Building the Students' English Vocabulary for Tourism through Computer-Based Corpus Approach

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ABSTRACT

The use of computer as one of the technological advancement products gives many benefits in the process of teaching and learning and there is no doubt of its contribution in learning English language. However, the use of Computer-Based Corpus Approach is not yet widely used in teaching English in higher education level especially in tourism major. Mostly, the teachers only focus on the use of source books and dictionary when they are teaching. That is why the students only learn limited vocabulary with little expossures and the vocabulary is learnt in isolation as the students attempt to get the meaning of certain word list from the dictionary. Therefore, the purpose of this research was to investigate whether the students who were taught by using Computer-Based Corpus Approach could build their English vocabulary for tourism better than those who were taught without Computer-Based Corpus Approach. This research was an experimental research. The population of the research was all the fouths semester students from Diploma III majoring in Hospitality consisting of 151 students and they were divided into 5 classes in which class A and B have chosen as the samples. However, the stuedents who administered pre-test were 56 students and when the post-test was held the students who attended the tes were only 53 students. After Computer-corpus Based approach was carried out in the experimental class, this did not have a significant difference assisting the students building their English vocabulary for Tourism than those who did not employ it. It can be seen from the result of independent sample t-test which showed that Sig. (2-tailed) score was 0,431 which is more than 0,05 meaning that Ho was rejected. This approach was considered time consuming and required big effort to understand the corpus data due to many unfamiliar words in the real texts found. However, overall the students had positive attitude with this approach.

Keywords*: Computer-Based Corpus Approach, English vocabulary for tourism, experimental research*

INTRODUCTION

As an international language, English is learnt by the vast majority of the students in all over the world including those who are studying in higher education level. In the case of the students majoring in tourism, English is of paramount importance. Therefore, English becomes one of the compulsory subject in the curriculum and it is well-known as English for Specific Purpose (ESP). It is broken down into some specialized courses to meet the students' need such as English for Hotel Staff, English for Tour and Travel, and English for Cruise Ship. These varied courses make the vocabulary learnt becomes more specific.

Vocabulary is one of the most essential aspect to have good English skill. The students focusing on tourism sectors should have sufficient vocabularies to support their receptive and productive English skills that will be beneficial for their career developement in the future. Based on the observation, the students generally feel that vocabulary is a very demanding part because they are mostly very poor in that area. Some other students also consider that vocabulary is challenging due to the reason that either they do not know how to memorize the vocabulary effectievely or how they have to select the appropriate words that collocate with other words. Having lack of vocabularies is definitely a formidable obstacle because four language skills: listening, reading, speaking, and writing require both active and passive vocabulary.

Unfortunately, most of the teachers heavily rely on the dictionary as the main source of information concerning with the meaning. It is undisputed that dictionary has a significant role helping the students to deal with unfamiliar vocabulary in specialized field such as tourism but it is not the only source which can be used. The use of text book materials are also adventageous for students to learn vocabulary through the exercises yet it is consedered that they are designed under artificial language samples, which it is not used for learners out of the classroom and that will lead to a confusion particularly in the words which have more than one meaning (Kobelinski, 2005). In addition, it is the language that the students need cannot not be discovered in any course books.

In the technological era, the use of computer and the Internet are highly prevalent and makes a dramatic change in teaching and learning vocabulary. Some vocabulary games and online dictionaries, for examples, can be accessed easily through the Internet. However, computer-based corpus approach is rarely implemented in teaching English for tourism although it offers many benefits including exploring word meaning by exposing how the word is used in wider authentic texts. In addition, the students can be more familiar with the specific collocation in English for tourism as it often causes an error due to unequivalent translation of source language (SL) to target language (TL). Based on the interview, it is because of the fact that most of the English teachers are not familiar with this approach. They prefer to teach vocabulary based on the text books although the students only obtain limited words to learn. Therefore, this research was conducted to investigate whether students who are taught by using Computer-Based Corpus Approach can build their English vocabulary for tourism better than those who are taught without and what problems faced after performing that approach.

