

# The Implementation of Computer-Assisted Language Learning (CALL) in the EFL Setting: A Case Study in a Secondary School in Indonesia

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## The Implementation of Computer-Assisted Language Learning (CALL) in the EFL Setting: A Case Study in a Secondary School in Indonesia

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### ABSTRACT

In this digital era, we cannot ignore that the use of Computer Assisted Language Learning (CALL) has given many benefits for both teachers and students in English instruction, especially in facilitating the students with an enjoyable and interesting learning experience. This research is a case study which aimed to investigate: 1) How is the implementation of CALL in the EFL setting, 2) How are the students' attitude toward the use of CALL in English teaching and learning process, 3) How are the students' achievement after the implementation of CALL in English teaching-learning process. The Subjects of this research were 30 students at SMA Laboratorium UM Malang. The data of this research were collected from the interview, observation checklist, questionnaire, and tests. The result of this research revealed that the implementation of CALL gave a positive effect on the students' achievement and broaden students' experience in learning English based on authentic context. Moreover, the students also presented positive responses toward the used of CALL in the English teaching-learning process.

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## 1. INTRODUCTION

In this digital era, the wide range of research shows that students like using technologies in foreign language learning better than using traditional techniques (Golonka, Bowles, Frank, Richardson, & Freynik, 2014) the students tend to become more interested and present positive responses toward English teaching-learning process because of the technology, specifically they see computers as a creative and interesting tool in learning (Casado & García, 2000). In addition, changing from traditional centered teaching to computerized and student-centered learning means that the teacher needs a proper knowledge of the use of technology and prepares himself for work on the web-based (Rilling, Dahlman, Dodson, Boyles, & Pazvant, 2005). In other words, the role of teacher in facilitating and teaching the students with technology is very important. Therefore, EFL teachers and students should master technology and the features in order they can learn English easily and effectively (Machmud & Basalama, 2017). Besides, the teachers should be competent in using technology, they must be able to encourage students and try to provide an interesting and comfortable language learning environment which makes them learn in a meaningful and effective way (Jeong, 2006). One of the effective ways to make our teaching-learning process more interesting is by integrating the internet with computer-assisted language learning (CALL).

CALL is a learning approach in which the teacher and the students use a computer or other tools such as smartphones, tablets, laptops, MP3, etc. in the teaching-learning process. (Richards & Schmidt, 2002) stated that CALL is an activity which parallels learning through various media Furthermore, (Scott & Beadle, 2014) defined that CALL as any activities in which the learners use computers to enhance foreign language

competence, however, the technology that the students used is not limited on the use of computers but also smartphones, gadgets, tablets, MP3 Players, etc. Therefore, CALL covers many aspects such as 1) English authentic materials which include: podcast, video clips, animations, songs, news, etc. 2) The Online environment in which the students can interact with English native speakers for examples: through a video conference, email, or social media like Twitter, Instagram, Facebook, etc. 3) tools of language learning that include software or online applications for learning such as Quipper, Memrise, Duolingo, Quizlet, Padlet, Kahoot, VOA, BBC, Quizizz, etc. 4) online or virtual communication in which students and teacher or students and their friends can conduct communication without meeting face to face. 5) Digital Game-Based Learning (DGBL) in which students can learn the materials with fun by using the game.

There are many advantages of applying CALL in the classroom for example CALL facilitates the students' self-paced learning and enhances students' ability in risk-taking (Casado & García, 2000). CALL facilitates student-centered learning. This lets the students be autonomous learners and learn the material whenever, wherever, and however (Kongrith & Maddux, 2005). Moreover, CALL assists the teachers in teaching, encourage the students to learn English in fun way and improve their English skills through the ability to access on-line teaching materials. Besides, they can stay on track with the latest curriculum developments and help them to graduate and evaluate their studies effectively and efficiently (Machmud & Basalama, 2017). In this case, the teachers may use CALL applications as software collaborators to run their classrooms from the initial introduction of language concepts to digital homework distribution. In addition to incorporating technology into the learning process, CALL also helps to solve traditional educator issues such as gaining student attention, retaining student interest, concentrating, and growing involvement. Teachers should take advantage of a wide range of educational events, cultures, sports, songs, and stories that make the teaching-learning process becomes fun and interesting. Besides, CALL may be used to strengthen lessons and activities in a teacher's classroom. Instead of adding cuts and visual aids on board, teachers can take advantage of the multimedia lessons offered at CALL. Moreover, the teacher can use CALL as an assessment tool for assessing their students' abilities, for example, it can be calculated easily whether a student has mastered grammar and vocabulary by applying applications such as Memrise, Quizlet, Quizizz, Kahoot, or Duolingo.

