THE IMPLEMENTATION OF CALL (COMPUTER-ASSISTED LANGUAGE LEARNING) IN THE TEACHING AND LEARNING OF BUSINESS ENGLISH FOR STUDENTS OF SMK N I DEPOK, SLEMAN-YOGYAKARTA

Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* Degree in English Education Program

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APPROVAL

THE IMPLEMENTATION OF CALL (COMPUTER-ASSISTED LANGUAGE LEARNING) IN THE TEACHING AND LEARNING OF BUSINESS ENGLISH FOR STUDENTS OF SMK N I DEPOK, SLEMAN, YOGYAKARTA

A Thesis

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Accepted by the Board of Examiners of Faculty of Languages and Arts, State University of Yogyakarta in Mei, 2013 and Declared to Have Fulfilled the Requirements for the Attainment of the Degree of *Sarjana Pendidikan* in English Education Program

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Menyatakan bahwa karya ilmiah ini adalah hasil dari pekerjaan saya sendiri dan sepanjang sepengtahuan saya tidak berisi materi yang dipublikasikan atau ditulis orang lain atau telah digunakan sebagai prasaratan penyelesaian studi di perguruan tinggi lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, April 2013

Yang bertanggung jawab,

Anik Dwiyanti

MOTTOS

○○○حَسْبُنَا اللّٰهُ وَ نِعْمَ ا لْوَ كِيْلُ ال عمران- ١٧٣

جوكوفله لله فنولوع باكيكو دان سبايك-بايك فليندوع

Allah (Alone) is Sufficient for us, and He is the Best Disposer of affairs (for us).

○○○ فَاِ نَّ مَعَ الْعُسْرِ يُسْرًا ۙ٥

ماكا بيرساما كيسوليتان ادا كيموداهن

سيسوعكوهي

So verily, with the hardship, there is relief, (5)

اِنَّ مَعَ الْعُسْرِ يُسْرًا ۘ٦ الشرح:٦-٥

سيسوعكوهي بيرساما كيسوليتان ادا كيموداهن

Verily, with the hardship, there is relief (6)

There is one hardship with two reliefs,
so one hardship cannot overcome two reliefs

يَا مُقَلِبَ الْقُلُو بْ ثَبِتْ قَلْبِي عَلَي دِ يْنِكَ

O Turner of the hearts, make my heart firm upon Your Religion."

يَا مُقَلِبَ الْقُلُو بْ ثَبِتْ قَلْبِي عَلَي طَا عَتِكَ

O ALLAH, Turner of the hearts, direct our hearts to Your obedience.

يَا مُقَلِبَ الْقُلُو بْ ثَبِتْ قَلْبِي عَلَي ا لاِ مَان

O Turner of the hearts, make my heart firm upon Your faith."

DEDICATIONS

I dedicate my thesis to my past, my present, and my future

Bapak* and *Ibu
Thank you for everything

My sister (*Fitria)* and *Abang*

The big duo
***Pukis (Asa)* as my childhood reminder and *Hulk (Fadil)* the big baby**

All of my friends who have always supported, and helped me

The aquarium ecosystem

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Finally, I realize that this thesis is far from being perfect although I have tried to do my best; I will be glad to get some criticisms and suggestions for this thesis. I hope this thesis provides some contributions to the language learning.

Yogyakarta, April 2013

Anik Dwiyanti

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ABSTRACT

The aim of this research is to describe the implementation of Computer Assisted Language Learning (CALL) in teaching and learning of business English for students of SMK N I Depok, Sleman, Yogyakarta. It focuses on the description of the availability and the accessibility of hardware and courseware, the teachers' control, the learner use of courseware, and one additional point; it is the teachers' understanding of the implementation of CALL.

This research is categorized as descriptive qualitative research. The instruments of the study were the researcher herself as the key instrument, the interview sheet, and the observation sheet. The respondents of the research are the school principal, four English teachers, and six students of grade tenth to twelfth. The data were collected from observing the implementation of CALL in the laboratory, interviewing the principal, the teachers, and the students, taking pictures of the teaching learning process in the laboratory, and observing the documents relating to the CALL program. They were analyzed by using coding category system. The validity of the data was gained through a triangulation technique.

The findings of this research are summarized in four forms. First, the quantities of the computers are enough for each student in the laboratory. The combination of online and offline software in the school can support the teaching and learning of business English. Second, the teachers' control in the teaching and learning activities is in the correct ways based on the implementation module components. The data shows the role of the teacher in the CALL classroom as the implementer of CALL/ HL program. Third, most of the students started to study the program in the same level. Their speed to learn is various because the CALL/HL program in SMK N 1 Depok is designed for individual user. Fourth, the basic knowledge of the teachers as the implementer is quite enough for the early implementation of CALL/HL program in SMK N 1 Depok. In conclusion, the implementation of CALL/HL in SMK N 1 Depok has fulfilled most of the implementation components.

CHAPTER I
INTRODUCTION

A. The Background of the Study

Education in Indonesia becomes one of the ways to increase the civil life quality in this modern age. Language becomes an important thing in the history of human life and the system of education nowadays. English and Bahasa Indonesia are inserting as one of the main subject materials in every level of education in Indonesia. Starting from playgroup to university, students are learning that languages. Besides, English as an international language influences economics area in this country. World free trade areas in globalization era also generate this condition. The human resources that take a part in every sides of business in the world free trade area at least know English to communicate with their business partner.

Sutrisno (in Antoro, 2010), the Director of vocational school development of General Directorate of National Educational Department declares that 70% of vocational school (SMK) students are prepared to work after graduating from the school and 30% of vocational school (SMK) students are prepared as job makers. He also states that vocational schools (SMK) become productive education institutions before the higher level of education in the university that prepare the students to work and to create a job. In brief, the target above can encourage the education institution to make the system of education, the human resources in education process, and the media that support the educational process become well. These school efforts

have been done to reach the quality of the students who are graduated from vocational school (SMK). The private and the public school institutions are in a race to create a better language teaching and learning process that use various media and activities.

National Educational Department (Depdiknas) divides school status into three levels. First, the National Standard School (SSN), a school that needs to have some criteria to gain the level that becomes the minimum requirements for a school according to the ministry of education and government in the national level. The next level is Pioneering International Standard School (RSBI). The last, the International Standard School (SBI), has some criterions like the school management certified by International Standardized Organizations. Based on the Law Number 20 Year 2003 and the Law Number 19 Year 2005, National Standard of Education (SNP), senior high schools (SMA) RSBI and vocational schools (SMK) RSBI need to fulfill what are listed below (summary):

	SNP		Explanation
RSBI – SD	+	1, 2, 3	1: the school is Enrichment to SNP.
RSBI - SMP	+	1, 2, 3	2: ICT (Information Communication Technology)
RSBI – SMA	+	1, 2, 3, 4	3:Languages (English, Mandarin, Japanese, France etc)
RSBI - SMK	+	1, 2, 3, 4	4: Cross Culture Understanding

Table 1. National Standard of Education (SNP) and RSBI Qualification

This program is directing to get high quality standard of the graduated students that not only have an international qualification but also have a good ethic as a local tradition. They are expecting to cooperate with people around the world in the business activities and social activities.

Sleman has some vocational schools that focus on business English study, especially business and management programs. These schools have qualifications to become Pioneering International Standard School (RSBI). SMK N 1 Depok, Sleman, Yogyakarta is a school that is implementing Computer Assisted Language Learning (CALL) to their students. RSBI school means the school achieving the national standard of education and implementing an education with international standard. In other words, a school reaching RSBI qualification needs to have international education overview.

Teaching English for many schools still has difficulties such as choosing the right method, using the various resources in the classroom, increasing the teacher's knowledge of informational technology, increasing the teacher's English skill ability, and others. Besides, the students still get a difficulty in learning English. Limited resources of materials and media used by the students become one of the problems. The teachers using teacher-centered technique do not give enough opportunities to practice their English skill in the classroom. This technology era offers us a computer technology and the internet that could support the language teaching and learning process. The technology becomes favorite media in this recent time but not all

of the students and the teachers are familiar with this technology. The core of inserting the technology, applying system, and developing the human resources in the teaching and learning process is ‘adapt not adopt’.

Computer Assisted Language Learning (CALL) focuses on the study of languages through computer. CALL is a kind of system used by the teacher to explain the material and to deliver the material become easy and effective. CALL also motivates students in learning English. Moreover, it can make the study become fun and interesting to every level of education. Globalization era influences the education system directly to walk together with globalization development of technology. Therefore, the process of the education needs to synchronize with it.

SMK N 1 Depok has implemented CALL. It is more familiar with the term HL (Higher Learning). This research purpose is to describe the implementation of Computer Assisted Language Learning (CALL) for English study to students of SMK N 1 Depok. This is because the implementation of CALL/HL in this school is still new. In addition, the information about CALL/HL in the school community is limited.

B. The Identification of the Problem.

As mentioned before, the Computer Assisted Language Learning (CALL)/HL (Higher Learning) as one of the solutions in the language teaching and learning process for business English study needs some explanations to the entire component of education. Therefore, the researcher identifies the problems as mentioned below:

1. It is difficult to teach Business English for vocational school (SMK) students.
2. The students get bored with the ordinary teaching and learning process that is teacher centered than student centered.
3. There are not opportunities for students to practice English skills.
4. There are still limited schools using technology of computer in the language teaching and learning process even though Computer Assisted Language Learning (CALL) theory and method are available.
5. The amount of vocational schools (SMK) giving a business English subject that follow the technology era to their students is still limited.
6. The school status of RSBI needs more effort to reach their qualification.
7. People are doubtful about the quality of SMK graduates.
8. The teacher's qualifications to teach English need to be improved.

C. Limitation of the study

In this research, the researcher limits the study in the area of how CALL is implemented in the business English class for business and management students of SMK N 1 Depok in Yogyakarta. The research is designed in order to describe the implementation module of CALL/HL program. It is impossible for the researcher to handle all problems in the field because the broad scope of this study are not visible to solve by the researcher.

D. The problem formulation

The researcher formulates the problems into a question as follows: How is the CALL/HL program implemented in the teaching and learning of Business English for SMK students?

E. Objective of the Study

The objective of the study is describing the implementation of CALL/HL program in the teaching and learning of Business English for SMK N 1 Depok students.

F. Significance of the study

This study is important to give an early description of the implementation of CALL/HL in the language teaching and learning process in SMK N 1 Depok. The school is still new implementing the CALL/HL program. It is expected that the research will give benefit for:

1. Schools

The research result can be used by the teachers to increase their knowledge in teaching Business English and as a reference to develop their concept in the field. The students of Business English class can get the right perception in the learning process of the language from CALL/HL program. Then the students can increase their ability and quality as vocational school students. The principals can get detail informations to help them make decisions regarding the programs. In general, principals feel that the benefits

of program review are a better basis for understanding needs and implementing changes.

2. Researcher

The results of the research are expected for the future researcher to make a further study for the same topic that is more complex and more accurate in different points of view.

3. University

There are big expectations from the researcher to the university. The university can guide schools that want to run on CALL program. The department which relates to the language learning can make follow up actions in some schools that have the same program.

CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

In this part of the paper, the researcher presents reviews of the literature related to the topic and the conceptual framework of the study. Five important terms will be explained in the theoretical review.

A. Theoretical Review

The five important terms will be described in this sub-chapter: the definition of English as a Foreign Language and English for Specific Purposes. The next are Instructional Technology and CALL (Computer-Assisted Language Learning). The last is the definition of vocational school. They will be presented below.

1. English as a Foreign Language

Hutchinson and Waters (1987: 15) define English as a Foreign Language (EFL) as the study of English not as a mother tongue. This definition denotes that learners of the language are foreigners studying it for various purposes such as for higher learning, economic transactions, daily conversations, and soon. Brown (1992: 3) notes that English in the English as Foreign Language (EFL) is used in the official situations and it is used mainly for communication with foreigners. Contrarily, English in English as Second Language (ESL) situation is used widely in government as the medium of education and in widespread use in everyday life of the people. Richard (1985: 108) states that foreign language is not a native language in a country.

Richards (2002: 185) mentions that someone learning English in a formal classroom setting is a person learning English as a foreign Language with limited or no opportunities for use it outside the classroom. Usually, EFL is learned in the environments where the language of the community and the school is not English (Gunderson, 2009: 38).

In the rest of the world, English is learned as a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life. In Spain, Brazil, and Japan, for example, Spanish, Portuguese, and Japanese are the normal medium of communication and instruction. Indonesia also has the same situation as the countries, which are mentioned before. Some citizens do not use English or any other foreign languages to live their daily life or even for social or professional advancement (Broughton et al, 2003: 6). Some people study English in the classroom and do not use it in their daily life. Only such sectors of professional and business use English. However, almost every job requirement asks the employee to have the ability in speaking English.

EFL consists of three branches. They are General English (GE), English for Spesific Purposes (ESP) and English for Science and Technology (EST). English for Spesific Purposes (ESP) is a part of EFL that will be discussed in the next sub chapter.

2. English for Specific Purposes

a. Definition

English for Specific Purposes (ESP) is not a particular kind of language or methodology, nor does of a particular type of teaching material. ESP is an approach to language teaching and learning, which is based on learner needs (Hutchinson and Waters, 1991: 16-19). In other words, ESP has an aim to meet the needs of particular learners.

English for specific purposes (ESP) is the role of English in a language course or program of instruction in which the contents and the aims of the course are fixed by the specific needs of a particular group of learners (Richards and Schmidt, 2002: 181). This definition is quite the same with the explanation mentioned before. The example of English for specific purposes (ESP) are courses in English for Business, English for academic purposes, English for science and technology, and English for Nursing.

The tree of English Language Teaching (ELT) (see Figure 1) shows the branches of English Language Teaching (ELT). ESP has two branches; they are English for Business and English for social sciences.

b. English for Business

English for Business is a part of the big umbrella of English for Specific Purposes (ESP). English for Business is similar to English in which used in mercantile transactions. According to Pickett's (1986a: 2) English for Business is a whole gamut of subtly graded conversations sensitive to the subject matter, the occasion, the shared knowledge and social relationships.

