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BAHASTRA

Jurnal Ilmiah Bahasa dan Sastra

- ☐ THE EFFECTS OF TEACHER CORRECTIVE FEEDBACK ON STUDENTS' WRITING COMPETENCE
M. Tolkhah Adityas
- ☐ ENHANCING STUDENTS' SPEAKING SKILL THROUGH COMPUTER ASSISTED LANGUAGE LEARNING (CALL)
Ariella Trivoga
- ☐ PERKEMBANGAN KEMAMPUAN TATA BAHASA PADA ANAK
Nori Purwatasari
- ☐ IDENTIFIKASI VERBA PENGHUBUNG DALAM BAHASA INGGRIS
Betti Nur Oktavianti
- ☐ THE EFFECTIVENESS OF STORYTELLING USING REALIA TO IMPROVE SPEAKING ABILITY IN THE TENTH GRADE STUDENTS AT SMAN 1 SANDEN IN ACADEMIC YEAR 2012/ 2013
Salamah Jamiatun - Sucipto

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ENHANCING STUDENTS' SPEAKING SKILL THROUGH COMPUTER ASSISTED LANGUAGE LEARNING (CALL)

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Abstract

The very important thing in speaking English instruction is applying speaking tasks in English classroom. Through speaking tasks, students can rehearse the skill by having discussions or practicing some conversations. Speaking class is not only can be assisted by teacher but also by technology especially computer. Computer which assists language instruction named Computer Assisted Language Learning (CALL). CALL interactions are likely to include sounds, animation, video and communication over local area networks (LANs), email and internet chat-lines. The main uses for computer in language teaching are for reference, teaching and testing programs, E-mail exchange, Web sites and the word processor. But, CALL also can help the students to enhance their speaking skill. In the speaking class, CALL can be combined with communicative activities. It makes the students more active and enjoy the instruction.

Key Words: Globalization, computer, CALL, technology.

Introduction

Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Richard in Brown (2000: 267-268) notes "the conversation class is something is an enigma in language teaching." The goals and techniques for teaching conversation are extremely diverse, depending on the students, teacher and overall content of the class. Historically, "conversation" classes have ranged from quasi-communicative drilling to free, open, and sometimes agenda-less discussions among students. The greatest difficulty that learners encounter in attempt to speak is not the multiplicity of sounds, words, phrases and discourse forms that characterize any language, but rather the interactive nature of most communication. For the learners, the matter of what to say – a tremendous task, to be

sure – is often eclipsed by conventions of how to say things, when to speak, and other discourse constraints because conversations are collaborative as participants engage in a process of negotiation meaning (Brown, 2000: 269).

Due to the difficulty of learners in speaking class, they need interesting media that serve authenticity. Video is a natural way to teach information routine requiring prediction. Video is served in the computer and it help the students in the instruction. Computer is also used in language instruction and computer which assists language instruction named Computer Assisted Language Learning (CALL). Computer used in instruction provides virtually instantaneous response to the students input, has extensive capacity to store and manipulate information, and is unmatched in its ability to serve many individual students simultaneously.

It has the ability to control and integrate a wide variety of media – still pictures, graphics, and moving images, as well as printed information. The computer can also record, analyze, and react to students' responses that are typed on a keyboard or selected with a mouse. CALL interactions are likely to include sounds, animation, video and communication over local area networks (LANs), email and internet chat-lines. The way teacher and learners use of CALL affects the development of language learners' four skills: speaking, writing, reading and listening.

Computer Assisted Language Learning (CALL)

Computer which assists language instruction is named Computer Assisted Language Learning (CALL). Nunan (2003: 248) states that Computer Assisted Language Learning (CALL) is closely related to many disciplines and the computers. But the breadth of what may go on in CALL, a general and useful working definition is any process in which a learner uses a computer and, as a result, improves learner's language. CALL continues to grow in many directions. Currently, CALL interactions are likely to include sound, animation, video and communication over local area networks (LANs), email and internet chat lines.

