

## COMPUTER ASSISTED LANGUAGE LEARNING (CALL) IN ENGLISH PRACTICE I

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**ABSTRACT**

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**Keywords:**

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learning (call)  
research method

This study aims that the learning activity of using multimedia, we called that Computer Assisted Language Learning or (CALL) in English Practice 1 of STMIK Royal for Diploma especially for majoring . management information. The method used is a classroom action research method that consists of two cycles. Data were obtained the quantitative and qualitative method which found that the initial condition for the students' cognitive abilities, and students' learning outcomes. As the result, it was obtained that the rate of learning outcomes through the number of students who got the successfully and increased: 93.73% with an A and B and 85% of students will be showed interest, and responses with CALL. Based on the results of this study, the average value of student tests before doing the CALL was 59.46, and after doing the CALL. It was increased about 72.97 in the cycle I and 90.79 in cycle II. it was concluded that English practice 1 with CALL. It will be improved learning outcomes of students at STMIK Royal for Diploma III, especially for majoring management information.

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## INTRODUCTION

Information makes easy for us which we can share the new information but also give the news to increase more deeply in English teaching for students at STMIK Royal Kisaran for Diploma III (Informatic Management) at the first semester students in 2019.

Teaching English was very interesting, because we can be made the social life with others but also we have done the technology as daily activity in our classroom. Technology provides so many options as making teaching interesting and also making teaching more productive and improvements for students and lectures. In using technology most significant drivers of both social and linguistic change, because it was related about the new era for communicating by using digital information when we started the lesson in the classroom. The introduction does not contain writing in the form of chapters similar to thesis writing or technical reports that include a theoretical framework, problem formulation, research uses, and literature review.

Paradigm shift in education experienced over recent decades put emphasis on constructivist activities in educational settings and diminished the role of behaviorist practices in classrooms[1]. Technology lies at the heart of the

globalization process; affecting education work and culture. The use of English language has increased rapidly after 1960[2]. At present, the status of English language is related about the social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education. So we can be understood that the English language was very important to learn it. As we know that, this subject always do practice English every time and every day, so we must be able to competence in this program but also can speak English well especially for diploma III at STMIK Royal at the class Mi 1A and 2B for the first semester students in English Practice 1.

English practice 1 is the subject of English program especially for Diploma III at Stmik Royal. This program is to help all students in english but also increase the ability in the speaking area. The students are able to do this activity in English language for example: students are able to make a new conversation on the computer or using the multimedia when we try to do this activity, or they can practice it with full expression in the classroom. For example: they watched the conversation from youtube, how to used the expression in the conversation but also they understood the meaning of the topic. In this learning activity students should be done on the computer, because they should be active to make easy this activity for us and also faster and efective way to learn it.

This role is becoming more powerful as computers become cheaper, smaller in size, more adaptable and easier to handle. Computers are becoming more appealing to teachers because of their huge capabilities and extensive effectiveness [3]. The Computer gives individual attention to the learner at the console and replies to him. Traditionally, it acts as a tutor assessing the learner's reply, recording it, pointing out mistakes and giving explanations. It guides the learner towards the correct answer, and generally adapts the material to his or her performance. One method involves Computer Assisted Language Learning (CALL) in English Practice I. This helps students to get involved and learn according to their interests and get the big motivation for students to do this learning activity in the classroom.

Computer Assisted Language Learning (CALL) is related about how to use the computers for language teaching and learning English. The computers are regarded as an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum. Computer technology is regarded by a lot of teachers to be a significant part of providing a high-quality education. Therefore, CALL is the best method to improve the English language and more innovative to design the material in the classroom. but other word, CALL is to give motivation to all students who want to contribute for this program in learning English with together. Many program use the multimedia technology in our activity to make easy for us.

Multimedia technology integrated with the computer assisted learning allows the different media (text, graphics, sound, animation, and video) to be accessed on a single machine. This creates a quite authentic learning environment and different skills are easily integrated, since the variety of media makes it natural to combine reading, writing, speaking and listening in a single activity. Also, CALL nowadays provides a lot of opportunities for interaction with different characters and cultural information.

As teaching methods changed to audiolingual and communicative approaches, programs carried great support to the students to work at their own pace. Text, graphics and audio are included in this program. They do the presentation. It is interesting and motivating to watch it. "It is generally acknowledged that the interaction between interest and motivation contributes enormously to learners language acquisition. This program gives motivation to learn second language interestingly, which help them to understand the situation and context where to reuse it. However CALL technology can play an important role to make better communication skills especially for diploma III students at Stmik Royal in Kisaran.

## **METHOD**

Methodology describes the nature of the present study, the method adopted, the tools and techniques used. The researchers took the Class room Action, Research Method and followed cycle I and cycle II. The collected data through the initial condition for the students' cognitive abilities, students' learning outcomes, and the results of analysis of students' questionnaires.

The research is action research. Action research is concerned with social practice, aimed toward improvement cyclical process, pursued by systematic enquiry, a reflective process, determined by the practitioners. The action research is series of reflective spirals consisting of four components, there are planning, acting, observing and reflecting. The cycle is then moved to new and revised plan with action, observation, two further reflections. The data is taken in the below it. The data is related to the first condition for the students through cognitive abilities, The results of analysis of students' questionnaires (oral test), Counsioner analysis data got through counsioner sheet. The procedure of reseach should be done the cycle I and cycle II where we found the four meeting. Four steps of the research are presented below:

### **Planning**

Before the teacher starts to teach, she/he has to plan the activity to teach the students. The activities in the planning session will be presented below: Preparing materials : Make the design and steps in doing the action, Preparing list of the student's name and scoring, Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method or technique or mode in applied)

### **Action**

In action activities, as an implementation of the planning. The writer presents them in the following. Giving pre-test, Teaching speaking by interaction, Giving occasion to the students to ask any difficulties or problems, Asking the students some questions orally and students have to answer orally about the topic and giving post-test for midline and finaline in the section.