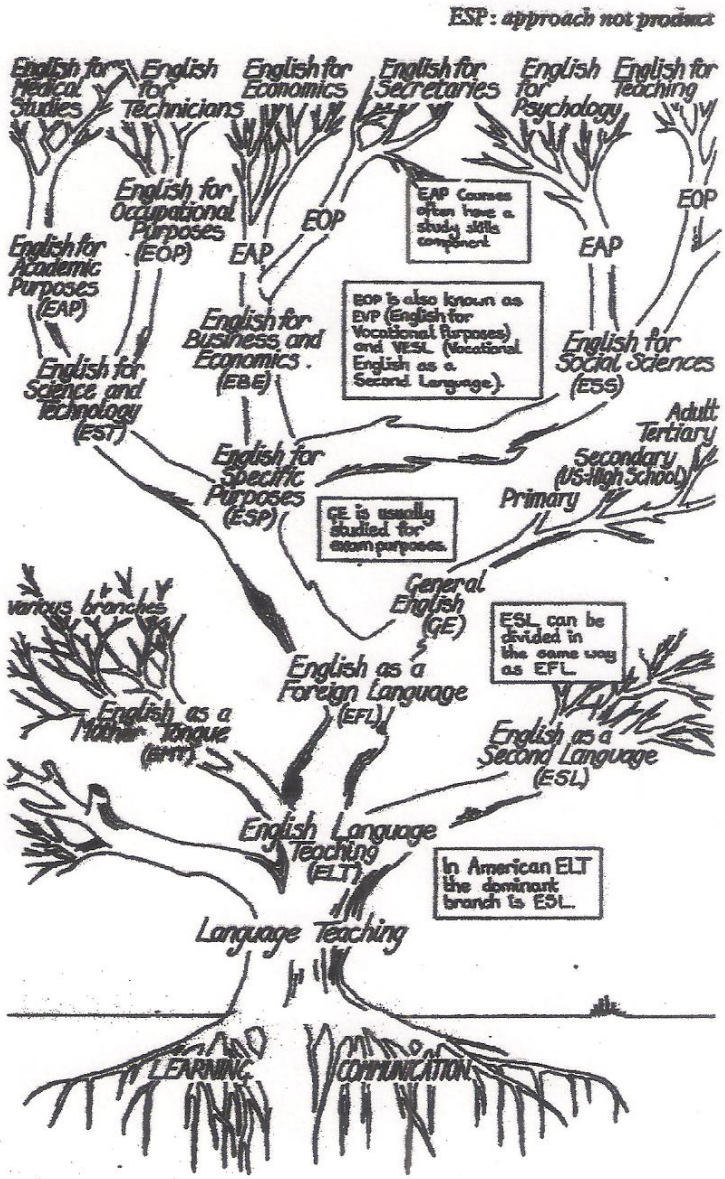


Figure 1. The Tree of ELT (Hutchinson and Waters, 1991: 17)

Pickett (1986: 1) feels that English for Business is a part of ESP but

> ...as business and commerce are by definition an interface between the general public and the specialist producer...it must be a lot nearer the everyday language spoken by the general public than many other segments of ESP.

English for Business focuses on the language skills needed to function in a business setting (Richards and Schmidt, 2002: 60). Some definitions of Business English are listed below:

1) Business English is a language for business situation
2) Business English is English in business correspondence purposes
3) Business English is language that used to applying a job
4) Business English is language for the international transaction

Language skills that mention above include the written and the spoken language. They are presentation skills and other skills needed in sales, marketing, management and other positions beyond the entry level in a business.

Dudley-Evans and St. John (1996: 1) list the genres that are used in English for Business communications. Tompos (1999: 12) has been able to expand on previous works to produce a list of business-related genres that covers not only written, but also spoken forms. The written genres and the spoken genres are presented in the table of Business English genre (see Table 2). Next, the genre activities are designed to fulfil the four macro-skills of speaking, listening, reading, and writing.

Spoken	Written
1) Presentations 2) Negotiations 3) Telephoning 4) Taking part in meetings, trade shows and overseas training 5) Making sales calls 6) Entertaining clients or colleagues 7) Explaining technical processes 8) Conducting tours of facilities	1) Writing reports 2) Writing business letters

Table 2: Spoken and Written Genres in Business English as identified by Holden (in Dudley-Evans and St. John, 1996: 2).

3. Instructional Technology

a. Definition

Instructional technology is an input aspect of the educational system. The success and failure of an educational system depends on a large number of other aspects and instructional technology as one of the part of them. Instructional technology is a system design of instruction based on knowledge of the learning process and on communications theory, taking considerations as many factors and variables as possible of the particular situation (Kemp, in Sugeng, 1997: 2).

Instructional technology is a technology in the instructional system and in the past used to be called educational technology. We can say it, as an

action to make the process in education become easy and effective. Therefore, the learning process will not be difficult and not take a long time. In other words, it attempts of the instructional person to make the instructional process successful (Sugeng 1997: 2). The instructional technology needs a system to gain the goals of the instructional process. The system consists of three major components: an input, a process, and an output.

There are many products model of system design breaking down that explain the three essential elements above. The system design covers all of the components that have three essential elements: the objectives, the procedure, and the evaluation (Sugeng 1997: 19). He suggests eight components. They are:

1) Identification of learner needs
2) Specification of learning objectives
3) Construction of content material
4) Identification of learner strategies
5) Determination of teaching learning activities
6) Selection media
7) Management of support services
8) Construction of evaluation

Kemp (in Sugeng, 1997: 21) also offers eight components which are claimed to be applicable for any level of education. These are the components:

1) Goals, topics, and general purposes
2) Learners characteristics
3) Learning objectives
4) Subject content
5) Pre- assessment
6) Teaching-learning activities and resources
7) Support services
8) Evaluation

Based on the explanation before, media become one of the aspects supporting the education process development dynamically. In the modern era, media are various in the type. The modern types of media are used in the teaching and learning process together with the traditional media.

b. Media

The word media comes from Latin language, which means a mediator that carries something or companion. In other theories, Kemp (In Laria, 2008: 1) says educational media are supporting materials that can motivate students. It also can explain and illustrate subject content effectively. Then, Briggs (in Sudrajat, 2004: 4) explains that educational media is a physical instrument to convey the material, such as book, movie, video, etc. Based on the theories, educational media is something that can deliver information and motivate the students in the teaching and learning process.

Educational media can influence the effectivity of learning process (Brown, in Sudrajat, 2004: 2). The history of media in the early 20’s century

was started from visual media for example; pictures can explain some situations that the students or teachers cannot imagine in the classroom. After that, visual media is combined with audio media become audio-visual media. Audio visual is more familiar with video and movie or simple moving picture. It can reconstruct an event or a moving object that want to learn in the class.

There are some kinds of educational media such as:

1) Visual: pictures, graphic, comic, diagram, poster, etc
2) Audio: radio, tape recorder language laboratory, etc
3) Silent object media: slide, OHP
4) Motion picture; film, video, television, etc

In this modern era, the technology of computer and internet becomes a virus that infects the world for the fastest, greatest and the most sensational media for human life. Computer and internet combine some media in the different generation to be one integrated media. It could be accessed directly and together in the same time.

The most important thing when choosing the correct media in the language teaching and learning process is reaching the purpose needs. Schools need to increase their students' ability in reading cannot implement a radio in the teaching and learning process. Newspaper, magazine, and letter are some examples of media that are appropriate to increase the students' reading ability. There are other reasons to be noticed as supporting reasons when choosing media. First, the ability of the schools, and the teachers, they need to buy the media based on their budget. The ability of the teachers and

the students to use the media is also needed. Next, the media needs to be implemented effectively and efficiently. The last, the environment condition and the availability of the media become one of the requirements to decide the media that will be used by the executors.

c. The Use of Computers as Media

Computers have gone through and have strongly influence our life in every level of communication. This is because of the availability of computer and education technologies in today's world. The computer technology becomes powerful tools to communicate with people around the world. Computer that is combined with internet become faster, easier and more convenient to use than other older media. This is because learners of language, with the use of the computer and internet, can communicate with other learners of language simultaneously. According to Warschauer (1996: 6), technology and the Internet play a vital role in teaching the second and foreign language as an aid to the teacher.

Materials for foreign language study are available nowadays e.g., textbooks, program courses and dictionaries are included with and supplemented by other media such as CDs, videos, which require computer and technologies, etc. Using computers provides a number of advantages for language learning (Warschauer, 1996: 8):

1) Repeated exposure to the same material is beneficial or even essential to learning.

2) A computer is ideal thing for carrying out repeated drills, since the machine does not get tired of presenting the same material and since it can provide immediate nonjudgmental feedback.
3) A computer can present such a material on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities.
4) The process of finding the right answer involves a fair amount of student choice, control, and interaction.
5) The computer can create a realistic learning environment, since listening can be combined with seeing, just as in the real world.
6) Multimedia and hypermedia technologies allow variety of media (text, graphics, sound, animation, and video) to be accessed on a single machine. Hence, skills are easily integrated, since the variety of media makes it natural to combine reading, writing, speaking and listening in a single activity.
7) Internet technology facilitates communications among the teacher and the language learners. It allows a teacher or student to share a message with a small group, the whole class, a partner class, or an international discussion list of hundreds or thousands of people.
8) Incorporating NLP techniques provide learners with more flexible—indeed, more ‘intelligent’—feedback and guidance in their language learning process.

4. CALL (Computer-assisted Language Learning)

a. Definition

In this century, computer assisted in the language learning in many developing countries in Africa and Asia, including Indonesia. Computer Assisted Language Learning (CALL) is the search for and study of applications of the computer in language teaching and learning (Levy, 1997: 1). Levy's definition has a relationship with the real condition of language teaching and learning process.

Richards and Schmidt (2002: 101) state that CALL is an activity which is parallel learning through other media. CALL uses the facilities of the computer (e.g. using the computer to present a reading text). Moreover, they add CALL as activities that are extensions or adaptations of print-based or classroom-based activities e.g. computer programs that teach writing skills by helping the students developing a topic and thesis statement and by checking a composition for vocabulary, grammar, and topic development. Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a substantial interactive element. **Computer assisted language learning (CALL)** is a method of teaching and learning languages by means of computer software specially designed to use in the classroom.

The application or program integrated in the computer helps the teachers and the learners to learn. The application could be material in a form of text, audio, and video. The teaching and learning process is started from the planning process, making a lesson plan and preparing material. Then, the program demonstrates the material to the students that followed by real practice. Next, the computer also can manage the assessment and evaluation to the study.

b. History of CALL

CALL's origins and development trace back to the 1960's (Delcloque, 2000 in Davis, 2007: 1). Since the early days, CALL has developed into a symbiotic relationship between the development of technology and pedagogy. CALL has developed gradually over the last 30 years; this development can be categorized in terms of three somewhat distinct phases, behavioristic CALL, communicative CALL, and integrative CALL (Barson and Debski 1996) (cf. Warschauer, 2003: 3). Bax (2003: 14) perceives the three phases as restricted, open and integrated**.**

CALL came up in the 1980s in the wake of the computer revolution, which eventually also led to the availability of PCs in schools. By the early 1980s, however, CALL was in evidence in a large number of schools in the UK and the rest of Europe - and, of course, in the USA and Canada. CALL spread out to the entire Europe and America, in other literature such kind program also developed in Africa. Republic Kongo held the same program at that year of 80's cooperation with IDRC. Philippe Delcloque's began as a

poster exhibition that was produced to mark the beginning of the new millennium.

Davies (2007: 8) explains a brief history of CALL

1) 1960s: CALL began, but only on big mainframe computers.
2) Late 1970s: Enter the microcomputer. Christopher Evans publishes his seminar work The mighty micro, Victor Gollancz Ltd (1979).
3) 1980s: The microcomputer was booming. Schools in the UK embrace the BBC Micro. CALL begins to reach the masses.
4) 1980s: The professional associations CALICO (1983) and EUROCALL (1986) are established. IALL (International Association for Learning Labs) goes back to 1965, initially focusing on language labs. IALL is now known as IALLT (International Association for Language Learning Technology) and focuses on language learning technology in general.
5) 1990s: Advent of the Web, which becomes publicly available in 1993. EUROCALL becomes a recognized professional association (1993).
6) 2000: Broadband becomes more widely available, opening up new possibilities for delivering audio and video materials via the Web. Blogs and podcasts appear.
7) 2004: Web 2.0 becomes established as a term describing major changes in the way the Web is used.

Web 2.0 offers considerable promise to support and perhaps enable the much-anticipated revolution in education, but it is a subject to mediating variables.

Social networking is proposed as a Web 2.0 educational approach that is authentic, collaborative, and immersive in cutting through power hierarchies (McCarthy, 2009: 181). It is also positively blurring the distinction between the classroom and the real life of students and teachers, which nowadays includes a virtual dimension.

c. CALL Typology, Phases and Approach

After many years later, there are various attempts have been made since CALL became available to a wider audience to establish a CALL typology and to document the changing phases of CALL (Davies, 2011:5). Typology is the study of types, in this part there are some types of CALL programs based on a finding by some researchers (Davies, 2011: 6-8):

1) Davies and Higgins (1985)

Davies and Higgins (1985) identify the following types of CALL programs

a) Gap-filling exercises: GapKit (Camsoft), Gapmaster (Wida)
b) Multiple-choice exercises: Choicemaster (Wida)
c) Free-format exercises: CLEF (Camsoft), Testmaster (Wida)
d) Tutorial programs: CLEF (Camsoft)
e) Re-ordering: Word Sequencing (ESM and Camsoft), Textsalad (Camsoft)
f) Simulations: Granville (Cambridge University Press), Montevidisco interactive videodisc (v. Schneider and Bennion 1984)
g) Text mazes (also known as action mazes): Mazes (NCCALL, adapted from Berer and Rinvolucri 1981)

h) Adventures: French on the Run (Gabriel Jacobs, Silversoft)

i) Games: Vocab (Wida)

j) Cloze: Clozewrite (Camsoft), Clozemaster (Wida)

k) Text manipulation: Fun with Texts (Camsoft), Storyboard (Wida)

l) Exploratory programs: S-End ing (v. Higgins and Johns 1984: 71ff.)

m) Writing - word-processing

Nowadays, the types from Davies are used in the CALL programs as the types of specific activities in teaching and learning process.