Beatty (2003: 7) defines CALL as any process in which a learner uses a computer and, as a result, improves his or her language. An awareness of current practice in the teaching and learning of language at the computer spectrum allows learners, teachers and researchers to recognize appropriate materials and methodologies and adapt others to various teaching and learning styles.

There are three phases the development of CALL: Behavioristic CALL, Communicative CALL and Integrative CALL (Multimedia and

the Internet). Communicative CALL satisfies our understanding of language and language learning by:

- a. Focusing on language use as well as language forms
- b. Encouraging learners to generate original utterances
- c. Providing more contexts in which language skills are used
- d. Allowing learners a certain amount of control

More recently, the abundance of computers in the school and universities has influenced educators and others to reconsider their use. Many schools and universities have engaged in effort to increase the numbers of computers in all levels. Consequently, there has been continual growth in the number of computers available in schools and universities. As the consequences, teachers are becoming more familiar and comfortable with using the computer.

CALL in the English Language Teaching and Learning

The use of computer in the English language teaching and learning has grown so fast. For many years, English teachers have used the computer to provide supplemental exercises. Recently, advances in computer technology have motivated teachers to reassess the computer and consider it a valuable part of daily foreign language learning. Innovative software programs, authoring capabilities, compact disk technology, and elaborate computer networks are providing teachers with new methods of incorporating culture, grammar, and real language use in the classroom while students gain access to audio, visual, and textual information about the language and the culture of its speakers. CALL serves authentic language so the students could imitate the native directly.

Typical CALL programs present a stimulus to which the learners must respond. The stimulus may be presented in any combination of text, images, sound, and motion video. The learner responds by typing at the keyboard, pointing and clicking with the mouse, or speaking into a microphone. The computer offers feedback, indicating whether the learner's response is right or wrong, and in the more sophisticated CALL programs, attempting to analyze the learner's response and to pinpoint errors. Branching to help and remedial activities is a common feature of CALL programs.

CALL can be an alternative approach to develop four learners' English skills; speaking, writing, listening and also reading. Beatty (2003: 181) argues that writing is the easiest way for learners to input ideas and informations in a computer. It is currently far easier than speaking which requires the use of special software (e.g. Dragon Systems *Naturally Speaking*) and extensive 'training' of the computer for each user of the system. Although it is easy to input writing to a computer and it is also becoming easier to input speech, it is extremely difficult for a computer to evaluate meaning in such writing and speaking. In terms of reading and listening, it is easy for computers to present stimulating input for the learner and to provide layers of help and testing that measure comprehension.

CALL gives great contribution to the English teaching and learning. There are several applications that can be used maximally to improve students' English skill. Beatty (2003: 52) proposes eight applications in Computer Assisted Language Teaching. They are:

- a. Word processing
- b. Games
- c. Literature
- d. Corpus linguistics
- e. Computer-Mediated Communication (CMC)
- f. WWW resources

- g. Adapting others materials for CALL
- h. Personal Digital Assistant

Beside some applications that are very useful in English teaching and learning, CALL also serves some benefits related to the English teaching and learning. Warschauer and Healey in Brown (1998: 59) offer the following benefits of including a computer component in language instruction:

- a. Multimodal practice with feedback
- b. Individualization in a large class
- c. Pair and small group work on projects, either collaboratively or competitively
- d. The fun factor
- e. Variety in the resources available and leaning style used
- f. Exploratory learning with a large amounts of language data
- g. Real life skill building in computer use

Computer in Teaching Speaking

Butler-Pascoe and Wiburg (2003: 97-98) argue that speaking is viewed in the larger context of communication with the focus on the speaker's ability to take in messages, negotiate meaning, and produce comprehensible output. This view recognizes the interactive nature of listening and the crucial role of negotiating meaning in order to produce comprehensible speech.

