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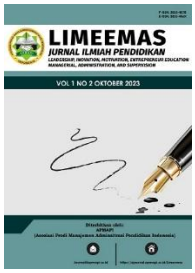


# TEACHING AND LEARNING ENGLISH VOCABULARY AND NURTURING INDEPENDENT LEARNING USING LEXTUTOR

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**Abstrak:** Tujuan dari penelitian ini adalah untuk menyoroti peran Lextutor, perangkat lunak online untuk mencapai tujuan pendidikan. Lextutor adalah sumber daya online yang menghadirkan lingkungan belajar-mengajar baru dan juga menawarkan berbagai kegiatan bagi pendidik dan pelajar untuk menggunakannya di kelas kosakata bahasa Inggris dan untuk memelihara pembelajaran mandiri. Karena kosakata menjadi sangat mendasar dalam pembelajaran bahasa, baik berbicara maupun menulis dan belajar mandiri saat ini populer dan perlu dikembangkan, pendidik dan peserta didik dapat menggunakan daftar kata, konkordansi dan kamus online, dan teks, yang dapat diakses dalam program yang tersedia. Selain itu, Lextutor juga melayani database untuk menyimpan karya dan melihat karya orang lain. Yang terpenting, perangkat lunak online ini hadir dengan transformasi untuk mengubah pengaturan pembelajaran tradisional dengan memberikan masukan pada pembelajaran DDL. Diharapkan peserta didik dapat lebih mandiri dan aktif dalam belajar, memungkinkan motivasi yang lebih besar dan pembelajaran yang lebih dalam. Makalah ini mengulas literatur dan memberikan latar belakang ilmiah dengan meninjau beberapa kontribusi dan konsep yang dibuat oleh para ahli di bidang terkait. Selanjutnya, beberapa manfaat menggunakan Lextutor ditemukan dalam penelitian ini.

**Kata Kunci:** Lextutor, Software Online, Belajar Mengajar, dan Kosakata

***Abstract:*** *The aim of this research is to highlight the role of Lextutor an online software for achieving educational objectives. Lextutor is an online resource which presents a new teaching-learning environment and also offers a variety of activities for educators and learners to use it in English vocabulary classroom and to nurture independent learning. Since vocabulary becomes very fundamental in language learning, both speaking and writing and independent learning is currently popular and needs to be developed, educators and learners can use wordlists, online concordance and dictionary, and texts, which can be accessed in the available programs. In addition, Lextutor also serves database to store the work and view the others' work. Most importantly, this online software comes up with the transformation to change the traditional setting of learning by giving inputs on DDL learning. It is expected that learners can be more independent and active in learning, enabling greater motivation and deeper learning. This paper reviews literature and gives scholarly background by reviewing some contributions and concepts made by experts in the related field. Furthermore, some benefits of using Lextutor are found in this research.*

***Key Words:*** *Keywords: Lextutor, Online Software, Teaching and Learning, and Vocabulary*

## INTRODUCTION

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is the fact that there are many teachers who use technology such as computer, internet, software, website and etc. but the majority of teachers still teach in the traditional manner. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for English as a Second Language (ESL) students who learn the language for more than just fun. For them to keep pace with English Language Teaching (ELT) and gain more confidence they have to stride into the world of multimedia technology. Compleat Lexical Tutor is an opportunity that can be applied in language classroom especially English and French.

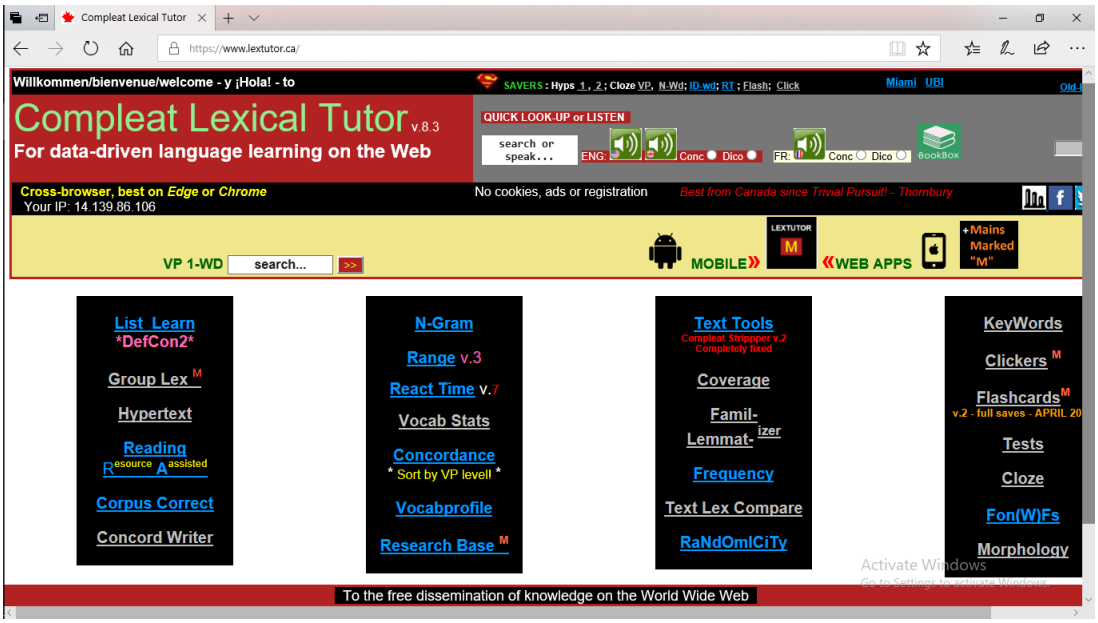



**Figure 1** *A screenshot of Compleat Lexical Tutor v8.3*

The figure above is the Compleat Lexical Tutor surface which consists of many features that can be learnt and used not only in classroom, but also all people who do a research. The software is designed for teacher and researcher.

The Compleat Lexical Tutor is a free web-based resource. It was developed by Tom Cobb, a professor in applied linguistics at UQAM, with a view to the practical application of data-driven learning using principled approaches supported by published researches. The website with web address http://www.lextutor.ca/ is completed with many features to learn English and French such as concordancer, vocabulary profiler, exercise maker, interactive exercises, and much more. Lextutor is equipped with Concordancer which provides samples of spoken and written utterances produced by native speakers. Students can learn from an authentic material produced and collected resources from all over the world.

Concordance is beneficial for language learning especially vocabulary because the new or unfamiliar word will be seen in a context rather than in isolation (Stevens, 1995). He has proposed three main reasons for using this tool in language learning, which include authenticity, learner autonomy, and data-driven learning. Concordances are immensely rich because they are based on a corpus made up of texts from various domains of writing and media, for example, informative writing on sciences and art and also imaginative writing; material from books, novel and other published or unpublished discourses (Flowerdew, 1996).

The concordance is a tool for learners to search linguistic features and patterns commonly occurring in everyday speech or written discourse in real-world situations. As shown in Figure 2.2, the word "investigate" is the search item and it is presented in the center of each line that is displayed on the computer screen. It is highlighted and, in some concordances, learners can click on the word to see it in a complete sentence from the text it originated. Second Language (L2) learners need to know how a word is most frequently used rather than the prescriptive rules of using it. They will see the vocabulary as used in a real-world, authentic context rather than "myths and distortions that are too easily perpetuated from one generation to another of dictionaries, grammar and course books" (Johns, 1994).

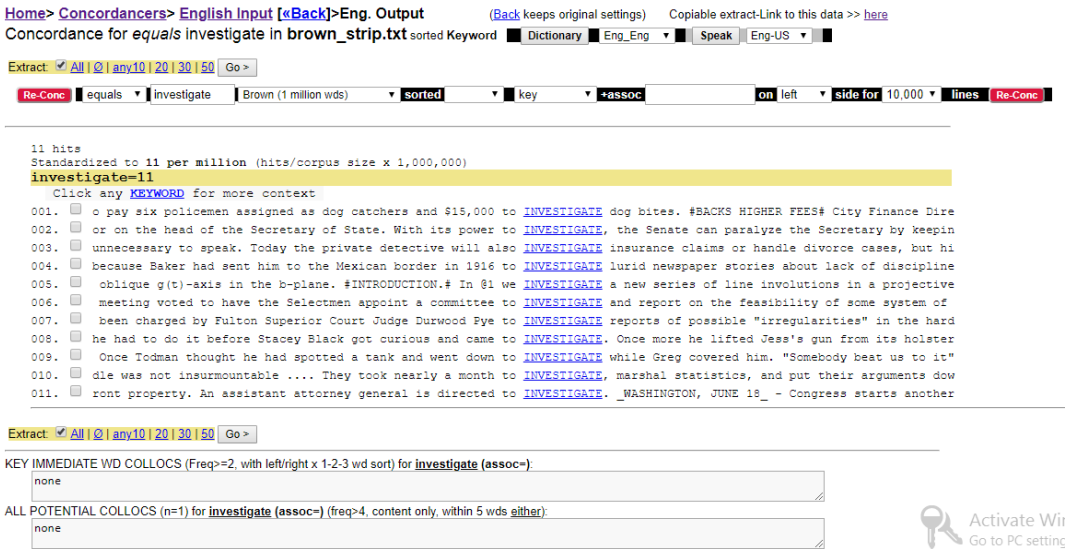



**Figure 2.** A sub-sample of the concordance found for the word *investigate.*

Educational exercises are also available in this website such as *Hypertext and Tests.* Both features possibly can be applied in language classroom. Hypertext consists of some activities such as *Dictator*, *Multiconc*, and *Id-Word*. Dictator is a dictation-based spelling activity builder utilizing sounds for itself text-to-speech download. People can input some sentences and the system will provide some sound regarding the words within the sentences. Multiconc provides a filling the blank activity, which includes several examples of sentences and the head word, is missing. The job is to select the appropriate word to fill the blanks. Id-word provides an activity which assigns students to find the proper word within random words. In *Test* mode, many questions related to vocabulary activities are available, so that students can learn it even though without teacher who guides them.

**What is independent learning?**

As a part of educational goals (Knight, 1996), independence needs to be achieved because it reflects the successful of education system. However, independent learning contributes many advantages for students, including enhanced: “academic performance, motivation and confidence, awareness of limitations and ability to deal with them, awareness of how to learn effectively, appreciation of the learning process, time management and other, important life skills, passion and curiosity, ability for self- critiquing, resourcefulness”. (http://webapp.ln.edu.hk/ceal/elss/sites/default/files/exercise/cate/Independent-Learning/Independent%20Learning%201/Independent%20Learning%201/index.htm)

There are different definitions and descriptions regarding the term of ‘independent learning’, they are: ‘self-directed learning’ and ‘learning how to learn’. These terms are sometimes used interchangeablywith independent learning (Meyer et al, 2008) as they have

similar concept and idea. Apart from the two terminologies above, mostly independent learning is referred to 'self-regulated learning' (Meyer et al, 2008) where, students are able to understand of their own approach to learning and able to determine the most efficient ways, able to motivate to take responsibility, and able to work with others to enhance the depth and breadth of their own learning (Zimmerman,1986). Similarly, Henri Holec (1981); Phil Benson (1991) define independent learning as the ability to take charge or control of one's own learning. It is important to provide independent learning especially for academic performances. Therefore, Philip Candy (1991) states that independent learning is a process, a method and a philosophy of education in which knowledge or education are acquired by the students' own efforts. Students have their own way to make effort on their educations. They also have choice to determine the process of learning in order to have good academic performances during learning in the classroom as well as outside.

**Why is independent learning important?**

Independent learning positively affects somebody's education performance. As a general purpose of education, independent learning results a lot of benefits for students especially. What are the benefits of independent learning for students?

The review in 2008 by Bill Meyer, Naomi Haywood, Darshan Sachdev and Sally Faraday, found some evidence of the benefits of independent learning, including: improved academic performance; increased motivation and confidence; greater student awareness of their limitations and their ability to manage them; enabling teachers to provide differentiated tasks for students; and fostering social inclusion by countering alienation. Meyer et al reviewed a finding in research conducted in Thomas Telford School, the first comprehensive school in which 100% of students gained A–C grades in at least five GCSEs. The school claimed that one of the reasons for this success was the development of independent learning skills across the school.

However, a study from the Netherlands suggested the similar positive thing that students in self-regulated or independent learning environments are more motivated to learn, report more enjoyment of the material and are more actively involved in their learning than those who study in more restrictive environments. Furthermore, there is another research which examined the effects of a number of interventions aimed at improving the education of African Caribbean boys in London boroughs. It was found that the teaching and development of study skills, such as revision techniques, essay writing and problem solving, was important, particularly when integrated with strategies aimed at countering alienation.

Supporting students in self-regulation, providing feedback and helping them highlight progress are necessary among remedial readers and other students with special educational needs. Studies in the review found that 'using independent learning approaches enabled teachers to organise a wider range of activities in their classrooms and to focus more on teaching and learning than on organization or behaviour' (Meyer, et el., 2008). For example, it enables teachers to work with specific groups while other groups are working independently.
Two studies seemingly propose that independent learning is important and required to be achieved in order to improve self-quality in academic performance and society. The findings assert that independent learners are more motivated and have higher self-esteem than other children in education and their lives. The students develop skills that help them further their own learning by using their own ideas to form opinions; solving problems and using a range of strategies in their learning.

## RESEARCH METHODS

### Research Design

Inconducting the research, the researcher used survey research which involved the collection of information from the samples of individuals through their responses to questions. The present research was conducted using one group design. One-group designs are all considered non-experimental since they do not involve assignment of subjects to conditions. Rather a single group of subjects is observed (Paul E. Spector, 1981). Therefore, the researcher used survey research. Questionnaire was selected for collecting the data as it provided a survey instrument containing the questions in a self-administered survey. The consideration of using survey research was the limitation of time. The researcher only had short time to complete the result of the research; therefore, questionnaire is best method in collecting the data.

