were teaching English by using ICT in pair activities and the students' vocabulary at the first year students of SMPN I Palopo. In this reaction, the researcher will try to explain them in order to be able to understand the topic of this research completely.

- a) Teaching English by ICT in pair activities will teaching implementation the students' vocabulary for the first year students of SMPN I Palopo by using different kinds of pair activities.
- b) The students' English achievement is the condition in which the students are able to produce certain expression or sentences in English in terms of accuracy, fluency, and comprehensibility. Through some topics, with write the vocabularies that the student has found in internet computer technology by the theme.

Population and Sample

1. Population

The population of the research was the first year students of SMPN 1 Palopo in academic year 2008/2009. There were six classes namely:

Class I_A consists of 24 students, Class I_B consists of 24 students, Class I_C consists of 24 students, Class I_D consists of 24 students, Class I_E consists of 24 students, and Class I_F consists of 24 students. The total numbers of population are 144 students.

2. Sample

Because the large of population, the researcher employs only two classes. Each classes consisted of 24 students. In this case, the researcher uses cluster random sampling technique to select the sample.

Instrument of the Research

To collect data required, the researcher uses media study test through test, the multiple chose consist of 10 numbers, matching consist of 10 numbers, and translation test consist of 10 numbers

The test is held twice; firstly the students are test before giving treatment that called pre-test. Secondly, the students are test again that call post-test. The pre-test is give to find out the initial ability before presenting the material and the post-test was given to know how far their vocabulary that they have memorized.

3) Procedure of Collecting Data

The procedure of collecting data in chronological order as follows:

Pre-test

Before doing treatment, the researcher administered a pre-test to the students. The researcher gives the test orally by speaking test to the student's vocabulary before explaining it to them.

Treatment

After giving pre-test, the researcher gave treatment for the students.

The treatments do four times:

In this treatment the students were given the explanation from the researcher about how to be involved in pairs activities where the researcher using different kinds of pair activities to improve the students English ability in using ICT.

a. The first meeting

The researcher asks the students to practice their vocabulary through Introduce the theme of the researcher.

b. The second meeting

Using Internet computer technology

The researcher asks the students to find out about the animals by using ICT

c. The third meeting

Practicing

The researcher asks the students to persentage about the theme that had given that has find by Internet Computer Technology (ICT)

d. The four meeting

Speaking contest

The students are making classification of the animals into several classifications and they send to the researcher using ICT by e-mail.

I. Post-test

After doing treatment the researcher will give the post-test was applied to the student's by mouthy flash chose test to find out whether or not the students vocabulary mastery by using Internet Computer Technology.

4) Technique Data Analysis

To analyze the test result, the researcher wills technique analysis. The use of percentage technique analysis is to know the percentage of the students' vocabulary achievement through the ICT

To find out the mean score, standard deviation, and the t-test value between the pre-test and the post-test (the researcher wills use SPSS 15 program).

The mean score of the students' achievement trough the theme are classified in to seven levels of classification as follows:

1. Score 9.6 to 100 is classified as excellent
2. Score 8.6 to 9.5 is classified as very good
3. Score 7.6 to 8.5 is classified as good
4. Score 6.6 to 7.5 is classified as fairly good
5. Score 5.6 to 6.5 is classified as fair
6. Score 3.6 to 5.5 is classified as poor
7. Score 0.0 to 3.5 is classified as very poor

(Depdiknas, 2006:38)

Findings And Discussions

This chapter covers findings and discussion, the writer presents the result of the data collected through the test. In this discussion part the writer presents interpretation of the findings.