Moreover Pascoe and Wiburg (2003: 100-102) state that in selecting appropriate technology to enhance speech opportunities for language learners, one has to consider what type of interaction needs to be facilitated. For instance, video is a natural way to teach information routine requiring prediction. Website such as *Focus English: ESL Conversation On-Line* offers opportunities for students to listen the dialogs on various conversational topics and respond to real life situation. Several software programs utilize audio and video clips of everyday scenes in

which people are engaged in interaction routines. Website such as *Virtual Language Center* of Hong Kong Polytechnic University are also a rich resource for listening and speaking practice using dialogs from everyday situations involving greetings, weather, telephone calls, restaurants and travels.

While Cummins and Sayers in Pascoe and Wiburg (2003: 27) state that technology provides powerful contexts for communicative language, whether it involves students gaining cultural literacy through participation in electronic global communities, or the use of rich multimedia environments in which language learners can interpret and create functional conversations and presentations using a variety of media.

Graphical images and film clips have long been used extensively for providing stimuli and context for language teaching. For example students learning English can be shown an opening scene in an adventure movie, such as *The River Run Through It*. Then the teacher asks the students to predict what might happen after a certain scene – for example when the boys launch a boat from the top of waterfall. She or he can then show the next scene without sound and ask for further prediction. One group can be shown the video without sound and asked to make prediction about what might be said, while a second group listens to only the sound and tries to figure out what images might be happening in the movie (Pascoe and Wiburg, 2003: 29-30).

Research Question

The broad research questions that guided our investigation in this study were as follows.

1. How can CALL improve students' speaking skill?
2. What kinds of communicative activities that can be used in teaching speaking by using CALL?

Method

Participants

The participants of the research are the students of grade XC of SMA Negeri 4 Yogyakarta academic year 2010/2011. There are thirty six students in grade XC.

Instruments

The research instrument used by the writer is in the form of daily observation, journal, and test. The observation is mainly used to record the students' progress from time to time.

Techniques of Data Collection

The data in the research are mainly gathered through the use of questionnaires, diary, recording, interviews, observational data, field notes, test and photography.

Technique of Data Analysis

After the data are collected, the researcher analyzes them. The researcher will use the first test as the basis for measuring the students' achievements. If the students' speaking skill gets improved, then it can be said that the teaching method she uses is effective in improving her students' speaking skill. The researcher will analyze each result of the test. But what the researcher has to do is more than that. The researcher will also analyze how and why the students' vocabulary gets improved. Thus, if she has to be really careful in examining each data she collects during the research.

Research Procedure

Kemmis and McTaggart in Keeses and Lakomski (1999: 151) present an introductory sketch of the process of action research, outlining a spiral of cycles of reconnaissance, planning action, enacting and observing the planned action, reflection, reflecting on the

implementation of the plan in the light of evidence collected during implementation, then re-planning (developing a changed or modified action plan), taking further action and making further observations, reflecting on the evidence from this new cycle, and so on.

Findings and Discussion

1. Pre-test

The pre-test was conducted by interviewing and each student was asked about nine questions. The questions given were about students' life and activities. The pre-test was analyzed based on seven points; fluency, pronunciation, grammar, vocabulary, organization, appropriacy and content. Each point has score ranging from 1 to 10 based on the descriptor.

2. Cycles

a. Cycle 1

Cycle 1 lasted for three weeks; the first week was planning; the second and the third week were acting and reflecting.

1) Planning

There were several actions implemented in the planning; analyzing the speaking class syllabus, designing lesson plan, preparing instructional material and teaching aid.

2) Acting

The implementation of the action research was the activities done as they were arranged in the lesson plan. Cycle 1 consists of two meetings for the action. The researcher divides every meeting in four sessions; warming up, teacher's presentation, practices and evaluation. In practices session, teacher provides four practices in each meeting. Teacher provides severeral videos in the computers and students give responds to those videos. Teacher also uses *Side By Side* program to stimulate the students to speak.

