The Influence of Computer Assisted Language Learning (Call) to Improve English Speaking Skills

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A influência da aprendizagem de línguas assistidas por computador (Call) para melhorar as habilidades de falar inglês

La influencia del aprendizaje de idiomas asistido por computadora (llamada) para mejorar las habilidades de habla inglesa

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Abstract: The use of technology in learning has grown rapidly. One of them is learning English using Computer Assisted Language Learning or CALL. CALL is a computer-aided learning media used in the field of education which easy to access, spread and stored. Afterwards, this study tried to determine the influence of CALL media with lecture method and discussion to improve the cadets' English speaking ability. This study used quantitative approach and descriptive quantitative analysis that revealed the problems occurred during the English learning. Statistical analysis is used by reviewing the learning process which were involving 50 cadets in both class A and B. The findings showed a significant difference of the use of CALL media in lecture method and discussion on English speaking skill.

Keywords: CALL, discussion method, lecturing method, speaking skills.

Resumo: O uso da tecnologia na aprendizagem cresceu rapidamente. Um deles é aprender inglês usando Aprendizagem por Linguagem Assistida por Computador ou CALL. CALL é um meio de aprendizagem assistido por computador usado no campo da educação que é de fácil acesso, distribuição e armazenamento. Posteriormente, este estudo tentou determinar a influência da mídia CALL com o método de leitura e discussão para melhorar a capacidade de falar inglês dos cadetes. Este estudo utilizou abordagem quantitativa e análise descritiva quantitativa que revelou os problemas ocorridos durante o aprendizado de inglês. A análise estatística é usada revisando o processo de aprendizagem que envolveu 50 cadetes nas classes A e B. Os resultados mostraram uma diferença significativa do uso de mídia CALL no método de aula e discussão sobre a habilidade de falar inglês.

Palavras-chave: CALL, método de discussão, método de ensino, habilidades de fala.

Resumen: El uso de la tecnología en el aprendizaje ha crecido rápidamente. Uno de ellos está aprendiendo inglés usando Computer Assisted Language Learning o CALL.

CALL es un medio de aprendizaje asistido por computadora utilizado en el campo de la educación que es de fácil acceso, difusión y almacenamiento. Posteriormente, este estudio trató de determinar la influencia de los medios de comunicación CALL con un método de lectura y discusión para mejorar la capacidad de hablar en inglés de los cadetes. Este estudio utilizó un enfoque cuantitativo y un análisis cuantitativo descriptivo que reveló los problemas ocurridos durante el aprendizaje del inglés. El análisis estadístico se utiliza al revisar el proceso de aprendizaje que involucró a 50 cadetes tanto en la clase A como en la B. Los resultados mostraron una diferencia significativa en el uso de los medios de comunicación CALL en el método de lectura y la discusión sobre la habilidad de hablar inglés.

Palabras clave: CALL, método de discusión, método de lectura, habilidades para hablar.

1. Introduction

In the field of education, Surabaya Merchant Marine Polytechnic is one of the vocational universities which continuously improve its graduates' abilities to meet the demands of the industries, such as shipping companies, port authorities, and all persons engaged in the maritime industry both at home and abroad. One of the abilities that should be improved is the ability to communicate in English. This is in accordance with Sallis (2002) that all educational institutions should implement and standardize the management quality. For example in educational institutions which promote sustainable quality programs and the ability that is expected to be able to communicate in English to support the demand from the international maritime industry.

The world of education cannot be separated from technological developments, especially in higher education to support learning. The development of educational technology produces various concepts and educational practices that use the media as a source of learning. This makes a perception that education technology is similar to media. However, the perception is actually contradictory because the position of the media is only as a tool to convey the lesson's content or material. In education system, technology has role to support curriculum development, including design, development, and implementation. Surabaya Merchant Marine Polytechnic itself has a wide range of computer labs and simulators to support learning activities. In connection with English learning, Computer Assisted Language Learning or CALL is used. It is a computer-aided learning media which easy to access, to spread, and to stored (Levy & Hubbard, 2005).

Meanwhile, according to Levy (1997), CALL is more succinctly and more broadly as a search for study of applications of the computer in language teaching and learning. It is interpreted that CALL is a computer application for language learning.