Findings

In the findings data analysis the writer percentages the raw score of the students' answer are classified in to three items as follows:

1. The respondents answer in pre-test

a. The table of students' correct answer in multiple choice

Respondents code	Number of item										Total corrected answer
	1	2	3	4	5	6	7	8	9	10	
01	1	1	1	-	-	1	1	-	-	1	6
02	1	1	1	1	-	1	1	-	-	-	6
03	-	1	-	1	-	-	-	1	-	-	3
04	1	1	1	-	-	-	1	-	-	1	5
05	1	1	1	1	1	1	1	-	-	-	7
06	1	1	1	-	-	1	1	-	1	-	6
07	1	1	1	1	-	1	1	-	-	1	7
08	-	1	1	-	-	1	1	-	-	1	5
09	-	1	-	1	-	1	1	-	-	-	4
10	1	1	1	1	1	1	1	-	-	-	7
11	-	1	1	-	1	1	1	-	-	-	5
12	-	1	-	1	1	1	1	-	1	1	7
13	1	1	1	1	-	1	1	-	-	1	7
14	-	1	-	-	1	1	-	-	-	-	3
15	1	1	1	-	-	1	1	-	-	1	6
16	1	1	1	1	-	1	1	-	1	1	8
17	-	1	1	-	-	1	1	-	-	1	5
18	-	1	1	1	1	1	1	-	-	-	6
19	-	1	-	-	-	1	1	-	-	1	4
20	-	1	1	1	-	1	1	-	-	-	5
21	1	1	1	1	-	1	1	-	-	1	7
22	-	1	-	1	1	1	1	-	-	1	6
23	-	1	-	-	1	1	1	-	-	-	4
24	-	1	1	1	-	1	1	-	1	-	6
25	1	1	1	-	1	-	1	-	-	-	5
26	-	1	1	-	-	-	1	-	-	-	3
27	-	1	1	-	-	1	1	-	-	-	4
28	-	1	1	-	-	1	-	1	-	-	4
29	1	1	1	-	-	1	1	-	-	-	5
30	-	1	1	1	1	1	1	1	-	-	7
31	-	1	1	1	-	-	1	-	-	-	4
32	-	1	1	-	-	1	1	-	-	-	4
33	-	1	1	-	-	1	1	-	-	-	4
34	-	1	1	-	1	1	1	-	-	-	5
35	-	1	1	-	-	1	1	-	-	1	5
36	-	1	1	-	-	1	1	1	-	-	5
37	-	1	1	-	1	1	1	-	-	-	5
38	1	1	1	-	-	1	1	-	-	-	5
39	-	1	1	-	-	1	1	-	-	-	4
40	-	1	1	-	-	1	1	-	-	1	5
41	-	1	1	1	-	1	1	-	-	-	5
42	-	1	1	-	-	1	1	-	-	-	4
43	-	1	1	-	-	1	1	-	-	-	4
44	-	1	1	1	-	1	-	-	-	-	4

45	-	1	1	-	-	1	1	-	-	-	4
46	-	1	-	1	-	-	1	-	-	-	3
47	-	1	-	-	1	-	1	-	1	-	4
48	-	1	1	-	-	1	1	-	-	1	5
TOTAL	14	48	39	19	13	41	44	4	5	15	242

Based on the table of multiple choice test in pre-test above, from the 48 respondents 10 items of multiple choice test, the highest correct answer is 8 (respondent code is 16), and the lowest is 3 (respondents code are 03, 14, 26, and 46)