3) Reflecting

Based on the activities in the first and second meeting, there are some points that the researcher can conclude:

- a) Students' vocabularies were still poor and they still made mistakes in pronouncing the easy and common vocabularies. Most of them were still influenced by their mother tongue, Javanese.
- b) Students were also poor in giving response, making interaction in a dialogue or conversation in a spontaneous way.
- c) Students were highly motivated and they were interested every time the teacher played the video. The students could watch the gesture and environment in the video and the students could also listen to and watch the authentic conversation.

b. Cycle 2

1) Planning

There were several actions implemented in the planning in the cycle two. The actions are as follows:

- a) Re-designing Lesson Plan
- b) Preparing Instructional Material and Reating Various Teaching Aids

2) Acting

There are two meetings in the acting. Warming up, teacher's presentation, practices and evaluation are sessions provided by the researcher. The teacher uses videos in *Side By Side* program and mixed it with communicative activities.

3) Reflecting

The second cycle was completely done. The researcher concluded that:

- a) The e-dictionary in the computer helped students to make their pronunciation better.
- b) Power point presentation helped the students to understand the topic.
- c) The colorful teaching aids and pictures made the students more interested in the lesson.
- d) The communicative activities and Computer Assisted Language Learning

(CALL) applied in the speaking class enhanced the students' bravery in speaking English and improving their fluency.

- c) In the language laboratory, students watched the video and identified the video first before acting it or having dialogue or conversation. It helped the students to make interaction in conversation and have dialogues with the others.

c. Cycle 3

1) Planning

There were several actions implemented in the planning of cycle three. The actions are as follows:

- a) Re-designing Lesson Plan
- b) Preparing Instructional Material and Create Various Teaching Aids

2) Acting

There are two meetings in the acting of cycle 3. Warming up, teacher's presentation, practices and evaluation are sessions provided by the researcher. The teacher uses videos in *Side By Side* program and mixed it with communicative activities.

3) Reflecting

The third cycle was completely done. The researcher concluded that:

- a) Listening and watching video were an effective way to enhance the students to make dialogue, conversation or discourse.
- b) Presentation or explanation was not always done in a single way by the teacher. It could be done with a discussion with the students.
- c) Interesting, various and colorful teaching aids could make the students interested in a certain topic and could enhance them to speak.
- d) The limited time and technical problems disturbed students' instructional activities.

This action research was aimed to improve students' speaking skill by using Computer Assisted Language Learning (CALL). By using

Computer Assisted Language Learning (CALL), students speaking skill's mean score increased.

Mean of Pre-Test	Mean of Post-Test
5.3	5.54

Table 11: Means of Pre-Test Result and Post-Test Result

The other significant improvement was the students' performance in the class. The students were not afraid anymore to perform or act a dialogue in front of the class. The students were not embarrassed anymore to give questions to the teacher. To avoid the boredom in explanation segment, the teacher made a discussion with the students and it was fun. The motivation of the students also increased because of the videos and teaching aids given by the teacher. Even though sometimes the students felt so bored, the interaction among the students made the students enjoy the class. In summary, during three interventions the students gave positive attitude towards English learning.

Conclusion

The appearance of CALL creates a new atmosphere in English language teaching and learning. CALL enhances the English learners to develop their four English skills; reading, listening, writing and speaking. Eight CALL application; word processing, games, literature, corpus linguistics, Computer-Mediated Communication (CMC), www resources, adapting others materials for call and personal digital assistant. While there are four main uses of computer in English language teaching and learning reference, teaching and testing programs, e-mail exchange, web sites and the word processor. To maximize the use of CALL in the English language teaching and learning, there are four factors to be considered; evaluate the appropriateness of the software program or

computer-based resources (e.g., game or web site), create an environment in which CALL is supported, monitor learner participation in CALL programs and encourage autonomy and encourage the use of CALL programs as a starting point for collaboration and learner interaction

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