Furthermore, the use of CALL in the EFL or ESL settings has been examined by researchers such as (Lam & Lawrence, 2002) reported that the use of computers in a communicative classroom has led to a change in a student focused approach. The instructor in this case stated that his teaching experience is increasingly acknowledged, as students respect their new management positions and giving them more autonomy and the ability to lead their teaching. Besides, (Noni, 2009) revealed that the students like learning by using CALL better than using the traditional method, and CALL could improve the students' achievement in learning English significantly. Furthermore, (Chan & Jeong, 2009) found that teachers showed positive attitudes towards computer usage, in this case, computer technology is regarded as a valuable teaching aid that can develop the teacher's teaching methods by providing a wide range of learning materials for the students in authentic learning contexts. Furthermore, (Chan & Jeong, 2009) stated that there were external factors which affect negatively on CALL implementation in the classroom such as: limited time for practicing CALL, lack of computer provided by the school, restricted curricula and textbooks for the students, and lack of administrative assistance to help its implementation and there were also internal factor which influence the teacher to apply this method in the classroom such as the teacher lack of technological literacy. In addition, (Rahimi & Tavakoli, 2015) reported that there is a significant improvement in students' performance after they treated with CALL. Moreover, (Sedaghatkar, 2018) also revealed that there is a positive attitude of the students toward the used of CALL in English language learning.

Based on the previous research results above, we can understand that the use of CALL in the classroom was effective to increase students' motivation and achievement as well as provide them with more opportunity to be independent learners in learning English although we cannot ignore that there were some obstacles which might influence its implementation in the classroom. CALL has been applied almost in all levels of education in Indonesia including primary school, secondary school, or university level. One of the Secondary schools which applied CALL in East Java Indonesia is SMA Laboratorium UM Malang, this school has applied CALL in English Teaching learning process since 2016. Therefore, the researchers wanted to investigate 1) How is the implementation of CALL in English Teaching-Learning Process 2) How are the students' response toward the use of CALL in English Teaching learning process and 3) How are the students' achievement after the implementation of CALL in English Teaching-Learning Process.

## 2. RESEARCH METHOD

### 2.1 Research Design

The design of this research was a Case Study. According to (Cresswell, 2002) a case study is a study which involves a deep understanding through many types of data sources, especially evaluation in which the researchers can learn and analyze a case, an event, an activity, a program, and a process in society. In this case,

the researchers wanted to investigate the implementation of CALL in the English Teaching-learning process in a secondary school in Malang.

## 2.2 Research Setting and Subjects

The research was conducted in SMA Laboratorium UM Malang which is located at Bromo Street Number 16 Kauman, Klojen, Malang, East Java Indonesia. The subjects of this research were 30 students of XI MIPA (semester 1) in the 2019/2020 Academic years, the principles of SMA Laboratorium UM Malang, and the English Teacher of SMA Laboratorium UM Malang. This research was done from July until November 2019. The school was chosen because SMA Laboratorium Malang has a Computer Laboratory and Language laboratory, and internet access as school facilities that supported the implementation of CALL in the English Teaching learning process.

## 2.3 Research Instruments

In this research, the researchers applied 4 research instruments: 1) Interview 2) Observation Checklist, 3) Questionnaire, and 4) Test. Interview and Observation checklist was used by the researchers to know the implementation of CALL in the English teaching-learning process at SMA Laboratorium UM Malang. In this case, the researchers used a semi-structured interview that would be addressed to Principle, The Head of Academic Affair, and The English Teacher at SMA Laboratorium UM Malang. Furthermore, the researchers also used observation checklists to know the process of English teaching-learning by applying CALL from both students' side and teachers' side. In this case, the students' observation checklist was used to observe the students' whole activities in the classroom, the students would be observed based on their activities in learning English with CALL that divided into three stages: 1) Pre activities, 2) While Activities, and 3) Post Activities with 13 statements to be observed. And there would be 5 options: 4=All the students do, 3=Most of the students do, 2=half of the students do, 1=Only some students do, and 0=No one does. After that, the score will be consulted with the following categories: 85-100: Very Good, 70-84: Good, 55- 69: Fair, 40-54: Poor and ≤ 39: Very Poor. Meanwhile, the teacher observation checklist was used to know the teacher's performance in applying CALL in the classroom (Brown, 2007). The observation checklist included 5 indicators: 1) preparation, 2) presentation, 3) execution/method, 4) personal characteristic, and 5) teacher-student interaction in the classroom. And the total point to be observed was 41 Points.

To obtain the data about the students' responses on the use of CALL in the English teaching-learning process, the researchers distributed closed-ended questionnaire. There were 5 indicators as the basis of observation namely (1) Students' Participation, (2) Students' Motivation, (3) Students' Autonomy, (4) Students' Preferences and (5) Students' Achievement, each of indicator consisted of 5 questions and 5 different options: AA =Absolutely Agree, A =Agree, NS=Not Sure, NA =Not Agree, and ANA=Absolutely Not Agree.

The test that was used in this research covered six main materials that have been taught by implementing CALL in the English teaching-learning process. They were 1) Make and Practice the dialog about Asking and giving suggestions and offer, 2) Make and Practice dialog about asking and giving an opinion, 3) Make and practice the dialog about expressing hope, 4) Make formal invitation, 5) Write a private letter and 6) Make procedure text.