Teaching English for Specific Purposes

English Language Teaching (ELT) can mainly be divided into English for Specific Purpose (ESP) and English for General Purpose (EGP). One of the

differences between ESP and EGP is that ESP curriculum is designed accurately to meet the students' need (Robinson, P., 1980). Moreover, Potocar (2002) differentiates ESP and EGP based on a perspective that ESP is a special and specific edition of EGP that incorporates practical linguistic skills to enable students for the successful performance of professional tasks. However, EGP provides basic knowledge and skills of English language at a school level where the occupational and higher educational orientations of the students are not defined properly. Based on that statement, ESP emphasizes on achieving the student's goal in the future. In other word, the aim of ESP teaching is to introduce students to the sort of English they will meet in actual situations in their future employment or require for their further education.

According to Burdova (2007), the term ´specific´ in ESP refers to a specific purpose for which English is learnt and teachers should be able to organize the course, select the materials and determine the types of activities with text. In term of organizing the course, the teachers should answer the questions described by Hutchinson and Waters (1992) such as, ´What topic areas will need to be covered?´ ´What does the student need to learn?´,´What aspects of language will be needed and how will they be described?´. The teachers also have to select an appropriate material to avoid the learners´ needs and expectations are not met due to wrong choice of material. The last but not least is that the types of activities should be carried out as efficient as possible.

The origin of ESP and its development is intimately connected with learners´ interest in various specific fields e.g. ´Law English´, ´English for Hotel Industry´ or ´English for Tourist Management´ (Burdova, 2007). It means that English is highly needed by the students in many diciplines including Hospitality in which it can also give more career opportunities for progression and promotion. However, English is not learnt as the primary goal because English is only a mean to perform a task related to their work. The Hospitality students, for example, are expected to have a good English proficiency to reach a satisfactory of the tourists in the term of communication when they are employed in the tourism fields such as in a hotel.

At universities, the students should have been taught ESP not EGP anymore. ESP is more appropriate for them as it offers more specific and advance study conformed with their majors. ESP would help the students in their academic tasks which much more depending on English proficiency related to their field of study. Conversely, EGP is basic language learning to be studied at lower level not during college universities where students are trained to perform on-the-job.

With regards to teaching ESP, Johns (2013) devides the history of ESP into four main phases: The Early Years (1962-1981), The Recent Past (1981-1990), The Modern Era (1990-2011), and The Future (2011 plus). In all three phases before 2011, the focus of ESP was on identifying the characteristic of the language of specific domain but the latter task would change as the technological advance. The research about ESP will be facilitated with the spread of corpora and software such as Wordsmith Tools. It is a new beneficial development on teaching ESP and a challenge as well particularly for teachers who are incompetent in using technology as it is an approach which technology products such as computer and the Internet are engaged. It is in line with sinclair's statement that Corpus-based language teaching represents a new revolution in language teaching (Sinclair, 2004).

Teaching and Learning English Vocabulary

According to Harmer (1991), vocabulary is required to express meaning and to use the receptive (listening and reading) and the productive (speaking and writing) skills. "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". Other researchers such as Harmon, Wood, &Keser, (2009) as well as Linse (2005) also state that learners' vocabulary development is an important aspect of their language development. That is why vacabulary becomes a central aspect in teaching and learning English. Even if the students have limited lexical resources, there will be a hindrance in term of delivering their thought effeciently and effectively. Similiarly, the lack comprehension about vocabulary can lead to misunderstanding in receiving linguistic information. For that reason, the teachers should take vocabulary into account to enable the students can successfully communicate in English.

