Enhancing English Learning Through Interactive Call: A Multimodal Approach at SMAN 1 Enrekang

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Article Info	Abstract
	This study investigates the impact of a Computer-Assisted Language Learning (CALL) model with a multimodal approach on students' motivation to learn English at SMAN 1 Enrekang. Using a true experimental design, 60 tenth-grade students were purposively selected and divided into experimental and control groups. Data were collected through pre-tests, post-tests, and motivation questionnaires, then analyzed using paired t-tests and linear regression via SPSS 26. Results revealed a significant increase in both learning outcomes and motivation in the experimental group, with post-test scores rising from 62.50 to 80.5, and motivation scores averaging 51.30—categorized as high. In contrast, the control group showed a decline in performance and lower motivation levels. The findings highlight the urgent need for innovative, tech-integrated teaching methods in language education. This study contributes by demonstrating that multimodal CALL is not only effective but also a practical alternative to conventional instruction for enhancing English learning engagement and outcomes.

INTRODUCTION

Today, almost every aspect of our lives is related to the use of computers. There is no denying that technology tools will catch the attention of teachers as they have become an integral part of our lives. Embedded technology in language e learning is called computer-assisted language learning (CALL). Computer-assisted language learning (CALL) has gradually become an important part of language learning over the past decade.

The past few decades have seen a dramatic increase in the number of teachers using computers and the Internet in their classrooms. Computer assisted language learning (CAL) is an approach to teaching and learning languages that uses computers and other technology is to present, reinforce, and assess material to be learned, or to create environments where teachers and learners can interact with one another and the outside world Amir (2022).

Computer-assisted language learning (CALL) is any process in which learners use computers and thereby improve their language. Computer-assisted language learning (CALL) is one of the major applications of new technology in education. Computer-assisted language

learning (CALL) materials through websites, computers, tutorials, and online courses should not be confused with information technology and communications (ICT).

Several special benefits have been listed for computer-assisted language learning (CALL), including (1) making teaching and learning fun; (2) empowering students to take responsibility for their own learning; (3) provide an active role for students in the learning process; and (4) provide students with imaginative things that can be visualized through computer simulation Dina & Ciornei (2013). An important aspect of computer-assisted language learning (CALL)-based instruction involves affective factors that have a great influence on student achievement. These affective factors, such as motivation, anxiety, and self-efficacy.

Learning motivation is the incentive that occurs in an individual to complete a learning activity to achieve a desired learning goal. According to Djamarah (2011) in Bimayu (2020) states that in conducting learning activities, motivation is needed because someone who has motivation in learning will determine good learning process. It can be stated that students who have high learning motivation will be diligent in learning which ultimately gets good achievement.

LITERATURE REVIEW

Based on the research that have conducted by Dong (2022) found that using CALL positively affected the Iranian EFL students' motivation, anxiety, and self-efficacy. According to the results, it may be concluded that integrating CALL into L2 education can promote EFL learners' motivation, decrease their anxiety, and improve their self-efficacy.

According to the research conducted by Asrifan (2020), it was found that the use of CALL had a significant effect on students' achievement and attitudes in learning English. This study employed a quasi-experimental method on 34 vocational high school students in Indonesia. The results showed that the students taught using CALL obtained higher average posttest scores (74.59) compared to the control class (56.48). In addition, the study also analyzed the students' attitudes toward CALL integration in English classes through a questionnaire. The majority of students (61.8%) demonstrated very favorable attitudes, getting scores in the 85-100 interval. Meanwhile, 13 students (38.2%) showed favorable attitudes within the 69-84 score range. None of the students expressed negative statements about using CALL. It indicates that most students had positive perceptions of the benefits of CALL in assisting their English learning process.

METHODS

This type of research is quantitative experimental research. Experiments are intended to determine whether or not there is an effect of something applied to the subject, by comparing one or more experimental groups that are given treatment with one or more control groups that do not receive treatment. The experimental design in this study used True Experiment.The population of this study were all students of class X SMAN 1 Enrekang. The total number of students of class X SMAN 1 Enrekang is 315 students. In this study, the researcher chose two classes as samples, namely the control class and the experimental class. The sample in this study amounted to 60 students where the control class consisted of 30 students and the experimental class of 30 students.A test is a tool or procedure used to find out or measure something in an atmosphere, in a manner and rules that have been determined. Test as a data collection instrument is a series of questions or questions given to students to determine student learning outcomes. given to students to determine student learning outcomes. Because this research method is experimental, this study uses a pre-test and post-test to compare student learning outcomes. By using pre-test and post-test, this study can systematically measure the impact of multimodal approach in increasing students' learning motivation, providing empirical evidence supporting the effectiveness of the applied method.To analyze the increase in students' English Learning Motivation through Interactive Computer Assisted English Learning: Multimodal Approach, the researcher used simple linear data analysis method with paired T test to determine the mean and std. Deviation, data testing using SPSS (Staticcal Products and Services Solutions). This is because the SPSS program is computer software for statistical analysis. Besides that, it is very accurate. This makes this software compatible with other software such as MS Word, MS Excel and MS Power Point Mustari (2012).

