

CHAPTER IV

RESULTS OF THE STUDY

As mentioned in the previous chapter, the statistics used was reported. The results are presented in a way to answer the research questions.

1. Research question 1: In what extent can the CALL program help students learn the use of idiomatic expressions? The answers were from as follows:

1.1 The Effectiveness and Effectiveness Index of the CALL program

The effectiveness of the CALL program means the ability of the program that enabled students to learn effectively.

There were 17 exercises which contained the total of 417 points which showed that all students completed 17 exercises and the total scores of exercise is 10,452. The scores of exercises were used as shown in Table 7.

All students took the three test and the scores of all three tests of the study were collected as shown in Table 8.

Table 7 The scores of each set of exercise during the session

No.	Scores on the exercises during the session (by set of exercise)																
	1 (45)	2 (24)	3 (36)	4 (15)	5 (21)	6 (23)	7 (19)	8 (21)	9 (27)	10 (15)	11 (33)	12 (12)	13 (9)	14 (27)	15 (42)	16 (24)	17 (24)
1	41	21	34	13	20	20	18	18	27	15	33	12	9	26	42	20	21
2	40	22	30	14	20	22	18	18	26	15	30	11	8	27	40	22	24
3	39	22	31	15	20	21	18	21	26	15	31	12	8	27	42	22	24
4	40	21	33	15	18	23	19	19	26	14	30	12	8	26	38	24	20
5	40	24	35	15	20	20	17	20	23	15	31	11	9	26	40	22	20
6	41	24	32	14	19	20	18	21	25	15	33	11	9	26	41	24	22
7	39	20	33	15	21	21	19	18	27	15	32	12	9	26	41	20	20
8	41	20	33	14	21	20	19	19	26	15	30	12	9	26	41	20	24
9	39	21	31	14	20	23	17	20	26	15	31	12	9	26	40	21	23
10	40	20	32	14	21	21	19	19	24	15	32	12	9	27	42	20	20
11	42	22	33	15	21	22	17	20	24	14	33	11	9	26	42	23	22
12	45	20	33	14	20	20	18	18	24	15	30	12	7	25	40	22	24
13	43	22	32	14	21	21	18	18	26	15	32	11	8	25	40	22	22
14	42	20	33	15	20	23	19	20	27	15	32	11	9	25	40	20	22
15	42	24	36	14	20	21	18	18	24	14	33	12	9	26	39	20	24
16	39	20	31	14	19	20	19	18	26	14	30	11	9	26	38	24	21
17	40	21	30	15	21	21	19	18	25	15	33	12	8	25	39	20	23
18	43	22	33	15	20	23	19	20	25	15	30	12	9	26	38	20	22
19	41	21	35	15	21	20	19	21	25	15	31	11	9	26	38	20	24
20	41	24	31	15	21	23	19	21	25	15	31	12	9	27	40	22	22
21	41	21	36	15	20	21	19	18	26	15	31	12	9	26	41	20	23
22	43	20	32	15	21	23	18	18	25	15	30	11	9	27	40	20	20
23	39	20	31	14	21	20	19	21	26	15	30	12	9	26	41	20	21
24	40	23	33	15	20	21	18	18	24	13	31	12	9	24	41	20	20
25	39	20	33	14	21	20	19	18	26	15	31	12	9	25	40	23	23
26	41	24	35	14	19	21	19	18	24	15	32	12	9	26	41	24	24
27	42	23	31	14	20	22	19	21	24	15	33	12	8	26	40	20	20
SUM	1103	582	882	375	525	573	498	499	682	384	846	315	235	700	1085	575	593
Total	10,452																

Table 8 Pretest, posttest and re-test scores

No.	Pretest scores (71)	Posttest scores(71)	Re-test scores(71)
1	28	70	68
2	35	63	69
3	28	62	70
4	26	61	60
5	23	69	65
6	37	63	64
7	33	67	66
8	36	62	66
9	31	70	68
10	36	67	70
11	33	62	68
12	28	65	64
13	33	64	66
14	29	62	65
15	42	65	64
16	29	66	65
17	19	65	63
18	29	64	64
19	25	69	66
20	40	64	63
21	29	68	66
22	30	65	69
23	30	67	65
24	33	66	60
25	28	64	67
26	32	69	65
27	26	69	64
Sum	828	1768	1917
\bar{x}	30.67	65.48	65.56
S.D.	5.06	2.47	2.58

The meant of the pretest was 30.67 with S.D. 5.06 and students performed better in posttest and re-test with $\bar{X} = 65.48$ and 65.56 respectively.

The effectiveness of the CALL program can be shown in the form of E1 / E2 of the CALL program which are 85/85.