Nation (2001) illustrates the relation between vocabulary and the language use as an integral part in which the vocabulary knowledge is able to make people use language and conversely, language use can boost the vocabulary knowledge. Regarding to this statement, the language use has a big role to improve the students' vocabulary mastery as it gives the students a lot of expossures how to use the words in context. For instance, to understand the authors' purpose in the text, the students need to know the most of the vocabulary used in the text and conversely, the text can also be used to learn a new vocabulary. Although according to Laufer (2001) and Helgesen (1997), to be able to guess meaning from a given context, the readers need to know more vocabulary at least 95% of the text to be able to infer the meaning of the new words and this is practicable via reading extensively. A very influential view of vocabulary acquisition also claims that we acquire most words through exposure to language input, particularly reading input, rather than by deliberately committing words to memory (Laufer, 2001).

Since an English word sometimes has more than one meaning and has different use in different context, it is very important to teach and learn vocabulary based on what the students' need. However, Kavaliauskienë and Janulevièienë (2001) state that the scope of specialized vocabulary in teaching ESP is a primary goal, but this does not mean just adding lists of technical vocabulary to the syllabus. It should provide the specific situation or context.

Regarding to the types of word, Nation (2001) distinguished words in written texts in four different categories : (1) High-Frequency words including many content words, e.g., *government, forests, production, adoption, represent, boundary*;(2) Academic words include many words that are common in various kinds of academic texts, e.g., *policy, phase, sustained* (3) Technical words are closely related to the topic and subject area (words from the field of agriculture) in the text, e.g., *indigenous, beech, podocarp,regeneration, rimu, timber*;(4) Low-Frequency words include words like *pastoral, aired, perpetuity, zone.*

Based on those catagories, teaching vocabulary in ESP should cover teaching technical words which are very valuable as they are closely related to the students' dicipline and have specific meanings. The vocabulary that are very crusial to learn by the students in agriculture are certainly different with what the Hospitality students should learn. While it does not mean that the vocabularies of other fields are less important , the teacher should take priority to give more attention in teaching technical words. Nation even claims that "technical vocabulary" is a type of specialized vocabulary and its occurrence

is affected by factors that influence the use of all vocabulary. Language teachers should prepare their learners to deal with the large numbers of technical words that occur in specialized texts (Nation, 2001).

According to Xhaferi (2010), in order to build up an ability to learn new vocabulary, for both EGP and technical vocabulary in learning ESP the students should realize the importance of language learning strategies and be trained to use them appropriately. In these issues, the teachers have the main key role to assit the students achieving their goal although the students actually use their own strategies either consciously or unconsciously when learning new vocabulary.

One of the strategies that gives positive contribution is breaking down the text or sentences into chunkings. According to Kavaliauskienë and Janulevièienë, (2001) the usage of lexical chunks helps students write and communicate better and they should be able to distinguish high-frequency and low-frequency lexical items. It is also widely believed that language fluency and accuracy is achieved largely by retrieving and combining ready-made chunks of language. This concords with Anggraeni 's research (2015) that utilizing chunking strategy could improve the students' achievement and could overcome the students' problem (lack of vocabulary and misunderstanding of words).

Computer-Based Corpus Approach

The rapid development of information and computer technology (ICT) gives considerable benefits to the students to increase their vocabulary and support them to carry out autonomous learning. There are many researches that prove the usefulness of adopting ICT in the classroom particularly for teaching and learning English vocabulary. Not only increasing the students vocabulary mastery, ICT is required for the students due to their possitive attitude toward applying ICT(Afshari et al., 2013; Ba et al.,2014; Mahmoudi et al.,2012).

In linguistics field, the use of computer is more necessary with the need to record the languages, such as dictionaries and text collections and it can be used as a tool in concordancing. Corpus linguistics becomes a field that was growing from over the past two decades and having contributions as the pioneer for research in many areas of communication studies and language description (Adolphs,2012).

The term corpus can be described as a large collection of authentic texts that have been gathered in electronic form according to a specific set of criteria (Bowker & Pearson, 2002). There are some general corpora consisting of millions of words such as British National Corpus (BNC), COCA (The Corpus of Contemporary AmericanEnglish), Brown, and ANC (American National Corpus).