## 3. RESULTS AND ANALYSIS

### 3.1 The Implementation of CALL in SMA Laboratorium UM Malang

Based on the result of Interview with the Principles, Head of Academic Affairs and the English teacher at XI MIPA of SMA Laboratorium UM Malang it can be reported that the implementation of CALL in teaching-learning English at SMA laboratorium UM Malang especially in semester 1 of class XI MIPA were done twice a week on Tuesday and Thursday. The teacher taught English by using CALL. In implementing CALL, the teacher prepared the lesson plan based on the 2013 English Curriculum. In this case, they were six materials that taught by the teacher by applying CALL, they were: 1) Expressions of asking and giving suggestion and offer, 2) Expressions of asking opinion and thought, 3) Expressions of extended hope and pray, 4) Formal invitation, 5) Private letters and 6) Procedure Text of Manual and Tips.

Furthermore, from the result of the observation checklist, it can be known that there is a good improvement from both teacher and student side in term of teaching learning process. From the students' side, the crucial matter existed in the students' task behavior and the learning material. The students were actively involved in the lesson. In this case, the students were observed based on their activities in learning English with CALL that divided into three stages: 1) Pre-Activities, 2) While Activities, and 3) Post Activities. And there were 5 options: 4=All the students do, 3=Most of the students do, 2=half of the students do, 1=Only some students do, and 0=No one does. And, the total score from the observation result will be consulted with the following categories: 85-100: Very Good, 70-84: Good, 55- 69: Fair, 40-54: Poor and ≤ 39: Very Poor. Dealing with the observation result of the students in learning English with CALL, we can see in table 1 as follows:



**Table 1: Observation Result on Students' Activities in Learning English with CALL**

| Teaching Stage   | Description  | 4         | 3         | 2        | 1 | 0 |
|------------------|--|-----------|-----------|----------|---|---|
| Pre-Activities   | 1. The Students response to the teacher greeting and Prepare their learning Tools (Computer/Laptop)  | √         |           |          |   |   |
|                  | 2. The students actively involved in reviewing the previous lesson   |           | √         |          |   |   |
|                  | 3. The students respond to the teachers' leading question about the topic that will be discussed   |           | √         |          |   |   |
|                  | 4. The students listen to the teacher's explanation about the learning objectives  |           | √         |          |   |   |
| While Activities | 5. The students pay attention to the material presented by teachers  | √         |           |          |   |   |
|                  | 6. The students do their tasks offline or online   | √         |           |          |   |   |
|                  | 7. The students conduct group discussion   |           | √         |          |   |   |
|                  | 8. The students ask questions for clarification  |           |           | √        |   |   |
|                  | 9. The students answer their teacher and friends' questions  |           | √         |          |   |   |
|                  | 10. The students conduct the presentation  |           | √         |          |   |   |
| Post Activities  | 11. The students take apart in reviewing the lesson (do tasks/play game) about the materials that have been discussed in the main activities |           | √         |          |   |   |
|                  | 12. The students conclude the materials  | √         |           |          |   |   |
|                  | 13. The students say goodbye to their teacher and friends  |           | √         |          |   |   |
|                  | <b>TOTAL</b>   | <b>16</b> | <b>24</b> | <b>2</b> |   |   |

Score:  $42/52 \times 100 = 80.76\%$

From table 3.1 above, we can conclude that in general, the students' activeness in joining the lesson when CALL was implemented was 80.76%. It was categorized as good. In pre activities, all the students of XI MIPA at SMA Laboratorium UM Malang greeted the teacher and prepared their learning tools well before the teaching-learning process, most of the students in pre activities involved in reviewing the lesson. Furthermore, most of the students in the classroom were active in answering the leading questions from the teacher and listening to the teacher's explanation about the objectives of learning.

In while activities, all of the students of XI MIPA at SMA Laboratorium UM Malang were enthusiastic in joining the teacher's presentation through interactive video, after that, all of the students did the tasks prepared by the teacher either offline or online, after they did the tasks, most of them active in group discussion, but only half of them who active to ask questions to the teacher or friends. Although there were only half of the students who ask questions in the classroom, but most of them can answer the teacher's questions well and active in presenting their idea in front of the class.

In Post activities, most of the students of XI MIPA at SMA Laboratorium UM Malang were active in reviewing the lesson, and all of them can conclude what they have been learned and most of them saying goodbye to the teacher.

