# THE STUDENTS' ATTITUDE TOWARD CALL IN THE ENGLISH LEARNING PROCESS

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**ABSTRACT**

Computer-Assisted Language Learning (CALL) has been in practice so far. However, it is important to see the students` attitude in the context of Listening class in English using the CALL. This technological mode is expected to provide the learning process with more engaging classes. The study surveyed 114 nonnative English speakers' students in relation to their attitude towards CALL. The data were taken from their opinion or perception towards their experience when they were learning English using computer for the class process. The questionnaires were distributed to them for the data collection. This research instrument covers the students' perception dealing with the ease, difficulty, and their impression in using CALL. It shows that in majority, the students found their learning process much easier when understanding the materials taught to them, especially in listening skill of English. However, they also found their difficulty especially such as when they could not get the internet connection well.

**Keywords**: CALL; Listening; Perception, technology, and motivation

## 1. INTRODUCTION

Learning English for Indonesian students is not so easy and, therefore, it would be more helpful when utilizing technology. In more specifically, Indonesian students often experience problems when vocabulary because English differs syntactically from Indonesian language: structure, pronunciation, and vocabulary (Katemba, 2019; Djuwari, 2013). However, according to Mulyadi et al., (2020) the utilization of technology in English learning is helpful for making the learning more practical also in pedagogical assessment, grading the language mastery, and providing individualized feedback for the students

Technology for teaching and learning process has become prevailing topic nowadays. For example, Okan (2007) argues that over the last decade technological advancements have introduced powerful learning environments. This phenomenon is intended to promote language learning. The combination of text, sound, graphics and animation, in particular, has made educational technology an invaluable assistance for instructional activities in language classrooms. This is also followed by the growing body of research that looks at how CALL is implemented within particular settings.

CALL integrates information processing, communication, usage of authentic language, and learner autonomy. All of these are essential in language learning concepts (Mai, 2018 and Lee: 200). Recently, CALL appears to provide the learners and listeners with the resilience they need to handle better-spoken messages (Roussel, 2011). In general, according to Jafarian et al., (2012), CALL is the language strategy of learning and

teaching that is assisted by the computer as a tool for delivering the materials, helping students, assessing content, and having an interplay document.

The condition above leads to the reason why CALL is applied to the recent generation in English learning and it is really needed for the researchers to research. Due to this situation, this study tries explore CALL usage in teaching listening on Students of Non-native English Speakers at Universitas Hayam Wuruk Perbanas Surabaya. For that reason, CALL is applied to the recent generation in L2 listening and it needs to be investigated. The researchers designed the study to achieve two objectives: 1) To explore the students` perception of CALL applied on teaching listening, and 2) To explore the teachers` perception of CALL which is applied in teaching listening.

## 2. THEORETICAL FRAMEWORK

### Computer Assisted Language Learning (CALL)

Computer Assisted Language Learning (CALL) is a tool which can assist the teachers to manage the classroom of the language learning process (Wiebe & Kabata, 2010). Teachers can use it to reinforce what their students have learned in the classroom. Not only the students but also the teachers need to be motivated (Djuwari et al, 2018). Therefore, language learning and technology are complementary when they are used in the learning process appropriately. In this case, the integration of technology into language learning can ensure the successful improvement in communication abilities of students of diverse regional and intellectual level.

Providing materials and technological tools in the learning process is important. When the students are given materials efficiently and practically using the assisted computer to which they use it for learning, they will feel more comfortable in grasping what all they are learning. This can lead to making the needed improvement in their learning. Sarfraz et al., (2015), also conducted a study exploring the teachers` and students` perceptions towards the communicative language teaching methodology in the CALL environment. They found that, in general, the instructors and learners showed positive attitude towards CALL as the teaching and learning approach.

