


INVESTIGATING STUDENTS' INTEGRATION OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) IN TEACHING ENGLISH/TEACHING PRACTICE

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Article Info	Abstract
<p>Received: November 8, 2022 Revised: December 12, 2022 Accepted: December 23, 2022 Published: December 25, 2022</p> <p>Keywords: CALL, Language Learning, English Education Department</p>	<p>This research aims to know the students' integration of CALL and factors influence their integration of CALL in English Department University of Muhammadiyah Makassar. This research was conducted in descriptive qualitative method. The data collected by interview. The sample of this research was students who already PPL (Teaching practice program) This research used Snowball Sampling because just only took 5 samples who speak well and understand about CALL to be interviewed. The main findings of the study illustrated that most of students have positive attitudes towards using Computer Assisted Language Learning (CALL) in teaching learning process, the students enjoyable and had interesting teaching experience. using Computer Assisted Language Learning (CALL) enriches students' knowledge and information, (CALL), provides students with fresh and up-dated information, (CALL), plays an important role in developing students' academic skills.</p> <p>This is an open access article under the CC BY-SA license.</p> 
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INTRODUCTION

Computer-assisted language learning, or CALL for short, is a branch of education that focuses on the use of computers in language teaching and learning procedures. There are numerous words that are similar to CALL. The majority of them "are no longer in regular usage" or have been supplanted by newer, more contemporary terminology (Beatty, 2010). Though some of these phrases may appear in research papers, it is crucial to include them because not everyone uses the term CALL when discussing technology-assisted language acquisition. Schmidt and Richards (2002) mention CALL is a teaching-learning method where the teacher and the students use a computer or other devices including laptops, tablets, cell phones, and MP3 players. A laptop or desktop computer may be the first thing that springs to intellect for some people when they consider about computers.

According to Chapelle (2003: 119), students use CALL during a variety of program lessons. Students have the chance to broaden their understanding and gain skills on relevant subjects that will be helpful to them in the future. Healey (1989) in Benson (2001: 139) saying that the internet offers integrative learning. Technology advancements, particularly the internet, offer multimedia learning resources. The internet is made up of components that each serves a different purpose. The teaching and learning processes are facilitated by the use of email, chatting, websites, and other social media. The components serve as learning intake for the students. The learners get the chance to communicate with the teachers as well as with native speakers. The use of non-face-to-face communication allows the students to ask questions, discuss concepts and deliver ideas to the teachers.

Levy (1997) mention CALL is defined more concisely and extensively as a study of computer applications in language teaching and learning. A clearer and more comprehensive definition of CALL is the study of computer-assisted language learning. Other technological breakthroughs include PDAs (personal digital assistants), mp3 players, mobile phones, electronic whiteboards, and DVD players that have a kind of computer embedded in them. It is also not just seen as a simple classical desktop and laptop or computer equipment (Levy & Hubbard, 2005). Benson (2001: 139), websites, online discussions, and email are the activities that have the biggest impact on how people use the internet. Levy (2006: 16) mention the use of CALL in teaching and learning can inspire students to work harder and engage more in their studies. It is thought that using modern technology to know might increase both the learners' and the learning's quality.

Rachmawati (2020) conducted CALL improved students' academic performance and broadened their exposure to English learning in authentic contexts. Additionally, the students gave excellent feedback on the use of CALL in the teaching and learning of English. Digital media can be the solution as device and educator, both of which have enormous promise in the area of language acquisition, for selecting appropriate media through the use of technology. The fact that people and students are now unable to live without technology has an impact on it.

Students are specifically drawn to using digital technology as a kind of digital media. It is brought on by the quickening pace of technological development, which has affected the educational setting and entered the media that many teachers use to supplement their teaching and learning strategies. Software depend on technology can now help traditional

teaching and learning approaches. Teachers can use a range of resources, including PowerPoint, Hot Potatoes, Macromedia Flash, Alice, blogs, psychology, and more, to complement their teaching practices. Zarei and Hashemipour (2015), using computer-assisted language learning as a teaching approach may increase the learners' motivation and interest since it places them in a fun and authentic learning environment, increasing their chances of success and learning. Additionally, according to (Shirani, 2013), using a computer to learn a second or foreign language may give students access to various strategies that aid in motivating them and creating a comfortable learning environment by giving them a variety of activities that enable them to work at their own pace, timing, styles, and learning strategies.

