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The Implementation of ICT-Based Materials and Metacognition Learning Strategy to Improve Students' Vocabulary

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The purpose of this research is to find out the teachers' and students' perceptions on the implementation of ICT-based learning and metacognition to improve students' vocabulary mastery at SMP (Junior Secondary School) Harapan Jaya II. This qualitative study applied a case study approach involving thirty eight students and one teacher as the participants. The data was collected through questionnaires, interviews and vocabulary test. The study revealed that the teacher had good perceptions about the implemented ICT-based materials, and the students showed motivation to learn English both in and outside the class. However, the teacher had the problem while in the classroom activity because the foundation of that school did not support the ICT-based learning. Therefore, he seldom used the projector in the class. Second, based on the finding, the students had good perceptions to learn English using the ICT-based materials. 81.8% of students considered this strategy enjoyable. Third, the findings also indicated that there were some improvements of the students' achievement on the vocabulary test. This is indicated by the improvement of the post test. Since the ICT-based learning and metacognition can improve the students' vocabulary mastery, this research could be an alternative approach for English teacher to improve the students' vocabulary.
Keywords: ICT-based materials, metacognition learning strategy, and vocabulary mastery.

Tujuan dari penelitian ini adalah untuk mengetahui pelaksanaan pembelajaran berbasis TIK dan metakognisi untuk meningkatkan penguasaan kosakata siswa di SMP Harapan Jaya II. Data yang dikumpulkan dalam penelitian kualitatif melalui kuesioner, wawancara dan tes kosakata. Ada tiga puluh delapan siswa. Mereka telah terlibat sebagai sampel dalam penelitian ini. Ada beberapa temuan mengenai penelitian ini. Pertama, guru memiliki persepsi yang baik tentang bahan berbasis TIK yang dilaksanakan dan siswa menunjukkan motivasi untuk belajar bahasa Inggris di rumah mereka, dan mereka aktif belajar bahasa Inggris di kelas. Namun, guru memiliki masalah pada aktivitas kelas karena yayasan sekolah yang tidak mendukung pembelajaran berbasis TIK. Oleh karena itu, guru jarang menggunakan proyektor di kelas. Kedua, berdasarkan temuan, para siswa memiliki persepsi yang baik untuk belajar bahasa Inggris dengan menggunakan bahan berbasis TIK. 81,8% dari siswa dianggap strategi ini menyenangkan. Ketiga, temuan juga menunjukkan bahwa ada beberapa perbaikan prestasi siswa pada tes kosa kata. Hal ini ditunjukkan dengan peningkatan post test. Karena pembelajaran berbasis TIK dan metakognisi dapat meningkatkan penguasaan kosakata siswa, penelitian ini bisa menjadi pendekatan alternatif untuk guru bahasa Inggris untuk meningkatkan kosakata siswa.

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INTRODUCTION

Nowadays, learning English is not a need of adult students but also young learners or children. As an international language, English is needed to communicate in different parts of the world. In order for English learners to have more chance to develop their English skills, English learning must be started from young learners.

Teaching and learning language according to Martha (1996) is dealing with the language skill and language component. Language skills consist of listening, speaking, reading, and writing. Language components consist of grammar, pronounciation, spelling, and vocabulary. Martha stated that vocabulary is one of the language components which is important for students to support their English skills. Vocabulary plays an important role in mastering English as mastering vocabulary enables students to study English more easily.

In this study, the researcher conducted a pre-test of vocabulary mastery of second grade students at SMP Harapan Jaya II and revealed that only nine out of 38 students got minimum standard of determined score (KKM). This fact showed that there was a problem with the students' vocabulary mastery. These could be caused by many factors. From the researcher's pre-observation, there were many factors coming from the students' surroundings which influenced their incapability in vocabulary. First, the students did not like the English subject as they felt that studying English was a boring activity. Second, the students were not aware of the importance of learning English so that they were not really willing to do the class activities. Third, the students lack of vocabulary mastery. Twenty-nine students failed to achieve minimum standard of determined score (KKM), which is 70 for English. Fourth, the teacher only used the marker and the whiteboard for his media so that the students were not interested to study English subject.

The facts require English teachers to keep improving their strategies and media in teaching English particularly in teaching vocabulary. It is hoped that improving teaching strategies can maximize the teaching and learning process which in turn enables students to improve their vocabulary mastery. In this research, the researcher proposed an implementation of a strategy named ICT-based materials. In 2014, when researcher and other principals of Junior High Schools had a meeting in PusPem Tangerang, some principals said that ICT can make teaching easier. Barret (2009) said that ICT could be effectively used to enhance the quality of learning, but some teachers did not sufficiently use computers. The use of ICT in teaching can mitigate weaknesses in teaching and substantially improve test scores (Kremer and Holla, 2008).