2) Jones and Fortescue (1987)

These are the list of types of CALL programs identified by Jones and Fortescue (1987):

a) Grammar: Matchmaster, Choicemaster, Testmaster (Wida)

b) Vocabulary: Vocab (Wida)

c) Reading skills: Storyboard (Wida)

d) Authoring programs: the Wida series (now known as The Authoring Suite)

e) Writing - word-processing

f) Oral skills - using simulations and adventures as a stimulus: London Adventure (Cambridge University Press) and Yellow River Kingdom

g) Listening skills: Getting the Message interactive videodisc (Glyn Jones, Euro centre)

h) Information source: Wordstore (Wida)

i) Discovery and exploration: Loan (Higgins and Johns 1984: 73f.)

Jones and Fortescue design the types of CALL program from the language learning skills. The skills are listening, speaking, writing, reading, and the sub skills from them.

3) Hardisty and Windeatt (1989)

Hardisty and Windeatt (1989) draw up this simpler classification of four basic types of CALL programs:

a) School programs: exercises involving gap-filling, multiple-choice, sequencing, matching, total text reconstruction.
b) Office programs: word-processing, database, DTP, communications, spreadsheets.
c) Library programs: concordances - and they would probably have included the Web if it had been around at the time.
d) Home programs: adventures and simulations.

The last, types from Hardisty and Windeatt were designed to fulfill the specific needs for the learners.

A phase is a stage in a process of change or development (Bull, 1995: 856). CALL development also has phases until this time. According to Warschauer and Healey (1998, in Lee, 2007: 2), the phases of CALL can be divided into three main stages:

1) Behaviouristic CALL

Behaviouristic CALL was conceived in the 1950s. It was implemented in the 1960s and 1970s. The computer, in the behaviouristic CALL phase, played the role of tutor, serving mainly as a vehicle for delivering

instructional materials to the learner. Drill-and-practice programs were a prominent feature of this phase.

2) Communicative CALL

In this phase, which became prominent in the 1970s and 1980s, the computer continued to be used as a vehicle for practicing language skills, but in a non-drill format and with a greater degree of student choice, control, and interaction. This phase includes:

a) Using the computer to stimulate discussion, writing and critical thinking, e.g. using simulations such as *Sim City*

b) Using the computer as a tool or workhorse, e.g. using word-processors, spellcheckers and grammar checkers.

c) Using concordancers.

3) Integrative CALL

This phase was marked by the introduction of two important innovations:

a) Multimedia: Multimedia CALL began to make an impact in the late 1980s and was well established by the mid-1990s. The introduction of multimedia CALL means that reading, writing, speaking and listening could be combined in a single activity, with the learner exercising a high degree of control over the path that he/she follows through the learning materials.

b) The Internet. The earliest public manifestation of the Internet was in the 1970s, but it did not make a significant impact on CALL until the arrival of the World Wide Web in 1993. The Internet, especially the

> Web (which is a subset of the Internet), brings numerous advantages, building on multimedia technology and in addition enabling both asynchronous and synchronous communication between learners and teachers. A range of new tasks become possible, e.g. Web searches, Web concordancing, and collaborative writing.

As pointed out by Bax (2003: 15), Warschauer later changes the names and dates of these phases: (i) Structural CALL replaces Behaviouristic CALL and moves forward to the 1970s-1980s, (ii) Communicative CALL moves forward to the 1980-1990s, and (iii) Integrative CALL moves forward to the 21st century.

d. CALL for Language Teaching and Learning

CALL history brings further understanding of how CALL is established and developed in the teaching and learning of languages. CALL components in the teaching and learning can be described in three main factors. Ahmad, Corbett, Rodgers, and Sussex (in Rhimpour, 2011: 3) discuss the components as 'the learner', 'the language' and 'the computer' whereas Farrington (cited in Levy, 1997) lists 'the class', 'the teacher' and 'the computer'.

Ahmad et al.'s model looks at the roles of the learner, the language and the computer and their interrelationships. Because it leaves out one important component in the classroom, the teacher, however, it seems to be more suitable for self-access learning situations. On the other hand, Farrington's model focuses on the role of the teacher and suggests that the class should be considered as one of the three main factors, which interacts with the

computer. Figure 2 shows a simple model of these elements and their interactions in the CALL classroom where a target language is taught.

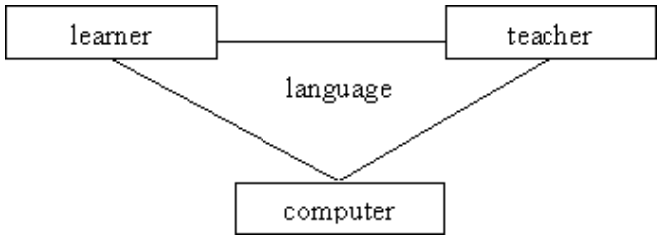


Figure 2. A Model of the Three Main Components in the CALL Classroom (Son, 2000: 241).

Son (2000: 242-244) explains the model above as listed below:

1) The computer

The computer can play diverse roles such as a tutor, tool or tutee (Taylor, in Son, 2000: 241) in language education. Any computer equipment, including the keyboard, the screen, the printer, and the disc drive, is called hardware. The computer instructions, programs, and codes that enable the computer system to work are called software. Within the scope of computer programs, software with an instructional purpose is known as courseware (Jonassen in Lathrop and Goodson, 1983). In order to place CALL in context, it is necessary for the teacher to choose appropriate software programs for their teaching situations. In the selection of the software programs, system requirements for running the programs should be checked in advance. This implies that computer hardware and software always have to come together to make CALL work.

2) The learner

Jamieson and Chapelle (1988) discuss five learner variables that should be taken into account in the assessment of CALL effectiveness: age, background, ability, cognitive style and affect. Because these characteristics of learners can affect learning processes in CALL, teachers need to know the learners well and respond to the learners' needs and attitudes toward CALL properly.

In the implementation of CALL lessons, the learner's familiarity with the computer should also be identified so that meaningful activities can be given to the learner. Considering that learners will be more and more comfortable by using the computer and showing positive attitudes toward computer-based activities, teachers are requested to familiarize themselves with the computer and take on the responsibility for their own professional development in CALL environments.

3) The teacher

Unlike the computer and the learner, the teacher is usually considered to be slow in changing and upgrading himself/herself. The teacher needs to be familiar with new technology and teaching methodology using CALL applications, and to be involved in the use of computer materials in their teaching contexts. This suggests that teachers need to identify their roles and respond to new issues and demands on teachers.

The roles of the teacher are commonly found in the language classroom are tutor and guide or facilitator. In addition to these roles, the

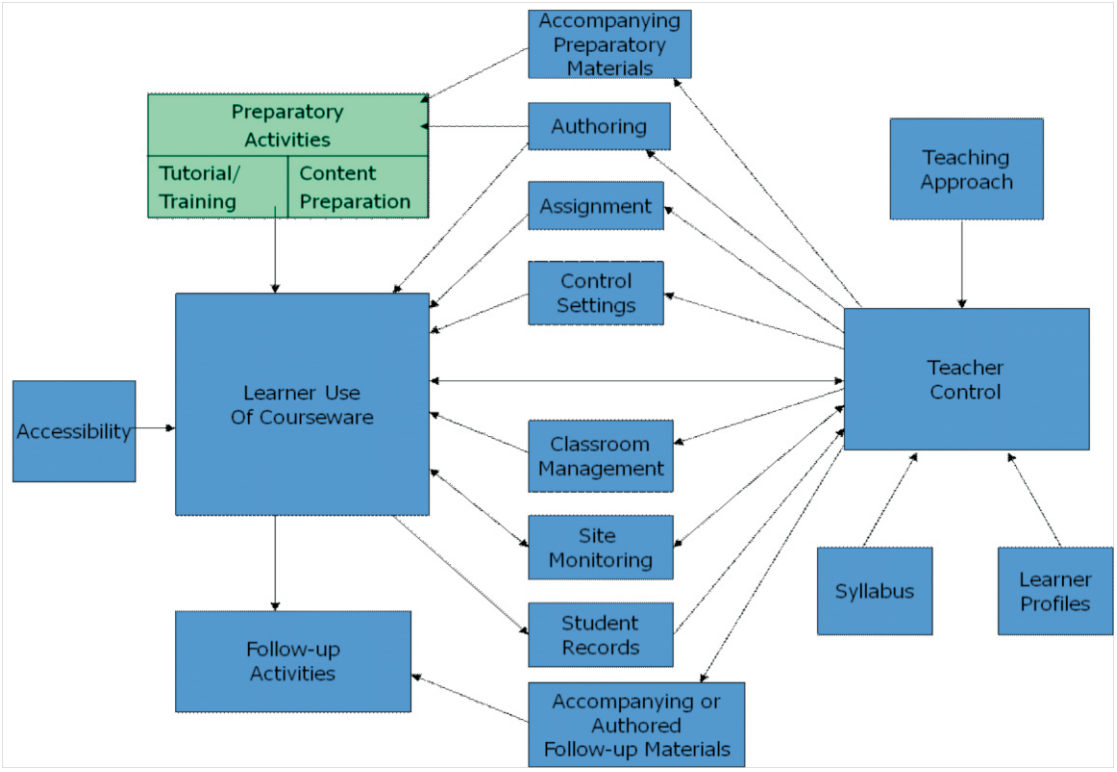
teacher in CALL needs to act as a CALL observer, designer, implementer, evaluator, or manager. (Son, 1997, 2000).

Roles	Activities	Specifications
CALL Observers		Observe recent CALL activities; Identify the types of CALL materials; Build basic skills to deal with CALL.
CALL Developers	Design	Create their own computer applications; Authoring tools with instructional design approaches.
	Implement	Use CALL software; Develop teaching methods for CALL practice.
	Evaluate	Make comments on CALL materials.
CALL Managers	Supervise the overall use of CALL	Guide other teachers to the world of CALL; Facilitate CALL in self-access or classroom settings; Manage CALL resources for learning and teaching purposes.

Table 3: Teachers' Roles and Acts in the CALL Classroom

It is up to the teachers' choice whether they become a CALL observer, designer, implementer, evaluator or manager. Depending on their teaching situations, teachers can simply utilize the computer as a supplement or tool to their work. Hubbard (1996, in Ward: 2004: 101) states that CALL courseware should be considered as people teaching people through the medium of the computer (and not as computers teaching people). In addition, he notes that poor implementation can render good courseware practically useless while imaginative implementation can enhance the value of dull or average courseware. There are components to make the courseware effectively

implemented: accessibility of the courseware, students' use of the courseware, and teacher control.



5. Vocational School

Vocational school or "Sekolah Menengah Kejuruan" (SMK) is a kind of school level in Indonesia that prepares the students to the global work of industry (Law Number 20 Years 2003 of National Educational System). The purposes of vocational school are designed to develop skill, abilities, understanding, attitudes, work habit, and appreciation needed by workers to enter and make progress in employment on useful and productive basis (Winer in Kennedy, 2012: 2). Education direction of vocational school is education for earning living. Therefore, some aspects of economics and

environments are included. The growth of vocational school is based on demand driven and market driven.

Business and management is one of skills program in vocational school that educate the students the basic competence of business and management. Based on the Law of National Educational System Section 3 and 15 there are specific programs for business and management school program: marketing program and office administration program. The competences that the students need to achieve are ruled by National Education Department.

CALL/ HL program in SMK N 1 Depok is a part of the regular curriculum of English subject. CALL/HL is an additional program that is included in the teaching and learning hours of English subject. The score of the students in this program does not included in the students' yearly report. This program purposes are to increase the students' motivation to learn English and to enhance their capacity in the real work condition.

B. CONCEPTUAL FRAMEWORK

The aims of teaching English stated in the School Level Curriculum is that the students should master the four English skills. Vocational school or "Sekolah Menengah Kejuruan" (SMK) is a kind of school level in Indonesia that prepares the students to the global work of industry. The school needs to teach the four English skills to the students especially English for Business.

This technology era offers us a computer technology and the internet that could support the language teaching and learning process. The

government also gives a signal that supports the use of computer and internet from the BSE project for vocational school. The technology becomes favorite media in this recent time but not all of the students and the teachers are familiar with this technology. Computer Assisted Language Learning (CALL) is used in the teaching and learning English in the school to improve the students' knowledge and skills.

SMK N 1 Depok, Sleman, Yogyakarta that has a Business and Management program has implemented CALL. It is more familiar with the term HL (Higher Learning). This research purpose is describing the implementation of Computer Assisted Language Learning (CALL) for English study to students of SMK N 1 Depok. This is because the implementation of CALL/HL in this school is still new. In addition, the information about CALL/HL in the school community is limited. CALL implementation becomes one of school teaching and learning agenda to improve student's ability.

In this research, the researcher describes the implementation of the program based on the implementation module. The four majors components of the implementation module are the accessibility and the availability of hardware and courseware, preparatory activities, and materials for follow up activities, students' use of the courseware, teacher control, and one additional point the teachers' understanding of the implementation of CALL/HL.

CHAPTER III

RESEARCH METHOD

It has been stated before that the purpose of this research is to describe the implementation of Computer Assisted Language Learning (CALL) / HL (Higher Learning) in the teaching and learning of Business English for students of SMK N 1 Depok, Sleman, Yogyakarta. The procedures of this research consist of research design, research setting, and research data collection.

A. Research Design

This research is descriptive qualitative that is supported by quantitative data. Patton (2002: 11) defines qualitative research as attempting to understand the unique interactions in a particular situation. Descriptive research design itself is a kind of research design that describes and sets forth something in written words. It refers to an investigation, which utilizes already existing data or non-experimental research with a preconceived hypothesis (Selinger and Shohamy, 1989: 117). Surakhmad (1994: 140) mentions two characteristics of descriptive method. First, it focuses on the actual problems solving and second is the collected data are arranged, explained, and then analyzed.

