Lextutor English Learning Pronunciation and Vocabulary: A Language Data Base Program

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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.

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 (Afini et al., 2023). 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.
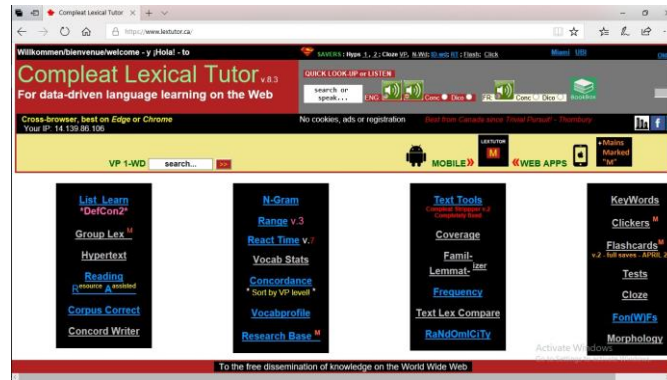
Figure 1. A screenshot of Compleat Lexical Tutor v8.3

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 andFrench such as concordancer, vocabulary profiler, exercise maker, interactive exercises, and much more (Lessard-Clouston, 2013). Lextutor is equipped with Concordancer which provides samples of spoken and written utterances produced by native speakers (Umar et al., 2023; Hedge, 2001). Students can learn from an authentic materialproduced and collected resources from all over the world.

Concordance is beneficial for language learning especially vocabulary because the newor unfamiliar word will be seen in a context rather than in isolation (Alemi & Tayebi, 2011; Anderson, 1984). 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 (Schmitt & McCarthy, 1998; Ur, 2018; Uzun, 2013).

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, 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 (Purwanto, 2020). 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" (Zimmerman, 2002).
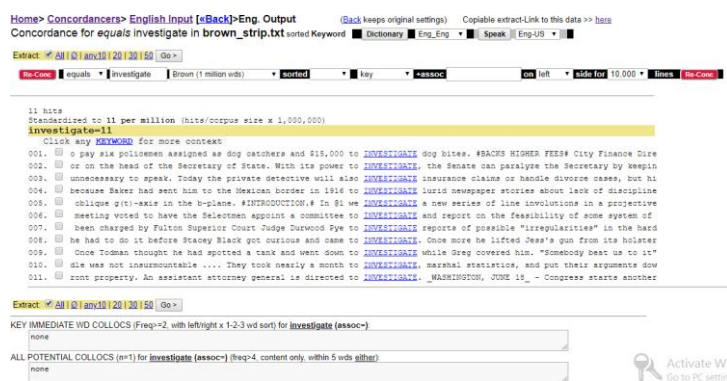

Figure 2. A sub-sample of the concordance found for the word *investigate.*

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.

LITERATURE REVIEW

Definition of Independent Learning

As a part of educational goals (Marisya et al., 2023; Nasar et al., 2023), independence needs to be achievedbecause 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, awarenessof how to learn effectively, appreciation of the learning process, time management and other,important life skills, passion and curiosity, ability for self-critiquing, resourcefulness".

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 (Alfoudari et al., 2021) as they have similar concept and idea. Apart from the two terminologies above, mostly independent learningis referred to 'self-regulated learning' (Andriyani et al., 2022) 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 (Anson, 1999). Similarly, (Baggett, 1979; Bai & Zhang, 2020; Balajthy, E. et al., 1999) 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, (Benson, 2001) 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 choiceto determine the process of learning in order to have good academic performances during learning in the classroom as well as outside

The Importance of Independent Learning

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 Bozer et al. (2019), 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 revieweda 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 thatstudents 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 whichexamined 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 (Hidayad et al., 2023; Nuswantoro et al., 2023).

