

**Students' Perception on Computer Assisted Language Learning  
(A Study at Department of English Language Education )**

**THESIS**



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## THESIS

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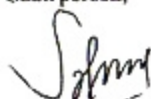
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Banda Aceh, 25 July 2018

Munira

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## ABSTRACT

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### Abstract :

This research is entitled "Students Perception on Computer-Assisted Language Learning". The aim of this study is to identify perception of students on the application of CALL in various English language subject they have completed. To find the data, the writer used questionnaire. The questionnaire was to identify students' responses and preferences toward using CALL in learning English. The writer conducted the data at department of English Language Education of Universitas Islam Negeri Ar-Raniry. The population and the sample of this research are students of English department registered in the year of 2011-2014 (4 generation) who followed the CALL class. After analyzing the result, the writer found that the students give positive responses related the use of CALL in learning English. It means that, the use of CALL in learning English gives many advantages to the students.

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of Study**

Nowadays, computers have been recognized as an instrument in teaching English in various classroom settings across different countries. There are many studies conducted worldwide to investigate the application of Computer-Assisted Language Learning (CALL) in language classrooms. A number of studies show that the use of computer in Korea can help students with mastering English, (Dalporto, 2013). Another similar research was conducted in Japan by Murata (1993) that concluded CALL helped the students in mastering English. Similarly, there is also research in Indonesia conducted with specific aim to learn how CALL is used in various English teaching context (Rachmawati, 2016).

Levy (1997, p. 1) defined thatb Computer-Assisted Language Learning (CALL) as “the search for and study of applications of the computer in language teaching and learning”. When the students use computer appropriately, they will improve the learning process in a different way. Lee (2000) stated that using computer in second language instruction can improve “practices for students through experiential learning, motivate students to learn more, enhance student achievement, increase authentic materials for study, encourage greater interaction between teachers and students and students and peers, emphasize individual needs, escape from a single source of information and, enlarge global understanding that the field of English as a Second Language can be enhanced

through the use of computer technology” (p. 10-11). In the last two decades, with the availability of affordable computer technology and easy access to the Internet, it would be unusual not to include this technology in order to enhance learning and teaching processes and overcome the limitations of the traditional methods and techniques.

CALL was designed in parallel with the facilities provided by computer technology. Computer-based instruction has been challenged the traditional teaching and learning processes. Jones (2001) expresses the importance of computer technologies in foreign language learning and teaching has been established by many people. Language teachers and administrators realize the aptness toward CALL.

CALL has been taking advantage of advanced technological facilities to create the highest interactive language learning environments for activities that develop listening, speaking, reading, and writing skills. In the developed world, all language centres agree that it is not possible to make progress without high technology and computers. According to Arzu (2013), the technology can contribute to the development of learners language learning strategies by exposing learners to the digital social environment.

Lately CALL has become an important part in foreign language education. Kadim Ozturk (2013) argues a precious supporter specifically in foreign language learning due to the fast and continuous developments in computer and information technologies over the last century. Kadim Ozturk as cited in Levy (1997) defines CALL as “the search for and study of applications of the computer in language

teaching and learning”. Today, with the availability of computers and the easy access to the Internet, it would be almost insane not to include this technology in order to enhance learning and teaching processes and overcome the limitations of the traditional methods and techniques. Thus, it can be said that CALL which was previously confined to a small number of institutions and learners is now considered as a usual part of language instruction.

Likewise, the department of English Language Education of Universitas Islam Negeri (UIN) Ar-Raniry provides CALL as one of the subject to increase pre-service English teacher’s awareness and skills on the use of computer technology in teaching English for the third-year students. Based on the researcher’s experience CALL is not really effective to study in fifth semester because CALL has been taking advantage of advanced technological facilities to create the highest interactive learning environments for activities that develop listening, speaking, reading, and writing skills. In the developed world, all language centres agree that it is not possible to make progress without high technology and computers. so with we learn CALL in the first years this is can improve students in learning English.

This study focuses on students perception on Computer-Assisted Language Learning. These perceptions will help reveal aspects of the impact that technology has on the second language learner. The writer interest to conduct entitled “Students Perception On Computer-Assisted Language Learning (*A Study at department of English Language Education of Universitas Islam Negeri Ar-Raniry* ).

**B. Research Question**

Based on above background of study, the writer would like to answer the following question: What are the English Language Education students' perceptions on the use of Computer to aid their English language learning?

**C. The aim of study**

The purpose of this study was to identify perception of students perceptions the application of CALL in various English language subjects they have completed and to investigate students difficulties in understanding CALL.

**D. Significance of The Study**

Research on the effectiveness of now technologies particularly the use of computer in language teaching, has been ongoing process. This study gives the significances of study as follow:

1. The learners can get the advantages of using CALL in mastering the English skill.
2. The researchers can be used the result of the study to others in order to give new information related to the use of CALL.

## E. Terminology

It is important to define the term used in the topic in this study, The following terms are used throughout the thesis and are defined below:

### 1. Students Perception.

According to Longman dictionary of language teaching and applied linguistics perception is the recognition and understanding of events, object, and stimuli through the use of sense (sight, hearing, touch, etc.)

The students perception in this research is students opinion refers on computers assisted language learning in university ar-raniry

### 2. computer-assisted language learning

*Computer assisted language learning (CALL)*: is use of computers and other technologies to help guide a person through direct and individualized learning.