Maxwell (1998) stated that using technology could be interesting ways to learn language in a classroom. Therefore, language learners can establish interaction with peers, teachers, and native speakers. He (1998) also claimed that using technology can enhance students' motivation and enthusiasm in language learning.

Besides ICT-based materials, there is another factor that could influence the vocabulary mastery namely metacognitive learning strategy. Experts have defined the concept of metacognition or metacognitive. Cross and Paris (1988) define metacognition as "the knowledge and control children have over their own thinking and learning activities". In this strategy, metacognition is the process of vocabulary learning, incorporating strategy training to determine and decide upon what is necessary to achieve learning purposes and

vocabulary goals. In addition, Knowles (1975) states that metacognition is the engine that drives self-directed learning. It involves a process in which an individual takes initiatives, with or without cooperation with others, in identifying their learning needs, formulating learning goals, identifying resources for learning, selecting and implementing learning strategies, and evaluating the results of learning.

To clarify those statements and to prove those assumptions, the researcher is interested in investigating further on this issue. The present study attempts to reveal the teachers' and students' perceptions on the implementation of ICT-based materials and metacognition learning strategies on students' vocabulary mastery. Moreover, it is intended to find the students' vocabulary achievement after the implementation of the ICT-based materials and metacognition learning strategies

Harmer (1991) stated that teaching vocabulary is not simply presenting new words. Teaching vocabulary is an inseparable part of teaching a foreign language. The more we understand the vocabulary, the more easily we learn a foreign language. Cahyono and Widiati (2011) stated that teaching vocabulary is intended to enable learners to understand the concepts of unfamiliar words, gain a greater number of words, and use the words successfully in communication. It means that vocabulary is the basic aspect of getting well in communication.

The teacher should have many methods and techniques in teaching vocabulary. It purposes to make the teaching learning process more interesting for the students. According to Richard and Renandya (2001), method refers to an overall plan of teaching in order for the language materials to be presented orderly and no part of which contradicts. All the plan is based upon the selected approach. A technique is implementational in that it actually takes places in a classroom. Through the application of the technique, students should be involved in learning activities actively. The teacher should choose the interesting technique in order to make the students easy to learn english especially in learning vocabulary. By involving the learners in learning activity they will learn english easily especially in learning vocabulary. Regarding how to teach vocabulary, Thombury (2002) explains that the important way to involve learners in learning vocabulary is to have them personalize the new words. Personalization is simply the process of using the new word in a context that is real for the learner personally. There are many ways of doing this: 1) ask learners to write a true sentence using the new word, 2) ask learners to write questions for other learners by incorporating the new word. 3) Ask learners to make an association network centered on the new word

The success of teaching students a foreign language is determined by the appropriate methods and technique used by the teacher. Technique is a way that is used by the teacher in teaching learning proccess. According to Nation (2001) the technique is useful for students in learning new vocabulary, in particular to become familiar with the spoken form of the word and link it to its meaning. It means that to help students learn new vocabulary, a teacher should use some techniques in order to make the students engaged in the teaching learning process.

Komalasari (2011) adds that technique is a way that is used in implementing a method specifically. Technique is implementation of strategies and ways which the teacher and students do in classroom, which is suitable with the method applied. It is a strategy which is

designed to help the teachers transfer their knowledge to their students so that they can achieve the goal of teaching.

Technique of teaching vocabulary is various, and it can help the teachers to teach their students in teaching vocabulary. Hedge (2000) stated that the teacher still needs to explain new vocabularies even though his/her main role could be to build learners' independece by teaching them good strategies for learning vocabulary. It is useful to have a repertoire of technique for this task and to use whichever combination is appropriate to the word and to the students. It means that the teacher is not only teaching through general technique but also through other various techniques that look interesting and colorful, so the teaching learning proccess becomes more alive. Nation (2001) emphasizes the importance of teachers' awareness of the important feature of technique so that they have understanding of how to use them and why.

Based on the explanation above, the teacher has to be familiar with the technique that they use. The teacher is expected to be a creative teacher with the implementation of those techniques.

The recent advances in educational applications of computer hardware and software has been growing rapidly. In a previous study, Lyman-Hager and Davis (1996) tested 263 intermediate level students studying in France. They were divided into two groups; the first group of students used the computer for reading section, and the second group of students used printed text. The results of this study shows that students who used the computer program to read the text significantly performed better than the control group who used the printed text.