Furthermore, the teachers' ability in implementing CALL in XI MIPA at SMA Laboratorium UM Malang was outstanding. From the indicators presented, she was rated 4 (Excellent) and 3 (Above Average) by the observers. In this case, the teacher was observed based on five criteria 1) Preparation, 2) Presentation, 3) Execution/Method, 4. Personal Characteristics and 5) teacher and students' interaction. In this observation, there were 5 options: N/A=Not Applicable, 1=Unsatisfactory, 2 =Average, 3= Above Average and 4=Excellent. The information about the result of teacher observation we can see in the following table:

**Table 2: The Teacher Observation Result in CALL Implementation**

| <b>I</b>   | <b>Preparation</b>   | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
|------------|--|----------|----------|----------|----------|------------|
| 1          | The teacher prepares lesson plan, materials and learning tools before the implementation of CALL                                       | √        |          |          |          |            |
| 2          | The teacher reviews the previous material and leads the students to the new topic that will be discussed interestingly.                |          | √        |          |          |            |
| 3          | The teacher states the Learning Objective.   | √        |          |          |          |            |
| <b>II</b>  | <b>Presentation</b>  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 4          | The teacher explains and presents the materials clearly and interestingly by using various technologies.                               | √        |          |          |          |            |
| 5          | The lesson presentation with CALL is running smoothly, naturally, and logically.   |          | √        |          |          |            |
| 6          | The lesson is well-paced by the teacher.   |          |          | √        |          |            |
| 7          | The teacher gives a clear direction in teaching.   |          | √        |          |          |            |
| 8          | The teacher teaches the material by applying CALL based on the students' level of comprehension.                                       | √        |          |          |          |            |
| 9          | The teacher considers the productive skills of the students.   |          | √        |          |          |            |
| 10         | The teacher answers the students' questions carefully and satisfactory   | √        |          |          |          |            |
| 11         | The teaching method by applying CALL is suitable for the students' age and ability.  | √        |          |          |          |            |
| 12         | The teacher makes sure whether the students are having problems in understanding the materials and in operating learning tools or not. |          | √        |          |          |            |
| 13         | The teacher has strong interest and motivation in teaching by Applying CALL  | √        |          |          |          |            |
| <b>III</b> | <b>Execution/Method</b>  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 14         | The teacher uses balance and variety activities during the lesson using CALL   | √        |          |          |          |            |
| 15         | The teacher can adapt to the unanticipated situation when  | √        |          |          |          |            |

|           |   |          |          |          |          |            |
|-----------|---|----------|----------|----------|----------|------------|
|           | implementing CALL in the classroom.   |          |          |          |          |            |
| 16        | The teacher reinforces English material.  |          | √        |          |          |            |
| 17        | The teacher moves around the class and makes eye contact with students.   |          | √        |          |          |            |
| 18        | The teacher knows and tries to memorize the students' names.  | √        |          |          |          |            |
| 19        | The teacher reinforces the students appropriately.  |          | √        |          |          |            |
| 20        | The teacher encourages the students to give responses   |          | √        |          |          |            |
| 21        | The teacher uses examples and illustrations by applying digital technologies effectively.                                     | √        |          |          |          |            |
| 22        | The teacher uses Instructional tools related to CALL or material from online sources effectively.                             | √        |          |          |          |            |
| 23        | The teacher presents drills and reviews the lesson using interesting applications effectively.                                | √        |          |          |          |            |
| 24        | The teacher teaches the students with authentic materials related to the students' culture and personal background knowledge. |          | √        |          |          |            |
| 25        | The students get feedback from the teacher.   |          | √        |          |          |            |
| 26        | The teacher asks the students to learn from their errors.   |          | √        |          |          |            |
| <b>IV</b> | <b>Personal Characteristics</b>   | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 27        | The Teacher is patient in eliciting responses   |          | √        |          |          |            |
| 28        | The teacher has a clear voice and a good tone in teaching.  | √        |          |          |          |            |
| 29        | The teacher has a good personal appearance  | √        |          |          |          |            |
| 30        | The teacher is Initiative, resourceful, and creative.   | √        |          |          |          |            |
| 31        | The teacher's pronunciation, intonation, fluency is good.   |          | √        |          |          |            |
| <b>V</b>  | <b>Teacher/Student Interaction</b>  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 32        | The teacher motivated the students to take part in the lesson.  | √        |          |          |          |            |
| 33        | Students are free in asking the question, disagreeing, or expressing their ideas  | √        |          |          |          |            |
| 34        | The teacher can handle and lead the class well when applying CALL in English Teaching-Learning Process                        | √        |          |          |          |            |
| 35        | The students are considerate and embroiled in the lesson  |          | √        |          |          |            |
| 36        | Even during the difficult lesson, the students were happy and relaxed.  |          | √        |          |          |            |
| 37        | The students received equal, unbiased and respectful treatment from the teacher.  |          | √        |          |          |            |
| 38        | The students are motivated students to give their best especially in doing  | √        |          |          |          |            |

|    |  |   |   |
|----|--|---|---|
|    | an online assessment and making a project.                     |   |   |
| 39 | The teacher speaks and does things in a relaxed way.           |   | √ |
| 40 | The teacher realizes the students' need when implementing CALL | √ |   |
| 41 | Digression was used positively and not overused                |   | √ |

(Modified from Brown, 2007: 493-495)