“Computer-assisted language learning, a term designating both software and Internet enhanced approaches” (Hanson-Smith, 2000ascited in Arkin, 2003, p. 9).

## **CHAPTER II**

### **THEORICAL REVIEW**

#### **A. Perception**

Perception is the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. On the other hand, perception better describes ones ultimate experience of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to be separated because they are part of one continuous process.

#### **B. Computer Assisted Language Learning ( CALL)**

CALL is a relatively new field that draws on research from other fields, which in turn are relatively new. It is sometimes more convenient to apply the findings of this research directly to the CALL field, rather than having to carry out the research from scratch. Using an established theory from another field can save time and effort. Sometimes there is positive transfer from a related discipline. Chapelle (1997, p. 19) refers to the benefits of second language acquisition research for the field of CALL. For example, second language acquisition research has methods for evaluating the quality and nature learning of the experience that CALL may lack. However, Levy (1997, p. 21) warns that care must be taken with the application of theories and research from other disciplines. For example, previous applications of theory-driven language teaching technology



(audio-lingual methodology) were not successful (Garton, 1992). Furthermore, it is not immediately obvious which SLA model should be used.

According to Beatty (2003, p. 7), CALL is any process that involves a learner to use a computer that makes him or her improve his or her language. In line with that definition, Januszewski & Molenda (2008, p. 72) assert CALL is a technique for using technology in the field of language learning. It is of course not just using a computer to attain the improvement of language learning, but also it needs appropriate materials and methodology and adapt others for various teaching and learning styles. CALL has been used since the 1960s and 1970s though it still lacked clear research methods. CALL became popular due to the variety of factors, including a lack of storage space for book, the pre-supposition that interest and motivation can be derived from CALL materials and the easy delivery (Cooker in Tomlinson, 2008, p. 112).

CALL is a program derived from Cal (computer-assisted learning) which is implemented to language, but the use of computer here is mainly aimed at providing a language learning tutorial program (Hartoyo 2006, p. 21). In addition, Egbert (2005, p. 4) says that “CALL means students learn language in any context with, though, and around computer technologies. From both definitions, the main focus of CALL is on the application of computers in language learning”.

Computer since it was first created to date has undergone evolution so as to improve its efficiency and effectiveness. Computer until now developed so that known by the term tool used to process information according to procedures that have been formulated. Computer is widely used to solve an arithmetic problem,

but modern computers are used for many tasks that are not related to data processing. According to oxford English dictionary (OED), defines computer as a device used to calculate or control operations expressed in numerical or logical form. According to Hamcher (2009, p. 29) computer organization is a fast electronic calculating machine and can receive digital input information, then process it in accordance with the program stored in memory, and produce output in the form of information.

Computer and the internet technology seems to encourage learner autonomy by allowing students to choose the time, place and circumstance and that are conducive to their learning. Additionally computers and the internet can raise the learner levels of motivation in language education by offering topic that are interest to the learners and by introducing a diversity of study methods inside and outside the classroom.

Moreover the internet can contribute the development of learner's language learning strategies by exposing learners to a digital social environment with many native speakers to whom the students do not have access in their local community. Finally, students who learn with computer can work individually at a comfortable pace, so they are more likely to take personal responsibility for learning both inside and the outside classroom.

Lee (2000) further mentioned numerous reasons why computer technology should be used in second language instruction. CALL can (a) provide students with experiential learning practice, (b) motivate students to learn, (c) potentially increase student academic achievement, (d) increase available authentic materials,

(e) encourage interaction between instructors and students and students and peers, (f) place emphasis on individual 11 goals, (g) allow students to use multiple sources for information, and (h) create a sense of global understanding (Lee, K. W., 2000).

Traditional higher education language learning has involved the use of lectures, during which language concepts are explained to students by the instructor. Additionally, seminars or study sessions are provided to handle issues and questions from the lecture as well as provide an additional outlet for students to discuss language topics under the guidance of a seminar tutor. A major disadvantage of this style of classes is that it can be considered a passive approach to learning (O'Donaill, C. & MacCoinnigh, M., 2006).

This approach is regarded as learning which does not actively engage the learner. Lectures and seminars often encourage a passive approach to learning because students can potentially opt out of the course even though they may still be attending. In contrast to this, technology based learning theories often suggest that learning is an active process by which the learner builds new knowledge based on personal judgments and self-organized input (Baumgartner, Lee, Birden, & Flowers, 2003; Walker, 2003).

There are many roles that computer can do to assist students in language learning. The number of its roles depends on the number of what it can do to help teacher. Generally, computer can do two main roles in language teaching. The variables of this study are English grammar i.e. past tense and computer assisted language learning (CALL). According to Ahmad, et. al (1991, p. 82), English

grammar is defined as a structural foundation of English. It consists of a pattern that governs language behavior. Thus, the teaching of grammar in this view emphasizes language form only in which students are only required to remember and practice language pattern without considering the use of such pattern in meaningful context. As a result, students know the language pattern but cannot use such pattern in their live.