There are other proponents that show a positive idea toward CALL. For example, Almekhlafi (2006) explored the attitudes towards CALL and other types of technology on the teachers and students In most cases, positive attitudes towards CALL were documented. Another study also by Escalada & Zollman (1997) who demonstrated in their research, the effects on student learning and attitudes of using interactive digital video in the physics class. They studied about interactive video materials that they found appropriate for the activity-based environment used in the course on concepts of physics. Also Klassen and Milton (1999) evaluated the effectiveness of a multimedia based English language learning program at a Hong Kong university. Results revealed positive attitudinal changes for the multimedia improved mode of learning. Similarly, Vrtacnik et al. (2000) stated that most of the studies reported about higher achievements and better

attitudes towards science and computers when computer-based approaches were introduced in the classroom.

## Technology in Language Teaching

It is common today that technological tool can increase any process of teaching and learning at schools. This is also asserted by Arifah, et al., (20220) and also in Saputri et. al. (2022a; 2022b), that using technology like Microsoft teams can help students learn more efficiently and increase their learning performance. Reinhardt (2020)), for example, did a research and argued that the technological tool, e.g., a computer, can be considered as a helpful source of knowledge. Moreover, he described that a computer can also function as a means to develop or access knowledge. When technology is used effectively, it can also enhance the cognitive-constructivist understanding toward the language. In turn, the classroom interaction can be dragged into more learner-centered in which they can get engaged positively. Moreover, there are still many technological tools that can be utilized by the teachers in the language classes.

Another proponent, e.g., Cunningham (2021), stated that computer-assisted pedagogy research has indicated some beneficial evidence. With technology, learning process can enhance intelligibility and comprehensibility. These two attributes are important for increasing the students, for example, speaking skills of L2 speakers. Besides that, technology can also trigger the students' confidence in interactions. Therefore, I cannot be denied that computer when it is used for equipping the learning process in language teaching, it will lead to more effective and efficient learning process. It has a positive effect on the learning process.

## Previous Studies

There have been some previous studies elated to CALL. For example, Caldwll (2018) supported studied the students' attitudes towards ICT and mobile-learning. It was found that ICT for them is considered being positive. It was found that the perception of students towards ICT and m-learning in an EFL setting at Japanese universities was positive. Thus, the students' attitudes towards ICT and m-learning remained positive, with many students noting the freedom and ease for learning that they provide. In addition, Dashtestani (2013) investigated the English as a foreign language (EFL) students' or teachers' perspectives on the use of electronic dictionaries. The results of the study suggest that both EFL teachers and students held moderately positive attitudes toward the use of electronic dictionaries for learning EFL.

There are several obstacles and challenges. This can include being lack of training on the use of electronic dictionaries, students' use of unsuitable versions of electronic dictionaries, lack of facilities to use electronic dictionaries in EFL classrooms, and distraction from learning caused by using electronic dictionaries in the classroom. The students showed a preference for using electronic dictionaries over paper dictionaries. (Katemba, 2019) also held a study investigating the difference in vocabulary enhancement between students who were taught through CALL (computer-assisted language learning) and those taught through MALL (mobile-assisted language learning)

among grade 10 EFL (English as a foreign language) students in Bandung, Indonesia. They found that that there is a significant difference in vocabulary enhancement.

Also, a study by Mokhtari (2013) concerning the Iranian EFL learners' attitude towards CALL. He tried to explore the general attitude of Iranian EFL university students toward CALL and the use of computer technology in the process of their language learning. Based on the findings of this study, he found that the students are generally positive about the use of computer technology in language learning and are willing to accept the integration of computer technology resources into their language learning courses. In contrary , Okan (2007) conducted a study about learner attitudes towards CALL application. This study reported the attitudes of the students towards the use of computer-assisted language learning (CALL) and their perceptions on CALL's relevancy to their regular classroom work. The findings of this study imply that instructors' significant role persists when CALL applications are involved in the language learning environments. It was also found that he students do not consider technological resources themselves as tools leading to effective lessons. They seemed to favor the existence of a human touch in the learning environment integrated with other resources for their learning experiences.

