

COMPUTER ASSISTED LANGUAGE LEARNING (CALL) AS EFL TEACHING AND LEARNING MEDIA IN INDONESIA: OPPORTUNITY AND CHALLENGES

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ABSTRACT

Information and communication technology has been growing faster and larger in education in general and in English language teaching in particular. The use of this media is supported by the behaviorist due to its beneficial impacts for the teaching and learning processes. In Indonesian context, the use of computer assisted language learning has been implemented during the teaching and learning processes though many teachers and students do not have sufficient competence. Thus is due to the curriculum requires the teachers to make benefits from the media. In fact, there are many obstacles found by both teachers and students in implementing the media. Therefore, in this writing, the writer make theoretical review on the implementation of computer assisted language learning during the teaching of English in terms of its opportunities and challenges. All parties involved in the teaching and learning processes should correspond the benefits of the media and the challenges of the media use in order to accelerate the success of EFL teaching and learning.

Keywords: *CALL, media, instruction*

INTRODUCTION

The development of technology and communication has been moving rapidly as a result of human demands which are also developing. Technology becomes one of the common tools used by human to develop themselves. Human naturally needs comfort fulfilled during their life through efforts in changing their life. Technology provides new comfortable feeling who can access and make use of it. Through the use of technology, human can communicate easily with minimum efforts especially in non-face to face communication. Moreover, human also needs technology in trade to meet their needs. With the comfort of using technology during

teaching and learning processes, teachers and students can have broader learning and teaching materials gathered through the technology. Thus, technology and digital media provide broad benefits with its development.

Factually, technology and digital media are used by teachers and students to succeed the teaching and learning. According to the law no. 20 year 2003 article 45, every formal and non-formal education provides facilities which are suitable and meet the demand of the teaching and learning in line with the development of physical potential, intellectual, social, emotional, and spiritual of the learners. From that statement, facilities in

teaching and learning processes are developing based on the development of the demands and learners. Technology is no more about media far from education. It is as the result of the flexibility of the media and the positive impacts on the use of the media.

In Indonesian context, English is used as a foreign language due to the position of Indonesia in expanding circle country. English is used limitedly since there are no various spoken texts. On the contrary, written texts are broadly published both in printed texts and digital texts. Technology provides more complex and sophisticated language inputs to enrich the learners' language mastery. Various texts both written and spoken are freely accessed through internet. Learners can directly improve and implement the knowledge of the target language in the texts they access through internet.

Current trend on language teaching is developing rapidly in relation to the use of technology. Both the learners and the teachers need to have various learning materials aiming at achieving the learning goals. The use of internet has been widely used by the teachers and learners influencing the demand of learning which is becoming more sophisticated and varied. Internet and computer are easily found in their daily life from the low until high learners. Smartphones, for example, can be positively used to gather information dealing with learning materials and enable learners to communicate with the native speakers of the target language.

The fact that science is changing in minute contributes variety and development of learning materials. Learners are forced to develop themselves and keep on the development. The more sophisticated the technology is, the easier, faster, and happier the learning processes are. Based on various studies, the use of technology during the

teaching of English provided positive impact on the learners' motivation to gather knowledge.

The benefits from the use of technology and digital media, there is a big question on the use of technology in Indonesia context. *Computer Assisted Language Teaching (CALL)* is a term used by educators to motivate their students to get involved in the learning processes. This effort is done to support the success of teaching and learning English in Indonesia. Technology and digital media can be easily accessed in cities but it is quite difficult to have this facility in rural areas. Although there are many developments on the internet and computer company, there are many small towns and rural areas which cannot take benefits from it due to its difficulty in accessing internet and digital facilities.

This paper is aimed at discussing the use of internet and digital media during the teaching and learning of English. Technology as medium which provide benefits to the users but it is not impossible to eliminate the problems and obstacles during teaching and learning of English. The condition of Indonesian learners with their diversity make another challenge to the educators to encounter the learning problems. On the other hand, teachers and other parties need to consider the challenges of using those media to support the teaching and learning processes in Indonesian context.

Discussion

1. Teaching English as a foreign language

Teaching of English as a foreign language in Indonesia has been focused due to the language position in international context. Practically, there are many considerations to achieve the goals of teaching and learning English. In Indonesia, English is taught to support

the development of Indonesia by which influenced by the involvement in international parties. English is also used as a tool to gather information since millions sources are written or presented in English. English is the language used by almost all writers in the world to share their ideas, opinions, experiences and findings. Facts and theories are mostly written in English. This is done to enable readers understand the texts.