Further, functional view defined grammar not only as a set of grammatical form, but also grammatical meaning and use. Consequently, teacher is required to not only teach language pattern but also show the students how the language is used in meaningful context. According to Afshari, et.al (2009, p. 67) to create such context, teacher is recommended to use media to facilitate them to teach grammar effectively. The media that is considered as a sophisticated one is computer because it can present students not only, picture but also sound, video, animation, and graphic that can facilitate teacher to create meaningful grammar in context and make learning interesting. Thus, students' motivation to learn grammar increases. In addition, CALL can also provide students retention, extended.

From the explanation about CALL above, it can be concluded that CALL is a language learning and teaching approach in which computer is used as a tool for presentation, assisting students, and evaluating materials, and has an interactional element to improve language learning and language mastery.

### **C. CALL Tutors and Tools**

The use of CALL materials is expected to be able to apply the technology in the development of activities and the solution of real problems. This makes the students able to produce something of their own 39 interest and learning with the experience. The use of technology on language skills developments, one of them is comprehension proposed by Roblyer and Doering (2012, p. 283), hence, can give motivational, individual instruction and practice in individual reading skills of the students.

The computer can act as a tutor or a tool (Levy, 1997, p. 39). As a tutor, it assumes the role traditionally held by a teacher in a language learning environment. A tutor evaluates the student input in some way. It is often designed with an independent learner in mind. As a tool, a CALL program works as an aid to a teacher in a language learning situation. For example, a program to teach German verbs or Chinese pronunciation may be used as a tool by a teacher to enhance the learning experience.

Afshari, et.al (2009, p. 67) also argue that a tool does not assess the learner. When evaluating a CALL program, it is important to know if it is a tutor or a tool because they have different aims and therefore should be judged on different criteria. CALL Tutor A CALL tutor offers flexibility on several different levels, including access time, geographical location and learning pace. It must be reliable, as it is the primary (and sometimes only) learning source. The feedback must be timely, accurate and appropriate. Moreover, currently a tutor can only

effectively deal with certain language skills. For example, the processing of user speech still presents a problem given current technologies. While technology does offer many opportunities, not everything that can be done should be done. Reflection is needed on this issue.

The field of CALL involves the use of a computer in the language learning process. CALL programs aim to teach aspects of the language learning process through the medium of the computer. CALL programs can be (and have been) developed for the many parts of the language learning process. According to (Levy, 1997, p. 39), some of the factors that determine the characteristics of any CALL program include:

1. The language taught,
2. The language of instruction,
3. The language writing system (both roman and non-roman character based),
4. The level of the language to be taught (from absolute beginners to advanced),
5. What is to be taught (grammar, informal conversation and pronunciation) and
6. How it is to be taught.

A CALL tool is designed to assist learning - it is part of a larger process. The tool does not have a methodology and the learner is in direct control. Examples of CALL tools include email, electronic dictionaries, concordances, Computer Mediated Communication (CMC) and the word processor. Generally,

there is no feedback to the user. More teacher input, both in the planning and usage stages, is required with a tool (Ahmad, et. al, 1991, p. 82),

CALL materials share many of the characteristics of non-CALL material (Levy, 1997). Materials can either be authentic, produced locally or commercially. Another commonality is that there is often dissatisfaction with commercially produced materials. However, the diverse capabilities of computers mean that differences exist. CALL enables the integration of sound and video into courseware materials. It adds a dynamic dimension that is impossible with a book (e.g. exercises, links to relevant information, interactivity and feedback).

However, unlike a book, with CALL only a small component can be viewed at any one time - the learner cannot “flick” through the pages as s/he can with a book to get an overview of what is available on the course. While several frameworks have been proposed for CALL materials, none has been formulated that captures the unique qualities of CALL materials. There are four different types of knowledge that are necessary for the development of CALL materials: theory of instructional design, theory of language teaching, theory of language learning and knowledge of applicability of technology.

Theories of instructional design involve linking learning theories with the practice of building instructional systems (Gros et al., 1997, p. 23). There are many different theories of language teaching which include behaviourist, explicit learning, comprehension-based, communicative and humanistic approaches (Hubbard, 1987). The field of Second Language Acquisition (SLA) provides many of the theories of language learning. Knowledge of applicability of

technology encompasses knowledge of the different types of technology available and their suitability for their intended process. This includes awareness of the alternatives available, their ease of application/implementation and their pedagogical appropriateness.

#### **D. Learner-Centered CALL**

The concept of Learner-centered design is an important one in education. It means focusing on the learner and his/her needs and motivations. Arizona (2001, p. 67) discusses learner-centered education, defining it as placing the student and the learning process at the center of the decision making process. The concept of learner-centeredness is also important in the area of curriculum/syllabus design.

Various authors have proposed Learner-centred principles. APA (1997, p. 77) list 4 principles grouped into cognitive and meta-cognitive factors, motivational and affective factors, developmental and social factors and individual difference factors. Hoven (1999, p. 67) proposed the following four principles for learner centered CALL

1. A socio-cultural methodology provides a suitable paradigm.
2. Learner-centred features include recognition of features and their propensity to change. Depending on its potential to be modified, a feature will either be identified as less amenable to change (e.g. sex or age) or somewhat/more amenable to change (e.g. learning style) and dealt with accordingly.



3. Learners must be taught how to manage control in a learner-controlled environment.
4. Task-based pedagogy (e.g. one that recognizes that language learning is a developmental process).