### Observation

Observation is the instrument used in collecting the data. Observation is a scientific method that can be systematically used to observe and note the phenomenon investigated like the students feeling, thinking, and something they do in teaching learning process in using CALL as daily activity in the classroom. The development of CALL in language learning is assisted by computers into three distinct phases, namely: Behavioristic, Communicative and Integrative Maulana, C. Anwar, K[5]. The observation is distinct what the needed to know and writes something that occurs in the classroom. The function of this observation is to get information of the student's weakness in speaking. By so doing, the teacher will be able to improve the student's speaking skill.

### Reflection

The result of the observation is analyzed in order to remember what occurs that has been written during observation. Reflection seeks to memorize sense of the process, problems and real issues in strategic action that it is take account of the comprehend the issues and cycle. In here, we are described the two indicators of using the classroom reseach. Firstly, the effect of indicator which we found that the percentage of scores C, D and E with all items.

Table 1. Outcomes indicator

<b>Baseline Pre-test</b>	<b>Midline after Post-test cycle I</b>	<b>Finalline after Post-test cycle II</b>
<b>C+D+E or (Score)</b>	C+D+E or (Score)	C+D+E or (Score)
<b>Percentage (%)</b>	Percentage (%)	Percentage (%)
<b>41,06 %</b>	<b>34,06 %</b>	<b>25,06 %,</b>

it can be seen from the table above that students defined the baseline item ( Pre-test) about 41,06 %. So , secodly the effect of indicator is showed that the process indicator. Process indicator can be included that the learning activity in the bellow:

- The quantity of students 'mistakes in the speaking area, (practice 1). It will be presented in the form of percentages.
- increasing the critical, analytic, challenging and competitive thinking of students,
- increasing the big motivation in English practice 1, and increasing students' perceptions of English practice 1 through the CALL

## RESULT AND DISCUSSION

The results of this research is included the implementation of cycle I and cycle II. The results is related about the classroom action research method and included the following:

In the cycle 1 is conducted in 4 meetings. The first meeting is showed about the abilities of students. For this reason, diagnostic tests are given. The tests are conducted by researchers and lecturers to support the subject. In this test, participants are directed to read about 150 words of text and recorded (text attached). After listening section to caught the small conversation by using the computer and speaker in the classroom, then made the lists errors in several categories. The categories were:

1. stress and rhythm
2. Intonation
3. Pronunciation
4. Fluently

After diagnostic test, showed that the results of the students' abilities. They are obtained: the highest score (A) about 5 students, and found that the criteria of students are considered fluent in reading the provided text, pronounce sentences with correct the pronunciation, right intonation and stress and rhythm.

The lowest score (D) was 25 students and 2 students were not fluent in reading texts, incorrect pronunciation, intonation, stress and rhythm. The average diagnostic test was 59.46 (E). From this diagnostic test can be concluded low competences in English. There were many mistakes in english for examples:, in pronunciation, intonation, stress and rhythm precisely. Then the activities are carried out in Cycle I and consisted of 4 meetings. Each meeting should be done the observations as the form of learning process activities for students and lecturers. These observations are written by observation sheet. Interviews were conducted the data and information from student opinions in using CALL in the English practice 1.

From the results of the students' Speaking ability test in this cycle 1 got, the highest score (A) about 6 students, which found that the smooth conversation, correct pronunciation, correct tenses, and easy to understand. The lowest score (C) was 8 students, which found the less fluent in conversations, errors pronunciations, tenses, and sometimes difficult to understand. The average test in the cycle 1 was 72.97. Cycle I was felt unable to reach the target of success indicators, so Cycle II was implemented. Basically the material for cycle II is different from the cycle I, but the text is the same. Therefore, the process of action still refers to the same goal. Thus this cycle II may be said to be a continuation or steadying of the results of the cycle I. Consequently, this action still uses all the equipment that has been revised and modified in accordance with the objectives set out in the module. In the implementation of this action, data from the first cycle of action are determined as data from the action. From the results of the students' Speaking ability test in the second cycle, the highest value (A) was achieved by 25 students. The lowest value (C) comes from 1 student, because they are rated as not fluent in conversation, pronunciations have errors, tenses have errors, and are somewhat difficult to understand. The average test in this cycle II was 82.24.

## CONCLUSION

From the results of this study the data obtained from students' learning outcomes before and after I used the CALL was applied as follows: the average value of student tests before applying the CALL was 59.46, and after applying the CALL it increased to 72.97 in the cycle I and 90.79 in cycle II. The percentage of students who are received the grades A, B, C and D can be seen the following table in the bellow it:

Tabel 2. Recapitulation and Percentage of student test scores

No	Score	preliminary data	Cycle I	Cycle II
1	A	5 Students = 13,16%	6 Students = 15,78%	25 Students = 65.79%
2	B	21 Students = 21,05%	24 Students = 63,16%	12 Students = 31,57%
3	C	23 Students = 60,52%	8 Students = 21,06%	1 Students = 5.25%
4	D	2 Students = 5,26%	0	0
5	E	0	0	0

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