

The Impact of Computer Assisted Language Learning (CALL) Technology on Indonesian Learners' Speaking Skills

Muhammad Chairil Imran¹, Khaliq Bashar², Budiarti Putri Uleng³, Nina Ariani⁴, Sukmawati*⁵, Suharti Siradjuddin⁶, Sujarwo⁷, Irman⁸

¹Universitas Islam Makassar, Makassar, Indonesia, ²The University of Newcastle, Australia,

³Universitas Andi Djemma, Palopo, Indonesia, ⁴Songkhla Rajabhat University, Thailand,

^{5,6,7}Universitas Megarezky, Makassar, Indonesia, ⁸SMP Negeri 3 Belo, Bima, Indonesia

Correspondence*

E-mail: sukmar.dilla@gmail.com

Received : 16 November 2022

Accepted : 23 November 2022

Published : 25 November 2022



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

Abstract

The use of technology in learning English-speaking skills has grown rapidly. One such technology is the computer-aided learning media. The use of computer media in the field of education has many advantages as they are easier to access, disseminate and store. The aim of present study is to investigate the impact of computer assisted language learning (CALL) technology on Indonesian learners' speaking skills. This study applied quantitative research. The results of study found that the use of information technology in learning is marked by the interaction between students and materials through internet technology, the existence of programmed teaching, and flexibility in the process. learning both in terms of time and place. It can be concluded that it is very possible for us to be easily literate through various media, with this we can improve the quality of speaking.

Keywords: CALL, Indonesian Learners, Positive Interaction, Speaking Quality

INTRODUCTION

The Industrial Age 4.0 is a new era in digital world which is a challenge for the world of education where technology increasingly advanced and growing rapidly and become one of the most urgent needs important in everyday life especially in delivery information and communication (Sukmawati, et al, 2022). Along the development of technology then the method learning in education as well very obligated to do changes in learning methods so that the quality and learning outcomes increase.

Recent advancements in communication and technology have had a significant impact on society, globalization, and the educational system (Nurhikmah, et al, 2021; Sujarwo, et al, 2021; 2022). It is becoming clearer that using computers and internet resources (Nurhikmah, et al, 2021) in instructional settings can have a significant impact on raising educational standards (Nurhikmah, et al; 2021). Computer-assisted language learning (CALL) is one of the crucial instruments and techniques that significantly influences how well students learn languages (Hashemifardnia, A., Shafiee, S., Esfahani, F. R., & Sepehri, M, 2021). Various studies from all over the world have looked into the value of CALL in the study of English.

Field development work in Technology Learning includes a process translation of design specifications into physical form, including: (1) printing technology; (2) audio-visual technology; (3) computer-based technology; and (4) integrated technology. Given the extent likely to happen to Assisted Language Learning Computer (CALL), this method can change every process in which the learner uses a computer and as the result is an increase in language.

The majority of research findings have supported the positive effects of CALL on language learning and language proficiency. In fact, this kind of technology has improved language teaching and learning in a variety of EFL scenarios. It has also improved students' creativity and productivity and helped to account for individual learning differences. CALL has been used in language acquisition for a variety of objectives, including using CALL can develop speaking skills of EFL learners as problematic skills for all language students, in particular non-native EFL students.

In English there are several basic ability criteria to be able to master the English language, including: listening (hearing), speaking, writing, and reading. Of the four criteria that, speaking is one of skills that cannot be separated from communicate on a daily basis life.

Speaking is an important skill in good language learning (Rezeki, et al, 2022; Imran, & Sulviana, 2022; Sasabone et al, 2022), and it's not a simple task and need a lot of work to produce words that can be understood and pronounced. The English learners need to improve their ability to speak professionally, but their faces are different difficulty speaking English. language training, teaching practice, teaching methods, and even as a useful instrument for generating discussion and language interaction. Currently, utilizing the computer is emerged as an important resource in language learning and

teaching that has received a great deal of attention in instructional context (Hashemifardnia, A., Shafiee, S., Esfahani, F. R., & Sepehri, M, 2021).

According to Park and Son (2009): If language teachers have a variety of positive teaching and learning experienced in using computers, they tend to be more confident and skilled in implementing CALL themselves class. Therefore, teacher development programs should be provided for language teachers to address these problems use computers and acquire competent skills in managing computer-based assignments and activities in the classroom (Samadi, F., Maghsoudi, M., & Azizmohammadi, F. (2014).

Some research results stated Computer Assisted Language Learning (CALL) is one of the products technologies can really help teaching and facilitate in learning process. Where is this method very helpful in creative ideas in language teaching. So it is very easy in delivery of material and targets expected because it can be fun and not boring for students (Nurlaili, N., & Nurmaidina, N, 2021). The use of technology in learning English-speaking skills has grown rapidly. One such technology is the computer-aided learning media. The use of computer media in the field of education has many advantages as they are easier to access, disseminate and store (Ratnaningsih, D., Purba, D., Wiratno, D., & Nofandi, F, 2019). Using computer-assisted language learning (CALL) in English language learning has not received the attention it deserves in Indonesian EFL context (Hanafiah, W., Aswad, M., Sahib, H., Yassi, A. H., & Mousavi, M. S. (2022).