From the statements above, it could be said that qualitative research tries to understand and interpret the meaning of an event of human interaction in a certain situation according to the researchers' perspective (Usman and

Akbar, in Suyadi 2003: 32). In a descriptive study, no attempt is made to change behavior or conditions. A descriptive study is about how to measure things as they are (Hopkins, 2008: 2). In addition, he notes that descriptive studies are also called observational, because it is a research that observes the subjects without otherwise intervening. In this descriptive study, the quantitative data were collected from the observation of the subjects.

In a brief, the following is the scheme of procedures of descriptive and qualitative research design (Usman and Akbar, in Suyadi 2003: 34).

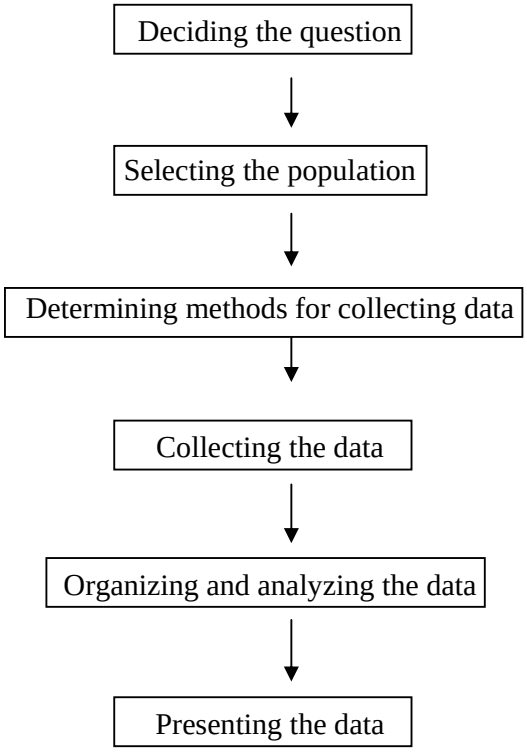


Figure 4: Procedures of Descriptive and Qualitative Research Design

B. Research Setting

The study was conducted in SMK N 1 Depok, Yogyakarta. The school was chosen because it has business and management program using CALL program. The school is located in Sleman Yogyakarta. The school implements CALL program for all students from Grade ten to Grade twelve. The research was conducted from January 2013 to February 2013.

C. Research Subjects

The research subjects were the students, the teachers of English subject, the principal, and the researcher herself. The object was the CALL/HL program implementation for business English for SMK students.

D. The Sources of Data

Data are classified into two main groups: main data and secondary data.

1. Main Data

The main data were the most important data on this research. The main data were taken from the documents observation of CALL, the teaching and learning observation, and the interviews with the principal, teachers, and students.

2. Secondary Data

The secondary data supports the main data. They were taken from many sources such as books of CALL theory and research, internet, and other

supporting documents (e.g. tutorial material, photos, software material design, etc).

The use of data from different sources was to reduce the bias effect that might happen in the research. To minimize the effect, it also needs the use of correct instruments for the data.

E. Data collection technique

There are many kinds of data collection techniques such as documentation, observation, interview, library research, and so on. In this research, observation and in depth interview techniques were used to collect the data of the implementation of CALL in the school supported by other data. All of that data were evaluated carefully to minimize errors. The data from observations technique covers qualitative and quantitative data. Words are the form of qualitative data and numbers are the form of quantitative data. Words and numbers were collected from the documents observation sheets. Interview technique was used to gain qualitative data from the research.

Aspects needed in the CALL program implementation during the data collection were about the accessibility, preparatory activities, and materials for follow up activities. They were covered before the learners used the courseware and teacher control (Hubbard: 1996: 98).

F. Research Instruments

The researcher prepared instruments to collect the data. They were documents observation sheets, teaching and learning observations sheets,

interview guidelines. Meanwhile, the documentation technique was used by looking from some sources, such as books, articles, and the other supporting data that were related to this research. After the documents authenticity and validity had been found, the next task is to synthesize the result and conclude it.

In this research, the researcher is the key instrument. The researcher is the primary tool of the study (Bogdan and Biklen, 1982: 27). Moleong (2007: 166) supports that, qualitative research involves researcher as the instrument acting as a planner, data collector, data analyst, data interpreter, and the reporter of the research study. This study also used other instruments, i.e. observation sheets and interview guidelines that were modified from some instruments that were used by other researchers in the same research technique. The instruments of this research are presented below.

1. **The Documents Observation Sheet and Teaching and Learning Observation Sheet**

The documents observation sheet and teaching and learning observation sheet were adapted from CALL program implementation and evaluation by Warschauer (1996: 9). The instruments were combined with implementation module from Hubbard (1996: 98-100). Some additional questions for the observation were taken from BLINN College program review (2009) is an institution of education services that is located in the US that are have an experience to review some colleges programs implementation which is one of

them is CALL program. Some of the questions are reliable to complete the instruments for the research.

2. The Interview Sheet

The interview sheet was taken from implementation module (Hubbard, 1996: 98-100) that was combined with the sheet of review program from BLINN College (2009). In this case, those combinations were made to gain the research objective.

G. Trustworthiness

In this study, credibility was achieved by employing the triangulation technique. This technique was used to achieve the validity of the research. Guba and Lincoln (1981: 107) state that triangulation forces the researcher to combine multiple data sources, research methods, and theoretical schemes in the inspection and researcher. Multiple data sources mean different data sources. Research methods mean that the researcher uses several methods to collect the data. Theoretical schemes mean combining some sociolinguistics theories in order to achieve accurate analysis. The last, the researcher involves some observers to check the data.

The triangulation technique was used to reduce the bias effect that may arise in the research. There are three generally recognized sources of bias: those arising from the subject being interviewed, those arising from themselves as researchers, and those arising from the subject-researcher interaction (Travers, 1969: 68). In this research, the combination of observing teaching

and learning process, observing the documents and interviews could achieve the objectives of this study.

H. Technique of Data Analysis

Bogdan and Biklen (1982: 157) put forward that analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others. After the analysis technique had been done, the conclusions were drawn. The implementation module from Hubbard (Fig 3: p.30) was used to analyze the data that were gathered from the research.

CHAPTER IV
FINDINGS AND DISCUSSION

As mentioned in the previous chapter that the study is categorized as descriptive qualitative study. It aims to describe the implementation of CALL (Computer Assisted Language Learning) for the teaching and learning business English for students in SMK N 1 Depok, Sleman, Yogyakarta. This chapter presents findings and discussions. The finding process is the process of answering the problems formulated in the study based on the data. Then, there will be the discussion process that means the process to analyze, discuss, and describe the data which were gathered and found on the finding process. The finding process deals with the implementation of CALL that covers the availability and the accessibility of hardware and courseware, the teachers control the teaching and learning process, and the learner use of courseware. These points are from the implementation module from Hubbard (1996, in Ward: 2004: 100). There will be one additional point; it is the teachers' understanding of the implementation of CALL. They will be discussed in the following section.

A. Research Findings

1. The Implementation of CALL/ HL in the Teaching and Learning of Business English for Students of SMK N 1 Depok, Sleman, Yogyakarta

The implementation of CALL/ HL in SMK N 1 Depok started about three years ago. The school has three laboratories to support the teaching and learning process. They are language laboratory, HL laboratory, and Multimedia laboratory. All laboratories are designed in order to follow the newest technology that is used

in the teaching and learning English for the students. There are components to make the software or courseware effectively implemented as listed below:

<table>
<tr><th>Accessibility</th><th>Preparatory activities</th><th>Follow-up activities</th><th>Teacher control</th></tr>
<tr><td>The availability of a computer which uses the software</td><td>What the learner and the teacher do before starting a lesson</td><td>Providing follow-up materials</td><td>Teaching approach, the syllabus and the learner profiles,</td></tr>
<tr><td rowspan="5"></td><td rowspan="5">Accompanying or authoring preparatory materials</td><td rowspan="5">Accompanying or authoring follow-up materials</td><td>Assignment</td></tr>
<tr><td>Control setting</td></tr>
<tr><td>Classroom management</td></tr>
<tr><td>Site monitoring</td></tr>
<tr><td>Student records</td></tr>
</table>

Table 4: Implementation Components

a. Accessibility

The language laboratories (Table 5.) show the availability of hardware and software used for the teaching and learning English for Business for students of SMK N 1 Depok. The quantities of the computers are enough to use for the whole class activity for about 31 to 34 students. There are 37 computers in the language laboratory and HL laboratory. In the multimedia laboratory, there are 40 computers. The excess number of the computers will be used as substitute when some of the computers are not functioned well. The laboratory is used by students in English lesson. The students can use it overtime after the lesson in the break time after classes. The laboratory cannot be freely accessed except that time and

without the teacher's permission. This policy is made to keep the security of the computers from irresponsible activities.

	Language laboratory	**HL laboratory**	**Multimedia laboratory**
Computer	36 for students 1 server 1 for teacher	36 for students 1 server	40 students 1 server
Headset	37	37	40
LCD projector And screen	1	1	1
Television	1	-	-
Video player	1	-	-
Printer	1	1	1
Software installed	Dyned	Dyned	Dyned; Learn to speak English (LTS); Side by Side (A and B series); TOEIC mastery test.
Connectivity	Online	Online	Online and offline

Table 5: Language Laboratories' Hardware and Software

The laboratories are designed in different ways. Table 5 shows that language laboratory and HL laboratory are designed only for online activities. Multimedia laboratory is designed for both online and offline activities. The design is made to follow the kind of software that is installed in the computers. Dyned software requires network connectivity to run the program. The others do not require network connectivity when the students access through the program. The online software is easy to access if they are not in trouble in the software network connection and the internet connection. The offline software is easier to access than the online software because it does not always need the internet

connection. The online and offline system are prepared to make various activities for the teaching and learning program and to anticipate the problem of technology.

b. Preparatory Activities

1) Tutorial or Training

Preparatory activities refer to what the learner and the teacher do before starting a lesson (for example, a tutorial on how to use the courseware or content preparation). Tutorial about the program that will be used in the language laboratory was given for the teachers before they deliver it in the classroom. The tutorial is about the brief introduction of the program and the way to use it in the learning process.

Researcher (R): *Sebelum CALL diterapkan Apakah ada tutorial bagi siswa atau guru?* (Before CALL was implemented, was there a tutorial for the students and the teachers?)

Principal (P): *Ya tentu saja ada. Guru kami ikutkan dalam pelatihan. Untuk siswa tidak ada pelatihan khusus. Guru yang akan mengajar berkewajiban memberikan pengarahan sebelum belajar dimulai.* (Yes, of course. The teachers joined a training program before they were implementing CALL. Students did not get an official training. The teachers have to give a simple tutorial before the class starts).

Interview 1; Thursday, January 31, 2013

The training was given to both the students and the teachers in the different ways. The teachers got the training from the software developer. They were learning the background of the HL program, specification of the HL program, and the procedure to use the HL program.

Researcher (R): *Sebelum CALL diterapkan Apakah ada tutorial bagi siswa atau guru?* (Before CALL was implemented, was there a tutorial for the students and the teachers?)

Teacher 1 (T1): *Ya ada. Guru ikut dalam pelatihan dari HL tapi jumlahnya terbatas.* (Yes, there was. The teachers joined the HL training program but the numbers were limited)

(R): *Apakah anda termasuk yang mendapat training resmi?*(Did you get the official training?)

(T1): *Ya saya ikut.*(yes I did).

(R): *Lalu apa yang dipelajari di training tersebut?* (Then, what did you learn from that training?)

(T1): *Latar belakang adanya HL, apa saja yang ada dalam program, bagaimana menggunakannya saat mengajar.* (The background of the HL program, specification of the HL program, and the procedure to use the HL program).

Interview 2; Tuesday, February 5, 2013

Not all of the teachers got the official training from the program developer. The teachers who got the official training deliver the training material to others teachers who did not join the official training. The training was given in a non-formal condition.

(R): *Sebelum CALL diterapkan Apakah ada pelatihan bagi guru?* (Before CALL was implemented, was there training for the teachers?)

(Teacher 2, Teacher 3): *Ya ada. Guru ikut dalam pelatihan tapi jumlahnya terbatas. Hanya beberapa yang diikutkan. Saya tidak ikut pelatihan resmi.* (Yes, there was. The teachers joined a training program but the numbers were limited. Some of them joined in the training. I did not join the training program).

(R): *Kenapa anda tidak mendapat training resmi? Lalu anda belajar darimana?*(Why you did not get the official training? then, where did you learn the program?)

(T2, T3): *Karena biaya trainingnya cukup mahal sehingga tidak semua bisa diikutkan. Dari guru-guru yang mendapat pelatihan, mereka memberi tahu programnya.* (Because the training cost was expensive so not all of them joined the training. The teachers who got the training, they told us how to use the program).

Interview 3; Thursday, February 7, 2013 and interview 4; Monday, February 11, 2013

The training was given to the teachers before the class is started. Then, the training is continuing to the students who did not get the official training from

software developer. The teacher explains the program in the first meeting of the students of tenth grade.

(R): *Sebelum HL/CALL diterapkan Apakah ada pelatihan siswa?* (Before CALL was implemented, did you get any training or tutorial?)

Students (Ss): *Ya pas pelajaran saja mbak, dijelasin ini HL* (In the lesson time miss, the teacher explained HL).