E1 = The effectiveness of doing exercise

E2 = The effectiveness after studying (post-test)

$$\text{McGuigan's Ratio} = \frac{\text{Posttest Score} - \text{Pretest Score}}{100 \text{ percent} - \text{Pretest Score}}$$

$$E_1 = \frac{10452}{27} \times 100 = 92.83 \quad E_2 = \frac{1768}{27} \times 100 = 92.23$$

$$E.I. = \frac{1768 - 828}{1917 - 828} = \frac{940}{1089} = 0.86$$



According to the data, the effectiveness (E1/E2) of the CALL program was 92.83/92.23 and the effectiveness index (E.I) is 0.86. It can be concluded that the CALL program was effective. Therefore, the CALL program could help students enhance their learning of idioms.

1.2 The Comparison of the mean scores from the three tests

1.2.1 The first comparison was from the pretest and posttest mean scores. Another comparison was between the posttest and retest scores. The analysis of the mean score from the pretest and posttest which aimed to compare the change of the students' learning of idioms before and after using the CALL program. 27 students took the pretest before learning through the CALL program in order to allow the researchers to know their ability before studying. After they had learned through the CALL program, they also had to take the posttest. The total score of the test was 71. The statistical method used in order to compare was the Wilcoxon test. The Wilcoxon test was used to track the students' progress which derived from the pretest and posttest scores. The comparison of pretest and posttest are presented in Table 9.

Table 9 The comparison between the mean score of the pretest and posttest

Score	No.	Mean score	S.D.	Z test	P value
Pretest	27	30.67	5.06	4.54*	0.000
Posttest	27	65.48	2.74		

*P<0.05

From the Table 9, it showed that the mean score (\bar{X}) of the pretest was 30.67 and the standard deviation (S.D) was 5.06. After learning through the CALL program, the mean score (\bar{X}) of the post-test was 65.48. This indicated that the students did the post-test better than the pretest. After the mean scores (\bar{X}) were calculated, the Wilcoxon test was used to see if there was a significant difference between the pretest and posttest mean scores. The scores of the pretest and posttest were significantly increased at the 0.05 level. Consequently, the CALL program could help the students improve their learning of idioms.

1.2.2 The second comparison was to evaluate the retention in learning after a one month duration. Thus, the mean scores of posttest and retest were compared. The statistical method used in order to compare was Wilcoxon test.

Table 10 The comparison of mean score between posttest and re-test

Scores	No.	Mean scores	S.D.	Z test	P value
Posttest	27	65.48	2.74	0.38	0.969
Re-test	27	65.56	2.58		

*P<0.05

From the Table 10, it illustrated that the mean score of post-test and re-test were not significantly different and the analysis of the posttest and retest scores were also not statistically different. Thus, students retained what they have learned.

From the result of pretest, posttest and retest scores, this can answer the research question 1:

a) In what extent can the CALL program help students learn the use of idiomatic expressions?

Students' learning of idioms was represented by their scores on the pretest posttest and re-test. The scores were earned on multiple choice tests. To answer this research question, the scores of the pretest, posttest and retest were compared. The pre and posttest were different which indicated that students learned more idiomatic expressions from the CALL program. From the analysis of the pre and post test by Wilcoxon test, it was found that the post-test scores of all students were significantly higher than the pretest scores at the 0.05 level. This can be concluded that after using the CALL program, students' learning of idioms was improved.

Furthermore, a re-test process was conducted after one-month duration. Re-test process was used to check whether the content in the CALL program was meaningful and suitable for students. Students took the post-test again to check their retention of the learned idiomatic expressions. The comparison between posttest and re-test scores was made. It showed that the mean score on the posttest and re-test was not significantly different. Also, The analysis of posttest and retest by The Wilcoxon test was not statistically different which means students retained what they have learner. Thus, it can be concluded that the CALL program could enhance students' learning retention in learning of idioms.

2. Research question 2: What are students' opinions toward the learning activities on the CALL program? The answer was from as follows:

2.1 The Analysis of Questionnaire Results

Questionnaire was used as one of the research instruments. The survey questionnaire was employed after the students used the CALL program.

As from the students' personal information, the data indicated that in the entire students, 27 of 27 (100%) experienced in using computer. Ten students (37.04 %) had learned English with computer programs before and seventeen students (62.96 %) never learned English with computer program. The programs that the students had used before were concerned with vocabulary, speaking and listening skills.

The result of students' opinions toward learning with computer is shown in Table 11 below.