**Research Setting and Participants**

The research was conducted in The English and Foreign Languages University, Room No. 2 Ground Floor (1st meeting) and Room No. 1B (2nd meeting) Third Floor New Academic Building. The data were taken during English Course with the teacher was Dr. Udaya. The teacher allowed the present researcher to take her class for two meetings. The participants in this research were 34 bachelor degree (BA) students. They were different background of study such as Arabic, French, and Russia. Now, the participants are still active studying in the English and Foreign Languages University (EFLU) Hyderabad, India. They join in a basic level of English classroom. The participants were within the age range of 17-23 years old.

Here are the participants in this present research:

**Table 1 Participants**

| No | Name | Age | Country | Medium of instruction |
|---|---|---|---|---|
| 1 | Prakash Sodi | 21 | India | Hindi |
| 2 | MD Furquan Khurshid | 19 | India | English |
| 3 | Akhshay KB | 20 | India | English |
| 4 | Aditia K | 20 | India | English |
| 5 | Bauoth Suman | 24 | India | Telugu |
| 6 | NN | | India | English & Hindi |
| 7 | Gulshat Beidigylyjova | 19 | Turkmenistan | Turkmen & Russian |
| 8 | MD Ekhlaque Ahmed | 19 | India | Bihar Board |
| 9 | Vadilya Pahul | 21 | India | Telugu |
| 10 | Satyam L | 19 | India | English & Hindi |
| 11 | Robins Kumar | 21 | India | English |
| 12 | Yigitaliev Asrorjn | 20 | Uzbekistan | Russian |
| 13 | MD Belal | 24 | India | Urdu |
| 14 | Muhammed Savuid | 22 | India | U.P Board Hindi |
| 15 | Rahul Kumar | 21 | India | English |
| 16 | Siddharta Kumar | 18 | India | Hindi & English |
| 17 | Ovezmyroatv Suhanmyrat | 19 | Uzbekistan | English |
| 18 | M. Shiva kumar | 21 | India | Telugu |
| 19 | Ajith Mathew | 19 | India | Malayalam |
| 20 | Nishant Kumar Verma | 20 | India | English & Hindi |
| 21 | Aman Kumar | 19 | India | English |
| 22 | Ayush Kumar | 20 | Inida | - |
| 23 | Myshyyev Amanguly | 20 | Turkmenistan | English & Turkmen |
| 24 | Sonu Kumar | 21 | India | Hindi & English |
| 25 | Soma Nagarajo | 23 | India | Telugu |

| | | | | |
|---|---|---|---|---|
| 26 | Ajeet Kumar | 20 | India | English |
| 27 | Shivam Kumar | 18 | India | English |
| 28 | Juhi Kumari | 19 | India | English |
| 29 | Douvletgeldi Jumurov | 19 | Uzbekistan | English |
| 30 | MD Anwar Alam | 20 | India | English |
| 31 | C. Ramya | 17 | India | English |
| 32 | Shirya Bhandikar | 20 | India | English |
| 33 | Sanjay Singhaniya | 18 | India | English |
| 34 | Kavshan Kumar | 19 | India | English & Hindi |

**Instruments**

In collecting the data, the researcher needed a tool which refers to instrument (Saleh, 2010:31). Research instrument is also called a device used to collect data to support the work and to get result and conclusion. Arikunto (2006: 136) instrument gives any important role to succeed a study. Instrument plays an important role to collect data. There are various instruments and data collection techniques which can be used in conducting a survey research such as questionnaires, structured interviews, language audits, participant observations, or diaries, journals, and logs (Long, 2005). In this research, questionnaire was chosen as the instrument.

In the process of examining and collecting data, the researcher initially introduced the topic which was examined that is *Compleat Lexical Tutor (Lextutor).* Figure 1 is the layout of *Compleat Lexical Tutor* which appears initially after searching and clicking at https://www.lextutor.ca/. There are many choices of programs which can be used for different purpose such as games, concordances, research journals, tests, and many more.

The second meeting, the researcher focused on the features for developing English vocabulary and speaking skills such as features in *https://lextutor.ca/ra_read/graded/*in hypertext which provides activities like info-gap and story. The second feature is *Tests* which focuses on vocabulary test such as English frequency based: receptive *'Levels, 1k, Form 1'*; and Frequency based: Receptive + Productive; *'CATSS (Computer Adaptive Test of Size & Strength)'.*The participants were engaged with some interesting activities for speaking, and questions for testing their vocabulary level.

In the end of the second meeting, the researcher distributed the questionnaire to survey the participants' responses after using Lextutor in their English classroom. After the data were collected, the researcher analyzed the responses and calculated to make decision whether the topic which was examined *'compleat lexical tutor'* is useful for independent learning.

The students' questionnaire (see the Appendix) intended of collecting data on learners' studying in the college, the students' attitudes towards their teaching materials during learning English in the past as a whole in terms of suitability and responsiveness to students' needs and interests. Thus, the questions started from the personal information and the other four parts of the questionnaire were as follows:

**Part A**: Have you ever used the following activities in studying English? Indicate how useful they were.

**Part B**: Is technology and electronic learning required in language classroom?

**Part C**: Choose three most important for you.

**Part D**: In class, I would like my teacher to

The next step after collecting the data was to analyze it. This present research analyzed the data manually with a help of Microsoft excel. The data were grouped based on the ranking of the most participants who chose certain idea in questionnaire. The data were attached in the

form of table and diagram to help the researcher present the calculation. The data were formed in percentage.

## Materials

There are various activities that the researcher uses in the experiment. These activities are available on the compleat lexical tutor website which can be accessed freely. The following descriptions are the activities which are used by the researcher during the research.

***a. Hypertexts***.

There are some available features such as dictionary, concordance, video, and some activities (*dictator, multiconc, and Id-words).* Figure 3.2 presents a picture of Hypertext and some activities within. There are three options which can be used; the first is Hypertext 1; the second is hypertext two; and the third is 'https: //lextutor.ca/ra_read/graded/'.

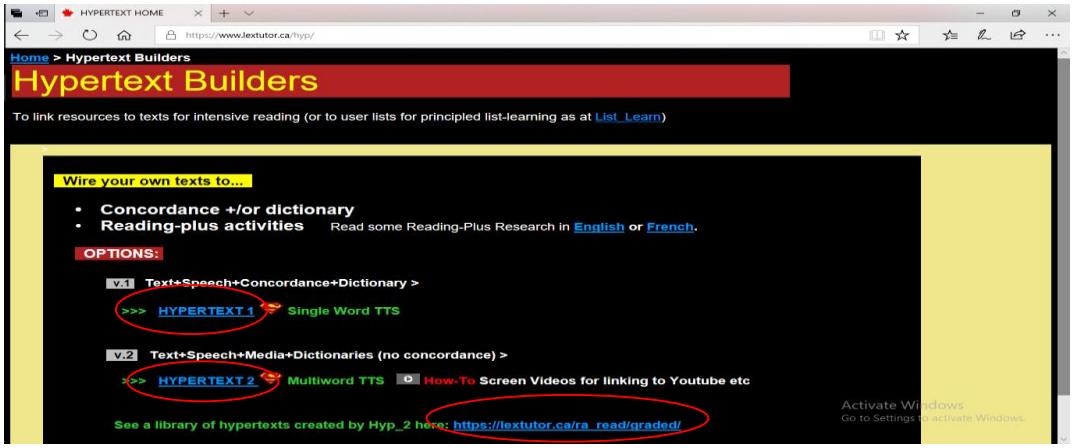



**Figure 3** *A screenshot of Hypertext menu*

The Hypertext 1 consists of Text + Speech + Concordance+ Dictionary, whereas the Hypertext 2 consists of Text + Speech + Media + Dictionaries (no concordance). The Hypertext 2 is actually the updated version. Figure 3.3 shows the background of hypertext 1.

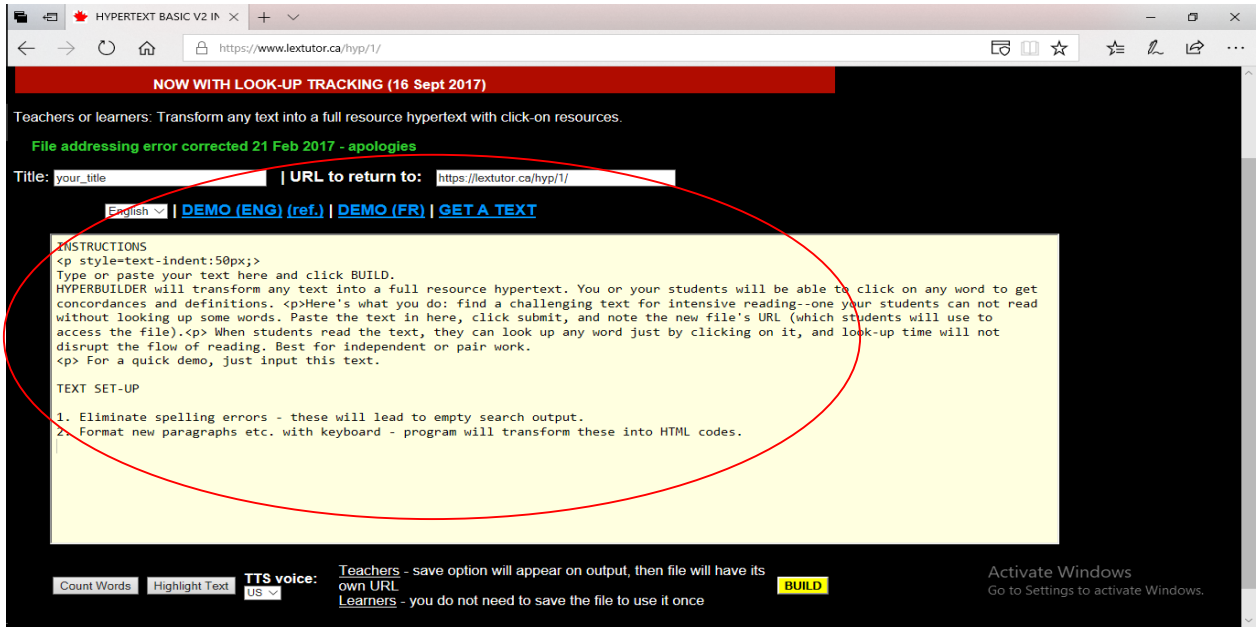



**Figure 4** *A screenshot of Hypertext 1 menu.*

Some features in the hypertext 1 as well as hypertext 2 are we can count the words input on the board, and listen how the system reads our text. We can click TTS voice and select the English version either US or UK. We can also have some activities using the text that we input. Beforehand, we should click 'BUILD' and there will appear as in the figure 3.4 below.

This section provides the users a chance to consult concordances toward particular words that they want to as pointed with a black dashed outline. They can click (double-click) on particular word and the concordance will automatically proceed the selected word on the window and list of sentences containing the word that we search will appear as shown by red dashed outline.

Another feature that we can get is dictionary figured out with a blue dashed outline. After the concordance samples appear, there is an option (Dictionary) which needs us to click on word links, and the output will be shown on the right-corner on dictionary space.

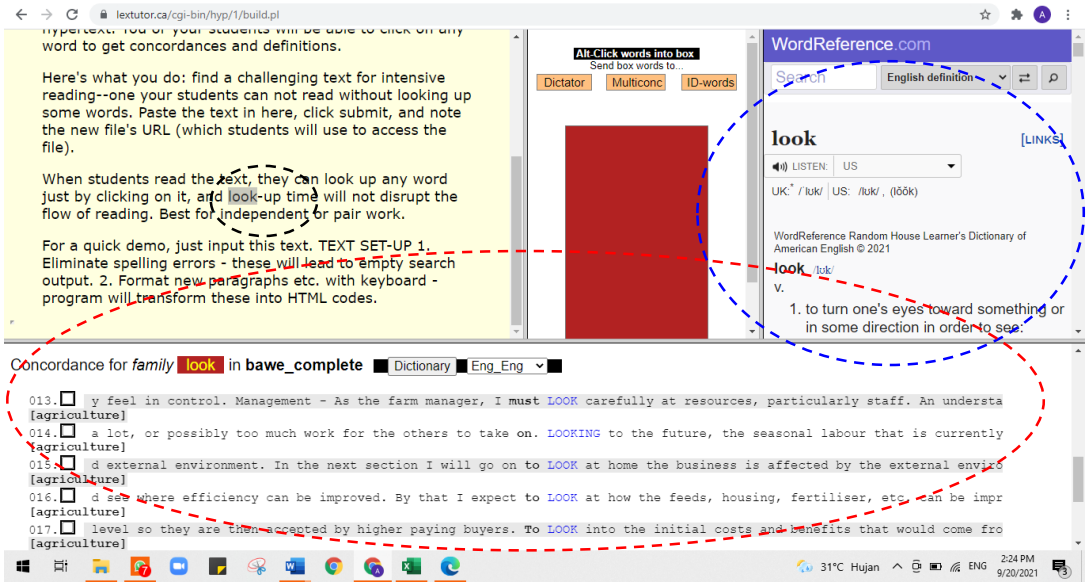
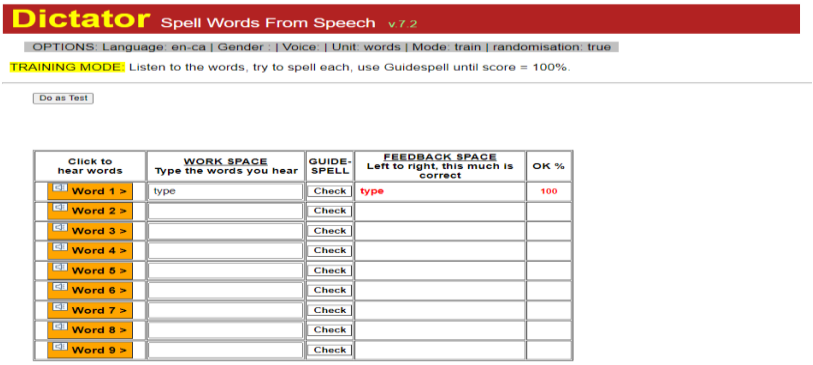