### **E. Advantages and Disadvantages of Call**

Computers have advantages on the teaching and learning in classes like what Thomas and Kobayashi (1987, p. 5) assert “at the instructional level, microcomputers are used by pupils to learn reading, mathematics, science, social studies, music, art, health practices, and games of all sorts.” Moreover, by using computer programs, the teacher can easily assess the students’ learning and mastering materials in step so that before the student moves ahead to the next material, the computer can provide remedial re-teaching of any part of the present segment that the learner has not yet mastered. In effect, computer-assisted instruction can be better adjusted to individual differences in pupils’ learning skills than can the typical lecture, textbook, or television lesson. As we know not all students enjoy using CALL to learn a language. For example, she or he couldn’t concentrate when using a computer to learn a language and sometime she or he feel that CALL created too much stress. However there are many reason why adult student specifically use CALL.

As with many educational tools, researchers are able to find advantages and disadvantages with CALL. Research findings have shown that the use of CALL has positive effects on the achievement levels of ESL students. At the same

time, CALL still has noteworthy limits and disadvantages, such as financial aspects, participant isolation, and technology knowledge requirements (Lai, C., & Kritsonis, W. A., 2006).

## 1. Advantages of Call

### a. Interest and motivation

Classical language teaching in classroom can be monotonous, boring and even frustrating, and students can lose interest and motivation in learning. CALL programmers can provide student ways to learn English through computers games, animated graphics, and problem-solving techniques which can make drills more interesting (Ravichandran 2000).

### b. Individualization

CALL allows learners to have non-sequential learning habit; they can decide on their own which skills to develop and which course to use, as well as the speed and level by their own needs.

### c. A compatible learning style

Students have different style of learning, and an incompatible style for students will cause serious conflicts to them. Computer can provide an exciting “fast” drill for one student and “slow” for another.

### d. Optimal use of learning time

The time flexibility of using computer enables students to choose appropriate timing for learning. Winter (1997) in Kilickaya (2007) stressed the importance of flexible learning, learning anywhere, anytime, anyhow, and anything you want, which is very true for the web-based instruction

and CALL. Learners are given a chance to study and review the materials as many times they want without limited time

e. Immediate feedback

Students receive maximum benefit from feedback only if it is given immediately. A delayed positive feedback will reduce the encouragement and reinforcement, and a delayed negative feedback affect the crucial knowledge a student must master. Computer can give instant feedback and help the students ward off his misconception at the very first stage. Brown (1997) in Kiliçkaya (2007) listed the advantages of CALL as giving immediate feedback, allowing students at their own pace, and causing less frustration among students.

f. Error analysis

Computer database can be used by teacher to classify and differentiate the type of general error and error on account of the influence of the first language. A computer can analyze the specific mistakes that students made and can react in different way from the usual teacher, which make students able to make self-correction and understand the principle behind the correct solution. (Ravichandran, 2007)

g. Guided and repetitive practice

Students have freedom of expression within certain bounds that programmers create, such as grammar, vocabulary, etc. They can repeat the course they want to master as many as they wish. According to Ikeda (1999) in Kiliçkaya (2007), drill-type CALL materials are suitable for

repetitive practice, which enable students to learn concepts and key elements in a subject area.

#### h. Pre-determined to process syllabus

Computer enhances the learning process from a pre-determined syllabus to an emerging or process syllabus. For example, a monotonous paper exercise of 'fill-in-the-blanks' type can be made more exciting on the screen in the self-access mode, and students can select their own material. Therefore, CALL facilitates the synthesis of the pre-planned syllabus and learner syllabuses "through a decision-making process undertaken by teacher and learners together" (Breen 1986 in Ravichandran 2000).

## **2. Disadvantages of Call**

Although there are many advantages of computer, the application of current computer technology still has its limitation and disadvantages. some disadvantage of CALL are as follow :

### 1. Lack of trained teachers

It is necessary for teachers and students to have basic technology knowledge before applying computer technology in second language teaching and learning. Therefore, computers will only benefit those who are familiar with computer technology (Roblyer 2003 in Lai 2006).

## 2. Imperfect current call programs

At present, the software of CALL mainly deals with reading, listening, and writing skills. There are some speaking programs have been developed recently, but their functions are still limited. Warschauer (2004) in Lai (2006) stated that a program should ideally be able to understand a user's spoken input and evaluate it not just for correctness but also for "appropriateness". speaking program should be able to diagnose a learners problem with pronunciation, syntax, or usage and then intelligently decide among a range of options.

## F. TYPE OF CALL

Currently there are several type of CALL in the educational environment. It is necessary to know the different type of CALL used in the learning environment. According to Hussin (1994) and Min (1998), the various types of CALL can be categorized as drill-practice, tutorial, simulations, utility, the world wide web, internett, and a email. Descriptions of these program follow.

### a. Drill-practice

This type of call software is must often use for grammar drills practice. Most of these programs have been referred to electronic workbooks in that their form and task are very similar to traditional paper and-pencil workbook (min, 1998).