The benefits of applying corpus linguistics is that corpus-based studies have provided an accurate description of language, and its new potentials for language structure and use, and have many applications in language learning (Miangah, 2012). It contributes to rendering learning a foreign language more effective since students will be faced with real language (Cotter, 1996).The method for analysis using corpus linguistics approach is quantitative in the way of adopting some language analytical tools: Claws 4 for corpus annotation, WordSmith 3.0 and AntConc 3.2 for retrieval analysis (Kang & Yu,2011). Those are called as concordancing tools.

The use of concordancing is a way to show that L2 learners can have access to authentic language through corpus and they can discover language patterns (Bernardini, 2002; Johns, 1991). It is very

essential in analysing data because the linguists or the other users can investigate the occurrences and behaviour a certain word or word forms in real- life contexts which have been used by native or non-nativespeakers. Those data are shown in the concordance display. They are collection of the occurrences of a word-form, each in its own textual environment (Tribble,2012). In addition, the immediate context for the occurrences of a given word in a corpus or KWIC-Key Word in Context can be seen as well (Seretan & Wehrli, 2010). Unfortunately, the teachers applying corpus linguistics in teaching English for tourism and the researchers focusing on this area are so rare. The lecturers mostly rely on the text book although according to (Harwood, 2005) the ESP textbook given is usually not adaptable due to the very broad materials and Edo (2014) added that this kind of pre-elaborated material supposed to fit everybody's needs tends to be too artificial and lacks a final communicative objective and a consideration of students' specific features and necessities.Therefore, the use of corpus based approach is suitable to use in teaching English for tourism.

It is in line with what Sardinha (2004) said that today a new dimension added to the field of vocabulary acquisition is that based on electronic corpora and other contributions from Corpus Linguistics (CL). This new methodology offers many advantages to explore word meanings by means of empirical evidence, e.g. authentic text. Corpora and corpus-based exercises are useful (Tribble, 1997), since they propose learning by discovery.

Koosha and Jafarpour (2006) studied the effectiveness of concordancing materials presented through data-driven learning in the learning collocation of prepositions. They also aimed to find out if knowledge of collocation of prepositions could differentiate among the different levels of EFL learners' proficiency and to determine the extent to which Iranian EFL learners' knowledge of collocation of prepositions is affected by their L1. 200 senior English majors studying at three universities participated in this study. The results of the study revealed that DDL approach were highly effective in the teaching and learning of collocation of prepositions.

Chao (2010)'s study investigated the effects of concordancer on collocation learning of Taiwanese junior high students via collocation concordance, IWILL. Two classes of second-grade junior students participated in this study. They were assigned into two groups, an experimental group and a control group. The results showed that after the treatment, the experimental group significantly outperformed the control group, and also had great performance on collocations. The questionnaire data showed that the students in the study held positive attitudes toward concordancer as they considered that it was more fun and interesting to learn. Also, the majority of the students stated that they would make use of the concordancer in their future learning.

Ak & Senem (2017) conducted a research to measure effectiveness of corpus consultation in teaching verb + noun collocations to advanced ELT students. They examined the effectiveness of data-driven learning (DDL), explicit instruction and these two methods combined in teaching verb+noun (V+N) collocations to advanced Turkish learners of English. The results revealed that regarding to the judgment about the acceptability of V+N collocations, the EI-Group significantly outperformed the D-Group; but the difference between the EI-Group and the C-Group; or between the C-Group and the D-Group was not statistically significant. The questionnaire

data showed that the participants found the instruction with the use of corpus more useful and effective for learning V+N collocations than instruction without.

The findings of most of these studies suggest that corpus-based activities, DDL, and concordancing are beneficial for learning English words and have a learning effect on students' performances. The qualitative data gathered from these studies support the quantitative data. Generally, students hold positive attitudes towards using corpora and corpus-based materials in vocabulary teaching.