In accordance to the teaching of English, various methods are used in Indonesia both in method era and post method era. In method era, teachers tried hard to find the best method implementing for the whole teaching and learning processes. On the contrary, in the post-method era, there is no best method for all language teaching. The teachers should master all of the methods to find suitable method for a certain language skill or focus. Thus, each teacher will have different method for the same language focus but different context. The teacher are not expected to believe on a certain method implementing in the whole teachings. Suwarsih Madya (2012: 111) elaborates that post-method era requires teachers to understand, master, and independently gather knowledge to organize methods based on the learners' needs and wants. Various methods should be used to motivate learners to learn without changing the principles of the methods used.

In post-method era, the teaching of English is focused on communicative competence. Richards (2006: 2) and Brown (2007: 18) state that the main of teaching language is communicative method. Communicative language teaching is a series of principles on the

goal of language teaching, how the learners study a certain language, types of activities used to facilitate the teaching and learning, and the roles of the teachers and students in the teaching and learning processes (Richards, 2006: 2-3). Knowledge about language and communicative competence should be mastered by the students to enable them communicate appropriately and effectively. Richards completely elaborates the communicative competence; (1) know how to use the language for different purpose and function, (2) know how to give variety on the use of the language based on setting and participants of the communication, (3) know how to produce and understand types of texts, and (4) know how to manage communication in limited language competence.

Furthermore, Richards (2006: 4) explains that there are some consideration used in communicative language teaching. The first point raised is the interaction among the language learners in the target language with the native and non-native speakers. This is done to put the learners on the natives' shoes so they can feel the real implantation of the target language. One medium can be used to realize this activity is through the use of internet and computer. Learners can find it easy to communicate both directly and indirectly with the native and non-native speakers through the use of social media such as Facebook, yahoo chatting, and Skype.

In Indonesian context, the implementation of KTSP (Kurikulum Tingkat Satuan Pendidikan) has changed the view of language teaching in which the language teaching should be diversified and decentralized. Based on

BSNP (2007) KTSP is developed in accordance with the group or individual education under the coordination and supervision in education ministry or ministry of religious affairs for elementary and high schools. The development of KTSP implements the principles of unity in policy and diversity in implementation. This should be done to put the standard of competence achieved nationally in each level. The teaching and learning processes should also be prepared through planning and implementation of the plan during the teaching and learning processes accommodating the diversity of the students' characters dealing with the readiness, academic competence, social, cultural, and school resources. Based on those considerations, teachers choose and implement the suitable methods and techniques including the use of media to motivate their learners to learn. In addition, the choice of the medium also need to be reflected on the technology dominating the students' activity.

Principles used in communicative language teaching are the organizational competence, strategic competence, pragmatic competence, strategic competence, axonal competence, and sociocultural competence. The goals of language teaching can be achieved by considering the grammar, fluency, accuracy, context, and authenticity. Learners are going to use the experiences they got from the school in the real world (Brown, 2007: 81). From that statement, the teaching of English need various learning materials based on the context and they should be authentic.

Other principles elaborated by Brown (2006: 18) that teaching and

learning processes in communicative language teaching uses the eclectic method in which the teachers provide authentic learning materials. Learners are expected to use the target language and communicate in the target language spontaneously and meaningfully. Therefore, the teaching and learning materials should be authentic.

Bell (2003), Brown (2001), Kumaravadivalue (2001), and Richards & Rogders (2001) in Brown (2007: 18) show that the current trend in language teaching is on the principles which is also known as approach. A teachers can choose certain design and technique to teach the learners in a certain context so a teacher should understand that each learner is unique and different and vice versa, each teacher is unique and different. Thus, the relationship between teachers and students is unique.

One medium can be used in the direct communication with the native speakers is through internet. Various sites or services enable the students to communicate in more various communication since they meet various people talking in the target language.

2. Technology and digital media in language learning

Education is close to knowledge and technology implementation. The efforts to educate the learners are done in organized and well prepared materials. The learning materials should be based on the learners' characters and the current trend. Knowledge and science is changing linear with the development of technology.

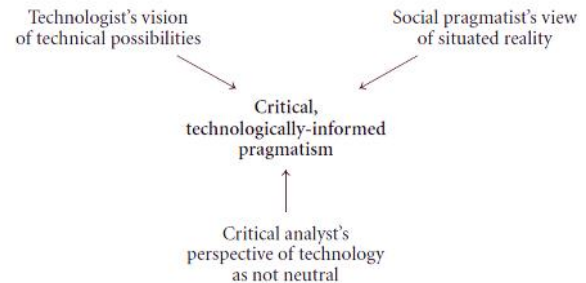
Globalization becomes one factor affecting the development of

science and education. Djojonegoro (1995: 472) states that globalization causes improvement of international competence especially in economic, science, and technological area. Education cannot be separated from those factors. Good economy can increase the teaching and learning processes. The development of technology cannot be separated from knowledge and vice versa.