### b. Tutorial

Tutorial programs utilize the computers power to provide information dynamically and to modify materials to the learners own capability. Also, these programs maintain careful records of learners progress (Almahboub, 2000).

c. Simulations

Most simulation environments are based on realistic contexts, knowledge, and experience. The key to simulations is that the computer responds to user security access through a sign-on, which offers motivation for language learning (Min, 1998).

d. Utility

Utility programs play a significant role in the capability of learners and decisions on the use of computers for language learning. Word processing (e.g., English composition) is a well-known example of a utility program (Husin, 1994).

e. The world wide web

The World Wide Web (www) is the most recent medium of computer-mediated communication that is currently being used in the second language classroom. The www can be applied in numerous ways in language instruction. The www is powerful, flexible, easy to use, and easily available to any member of the online community with a web browser (Warschauer, 1996).

f. Internet

The internet is gradually being introduced into the second language classroom as instructors become more familiar with this medium. esl and efl teachers and students have found broad use of the internet including worldwide electronic information lesson plans. Articles, books, and individualized instructional content ; this indicates that this medium presently plays a critical role in language learning (warschauer, 1996)

g. Email

This certainly the most frequent use of the internet. Email uses an asynchronous mode. The use of e-mail in the classroom has served the needs of many second-language theorists, making this specific language-learning activity an authentic option (Leh, 1997).

In addition, Moorley (2009, p. 29) mentions there are four types of instructional strategies that can be used in language teaching:

- a. Drill and practice: it is used to present material, exercise, as well as immediate feedback repeatedly.
- b. Tutorial: it is used to present an explanation or illustration of the new or being learnt material.
- c. Simulation: it is used to give students' a chance to apply their knowledge in the real situation
- d. Instructional/educational games: it is used to motivate students and develop their ability. Last, computer is used to assist assessment. Computer-assisted assessment is the role of CALL to assess students' learning progress and to provide them feedback and correction during and after learning process.

Therefore, the roles of CALL are to assist instruction and assessment. In assisting instruction, CALL offers four types of instructional strategies such as drill and practice, tutorial, simulation, and instructional/ educational games; while, in assisting assessment, the use of CALL is to give students feedback and correction.

### **G. The Role of CALL in Language Learning**

The use of computers in teaching and learning process which has many illustrations/pictures in the materials is not just because they are interesting but also they have other roles that can engage students to focus on the learning. Those roles are proposed by Duchastel in Thomas and Kobayashi (1987, p. 192). They are:

- (1) an attention role, where an illustration is primarily intended to keep students interested,
- (2) an explicative role, where an illustration directly assists comprehension by visually clarifying a point, and finally, and
- (3) a retentional role, where an illustration assists later retention of information by being easier to recall than verbal ideas alone.

Computers are often involved in multimedia presentations or selfstudy programs that incorporate text, audio, and animated image. The advantages of using multimedia for the students in language learning are as follows (Smaldino, Lowther and Russel, 2012, p. 257).

#### **1) Interactive**

Multimedia engages learners to make choices about moving within the material in meaningful ways, thus fulfilling the requirement of learner participation

#### **2) Individualization**

Multimedia allow students to oversee the rate and sequence of their learning, giving them more control over the outcomes.



### 3) Special needs

Multimedia is affective with special learners at-risk students, student with diverse ethnic backgrounds, students with disabilities, and gifted and talented students. Multimedia accommodates students' needs by allowing them to proceed through the instruction at an appropriate pace for each individual learner.

### 4) Information management

Multimedia can cover a growing knowledge base associated with information explosion. Multimedia can manage all types of information text, graphic, audio, and video to put information at the instructor's and student's disposal.

### 5) Multisensory experiences

Multimedia provides diverse learning experiences. These can employ a variety of instructional strategies suitable for basic instruction, remediation, or enrichment.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter subsequently emphasizes on the research methodology, this research utilizes quantitative research. Furthermore, this chapter also consists of sub-points, including the research method, research design, population and sample, instrument for data collection, technique of data collection, technique of data analysis and brief description of research location.

#### **A. Research Design**

##### **1. A Brief Description of Research Location**

Since 2013, IAIN Ar-Raniry changed into UIN Ar-Raniry which is located in Darussalam Banda Aceh, Aceh. Firstly, IAIN has 5 (five) faculties. Where each of them focused on one specific study; Tarbiyah faculty concerning on Islamic teacher training, Dakwah Faculty dealing with communication and mass communication, Syariah Faculty focusing on Islamic Law and Economy, Adab Faculty stressing on literature, history, culture, Islamic art and library, and the last is Ushuluddin concentrating on Islamic experience. Then, after IAIN changed to UIN, several new faculties were added, that are; Economics and Business of Islam faculty (FEBI), Social and Political Sciences faculty, Psychology and Counseling faculty, Science and Technology faculty.

The Faculty of Education and pedagogy provides twelve departments which are classified based on their specific studies and programs, namely ; Mathematics Department (PMA), Physics Department (PFS), Biology Department (PBL), and

Chemistry Department (PKM). They are Religion Educations Department (PAI), Arabic Department (PBA), English Department (PBI), Islamic Civilization Department (TKI), and Education for Elementary Teacher (PGMI), Electro Enginer department (PTE), Kindergarten Department (PGRA), and information and technology department (PTI).

The writer took place at English Department (PBI), it is one part of Tarbiyah Faculty. PBI has a mission to produce competent English teachers who master all aspects of English language and is capable of transferring their knowledge as well. In order to achieve its goal, the curriculum has been arranged as proper as possible; for instance, many important subject are transferred to the students, such as four English skills, educational subjects, textbook and curriculum analysis, and other courses to support the students to be competent English teachers.