METHOD

Research Design

This research is an experimental research with quasy-experimental design. That is to say that this research intended to test the hypothesis and investigated the cause and effect relationship among the variables. Moreover the researcher mantained the students in exsisting classrooms. This research was non-equivalent control group .

The samples in this research consisting of two groups: experimental group and control group in which both of the groups were given pre-test and post-test. However, the treatment using computer corpus based approach is only given to the experimental group. The design of this research could be illustrated below:

Table 1. The research design (Nonequivalent Control Group Design)

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2
Control	O_3	-	O_4

1. Participants

This research was conducted on fourth semester of hospitality students at STIPARY Tourism Academy. Their native language was Indonesian and they were between the age of 19 and 20. There were 151 students devided into five classes. Each class had varied number of students in which A class consists of 30 students, B class has 34 students, and C class with 31 students. D class and E class had 27 and 29 students respectively. The researcher selected A class and B class as the samples because the classes were scheduled at the same days and it was used a lottery to determine which class would be the experimental or control group. The result was that B class became the experimental group and A class was automatically acted as control group. The stuedents who administered pre-test were 56 students and when the post-test was held the students who attended the tes were only 53 students in both groups.

2. Instruments and materials

In the first phase of this study, a proficiency test was given to the participants to find out whether two groups were homogenous or not. After having sampled target words from the textbook used by the school for this level, two tests (pre-and post tests) were prepared by the researchers. The tests consisted of multiple choice gap filling based on concordance lines. In each item, four to five concordance lines

were given and students were asked to choose the best word that matches all the blanks. A couple of examples was given to the students before the pre-test because the test format was new to the students.

English for International Tourism Low-Intermediate (Dubicka,I & O'Keeffe, 2002) was used as a text book in the course. There was a vocabulary section at the beginning of each unit, and there are approximately nine to ten target words. These sections contain mostly matching and sentence completion type of vocabulary. For the experimental group, the vocabulary tasks in the textbook would be replaced with corpus-based vocabulary tasks. Corpus of Contemporary American English (COCA) was used to choose appropriate concordance lines for the target words and prepare corpus-based vocabulary materials. The researcher chose COCA because it was a very rich corpus with 450 million words of texts and it offers authentic examples from spoken language, fiction, magazines, newspapers and academic texts. Corpus-based vocabulary activities included analyzing concordance lines and answering questions, matching activities, and fill-in-the-blank exercises. These vocabulary activities were new to the students as they had not done them at the class before.

3. Procedure of the Research

The researchers administeed a pre-test to experimental and control groups at the beginning of the experiment. Target words in the weekly lesson plans were studied in the experimental group through the corpus-based activities. Each group had 14 meetings of English class consisting of 100 minutes per meeting within one semester. However, the research was conducted for 2 months meaning that both of the groups had 8 meetings. Even though both groups used the same course book, the vocabulary sections in the course book were skipped while teaching experimental group. On the other hand, the control group learnt the target words using textbook and dictionary-based activities. After the treatment, the researchers administered a post-test that included the target vocabulary to both groups.

After collecting the data, the result of post test of control class and experimental class was analyzed by using SPSS. To get the right statistic formula in analyzing data, normality and homogeneity data were tested in order to get data normal distribution and homogenous. Kolmogrov-Smirnov test (K-test) was used to examine normality data and *levene* formula is used to examine homogeneity data. Independent t-test was used to examine the hypothesis of the research. The t-calculate was compared with t in the table with the degree of freedom and the level of significance.

RESULT AND DISCUSSION

A. Result

The collected data were analyzed using SPSS and described as follows:

1. Normality and Homogeneity test

One of the normality tests is using the P P-Plot test. Basically, the data can be catagorized as having normal distribution by looking at the distribution of data on the diagonal axis of the histogram graph.