Supporting students in self-regulation, providing feedback and helping them highlight progress are necessary among remedial readers and other students with special educational needs (Dangwal, 2017; Dunkel, 1986). Studies in the review found that 'using independent learning approaches enabledteachers to organise a wider range of activities in their classrooms and to focus more onteaching and learning than on organization or behaviour' (Breen & Candlin, 1980). For example, itenables teachers to work with specific groups while other groups are working independently. Two studies seemingly propose that independent learning is important and required to beachieved in order to improve self-quality in academic performance and society. The findingsassert that independent learners are more motivated and have higher self-esteem than otherchildren in education and their lives. The students develop skills that help them further theirown learning by using their own ideas to form opinions; solving problems and using a rangeof strategies in their learning (Purwanto, 2023).

METHODOLOGY

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 (Yang & Lin, 2015). Therefore, the researcherused 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 The research

was conducted in Sekolah Tinggi Keguruan dan Ilmu Pendidikan PGRI Bandar Lampung. They join in a basic level of English classroom. The participants were within the age range of 19-23 years old.

In collecting the data, the researcher needed a tool which refers to instrument (Shandomo, 2009). Research instrument is also called a device used to collect data to support the work and to get result and conclusion. (Nasir & Neger, 2022) instrument gives any important role tosucceed 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 (Lo et al., 2013). 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.

RESULT AND DISCUSSION

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:

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 secondis hypertext two; and the third is 'https: //lextutor.ca/ra_read/graded/'.
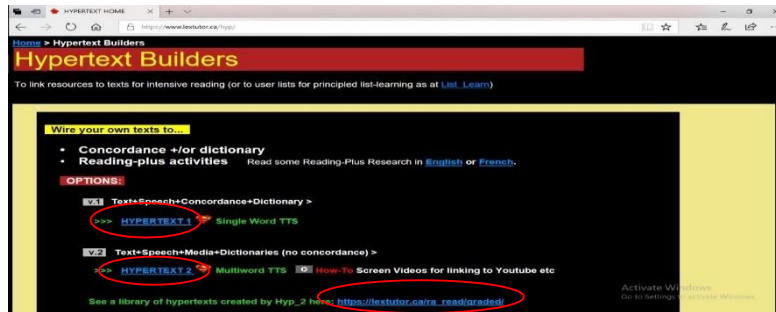

Figure 3. A screenshot of Hypertext menu

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.
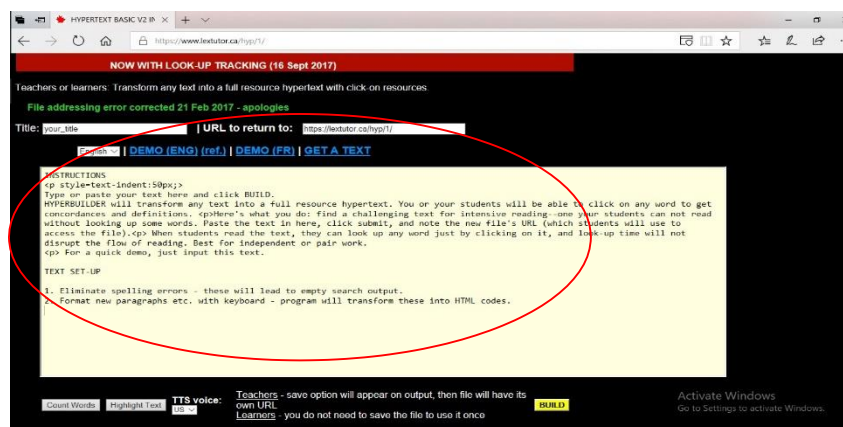