## **2. Population and sample**

### **a. Population**

According to Jack and Norman (2009) population is the largest group to which one hopes to apply the results, based on definition, The population of this research is all of students of English Department registered in the year of 2011 - 2014 (4 generations). It has more than five classes/units each generation.

### **b. Sample**

Prabhat and Meenu (2015, p. 43) stated that “a sample is a small proportion of a population selected for observation and analysis. This is based on

arikunto (2003), he said that if the subject is less than 100, it is suggested to take whole population. If the subject more large it can be taken between 10-15% or 20-55%. In this study the writer took randomly one unit each generation which consists of 30 students who was registered in the year of 2011-2014 and completed CALL subject. For the total of all students who was completed the CALL subject is 163 and I took 40% of the respondents. So, there are 60 students as a sample which use randomly sampling.

## **B. Research Instrument**

The instrument in this study used questionnaires. The questionnaires were used to get the primary data of the research. Alison and Susan in Brown (2001, p. 6) defined questionnaires (a subset of survey research) as “any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answer”(p. 6) questionnaires allow researcher to gather information that learners were able to report about themselves, such as their belief and motivations about learning or their reactions to learning and classroom instruction and activities-information that is typically not available from production data alone.

Questionnaires divides in to two types of question items; a closed-item and open-ended items closed—item is specific answer and question is one for which the researcher determiner possible answer, whereas as open-ended items question allows respondents to express their own thoughts and ideas in their own manner. In this study, the researcher focus on closed –item because the researcher container ask close-items question to focus in on important concept depending on

the purpose of study and the questionnaires were written in *Bahasa Indonesia* to avoid misunderstanding of students. The questionnaire consisted of 9 closed-item questions which covered some aspects; the students' perception on computer assisted language learning.

### **C. Technique of Data Collection**

To answer research question in this research, the writer applied appropriate technique to collect the data, namely, questionnaire. Questionnaires were given in accurate time in order to obtain more valid and reliable data. The questionnaire consisted of 9 questions which are arranged of close-ended questionnaire. The form of questions is close which the alternative answer and students' preference that can be chosen by participant.

### **D. Technique of Data Analysis**

After collecting the data, the writer analyzed them by using statistical procedure. The result of questionnaires is analyzed by using the formula as follow (Sudijono, 2008):

$$P = \frac{F}{N} \times 100\%$$

*Which:*

P = percentage

F = frequency

N = the number of sample

100% = constant value

The data was analyzed using descriptive analysis tool to find out the highest, middle and lowest score. In addition, in analyzing preference in questionnaire, the research analyzed it conventionally.

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Research Result

Data collection was provide throught questionnaire . The was given to all students of English Language Department who was registered in the year of 2011 - 2014 (4 generations) and completed CALL subject. The questionnaire was distributed by using google form.

Based on data analysis that explain was collected and was analyzed from students of English Department the writer would explain how the students' perception about Computer Assisted-Language learning. From some points of statement written in the questionnaire according to the data the writer obtained with the high result of percentage, most of the students using Computer has a very strong correlation with attitudes toward CALL. Indicating that as students perception of computer attributes improve, their attitudes will be enhanced as well. As a results contained in the following table:

<u>No</u>	<u>The Statement of Questionnaire</u>	<u>The Alternative Answer</u>			
		<u>SD</u>	<u>D</u>	<u>A</u>	<u>SA</u>
1	The use of computer encouraged the students to learn English	-	-	33 (55%)	27 (45%)
2	The use of CALL developed the learning material	-	-	26 (43%)	34 (57%)
3	The use of CALL improved the students' ability in understanding English	-	-	29 (48%)	31 (52%)
4	The use of CALL helped the students in accomplishing the tasks effectively	-	-	29 (48%)	31 (52%)
5	The use of CALL improve the opportunity to express their ability in English	-	-	35 (58%)	25 (42%)

6	The use of CALL could give the chance to learn by themselves outside the classroom	-	-	30 (50%)	30 (50%)
7	The use of CALL helped the students in presenting the material	-	-	25 (42%)	35 (58%)
8	The use of CALL help the students to understand the material easier.	-	-	23 (38%)	37 (62%)
9	The use of CALL created the interaction among the students	-	-	28 (47%)	32 (53%)

Based on the answer above, it can be seen that for question number 1, the use of CALL encouraged the students in learning English. There were 27 students (45%) answered strongly agree and 33 students (55%) said that they agree about it. The students encouraged in learning English because the material given through this media helped them to learn easily and could understand the material well. CALL created the stimulated situation in learning and it did not make the students feel bored in learning.

For the question number 2, it informs that the use of CALL could develop the learning material based on the students' answer. 34 students (57%) answered strongly agree and 26 students (43%) said that they agree about this statement. The students could get much material in learning by using CALL. They could get material which did not given by the lecturer in the classroom. Then, they also could find new words and experience in learning by read the book.

For the question number 3, it shows that the use of CALL could improve the students' ability in understanding English. There were 31 students (52%) answered strongly agree that it could improve their English and 29 students (48%)



said that they agree about this statement. The students could learn much by using it, can improved their ability in English, and had time to learn the material when the lecturer asked them to learn in the computer room.

For the question number 4, it concludes that the use of CALL could help the students to accomplish the tasks effectively. There were 31 students (52%) answered strongly agree that it could help them in accomplishing the tasks and 29 students (48%) said that they agree about this statement. The students could finish the task given by the lecturer on time. It is caused the time to finished it was determined. Therefore, the students managed the time effectively. They worked seriously and tried to answer as right as possible.