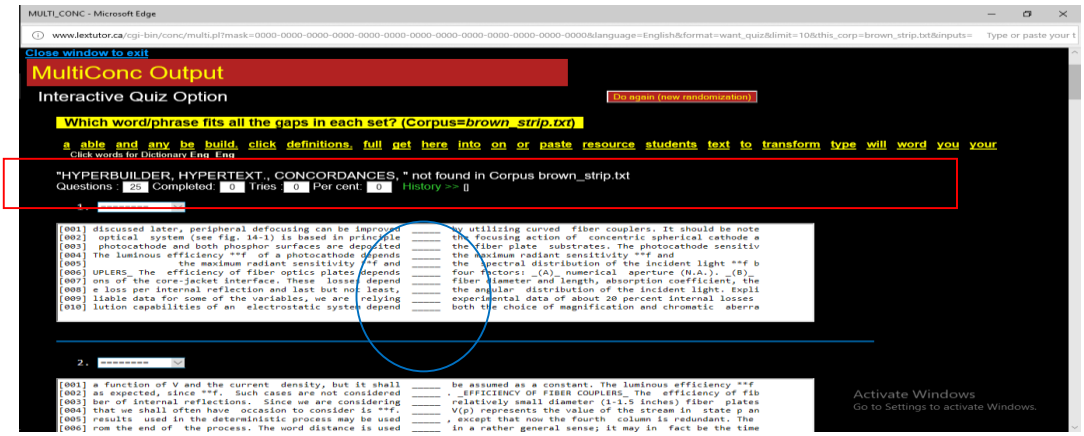

**Figure 5** *A screenshot of Hypertext 1 after clicking 'BUILD)*

Next activities can be played in red box (between our text and dictionary) in which the researcher puts some sentences. We can use three menus on the top of red box they are Dictator, Multiconc, and Id-words. These three features provide different activities which focus on vocabulary and listening. The researcher uses it for the first meeting. The activity can be seen in the following picture.




**figures 6**. "*Dictator*"

The first activity is Dictator. The figure here provides an activity utilizing text we write on the last red box. People can learn listening activity as it provides a sound once we click on the box 'word 1, word 2, word 3, etc. after listening to a particular word, we can type our prediction toward the word and then click 'Check' to examine our prediction. In case our answers are correct, we will get 100%, but if it is totally incorrect, will be 0% or if our answer is almost correct, we will still get score with the range 10-90.




**(Figure 7**. *"MultiConc"*)

The second activity is Multiconc as illustrated on the previous figure. Multiconc is an activity which focuses on vocabulary uses. This feature attempts to examine our understanding toward vocabulary and its use in particular context. The choices are available as shown in the red rectangle on the top of the page to fill the blanks. We can write our answer in the space as figured out with blue dashed outline. If we write correctly, our answer will appear and fill up the blanks automatically. The number of questions, the number of tries and percentage of the success are counted on the top.

**(Figure 8** *"Id-Word")*

The next activity is ID-words where people are assigned to find a proper word among random alphabet. The figure 3.7 illustrates the activity which requires people to read the context before searching the proper word. People should highlight or find the right word from

the red box on the top. In case the choice is correct, the answer will automatically fill up the blanks and continue to the next questions.

Overall, the features in Hypertext 1 and 2 are similar. Therefore, in Hypertext 2, we can have additional feature which Hypertext 1 does not, that is How-To Screen Videos for linking to YouTube which can be seen from Figure 3.8. In this program, we can watch not only videos which are available in the program, but we can also link this program to YouTube. People can copy link of particular video in YouTube, then paste to the column on Media File URL.

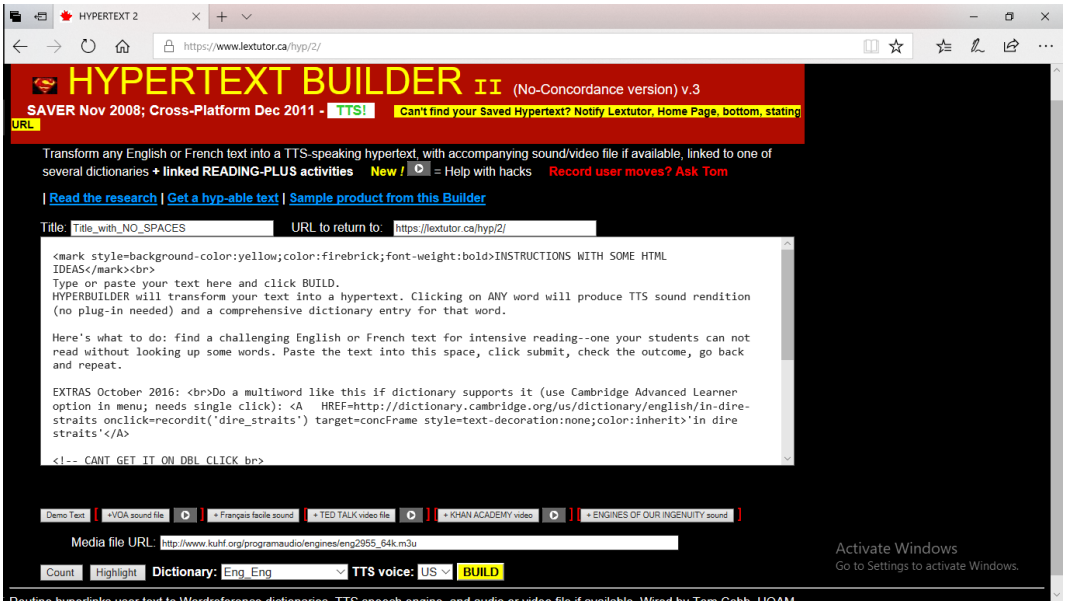



**Figure 9** *Hypertext 2*

Some parts in Hypertext 2 are similar to the Hypertext 1, so the researcher does not re-explain each component within, rather exemplifies the way to use videos or YouTube which is linked to this feature. There are some options we can choose from the bottom along with media file URL which is the place we can paste link URL from YouTube. Then we can click BUILD to watch the video. This activity is useful for students to learn listening as well as pronunciation.

The last activity in hypertext is illustrated in the following figure where people can access it in the last option in the first layout of Hypertext. 'Https: //lextutor.ca/ra_read/graded/' provides some activities which are useful for students to learn independently and for teacher to be a material for the classroom. The next feature that can be meaningful for teaching and learning materials is RA-Reading (Resources-Assisted Reading). In this part, there are three options, as shown in the following picture to help students practice reading and pronunciation.

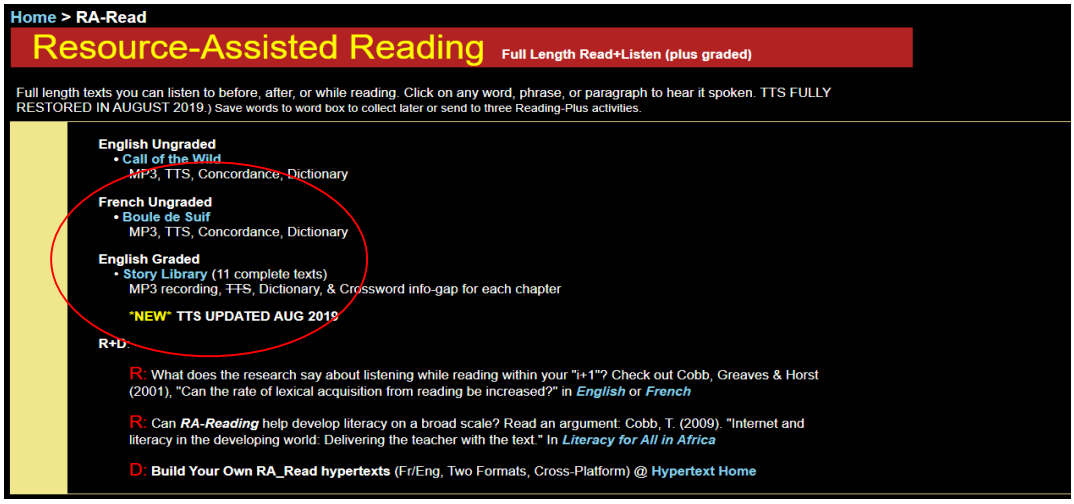
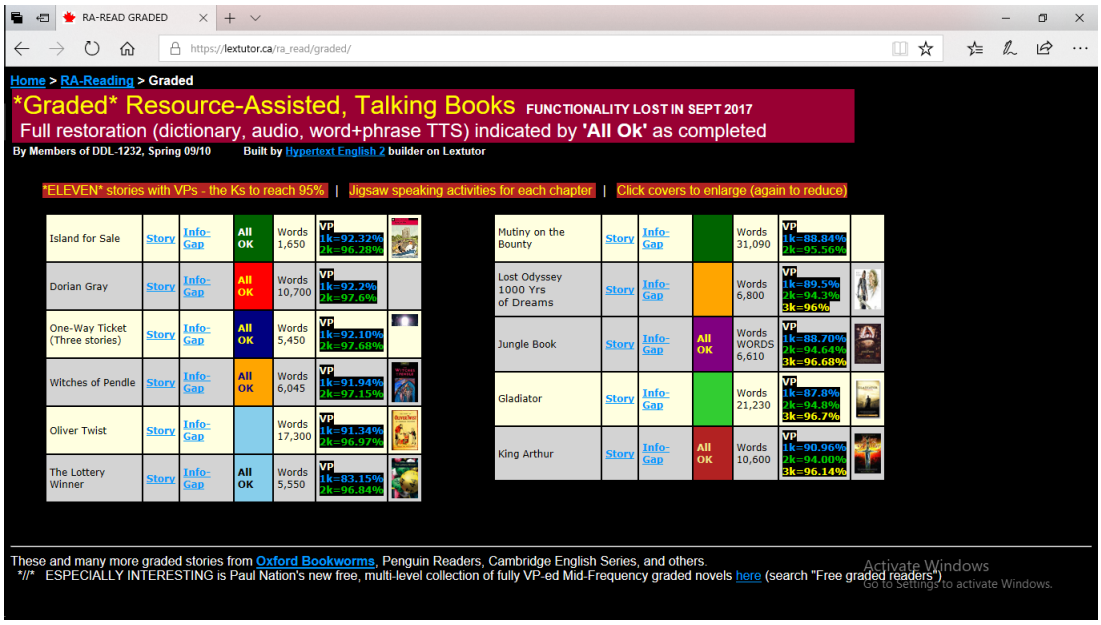


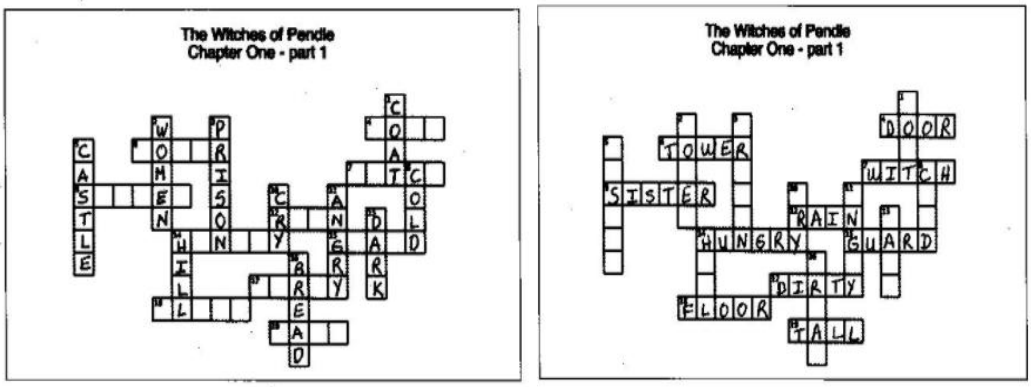

**Figure 10. Resources-Assisted Reading.**

The first is English Upgraded which contains listening activities where there are some numbers of story including the sound recording of the story. Here language learners can practice their listening skills as well as pronunciation. For English learners, English Upgraded and English Graded are there to help them. In English Graded, many fiction stories are available.




**(Figure 11** *'https: //lextutor.ca/ra_read/graded/')*

The various stories can be helpful as materials in language classroom along with info-gap which is really challenging for speaking activities. This is basically pair activity where the idea for this learning is to build information to help team fill up the blank puzzles.




**(Figure 12. Students' handout A & B)**

This activity stimulates the teamwork and speaking skills. Students A will get handout A where there are some missing words where Students who have got handout B have the answers, and vice versa. The next feature available in the Compleat Lexical Tutor is Test where students can have vocabulary quizzes.