Based on the previous study, it seems that there is a problem such as Low signal in the remote areas in East Java that makes them find difficulty in log in to webinar class. Besides that, they could not show their PowerPoint slide by using their Google account due to the internet signal. Instead, they showed their Power Point through their friends' internet account. Finally, they also needed much time to express their voice due to technical problem on their headset. It has been the initiation of digital technology predominantly in the form of multimedia CALL that has appointed a new pathway and prospects for L2 listening teaching and related study (Cross, 2017).

It is likely that by the use of CALL in teaching English, especially on listening, the students' listening skills can be improved. This applied technique in the teaching-learning process; it will promote other teachers in exploring their teaching technique. This study has its objectives such s to see (1) How the students` perceptions of CALL that is applied in listening?  (2)) what is their feedback?  The findings of this study are likely able to give positive input to all English teachers as well as the students. The teacher can use CALL to enhance the students` English skills.

## 3. METHODOLOGY

### The Research Context and Objectives

This study is also referred to that by Caldwell (2018) who determined the attitudes of students towards ICT and m-learning in EFL classrooms in  Japanese universities. From this study, the present researchers were motivated to do the same study was done by Caldwell. This study tries to see the practicability of language learning by using computer and internet. The students involved in this study were 100 students in their first and second year of undergraduate class. The researchers also discussed the students`

feedback for CALL and their view on online language learning using LMS (learning management system).

The setting of the study was at Universitas Hayam Wuruk (UHW) Surabaya, the economics and business school. Therefore, the researchers focused on investigating the students` perception on CALL that was being applied in the teaching and learning process. This is intended to improve the classroom process for English learning. In majority, the students are from East Java. First, how the students perceive of CALL applied in listening? Secondly, what should be done in relation to CALL that is applied in listening class?

**Participants**

The searchers conducted a survey in the even semester of 2020. It involved 114 students from the first-year and third year of undergraduate students UHW Perbanas college, Surabaya. They were from Accounting, Management and Finance, and Islamic Economics. In the course curriculum, the students are obliged to take English class in 2 semesters. The first semester they take subject called English. On their major, on second semester they take subject called ESP for Management or Accounting or Business English. They enrolled again in the second semester of with the subject of ESP and Business English.

When they are in the second semester of the program, they are around 18 – 20 years old. These students are from East Java, Sumatera, Sulawesi and Nusa Tenggara. This business school is dominated by female students and they come from East Java. Since they took the subject of ESP, also using computer in their class, during the pandemic, they got the questionnaire.

**Table 1: Participants Gender Based in Their Major**

| Gender | Accounting | Finance & Management | Islamic Economy |
|--------|-----------|----------------------|-----------------|
| | *Bachelor Degree* | | |
| Female | 6 | 32 | 24 |
| Male | 5 | 7 | 2 |
| | *Diploma* | | |
| Female | 18 | 18 | - |
| Male | 0 | 2 | - |
| **Total** | **29** | **59** | **26** |

**Data Collection**

The design of this study is a two-phase design, as described as the following:

**Preparation**: The teacher explained the task and guideline. The task in the course was in listening task, by completion and presentation. The guideline includes how the students get the e-book for the materials, the listening material, the theme for their presentation

and what media they will use. The media they used in learning English was What Sapp, Zoom, and Campus Learning Management.

a) Practice: The students worked independently on the assigned task at home. The lecturer facilitated on WhatsApp Group and Campus Learning Management System.

b) Feedback: The Students' response was collected. (Sarfraz et al., 2015).

The data were collected which is categorized into the two steps or phases' questionnaire and feedback.

## 1. **Questionnai**re

The questionnaires were distributed to the students after teaching and learning using CALL. The researchers gave the questioners to the students concerning the reason during the CALL method on listening activity. They had to answer ten questions dealing with their response to the CALL.

## 2. **Students` Feedback**

Students` feedback on CALL activities is based on a questionnaire survey administered at the end of the course. The students were asked to state their opinions on the feedback rather than choosing the alternatives of agree or disagree only.