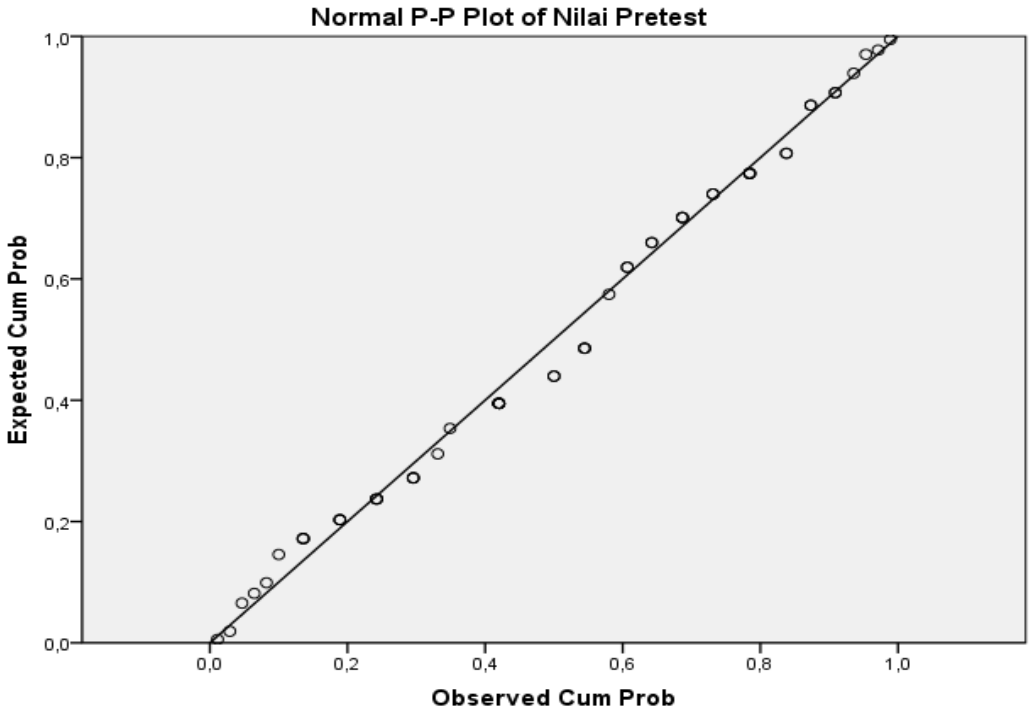

Fig 1: The normality of the data using the P P-Plot

Based on the data obtained at the pre-test in both groups (experimental and control group), it can be seen that the data spreads around the diagonal line of the histogram chart meaning that the distribution of the data were normal. It was supported by using One-Sample Kolmogorov-Smirnov Test which can be seen as follows:

Table 2. The normality of the data using One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Score
N		56
Normal Parameters[a,b]	Mean	52,2304
	Std. Deviation	14,71570
Most Extreme Differences	Absolute	,087
	Positive	,087
	Negative	-,065
Kolmogorov-Smirnov Z		,654
Asymp. Sig. (2-tailed)		,785

a. Test distribution is Normal.
b. Calculated from data.

It can be seen from the table that the Kolmogorov-Smirnov Z showed 0,654 which is more than 0,05 meaning that the data distributed normally.

2. The Difference Between Experimental group and Control Group in Building English Vocabulary for Tourism

To know whether students who were taught by using Computer-Based Corpus Approach better than those who are taught without in building their English vocabulary for tourism, the post-test score was analysed using independent sample t test. The result can be seen as follows:

Table 3: the result of analysys the data using independent t-test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-test Result	Control Group	25	54,2760	11,79302	2,35860
	Experimental Group	28	56,9036	12,21549	2,30851

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Post-test Result	Equal variances assumed	,203	,654	-,795	51
	Equal variances not assumed			-,796	50,672

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Post-test Result	Equal variances assumed	,431	-2,62757	3,30705
	Equal variances not assumed	,430	-2,62757	3,30034

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Post-test Result	Equal variances assumed	-9,26674	4,01160
	Equal variances not assumed	-9,25432	3,99917

It can be seen from the output that Sig. (2-tailed) score is 0,431 which is more than 0,05. It means that Ho is accepted as the value of t-calculated is more than t in the table with the degree of freedom and the level of significance 0.05 or it can be said that students who were taught with Computer-corpus Based approach had no significant difference in building their English vocabulary for tourism compared with those who were taught without Computer-corpus Based approach.