b. The table of students' correct answer in matching test

Respondents code	Number of item										Total corrected answer
	1	2	3	4	5	6	7	8	9	10	
01	1	1	1	1	1	-	1	-	1	1	8
02	1	1	-	1	1	-	1	-	-	1	6
03	-	1	-	1	1	1	-	-	-	-	4
04	1	1	-	1	1	1	-	1	1	1	8
05	1	1	-	-	-	1	-	-	-	-	3
06	1	-	-	1	1	1	1	1	-	-	6
07	1	1	-	1	1	1	-	1	-	-	6
08	-	1	-	-	1	1	-	1	1	-	5
09	-	1	-	-	1	-	-	-	-	-	2
10	1	1	-	-	-	-	-	-	-	-	2
11	-	1	-	1	1	-	1	1	-	1	6
12	1	1	-	-	-	-	-	-	-	-	2
13	1	1	1	1	1	-	1	1	1	1	9
14	1	1	-	-	1	-	-	1	-	-	4
15	1	-	-	-	1	1	1	-	-	-	4
16	1	1	1	1	1	1	1	1	1	1	10
17	1	1	-	1	1	1	1	1	-	1	8
18	1	1	-	-	1	1	1	1	-	-	6
19	1	1	-	1	1	-	-	1	1	-	6
20	1	1	1	-	1	1	1	1	-	1	8
21	1	1	1	-	1	-	1	1	1	1	8
22	-	1	-	-	1	-	1	-	-	-	3
23	1	1	-	1	1	-	-	1	1	-	6
24	-	1	-	-	1	-	-	-	-	-	2
25	1	1	-	-	1	-	-	-	-	-	3
26	1	1	-	-	1	-	-	-	-	-	3
27	1	1	-	-	1	-	1	1	-	-	5
28	-	1	-	-	1	-	-	-	-	-	2
29	-	1	-	1	1	-	-	-	1	-	4
30	-	1	1	-	1	-	1	1	1	-	6
31	-	1	1	-	-	-	-	-	-	-	2
32	1	1	-	1	1	-	-	1	-	-	5
33	1	1	-	-	1	-	-	1	1	-	5
34	-	1	-	-	1	-	-	-	-	-	2
35	-	-	-	-	1	-	-	-	-	-	1
36	1	-	-	1	1	-	1	-	-	-	4

37	1	1	-	-	1	-	1	-	1	-	5
38	1	1	-	-	1	1	-	1	1	-	6
39	-	1	1	-	-	1	1	-	-	-	4
40	1	1	-	-	1	-	1	1	1	-	6
41	1	1	-	1	1	-	1	1	-	1	7
42	1	1	-	-	1	-	-	-	-	-	3
43	1	-	-	1	1	-	1	1	1	-	6
44	-	1	-	-	-	1	-	-	-	-	2
45	-	1	-	-	1	-	-	-	1	-	3
46	1	-	-	-	1	-	1	1	-	-	4
47	1	1	-	1	-	-	1	1	-	1	6
48	1	1	-	1	1	1	1	-	1	-	6
TOTAL	33	42	8	19	41	15	23	24	17	11	233

Based on the table of matching test in pre-test above, from the 48 respondents 10 items, the highest correct answer is 10 (respondent code is 16), and the lowest is 1 (respondents code is 35)

c. The table of students' correct answer translation test

Respondents code	Number of item										Total corrected answer
	1	2	3	4	5	6	7	8	9	10	
01	5	5	5	5	1	1	1	1	5	5	34
02	5	5	5	5	5	5	5	5	5	5	50
03	5	5	5	5	5	1	1	5	5	5	47
04	5	5	5	5	1	1	1	1	1	5	30
05	5	5	1	1	1	1	5	1	1	1	22
06	5	5	5	5	1	1	1	1	1	5	30
07	5	5	5	5	1	1	1	1	1	1	26
08	5	5	5	5	5	1	1	1	1	5	34
09	5	1	5	1	5	1	1	1	5	5	30
10	5	5	5	5	-	-	1	1	1	1	24
11	1	1	1	1	1	1	1	1	1	1	10
12	5	5	5	1	1	1	5	1	5	5	34
13	1	1	5	5	5	1	1	1	5	5	30
14	1	-	5	1	1	-	-	-	1	1	10
15	1	1	1	1	1	1	1	1	1	1	10
16	1	1	5	5	5	5	5	5	5	1	38
17	5	1	5	5	1	5	5	1	1	5	34
18	-	1	1	5	1	1	1	-	-	-	10
19	1	5	1	5	1	5	1	1	1	5	26
20	1	1	1	5	1	1	1	1	1	5	18
21	5	5	5	5	1	1	1	1	1	5	30
22	8	8	5	5	1	1	1	1	-	-	30
23	5	1	1	1	1	1	1	1	1	5	18
24	1	5	5	5	1	1	1	1	1	1	22
25	8	1	-	-	1	1	-	-	-	1	12
26	1	-	-	-	-	-	-	-	1	-	2
27	1	1	1	1	-	1	1	1	1	5	13