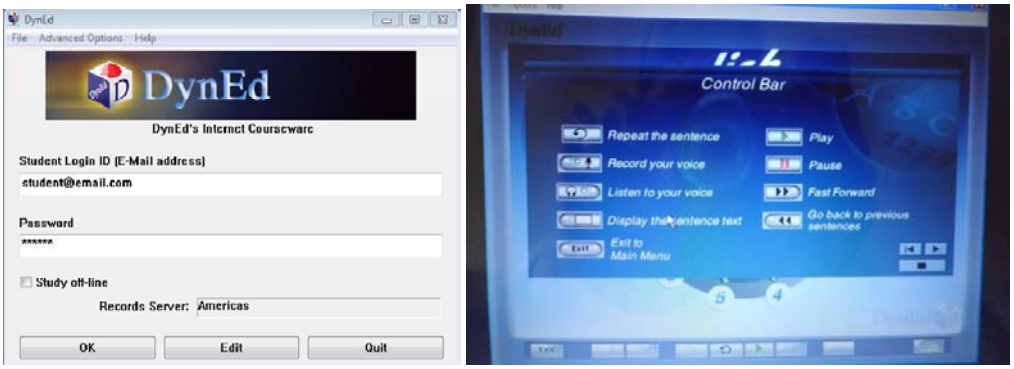
(R): *Apa saja yang dijelaskan?* (What did teacher explain to the class?)

(Ss): *Awalny daftar* email, *terus masuk ke programnya, belajar menggunakan tombolnya, terus* placement test (We registered our email, then logged in to the program, next learnt the use of the buttons, after that we took a placement test).

(R): *Apakah guru menjelaskan materinya?* (Did the teacher explain the materials?)

(Ss): *Hanya dijelaskan kita akan belajar Bahasa Inggris pakai komputer sesuai hasil tes tadi, tidak ada penjelasan tambahan.* (We were explained to study English using computer based on the test result, no further explanation).

Interview 6; Tuesday, February 5, 2013



Picture 1. The students Log In Procedure

The materials were not explained in detail to the students before the class started. The tutorial for the students is limited in the area of how to run the program. This basic step is enough for the students to start at the beginning of the lesson.

2) Materials Preparatory and Authoring

The program materials are designed by a program developer which are appropriate for SMK students. The principal and the teachers were not involved in the content preparation. One of the teachers' roles is as CALL developers that design the computer applications. Authoring may provide the teachers with a mechanism to amend or add to the courseware (add or augment exercises, for example). Depending on the circumstances, the teacher may be able to control which packages and lessons the learner can use and when. The teachers in this school are categorized as CALL developer teacher. They can implement the program but not design the program.

(R): *Apakah sekolah ikut mempersiapkan materi program?* (Did the school prepare the program contents?)

(P): *Tidak, ini sudah satu paket dari HL, HL sendiri yang sudah mempersiapkan apa yang sesuai dengan siswa kami hanya ikut mengecek saja.* (No, it is a package from HL, HL already prepares the contents for the students and the school checked them).

Interview 1; Thursday, January 31, 2013

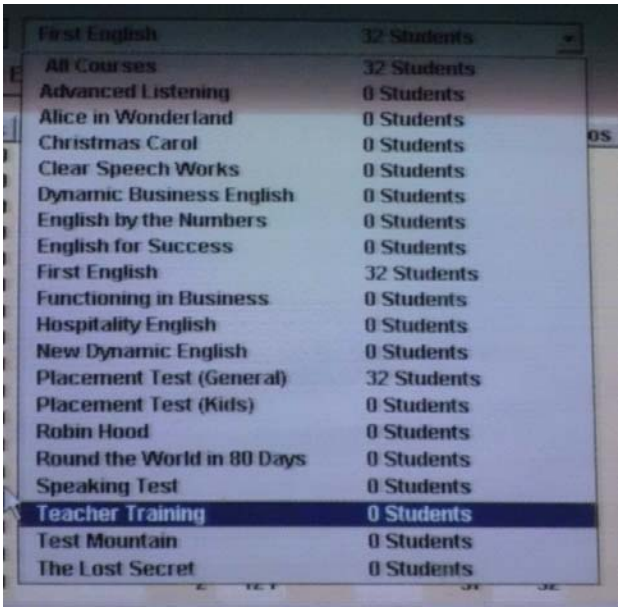
(R): *Apakah guru ikut mempersiapkan materi program?* (did the teachers prepare the program contents?)

(Teacher 1): *Tidak, kami tinggal pakai saja semua materi sudah ada disana* (No, we just use the program. The materials are already there).

Interview 2; Tuesday, February 5, 2013

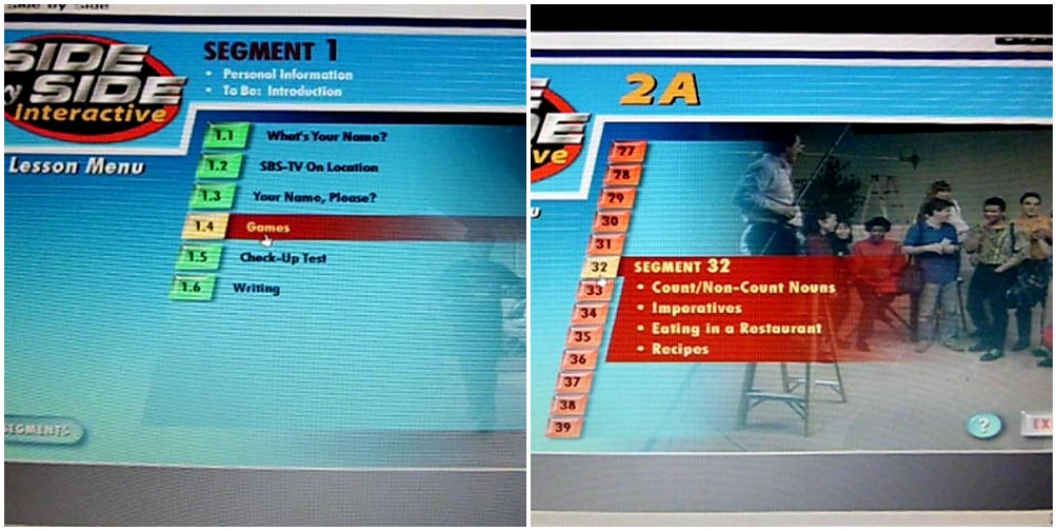
HL developer himself is a professional developer for CALL program that was managed not only for SMK students. The program developer from HL makes the suitable materials for SMK students that need to learn English for Business activities. The teacher cannot add or amend the materials from the software that are installed in the computers. Picture 2 explains the program materials that are

installed in the CALL program especially Dyned software. In this software, each program has sub course and all of them are designed to fulfill the language skills that are learnt by the students. Speaking, listening, reading, writing, and so on are inserted in the courses that are proper with the level design. Dyned software is designed for online activity so the internet connection is needed to run the program properly.



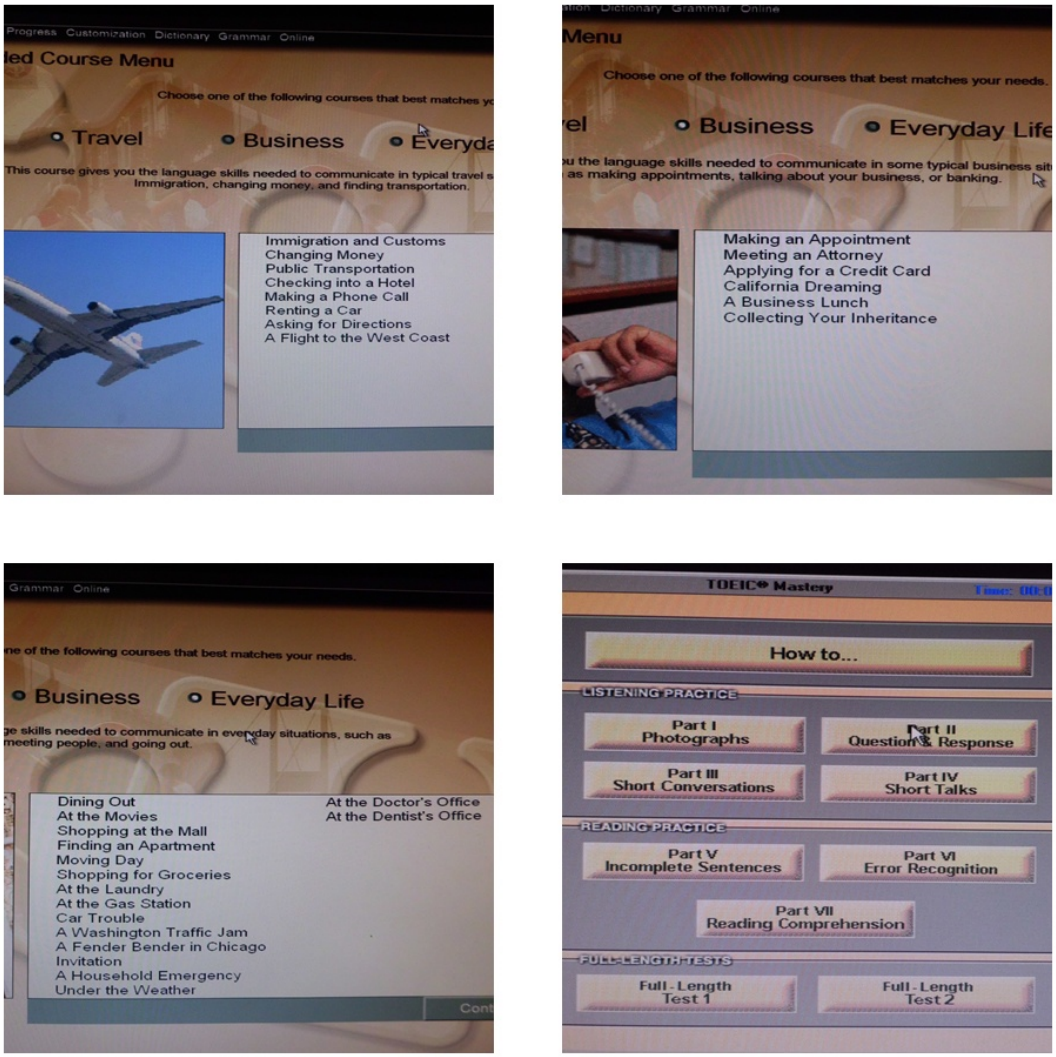
Picture 2. Dyned Lessons

Picture 3 shows us the side by side software. It was designed by the software developer and the teacher were not involved in the design process. The contents of the course are quite similar to Dyned software. Side by side software is designed for offline learning activity.



Picture 3. Side by Side Lessons

The last, picture 4 tells the detailed course of Learn to Speak English software and TOEIC mastery test software. These two software contents were designed for public commercial usages like both programs that are mentioned before. In other situations, the materials from the teacher that are designed for offline activities could be added or amended depend on the teacher creativities. The situations are program network problem, error network connection, program corrupted, and low voltage.



Picture 4. Learn to Speak English Lessons and TOEIC Mastery Test

(R): *Jika ada kendala apakah guru mempersiapkan materi sendiri?* (If there is a trouble, will the teacher prepare their materials?)

(T1, T2): *Ya tergantung kendalanya mbak* (Yes, it depends on the problems miss).

(R): *Tolong dijelaskan!* (Please explain!)

(T1, T2): *Kalau jaringan program yang bermasalah kita gunakan internet akses website seperti English online, British Council, BBC. Kalau internetnya bermasalah kita arahkan ke*

program offline di lab lain. Jika semua tidak memungkinkan pelajaran dilakukan di kelas. (If the program network error or program corrupt we will use internet access such as English online, British Council, BBC and so on. If the internet connection is trouble, we will use the offline program in another laboratory. If all of the accesses getting troubles, the lesson will be held in the classroom).

Interview 2; Tuesday, February 5, 2013 and Interview 3; Thursday, February 7, 2013

(R): *Materi apa yang dipersiapkan di kelas?* (What kind of materials which are prepared?)

(Teacher 4): *Ya misalnya lagu, video ya sebisa mungkin di desain seperti kelas CALL walaupun hanya pake laptop, speaker dan LCD* (Well, for example song, video which are chosen to create CALL class environment. We just used laptop, loudspeaker, and LCD).

Interview 5; Tuesday, February 12, 2013

The backup materials are prepared to continue the English lesson for the students. The teacher prepares them for classroom activity. There are not many materials and the materials especially cover the listening skill. Writing skill and reading skill are inserted in the materials as a complement.

c. Teacher Control

A teacher becomes one of the important parts in the implementation of CALL beside the computers and the students. The roles of the teacher are commonly found in the language classroom as a tutor and a guide or a facilitator. In each part of them, the teacher has control of the class.

1) Teaching Approach, the Syllabus and the Learner Profiles

Integrative CALL is determined as the teaching approach in the language learning process. Integrative approach itself is a combination between multimedia and internet. The hardware and software that are used in the classroom such as

computer, television, player, and software for online and offline activity are identified as the components in the integrative CALL classroom. The internet connection as one of the component of the CALL/HL classroom is not used in the proper way or not in the maximum approach. The class is not implemented pure integrative approach. From the class observation, the communicative approach is used to complete the CALL/HL implementation. Communicative CALL approach makes a communication between the learner and the computer become more attractive. It brings humanistic side of a machine as a tutor in the language teaching and learning process.

Syllabus is another component of teacher control. In the material preparatory explanation, the teacher and the school did not prepare the material for CALL software. It means that the syllabus was designed by CALL developer. Next, the learner profiles of the language learner are quite the same between the eleventh grade and twelfth grade students. In the beginning, the tenth grade students need more times to be familiar with the HL/CALL program.

(R): *Bagaimana keadaan siswa saat awal belajar?* (How did the condition of the students in the beginning of the class?)

(Teacher 2): *Kalau kelas sepuluh awalnya tentu perlu penyesuaian mereka banyak bertanya karena belum pernah menggunakan sebelumnya. Tapi setelah itu mereka akan menikmati belajarnya.* (When they were in the tenth grade they needed adaptation time. They asked lot of questions because they never used it. After that, they enjoyed to learn).

(R): *Apakah kesulitan mengajari mereka?* (Do you have difficulties in teaching them?)

(T2): *Tidak karena mereka sudah mendapat pelajaran keterampilan komputer juga atau di rumahnya sudah memakai komputer sehingga lebih mudah mengarahkannya.* (No, because they have learned computer practice in the

school or some of the students already used computer at home so it is easier to conduct them).