The problem statement of this research were how does the students integrate CALL in teaching English and what factors influence their integration of CALL. Based on that problem statement, the researcher expected to make a research under the title “Investigating Students' Integration Of Computer Assisted Language Learning (CALL) in teaching English/teaching practice.

LITERATURE REVIEW

Some of researchers have conducted research related to this research, those are. Bhatti (2013) added that with its assortment of images and noises, the reading material was well-liked by the kids. CALL can increase students' interest in studying and create a lively classroom environment because of its big capacity, visual picture, quick speed, and effectiveness, which considerably improves the effectiveness of classroom instruction. The study supports learners' favorable attitudes toward language learning in a CALL context because it improves students' comprehension, enthusiasm, and grades (Waheed, 2012).

Nadera (2001), found through his study that E-reading is a more active activity that requires more adaptable reading strategies and, most importantly, critical reading because it requires the reader to evaluate the importance of the variety of material he encounters.

Artan (2016), described in his recent study that both the control group and the experimental group believe that using a computer to teach and learn is beneficial, citing how having access to YouTube and authentic English content improved their teaching and benefited their students' learning. CALL makes EFL interesting, encouraging, pleasant, and significant.

According to the findings, including computer-assisted language teaching techniques into English lessons not only made lessons more engaging for the students, but also encouraged them to learn more. Additionally, the results supported those of (Kovar & Zekany, 2001) and (Swaffar & Vlatten, 1997), who found that incorporating computer-assisted education into classroom instruction improves learning outcomes, makes learning fun, and increases students' the lesson more engaging.

METHODS

In this study used descriptive qualitative research to research. According to Miles and Huberman (1994) Qualitative Data are a source of thorough, detailed descriptions and explanations of processes in recognisable local contexts is qualitative data. A simple account of participants' experiences that is as close to what they really said as feasible is the aim of qualitative description. So in this study the researcher provide an overview and summary by the result of students' interview of how Computer Assisted Language Learning (CALL) integrated by students and the factors influence their integration of CALL in teaching English. In this study, the researcher only took students who already PPL as a subject. The researcher only chose 5 students who speak well and understand about Computer Assisted Language Learning (CALL) and effective in teaching English through CALL.

Instrument

Data Collection creating the methodology for capturing information is one of the processes, along with defining the parameters of the study and gathering data through unstructured or semi-structured observations, interviews, documents, and visual materials. The instrument in this research used an interview to know how they integrates CALL in teaching English and what factors influence their integration of CALL, which consisted of 2 questions. The reasearcher chose 5 students who already PPL and speak well acquired information through an interview.

Data Analysis

Classifying the data from interview in order to know the students' integration of CALL in teaching English and classifying the data from interview in order to know the factors influence their integration of CALL.

RESULT AND DISCUSSION

1. The Result of Interview about students' integration of CALL in teaching English
 1. The student using Google classroom. The student choose google classroom because Google Classroom is very easy to use , it is practical to utilize on every smartphones. The student integrates Computer Assisted Language Learning (CALL) by posting assignment online via Google classroom, presenting teaching materials, that was some pictures using PowerPoint. It's give a effective feedback that establishes the learning processes in the classroom. Students really enjoy in learning through Google classroom.
 2. The other student using Zoom, using the Zoom App allowed the students to deliver their information face-to-face, in-person, and with more efficiency. She used the zoom meeting media in presenting material and using PowerPoint at zoom meeting.
 3. The other student using Google Meet as a digital media. Google Meet does not have a time limit and is a fantastic way for students to practice their fluency during online classes, the students felt more focused while learning how to speak. Students felt more interesting learning by this media.
 4. The students use YouTube in teaching English. Using Youtube as a digital media in giving assignments to students. Student felt enjoyable when learning using YouTube as learning support media.
 5. The students using PowerPoint. PowerPoint was used by all of the respondents to present the materials in teaching English. Some of them used a laptop and projector to present the students PowerPoint slide shows with images of various classroom objects.
 6. The other student using Digital content creation. This gives students options for the future and enables them to utilize their skills how to films and gain more self assurance when speaking English by doing this.
2. The Result of Interview about factors influence their integration of CALL
 1. Student A said that the main factors that influence my integration was students interest in learning English by technology. They can increase their creativity in using