Media implemented during the teaching and learning are based on learners' characters and their needs. The goals of using such medium is to facilitate the teaching and learning. Media is defined as a learning material such as visual and printed or mixed. (Richards & Schmidt, 2002: 325). In the teaching and learning processes, sources are used including technology, audio and video sources, computer. Multi-media language laboratory, projector, film, and video. The use of those media depends on the needs and situation of the target learners.

Media which are based on technology, internet, and computer are commonly used in the recent language teaching and learning. Technology plays an important role in communication and education (Chapelle, 2003: 1). The existence of technology influences the use of language in the modern world which also influence the development of language. Hence, the teaching methods should be in accordance to the technology. The instruction used and techniques in delivering the teaching and learning materials should be changed. The changes need help form the professional development and the target language. This can be done by considering the pragmatic and social

dimension of the use of technology and ethical technology by human beings. Pragmatism delivered through technology enable linguists to navigate the environment which is becoming more complex (Champelle, 2003: 3).



Picture 1. Pragmatism informed through technology (Champelle, 2003: 3).

CALL is the process of teaching and learning through the use of computer and internet services. CALL is research and development of online learning, tutorial, and learning tools (Hubbard & Levy, 2006: 9). CALL includes the use of *word processor, email, chat, and audio-video-conferencing programs*. Practically, in CALL, teachers provide tasks and activity design, website design, evaluation, and classroom management supporting the effective teaching and learning. Learners are free to choose the goals and topic of the learning. Chapelle (2003: 119) states that CALL is used by learners in various program instruction. Learners have opportunities to enrich their knowledge and experiences on related materials and useful for their future.

Healey (1989) in Benson (2001: 139) states that internet presents integrative learning. The development of technology especially internet provide multimodal learning materials. Internet consists of parts functioned and aimed at

different aspects. The use of email, chatting, website and other social media facilitate the teaching and learning processes. The parts are used as input media for the learners. The learners do not only have opportunities to communicate with the native speakers but also with the teachers. Through the use of non- face-to-face communication, the learners feel freer to share their ideas, asks questions, and give opinions to the teachers. Benson (2001: 139) finds that the activities which significantly influence the use of internet is through email, online discussion, and website.

Implementing CALL during the teaching and learning can motivate the learners to study harder and more engaging. It is believed that learning through modern technology can improve the quality of the learning and the learners can think broader to get involved internationally. Hubbard & Levy (2006: 16) elaborate in the following table.

	Technique	Pedagogy
Knowledge of CALL	Systematic and incidental understanding on computer system including peripherals, hardware, software, and networking.	Systematic and incidental understanding on the use of computer in language teaching effectively.

	Technique	Pedagogy
Competence of CALL	The ability to use the knowledge and technique experiences to operate computer and application in every cases.	The ability to use the knowledge and experiences to define the learning materials, content, and tasks to monitor and assess the result validly and reliably.

Table 1. Knowledge and competence of techniques and pedagogy in CALL (Hubbard & Levy, 2006: 16)

3. The benefits of implementing technology and digital media in English language teaching in Indonesia

The implementation of computer offer various text types and media to the learners based on their levels. The authenticity of the learning materials is better than the materials written by the non-native teachers. Chapelle (2003: 26) explains that technology gives a variety of learning materials and media in accordance with the level of learners. A learner can use the target language if the learners get sufficient and varied learning materials based on their needs and wants. The nature in language use is aimed at showing that the learners have knowledge of language and knowledge of the world.

Moreover, the use of internet seems to be more economical due to its

minimal costs used to access the texts and activities. Learners are free to download and read the texts anywhere and anytime. The learning materials are also more authentic which influences the input of the target language.

On the contrary, the existence of texts can be a boomerang for the learners and teachers since they need to be more critical in reading and choosing the appropriate texts. They need to filter the learning materials to minimize the negative impacts of the 'less appropriate' texts. The teachers are expected to control the students when they use computer and internet to search and gather texts.

In fact, internet and computer provide recent and up to date learning materials as the learners' expected. The development of science is rapid through internet. This development is influenced by the rapid movement of communication through online. New findings can easily published through internet so the learners can access the findings. It is one positive impacts on the use of computer in language teaching.

Moreover, the teaching and learning processes is aimed at developing language skills through computer and internet service. The learners do not only get sufficient and millions language inputs but also train their computer skill. They will be common to operate computer and internet. Computer and internet service enable the users to use them (in teaching and learning) which give them opportunities to dig deeper knowledge of operating and interacting with computer (Chapelle, 2003: 25).