From the description above the authors have done observations and found where is the lack of speaking ability English students. Where is this field it is highly demanded to be able to speak English or highly preferably have expertise in communication. Therefore, the aim of this research provides a solution to this problem so that speaking ability in English students increase. And the method of implementing CALL technology is one solution with changing learning methods.

METHOD

This research was conducted throughout the Descriptive Qualitative Method. According to Miles, Huberman & Saldana (2014) that qualitative research is emerge data in the form of words and not numbers. The purpose of the research was to find out the Impact of Computer Assisted Language Learning (CALL) technology on Indonesian learners' speaking skills. The respondents of research were students of English Education Department from Universitas Islam Makassar and Universitas Megarezky. There were eight students, four participants from each university, This research used purposive sampling technique because the desired respondents represent the research phenomenon. The data was collected through deep interview. According to Arikunto (2020) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.

RESULTS AND DISCUSSION

The Impact of Computer Assisted Language Learning (CALL) technology on Indonesian learners' speaking skill can be seen from sample of extract below:

Interview in the classroom

Lecturer : *what role do you think technology plays in speaking ability?*

Student : *...hmmm...in my opinion the role of technology is as a tool to support speaking skills, different from manuals*

Lecturer: *What do you feel after using the speaking application?*

Student : *yes, I feel helped, and it makes me even more diligent to practice my speaking,*

Lecturer : *Are you going to use applications or technology in the future to improve your speaking skills?*

Student : *Yes...As long as it's free and easy, I'll continue*

Lecturer: *In the future technology will be more advanced, especially in independent speaking learning, will you take part in it ?*

Student : *As I said earlier, if it helps me, I will definitely use a better application*

Respondent 5

Interview in the classroom

Lecturer : *what role do you think technology plays in speaking ability?*

Student: *I think....the role of technology in speaking ability is as a medium for communication so that it can improve speaking skill*

Lecturer : *What do you feel after using the speaking application?*

Student : *It's a bit different from the usual way, and I'm motivated to speak*

Lecturer : *Are you going to use applications or technology in the future to improve your speaking skill?*

Student : *yeah, I really need to improve my speaking skills, definitely yes*

Lecturer : *In the future technology will be more advanced, especially in independent speaking learning, will you take part in it?*

Student : *If it can improve my speaking ability, then I will join in the progress*

Respondent 7

From sample of extract above indicates Information technology has a role and benefit in improving speaking. The use of information technology in learning is marked by the interaction between students and materials through internet technology, the existence of programmed teaching, and flexibility in the process. learning both in terms of time and place. The presence of information technology provides fresh air that can overcome the problems of learning speaking. The use of online education can be attractive for the people, it can involve them in learning outside of the class context, it can foster the cooperative learning among the students, it can encourage self-study among the people, and it can boost the self- confidence of the students (Hanafiah, W., Aswad, M., Sahib, H., Yassi, A. H., & Mousavi, M. S. (2022).

Using the Internet to teach language in Indonesian universities, although it is not realistic for the time being due to limited funding from the government and educational institutions themselves, may slowly be realized in the future. This is highly expected because the use of the Internet in language learning will benefit many people. That

would, for example, increase students' interest in learning, such as when students have the opportunity to operate the latest technology that is intrinsically attractive to youth of the age of the students. In short, the Internet, as one of the dynamic computer applications, will be a very useful medium for providing a wide range of teaching resources provided that teachers are proficient and creative enough to provide challenging course assignments.

Computer Assisted Language Learning (CALL) English is no longer the most difficult subject to learn. They quite like and are able to practice every word they get, because the function of language is a tool to communicate with others. Students need to increase activity and actualize their abilities through optimal learning stimulus from the teacher. For tasks in general they consider it normal and feel it is enough as training material at home (Mu'minin, 2022).

Language skills like can be done through a computer technology-based learning process and utilizing telecommunications technology. Technology literate can be used to overcome learning difficulties experienced by students and increase student interest and quality of learning. The development of information technology has at least had a positive impact on learning speaking, including managing speaking materials has become easier and more interesting to information technology. It's just a matter of lecturers and students can take advantage of the technology. CALL has advantages over conventional learning considering that learning resources are currently very wide open and can be accessed in various forms (Batubara & Wariyati, 2018; Imran, 2022).

CONCLUSION AND RECOMMENDATION

It can be concluded that the era of digitalization has brought many significant changes. This is marked by an increase in mindset which is expressed through language and communication skills as well as interactions on a wider scale. In the current era of digitalization, it is very possible for us to be easily literate through various media, with this we can improve the quality of speaking. Further investigation can investigate the impacts of the CALL instruction on other skills and in the different contexts.