However, based on observations, most of the learning activities in classroom are still using discussion and lecturing method. The report showed that the oral test scores and cadets' practice were still below average. Apart from the test scores, the duration of time in speaking and explaining ideas was often difficult, such as in choosing vocabulary. Also, the speech duration is slow and has less courage to start talking to lecturers

or classmates. Therefore, with the availability of a language laboratory that has been equipped with computer with the same total of cadets in one class, it is expected Computer Assisted Language Learning (CALL) with the method of discussion and lectures can improve English speaking skills. Hence, the aim of this study is to know how much the influence of Computer Assisted Language Learning (CALL) combined with the discussion and lecturing method on the students' English speaking skill.

2. Literarture Review

2.1. Computer Assisted Language Learning (CALL)

Computers, which have entered the school life in the late 1950s in developed countries, are still developing day by day throughout the world. Nowadays, they have become more powerful, faster, easier to use, more convenient and cheaper, and can process and store much more data (Gündüz, 2005). At the end of the 20th century, the computer-mediated communication and the Internet have reshaped the use of computers for language learning. Computers are no longer a tool for only information processing and display but also a tool for information processing and communication. Although computers have been used since the first half of the 20th century, they were not used for educational purposes until the 1960s. The 1970s witnessed the evolution of CALL as a result of development in research related to the use of computers for linguistic purposes and for creating suitable language learning conditions.

Hardisty & Windeatt, (1989) as stated in Gündüz (2005), The abbreviation CALL stands for Computer Assisted Language Learning. It is a term used by teachers and students to describe the use of computers as part of a language course.

According to Levy (1997) the definition of CALL is more succinctly and broadly as a search for study of computer applications in language teaching and learning. CALL can be defined more concisely and extensively as a study of computer applications in language learning.

It is not only considered as a simple canonical desktop and laptop or computer devices but the networks that connect them, peripheral devices associated with them, and a number of other technological innovations, such as; PDAs (personal digital assistants), mp3 players, mobile phones, electronic whiteboards, and DVD players which have a computer of sorts embedded in them (Levy & Hubbard, 2005).

CALL began to develop in Indonesia during 2000s. Conventional form of CALL was easily accessible in Indonesia as they were made in offline versions. Not many educational institutions installed facilities of internet and Wi-Fi on their campuses coupled with machines to explore it at its fullest by the students. However, this changed and presently most of the institutions as well as students have access to internet which they are utilizing to improve their English language skills (Wariyati, 2018)

The CALL-based learning has several advantages, such as; 1) giving a sense of fun in learning, 2) giving students the opportunity to take

responsibility for mastering the materials by doing the tasks, 3) giving students' active role in every activities during learning process, 4) giving students imaginative things that could be presented through computer simulations. Thus such circumstances can facilitate and simplify the students' minds in understanding English (Mayaratri, 2009). Many studies results showed that students taught foreign languages through CALL programs gave better results than those taught using traditional programs (Nachoua, 2012).

2.2. Lecturing Method

Good and Merkel (1959) in Kaur (2011) suggest lecture as a method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking, usually implies little or no class participation by such means as questioning or discussion during the class period.

According to Djamarah (2011) lecturing method is a way of teaching used to convey information or description of a subject matter as well as the problem orally. This method presentation is done by direct narrative or explanation of the students. Thus in this method the active role is coming from the teacher or lecturer.

Furthermore, Djamarah (2002) also mentioned the advantages and disadvantages of lecturing method. The advantages are teachers or lecturers can master the class easily, organize the seats in the classroom, the class can be followed by a large number of students, easy to prepare and to be implemented, also make teachers or lecturers explain the lesson easily. While the disadvantages are teachers or lecturers explain the lesson verbally which make the students loss their visual learning style. Students will receive more auditory that could lead into boredom. The teachers or lecturers might conclude that student understands and interested with the lesson (subjective interpretation is appeared). It also makes students become passive, and it is not suitable for shaping skills and attitudes since it tends to place teaching positions as final authority.