In addition, the use of computer in language teaching influences the method used by teachers. It changes the teacher-

centered method into learner-centered method. Today's teaching focuses on the learning processes and give more opportunities for students to gather knowledge they need. Learners are the subject of the learning. Thus, learners need facilities to enable learners learn individually. ICT, then, is viewed as effective medium used in self-learning.

ICT also provides other positive effects towards the teaching and learning of a foreign language. Isisag (2012) conducted a study resulting some facts that teachers can integrate the use of internet and computer to enable learners communicate in the target language with both the native and non-native speakers. Then, learners can also search for knowledge to develop themselves in information era. Through the use of authentic learning materials, learners can have more reliable and better materials including the cultures and the language used. Those benefits from the use of internet and computer are viewed as stand of its uses in language teaching and learning processes.

4. Challenges of implementing CALL in EFL in Indonesia

As mentioned earlier, internet and computer provides benefits for the success of teaching and learning. In fact, there are some considerations that the teachers and students need to deal with before they implement these media in their teaching and learning processes. Those considerations become challenges for the teachers and students to make use the benefits of computer and internet maximally.

The demand of the current language teaching is being able to use the minimal time to get the whole. The

teachers and students have to create interactive learning. Being interactive means that the students and teachers support each other dealing with the learning materials. Learners need to have various and sufficient learning materials to enrich their knowledge and this can be done through the use of computer. The challenge is how to choose and organize time to do this. There are two aspects of using computer and internet, namely online activity and the number of technologies used (Rozgiene, Medvedeva, & Straková, 2008: 12). A learner should find their needs and wants through teacher's instruction which is clear and easily understood. The management of time is also important to be considered to achieve the goal of learning.

One factor influencing the success of teaching and learning is the perception on the use of ICT in the process of teaching and learning. Doering, Hughes & Huffman (2003), Ertmer, Addison, Lane, Rose & Wood (1999), Russes et al (2003) states that the finding of the research shows that technology as added value can improve the teaching and learning. Teachers still consider that internet and technology still cannot cover all aspects of teaching. Students have limited opportunities to use the target language in spoken texts. In addition, the teachers are also confused in selecting the websites to facilitate the learning processes. It is quite difficult to find the appropriate websites. The students argue that it is hard to understand the texts since they use unfamiliar diction. Thus, the teachers view that teaching through computer and technology requires the teachers to work hard on this.

Another problem dealing with the use of technology during the teaching and learning processes is the organization of the instruction. Teachers need to consider some aspects of teaching through the use of ICT which might be difficult for them to understand. The learning situation is also different from other classes due to the various characters of the students in learning. Learning motivation is also one important aspect that the teacher need to understand. Teachers are expected to be able to make the class motivate the students to learn. To come up with this differences, teachers need to find the appropriate learning activities through the use of ICT.

Teaching and learning through the use of ICT proposes high demands especially the media (computers and internet service). Media used to support the use of ICT during the teaching and learning processes cost much so the stakeholders need to manage the financial aspect of the schools. Computers and internet services are not cheap as each student use his/her own computer during the lesson. For the remote and rural schools do not have such opportunities and facilities to the success of their teaching and learning.

Furthermore, teachers who deals with students coming from rural areas or remote areas should work more on implementing ICT. The students might have limited knowledge and skills of ICT. They need to be familiar with the use of internet and computer to enable them get involved into the learning. Then, based on the writer's experience, many students do not have sufficient knowledge on the target language to communicate naturally with the natives. Face-to-face communication has

different styles from the non-face-to-face communication. Students need to gather information on that.

Another problem is the use of learning and teaching strategies in planning and monitoring during the teaching, reflection, and independent evaluation processes. Sometimes, teachers only conduct the evaluation on the websites without considering the appropriateness of the learning materials. The evaluation is not valid and reliable then. Teachers tend to have simpler ways in teaching and assessing the students' achievement without any preparation.

Dealing with the learning outcomes, the teaching and learning processes are more focusing on the outcomes not the processes. The teachers do not pay attention on the instructional design of their teaching through the use of ICT. The teachers give little attention on the ongoing condition of teaching and learning. In fact, students need to have more variety of teaching processes to enable them understand and master the learning materials delivered. The

teaching and learning processes should be organized in more engaging ways to attract the students in learning.

Conclusion

Although there are various opportunities and challenges on the use of ICT during the teaching and learning processes, teachers can do a series of tricks to minimize the problems of implementing ICT during the teaching and learning. Maximum preparation and websites visits before they are used might be good solution for some problems dealing with the target needs and instructional design. The choice of the learning media should also consider the context and situation of the students. The teachers can adapt the media into better ways and suitable for the target learners which might motivate them to study harder and actively. Dealing with the cost of computer and internet services, stakeholders can discuss for the betterment of the schools in relation to the learning facilities.

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