28	5	-	1	1	5	1	8	1	5	8	34
29	5	-	1	1	-	1	1	-	1	8	18
30	1	1	1	1	-	1	1	1	1	1	8
31	5	-	8	5	8	1	1	1	1	8	32
32	5	5	1	1	1	1	1	1	1	8	25
33	5	1	1	5	1	1	1	1	1	1	18
34	5	-	1	1	1	1	1	1	1	1	13
35	1	5	5	1	1	1	1	1	1	1	18
36	8	1	1	1	1	1	1	-	1	8	23
37	8	1	1	-	1	5	-	1	1	1	19
38	5	5	1	1	1	1	1	1	1	8	25
39	5	5	1	1	1	1	1	1	1	8	25
40	1	-	-	1	1	1	1	-	1	5	11
41	5	-	1	1	1	1	1	-	8	-	18
42	5	5	-	-	1	1	1	-	1	1	15
43	5	5	5	5	1	5	1	1	1	8	37
44	5	5	5	-	1	1	1	-	-	-	17
45	1	5	5	1	5	1	1	1	5	8	33
46	5	-	-	-	1	5	1	-	1	5	18
47	8	-	-	-	5	5	-	-	5	5	28
48	5	-	5	1	1	1	-	-	-	-	13
TOTAL	194	128	137	121	86	77	69	47	90	177	1.126

Based on the table of translation test in pre-test above, from the 48 respondents 10 items, the highest correct answer is 50 (respondent code is 02), and the lowest is 2 (respondents code is 26)

The frequency and percentage of the result of pre-test through the test

No.	Classification	Score	Pre-test	
			Frequency (F)	Percentage (%)
1.	Excellent	96 – 100	0	0%
2.	Very good	86 – 95	0	0%
3.	Good	76 – 85	0	0%
4.	Fairly good	66 – 75	0	0%
5.	Fair	56 – 65	2	3%
6.	Poor	36 – 55	17	35%
7.	Very poor	00 – 35	30	62%
Total			48	100 %

The table above indicates that among 48 students observed in the research, there is no one students got excellent, very good, and good. 2 students (3%) got fair score, 17 students got (35%) got poor score, and 30 students (62%) got very poor score.

The table of the students in pre-test show the total score of the students test is 1.601. This is an accumulating score of 48 students as respondents in the research. To support the finding above, the writer found out the students mean score in pre-test by using the formula:

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{1.601}{48} \\ &= 33.35 \end{aligned}$$

The calculation shows that the mean score obtained by then students' in pre-test is 33.35 it is very poor score category.