## **Data Analysis**

I collect the questionnaire result. The questionnaire that shows students response is recapped. The students' response which agrees and disagrees to the statement on the questionnaire is counted. We count how many of the students were agree or disagree to the statement. It is classified from strongly agree to strongly disagree statement. After classifying the students` response we also collect students` feedback. In the questionnaire the students were asked their impression in the teaching learning activity using CALL. They were asked whether they happy or sad and they were also asked to give the reason of their impression.

## **4. RESULTS AND DISCUSSION**

### **Results**

To help fill the gap, this study focuses the response to the questionnaire given about CALL using in English learning, especially listening skill for the students.

### **Students 'access on computer in learning English**

First question asked the participants about their habit or access to computer on English learning. The report shows that most students at college got used to using computer in English learning. Out of 114 participants who answered this part of survey, only 1 (2%) students answered disagree. Thirty two students did not answered agree or disagree to this statement. Twenty five participants (22%) strongly agree to this statement. In addition fifty five participants (48%) of them agree that they are get used to use computer on learning English. The data could be seen in Table 2.

### Table 2: Participants get used to the computer using on learning English

| Statements | Strongly Agree | | Agree | | Neutral | | Disagree | Strongly Disagree | | Total Responses |
|---|---|---|---|---|---|---|---|---|---|---|
| I get used to use computer on English learning | 25 | 22% | 55 | 48% | 32 | 28% | 0 | 1 | 2 % | 114 |

## Students` interest in ICT

Question number 2 asked whether or not the students agree that using IT is very interesting for English learning. From 114 participants, there is only 1 student (0.8%) answers disagreeing and another 1 student answered strongly disagrees. Thirteen (13) students are neutral in answering this statement. On the contrary, thirty 32 students (28%) answered strongly agree and sixty seven students (58%) answered agree that using IT is very interesting for learning English. The next question asked whether or not the students agree that ICT is very important for learning English. Only 2 students (1.75%) from 114 students answered strongly disagree. Fourteen (14) students (12%) responded neutral to this statement. Thirty five (35) students (30%) answered agree and sixty three (60) students (55%) answered agree that ICT is very important for learning English. The data summary from question 2 and 3 is presented in Table 3.

### Table 3: Summary of Students` interest in ICT using

| Statement | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Total Responses |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Using IT is very interesting for learning English | 32 | 28% | 67 | 58% | 13 | 11% | 1 | 0.8% | 1 | 0.8 % | 114 |
| ICT is very important for learning English | 35 | 30% | 63 | 55% | 14 | 12% | 0 | | 2 | 1.75% | 114 |

## Clarity on listening using CALL

The next question is the 4th question, asking whether or not they could listen to the materials more clearly by using a computer or mobile phone. There are 17 students (15%) answered strongly agree and 48 students (42%) answered agree with the statement. However, thirty four (34) students responded neutral to the statement. Fourteen (14) participants (12%) answered disagree and 1 student (0.8%) out of 114 participants answered strongly disagree.

The fifth question asked whether or not they can answer the listening question by using a computer. Only 10 students (9%) out of 114 participants answered disagree. There are forty-five students responded neutral to this statement. In contrary there are 18 students answered strongly agree (16%) and forty one students (36%) answered agree. If we can compare that 52% of the participants agree to the statement while 39% of them are neutral.

The sixth question asked whether or not they understand the listening materials better by using a computer or mobile phone. Fourteen students (12%) answered strongly agree and fifty-six students (49%) of the participants answered agree. In contrary seven students (6%) answered disagree and thirty-seven students (32%) answered neutral to

the statement. The comparison is 61% of the participants agree while 39% of the students responded neutral. The responses generated are presented in Table 4.