Interview 3; Thursday, February 7, 2013

(R): *Bagaimana motivasi belajar siswa?* (How about the students motivation to learn?)

(Teacher 3): *Mereka sangat antusias, karena ini hal baru yang belum pernah mereka pelajari. Tampilannya bagus sehingga mereka tertarik untuk belajar walaupun nilainya tidak dimasukkan rapor.* (They were enthusiastic to learn because this is a new thing for them. The layouts are good so they are interested to learn although the score was not included in the final report).

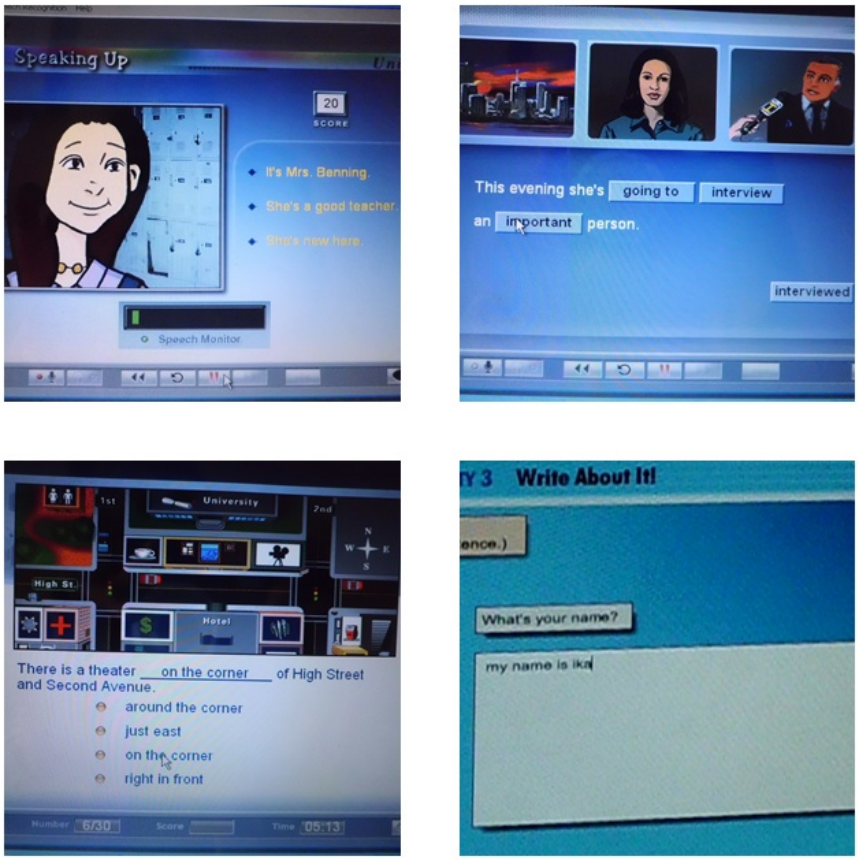
Interview 4; Monday, February 11, 2013

The school is categorized as a favorite school in that place. The input of the students is selected carefully. Most of them were fulfilled the minimum standard of the school. The students' background knowledge of English is in the same level. It means there are not significance differentiations among the students when they started the lesson. The students' speed in the learning process is one of the differences between the students.

2) Assignment

An assignment is a task that gives to the students to work after studying the lesson. The assignment is a reflection of the students understanding of the lesson. The language skills that are learned in the software program such as listening, speaking, reading, and writing are followed by the assignment in each level of course. There are various types of course assignment like Gap-filling exercises, multiple-choice exercises, re-ordering such as word sequencing, games, recording, and so on (Picture 5).

Assignments for listening skill are given in two ways. Direct assignment and mastery test at the final of the lesson. The students have to record their voice after they heard the native speaker sentences or dialogue. This assignment is mixed with speaking skill. Except it, the students have to click the right answer asking orally and so on. In the mastery test of listening, the students are given the assignments that coming from the lesson they have been studied in the level course. Grammar test is inserted in the writing skill mastery test. In this mastery test, students are asked to type the answer of a question that is showed in the screen. Another type is guessing the picture and writing the correct activity based on the question. In the Dyned software, Gap-filling exercises, and re-ordering sentence are the types of the course test.



Picture 5. Dyned and Learn to Speak English Course Assignment

Each level and sub level have assignments in the form of mastery test (Picture 6). The mastery test is given when the students finish studying the lesson in each level or sub level. It consists of the test to measure of the language skills ability of the students.

Picture 6. Dyned and Side by Side Mastery Program

(R): *Apakah ada tugas atau evaluasi setelah siswa belajar?* (Are there assignments or evaluations for the students?)

(Teacher 1): *Ya ada.* (Yes, there are).

(R): *Apa saja itu?apakah anda membuatnya sendiri?* (What are they? are you make them?)

(T1): *Tugas individu bagi siswa. Disetiap level ada soal yang dikerjakan, selanjutnya ada tes evaluasi yang harus dikerjakan siswa sebelum naik level. Soalnya sendiri sudah meliputi semua skill yang dipelajari. Kami tidak membuatnya karena semua sudah ada diprogram.* (There are individual tasks for the students. They need to do the task in each level, and then there is an evaluation task to do before the students learn the next level. The assignments themselves consist of the skill which are

learnt. No we did not make it because all of them already there).

(R): *Setelah selesai belajar, apakah siswa mengerjakan soalnya secara bersamaan?* (After finishing the learning process, did the students do the assignments together?)

(T2): *Tidak, karena ini belajarnya sendiri-sendiri. anak yang cepat paham akan lebih cepat belajar dan mengerjakan tugas. Jadi tidak terhambat siswa yang lambat belajar. kemudian, siswa yang lambat belajarnya bisa mengulangi sendiri sampai dia paham.* (No, because this is self-learning activity. The students who learn quickly could do the test in certain time. Therefore, they are not stuck with the slow learner. Then the students who learn slowly could repeat the lesson as many times as they want to understand the materials.).

Interview 2; Tuesday, February 5, 2013

The teacher and school did not make the assignments. They are designed in a package with the lesson software. The assignments are provided for the students to the test their language skills after learning the course. The assignments covers the macro skills of language learning.

3) Control Setting

Control setting may provide options to control the level of helps and feedbacks provided by the system to suit a given teaching situation. The software was designed to give a specific help based on the teaching approach. A communicative approach makes the communication between students and the computer as tools become more humanistic. The software gives clear helps for the students and the teacher in the beginning of the lesson to use the program. The helps are how to run the program with a brief explanation, how to learn the program through tips, and how to check the test score and feedback explanations.

This help makes it easier for the teachers to guide the students running the program.

Feedbacks are needed to make the lesson interaction in two ways communication. CALL in this school is designed in the system of one computer for one student. Students learn by themselves in the learning process. The direct feedback is given to the students when they learn the course. If they chose the wrong answer, the warning or brief explanation will be given to the students. The feedbacks from Dyned software are given when the students log in to the program. The data show their strong and weak points with a brief explanation for each point.

4) Classroom Management

Teachers obviously can work directly with the learners also, for example, sitting with a group of students around a computer. Issues of classroom management need to be considered, as some programs may be more suited to a group user rather than individual user. There are basic rules for the class that need to obey. The students are asked to remember the email address and the password to log in to the program. This rule is for the online software but for the offline software, the students just log in to the username they are registered at the beginning of the lesson.

No flash disk or any kinds of data transfer are allowed in the language laboratory. This is to protect the computer system from virus and another irresponsible activity. The students are not allowed to access the website during the lesson using software. This rule is made to make the students focus on the

learning process using the software. It is a conditional situation rule; if the software is in trouble, the students will access the website to continue the learning process.

Simple instructions are given to the students before they use the computer. The instructions are the time allocation in the laboratory so the students need to manage their time. Next, the students need to check the computer and the software before they use them. They need to check their study result to know their own progress. The teacher handles the class condition including the students' behavior and the students' questions.

5) Site Monitoring

Site monitoring, whereby the teacher works with students in the computer lab, can be useful for gaining insights into how the students interact with the courseware. Site monitoring in the computer lab is done before the class is started, in the teaching and learning process and after the class activity. From the class observation, not all of the teachers do those things some of them eliminated the part.

(R): *Apakah anda mengawasi pemakaian software atau akses situs sebelum, saat dan setelah pembelajaran?* (Do you monitor the use of the software and site access before class, in the lesson time, and after the class?)

(Teacher 3): *Kadang iya kadang nggak mbak, tergantung kondisi.* (Yes, sometimes we do them. It depends on the condition).

(R): *Bisa dijelaskan* (Please explain?).

(T3): *Kalau dulu pernah rutin cek software sebelum dimulai karena kelas sebelumnya ada laporannya. Lalu nanti anak-anak diminta akses situs tertentu saat software tidak bisa. Saat pelajaran untuk lab yang ada server controlnya bisa dilihat aktifitas anak akses komputernya. Tapi lab yang gak*

> *ada kita mesti cek keliling memastikan anak-anak belajar*. (I ever did that, I checked the report from the previous class that use the computer lab. Then, I asked the students to access the online site in the time the software was in trouble. I monitored their activities through server control but for the lab which no server control to monitor, I walked around to check their site activity).
>
> Interview 4; Monday, February 11, 2013

Site monitoring is conducted to control the students' activity while they study in the lab. The teacher needs to walk around to the students' desk to monitor their activity. Sometimes the students asked question about the program when the teacher monitored their activities. Picture 7 shows the site monitoring condition.

Picture 7. Laboratories Site Monitoring

6) Follow up Activities

Follow up activities are designed to enrich the materials that are learnt in the learning process. The teacher in this school does not prepare the follow up materials for the students after the lab activity.

(R): *Apakah anda menyiapkan materi* follow up *untuk siswa?* (Do you prepare the follow up material for the students?)

(T3): *Maksudnya gimana ya mbak?*. (What does it mean miss?).

(R): *Materi yang disiapkan sebagai pendukung atau tambahan setelah siswa belajar di lab CALL/ HL ini.* (I mean the

support material or additional material for the students to enrich their knowledge after learnt in this CALL/ HL lab?).

(T3): *O begitu, saya tidak menyiapkan, yang lainnya juga tidak jadi saya ikut saja?.* (Oh well, I do not prepare it because the other teachers do not do that).

Interview 4; Monday, February 11, 2013

From the laboratory observation, the students do not get follow up activity after the class finish. The teachers do not prepare the follow up materials for the students. They also do not give further suggestion for the students who get lowest score. The teacher closed the class and dismissed the students.

d. Learner Use of Courseware

The learner becomes one of the important factors from the three main factors in the CALL program (Son, 2000: 241). The learner use of courseware become one of the indicators of the successful implementation of CALL.

1) Learning Process Procedure

In the learning process, the students have the same cycle for each software program. The cycles are:

a) Students Log In

A register is needed for online software and offline software. First, Students register by using an email for online software. Offline software does not need an email registration to log in into the software. The use of students log in is for the students' record during the process of learning language. The students should register the new password in the computer server when they forgot their old password. The teacher will help them to solve this password

problem. The offline software does not require password so the students are not bothered by the password problem.

b) Placement Test

The students do the placement test before learning English using the software. The placement test is designed for general use of the students. The students' score determines the level of materials that they would study. Dyned software is designed for general use of the students. The level of students' ability is measured in the placement test so they can learn the language from the material that they need to improve. All language skills is measured in this test. After they get the result, they started the lesson for the next class. The result conducted the students to a specific material. Another material is blocked until they finish the material through the mastery test. Each student in the class has their own result based on their level of the capability. Dyned software is aimed for an individual learning course. Students from different grade could be in the same level of the course.

DynEd Placement Level	*Appropriate Courses*
0.0~0.2 Beginner ~	New Dynamic English Module 1; First English
0.5~0.7 (TOEIC 250~350)	New Dynamic English Mod 2; EFS Units 1~4
1.0~1.2 (TOEIC 300~400)	NDE Mod 3; The Lost Secret; EFS Units 5~10
1.5 (TOEIC 350~450)	NDE Mod 4; The Lost Secret; EFS Units 5~10
2.0 (TOEIC 400~650)	NDE Modules 5&6, Functioning in Business, Dynamic Business English 1,2,3,4
2.5 (TOEIC 600~750)~TOEFL 600	NDE Mod 7; FIB; DBE 3,4,5,6; Test Mountain
3.0 (TOEIC 700~850)~TOEFL 650	NDE Mod 8; Test Mountain; Advanced Listening
3.5 (TOEIC 800~950)	Advanced Listening; Test Mountain
4.0 Advanced Non-Native Speaker	

Figure 5. Dyned Placement Test Level

Pre test is also designed in the Side-by-Side software and Learn to Speak English software. In the both Side-by-Side and Learn to Speak English software there are not detail information shown to the students after they finished the pre test. There were only scores of the test that cannot measure the Students' level of capability in the English language skills. In this two software, the students could learn the material randomly. There are no specific rules like the dyned software.

c) Lesson and Result Check

Specific materials for SMK students are prepared to improve their language skills especially English for business. In the beginning of the lesson, the teacher needs to explain what kind of lesson they would learn during the laboratory activity. This means to build the students' understanding through the lesson. Unfortunately, the students could not learn some materials from dyned software because the score in the placement test was not sufficient to access them. In this software, all students only could access the basic materials such as; First English, New Dynamic English, and English for Success. The use of offline software that does not have specific rules helped the students in improving their ability especially English for business material. The materials are free to access it is not block like the online software. The teacher could not control the students' capability to learn each level.

There are students' records for each unit that the students learned during the learning process. In the beginning of the lesson, the students are

asked to check their study result and feedback from the previous meeting. The good score and good feedback of the students are needed to continue for the next level. The bad score and bad feedback encouraged the students to study the previous lesson again in order to increase their score and to improve their skills. In the offline software, students were not able to get the direct feedback for their score in each lesson. Table 6 shows the example of the intelligent tutor that should be checked before the students continue their study.