Chun and Plass (1996) provide positive results of three studies with students in their second year of German who used Cyberbuch, a multimedia application offering various types of annotations (picture, text, video). They found hat the use of the media was helpful in learning and retention of new foreign words.

Newby et al (2000) stated that ICT provides powerful tools which support the shift to student-centered learning as well as the new roles of students and teachers. The research about ICT's capacity to improve learning and teaching shows that it can play a key role in the complex task of better engaging young people in the learning process said Clarkson et al (1999). Moreover, Clarkson, Dunbar and Toomey (1999), Yelland (1999), and Cradler (1997) stated that the combination of ICT and good teaching could enhance generic skills such as team work and problem solving, which are important both for life in the information age and for lifelong learning.

To increase and improve the use of ICT in classroom, the obstacles that prevent teacher form using ICT effectively need to be overcome. According to Ertmer et al (1999), barriers can be categorized into external and internal. First-order barriers are external to the particular environment, such as securing additional resources to learn more about a new technology. Second-order barriers are internal to the school setting, which are associated with one's beliefs about the technology use.

For external barriers, Pelgrum (2001) found the lack of equipment as the important barriers in many countries. Moreover, limited resources within schools are also obstacles to the take-up of ICT. Lack of computers and software in the classroom can seriously limit what teachers are able to do with ICT. Rosen and Weil (1995) emphasized that limited resources

causes lack of computer integration, and it in turn does not give teachers and students sufficient computer experience. Some case studies showed that the availability of suitable facilities, technical support and financial resources would result in more successful ICT integration in school (McDougall and Squires, 1997; Youngman and Harrison, 1998).

For internal barriers, teachers' attitudes toward ICT are multi-faceted. The two components of the technology acceptance model from Davis, Bagozzi and Warshaw (1989), i.e. the teachers' perceptions on the usefulness of ICT and its ease of use, were investigated to reveal their impact on teachers' use of ICT in their teaching. Davis, Bagozzi and Warshaw's model showed that ease of use and perceived usefulness can have a positive influence on teachers' use of ICT. Veen (1993) showed the importance of providing teachers with up to date technology and supportive networks as well as competence in managing classroom activities and computer-handling technical skills. Moreover, teachers' attitudes could depend on their previous computer experience (Snoeyink and Ertmer, 2001).

The next component of the second barriers is the school culture and policy. Robertson et al (1996) revealed that a number of schools gave little time for teachers to manage and familiarize themselves with ICT. Moreover, schools did not provide supportive network for teachers who were not confident enough to make use of ICT (Rosen and Weil, 1995; Hadley and Sheingold, 1993).

ICT training can help overcome barriers. IT training focusing on basic ICT skills failed to prepare teachers to integrate ICT in their pedagogy. Obviously, training courses offering for teachers still focus on the IT technical skill. More training courses related to application of IT integration and IT leadership are needed (VanFossen, 1999)

As mentioned earlier, metacognition, particularly metacognitive strategy is another factor that is taken into account in teaching vocabulary in this study. According to Goh (2008) the positive effects of metacognition strategy training on vocabulary comprehension is that it can enhance students' confidence in the learning vocabulary process. Learners who have metacognition skills seem to have advantages over others who are not aware of the role of metacognition strategies (Wenden, 1998). Their progress in learning as well as the quality and speed of their cognitive engagement are faster. They are confident in their abilities to learn. They do not hesitate to ask help from peers, teachers, or family when needed. They provide accurate assessments of why they succeed in their learning. They can identify and think clearly about inaccuracies when failure occurs during task. Their tactics match the learning task, and adjustments are made with regards to changing circumstances. They perceive themselves as continual learners and can cope with new situation successfully.

Oxford (1990) divided metacognition learning strategies into three similar phases; centering, planning and evaluating. The purpose of centering is make the learners a focus so that they could be concentrated on language activities or skills. Planning can help learners to organize learning process, so they can get benefit from their effort, and evaluating can learners evaluate their problems in learning process. In line with Oxford, Schraw and Dennison (1994) suggested three processes in their metacognition awareness inventory; planning, monitoring, and evaluating.

Planning in metacognition strategy deals with how well learners can design upcoming learning activities in their mind. Plans make the learning process being controlled in hope that the learning will get the best result. Hunnicut (2007) tells that planning is very crucial in

that it forces us to think and prepare the details in advance, makes the program transparent, empowering, and creates a track to follow. In conclusion, by designing good plan of learning, learners will be easier to learn something. In other condition, pressure will let the learners plan better. Friend and Hickling (2005) stated that pressures, such as turbulence; urgency; competition; conflict; complexity; and overload, can make people plan more critically. Those kinds of pressure should let the people to make plans, make decision, and make progress as well as they can. However, how well they can maintain their plans is depend on what situation and condition of their learning.