Figure 4. A Screenshot of Hypertext 1 menu

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 5 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.
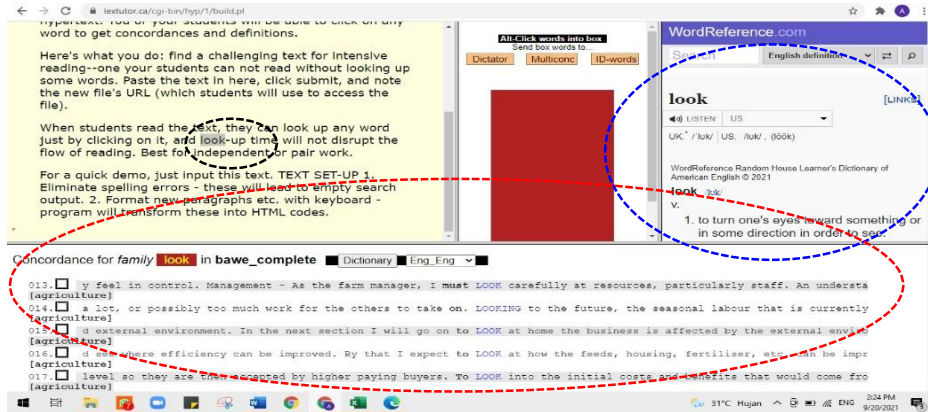

Figure 5. A screenshot of Hypertext 1 after clicking 'BUILD)

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.
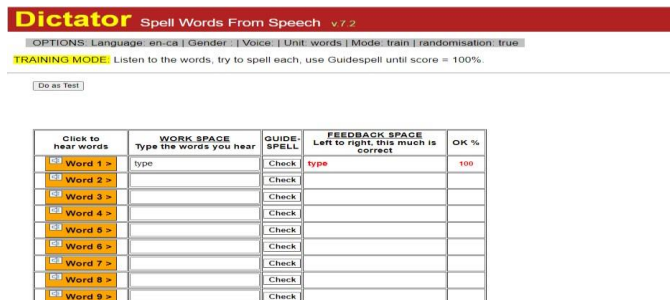
Figures 6. "Dictator"

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.
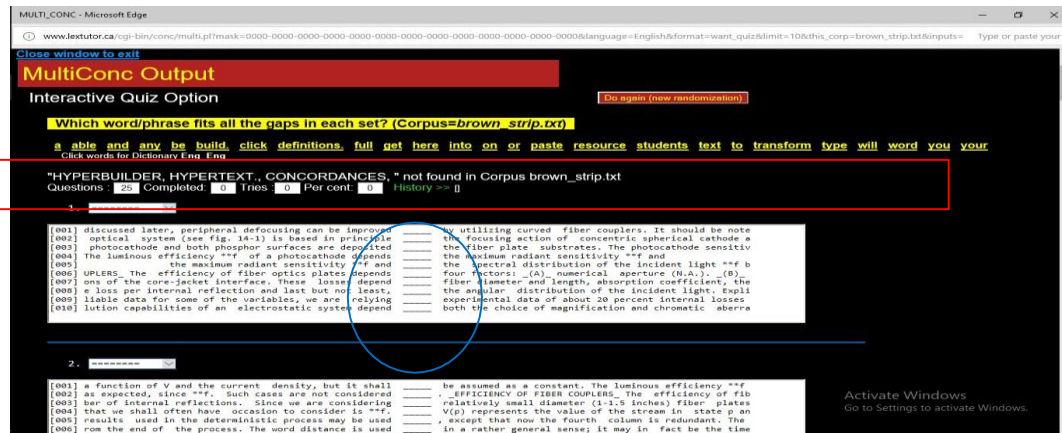

Figure 7. "MultiConc"