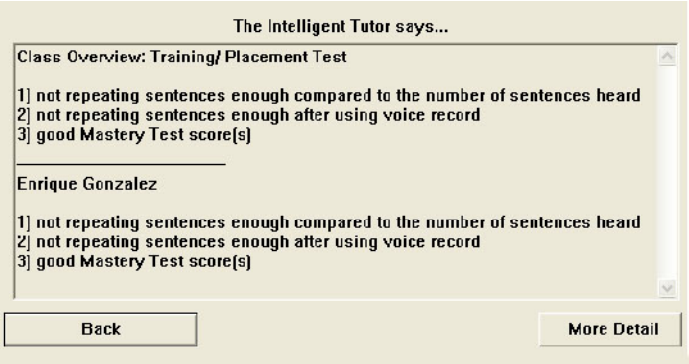
<table>
<tr><td>Students 1 (Time = 59:11)
First English</td></tr>
<tr><td>1) good use of repeat button
2) good Mastery Test score(s)
3) good study frequency in the last two weeks
4) good success with comprehension questions
5) good study time in the last 2 weeks</td></tr>
<tr><td>Study Score = 9</td></tr>
<tr><td> 
</td></tr>
</table>

Table 6. Intelligent Tutor for the Students

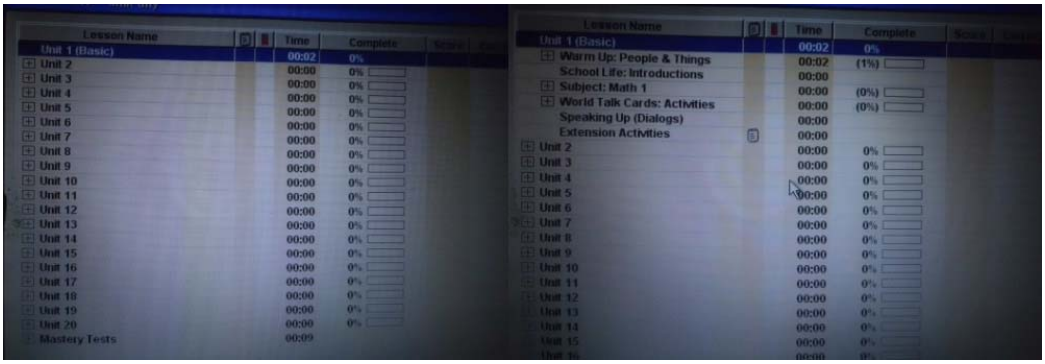
d) Mastery test

In each unit of the course, the mastery test is prepared for the students after they finish it. The students are shown the result after learning the

material in the whole unit. They could re-learn the unit if the result does not good. The mastery test is designed to measure the skills improvement of each student. The mastery test is accessed after the students finished each lesson in a unit. The result score is used to open the next level of the unit.

2) Students Records

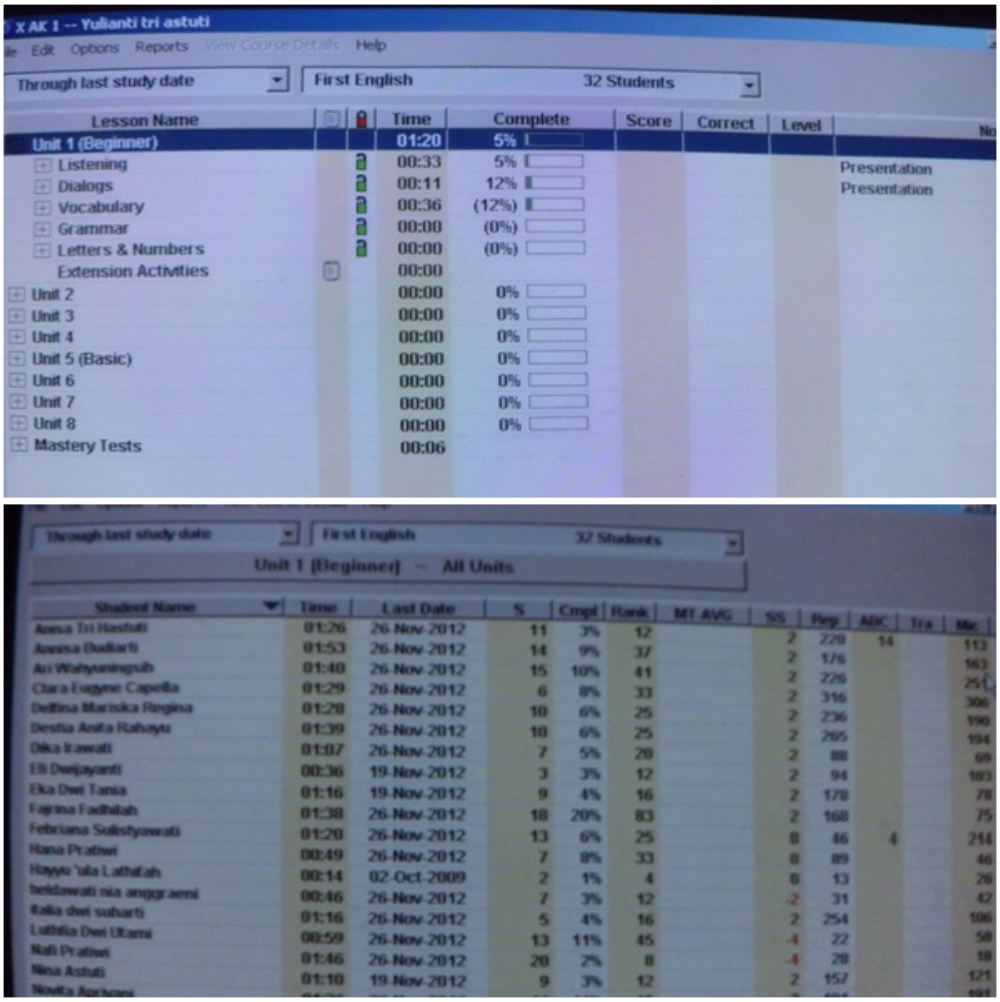
Students' records can also provide the useful information to the teacher. The information may include lessons that the student has used, how much time spent on each lesson, and scores for the activities. Lab logs and student feedback forms are other methods of obtaining student information. The software that is used in this school shows the students' records after they learn the lesson. Picture 8 and picture 9 show the students' records from Dyned software. Picture 8 shows the number of units that the students should learn in each lesson. The students' records also explain the students' progress in each level that is calculated in the percentage.



Picture 8. Students' Records

Picture 9 gives the detailed information of the students' records. The records consist of individual record and class record. The individual record

mentions the information of the lesson that the students can access, the time when the students spend each lesson and their progress. The class record mention the number of students in the class, the time they use to study, the number of learning sessions, the last date they accessed the software, the Completion Percentage, Quiz, the students' score, the use of repeat button and the number of the students' records their voice. Teachers can access the student records through the records manager.



Picture 9. Students' Records for Individual and Group

3) Students Activities

a) Online software

The students started to log in using their email in the beginning of the lesson. The student who forgot their email password in the log in process asked the teacher to help them. The student changed their password registration in the server computer with the help from the teacher. When the students already logged in to the program then, the teacher asked them to check their study record. Then, the teacher gave simple explanation for the students who got the lowest score to study the materials again before they continued the lesson. In this session, the students got the chance to ask about their weakness point to the teacher.

The students continued the lesson based on the information from their last study record. The students chose the skills which one they wanted to study without waiting the other students. In general, the students started to study the skill grades that were designed by the software developer that inserted in each session. The arrangement of sessions is listening, dialog, vocabulary, grammar, and letters and numbers. The students only accessed two software, they are First English and New Dynamic English. This is because the students' score in the placement test were only in the range of 0.0 to 0.5. The students of grade ten started the lesson from listening and speaking session. In the listening session, the students clicked the play button to hear a short sentence or a short dialogue from the native speaker. They must click the repeat button to listen the sentence for several times. This activity makes the students comprehend the

sentence they have heard. Then, the students answered a simple question about the sentence they have heard to test their mastery. Direct feedback from the computer was given after the students answered the question whether it was true or false.

Picture 10. Course level and Skills session

Next the students practiced to say the sentence using record button. After recording, they need to click the repeat button to hear their voice record. In this session, the hardware problems happened some of the students could not use their headset properly. The problems were the students could not hear the voice from the computer; they also could not record their voice, and some of the button in the screen could not be clicked. Then, the teacher asked the students to check the headset cable or the volume indicator carefully. If the problem could not be solved, the teacher asked the students to study the other skills first or waited for their friends to switch the computer. Then, the teacher reported it to the maintenance officer who is responsible to fix the computer. Picture 11 shows the sequence of how the students learned the listening and dialog session.

Picture 11. Listening and Dialog Session

In the vocabulary session, the students learned new vocabularies for example, the preposition of place. The software in the computer shows the picture and the position of the object toward the picture. The students could learn the preposition of place without imagine how was the position of the things. After studying the vocabularies, the students were given direct test to check their vocabulary comprehension. They could repeat the lesson if they could not answer the direct test. Picture 12 shows the vocabulary session that the students learned.

Picture 12. Vocabulary Session

The fourth session is grammar. The students learned the grammar in the fun way. Studying about possessives pronoun the students watched the picture and the possessive pronoun for the picture. There is a short sentence which is explained the possessive word. In each session, they did not study the whole possessive pronoun. Only four words of possessive pronouns are given to the students to make them focus. In the direct session test, the students heard a sentence and chose the picture that showed the correct answer. It is similar to the other session, direct feedback from the computer was given after the students answered the question whether it was true or false. Picture 13 shows the series of how the students learned the grammar session.

Picture 13. Grammar Session

The last session is letters and numbers. In this session, the students learned letters and numbers that related to their daily life. Numbers in the calendar and clock are the example of this session. The students watched the calendar and heard a short sentence from the computer. They clicked the repeat button as much as time they want to understand what were said

from the native speaker. The students also learned the letter that arranges a word. The direct test to check their comprehension about letters is given after they learn each word. The students heard a word and watched the picture in the screen that the name of the picture is written in the screen. They tried to fill the missing letter of the word they have heard. Some of the students could answer in the very first time they heard the word but some others needed to try for the second time. Picture 14 will explain the letters and numbers session.

Picture 14. Letters and Numbers Session

The students continued their study to mastery test session after finished one level of the course. In the mastery test, they done the test that

related to the materials they have studied before. The test is arranged based on the arrangement of the session in each level. The students were tested for their comprehension in each session. The question is about 20 to 30 questions. The right answer gave them score and the wrong answer gave them nothing. The progress of the level and the score of the mastery test are recorded in the study record. Not all of the students got the high score in their first time done the mastery test. The students who did not satisfy with their result sometimes repeat the mastery test.

In the vocabulary session to the last session, the students did not get much trouble according to the courseware. From the class observation for more than 30 class hour in the language laboratory, the internet connection and the electrical facility did not get trouble. In the multimedia laboratory, the server did not connect properly so the students were learned using offline software.

b) Offline software

The multimedia laboratory computers were installed three offline software they are Side by side, Learn to Speak English, and TOEIC Mastery test and, Dyned as online software. Based on the laboratory observation, the Dyned software did not connect and the students learned the offline software. The teacher asked the students to log in into the offline software. Different with the online software the students did not have specific account. They accessed the software without knowing their study records.

They studied the course randomly this is unlike the Dyned software that blocks the course level before they finished the course they must learn.

The students learned the part of the course they want to learn. They explored the materials of English for Business freely. This material cannot be accessed in the Dyned software because the students' placement test result did not reach the program standard. The students tried different course and activity likes watching a video, writing personal information, listening a conversation, etc. Then, after finishing the activity the students also do the direct test but the score they got did not save in the students' record. This makes both the teacher and the students cannot evaluate their ability.

Both the online and offline software have their strong and weakness points (see Table 7). The teachers and the students can use them in the proportional way. The school needs to make a new system design for the better use of this CALL/ HL program.

Online	**Criteria**	Offline
The software is depending on the internet connection.	**connectivity**	The software does not depend on the internet connection. It could run without internet connection.
Students' registration system is recorded.	**Log in system**	Students' registration system does not record.
The students learn based on their level from placement test.	**Material**	The students can learn freely. based on their want.
The materials are designed The materials cover	based on the real the four language	life activities. skills

The people and objects in the software are illustrated as cartoon		The people and objects in the software are the real people and things.
The teacher could control the students activity from server computer	**Site monitor**	The teacher control the students activity from laboratory monitoring
The students' progress in the learning process are recorded	**Study record**	The students' record does not exist.

Table 7. Strong and Weakness Points of Online and Offline Software

2. The Teachers' Understanding of CALL/ HL

Teachers have the important role in the teaching and learning process of CALL/HL in the school. Each of them has their own roles to implement the program. The teachers also have different background knowledge of CALL.

(R): *Apa yang anda ketahui tentang* CALL*?* (What do you know about CALL?)

(Teachers): *Ya belajar bahasa Inggris dengan komputer mbak.* (It is learning English using computer).

(R): *Apakah sebelum menggunakan CALL di sekolah anda sudah tahu tentang CALL ini?* (Did you know CALL before it was implemented in this school?).

(T1, T2): *Belum mbak kalau dulu belajar bahasa Inggris menggunakan lab tapi yang pakai kaset.* (No, I did not know it. In the past, we learned English using cassette in the laboratory).

Interview 2; Tuesday, February 5, 2013 and Interview 3; Thursday, February 7, 2013

(T3, T4): *Ya saya tahu, tapi memang belum pernah mengalami sendiri. Hanya sekedar cerita dari beberpa orang yang sudah memakai. pernah juga baca buku tentang belajar menggunakan teknologi komputer* (Yes, I know, but I do not have any experience. I heard from friends who ever used it. I ever read the book of computer technology in the teaching and learning language).

Interview 4; Monday, February 11, 2013 and Interview 5; Tuesday, February 12,2013

Some teachers have limited understanding of CALL, from the documents observation; there are some reasons for this condition.The teachers' age influences their understanding of CALL technology. The older teacher is not really care to upgrade the ability to master the program and to update the information. The younger teachers have better desire to upgrade and to update the technology and the program. Then, the teachers' experiences also influence their understanding of CALL.