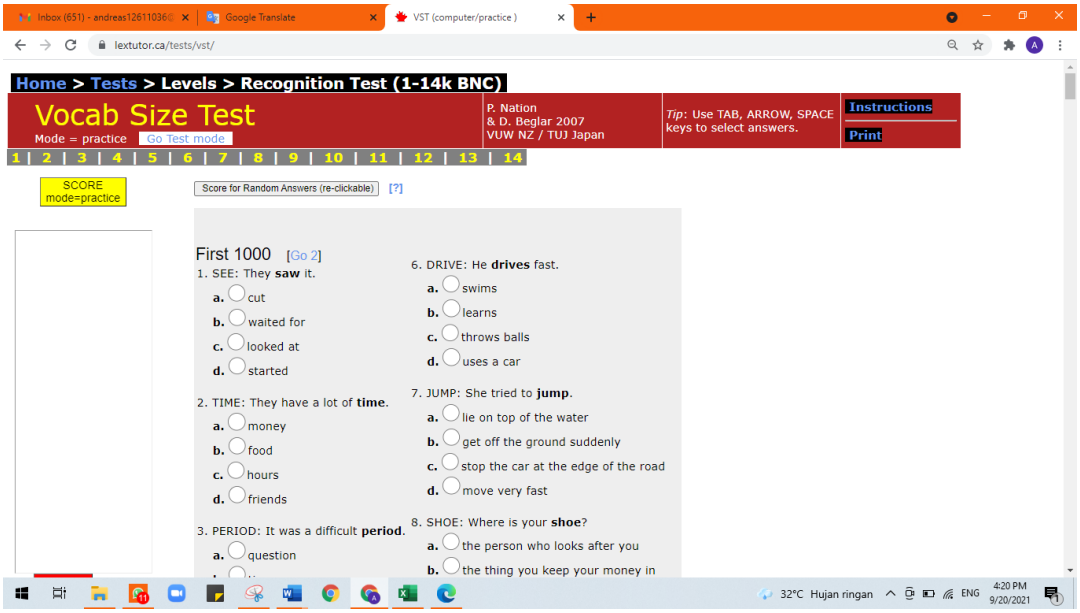



**Figure 13 'TEST'**

However, the activities available in this feature have led students to practice in developing vocabulary. Along with that, students can examine their vocabulary level through answering the questions available. These figures describe the activities and material used during the treatment using software which is examined in the present research. In the end of the treatment, the researcher distributes questionnaire to get feedback from the students and the feedback is the main data which is analyzed in this research. Here is the questionnaire used to collect the data:

| QUESTIONNAIRE: Lextutor for Independent Learning | Date: |
|---|---|

**Personal Information** (circle)

| | |
|---|---|
| Full Name | : |
| Status<br><br>Institution | : ☐ Student (English Academic) / (Non English Academic) / (senior)/ (junior) / (elementary school)<br><br>(_____) |
| Age<br>Email | :<br>: |

**PART A**

Have you ever used the following activities in studying English? If you indicate yes, how useful were they?

***Please put this sign*** √

| No | Activities | Useful | Not useful |
|---|---|---|---|
| A1 | Practicing conversation from text book | ☐ | ☐ |
| A2 | Practicing conversation from an internet | ☐ | ☐ |
| A3 | Free conversation with other learners of English | ☐ | ☐ |
| A4 | Memorizing vocabulary lists. | ☐ | ☐ |
| A5 | Studying English through an on-line application | ☐ | ☐ |
| A6 | Studying the grammar of English from text book | ☐ | ☐ |
| A7 | Studying English Pronunciation from on-line software/ technology | ☐ | ☐ |
| A8 | Group work | ☐ | ☐ |
| A9 | Learning through games but not online games | ☐ | ☐ |
| A10 | Using on-line dictionary | ☐ | ☐ |

**PART B**

**Is technology and electronic learning required in language classroom?**

*Put this sign (√)*

| No. | Questionnaire | Agree | Disagree |
|---|---|---|---|

| | | | |
|---|---|---|---|
| **B1.** | Modern teaching is an innovation & is recommended to be utilized in language classroom | ☐ | ☐ |
| **B2.** | Traditional teaching makes language classroom monotonous | ☐ | ☐ |
| **B3.** | Electronic-learning and on-line learning should be applied in language teaching-learning classroom | ☐ | ☐ |
| **B4.** | Lextutor should be applied in the language classroom | ☐ | ☐ |
| **B5.** | Lextutor is useful for language teaching (vocabulary, grammar, L S R W) | ☐ | ☐ |
| **B6.** | Lextutor can changes the monotony | ☐ | ☐ |
| **B7.** | Lextutor makes language learning difficult | ☐ | ☐ |
| **B8.** | Lextutor increases motivation to learn English | ☐ | ☐ |
| **B9.** | Lextutor is not appropriate to be applied in the language learning | ☐ | ☐ |
| **B10.** | Lextutor can help to create independent learning | ☐ | ☐ |

**PART C**

**From the list above please choose three that are the most important for you. Write the number below**

| |
|---|
| -<br>-<br>- |

**PART D**

**In class, I would like my teacher to:**

***Please put this sign √***

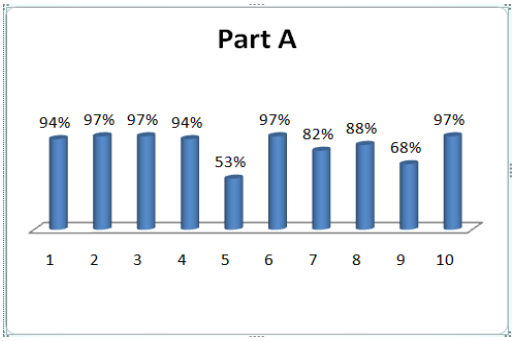
| No | Activities | No | Good |
|---|---|---|---|
| D1 | Use Lextutor/ other online software | ☐ | ☐ |
| D2 | Give chance to students for self-correction toward mistakes on grammar using Lextutor | ☐ | ☐ |
| D3 | Provide Learning pronunciation using Lextutor/ other online software | ☐ | ☐ |
| D4 | Facilitate independent learning using Lextutor | ☐ | ☐ |

**Figure 14** Questionnaire

## RESULTS AND DISCUSSION

As was discussed, the present research tried to investigate the role of Compleat Lexical Tutor in providing independent learning. So in order to address the research questions, Compleat Lexical Tutor was employed. This free online-software can provide many activities which are appropriate for language learning, so some features were examined in related English classroom.

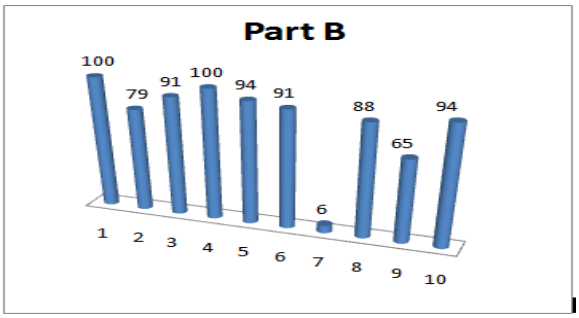
Two meetings were done to introduce some features in Compleat Lexical Tutor, and the last step is to collect the feedback or data which were used in this research as an evidence in relation to whether Compleat Lexical Tutor is useful for independent learning. The data collection was done using questionnaire. After collecting the data using questionnaire, the next step was analyzing it. The researcher used ranking model to classify the data from the questionnaire and provided diagram as well as table to show the calculation. The followings were the results which had been arranged from the questionnaire.




| Rank | Statement No. | percentage |
|---|---|---|
| 1 | 2,3,6,10 | 33 = 97% |
| 2 | 1,4 | 32 = 94% |
| 3 | 8 | 30 = 88% |
| 4 | 7 | 28 = 82% |
| 5 | 9 | 23 = 68% |
| 6 | 5 | 18 = 53% |

***Diagram & Table 1****. Have you ever used the following activities in studying English?*

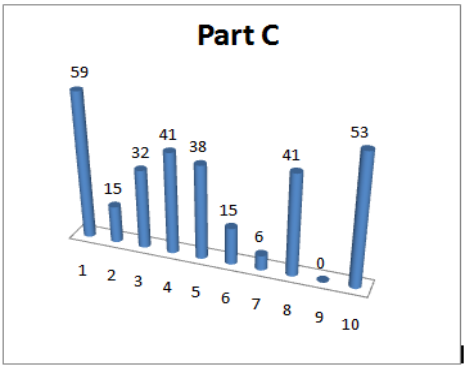
The table 1 represents a percentage where the table next to the diagram describes the data and each calculation. The first diagram attempts to cover the calculation of the participants' responses regarding the questions 'activities which the participants have ever used during learning English in the past whether or not they are useful.The first rank or the top most useful activities are the activities number 2, 3, 6, and 10 with the total participants who have similar view are 33 out of 34 students with the percentage 97%. In the other word only one participant who considers that these activities are not useful. The second useful activities are in number 1 and 4 with the total 32 participants out of 34 who consider the same thing, which means that 94% participants. Similarly, there are two participants who do not agree with it. The third rank is posited by the activity with number 8. It is noted that 30 participants out of 34 with the percentage 88% choose this activity as useful thing in studying English. The rests of it (4 participants) do not agree. Next rank is the activity in number 7 with 28 participants out of 34 with the percentage82% consider that this activity is useful for them, whereas the rests (6 participants) do not.In the fifth rank is the activity in number 9 with 23 (68%) participants out of 34 who believe that the activity is useful, otherwise, 11 participants do not. The least position is the activity in number 5 with only 18 (53%) participants who choose this activity as useful thing in their class, while 16 participants consider it as not useful.




| Rank | Statement No. | percentage |
|---|---|---|
| 1 | 1,4 | 34 = 100% |
| 2 | 5, 10 | 32 = 94% |
| 3 | 3, 6 | 31 = 91% |
| 4 | 8 | 30 = 88% |
| 5 | 2 | 27 = 79% |
| 6 | 9 | 22 = 65% |
| 7 | 7 | 2 = 6% |

***Diagram& Table 2.***Is technology and electronic learning required in language classroom*?*

The diagram and table above represent the finding for the questions in Part B, which explicitly attempt to seek the participants' opinion regarding the use of technology and electronic learning in their class. The choices are either 'Agree' or 'Disagree' with the idea. The results are illustrated above with the description as follows: the first rank is the most participants' opinion which most participants (34 out of 34 = 100%) agree with ideas in number 1 and 4. On the other hand none disagrees. The second ideas are in number 5 and 10 with 32 (94%) participants out of 34 agree. The next rank is posited by the ideas with the numbers 3 and 6. It is marked by 31 (91%) participants agree and the rests 3 disagree. The fourth position is idea in number 8 with 30 (88%) out of 34 agree which means that 4 participants do not. The fifth rank is the activity in number 2 (27 = 79%) which agree with this expression. Another idea such as in number 9 is also important for the participants where around 22 (65%) participants out of 34agree that this activity is required in language classroom. Whereas the idea in number 7 only 2 participants which means that 6% agree with the expression, the rests are 32 disagree.

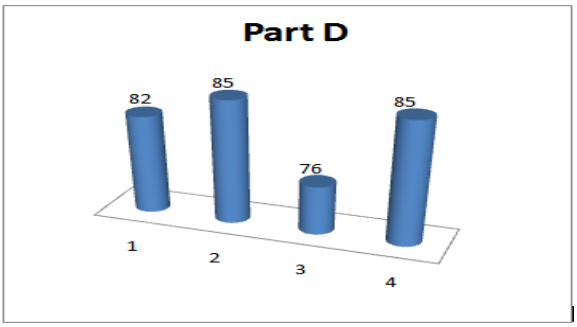



| Rank | Statement No. | percentage |
|---|---|---|
| 1 | 1 | 20 = 59% |
| 2 | 10 | 18 = 53% |
| 3 | 4, 8 | 14 = 41% |
| 4 | 5 | 13 = 38% |
| 5 | 3 | 11 = 32% |
| 6 | 2, 6 | 5 = 15% |
| 7 | 7 | 2 = 6% |
| 8 | 9 | 0 = 0% |

***Diagram & Table 3.****Three most important*

The table and diagram preceding cover the calculation for the finding under the direction to choosing three most important idea for the participants from the ideas in the part B, so from 10 ideas, the participants should choose 3 which are the most important expression for them. The result can be examined in the diagram and table above with the description as follows: The first most important ideas are marked by the most participants who choose it. The table and diagram show that the idea in number 1 is chosen by most participants with 20 (59%) out of 34. The second is in number 10 with 18 (53%) participants out of 34. The third rank is marked by 14 (41%) participants out of 34 who have similar opinion to choose the ideas in number 4

and 8 as the most important. The next ranks are the ideas in number 5 (13 out of 34 = 38%) in the fourth; number 3 (11 out of 34 = 32%) in the fifth; number 2 and 6 (5 out of 34 = 15%) in the sixth; number 7 (2 out of 34 = 6%) in seventh; and the last idea is in number 9 which none participant consider it as important idea.




| Rank | Statement No. | percentage |
|---|---|---|
| 1 | 2, 4 | 29 = 85% |
| 2 | 1 | 28 = 82% |
| 3 | 3 | 26 = 76% |

***Diagram & table 4.****In class, I would like my teacher to.*

The last table and diagram is representing the activities which are desired or expected to be applied in their language classroom later on. The ideas are limited only 4 choices where it is described above through numbers. The first rank is the activities which are chosen by most participants, they are in number 2 and 4. Both number have equal number of participants with 29 (85%) out of 34. The next position is the activity in number 1 with 28 (82%) out of 34 participantswho desire this activity to be applied in their classroom. The last is the activity in number 3 with 26 (76%) out of 34 who choose it to be applied in their classroom.

**Interpretations**

From the experience and the participants' responses during treatment using the topic which was examined, the findings, and the data analysis, the researcher successfully provides some interpretations regarding the four questions in the questionnaire. The first is clearly illustrated in the first finding in part A that the data shows the activities such as '*practicing conversation from the internet (A2)', 'free conversation with other learners of English (A3)', 'studying the grammar of English from textbook (A6)',* and '*using on-line dictionary (A10)',* are useful for the participants when they were learning English in the past. It implies that they ever learnt using media such as internet in their class, however, they consider that internet or technology is useful in their English classroom.