2. The respondents answer in post-test

a. The table of students' correct answer in multiple choice test

Respondents code	Number of item										Total corrected answer
	1	2	3	4	5	6	7	8	9	10	
01	1	1	1	1	1	1	1	1	1	1	10
02	1	1	1	1	1	1	1	1	1	1	10
03	1	1	1	1	1	1	1	1	1	1	10
04	1	1	1	1	1	1	1	1	1	1	10
05	1	1	1	1	1	1	1	1	1	1	10
06	1	1	1	1	1	1	1	1	1	1	10
07	1	1	1	1	1	1	1	1	1	1	10
08	1	1	1	1	1	1	1	10	1	1	10
09	1	1	1	1	1	1	1	1	1	1	10
10	1	1	1	1	1	1	1	1	1	1	10
11	1	1	1	1	1	1	1	1	1	1	10
12	1	1	1	1	1	1	1	1	1	1	10
13	1	1	1	1	1	1	1	1	1	1	10
14	1	1	1	1	1	1	1	1	1	1	10
15	1	1	1	1	1	1	1	1	1	1	10
16	1	1	1	1	1	1	1	1	1	1	10
17	1	1	1	1	1	1	1	1	1	1	10
18	1	1	1	1	1	1	1	1	1	1	10
19	1	1	1	1	1	1	1	1	1	1	10
20	1	1	1	1	1	1	1	1	1	1	10
21	1	1	1	1	1	1	1	1	1	1	10
22	1	1	1	1	1	1	1	1	1	1	10
23	1	1	1	1	1	1	1	1	1	1	10
24	1	1	1	1	1	1	1	1	1	1	10
25	1	1	1	1	1	1	1	1	1	-	9
26	1	1	1	1	1	1	-	1	1	-	8
27	1	1	1	1	1	1	1	1	-	1	9
28	1	1	1	1	-	1	1	1	-	1	8
29	1	1	1	1	1	1	1	1	1	1	10
30	1	1	1	1	1	1	1	1	1	1	10
31	1	1	1	1	1	1	1	1	1	1	10
32	1	1	1	1	1	1	1	1	1	1	10
33	1	1	1	1	1	1	1	1	1	1	10
34	1	1	1	1	1	1	1	1	1	1	10
35	1	1	1	1	1	1	1	1	1	1	10

36	1	1	1	1	1	1	1	1	1	1	10
37	1	1	1	1	1	-	1	-	1	-	7
38	1	1	1	1	1	1	1	1	1	1	10
39	1	1	1	1	1	1	1	1	1	1	10
40	1	1	1	1	1	1	1	1	1	1	10
41	1	1	1	1	1	1	1	1	1	1	10
42	1	1	1	1	1	1	1	1	1	1	10
43	1	1	1	1	1	1	1	1	1	1	10
44	1	1	1	1	1	1	1	1	1	1	10
45	1	1	1	1	1	1	1	1	1	1	10
46	1	1	1	1	1	1	1	1	1	1	10
47	1	1	1	1	1	1	1	1	1	1	10
48	1	1	1	1	1	1	1	1	1	1	10
TOTAL	48	48	47	48	48	46	47	47	47	44	470

Based on the table of multiple choice test in post-test above, from the 48 respondents 10 items of multiple choice test, the highest correct answer is 10 (respondent code are 01-24, 29-36, and 38 - 48), and the lowest is 7 (respondents code is 37)

b. The table of students' correct answer in matching test

Respondents code	Number of item										Total corrected answer
	1	2	3	4	5	6	7	8	9	10	
01	1	1	1	1	1	1	1	1	1	1	10
02	1	1	1	1	1	1	1	1	1	-	9
03	1	1	1	1	1	1	1	1	1	1	10
04	1	1	1	1	1	-	1	1	1	1	9
05	1	1	1	1	1	1	1	1	-	1	9
06	1	1	1	1	1	1	1	1	1	-	9
07	1	1	1	1	1	1	-	1	-	-	7
08	1	1	1	1	1	1	-	1	1	-	8
09	1	1	1	1	1	-	1	1	-	1	8
10	1	1	1	1	1	1	1	1	1	1	10
11	-	1	1	-	1	1	1	1	-	1	7
12	-	1	-	1	1	1	1	-	1	1	7
13	1	1	1	1	1	-	1	1	1	-	8
14	1	1	1	1	1	1	1	1	-	1	9
15	1	1	1	1	1	1	1	1	1	1	10
16	1	1	1	1	1	1	1	1	-	1	9
17	1	1	1	1	1	1	1	1	1	1	10
18	1	1	1	1	1	1	1	1	-	1	9
19	1	1	1	1	1	-	1	1	1	1	9
20	1	1	1	1	1	1	1	1	-	1	9
21	1	1	1	1	1	1	1	1	1	1	10
22	1	1	1	1	1	1	1	-	-	1	8
23	1	1	1	-	1	1	1	-	1	1	8
24	1	1	1	1	1	1	1	-	1	1	9
25	1	1	1	1	1	-	1	1	1	1	9
26	1	1	1	1	1	1	1	1	1	1	10