Monitoring can be defined as regulating and taking appropriate actions to guide to a satisfactory result. White and Poster (2005) suggests that monitoring is a continuous, formative, and diagnostic assessment of any performance activity. They further say that monitoring is very essential in evaluation. In conclusion, by doing monitoring, result will be more satisfactory and evaluation can be more effective. In metacognition learning, monitoring involves management and measurement of self-act. Those actions will control the learners' learning process. But in fact, the common phenomenon shows that learners are less aware in monitoring their learning process. The learners usually find something more interesting than learning, or it can be called learning distractions. The distractions come from many factors which will then disturb the learning process. Kuznekoff and Titsworth (2013) say that "most learners watch the television or video; play the games; play the smartphone; etc. are more interesting than learning a lesson". So, that is why many learners are less aware in monitoring their learning process.

Beside the learning distractions, procrastination is also another disturbance in monitoring learning process. It is hard for learners to be in line of their plans. For that reason, learners have to make clear what their reasons to learn are. In this case, Zeigler (2008) stated that learners should understand why they were distracted and procrastinated, identify why they preferred activities irrelevant to their learning, and determine solution to deal with the distraction and procrastination. Those steps are to strengthen the monitoring process and also to overcome the disturbance in learning process.

Evaluation is also an important aspect in language learning. Conducting evaluation will help learners know what their strengths and weaknesses in learning process are. By knowing those strengths and weaknesses, learners can improve their learning plan so they can get better learning process. In addition, Wilson and Dobson (2008) say that evaluation can develop the learning goals. Learners who have done evaluation will make better performance in upcoming learning process and get better result after the learning process. In metacognition learning strategies, evaluation will be the step where the strategy can be strengthened. Evaluation deals with appraisal and plan recycling which normally will analyze what have been done and what have to be done. Furthermore, as Wilson and Dobson (2008) statet that evaluation informs what specific result that someone wants to achieve. Belet and Guven (2011) say that, in metacognition, evaluation is problem solving. In this case, evaluation will help the learners to overcome their problems and weakness in learning English. If the learners maintain a good evaluation in the cycle of metacognitive learning strategy, their learning process will be always developed and make them learn better.

METHODS

This research was conducted in junior high school of Harapan Jaya II Tangerang. There were two classes of grade VIII in this school, and this research was done in one of class VIII with 40 students. The class was chosen because the students' vocabulary scores were very low. This research is expected to be useful for SMP (Junior Secondary School) Harapan Jaya II. After graduating from that school, they are expected to have sufficient vocabulary mastery. This research was done for four months. The data was collected through pretest, observation, and questionnaires for students and stakeholders (teachers and SMP Harapan Jaya II). This reserach applied a case study approach as it is intended to explore a case which is the implementation ICT-based materials and metacognition learning strategies on students' vocabulary mastery in an English class. Creswell (1998) stated that a case study is an attempt to explore a bounded system or a case (or multiple cases) over time through detailed, in-depth data collection which involves multiple sources of information rich in context.

The methodology applied in this research is qualitative approach to explore the the implementation ICT-based materials and metacognition learning strategies on students' vocabulary mastery. The research exploration is expected to present the real picture in a detailed view of the obstacles in students' vocabulary mastery gathered from the implementation ICT-based materials and metacognition learning strategies in the research findings. Creswell (1998) states that Qualitative research is a process of understanding based on distinct methodological traditions of inquiry which explore a social or human problem. The researcher constructs a complex, holistic picture, analyses words, reports detailed views of data sources, and conducts the study in a natural setting.

FINDINGS AND DISCUSSION

The findings discussed in this study are categorized into three parts. The first is the teachers' perceptions on the ICT-based materials and metacognition learning strategies on students' vocabulary mastery. The second is students' perceptions on the ICT-based materials and metacognition learning strategies on their vocabulary mastery. The last is the students' vocabulary achievement after being implemented on the ICT-based materials and metacognition learning strategies.

The teachers' perceptions of the ICT-based materials and metacognition learning strategies on students' vocabulary mastery.

The researcher has found the data from the observation and the interview. The teacher said "ICT-based materials make the students be active and fun to learn English, so they showed motivation to study English". It means, the teacher had good opinion about the implemented ICT-based materials and the students showed motivation to learn English in their home, and they have been active to learn English in the class. However, The teacher had the problem while in the classroom activity. He seldom used the projector in the class, he said "this is big school but less of facilities, the projector only two for SD, SMP, SMA and SMK. So, SMP seldom used it". It means, this teacher is good in the method but the foundation of that school did not support the ICT based learning.