Table 11 The students' opinions toward learning with computer

Items	\bar{X}	S.D	Level
1. Computers are necessary for daily life.	4.70	0.47	Very high
2. Computers are necessary for future career.	4.93	0.27	Very high
3. There are enough computers for students to use.	4.48	0.49	High
4. Learning with computers encourage me to pay attention to the class.	4.67	0.70	Very high
5. I enjoy studying English with computers.	4.63	0.56	Very high
6. The atmosphere while learning with computers is not stressful.	4.41	0.49	High
7. My English proficiency improved after learning with computers.	4.67	0.69	Very high
8. I like English more after learning with computers.	4.44	0.55	High
9. I obtained the self learning skills after learning with computers.	4.47	0.45	High
Average	4.57	0.46	Very high

The result of Table 11 showed that students had positive opinions toward computerized instruction and they have perceived that computer was important and have positive effects on their learning style. It was found that the average of the students' opinions is 4.57 which is considered very high. Also, it was found that the top three responses with the highest average students opinions rating were related to learning with computers, item 4 ($\bar{X} = 4.67$); item7 ($\bar{X} = 4.67$), and item 5 ($\bar{X} = 4.63$). This can imply that students had a very positive opinions toward learning with computer.

Since the CALL program was used as a learning tool to enhance students' learning of idioms. The questionnaire also asked them about their opinions toward the CALL program and Moodle activity as shown in Table 12.

Table 12 The students' opinions toward the CALL program and the use of CALL

Items	\bar{X}	S.D	Level
1. CALL program			
1.1 The CALL program was easy and convenient to use.	4.81	0.40	Very high
1.2 The objectives of this CALL program were clear and appropriate.	4.52	1.05	Very high
1.3 The instructions were clear and appropriate.	4.70	0.54	Very high
1.4 Watching the "Friends" series in the CALL program while learning helped me enjoy it.	4.70	0.47	Very high
1.5 The Moodle exercise was simple and convenient.	4.70	0.47	High
1.6 Sounds, pictures, music and animation distracted me.	1.22	0.42	Very low
1.7 Another sections in the CALL program like soundtrack Friends, jigsaw games were relaxing and enjoyable.	4.81	0.48	Very high
1.8 At the beginning, it would be great to have someone assisted while using CALL program.	3.98	1.19	High
1.9 Watching "Friends" series first before learning idioms could motivate me to learn idioms.	4.70	0.47	Very high
1.10 In idiomatic lesson section which enabled me to listen to how idioms are used in "Friends" series help me understand more about idioms	4.74	0.54	Very high
2. The use of CALL program			
2.1 Doing exercise on Moodle made me understand more about idioms	4.74	0.45	High
2.2 Sound, pictures, music and animation helped me learn better	4.63	1.01	High
2.3 Learning with CALL program helped me understand idioms better.	4.70	0.47	Very high
2.4 Learning with CALL program helped me remember idioms better.	4.67	0.48	High
2.5 After learning with CALL program, I felt more confidence in using idioms.	4.56	0.58	Very high
2.6 Learning with CALL program helped me understand the meaning of idioms.	4.81	0.40	Very high
2.7 Doing exercises on Moodle made me understand more about idioms and idioms usage.	4.70	0.47	Very high
Average	4.45	0.50	High

The results in table 12 showed that the students thought the CALL program and Moodle activities were user-friendly. They also found the CALL program was enjoyable to learn from because of the television series watching, the song and the jigsaw game. Moreover, students expressed that the CALL program were useful in helping them understand idioms easily and quickly. However, at the beginning they would prefer someone to assist them while using the program. In terms of opinions and experiences in using the CALL program and Moodle activities, the students thought that the program could increase their ability and confidence in using idioms. When asked to rank the six sections according to their satisfaction, the students had the ranking as follows:

Table 13 Students' satisfaction toward sections in CALL program

Sections in CALL program	Ranking
Idiomatic Lessons	1
Jigsaw Game	2
Friends soundtrack (song)	3
Exercise linked to Moodle	4
Did you know?	5
Introduction	6

It showed that idiomatic lessons achieved the first ranking indicating that it satisfied students the most. The jigsaw game, the song and the exercise linked to Moodle were also ranked respectively as the second and third most satisfying sections for students.

To support their first ranking, the students were asked to provide reasons for the section they selected. They were shown in Table 14.

Table 14 The reasons for the first ranking

Idiomatic lessons	Jigsaw game	Friends' soundtrack	Exercise linked to Moodle
<ul style="list-style-type: none"> - Very useful in learning idioms. - Covering variety of learning part such as watching Friends series, checking understanding and learning idioms. - Having more understanding in idioms and idioms usage. - Giving a chance to watch a movie and see how idioms are really used in real situations. 	<ul style="list-style-type: none"> - Very enjoyable and relaxing while learning idioms. 	<ul style="list-style-type: none"> - Getting new vocabularies from songs. - Enjoyable and relaxing while learning. 	<ul style="list-style-type: none"> - Moodle was very easy and convenient to access and use. - Doing exercise anywhere anytime. - Having more chance to practice idiomatic expressions.