From the table 3.2, we can know that in criteria number 1 (Preparation) the teacher was excellent in preparing the materials based on curriculum and tools for teaching and learning by applying CALL, in this point, the teacher prepared the materials based on 2013 English Curriculum and prepared online or offline material for the students, her ability to prepare tools for teaching-learning by using CALL was very excellent because she has a good digital literacy for example in operating computer, laptop, LCD, and smartphone, MP3, as well as in processing many resources from internet as teaching and learning materials for her classroom. Someone can be said to be a digital literate if he or she can process information in multiple formats from a variety if it is presented via computer (Gilster, 1998). So, it can be concluded that one of the requirements to conduct the teaching-learning process with CALL, the teacher should be digital literate. Furthermore, in preparation, the ability of English teacher of XI MIPA at SMA Laboratorium UM Malang in reviewing the previous lesson and looked ahead to the new material was above average, in reviewing the lesson the teacher used the digital game and sometimes asked the students' question directly about the previous materials that have been learned. Her way in reviewing materials by applying digital game was very good because digital game-based learning (DGBL) make learning foreign language become more interesting and provide students learning environments which contextualize knowledge (Dourda, Bratitsis, Griva, & Papadopoulou, 2014). In line with that statement above (Chiu, Kao, & Reynold, 2012) argue that digital game-based learning can develop students' problem solving and critical thinking as well as increase the students' learning achievement. For leading questions to the topic that will be discussed, she presented a video from You-tube or podcasts from VOA and BBC, and she was excellent in stating the learning objectives. So, the students knew what would be learned.

Moreover, related to criteria number 2 (Presentation), the teacher understandably explained the materials, her ability in explaining the lesson was scored excellent, she delivered the lesson smoothly, sequenced and logically, so at this point, she got the score above average, however, she must improve in pacing the lesson. When teaching the students by applying CALL, the teacher was excellent in giving direction, all of the students followed the teacher's instruction easily. She was also excellent in presenting the materials by applying CALL based on the students' level of comprehension. In this case, the teacher used many resources, for example, story, song, game, conversation, news, etc. that had been prepared in the computer or that the students must learn directly from online sources. Therefore, the availability and accessibility of the internet had been the focus of this school. (Evan, 2009) argued that the internet is the most important tool in language learning. The accessibility of the internet in the school will make the teachers able to search for information as references for her teaching material easily. Besides, in teaching, the teacher also focused the students to produce language for example: making dialog, and practicing the dialog in front of the class about the topics that have been learned. In the teaching-learning process, she was excellent in handling questions from the students, she gave an appropriate answer so the students satisfied with her. Furthermore, in implementing CALL the teacher had a very good teaching method for example; She used PBL (Project Based Learning) and Discovery Learning which are suitable for the students' age and ability. She never forgets to check the students' understanding of whether they could understand what she said or not, whether they got any trouble in operating tools for learning or not, and the important things that researchers observed here she always shows interest and enthusiasm in teaching the students by applying CALL.

Furthermore, related to criteria number 3 (Execution/Method), the teacher used various activities by applying technology, for example, she asked the students to watch the video from You-tube, Quipper, listening to BBC and VOA News, playing vocabulary game in Kahoot, etc. The various learning activities that the teacher has done had encouraged the students to learn. That condition was in line with (Fadhilawati & Sari, 2018) who reported that embedding various technology in English teaching-learning could arouse the students' motivation and improve the students' achievement. Because of her creativity in using various activities for learning she was excellent at this point. Besides, she was excellent in anticipating the situation that out of the box, she had a good capability to adapt to a new situation that might stress her. She reinforced the material for the students to have a good understanding of the topic discussed. When teaching by using



CALL, she tried to move around the class and made eye contact with the students properly. The important thing that the researchers remembered is she remembered the students' name well and always gave the students reinforcement either verbal, non-verbal or using the combination between verbal and nonverbal, for examples if the students could answer the questions she said Well done! Good job!, Nice Answer! And she sometimes gave chocolate for the students who presented their project well in the classroom. In teaching, the teachers gave illustration and examples which were suitable for students' culture, age, and comprehension, she could maximize the use of aids and resources for learning and sometimes combined drill to make the students understand the difficult things in learning based on the context. When the students made errors, she would prefer to give feedback by applying Prompting Answer Strategies (PAS) rather than by applying Giving Answer Strategies (GAS), she encouraged the students to study hard and learn from the errors they made. There are two feedback strategies to correct students' errors 1) Giving-Answer Strategies (GAS) in which the teacher gives the desired target form or shows the point of the students' error directly, and 2) Prompting-Answer Strategies (PAS) in which the teacher asks the student less directly to pay attention and repair their error. It is in line with (Ferreira, Moore, & Mellish, 2007) who revealed that Prompting Answer Strategies (PAS) was more effective in terms of eliciting explicit repairs by the students. PAS strategy can effectively support the students' learning process especially for grammar and vocabulary; therefore, it is suggested that CALL systems in school should reflect the ways to prompt students to construct responses.