RESULT AND DISCUSSION

Experimental Class

The experimental class in this study consisted of 30 students who used CALL as a learning model. In this experimental class, we will find out the extent to which the learning model using Computer-Assisted Language Learning (CALL) can affect or improve students' understanding and motivation to learn English. The following are the results of research for the experimental class:

Table 1. Percentage of Pre-Test Results for Students in Experimental Class

No	Classification	Score	Frequency	Total Score	%	Mean
1	Very Good	85-100				
2	Good	70-84	10	725	33,3	
3	Fair	60-69	10	625	33,3	62,5
4	Poor	50-59	10	525	33,3	
5	Very Poor	<50				

| | Total | | 30 | 1.875 | 100 | |

Table 2 Percentage of Post Test Results for Students in Experimental Class

No	Clasification	Score	Frequency	Total Score	%	Mean
1	Very Good	85-100	11	960	36,7	
2	Good	70-84	19	1.455	63,3	
3	Fair	60-69				80,5
4	Poor	50-59				
5	Very Poor	<50				
	Total		30	2.455	100	

The data in the table above shows that the average score of the experimental class of 30 people obtained an average score of 62.5 and was included in the poor category. The number of students who obtained the good category with a score range of 85-100 none achieved these results or (0%). Meanwhile, 10 students or 33.3% were in the good category with a score range of 70-84. The moderate category was achieved by 10 students or 33.3% with a score range of 60-69. Furthermore, 10 students or 33.3% were in the poor category with a score range of 50-59.

Meanwhile, the average post-test score of the experimental class using the technology-based learning model Computer-Assisted Language Learning (CALL) with 30 students also obtained an average score of 80.5 and was included in the good category. The number of students who obtained a very good category with a score range of 85-100 was 11 students or 36.7%. Meanwhile, 19 students or 63.3% were in the good category with a score range of 70-84. Whereas in the moderate category with a score range of 60-69, the deficient category with a score range of 50-59 and the very deficient category with a score range of less than 50 no students achieved these scores or 0%.

The higher average score of students in the experimental class reflects the effectiveness of this learning model in improving students' understanding of the material taught. Based on the results obtained, it can be concluded that the Computer-Assisted Language Learning (CALL) model in learning is more successful in increasing student learning motivation which is accompanied by an increase in learning outcomes compared to the conventional method used in the control class.

Control Class

The control class in this study consisted of 30 students who only used textbooks as learning resources. The following are the research results for the control class.

Uji T Paired

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test Kontrol	63.83	30	7.953	1.452
	Post test Kontrol	62.33	30	6.661	1.216

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre test Kontrol - Post test Kontrol	1.500	3.256	.595	.284	2.716	2.523	29	.017

Based on the test results above, it is known that the significance value is 0.017 <0.05. So it can be concluded that there is a significant difference between the pre-test and post-test scores in the control group.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test Eksperimen	62.50	30	8.685	1.586
	Post test Eksperimen	80.50	30	6.208	1.133

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre test Eksperimen - Post test Eksperimen	-18.000	3.107	.567	-19.160	-16.840	-31.729	29	<,001

Based on the test results above, it is known that the significance value is 0.001 <0.05. So it can be concluded that there is a significant difference in value between the pre-test and post-test scores in the experimental group.

Data Testing

TABLE 3.DATA TESTING RESULT

| Test Statistics[a]	
	Post-test Scores – Pre-test Scores
Exact Sig. (2-tailed)	.000[b]
a. Sign Test	
b. Binomial distribution used.	

Source: output SPSS 26

Based on the significance value of 0.000 in Table IV.3, researchers can conclude that there is a significant difference between the posttest and pretest values for 10th- grade students at SMAN 1 Enrekang after the treatment. This value indicates a significant impact of the Computer-Assisted Language Learning (CALL) model. From these obtained results, it can be determined that the Computer-Assisted Language Learning (CALL) model can influence improving English learning motivation among 10th-grade students at SMAN 1 Enrekang.

Discussion

The main objective of this study is to find out whether Computer Assisted Language Learning (CALL) with a multimodal approach can increase students' motivation in learning English. To obtain the data, the researcher conducted a pretest and post test to see the learning outcomes of the control class and experimental class students.