The second interpretation is in Part B. The data mentions that the ideas such as *'Modern teaching is an innovation & is recommended to be utilized in language classroom (B1)',* and *'Lextutor should be applied in the language classroom (B4'* are agreed by all participants (100%), while the idea that *'Lextutor makes language learning difficult (B7)* is only 2 participants out of 34 who agree with this idea which means that 32 participants consider Lextutor does not make language learning difficult. However, from the data and the preceding description, modern teaching such as *Compleat Lexical Tutor* is an innovation and recommended to be applied in language classroom as it is useful to help students learning English.

The third interpretation is implicitly explained through the description (Part C) in data analysis that most participants choose the idea in B1 *'modern teaching is an innovation & is recommended to utilized in language classroom'* as the most important for them. It is explaining that participants need innovation or something new for their classroom. The researcher proposes *Compleat Lexical Tutor* as a new discovery that can be applied in language classroom. The finding truly advocates this opinion where in part C, most participants consider the idea in the number B4, B5, and B10 are important. The descriptions imply that *Compleat Lexical Tutor* can help to create independent learning, and can increase their motivation in

learning English. More importantly, most participants consider that *Compleat Lexical Tutor* should be applied in language classroom. It supports the idea that modern teaching is required in language classroom and this interpretation also answers the question in Part B in questionnaire.

The fourth interpretation is based on the description and discussion in Part D where most participants desire the activities in number D2 (Give chance to students for self-correction toward mistakes on grammar using Lextutor) and D4 (Facilitate independent learning using Lextutor) to be applied in their English classroom. Thus, it is clear that *Compleat Lexical Tutor* can be applied in English classroom to give opportunity to students to provide independent learning.

The last interpretation that can be noticed during the treatments is that, all participants respond the use of Compleat Lexical Tutor in their class cooperatively and independently. They work with their groups without relying on the teacher. In addition they also can work together or individual without teacher when answering some questions in CATSS program. Thus independent learning can be achieved with some features in the Compleat Lexical Tutor.

## CONCLUSIONS

The chapter covers the conclusion of the research from the findings and descriptions as well as the interpretation referring to the research questions in the present research, the recommendation and suggestion for the teacher and students as well as the developer of the software. The description of the finding followed by the interpretation clearly contributes to a conclusion where Compleat Lexical Tutor is useful for English classroom. The present researcher relates the conclusion to answer the first question about the role of Compleat Lexical Tutor in English classroom. It is successfully answered by the findings that most of participants agree that this website or software is applied in their class. The role of Compleat Lexical Tutor significantly and positively contributes to motivate participants to learn English so that independent learning is really possible to be achieved using this software. Apart from that, the findings also answer the second question about the students' perceptions regarding the use of Compleat Lexical Tutor in language learning.

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http://webapp.ln.edu.hk/ceal/elss/sites/default/files/exercise/cate/Independent-Learning/Independent%20Learning%201/Independent%20Learning%201/index.htm

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is the fact that there are many teachers who use technology such as computer, internet, software, website and etc. but the majority of teachers still teach in the traditional manner. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for English as a Second Language (ESL) students who learn the language for more than just fun. For them to keep pace with English Language Teaching (ELT) and gain more confidence they have to stride into the world of multimedia technology. Compleat Lexical Tutor is an opportunity that can be applied in language classroom especially English and French.

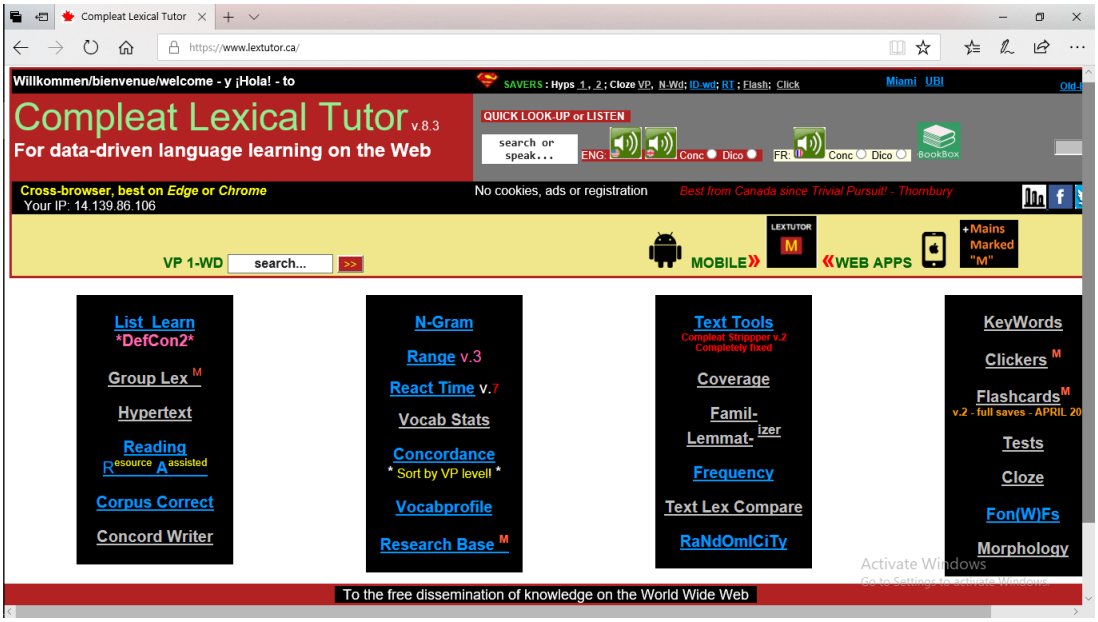



**Figure 1** *A screenshot of Compleat Lexical Tutor v8.3*

The figure above is the Compleat Lexical Tutor surface which consists of many features that can be learnt and used not only in classroom, but also all people who do a research. The software is designed for teacher and researcher.

The Compleat Lexical Tutor is a free web-based resource. It was developed by Tom Cobb, a professor in applied linguistics at UQAM, with a view to the practical application of data-driven learning using principled approaches supported by published researches. The website

with web address http://www.lextutor.ca/ is completed with many features to learn English and French such as concordancer, vocabulary profiler, exercise maker, interactive exercises, and much more. Lextutor is equipped with Concordancer which provides samples of spoken and written utterances produced by native speakers. Students can learn from an authentic material produced and collected resources from all over the world.

Concordance is beneficial for language learning especially vocabulary because the new or unfamiliar word will be seen in a context rather than in isolation (Stevens, 1995). He has proposed three main reasons for using this tool in language learning, which include authenticity, learner autonomy, and data-driven learning. Concordances are immensely rich because they are based on a corpus made up of texts from various domains of writing and media, for example, informative writing on sciences and art and also imaginative writing; material from books, novel and other published or unpublished discourses (Flowerdew, 1996).

The concordance is a tool for learners to search linguistic features and patterns commonly occurring in everyday speech or written discourse in real-world situations. As shown in Figure 2.2, the word "investigate" is the search item and it is presented in the center of each line that is displayed on the computer screen. It is highlighted and, in some concordances, learners can click on the word to see it in a complete sentence from the text it originated. Second Language (L2) learners need to know how a word is most frequently used rather than the prescriptive rules of using it. They will see the vocabulary as used in a real-world, authentic context rather than "myths and distortions that are too easily perpetuated from one generation to another of dictionaries, grammar and course books" (Johns, 1994).

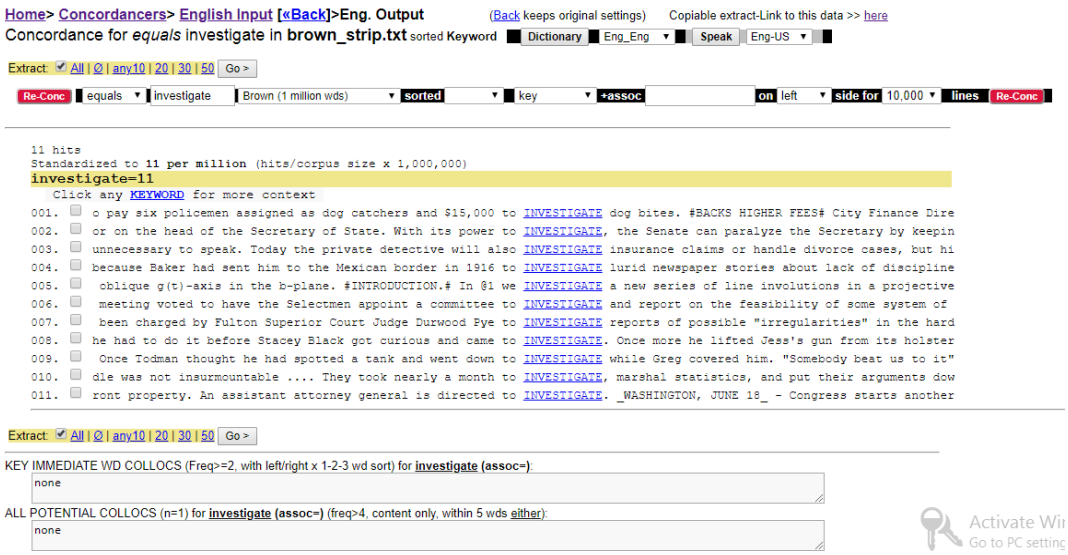



**Figure 2.** A sub-sample of the concordance found for the word *investigate.*

Educational exercises are also available in this website such as *Hypertext and Tests.* Both features possibly can be applied in language classroom. Hypertext consists of some activities such as *Dictator, Multiconc,* and *Id-Word*. Dictator is a dictation-based spelling activity builder utilizing sounds for itself text-to-speech download. People can input some sentences and the system will provide some sound regarding the words within the sentences. Multiconc provides a filling the blank activity, which includes several examples of sentences and the head word, is missing. The job is to select the appropriate word to fill the blanks. Id-word provides an activity which assigns students to find the proper word within random words. In *Test* mode, many questions related to vocabulary activities are available, so that students can learn it even though without teacher who guides them.

**What is independent learning?**

As a part of educational goals (Knight, 1996), independence needs to be achieved because it reflects the successful of education system. However, independent learning contributes many advantages for students, including enhanced: "academic performance, motivation and confidence, awareness of limitations and ability to deal with them, awareness of how to learn effectively, appreciation of the learning process, time management and other, important life skills, passion and curiosity, ability for self- critiquing, resourcefulness". (http://webapp.ln.edu.hk/ceal/elss/sites/default/files/exercise/cate/Independent-Learning/Independent%20Learning%201/Independent%20Learning%201/index.htm)

There are different definitions and descriptions regarding the term of 'independent learning', they are: 'self-directed learning' and 'learning how to learn'. These terms are sometimes used interchangeablywith independent learning (Meyer et al, 2008) as they have similar concept and idea. Apart from the two terminologies above, mostly independent learning is referred to 'self-regulated learning' (Meyer et al, 2008) where, students are able to understand of their own approach to learning and able to determine the most efficient ways, able to motivate to take responsibility, and able to work with others to enhance the depth and breadth of their own learning (Zimmerman,1986). Similarly, Henri Holec (1981); Phil Benson (1991) define independent learning as the ability to take charge or control of one's own learning. It is important to provide independent learning especially for academic performances. Therefore, Philip Candy (1991) states that independent learning is a process, a method and a philosophy of education in which knowledge or education are acquired by the students' own efforts. Students have their own way to make effort on their educations. They also have choice to determine the process of learning in order to have good academic performances during learning in the classroom as well as outside.

**Why is independent learning important?**

Independent learning positively affects somebody's education performance. As a general purpose of education, independent learning results a lot of benefits for students especially. What are the benefits of independent learning for students?

The review in 2008 by Bill Meyer, Naomi Haywood, Darshan Sachdev and Sally Faraday, found some evidence of the benefits of independent learning, including: improved academic performance; increased motivation and confidence; greater student awareness of their limitations and their ability to manage them; enabling teachers to provide differentiated tasks for students; and fostering social inclusion by countering alienation. Meyer et al reviewed a finding in research conducted in Thomas Telford School, the first comprehensive school in which 100% of students gained A–C grades in at least five GCSEs. The school claimed that one of the reasons for this success was the development of independent learning skills across the school.

However, a study from the Netherlands suggested the similar positive thing that students in self-regulated or independent learning environments are more motivated to learn, report more enjoyment of the material and are more actively involved in their learning than those who study in more restrictive environments. Furthermore, there is another research which examined the effects of a number of interventions aimed at improving the education of African Caribbean boys in London boroughs. It was found that the teaching and development of study skills, such as revision techniques, essay writing and problem solving, was important, particularly when integrated with strategies aimed at countering alienation.

Supporting students in self-regulation, providing feedback and helping them highlight progress are necessary among remedial readers and other students with special educational needs. Studies in the review found that 'using independent learning approaches enabled teachers to organise a wider range of activities in their classrooms and to focus more on

teaching and learning than on organization or behaviour' (Meyer, et el., 2008). For example, it enables teachers to work with specific groups while other groups are working independently. Two studies seemingly propose that independent learning is important and required to be achieved in order to improve self-quality in academic performance and society. The findings assert that independent learners are more motivated and have higher self-esteem than other children in education and their lives. The students develop skills that help them further their own learning by using their own ideas to form opinions; solving problems and using a range of strategies in their learning.

## RESEARCH METHODS

### Research Design

Inconducting the research, the researcher used survey research which involved the collection of information from the samples of individuals through their responses to questions. The present research was conducted using one group design. One-group designs are all considered non-experimental since they do not involve assignment of subjects to conditions. Rather a single group of subjects is observed (Paul E. Spector, 1981). Therefore, the researcher used survey research. Questionnaire was selected for collecting the data as it provided a survey instrument containing the questions in a self-administered survey. The consideration of using survey research was the limitation of time. The researcher only had short time to complete the result of the research; therefore, questionnaire is best method in collecting the data.