Moreover, related to indicator number 4 (Personal Characteristics) the English teacher of XI MIPA at SMA Laboratorium UM Malang, it can be known that she was very patient in getting students' responses. When teaching, she has good clarity in terms of voice and tone. The students could hear her voice. She also has a good appearance, she looked beautiful and smart. She is a well-dressed teacher. Moreover, she has many ideas in teaching, she is very creative and resourceful especially in preparing materials for the students. Her pronunciation, intonation, and fluency in teaching English as a foreign language were also very good.

Lastly, related to indicator number 5 (Teacher or Students Interaction), the English teacher of XI MIPA at SMA Laboratorium UM Malang tried to set class by applying activities that reflected the students' autonomy. She motivated students to take part in the teaching-learning process, she is a very moderate teacher. Therefore, the students were free in asking the question, expressing their idea or disagreeing with her opinion. When CALL is implemented, the teacher was able to handle the class well, all the students in the classroom were considerate and embroiled in the lesson. They were happy and relax although they learned difficult material. It was caused by the ability of the teacher in preparing digital games for learning a difficult lesson for them. The students in the classroom were received and respectful treatment from the teacher, all the students love the way the teacher treats them. The teacher always motivated them to give their best. When the teacher spoke to the students, she spoke in a relaxed way therefore, all of the students like her. Furthermore, she realized the students' needs. What the students want to learn, and how they want to learn always became her consideration, lastly, digression was used positively and not overused in the classroom.

### 3.2 The Students' Respond toward the Use of CALL in the Teaching-Learning Process

The students' response toward English learning and teaching using CALL was gathered by using questionnaire which included 5 indicators, they were: 1) students' participation, 2) Students' motivation, 3) Students' Autonomy, 4) Students' Preference and 5) Students' achievement. The results of the questionnaire distributed to students can be seen in table 3, 4, 5, 6 and table 7 as follows:

**Table 3: Questionnaire Result of Students' Participation (%)**

| Students' Participation   | Statement                                      | AA | A  | NS | NA | ANA |
|---|--|----|----|----|----|-----|
| Learning English with CALL makes me interested in participating in the whole series of learning and actively participating during the learning process in the class | 1. I ask questions                             | 30 | 67 | 3  | -  | -   |
|   | 2. I join a group discussion                   | -  | 82 | 16 | 2  | -   |
|   | 3. I answer questions from teachers or friends | 67 | 29 | 4  | -  | -   |
|   | 4. I respond to my friends' opinion            | 57 | 40 | 3  | -  | -   |
|   | 5. I do a presentation in front of the class   | 50 | 24 | 17 | 7  | 2   |

30

Based on table 3.3 above, it can be seen that from 30 participants, most of them are willing to participate during the learning process. It is proven that in the 1<sup>st</sup> statement, there are 67% of participants stated that they are **Agree** to ask a question. Meanwhile, there are only 2% of participants who state that they are **Not Agree** to join the group discussion. Furthermore, there are 67% of the student state that they are **Absolutely Agree** to answer questions from teachers or friends. Next, there are 57% of students say they are **Absolutely Agree** that they can respond to classmates' opinions about the material. Last, there are 50% of participants who say that they are **Absolutely Agree** to do a presentation in front of the class.

**Table 4: Questionnaire Result of Students' motivation (%)**

| Students' Motivation   | Statement  | AA | A  | NS | NA | ANA |
|--|--|----|----|----|----|-----|
| Learning English with CALL makes me more confident and increase my interest to learn English | 1. I can't wait to join the next English class             | 67 | 27 | 6  | -  | -   |
|  | 2. I encourage to review the material given by the teacher | 23 | 70 | 4  | 3  | -   |
|  | 3. I study at home beforehand                              | 24 | 70 | 3  | 3  | -   |
|  | 4. I love to tell my parents about CALL learning method    | 50 | 34 | 9  | 7  | -   |
|  | 5. I don't hate English class anymore                      | 67 | 28 | 5  | -  | -   |

22

Based on table 4 above, it can be seen that from 30 participants, most of them show that CALL has gained their attention and motivation to learn English. It is shown that there are 67% of students say that they are **Absolutely Agree** that they can't wait to join the next English class. Next, there are 70% of students say that they are **Agree**, they feel encouraged to re-read the given material. Furthermore, there are only 3% of students say that they feel **Not Sure** whether CALL has made them want to study at home before the class started. There are also 50% of students who admit **Absolutely Agree** that they love to tell their parents about CALL learning methods. Last, there are 67% of students say that they are **Absolutely Agree** that they don't hate English class anymore. It has been proven by the previous study that tools used for CALL teaching and learning activity could show the evidence that this method is an effective way to use, including to learn and teach vowel pronunciation (Rahimi & Tavakoli, 2015).