Experimental class pre-test and post-test results
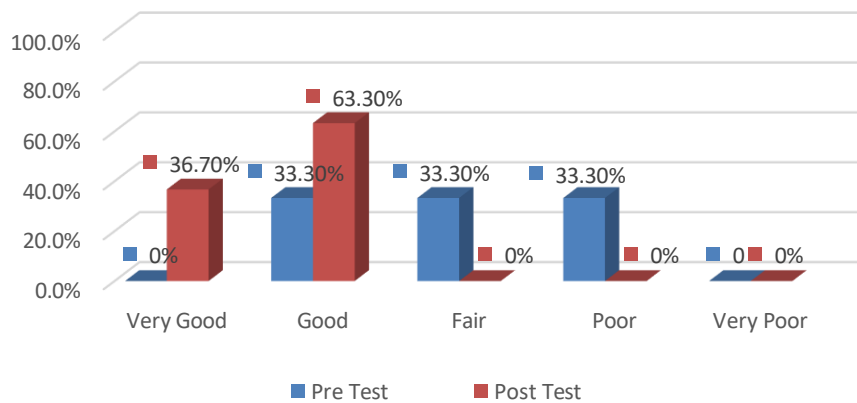
Graphs 1 Control class pre-test and post-test results
%

From graph 4.1 of the pretest results for the control class, there were no students (0%) who scored very well. There were 11 students (36.7%) who scored good, 12 students (40%)

scored fair, 17 students (23.3%) scored poor and no students (0%) scored very poor. After getting the pretest score, the researcher gave the treatment to the control class by only using the textbook. after that, the researcher gave a posttest to see the English learning outcomes at the end of the meeting. The posttest scores for the control class, no students (0%) scored excellent, 9 students (30%) scored good, 14 students (46.7%) scored fair, 7 students (23.3%) scored poor and no students scored very poor.

This can be supported by Asrifan (2020), found that the use of CALL has a significant influence on students' achievement and attitude in learning English. This study used a quasi-experimental method on 34 vocational high school students in Indonesia. The results showed that students taught using CALL obtained a higher mean posttest score (74.59) compared to the control class (56.48). In addition, the study also analysed students' attitudes towards

CALL integration in English classes through a questionnaire. The majority of students (61.8%) showed an excellent attitude, scoring in the interval 85-100. Meanwhile, 13 students (38.2%) showed a favourable attitude in the score range of 69-84. None of the students expressed negative statements about the use of CALL. This indicates that most students have a positive perception of the benefits of CALL in helping their English learning process.

This study is different from Asrifan's (2020) research which examines student achievement and attitudes, because this study only focuses on student motivation. In addition, this study uses a different instrument, namely a Likert scale-based motivation questionnaire, which is more clear and accurate in measuring student motivation. Nonetheless, both studies equally proved that CALL has a positive impact in English language learning. Thus, this study provides more specific and accurate evidence of the impact of CALL on student motivation, so it can be a significant contribution in the field of CALL research.

The results of this study indicate that students' motivation to learn English using computer assisted language learning with a multimodal approach increased significantly. This means that the CALL model has an effect in improving students' listening comprehension. The results of this study are supported by Pederson (1988) in Levy (1997) which states that CALL can encourage the development of language learning skills and generate more learning.

The improvement results are also evidenced by the paired t test value. Based on the test results, it is known that the significance value is 0.001 <0.05. So it can be concluded that there is a significant difference between the pre-test and post-test scores in the experimental group and based on the test results it is known that the significance value is 0.017 <0.05. So it can be concluded that there is a significant difference between the pre-test and post-test scores in the control group.

The CALL model applied in the experimental class utilized various visual and audio media, creating a more engaging and interactive learning environment. This multimodal approach enables students to actively participate in the learning process, allowing them to explore materials more deeply. Linear regression analysis reveals a significant positive relationship between CALL model usage and student motivation to learn English, with a significance value of 0.000. This confirms that each increase in CALL model implementation contributes significantly to student motivation.

Comparison between technology-based and conventional learning methods demonstrates a striking difference in student learning outcomes. Students in the experimental class not only obtained higher post-test scores but also showed greater involvement and enthusiasm during the learning process. This study aligns with previous research indicating that technology integration in education can enhance student motivation and learning outcomes. A study by Dong (2022) found that CALL (Computer-Assisted Language Learning) positively influences motivation, anxiety, and self-efficacy of EFL (English as a Foreign Language) students in Iran. Based on these research findings, it is concluded that CALL integration in second language (L2) education can improve EFL learners' motivation, reduce their anxiety, and enhance their self-efficacy.

CONCLUSION

Based on the results of the research and analysis conducted regarding the enhancement of students' motivation in learning English through interactive computer-assisted language learning: multimodal approach at SMAN 1 Enrekang, it can be concluded that computer-assisted language learning through multimodal approach significantly improves students' motivation in learning English at SMAN 1 Enrekang. The Computer Assisted Language Learning (CALL) model proved to be more effective compared to conventional learning methods in enhancing students' motivation and learning outcomes. Students showed greater interest and more active involvement in learning activities thanks to the use of interactive and varied technologies.

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