### Table 4: Clarity on Listening Using CALL

| Statement | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Total Responses |
|---|---|---|---|---|---|---|---|---|---|---|---|
| I could listen clearer by using computer or mobile phone | 17 | 15% | 48 | 42% | 34 | 30% | 14 | 12% | 1 | 0.8 % | 114 |
| I can answer more questions on Listening by using computer | 18 | 16% | 41 | 36% | 45 | 39% | 10 | 9% | 0 | | 114 |
| I understand listening material better by using computer or mobile phone | 14 | 12% | 56 | 49% | 37 | 32% | 7 | 6% | 0 | | 114 |

### Student's nervousness in presenting in English

The seventh statement asked whether or they feel nervous or not when they are presenting in English. Sixteen students (14%) answer strongly agree and forty-nine students (42%) answer agree to this statement. On the contrary, nine students answered disagree and two students answered strongly disagree. However, 38 students responded neutral to this statement.

The eight statements asked whether or not their nervousness is reduced when they are presenting English by using Zoom or WhatsApp. Eighteen students (16%) answered strongly agree and 63 students (55%) of the participants answered agree to this statement. On the contrary, 28 participants responded neutral and 5 students answered disagree to the statement. The students' responses are described in Table 5.

### Table 5: Students` Nervousness Presenting in English

| Statement | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Total Responses |
|---|---|---|---|---|---|---|---|---|---|---|---|
| I feel nervous when answering or delivering a presentation in English | 16 | 14% | 49 | 42% | 38 | 33% | 9 | 8% | 2 | 1.75 % | 114 |
| My nervousness reduced when I`m presenting English using Zoom /What Sapp | 18 | 16% | 63 | 55% | 28 | 24.5% | 5 | 4.4 % | 0 | | 114 |

### Learning English is easier by using a computer or mobile phone

Question number 9 asked the participants whether they feel learning English is easier or not by using computer or mobile phone. There are thirty six students answered agree (31.5%) and 58 (50%) of the students answered agree. Only one student answered disagrees, while nineteen students (8%) of them responded neutral. The tenth question asked whether or not the use of computer makes their` English learning is more interesting. Eighteen students (16%) answered strongly agree and sixty three students answered agree. From 114 participants only five students answered disagree and twenty eight students responded neutral. The response is presented in Table 6.

## Table 6: Students` Ease by Using a Computer or Mobile Phone

| Statement | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Total Responses |
|---|---|---|---|---|---|---|---|---|---|---|---|
| I feel learning English is easier by using computer or mobile phone assistance | 36 | 31.5% | 58 | 50% | 19 | 8% | 1 | 0.8% | 0 | | 114 |
| Computer assistance makes my English learning more interesting and fun | 18 | 16% | 63 | 55% | 28 | 24.5% | 5 | 4% | 0 | | 114 |

### Students` Feedback

When filling in the questionnaire, the students were asked to share their impression on their learning process using CALL. They were asked whether they were more happy or sad when using CALL for learning English.

| Impression | Response Amount | Reasons |
|---|---|---|
| Happy | 70 | Clearer teacher`s voice on Zoom, More interesting, Less nervous , fun & easier to be learned & understood , they can be more focus , easier to answer the questions, they don`t have to go out from home, zoom is more interactive than What Sapp, they can have more virtual classes , still can meet & talk with other friends , the computer helps a lot, the teacher make the students` interested by using animation video , more time in doing the task , the class just like a private tutorial, they can be more creative and wider coverage for signal.<br>They can repeat the listening material over and over; clearer, easier, more practical; more effective; less nervous |
| Neutral | 20 | They can see Google translate, they can repeat the material over and over, less nervous.<br>The listening material sound sometimes isn`t clear , low signal especially in remote areas, it feels they were talk only to the computer when they were presenting , low signal make the material sounds not clear , they cannot meet with friends and lecturers directly ,the computer was suddenly error or blackout electricity |
| Sad | 24 | Weak signal, bad internet connection , sometimes it sounds not clear ,they cannot meet and share directly with friends ,  bad signal made them came in and out of the zoom room , They don't understand the material, sometimes the laptop is error or blackout electricity. |

**Figure 11: Students` Impression and reason**

## DISCUSSION

### Students` perception of the use of CALL in listening

There were 10 questions asked to the 114 students regarding their perception of CALL applied in the teaching of listening. This study shows that the students feel that learning English is easier by using computer/ mobile phone assistance. Moreover, they think that computer assistance makes their English learning more interesting and engaging. They stated that they would not get nervous when the learning process is done using computer such as using LMS or WhatsApp. This is in line with Sarfraz, Mansoor, and Tariq (2015)

who found out that the general view of learners shows positive attitudes towards the communicative language teaching approach. It is also supported by Mokhtari (2013) who stated that Iranian EFL learners' attitude towards CALL are generally positive about the use of computer technology in language learning, By using computer, the students accept the integration of computer technology resources into their language learning courses.