**Table 5: Questionnaire Result of Students' Autonomy (%)**

| Students' Autonomy  | Statement   | AA | A  | NS | NA | ANA |
|---|---|----|----|----|----|-----|
| Learning English with CALL is easier as it can be fitted between the material in the book and CALL implementation | 1. I can't learn without teacher supervision  | -  | 3  | 18 | 59 | 20  |
|   | 2. When I have a language problem, I turn to teachers or classmate for help   | 2  | 3  | 8  | 64 | 23  |
|   | 3. I'd prefer to spend some time studying alone through gadget and technology   | 67 | 27 | 6  | -  | -   |
|   | 4. I prefer to watch the video or read online journal or news all by myself without the teacher telling me what to do | 33 | 50 | 17 | -  | -   |
|   | 5. I like my teacher to be a counsellor, facilitator, and motivator in the classroom.                                 | 67 | 23 | 10 | -  | -   |

Based on table 3.5 above, it can be noted that from 30 respondents, there are 59% of students who choose **Not Agree** to admit that they can't learn without teacher supervision. There are also 64% of students choose **Not Agree** that when they have a language problem, they will turn to teachers or classmate for help. Next, 67% students state **Absolutely Agree** that they prefer to spend time studying alone through gadgets and technology in a more fun way. 50% of students have chosen **Agree** and also argue that they prefer to watch a video or read online journals or news all by themselves without the teacher telling what they must do. Last, there are 67% of participants pick **Absolutely Agree** that the teacher should only be a counselor, facilitator, and motivator in students' learning. This result is in line with (Hussin & Hammad, 2017) that said CALL can improve students' autonomy and make students motivated to find other materials through their gadgets.

Table 6: Questionnaire Result of Students' Preferences (%)

| Students' Preferences  | Statement  | AA | A  | NS | NA | ANA |
|--|--|----|----|----|----|-----|
| Learning English with CALL is easier and more fun as we are given some visualization | 1. I find it fun to use visualization to study English         | 67 | 33 | -  | -  | -   |
|  | 2. It is easier to learn English with pictures and video       | 64 | 31 | 3  | 2  | -   |
|  | 3. Visualization helps me remember vocabularies a lot easier   | 60 | 36 | 4  | -  | -   |
|  | 4. CALL makes me difficult and complicated in learning English | -  | -  | -  | 17 | 83  |
|  | 5. I feel bored to learn English by using technology           | -  | -  | -  | 33 | 67  |

Based on table 3.6 above, it is clear that from 30 respondents, there are 67% who choose **Absolutely Agree** that incorporating visualization, during the CALL learning process, has helped the process. Second, there are 64% of respondents **Absolutely Agree** that learning with visualization has made their learning process easier. Third, there are 60% of respondents choose **Absolutely Agree** that they think visualization has helped them memorize vocabulary better. The amount of 83% of students chooses **Absolutely Not Agree** that they think CALL has made their learning activity become more complicated and difficult. Furthermore, there are 67% of respondents choose **Absolutely Not Agree** that CALL implementation has made them feel (more) bored during the learning process.

According to the data, it can be said that the additional learning instrument, including the visualization from any gadget, could add excitement and will increase the possibility to make the learning process become successful. According to the data, it can be said that the additional learning instrument, including the visualization from any gadget, could add excitement and will increase the possibility to make the learning process become successful. Furthermore, integrating some visualized or another form of communication using technology such as online video chat in foreign language exchange would be an interesting and innovative approach for learning and teaching process (Sevy-Biloon & Chroman, 2019).

Table 7: Questionnaire Result of Students' Achievement (%)

| Students' Achievement  | Statement                                   | AA | A  | NS | NA | ANA |
|--|---|----|----|----|----|-----|
| Learning English with CALL has affected my English achievement | 1. My score has increased                   | 50 | 33 | 17 | -  | -   |
|  | 2. My score has decreased                   | -  | 5  | 22 | 23 | 50  |
|  | 3. It doesn't affect my score               | -  | 3  | 10 | 37 | 50  |
|  | 4. I become more confident in using English | 50 | 42 | 8  | -  | -   |
|  | 5. It is easier for me to learn English     | 50 | 46 | 4  | -  | -   |