In addition to the above, the students also gave useful comments on CALL program in the open-ended part. All 27 students made comments which were then grouped by the researcher. The comments were categorized into two groups according to strength and weakness as follows:

Strengths:

1. This CALL program was enjoyable and user friendly. This helped a lot in learning idioms and English.
2. This can help us gain a better understanding of idioms usage and how to use them in our daily lives. Idioms usage could be seen in the series as well.
3. It was very relaxing while learning idioms. CALL programs should be integrated in all subjects.

4. It was very convenient for students to choose to learn on their own time. They could more easily become autonomous learners.

5. It was the real self-study because it included not only listening, but the interactions were often occurred while learning with computers. It made students concentrate more on the courses.

6. It could help students improve in terms of accent, pronunciation, idiom usage, and language use in everyday lives.

7. This CALL program was efficient aid to enhance and reinforce language learning. Students liked and enjoyed learning English with it.

Weaknesses:

1. The DVD occasionally loaded too slowly during the sessions and this aspect should be improved next time.

2. There were some parts of the subtitle missing, so it was difficult for students to understand the story. It should be improved in this aspect.

In conclusion, the students expressed positive opinions about the use of CALL program for enhancing their learning of idioms.

2.2 The analysis of journal entries

The data from the journal entries were the activities they had done in the sessions, knowledge that they had gained or learned and the problems while using the CALL program. The students were asked to freely provide information focusing on the points mentioned earlier. The results of data analysis of their responses on these topics are separately shown as follows:

2.2.1 The activities that students have done in the sessions.

Mostly, they did the activities in chronologically order. They would start the sessions by logging to the idiomatic sessions then, watching the series in certain episodes. Then, they would go to learn the idioms. They stated that if they were not sure about the definition or meaning of each idiom, they would click on the speaker item in order to listen how idioms were used. When they did not understand the meaning or definition of each idiom, they would look up some vocabularies from the dictionary in the program. After they finished in the learning part, they would go through checking understanding the series that they had just watched. They were required to get the seven scores out of ten before they were

eligible to start doing other exercises on Moodle. There were three sets of exercises which two sets of them were required to be done within the session. However, some of the students who could finish the two sets of exercises quickly, they would try to finish the last one within the session. And some who preferred to do the rest of the exercise later, would go to other sections when they had some times left. They found “Friends” series enjoyable and funny as they were watching. Some of the students also wrote the summary on certain episodes. Others also mentioned that not only idioms that they had learnt in the session, but also some useful expressions in daily life.

Student 2: *“I watched “Friends” in episode 2 and tried not to read the subtitle then, learned the idiomatic lessons”.*

Student 3: *“When I could not understand the meaning of idiom’s definition, I would look up from the dictionary”.*

Student 4: *“I played jigsaw games when I finished two set of exercises in Moodle”.*

In short, they showed positive opinion towards the activities which could make learning idioms easier.

2.2.2 Knowledge the students gained from the sessions

Most of students (62.96 %) wrote some idioms with meaning in Thai that they have learnt from the sessions. Some of students mentioned that their listening skills had improved as well after watching series for a period of time. They felt that they could learn more about useful expressions which were presented in the series. Also, some cultural aspects in the series were useful for students. Since the “Friends” series was related to everyday life, friendship, love etc., students could make use of the ideas in the series as well. Thus, some of students gained insight on how to resolve the problems in their own lives.

Student1: *“I often hear the word freak out in the movie and now I just understood the meaning of it”.*

Students 5: *“I gained some American jokes from the episode”.*

Students 7: *“I felt like my listening skill was getting better”.*



2.2.3 Problems occurred during the sessions

Most of the problems which were stated in this part of journey was related to technical problems. Some of the students mentioned that the DVDs loaded slowly as the result of the amount of data on the DVDs and computers. Also, the English subtitle shown on the screen during the series contained mistakes in the second-to-last episode. Thus, this made the students feel confused and they did not understand the series thoroughly. However, students thought that this made them pay more attention in watching the series. There was one time that the internet could not be accessed, so all three sets of the Moodle exercise could not be done that day. Students were required to do it later on their own time. Some computers could not be used or had the sound problems, so it was quite a waste of time for students to change and find new computers.

Students 12: *“I could not access to the e-learning of KKU since it is temporary under construction page”*.

Students 14: *“I could not hear the sound from the computer, so I had to change to new computer”*.

From the analysis of the questionnaire, data and journal entries, it can lead to answer the second research question as follows:

b) What are students' opinions toward the learning activities on the CALL program?

The finding that was an answer of the second research was that students were satisfied with the contents, design and the use of the program. Moreover, after using the CALL program, students expressed their opinions that the contents and program were enjoyable and motivating. The students like the idiomatic lesson part most since they could watch the “Friends” series and then learn the idiomatic expressions which were derived from the “Friends” series. They found it useful and relaxing at the same time. According to the questionnaire, students thought it was suitable for the Self Access Learning. They also stated that the CALL program could help improve their listening skills as well. In short, most of the students mentioned that the CALL program could enhance their learning of idioms.