For the question number 5, it can be seen that the use of CALL could improve the opportunity to the students in expressing their ability in English. There were 25 students (42%) answered strongly agree that it could help them in expressing their ability in English and 35 students (58%) said that they agree about this statement. It can be seen that the students got the opportunity to express their ability in learning English. By using CALL they could train all of their English skills. Therefore, they agreed to use it in learning.

For the question number 6, it summarizes that the use of CALL could give the chance to the students in learning by themselves outside the classroom. There were 30 students (50%) answered strongly agree that it could give the chance to learn by themselves outside the classroom and 30 students (50%) said that they agree about this statement. It can be seen that the students could get the chance to

learn by themselves outside the classroom. The students did not only get the material given by the lecturer but also by the computer through the CALL's program.

For the question number 7, it informs that the use of CALL helped the students in presenting the material. There were 35 students (58%) answered strongly agree that it helped the student to present the material and 25 students (42%) said that they agree about this statement. It can be seen that the students could present their material especially when the lecturer asked them to make the presentation. The students learned from the CALL program how to make the presentation and looked at the samples of presentation.

For the question number 8, it can be seen that the use of CALL helped the students to understand the material easier. There were 37 students (62%) answered strongly agree that it help the students to understand the material easier and 23 students (38%) said that they agree about this statement. It can be seen that the students could learn easier in understanding the material by using CALL program. The students could find more material and knew how to accomplish the tasks. It trained their ability and helped them to get better information related to the material.

For the question number 9, it can be seen that the use of CALL could create the interaction among the students. There were 32 students (53%) answered strongly agree that it could create the interaction and 28 students (47%) said that they agree about this statement. It can be seen that the students interacted

each other's while learning by using CALL. The students could discuss about the material and they could share how to accomplish the task. Therefore, they could interaction even though they were not in the classroom when they learned by using CALL.

Based on the questionnaire it can be seen than the use of CALL in learning English gives many advantages to the students. It can encourage the students' in learning. The students get more motivation in mastering the material given by the program. In addition, they also motivate to accomplish the tasks given by the lecturer.

## **4.2 Discussion**

The discussion discusses the result of the research related the use of CALL for the English students. Based on the questionnaire it can be seen than the use of CALL in learning English gives many advantages to the students. It can encourage the students' in learning. The students get more motivation in mastering the material given by the program. In addition, they also motivate to accomplish the tasks given by the lecturer. CALL has been taking advantage of advanced technological facilities to create the highest interactive language learning environments for activities that develop listening, speaking, reading, and writing skills. In the developed world, all language centres agree that it is not possible to make progress without high technology and computers. According to Arzu (2013), the technology can contribute to the development of learners

language learning strategies by exposing learners to the digital social environment.

The data analysis showed that the student gave positive responses related to the use of CALL in learning English. The research reported that the students were encouraged in learning English because the material given through this media helped them to learn easily and could understand the material well. CALL created the stimulated situation in learning and it did not make the students feel bored in learning. The students could get material which was not given by the lecturer in the classroom. Then, they also could find new words and experience in learning by using it. They could train themselves in learning and mastering the English skills. The students had time to learn the material when the lecturer asked them to learn in the computer room.

The result of study also informs that the students could finish the task given by the lecturer on time. It is caused the time to finish it was determined. Therefore, the students managed the time effectively. They worked seriously and tried to answer as right as possible. It can be seen that the students got the opportunity to express their ability in learning English. By using CALL they could train all of their English skills. Therefore, they agreed to use it in learning.

In addition, this significant difference is consistent with other studies that investigated the effect of CALL on learning foreign languages. CALL has important potential for English language teaching. If used properly with clear educational objectives, CALL can interest and motivate learners of English.

CALL can increase information access to the learner, provide flexibility to instruction and thereby better serve the individual's learning pace, cognitive style and learning strategies.

The result of the study also described that CALL allows learners to control their own learning process and progress. Using effective and suitable software applications, CALL can provide communicative meaningful language learning environments. The creation of designed CALL language can offer a balance of controlled practice and free communicative expressions to students. With the CALL technological advance in the future students can absorb some of the functions of the teaching.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

As already mentioned in the first chapter of this thesis, the aim of this study were to find out the perception of students on Computer-Assisted Language Learning. Based on the result of research it concluded that the use of CALL for the English students. Based on the questionnaire it can be seen than the use of CALL in learning English gives many advantages to the students. It can encourage the students' in learning. The students get more motivation in mastering the material given by the program. In addition, they also motivate to accomplish the tasks given by the lecturer.

#### **5.2 Suggestion**

Based on the findings discussed above, the researchers suggest the following recommendations:

1. Researchers should conduct other studies on the effect of computerized programs on the students' achievement in English, focusing on one of skill in English which do not discuss in this study.
2. The use of software programs in language teaching should be investigated further. Researchers should conduct further studies on the effectiveness of

CAI method on teaching language skills and other components of the language.

3. Lecturers are advised to vary their methods, techniques and ways of teaching, according to their students' needs and interests. They are also advised to use the computerized method more intensively and more frequently.

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10 Januari 2018

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nyusun Skripsi

ada Yth.