3. Problems faced in performing Computer-Corpus Based Approach

Interestingly, even though the examination carried out using independent sample t-tests showed that there was no significant difference between two groups in building their English vocabulary for tourism, the responses of the students who taught using computer-corpus based approach was very positive. It can be obviously seen from the list of the questions and the average score given by the students toward the implementation of corpus-based approach during the experimental activities.

As can be seen that the average students gave more than 4 in the likert scale for question number 1, 5,19, and 20 meaning that corpus based approach can assist them in learning English vocabularies even phrases. They were agreed that the use of corpus significantly helped them using the words in certain context. Most of the students also tended to agree that Computer corpus based approach were useful to differentiate a certain word whether it is used as a noun or verb and more helpful than dictionary. Moreover, it can actively engage the students in the learning process as can be seen in the question number 10.

With many benefits that the students obtained and felt, it does not mean that the Computer-corpus based approach can successfully be an alternative way that boosted the students' vocabulary for tourism better than those who only employed the convensional approach as happened in the control group. Based on the respons of the questionnaire number 6, 7. It was reasonable as it can be seen from the table that the students could not fully understand the concordance line due to limited sentences provided and it was a very arduous task to understand the words that used in the corpus data as the students found a lot of unfamiliar words in the displayed corpus. More importantly, the use of computer-corpus based approach still needed a big effort to be carried out individually and independently by the students. The Internet access and the availabilityof the computer access still became a problem for the students. Morever, the students felt that they could not analyze the concordance output by themselves.

Another weakness of using the approach was that it was time-consuming approach. Although the students responded that employing Computer-corpus based approach could give expossure toward many important words in the tourism field in the context but if there were too many unfamiliar words in the corpus data, the students needed much more time to understand them. The majority of the students were agreed at the average score of likert scale at 3, 86 with this issue. The overall average score of the students' responses toward the questionnaire could be seen in the table below:

Table 4. The questionnaire responds toward implementing Computer Corpus Based Approach

1: Strongly disagree	**3: Somewhat agree**	**5: Strongly agree**
2: Disagree	**4: Agree**	
No	**Statement**	**The average score**
1	I feel my vocabulary learning benefited from the integration of corpus-based activities.	**4**
2	I feel my understanding of word classes benefited from the integration of corpus-based activities.	**3,97**
3	The corpus is more helpful than a dictionary for my vocabulary learning.	**3,93**
4	Corpus-based activities are helpful for learning the meaning of vocabulary	**4**
5	Corpus-based activities are helpful for learning the usage of vocabulary.	**4,70**
6	I have some difficulty in understanding the concordance lines due to the limited number of sentences	**4,21**
7	The real texts in the corpus are too difficult to understand.	**3,90**
8	I understand the purpose of using corpus-based vocabulary activities in this course.	**3,41**
9	Corpus-based activities have increased my guessing the meaning from the content strategy.	**3,38**
10	I actively participated in corpus-based activities during the sessions	**3,59**
11	I recommend using the corpus-based activities in the same course in future quarters.	**3,90**
12	Corpus-based activities should be taught in English classes in my country	**3,83**
13	I have some difficulty in using the corpus due to limited access to computer/Internet	**3,52**
14	I have some difficulty in using the corpus due to the speed of Internet connection	**3,59**
15	I have some difficulty in using the corpus due to time and effort spent on analyzing the data	**3,86**
16	I have some difficulty in using the corpus due to unfamiliar vocabulary on concordance/collocate output	**4,03**
17	I have some difficulty in analyzing concordance output	**4,10**
18	The real texts in the corpus are too difficult to understand	**3,76**
19	Using the corpus is helpful for learning the usage of phrases	**4,14**