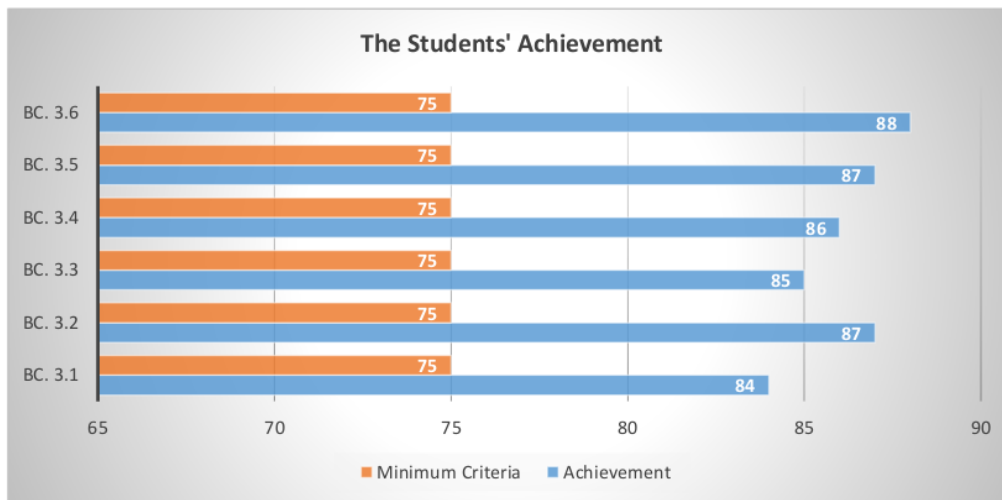
Based on table 3.7 above, it is noticeable that from 30 students, there are 50% of them who choose **Absolutely Agree** as respond that their score has increased post CALL implementation. Furthermore, there are 50% of participants who choose **Absolutely Not Agree** that their score has decreased. Furthermore, there are also 50% of them choose **Absolutely Not Agree** in respond to the statement that CALL doesn't affect their score. Meanwhile, there are 50% of students choose **Absolutely Agree** that they become more confident in using English after CALL implementation. Last but not least, there are 50% of students choose **Absolutely Agree** that CALL has made their learning process easier. Based on that data, as CALL, especially by integrating English Video, has helped students to increase their confidence level, it would encourage them to speak English more (Kuala, 2019). Last but not least, there are 50% of students choose **Absolutely Agree** that CALL has made their English learning process easier.

### 3.3 The Students' Achievement after the Implementation of CALL in the Teaching-Learning Process

The success of the teaching-learning process can be seen from how far the students achieve the learning objectives after the implementation of CALL in the classroom in one semester. In this case, the students' achievement was measured by using a test on every basic competence that must be mastered. In 2013 Curriculum, teaching English in semester one of class XI in Indonesia includes six Basic

Competencies (BC) that should be learned by the students, they were: 3.1 Analyzing social functions, text structures, and language features of expressions of asking and giving suggestion and offer based on the context, 3.2 Analyzing social functions, text structures, and language features of expressions of asking and giving opinion and thought based on the context, 3.3 Analyzing social functions, text structures, and language features of expressions of extended hope and pray based on the context, 3.4 Analyzing social functions, text structures, and language features of formal invitation based on the context, 3.5 Analyzing social functions, text structures, and language features of the private letter based on the context, and 3.6 Analyzing social functions, text structures, and language features of procedure text of manual and tip based on the context. Therefore, there are, six main materials should be learned by the students; 1. Expressions of asking and giving suggestions and offer, 2. Expressions of asking opinion and thought 3. Expressions of extended hope and pray, 4. Formal invitation, 5. Private letter, and Procedure Text of Manual and Tips.

Furthermore, the students are said to be successful in learning if they get score minimum of 75 or higher than 75. The students' achievement in semester 1 after the implementation of CALL is presented in figure 1 as follows:



**Figure.1: The Students' Achievement after the Implementation of CALL**

Based on information on figure 1 above, it was known that the students' achievement after the implementation of CALL in the English Teaching-Learning process was very satisfactory, on Basic Competency 3.1, the students' achievement was 84. It was higher than the minimum criterion mastery of the school 75, on Basic Competency 3.2, the students' achievement was 87. It was better than the minimum criterion mastery of the school 75, on Basic Competency 3.3, the students' achievement was 85. It was higher than the minimum criterion mastery of the school 75, on Basic Competency 3.4, the students' achievement was 86. It was higher than the minimum criterion mastery of the school 75, on Basic Competency 3.5, the students' achievement was 87. It was higher than the minimum criterion mastery of the school 75, on Basic Competency 3.6, the students' achievement was 88. It was higher than the minimum criterion mastery of the school 75. From the result presented above, it can be concluded that the implementation of CALL in SMA Laboratorium UM Malang gave a positive effect on students' achievement. In this case, all of the students passed the minimum criterion of success of the school (75), therefore this research result strengthen (Noni, 2009) & (Rahimi & Tavakoli, 2015) results, which found that the use of computer as learning tool in EFL teaching was effective to enhance students' achievement.

#### 4. CONCLUSION

From the research results, it can be summarized that CALL implementation at SMA Laboratorium UM Malang was good and run well. The students gave positive response toward the implementation of CALL in the English Teaching-Learning Process. Furthermore, the students' achievement after the implementation of CALL in the English Teaching-Learning Process was very satisfactory. In this case, the students' achievement in semester 1 that includes six basic competencies was better than the minimum score set by the school (75). However, the students' success in learning did not merely depend on CALL implementation, but there was a

*Title of manuscript is short and clear, implies research results (First Author)*



competence teacher who is digital literate, who motivates and facilitates them with many interesting resources and activities in the classroom. However, to follow the rapid changing of ICT in this digital era, researchers suggest that the school always upgrades their facilities, human resources, and creativity in developing or providing software and materials for learning, continues teachers' professional development through regular training which support them to be digital literate, and supports the teachers to develop communities of practice in order they can spread resources and methods for using CALL creatively and effectively.

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