### Research Setting and Participants

The research was conducted in The English and Foreign Languages University, Room No. 2 Ground Floor (1st meeting) and Room No. 1B (2nd meeting) Third Floor New Academic Building. The data were taken during English Course with the teacher was Dr. Udaya. The teacher allowed the present researcher to take her class for two meetings. The participants in this research were 34 bachelor degree (BA) students. They were different background of study such as Arabic, French, and Russia. Now, the participants are still active studying in the English and Foreign Languages University (EFLU) Hyderabad, India. They join in a basic level of English classroom. The participants were within the age range of 17-23 years old.
Here are the participants in this present research:

**Table 1 Participants**

| No | Name | Age | Country | Medium of instruction |
|---|---|---|---|---|
| 1 | Prakash Sodi | 21 | India | Hindi |
| 2 | MD Furquan Khurshid | 19 | India | English |
| 3 | Akhshay KB | 20 | India | English |
| 4 | Aditia K | 20 | India | English |
| 5 | Bauoth Suman | 24 | India | Telugu |
| 6 | NN | | India | English & Hindi |
| 7 | Gulshat Beidigylyjova | 19 | Turkmenistan | Turkmen & Russian |
| 8 | MD Ekhlaque Ahmed | 19 | India | Bihar Board |
| 9 | Vadilya Pahul | 21 | India | Telugu |
| 10 | Satyam L | 19 | India | English & Hindi |
| 11 | Robins Kumar | 21 | India | English |
| 12 | Yigitaliev Asrorjn | 20 | Uzbekistan | Russian |
| 13 | MD Belal | 24 | India | Urdu |
| 14 | Muhammed Savuid | 22 | India | U.P Board Hindi |

| | | | | |
|---|---|---|---|---|
| 15 | Rahul Kumar | 21 | India | English |
| 16 | Siddharta Kumar | 18 | India | Hindi & English |
| 17 | Ovezmyroatv Suhanmyrat | 19 | Uzbekistan | English |
| 18 | M. Shiva kumar | 21 | India | Telugu |
| 19 | Ajith Mathew | 19 | India | Malayalam |
| 20 | Nishant Kumar Verma | 20 | India | English & Hindi |
| 21 | Aman Kumar | 19 | India | English |
| 22 | Ayush Kumar | 20 | Inida | - |
| 23 | Myshyyev Amanguly | 20 | Turkmenistan | English & Turkmen |
| 24 | Sonu Kumar | 21 | India | Hindi & English |
| 25 | Soma Nagarajo | 23 | India | Telugu |
| 26 | Ajeet Kumar | 20 | India | English |
| 27 | Shivam Kumar | 18 | India | English |
| 28 | Juhi Kumari | 19 | India | English |
| 29 | Douvletgeldi Jumurov | 19 | Uzbekistan | English |
| 30 | MD Anwar Alam | 20 | India | English |
| 31 | C. Ramya | 17 | India | English |
| 32 | Shirya Bhandikar | 20 | India | English |
| 33 | Sanjay Singhaniya | 18 | India | English |
| 34 | Kavshan Kumar | 19 | India | English & Hindi |

**Instruments**

In collecting the data, the researcher needed a tool which refers to instrument (Saleh, 2010:31). Research instrument is also called a device used to collect data to support the work and to get result and conclusion. Arikunto (2006: 136) instrument gives any important role to succeed a study. Instrument plays an important role to collect data. There are various instruments and data collection techniques which can be used in conducting a survey research such as questionnaires, structured interviews, language audits, participant observations, or diaries, journals, and logs (Long, 2005). In this research, questionnaire was chosen as the instrument.

In the process of examining and collecting data, the researcher initially introduced the topic which was examined that is *Compleat Lexical Tutor (Lextutor).* Figure 1 is the layout of *Compleat Lexical Tutor* which appears initially after searching and clicking at https://www.lextutor.ca/. There are many choices of programs which can be used for different purpose such as games, concordances, research journals, tests, and many more.

The second meeting, the researcher focused on the features for developing English vocabulary and speaking skills such as features in *https://lextutor.ca/ra_read/graded/*in hypertext which provides activities like info-gap and story. The second feature is *Tests* which focuses on vocabulary test such as English frequency based: receptive *'Levels, 1k, Form 1'*; and Frequency based: Receptive + Productive; *'CATSS (Computer Adaptive Test of Size & Strength)'.*The participants were engaged with some interesting activities for speaking, and questions for testing their vocabulary level.

In the end of the second meeting, the researcher distributed the questionnaire to survey the participants' responses after using Lextutor in their English classroom. After the data were collected, the researcher analyzed the responses and calculated to make decision whether the topic which was examined *'compleat lexical tutor'* is useful for independent learning.

The students' questionnaire (see the Appendix) intended of collecting data on learners' studying in the college, the students' attitudes towards their teaching materials during learning

English in the past as a whole in terms of suitability and responsiveness to students' needs and interests. Thus, the questions started from the personal information and the other four parts of the questionnaire were as follows:

**Part A**: Have you ever used the following activities in studying English? Indicate how useful they were.

**Part B**: Is technology and electronic learning required in language classroom?

**Part C**: Choose three most important for you.

**Part D**: In class, I would like my teacher to

The next step after collecting the data was to analyze it. This present research analyzed the data manually with a help of Microsoft excel. The data were grouped based on the ranking of the most participants who chose certain idea in questionnaire. The data were attached in the form of table and diagram to help the researcher present the calculation. The data were formed in percentage.

## Materials

There are various activities that the researcher uses in the experiment. These activities are available on the compleat lexical tutor website which can be accessed freely. The following descriptions are the activities which are used by the researcher during the research.

***b. Hypertexts***.

There are some available features such as dictionary, concordance, video, and some activities (*dictator, multiconc, and Id-words).* Figure 3.2 presents a picture of Hypertext and some activities within. There are three options which can be used; the first is Hypertext 1; the second is hypertext two; and the third is 'https: //lextutor.ca/ra_read/graded/'.

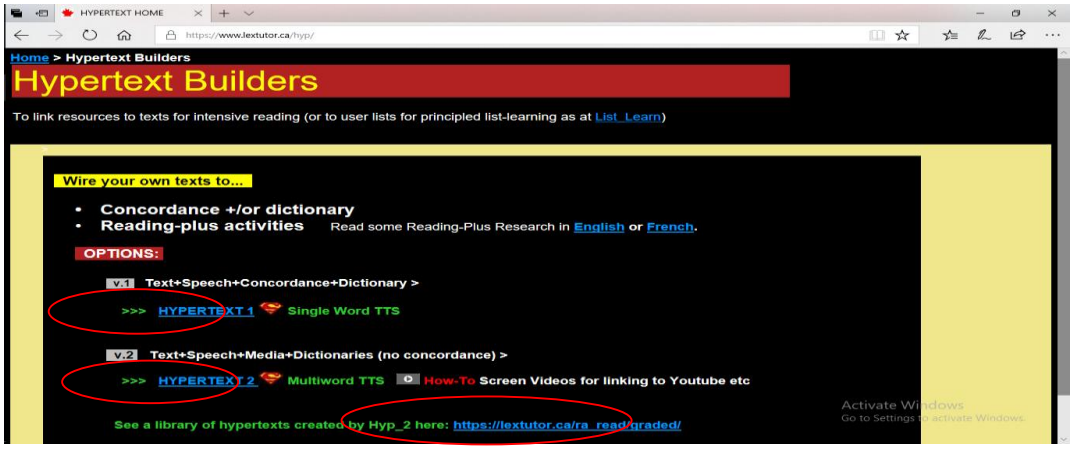



**Figure 3** *A screenshot of Hypertext menu*

The Hypertext 1 consists of Text + Speech + Concordance+ Dictionary, whereas the Hypertext 2 consists of Text + Speech + Media + Dictionaries (no concordance). The Hypertext 2 is actually the updated version. Figure 3.3 shows the background of hypertext 1.

**Figure 4** *A screenshot of Hypertext 1 menu.*

Some features in the hypertext 1 as well as hypertext 2 are we can count the words input on the board, and listen how the system reads our text. We can click TTS voice and select the English version either US or UK. We can also have some activities using the text that we input. Beforehand, we should click 'BUILD' and there will appear as in the figure 3.4 below.

This section provides the users a chance to consult concordances toward particular words that they want to as pointed with a black dashed outline. They can click (double-click) on particular word and the concordance will automatically proceed the selected word on the window and list of sentences containing the word that we search will appear as shown by red dashed outline.

Another feature that we can get is dictionary figured out with a blue dashed outline. After the concordance samples appear, there is an option (Dictionary) which needs us to click on word links, and the output will be shown on the right-corner on dictionary space.

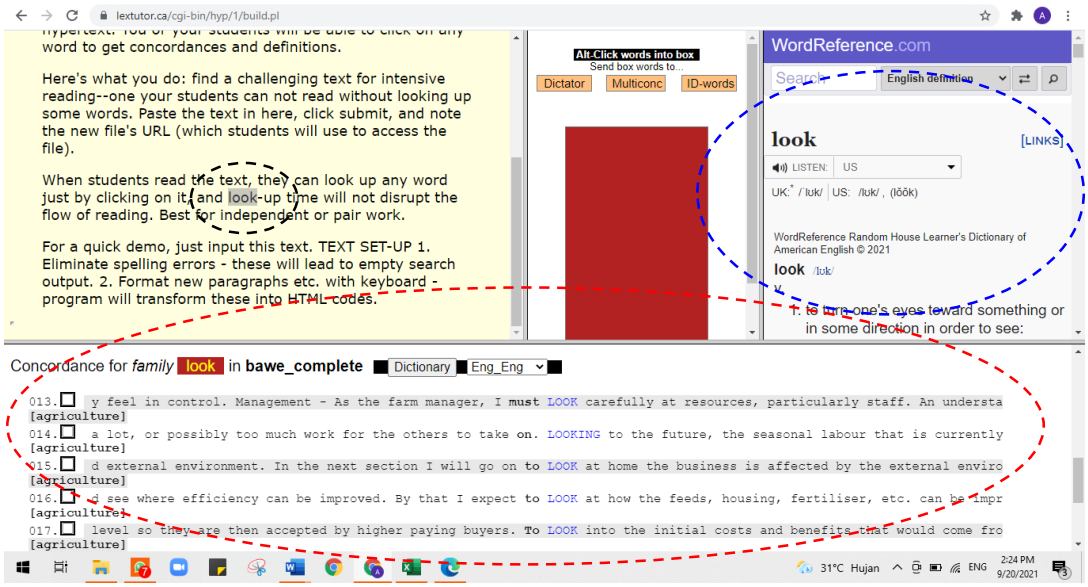
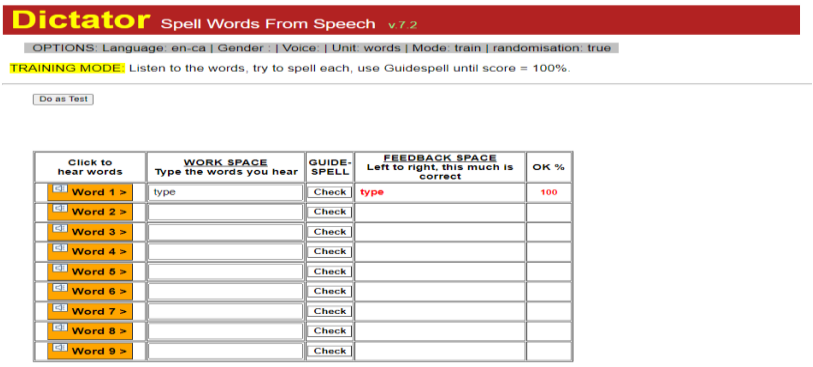


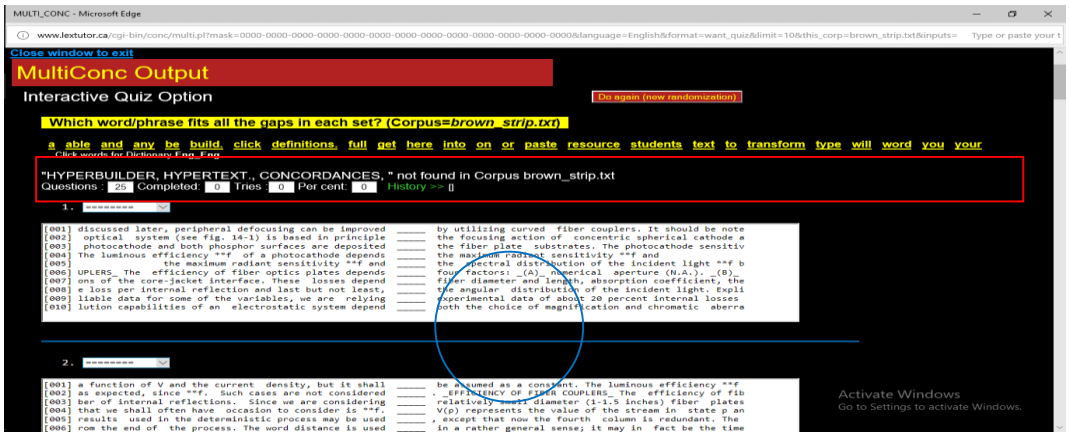

**Figure 5** *A screenshot of Hypertext 1 after clicking 'BUILD)*

Next activities can be played in red box (between our text and dictionary) in which the researcher puts some sentences. We can use three menus on the top of red box they are Dictator, Multiconc, and Id-words. These three features provide different activities which focus on vocabulary and listening. The researcher uses it for the first meeting. The activity can be seen in the following picture.




**figures 6**. "*Dictator"*

The first activity is Dictator. The figure here provides an activity utilizing text we write on the last red box. People can learn listening activity as it provides a sound once we click on the box 'word 1, word 2, word 3, etc. after listening to a particular word, we can type our prediction toward the word and then click 'Check' to examine our prediction. In case our answers are correct, we will get 100%, but if it is totally incorrect, will be 0% or if our answer is almost correct, we will still get score with the range 10-90.