Moreover, they stated that they could listen to the materials being played better by using a computer. In addition, they also dominantly agree that they are interested in IT used for English learning. They also think that Information Technology and computers are important in English learning. CALL applied in this listening activity is more understandable. This is one of the characteristics of CALL as mentioned by Krashen (cited in Kenning and Kenning, 1990) who defines optimum input for acquisition as having four characteristics in terms of CALL, one of them is understandable.

On the contrary, the student's feedback shows three impressions, those who are happy, sad, and neutral. They also give the reason on each impression. They feel happy because zoom is more interactive than What Sapp, they can have more virtual classes. With this mode, they can still meet and talk with their friends. In addition, the computer helps a lot, the teacher make the students` interested by using animation video, more time in doing the task, the class just like a private tutorial, they can be more creative. These reasons are supported by  Jafarian et al., (2012), who argued that CALL is a language learning way in which the computer is applied as a tool for delivering the learning materials, helping students, and assessing the content, and has an interplay document.

The other two impressions are sad and neutral. The reasons for these impressions are such as the listening materials sound sometimes it isn`t clear, low signal especially in remote areas. They feel that they were talking only to the computer when they got a chance of presentation. However, low signal can also make the materials sound not clear. They cannot meet with friends and lecturers directly. In this case, the computer was suddenly error or blackout electricity. These reasons are in line with the previous study findings.

In a study conducted previously about the use of webinar in the English classes (Budiana & Yutanto, 2020). There are several main barriers that have been found such as (1) Low signal in the remote areas in east Java make the students has difficulty in log in to webinar class. 2) Some of the students cannot show their PowerPoint slide by using their Google account due to internet signal, otherwise they are showing their Power Point through their friend's account and 3) Some of the them need much time to express their voice due to technical problem on their headset.

## 5. CONCLUSION

The researchers in this study try to generalize as the following:

First of all, the students Perception suggested that (1) They could listen to the materials better using CALL (2) They could answer more questions in listening by using the computer (3) They understand the listening material better-using CALL (4) They felt less

nervous in presenting English using CALL (5) They felt learning English is easier using CALL and (6) They think that computer assistance makes their English learning more interesting and fun. This is in line with Sarfraz, Mansoor, and Tariq (2015) who found that the general view of learners shows positive outlooks or attitudes towards the communicative language teaching approach by using computer...

Secondly, the student think that  using CALL in learning English,  (1) they can repeat the material over and over (2) Clearer listening material (3) Easier (4) More practical (5) More effective and (6)They felt less nervous. On the contrary, the disadvantages of learning English using CALL are such as (1) when there is a weak signal of internet connection (2) They cannot understand the materials quickly; (3) complicated process; (4) They cannot meet face to face with friends and teacher, yet they have to do it emotionally (5) They focus on the learning process due to being at home.

This is supported by Budiana & Yutanto (2020) who stated that the difficulties in webinar class include  (1) Low signal in the remote areas in east Java make the students have difficulty in login/ join to webinar class,  (2) Some of the students cannot be showing their PowerPoint slide by using their Google account due to internet signal, otherwise, they are showing their PowerPoint though theirs` friend`s account, and (3) Some of the students need much time to express their voice due to technical problem on their headset.

Practically, this study likely contributes to the experience of technology, especially using CALL, to all English teachers. In general, the teachers can use CALL in teaching English for improving their students` listening skills, especially during the pandemic of covid-19.

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