2.3. Discussion Method

Discussion in a broad sense is to provide answers to serious questions or talks about an objective problem. Whereas in a narrow sense, discussion is the exchange of thoughts that occur in small groups or large groups to discuss topics of mutual interest, so that each member of the participants express their opinions both written and oral about a problem or topic. Then the opinion is discussed with other members, so that the opinion was obtained together (Fitriyah & Gani, 2007)

Meanwhile, according to Mulyana (2006) discussion can be defined as a responsive conversation that is woven by problematic questions directed to solve the problem. So based on this understanding, the method of discussion is a way to communicate actively by interacting and exchanging

thoughts and opinions between one person and other. So the method of discussion in learning to make lecturers and students active in discussing the topic being studied.

Here the teacher encourages students to comment or express concern rather than simply raise questions. The lecture-discussion class begins with the instructor speaking for few minutes and then stimulating a few minutes of discussion around a key point in his remarks. During such discussion the instructor offers brief clarification or integration between students comments, but students do most of talking (Kaur, 2011).

2.4. Speaking Skills

Oral communication is very important in language learning process. In today's language classrooms, considerable emphasis is given to oral activities in which learners use the language they have learned to communicate with each other (Gündüz, 2005).

Speaking is an oral spoken process for expressing thoughts and feelings, reflecting on experiences, and sharing information. Ideas are the essence of what we are talking about and words are a means of expressing them. Speaking is a complex process because it involves the ability of thought processes, discussion and social skills (Ellis & Sinclair, 1989). Meanwhile, according to Hornby, et al., (2005), speaking is to talk to somebody about something, to have conversation with somebody. Thus, speaking is an activity that someone does to someone else about a thing or conversation activities that someone does to others.

According to Iskandarwassid, (n.d.), speech skills have close relationship with listening skills. In the context of communication the speaker acts as a sender, while the receiver is the recipient of the message or the object of communication. Then, feedback will appear after the news received and the reaction of the recipient of the message. Speech skills refer to the principle of stimulus-response, which is essentially the skill of producing a stream of articulation-sound systems to convey the will, the need for feelings, and the desires of others.

Furthermore, Ur (1996) stated that speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language. Therefore, Davies & Pearse (2000) explain that the main purpose of English language teaching is to give learners the ability to use English language effectively and correctly in communication. In this study speaking skills are studied only in three categories: grammar, fluency and comprehension. The scoring rubric from Brown (2004) is used.

Table 1.

Speaking Rubric (Brown, 2004: 172-173)

Aspect	Explanation	Scale	Weight	Score
Grammar	Frequent grammatical errors even in simple structures; meaning is obscured.	1	4	
	Frequent grammatical errors even in simple structures that at times obscure meaning.	2		
	Frequent grammatical errors that do not obscure meaning; little variety in structures.	3		
	Some errors in grammatical structures possibly caused by attempt to include a variety.	4		
	Accuracy and variety of grammatical structures.	5		
Comprehension	The speech is incomprehensible; the speaker does not know anything about what he has said.	1	6	
	The speech is incomprehensible and the speaker knows little things about the speech.	2		
	The speech is difficult to understand; the speaker knows little things about the speech.	3		
	The speech is understood by listener; the speaker knows and understands about the speech.	4		
	The speech is easy to understand by both speaker and listener.	5		
Fluency	The speech is slow and exceedingly hesitant; difficult to perceive continuity in utterances.	1	10	
	The speech is frequently hesitant and jerky with some sentences left uncompleted.	2		
	The speech is relatively smooth but is characterized by some hesitation and unnatural pauses.	3		
	The speech is smooth with few hesitations.	4		
	The speech is smooth delivery.	5		
Total Score				

However, several studies has been conducted dealing with CALL as method in improving English skill, such as Wariyati (2018) which shows that CALL has significant effect for improving English skill, especially public speaking skill. Then, Nachoua (2012) which aims to demonstrate that the use of CALL (Computer-Assisted Language Learning) is an effective method to enhance students' motivation hence their performance in listening. The hypothesis that the use of CALL in teaching/learning English as a foreign language would enhance the students' motivation hence their performance in listening was confirmed. Rahnavard and Heidar (2017) has also conducted research dealing with CALL impacted on Pronunciation ability. Based on the statistical analysis, there found to be a significant difference between the performance of the control and the experimental groups. The findings also displayed that the web-based learning was effective in enhancing learners' motivation in improving pronunciation

This research is actually different with those several previous studies in which it is more focuses on the effect on English speaking ability of the students.

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