**(Figure 7**. "*MultiConc"*)

The second activity is Multiconc as illustrated on the previous figure. Multiconc is an activity which focuses on vocabulary uses. This feature attempts to examine our understanding toward vocabulary and its use in particular context. The choices are available as shown in the red rectangle on the top of the page to fill the blanks. We can write our answer in the space as figured out with blue dashed outline. If we write correctly, our answer will appear and fill up the blanks automatically. The number of questions, the number of tries and percentage of the success are counted on the top.

**(Figure 8** *"Id-Word")*

The next activity is ID-words where people are assigned to find a proper word among random alphabet. The figure 3.7 illustrates the activity which requires people to read the context before searching the proper word. People should highlight or find the right word from the red box on the top. In case the choice is correct, the answer will automatically fill up the blanks and continue to the next questions.

Overall, the features in Hypertext 1 and 2 are similar. Therefore, in Hypertext 2, we can have additional feature which Hypertext 1 does not, that is How-To Screen Videos for linking to YouTube which can be seen from Figure 3.8. In this program, we can watch not only videos which are available in the program, but we can also link this program to YouTube. People can copy link of particular video in YouTube, then paste to the column on Media File URL.

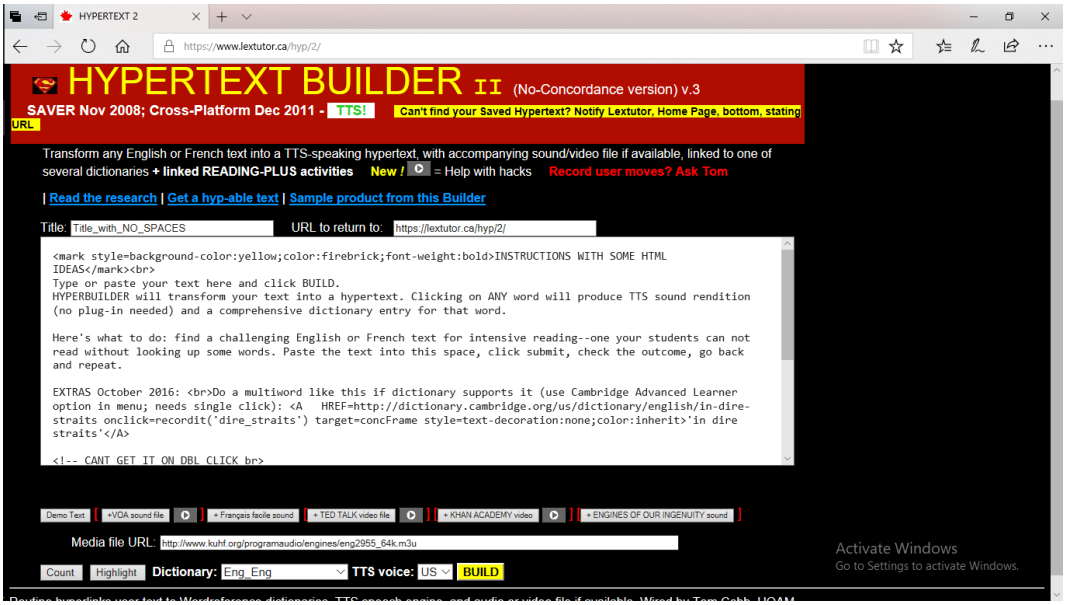



**Figure 9** *Hypertext 2*

Some parts in Hypertext 2 are similar to the Hypertext 1, so the researcher does not re-explain each component within, rather exemplifies the way to use videos or YouTube which is linked to this feature. There are some options we can choose from the bottom along with media

file URL which is the place we can paste link URL from YouTube. Then we can click BUILD to watch the video. This activity is useful for students to learn listening as well as pronunciation.

The last activity in hypertext is illustrated in the following figure where people can access it in the last option in the first layout of Hypertext. 'Https: //lextutor.ca/ra_read/graded/' provides some activities which are useful for students to learn independently and for teacher to be a material for the classroom. The next feature that can be meaningful for teaching and learning materials is RA-Reading (Resources-Assisted Reading). In this part, there are three options, as shown in the following picture to help students practice reading and pronunciation.

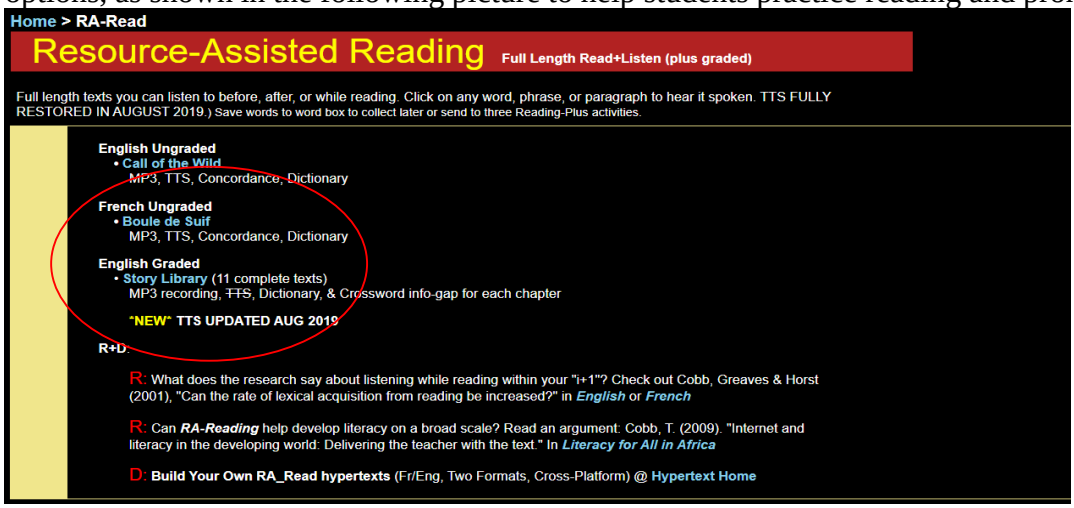
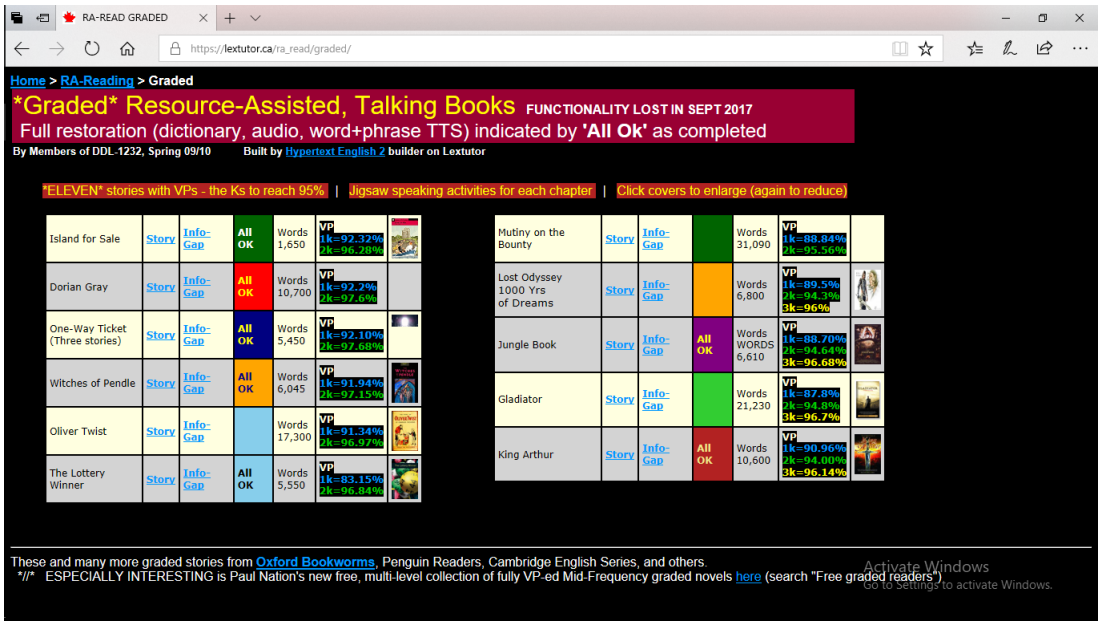


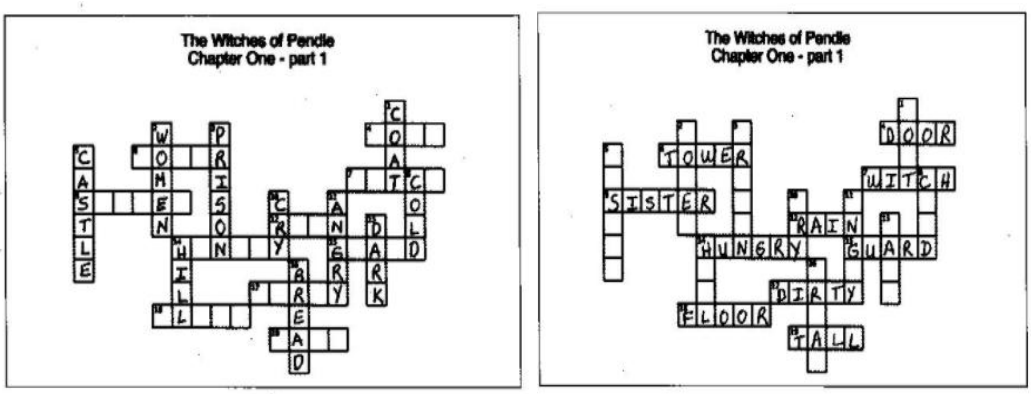

**Figure 10. Resources-Assisted Reading.**

The first is English Upgraded which contains listening activities where there are some numbers of story including the sound recording of the story. Here language learners can practice their listening skills as well as pronunciation. For English learners, English Upgraded and English Graded are there to help them. In English Graded, many fiction stories are available.




**(Figure 11** *'https: //lextutor.ca/ra_read/graded/')*

The various stories can be helpful as materials in language classroom along with info-gap which is really challenging for speaking activities. This is basically pair activity where the idea for this learning is to build information to help team fill up the blank puzzles.




**(Figure 12. Students' handout A & B)**

This activity stimulates the teamwork and speaking skills. Students A will get handout A where there are some missing words where Students who have got handout B have the answers, and vice versa. The next feature available in the Compleat Lexical Tutor is Test where students can have vocabulary quizzes.

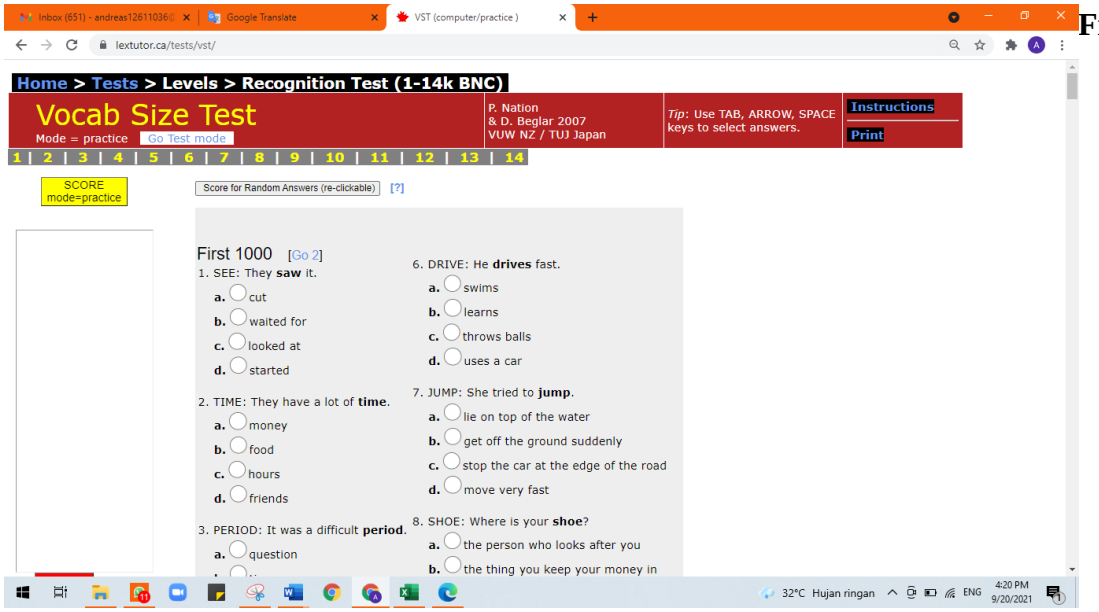



**Figure 13 'TEST'**

However, the activities available in this feature have led students to practice in developing vocabulary. Along with that, students can examine their vocabulary level through answering the questions available. These figures describe the activities and material used during the treatment using software which is examined in the present research. In the end of the treatment, the researcher distributes questionnaire to get feedback from the students and the feedback is the main data which is analyzed in this research. Here is the questionnaire used to collect the data:

| QUESTIONNAIRE: Lextutor for Independent Learning | Date: |
|---|---|

**Personal Information** (circle)

| | |
|---|---|
| Full Name | : |
| Status<br><br>Institution | : ☐ Student (English Academic) / (Non English Academic) / (senior)/ (junior) / (elementary school)<br><br>(_____) |
| Age<br>Email | :<br>: |

**PART A**

Have you ever used the following activities in studying English? If you indicate yes, how useful were they?