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 8 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 canhave additional feature which Hypertext 1 does not, that is How-To Screen Videos for linkingto YouTube which can be seen from Figure 3.8. In this program, we can watch not only videoswhich are available in the program, but we can also link this program to YouTube. People cancopy link of particular video in YouTube, then paste to the column on Media File URL.
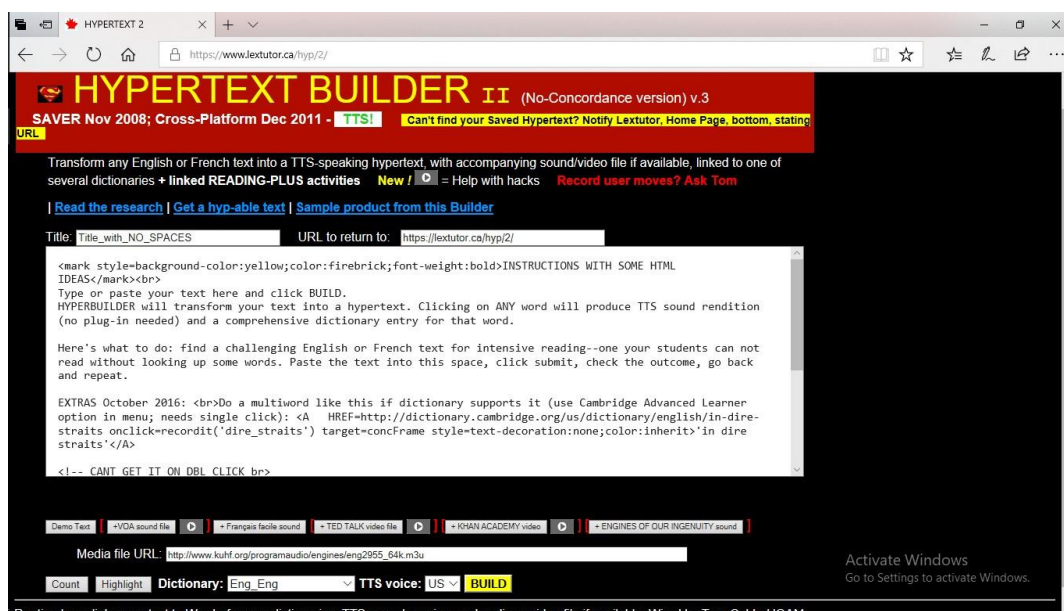

Figure 9. Hypertext 2

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 tobe 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.
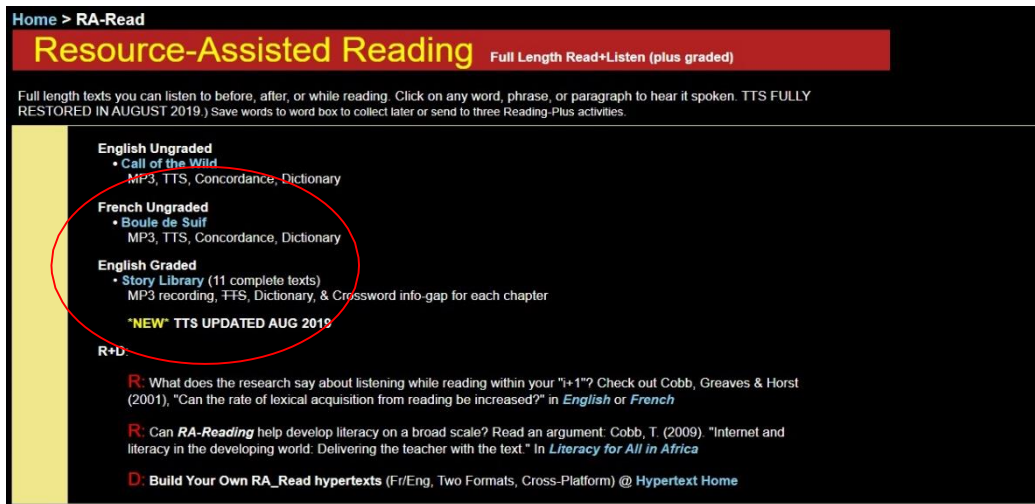