REFERENCES

- Alahmadi, N. S. (2019). The impact of computer-assisted language learning (CALL) on grammar acquisition by Saudi learners. *International Journal of Language and Linguistics*, 6(4), 151-158.
- Arikunto, Suharsimi. 2020. *Prosedur Penelitian; Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta.
- Batubara, I. P. & Wariyati. (2018). Role of Computer Assisted Language Learning (CALL) in Developing Public Speaking Skills of Indonesian EFL Learners. *International Journal of English Language & Translation Studies*. 6(4). 149-153.
- Hanafiah, W., Aswad, M., Sahib, H., Yassi, A. H., & Mousavi, M. S. (2022). The impact of CALL on vocabulary learning, speaking skill, and foreign language speaking

- anxiety: the case study of Indonesian EFL learners. *Education Research International*, 2022.
- Sasabone, L, Jubhari, Y, Sukmawati, Sujarwo. (2021). The Implementation of English for Specific Purposes (ESP) in Improving Students Speaking Skill of UKI Paulus Makassar. *Edulec: Education, Language And Culture Journal*, 1(1), 1-8.
- Hashemifardnia, A., Shafiee, S., Esfahani, F. R., & Sepehri, M. (2021). Effects of massive open online course (MOOC) on Iranian EFL learners' speaking complexity, accuracy, and fluency. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, 22(1), 56-79.
- Imran, M.C. & Sulviana. (2022). Using BBC Web-Based Learning Courses to Improve Vocational High School (VHS) Students' Speaking Skill . *EDULEC : Education, Language And Culture Journal*, 2(1), 94-100. <https://doi.org/10.56314/edulec.v2i1.34>.
- Imran, M.C. (2022). Applying Hemingway App to Enhance Students' Writing Skill. *EDULEC : Education, Language And Culture Journal*, 2(2), 180-185. <https://doi.org/10.56314/edulec.v2i2>.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis : A Methods Sourcebook*. Thousand Oaks: SAGE Publications, Inc.
- Mu'minin, C. (2022). Development of Computer Assisted Language Learning (CALL) Media for English Recount Text Materials to Improve Student Learning Outcomes in Class VIII. *Mandala Education Scientific Journal*, 8(3).
- Nim Park, C., & Son, J. B. (2009). Implementing computer-assisted language learning in the EFL classroom: Teachers' perceptions and perspectives. *International Journal of Pedagogies and Learning*, 5(2), 80-101.
- Nurhikmah H, N. H., Hakim, A., Kuswadi, D., Sulfianti, S., & Sujarwo, S. (2021). Developing Online Teaching Materials for Science Subject During Covid-19 Era. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 6(8), 1198-1206.
- Nurhikmah, H., Febriati, F., Ervianti, E., & Sujarwo, S. (2021). The Impact of Computer-based Test and Students' Ability in Computer Self-Efficacy on Mathematics Learning Outcomes. *Journal of Education Technology*, 5(4), 603-610.
- Nurlaili, N., & Nurmairina, N. (2021, June). Penerapan Computer Assisted Language Learning (Call) Dengan Bantuan Menggunakan Media Video Dalam Meningkatkan Speaking Ability Mahasiswa Di Umn Al Washliyah Medan. In *Prosiding Seminar Nasional Hasil Penelitian* (Vol. 4, No. 1, pp. 268-274).
- Ratnaningsih, D., Purba, D., Wiratno, D., & Nofandi, F. (2019). The influence of Computer-Assisted Language Learning (CALL) to improve English speaking skills. In *English*

Linguistics, Literature, and Language Teaching in a Changing Era (pp. 144-149).
Routledge.

Rezeki, R, Ibrahim, M, Sujarwo. (2022). The Teacher's Strategies in Overcoming Students' Speaking Problems at SMAN 1 Selayar. *EDULEC: Education, Language And Culture Journal*, 2(1), 67-79.

Samadi, F., Maghsoudi, M., & Azizmohammadi, F. (2014). The Impact of CALL technology on improving Iranian female highschool students' speaking ability. *Procedia-Social and Behavioral Sciences*, 98, 1666-1671.

Sujarwo, S., Sukmawati, S., Asdar, A., Siradjuddin, S., & Ariani, N. (2020). University Students' Perception on the Verbal Interaction through WhatsApp Chat Group. *Al-Ta Lim Journal*, 27(3), 250-257.

Sujarwo, AA Muhammad, S Sahraeny, M Amir P, H Abbas, Hasnani. (2022). Representative Of Hedonism Ideology In A Novel Of The Great Gatsby By F. Scott Fitzgerald. *International Journal of Education and Humanities (IJOLEH)*, 1(1), 30-38.

Sukmawati, S., Sujarwo, S., Soepriadi, D. N., & Amaliah, N. (2022). Online English Language Teaching in the Midst of Covid-19 Pandemic: Non EFL Students' Feedback and Response. *Al-Ta lim Journal*, 29(1), 62-69.