Tempat

n Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini  
mohon kiranya saudara memberi izin dan bantuan kepada:

Nama : Munira  
NIM : 231 324 219  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
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untuk mengumpulkan data pada:

Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh

in rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah  
Keguruan UIN Ar-Raniry yang berjudul:

nts Perception on Computer Assisted Language Learning (A Study at Department of English  
uage Education)

lanlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan  
kasih.

An. Dekan  
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Hal : Permohonan Izin Penelitian

Banda Aceh, 10 Januari 2018

Kpd Yth.  
Bapak Dekan Fakultas Tarbiyah dan  
Keguruan  
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di -  
Tempat

Assalamualaikum. Wr. Wb.

Dengan hormat, saya yang bertanda tangan dibawah ini:

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NIM : 231324219  
Prodi/Sem : Pendidikan Bahasa Inggris / 9  
Alamat : Darussalam, Tanjung deah, Jln, Miruk taman lam  
Ln ujung, No 19.

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Sebagai bahan pertimbangan Bapak turut saya lampirkan syarat-syarat sebagai berikut :

1. Photocopy bukti pembayaran SPP
2. Instrumen pengumpulan data
3. Photocopy SK skripsi 1 lembar

16

Demikian, permohonan ini saya buat, atas bantuan Bapak saya ucapkan terima kasih.

Wassalam

Mengetahui.  
Membimbing,

Pemohon,



( ..... )  
NIM. 231324219



# QUESTIONNAIRE

Nama : Ps

Semester : 13

Read the question below and choose one of the answer based on your condition.

NO	QUESTION	Strongly disagree /sangat tidak setuju	Disagree /tidak setuju	Agree/ setuju	Strongly Agree/ sangat setuju
<b>A. The Use of Computer to Assist Language Learning</b>					
1	Penggunaan komputer mendorong/mendukung siswa dalam mempelajari bahasa inggris.			✓	
2	Penggunaan komputer membantu siswa dalam memperkembangkan materi belajar.			✓	
3	Penggunaan komputer membantu siswa untuk meningkatkan kemampuan mereka dalam memahami teks bahasa inggris.			✓	✗
4	Penggunaan komputer dapat membuat siswa lebih efektif dalam menyelesaikan tugas-tugasnya.				✓
5	Penggunaan komputer bisa meningkatkan peluang bagi siswa untuk lebih ter-expos bahasa inggris.				✓
6	Penggunaan komputer bisa membuat siswa belajar sendiri (diluar kelas).			✓	
7	Penggunaan komputer lebih memudahkan siswa dalam penyampain materi (tugas presentasi).				✓
8	Penggunaan komputer membuat siswa lebih mudah dalam mengkaji pelajaran.			✓	
9	Penggunaan komputer dapat membuat siswa bisa berinteraksi satu sama lain.			✓	

Thank you very much for your cooperation !!

### QUESTIONNAIRE

nama: Rima a smaul husna

semester: 9

Read the question below and choose one of the answer based on your condition.

QUESTION	Strongly disagree /sangat tidak setuju	Disagree /tidak setuju	Agree/ setuju	Strongly Agree/ sangat setuju
<b>The Use of Computer to Assist Language Learning</b>				
Penggunaan komputer mendorong/mendukung siswa dalam mempelajari bahasa inggris.			✓	
Penggunaan komputer membantu siswa dalam memperkembangkan materi belajar.			✓	
Penggunaan komputer membantu siswa untuk meningkatkan kemampuan mereka dalam memahami teks bahasa inggris.			✓	
Penggunaan komputer dapat membuat siswa lebih efektif dalam menyelesaikan tugas-tugasnya.				✓
Penggunaan komputer bisa meningkatkan peluang bagi siswa untuk lebih ter-expos bahasa inggris.				✓
Penggunaan komputer bisa membuat siswa belajar sendiri (diluar kelas).			✓	
Penggunaan komputer lebih memudahkan siswa dalam penyampain materi (tugas presentasi).				✓
Penggunaan komputer membuat siswa lebih mudah dalam mengkaji pelajaran.			✓	
Penggunaan komputer dapat membuat siswa bisa berinteraksi satu sama lain.			✓	

Thank you very much for your cooperation !!



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-035/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-469/Un.08/TU-FTK/TL.00/01/2018 tanggal 10 Januari 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Munira  
NIM : 231 324 219  
Prodi /Jurusan : Pendidikan Bahasa Inggris

Teiah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

**Students Perception on Computer Assisted Language Learning (A Study at Department of English Language Education)**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 17 Januari 2018

Ketua Prodi Pendidikan Bahasa Inggris



## AUTOBIOGRAPHY

1. Name : Munira
2. Place/date of birth : Aceh Besar , 17 april 1995
3. Sex : Female
4. Religion : islam
5. Nationality/ ethnicity : indonesia /acehnese
6. Marital status :single
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8. Address :tanjung deah, darussalam
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10. Educational background
  - a. Primary school :MIN Tungkop (2007)
  - b. Junior high school : MTsS Babun Najah (2010)
  - c. Senior high school :MAS Ruhul Islam (2013)
  - d. College/university : English Department of Tarbiyah Faculty of UIN  
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-occupation :Civil Cervant
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-occupation :Employee
15. Address :Jl. Miruk taman lama, Ir Ujung , Desa Tanjung Deah,  
Kec, Darussalam, Aceh Besar

Darussalam, july 25, 2018

Munira