20	Using the corpus is helpful to have expossure of the various important words in the context	**4,21**

B. Discussion

Based on the statistical analysis, it was found that Computer-corpus based approach did not have significant contribution to the students in building their English vocabulary although there was a slightly increase of the mean score between control and experimental group from 54,3 to 56,9. The reason for that is due to some limitations with this approach such as the difficulty of authentic text showed in the corpus data and much allocated time which must be dedicated in employing this approach in the class. The result of this research is contrast with Donesch-Jezo's (2013) study which aimed to investigate the ways to facilitate students' acquisition of new words. In the study, a number of examples of learning activities showing how the teaching of vocabulary items could be realized in the L2 classroom in an effective and appealing way with the use of language corpus together with concordancing software. 30 students in the fourth year of medical studies participated in the study and the analysis was conducted manually by reading the texts and recording the occurrence of particular lexical items in the the research papers and with the use of concordancing software MonoConc Pro 2.2. The students' vocabulary test scores were higher than the scores obtained before the test. It is also contrast with a research conducted by Braun (2007) who investigated the overall conditions and challenges of integrating corpus materials and corpus-based learning activities into English language classes at a secondary school in Germany. Braun's study was focused on the overall proficiency including grammar, vocabulary, listening and speaking. The participants were 26 students of the 9th grade (age 14-15). The data seem to suggest that the corpus-based activities were more effective and were perceived to be more useful than the more traditional computer-based activities.

Those other result possibly occured as the different level of ability of students understanding authentic text in the corpus data. Although, there was a similar finding showing that the students considered this type of vocabulary learning interesting. The insignificant difference between the students' post-test result between control and experimental group support Kobelinski's statement (2005) which stated that grammar, vocabulary, structure of discourse can be studied without a corpus. This is very reasonable as the students can learn vocabulary by reading directly the authentic text.

However, the reading tasks presented complexities for learners because of the long and challenging authentic texts Kobelinski (2005) . He also stated that at the same time corpus can motivate learners to learn authentic materials. It was proved that there was a difference in the level of motivation of the students who learn the authentic materials with and without corpus and the motivation which is higher through performing computer-corpus based approach cannot be neglected. It must be mantained and developed. As Alizadeh & Branch (2016) stated that motivation has a key role in the development of language skills.

The questionnaire results are in line with the result of the research conducted by Edo (2014) showing that the students feel positively motivated towards the use of corpora in class, specifically by the fact of having direct access to real, non-biased language samples from different genres; they do

also find frequency and collocation-related data particularly interesting as well as linguistic patterns comparison between languages.

Computer-corpus based approch certainly gives an alternative way for the teacher in teaching English vocabulary for specific purpose such as English for tourism. The possitive attitude toward this approach can be a key to build the students' English vocabulary but the weaknesses of this approach must be minimized. Integrating Computer-corpus based approach with other methods or strategies should be carried out to make this approach more effective and efficient in term of the time required. In addition, the authentic texts that are showed in the corpus data can be understood by the students and do not cause the new problem for the students. Monolingual online dictionary is one of useful tools that make it possible. It can reduce the time consumed by the students when they find unfamiliar words in the corpus data and it is much quicker than if the students use a printed dictionary. At the same time the challenge of understanding difficult real texts of corpus data can be solved.

CONCLUSSION

After experimenting Computer-corpus Based approach it can be concluded that this approach does not have a significant difference assisting the students building their English vocabulary for Tourism. It can be seen from the result of independent sample t-test which showed that Sig. (2-tailed) score is 0,431 which is more than 0,05. However, the students have positive attitude with this approach and feel that this approach is highly useful although there are some problems faced when employing the approach such as consuming much time, and the big effort to understand the corpus data as it provides many unfamiliar words for them.

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