27	1	1	1	1	1	1	1	1	1	-	9
28	1	1	1	1	-	1	1	1	1	-	8
29	1	1	1	1	-	1	1	-	1	1	8
30	1	1	1	1	1	1	1	1	-	1	9
31	1	1	1	1	1	1	1	1	-	1	9
32	1	1	1	1	1	1	1	1	1	1	10
33	1	1	1	1	1	1	1	1	-	1	9
34	1	1	1	1	1	1	1	1	-	1	9
35	1	1	1	1	1	1	1	1	1	1	10
36	1	1	1	1	1	1	1	1	1	-	9
37	1	1	1	1	1	1	1	1	1	-	9
38	1	1	1	1	1	1	1	1	1	1	10
39	1	1	1	1	1	1	1	1	-	1	9
40	1	1	1	1	1	1	1	-	1	1	9
41	1	1	1	1	1	1	1	1	1	-	9
42	1	1	1	1	1	1	1	-	1	1	9
43	1	1	1	1	1	1	1	1	1	1	10
44	1	1	1	1	1	1	1	1	1	1	10
45	1	1	1	1	1	1	1	1	1	1	10
46	1	1	1	1	-	1	1	-	1	1	8
47	1	1	1	1	1	1	1	1	1	-	9
48	1	1	1	1	1	1	1	1	-	1	9
TOTAL	46	48	47	45	43	46	48	35	36	37	431

Based on the table of matching test in post-test above, from the 48 respondents 10 items of multiple choice test, the highest correct answer is 10 (respondent code are 01, 02, 10, 15, 17, 21, 26, 32, 35, 38, 43, 44, and 45), and the lowest is 7 (respondents code are 7, 11, and 12)

c. The table of the students' correct answer in translation test

Respondents code	Number of item										Total correct ed answer
	1	2	3	4	5	6	7	8	9	10	
01	8	5	8	8	8	8	8	8	8	8	77
02	8	5	5	8	8	8	5	5	8	5	65
03	8	8	8	8	5	5	8	8	8	5	71
04	5	5	5	5	8	5	8	5	8	5	59
05	8	8	8	8	8	8	8	8	8	8	80
06	8	8	8	8	8	8	8	8	8	8	80
07	5	5	5	5	8	8	8	5	5	5	59
08	8	8	8	8	8	8	8	8	8	5	77
09	8	8	8	5	5	5	5	5	5	5	59
10	8	8	5	5	5	5	5	5	5	5	56
11	5	5	5	8	8	8	5	5	5	5	59
12	8	8	8	5	5	5	5	5	5	5	59
13	8	8	8	8	8	5	5	5	5	5	65
14	5	5	5	8	8	8	5	5	5	5	62

15	8	5	8	5	5	8	5	8	5	8	65
16	5	5	5	5	8	8	5	5	5	8	59
17	5	5	5	5	8	5	8	5	8	5	59
18	5	8	8	5	8	5	5	5	5	5	59
19	5	5	5	5	8	5	8	8	5	5	59
20	5	5	8	5	8	8	5	5	5	5	59
21	5	5	5	5	5	5	8	8	8	5	59
22	8	8	5	5	5	8	8	8	5	5	65
23	8	8	8	8	8	8	8	8	8	8	80
24	5	5	5	5	5	8	8	5	5	5	56
25	8	5	5	5	5	8	8	8	8	5	65
26	8	8	5	5	5	8	5	5	5	5	59
27	5	5	8	5	8	5	8	5	5	5	59
28	5	5	5	8	8	8	5	8	8	8	68
29	5	5	8	8	8	5	5	5	5	8	62
30	8	8	5	5	5	5	5	5	5	8	59
31	5	5	5	8	8	8	8	5	5	8	65
32	5	5	5	8	8	8	8	5	5	8	65
33	8	8	8	8	8	8	8	8	8	8	80
34	5	5	8	8	5	8	5	8	5	5	62
35	8	8	8	5	5	5	5	5	5	8	62
36	8	5	5	8	8	8	5	5	5	8	65
37	8	5	5	8	5	5	8	5	5	8	62
38	5	5	5	8	5	8	5	8	8	8	65
39	8	5	8	5	8	5	8	5	8	8	68
40	5	8	8	8	5	5	8	8	8	5	68
41	5	8	8	5	8	5	8	5	8	5	62
42	8	5	8	8	5	5	5	8	5	8	65
43	8	8	8	8	8	8	8	8	8	8	80
44	5	5	5	8	5	5	5	5	5	5	53
45	5	5	5	5	8	5	5	5	8	8	59
46	5	5	5	5	5	5	5	5	8	8	56
47	8	5	5	5	5	5	5	5	5	5	53
48	8	8	8	8	8	8	8	5	5	8	74
TOTAL	315	297	309	312	324	315	306	300	300	306	3.084