***Please put this sign*** √

| No | Activities | Useful | Not useful |
|---|---|---|---|
| A1 | Practicing conversation from text book | ☐ | ☐ |
| A2 | Practicing conversation from an internet | ☐ | ☐ |
| A3 | Free conversation with other learners of English | ☐ | ☐ |
| A4 | Memorizing vocabulary lists. | ☐ | ☐ |
| A5 | Studying English through an on-line application | ☐ | ☐ |
| A6 | Studying the grammar of English from text book | ☐ | ☐ |
| A7 | Studying English Pronunciation from on-line software/ technology | ☐ | ☐ |
| A8 | Group work | ☐ | ☐ |
| A9 | Learning through games but not online games | ☐ | ☐ |
| A10 | Using on-line dictionary | ☐ | ☐ |

**PART B**

**Is technology and electronic learning required in language classroom?**

*Put this sign (√)*

| No. | Questionnaire | Agree | Disagree |
|---|---|---|---|
| **B1.** | Modern teaching is an innovation & is recommended to be utilized in language classroom | ☐ | ☐ |
| **B2.** | Traditional teaching makes language classroom monotonous | ☐ | ☐ |
| **B3.** | Electronic-learning and on-line learning should be applied in language teaching-learning classroom | ☐ | ☐ |
| **B4.** | Lextutor should be applied in the language classroom | ☐ | ☐ |
| **B5.** | Lextutor is useful for language teaching (vocabulary, grammar, L S R W) | ☐ | ☐ |
| **B6.** | Lextutor can changes the monotony | ☐ | ☐ |
| **B7.** | Lextutor makes language learning difficult | ☐ | ☐ |
| **B8.** | Lextutor increases motivation to learn English | ☐ | ☐ |
| **B9.** | Lextutor is not appropriate to be applied in the language learning | ☐ | ☐ |
| **B10.** | Lextutor can help to create independent learning | ☐ | ☐ |

**PART C**

**From the list above please choose three that are the most important for you. Write the number below**

| |
|---|
| -<br>-<br>- |

**PART D**

**In class, I would like my teacher to:**

***Please put this sign √***

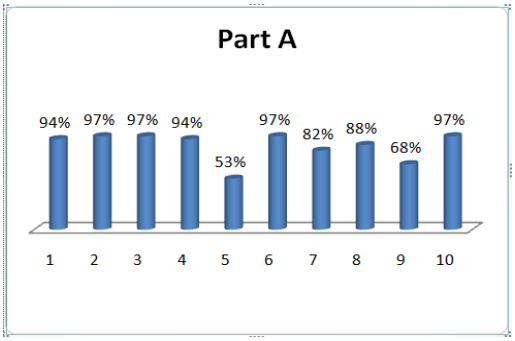
| No | Activities | No | Good |
|---|---|---|---|
| D1 | Use Lextutor/ other online software | ☐ | ☐ |
| D2 | Give chance to students for self-correction toward mistakes on grammar using Lextutor | ☐ | ☐ |
| D3 | Provide Learning pronunciation using Lextutor/ other online software | ☐ | ☐ |
| D4 | Facilitate independent learning using Lextutor | ☐ | ☐ |

**Figure 14** Questionnaire

## RESULTS AND DISCUSSION

As was discussed, the present research tried to investigate the role of Compleat Lexical Tutor in providing independent learning. So in order to address the research questions, Compleat Lexical Tutor was employed. This free online-software can provide many activities which are appropriate for language learning, so some features were examined in related English classroom.

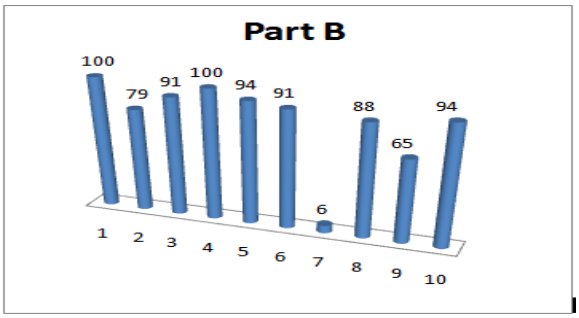
Two meetings were done to introduce some features in Compleat Lexical Tutor, and the last step is to collect the feedback or data which were used in this research as an evidence in relation to whether Compleat Lexical Tutor is useful for independent learning. The data collection was done using questionnaire. After collecting the data using questionnaire, the next step was analyzing it. The researcher used ranking model to classify the data from the questionnaire and provided diagram as well as table to show the calculation. The followings were the results which had been arranged from the questionnaire.




| Rank | Statement No. | percentage |
|---|---|---|
| 1 | 2,3,6,10 | 33 = 97% |
| 2 | 1,4 | 32 = 94% |
| 3 | 8 | 30 = 88% |
| 4 | 7 | 28 = 82% |
| 5 | 9 | 23 = 68% |
| 6 | 5 | 18 = 53% |

***Diagram & Table 1**. Have you ever used the following activities in studying English?*

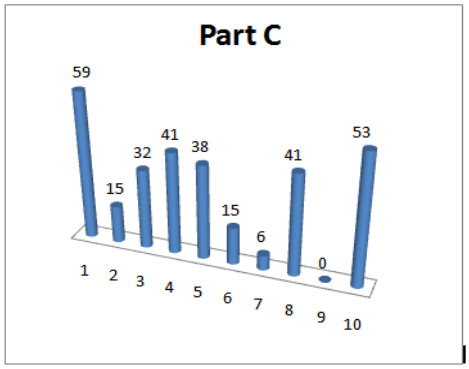
The table 1 represents a percentage where the table next to the diagram describes the data and each calculation. The first diagram attempts to cover the calculation of the participants' responses regarding the questions 'activities which the participants have ever used during learning English in the past whether or not they are useful.The first rank or the top most useful activities are the activities number 2, 3, 6, and 10 with the total participants who have similar view are 33 out of 34 students with the percentage 97%. In the other word only one participant who considers that these activities are not useful. The second useful activities are in number 1 and 4 with the total 32 participants out of 34 who consider the same thing, which means that 94% participants. Similarly, there are two participants who do not agree with it. The third rank is posited by the activity with number 8. It is noted that 30 participants out of 34 with the percentage 88% choose this activity as useful thing in studying English. The rests of it (4 participants) do not agree. Next rank is the activity in number 7 with 28 participants out of 34 with the percentage82% consider that this activity is useful for them, whereas the rests (6 participants) do not.In the fifth rank is the activity in number 9 with 23 (68%) participants out of 34 who believe that the activity is useful, otherwise, 11 participants do not. The least position is the activity in number 5 with only 18 (53%) participants who choose this activity as useful thing in their class, while 16 participants consider it as not useful.




| Rank | Statement No. | percentage |
|---|---|---|
| 1 | 1,4 | 34 = 100% |
| 2 | 5, 10 | 32 = 94% |
| 3 | 3, 6 | 31 = 91% |
| 4 | 8 | 30 = 88% |
| 5 | 2 | 27 = 79% |
| 6 | 9 | 22 = 65% |
| 7 | 7 | 2 = 6% |

***Diagram& Table 2.***Is technology and electronic learning required in language classroom*?*

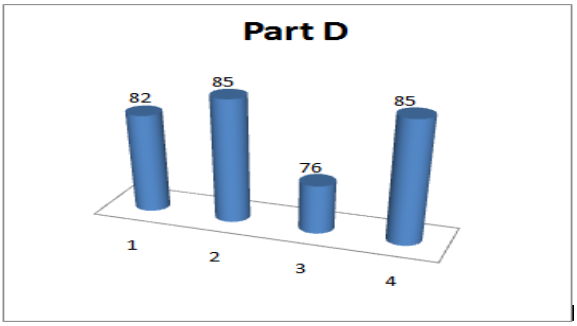
The diagram and table above represent the finding for the questions in Part B, which explicitly attempt to seek the participants' opinion regarding the use of technology and electronic learning in their class. The choices are either 'Agree' or 'Disagree' with the idea. The results are illustrated above with the description as follows: the first rank is the most participants' opinion which most participants (34 out of 34 = 100%) agree with ideas in number 1 and 4. On the other hand none disagrees. The second ideas are in number 5 and 10 with 32 (94%) participants out of 34 agree. The next rank is posited by the ideas with the numbers 3 and 6. It is marked by 31 (91%) participants agree and the rests 3 disagree. The fourth position is idea in number 8 with 30 (88%) out of 34 agree which means that 4 participants do not. The fifth rank is the activity in number 2 (27 = 79%) which agree with this expression. Another idea such as in number 9 is also important for the participants where around 22 (65%) participants out of 34agree that this activity is required in language classroom. Whereas the idea in number 7 only 2 participants which means that 6% agree with the expression, the rests are 32 disagree.




| Rank | Statement No. | percentage |
|---|---|---|
| 1 | 1 | 20 = 59% |
| 2 | 10 | 18 = 53% |
| 3 | 4, 8 | 14 = 41% |
| 4 | 5 | 13 = 38% |
| 5 | 3 | 11 = 32% |
| 6 | 2, 6 | 5 = 15% |
| 7 | 7 | 2 = 6% |
| 8 | 9 | 0 = 0% |

***Diagram & Table 3.****Three most important*

The table and diagram preceding cover the calculation for the finding under the direction to choosing three most important idea for the participants from the ideas in the part B, so from 10 ideas, the participants should choose 3 which are the most important expression for them. The result can be examined in the diagram and table above with the description as follows: The first most important ideas are marked by the most participants who choose it. The table and diagram show that the idea in number 1 is chosen by most participants with 20 (59%) out of 34. The second is in number 10 with 18 (53%) participants out of 34. The third rank is marked by 14 (41%) participants out of 34 who have similar opinion to choose the ideas in number 4 and 8 as the most important. The next ranks are the ideas in number 5 (13 out of 34 = 38%) in the fourth; number 3 (11 out of 34 = 32%) in the fifth; number 2 and 6 (5 out of 34 = 15%) in the sixth; number 7 (2 out of 34 = 6%) in seventh; and the last idea is in number 9 which none participant consider it as important idea.




| Rank | Statement No. | percentage |
|---|---|---|
| 1 | 2, 4 | 29 = 85% |
| 2 | 1 | 28 = 82% |
| 3 | 3 | 26 = 76% |

***Diagram & table 4.****In class, I would like my teacher to.*

The last table and diagram is representing the activities which are desired or expected to be applied in their language classroom later on. The ideas are limited only 4 choices where it is described above through numbers. The first rank is the activities which are chosen by most participants, they are in number 2 and 4. Both number have equal number of participants with 29 (85%) out of 34. The next position is the activity in number 1 with 28 (82%) out of 34 participantswho desire this activity to be applied in their classroom. The last is the activity in number 3 with 26 (76%) out of 34 who choose it to be applied in their classroom.

**Interpretations**

From the experience and the participants' responses during treatment using the topic which was examined, the findings, and the data analysis, the researcher successfully provides some interpretations regarding the four questions in the questionnaire. The first is clearly illustrated in the first finding in part A that the data shows the activities such as '*practicing conversation from the internet (A2)', 'free conversation with other learners of English (A3)', 'studying the grammar of English from textbook (A6)',* and '*using on-line dictionary (A10)',* are useful for the participants when they were learning English in the past. It implies that they ever learnt using media such as internet in their class, however, they consider that internet or technology is useful in their English classroom.

The second interpretation is in Part B. The data mentions that the ideas such as *'Modern teaching is an innovation & is recommended to be utilized in language classroom (B1)',* and *'Lextutor should be applied in the language classroom (B4'* are agreed by all participants (100%), while the idea that *'Lextutor makes language learning difficult (B7)* is only 2 participants out of 34 who agree with this idea which means that 32 participants consider Lextutor does not make language learning difficult. However, from the data and the preceding description, modern teaching such as *Compleat Lexical Tutor* is an innovation and

recommended to be applied in language classroom as it is useful to help students learning English.

The third interpretation is implicitly explained through the description (Part C) in data analysis that most participants choose the idea in B1 *'modern teaching is an innovation & is recommended to utilized in language classroom'* as the most important for them. It is explaining that participants need innovation or something new for their classroom. The researcher proposes *Compleat Lexical Tutor* as a new discovery that can be applied in language classroom. The finding truly advocates this opinion where in part C, most participants consider the idea in the number B4, B5, and B10 are important. The descriptions imply that *Compleat Lexical Tutor* can help to create independent learning, and can increase their motivation in learning English. More importantly, most participants consider that *Compleat Lexical Tutor* should be applied in language classroom. It supports the idea that modern teaching is required in language classroom and this interpretation also answers the question in Part B in questionnaire.

The fourth interpretation is based on the description and discussion in Part D where most participants desire the activities in number D2 (Give chance to students for self-correction toward mistakes on grammar using Lextutor) and D4 (Facilitate independent learning using Lextutor) to be applied in their English classroom. Thus, it is clear that *Compleat Lexical Tutor* can be applied in English classroom to give opportunity to students to provide independent learning.

The last interpretation that can be noticed during the treatments is that, all participants respond the use of Compleat Lexical Tutor in their class cooperatively and independently. They work with their groups without relying on the teacher. In addition they also can work together or individual without teacher when answering some questions in CATSS program. Thus independent learning can be achieved with some features in the Compleat Lexical Tutor.

## CONCLUSIONS

The chapter covers the conclusion of the research from the findings and descriptions as well as the interpretation referring to the research questions in the present research, the recommendation and suggestion for the teacher and students as well as the developer of the software. The description of the finding followed by the interpretation clearly contributes to a conclusion where Compleat Lexical Tutor is useful for English classroom. The present researcher relates the conclusion to answer the first question about the role of Compleat Lexical Tutor in English classroom. It is successfully answered by the findings that most of participants agree that this website or software is applied in their class. The role of Compleat Lexical Tutor significantly and positively contributes to motivate participants to learn English so that independent learning is really possible to be achieved using this software. Apart from that, the findings also answer the second question about the students' perceptions regarding the use of Compleat Lexical Tutor in language learning.

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