technology. Also my skill in design materials through technology. Here it can concluded that their understanding, their capacity for effecting the utilization of online learning, their enthusiasm and responsibility for learning, classroom activities that encourage learning, assessment activities that encourage learning through experience, and effective feedback that demonstrates the learning processes in the classroom.

2. Student B said that students' motivation in learning English by using digital media. They could also designed some learning videos in their YouTube channels and my understanding of content knowledge and how to apply technology to support students' learning and attainment are joined to their increase in knowledge level, confidence and attitudes towards technology. It is conclude that their increased level of expertise, confidence, and attitudes about technology are linked to their understanding of subject matter and how to use technology to promote students' learning and achievement. The most crucial element underpinning the success of being a teacher is personality and the capacity to connect with the class and the students.
3. Student C said that the factors is my knowledge as a teacher. I could presenting teaching materials through power point on Google meet. Also my students also enjoy the online class". Here it can be conclude that the way in which students integrate CALL into the classroom depends on their comprehension. Here it can be conclude that the way in which students integrate CALL into the classroom depends on their comprehension.
4. Student D said that the factor is students' enthusiasm in learning English through digital media. So that's why i trying to ask students to make videos and upload them on their Tiktok, YouTube and instagram accounts. Through this, students can be creative in showing their talents using digital media and of course practice their speaking. Here it can be concluded that because of the students' enthusiasm for learning English and the usage of technology, teachers would be motivated to implement CALL activities.
5. Student E said that personality and my ability to design technology or digital media to relate to the class and to the students, so students will feel comfortable and motivated to study English more actively. I try to make the learning atmosphere interesting. It is conclude that the expertise and understanding of the other pupils in using technology to make materials are the same. For the incorporation of technology into language learning, teacher preparation is essential. Those who earned degrees in technology believed that it was much easier for them to know where the resources are and how to

utilize them, had a favorable attitude about employing technologies, and intend to build more online resources and materials for each of their classes.

As a result of the use of computer-assisted language learning tools in the classroom, students demonstrated the highest degree of "Studying Motivation" in learning English. It demonstrated how using computer-assisted language teaching techniques to teach English has inspired students to love the language and sparked their interest in learning more. The overall result from the interview on Students' Integration of CALL showed that the experimental group's students were quite happy with how well they learned English using the computer-assisted language teaching approach. The findings indicated that incorporating computer-assisted learning into the teaching of English increased the students' enthusiasm for learning, helped them develop confidence in their ability to learn, and encouraged them to attend lessons.

CONCLUSION

Students' integration of computer assisted language learning tool in teaching English had positive effect on students' learning satisfaction. Additionally, it improved students' learning motivation, which should eventually corroborate the claim that there is a direct connection between student's learning accomplishment and that relationship. Therefore, when the computer-assisted language teaching approach is properly implemented in the classes, the students actively participate in classroom activities. It gives the students a chance to investigate more information from a variety of sources.

Therefore, a computer-assisted language learning strategy can foster better relationships between students and teachers as well as among the students themselves, providing an engaging learning environment in the classroom. It was found that when the computer-assisted language teaching approach was properly managed and included into the courses, the students actively participated in the classroom activities.

Higher learning pleasure would result from the enthusiasm and motivation that computer-assisted training creates. In order to increase students' learning satisfaction, computer-assisted language teaching methods were successfully used when teaching English. The results supported previous research that shown students can participate more actively in language acquisition when using computers.

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