The students' perceptions of the ICT-based materials and metacognition learning strategies on their vocabulary mastery.

After conducting the ICT-based materials and metacognition on students' vocabulary mastery, the researcher found that using this strategy on students have encouraged them to join the learning activities. They have been active, fun, and motivated. Moreover, they worked together to learn vocabulary. It was shown in the results of observation, questionnaire and interview.

The research findings show that using the ICT-based materials was interesting and enjoyable for students. The metacognitive strategies made them active to learn English in the class and their home. 81.8% of students considered this strategy enjoyable. From the interview data, students have positive perceptions to learn vocabulary. A student stated during the interview, Learning English using ICT is easier and more fun. Besides that, the students found some difficulties in using this strategy because researcher used the ICT-based materials by native speaker. Meanwhile, 60.7% of students were less active in learning vocabulary activities. According to the interview, one of the groups dislike the international language and, they seldom use the PC or laptop. A student (R#18) said "It is a bit difficult because it uses the native speaker language". This student never spoke to native speaker, so he considered English in ICT-based materials was rather difficult to follow. Another student (R#8) said, "I do not really understand how to use the ICT, but I Iearn it little by little". It means, she could learn English but was confused in using the ICT because she seldom used the PC.

It can be concluded that, students have positive perceptions toward the use of ICT-based materials and metacognition learning strategy on students' vocabulary mastery. However, their motivation to learn vocabulary in the class and in their home have improved. This findings are supported by Markovac and Rogulja (2009), and Punie (2007) who claimed that ICT enables children to process the learning content in an a way entertaining and interesting for them. Moreover, McPake et al (2005) revealed that the use of ICT also develops the children's competences. ICT was not only an educational tool, but also a supporting one, because it helps to develop children with special needs and behavioural problems.

The students' vocabulary achievement after the implementation of ICT-based materials and metacognition learning strategies.

The findings of this study indicated that there were some improvements on students' achievement as shown on their vocabulary post-test. It means that learning vocabulary through the ICT-based materials have increased students' vocabulary mastery and have been successfully implemented in SMP Harapan Jaya II. It is in line with what Clarkson et al (1999) stated. They claimed that the research on ICT's capacity to improve learning and teaching shows that it can play a key role in the complex task to improve young people engagement in the learning process. Some recent research like Clarkson, Dunbar and Toomey (1999), Yelland (1999), and Cradler (1997) were concerned with leading practice use of ICT and its effects on teaching and learning. They show that the combination of ICT and good teaching produce generic skills such as team work and problem solving, which are important both for life in the information age and for lifelong learning.

Beside improving students' vocabulary mastery, ICT-based learning and metacognition strategies could help learning in general. According to Goh (2008) the positive

effects of metacognitive strategy training on vocabulary comprehension is that it can improve students' confidence in the vocabulary process. And Anderson (2002) stated that the use of metacognitive strategies to enable a person's thinking and leading to increased performance in learning.

CONCLUSIONS

These conclusions consist of some points related to the findings and discussion presented in chapter IV. Based on the test, observation, questionnaire, and interview the conclusion of the research are as follows:

First, the teacher had good perceptions about the implemented ICT-based materials and the students showed motivation to learn English in their home, and they were active to learn English in the class. But, the teacher had the problem while in the classroom activity because the foundation of that school did not support the ICT-based learning. Therefore, he seldom used the projector in the class.

Second, based on the finding, the students had good perceptions to learn English using the ICT-based materials. 81.8% of students considered this strategy enjoyable. From the interview data, students had positive perceptions to learn vocabulary. R#18, the students who represented the high learner students considered the learning English, especially learning vocabulary using ICT-based materials. She said "*belajar dengan ICT lebih mudah dan menyenangkan".* It means that learning vocabulary using ICT-based materials was more enjoyable and fun. It can be conclueded that, using the ICT-based materials and metacognition learning strategy on students' vocabulary mastery showed the positive students' perceptions. However, they showed motivation to learn vocabulary in the class and in their home have changed to be better than before.

Finally, the findings also indicated that there were some improvements of students' achievement on the vocabulary test. This is indicated by the improvement of post-test. It means, learning vocabulary through the ICT-based materials have increased and succeed to implemented in SMP Harapan Jaya II. Moreover, the students have increased the vocabulary scores after implemented the ICT-based learning.

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