Based on the table of translation test in post-test above, from the 48 respondents 10 items of multiple choice test, the highest correct answer is 80 (respondent code are 05, 06, 23, 33, and 43) , and the lowest is 53 (respondents code are 44 and 47)

The frequency and percentage of the result of post-test through the test

No.	Classification	Score	Pre-test	
			Frequency (F)	Percentage (%)
1.	Excellent	96 – 100	6	12.50%
2.	Very good	86 – 95	5	10.42%
3.	Good	76 – 85	33	68.75%
4.	Fairly good	66 – 75	4	8.33%
5.	Fair	56 – 65	-	0%
6.	Poor	36 – 55	-	0%
7.	Very poor	00 – 35	-	0%
Total			48	100 %

The table above indicates that among 48 students observed in the research, there is 6 students (12.50%) got excellent score, 5 students (10.42%) got very good score, 33 students (68.75%) good score, 4 students (8.33%) fairly good score, and the is no one got fair score, poor score and very poor score.

The table of the students in post-test show the total score of the students test is 3.985. This is an accumulating score of 48 students as respondents in the research. To support the finding above, the writer found out the students mean score in pre-test by using the formula:

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{3.985}{48} \\ &= 83.02 \end{aligned}$$

The calculation shows that the mean score obtained by then students' in pre-test is 83.02 it is good score category.

Discussion

After comparing the result of the two tests, we can find some facts between them as follow:

1. Before the treatment, the student's mean score was only 33.35 with the standard deviation were 2.73. After the treatment their mean score was 83.02 with the standard deviation was 4.41
2. Before the treatment, there was no (0%) students got excellent, very good, good, and fairly good classification. After the treatment 6 (12.50%) students got the excellent score, 5 (10.42%) students got the very good score, 33 (68.75%) students got the good score, and 4 (8.33%) student got fairly good score.
3. Before the treatment there is no students (0%), got excellent, very good, good, and fairly good classification and all of the students (100%) under the good classification. After the treatment, 6 (12.50%) students got the excellent score, 5 (10.42%) students got the very good score, 33 (68.75%) students got the good score, and 4 (8.33%) students got the fairly good scores, none of the students got fair, poor and very poor score,
4. All of the facts above show us that there was a significant development of the student's after being given treatment by using different kinds of pair activities. It is also proved by the t-test formula where the t-test value (32.514) is greater than t-table value (2.045). It means that Null Hypothesis (H_0) was rejected and

Alternative Hypothesis (H_{alt}) was accepted or tenable. In order words, different kinds of pair activities were effective in improving student's English ability by ICT of the first year students of SMPN I Palopo.

Conclusion

Based on the data which have been analyzed by using t-test statistical procedure, the result of the analysis shows that there is a significant development from the pre-test to the post-test in improving the student's speaking ability ($T_o = 23.514 > T_{tab} = 2.045$). It means that teaching speaking by using different kinds of pair activities is effective in improving the student's speaking ability of the first year students of SMPN I Palopo.

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