Figure 10. Resources-Assisted Reading

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.
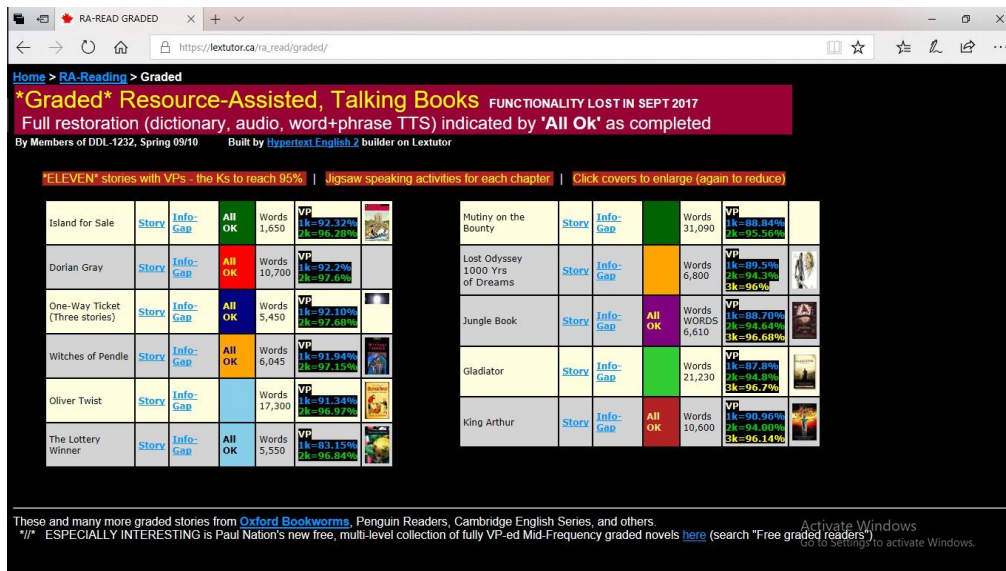

Figure 11. https: //lextutor.ca/ra_read/graded/

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. 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.
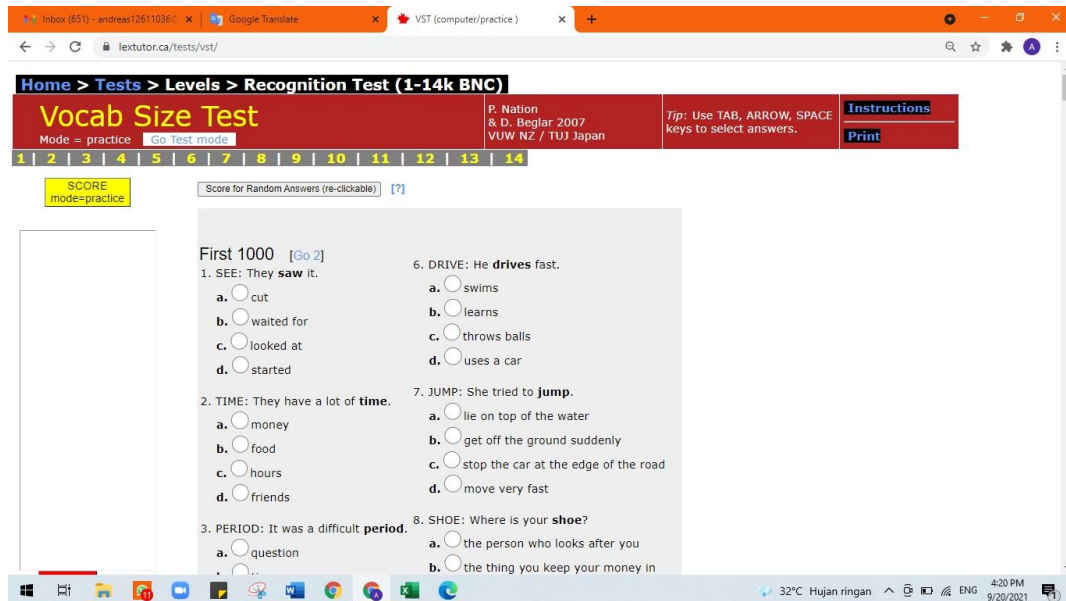

Figure 12. TEST

CONCLUSION

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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