The teachers' understanding in the CALL technology can help students to implement the program well. The software design and the components in the design become one of the important things for the teacher. The materials in the software become one thing that the teachers should know.

(R): *Apakah anda tahu semua materi yang ada di dalam* Software*?* (Do you know all the materials in the software?)

(Teachers): *Tidak semuanya, karena keterbatasan waktu kami untuk mempelajari materi itu satu persatu.* (No, I do not know all of them, because of our restrictiveness to learn the materials one by one).

(R): *Mengapa?* (Why?).

(Ts): *Kita pernah menerapkan* team teaching *jadi saat guru yang satu mengawasi kita bisa ikut belajar dengan siswa. Tapi sekarang kami mengajar sendiri di kelas sehingga kami tidak bisa ikut belajar materi.* (We ever implemented team-teaching style when one of the teachers controlled the students' activity; we learned the material in the teacher's computer. Now, we are alone in the class to teach the students so we cannot learn the material).

(R): *Apakah anda tidak mempelajarinya di rumah?* (Do you learn them at home?).

(Ts): *Ya dulu waktu awal, kami juga di-*copy*-kan* software *dyned tapi* software *yang lain tidak karena kami tidak punya CD-ROM-nya. kendala jaringan internet di rumah dan software yang tidak di update membuat kami tidak menggunakannya lagi.* (Yes, we do. Our computer were installed the dyned software but the others were not installed because the

school did not have the original CD-ROM software. The internet connection and the out of date software made us no longer use it at home).

Interview 2; Tuesday, February 5, 2013, Interview 3; Thursday, February 7, 2013
Interview 4; Monday, February 11, 2013 and Interview 5; Tuesday, February 12, 2013

The language teachers need to identify their roles and respond to new issues and demands. The roles make them act in the right way to implement the program. The teachers' knowledge about the development of the program could help them.

(R): *Apakah tanggung jawab anda dalam program CALL/ HL ini?* (What is your responsibility in this *CALL/ HL* program?).

(Teachers): *Kami mengajar mereka di kelas.* (We teach them in the classrom).

(R): *Adakah tugas yang lain?* (Is there another responsibility?).

(Ts): *Tidak, kepala sekolah hanya memberi arahan sebagai pengajar di kelas saja.* (No, the principal only assigns us to teach the students in the classrom).

(R): *Sebagai pengajar apa pendapat anda tentang program ini?* (As a teacher, what is your opinion about this program?)

(T1, T3): *Ya sudah cukup bagus, materinya juga banyak. Ada* listening, speaking, reading, writing, *dan* grammar *komplit* (It is good, there are many materials. It is complete; there are listening, speaking, reading, writing, and grammar).

Interview 2; Tuesday, February 5, 2013, Interview 4; Monday, February 11, 2013

(T2): *Ya sudah cukup bagus, tapi kadang bosen. hasil* placement test *hampir sama jadi siswa hanya bisa di lesson yang itu-itu.* (It is good, but sometimes I feel bored. The students' placement test results are almost the same so we are only in the same lessons).

Interview 3; Thursday, February 7

(T4): *Ya sudah cukup bagus, tapi alangkah baiknya ketika pihak dyned bekerjasama menerapkan HL di sekolah sesuai MoU.* (It is good, but it will be better if the dyned is more cooperative to implement HL in the school based on the MoU).

Interview 5; Tuesday, February 12, 2013

As teachers who implement the program, they have sufficient understandings to teach CALL/ HL in this school. They know the basic knowledge to operate the program. Next, the teachers understood some of the material to teach for their students. They can solve some of the problems that arise in the teaching and learning process but they need to improve their ability to handle other problems.

(R): *Setelah menerapkan CALL/HL disekolah, adakah usulan anda untuk membuat CALL/HL ini agar lebih baik?* (After implementing CALL/HL in this school, are there any suggestions from you for better implementation?).

(T1, T2, T3): *Ya terutama masalah komputer karena kami tidak bisa mengatasi masalah yang sulit. Masalah komputer yang sepele bisa kami atasi. Hal itu mempengaruhi waktu belajar anak yang hanya 45 menit. petugas yang memperbaiki harusnya tertib.* (The important thing is the computer problem because we cannot handle the complex trouble. We can handle the standard problem as long as we know it. This problem disturbs the 45 minutes students' learning time. The maintenance officer must check the computer regularly).

Interview 2; Tuesday, February 5, 2013, Interview 3; Thursday, February 7, 2013
Interview 4; Monday, February 11, 2013

(T4): *Kebijakan sekolah harusnya diperbaiki karena pelaksanaan petugas sepertinya tidak sesuai MoU. Masalah jadi menumpuk. Jam belajar siswa yang sedikit perlu di tambah karena idealnya mereka belajar fokus paling tidak 30 menit. Jika ada peralatan rusak waktu ideal itu hampir tidak mungkin.* (The school policies should be rearranged because the implementation of the officer seems not suitable with the MoU. The problems accumulation bothers the students learning time. The ideal time to learn CALL/ HL at least is 30 minutes. The additional time to learn is needed.)

Interview 5; Tuesday, February 12, 2013

The teachers' reflections in the teaching and learning process could give input analysis for the implementation of CALL/HL. The school policies should be rearranged for the better implementation of CALL/HL program. The school

needs to design the program implementation in detail specification. It is needed to gain the school aims to teach English for Business for the students.

B. Discussions

Computer Assisted Language Learning (CALL) is the search for and study of applications of the computer in language teaching and learning (Levy, 1997: 1). In other words, it is an activity of learning language through a computer. The materials are inserted in the computer; it plays as a tutor and a tool for the students and the teachers. These three main factors need to run synchronously.

1. The Computer

The available computers in this school are more than enough for each student in a lab. The software programs are prepared to cover both online and offline condition. It means that the school is ready to organize the teaching and learning process using CALL/HL. It is necessary for the teacher to choose the software programs and the system requirements for running the programs. The dyned laboratory in this school is managed separately from the school facilities. The software developer prepared the language laboratory where hardware and software are prepared. In the school, especially the teachers and the principal could learn from the cooperation management with the software developer for three years. Three years are the time that is mentioned in the MoU between the school and the software developer. At the time, teachers could learn how to face the hardware problem, connection problem and software problem.

Some teachers do not agree with this system handling, lately. It is about the officer ways to check and to finish the hardware and software problems. The teacher said that it would be good if the officer came regularly as usual to fix the computer problem. Therefore, it could minimize the hardware trouble such as headset, speaker, computer error, and so on. The computer troubles become one of the important concerning from both the students and the teacher.

(R): *Apakah kendala menggunakan CALL/HL?* (What are the troubles in using CALL/ HL?).

(Ts): *Ada beberapa, peralatan, koneksi internet dan juga waktu.* (There are some troubles, the equipments, the internet connection, and the time).

(S4): *banyak headset dan komputer error lama gak diperbaiki. Jadi menghambat kalau belajar mesti gantian* (there are many computers and headsets error and they are not fixed yet. It disturbs learning process).

Interview 9 Thursday, February 7, 2013

The collaboration between school and the software developer cannot run well. In addition, the students must use the equipments in a proper way.

2. The Teacher

The teachers in this school are as the CALL implementers based on the findings in this research. All teachers use the CALL/HL software and some of them develop the teaching methods for CALL practice. The teacher could act as a CALL observer, designer, evaluator, or manager except as a CALL implementer. Each of CALL teachers has different responsibility. From the observation and the interview of the implementation of CALL, the teachers' understanding needs to develop in the future. The teachers in this school do not do all the teacher control components in the teaching and learning process. The accompanying and

authoring materials' preparatory and the follow up materials are needed to improve the CALL/HL program quality in the future.

Son (2000: 249) explains that the teacher is required to have general computer skills including basic word processing, file management and e-mail and Web skills. In addition, these general computer skills, the teacher needs to have observation, programming, implementation, and evaluation or management skills to play the roles. The teachers need to improve their knowledge, for example joining CALL advanced training or seminar, and reading books of CALL. Then, Practical experience should be encouraged by the teachers themselves. These efforts are done to make the teachers up to date for the technology development and raise their capabilities.

The teachers and the students' response of CALL/ HL program in the school is positive. The principal and the teachers see the bright future of this technology. They support the ongoing program in SMK N 1 Depok. The principal said that the technology develops from time to time. That is why teacher must follow technology development. If the teachers implement the traditional way of teaching, the condition will be bad for the improvement of the students' qualities.

3. The Learner

The last component in the CALL/HL classroom implementation is the learner. Jamieson and Chapelle (1988 in Son: 2002: 242) discuss five learner variables that should be taken into account in the assessment of CALL effectiveness: age, background, ability, cognitive style and affect. These variables are affecting the language learning process. The students in SMK N 1 Depok have

the same condition in the five variables that are used to check the success of the learning process. From the finding data, the grade of students' ability is low; it is proven from the placement test result in the beginning of the study. The score range is from 0.0 to 4 the students in SMK N 1 Depok range are 0.0 to 0.5.

(R): *Dari empat skill yaitu* listening, speaking, reading, dan writing *mana yang paling meningkat selama belajar dengan CALL/ HL?* (Starting from four skills listening, speaking, reading, and writing, which one of the four skills the fastest improvement?)

(Ss): Listening *sama* speaking. Reading, writing *sama* grammar *juga cukup ada peningkatan* (Listening and speaking. Reading, writing, and grammar also get enough improvement).

Interview 10; Tuesday, February 11, 2013

Students improve their language skills in sequence from listening, speaking, reading, and writing. The students have their own opinion to the software program. They choose online software because it is organized well. Some of them choose offline software because there are fewer problems than the online software such as the program connection. This result reflects the dyned learning path for the students which is designed in the program.

From the explanation above, SMK N 1 Depok has been implementing CALL as an approach in improving the quality of English teaching and learning process. It can be seen from the loyalty of the school that wants to continue the program after this three-year implementation.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

Chapter V deals with three parts, namely conclusions, implications, and suggestions. The conclusions present a summary of findings of this study related to the formulations and the objectives of the study. The implications show the new points of view that gained from the research. While the suggestions utter some of recommendations for the readers related to the findings.

A. Conclusions

The implementation of CALL in SMK N 1 Depok based on the findings and discussions in Chapter IV can be summarized in terms of the following aspects:

1. The accessibility

The availability of the computer is more than enough for each student in the classroom. The number of computers in the language laboratory is 37 computers, computers in the HL laboratory are 37, and the computers in the multimedia laboratory are 40 computers. The number of students in grade 10 to grade 12 is 30 to 32 students.

The access to the software program is well prepared for both conditions, online and offline activities. The school serves internet connection in the different links to anticipate if one of the connections fails; it will switch to another connection. The offline software is prepared to anticipate the internet trouble so the students still can learn in the laboratory.

The individual computer learning is chosen to make the students able to learn based on their own ability. It is used to facilitate the fast learner students and the slow learner students. The school does not apply group computer learning like the regular classroom environment. The school did not get involved in the process of deciding the hardware and the software. They give full authority to the software developer.

The regular maintenance becomes the daily problem for the teachers and the students. It should be one of the school priorities to solve the problem. The school does not have sufficient knowledge about the hardware and software. Therefore, they need to improve their knowledge in the future.

2. Preparatory activities

Tutorial or training was given to the teacher in the beginning of the program implementation. The official training was not given to all teachers because of its cost. Some of the teachers learn the program from the other teachers who got the official training. Some update training is given to the teacher during the implementation. However, there is no particular schedule for the update time. The students got the program explanations in their first grade in SMK N 1 Depok. The explanations are about the use of the software and the ways to operate the software. There are no further explanations for both the teachers and the students about the program.

The preparatory activities become a minor interest in this school. They gave over the materials preparation to the software developer. SMK has different materials from others senior schools. English for Business is the most

specific materials that the students need to master. The principal and the teachers do not know the process of designing the syllabus, the lesson materials, the assignments materials, and the follow up materials. For the consequences, some of the teachers do not want to make the backup materials when they could not use the online and the offline software.

The school needs to give additional training for the teachers and the students. It is necessary to improve the teachers' and the students' knowledge about the program. The school involvement in the preparatory activities is needed to the development for the future project.

3. Teacher control

The teacher controls are relevant in the preparatory activities, in the teaching and learning activities, and in the follow up activities. The data in the finding process show that the teachers' control in the teaching and learning activities is in the correct ways. It shows the role of the teacher as the implementer of CALL/ HL program in SMK N 1 Depok. The most important things to do are their involvement in the materials preparatory and the follow up materials preparatory. Then, the awareness to master the materials in the software program is needed for all teachers. They also need to improve their knowledge about CALL/HL for the future program.

4. Learner use of courseware

Most of the learners started to study the program in the same level. Their speed to learn is various. The students in the lower grade could be faster or

slower learner than the higher grade students. Students improve their language skills in sequence from listening, speaking, reading, and writing. The lack information in the beginning of the program makes the students do not know what kinds of materials that they will learn in the CALL/HL laboratory. The computer trouble makes the students uncomfortable to study. They need to share a computer for two or more students in a laboratory. Sometimes, the students could not study in the laboratory because of the computer and connection troubles.

CALL/HL program in SMK N 1 Depok is a kind of Self-access learning. The program serves all the students in learning but in a fact, the students could not reach the standard materials for English for business from the software developer. The school needs to evaluate this problem. Both the online and offline software have their strong and weakness points. The teachers and the students can use them in the proportional way. The school needs to make a new system design for the better use of this CALL/ HL program.

5. Teachers' understanding in using CALL

The teachers' background knowledge of CALL gives the early representation of the teachers' competences. This program is the first experience for the teachers in this last three years. The basic knowledge of the teachers is quite enough for them to implement CALL/HL program in SMK N 1 Depok. The teachers are called as the implementer of CALL/HL program. However, they can choose the other roles such as; the CALL/HL observer, the CALL/HL developer, and the CALL/HL manager. The teachers need to

increase their knowledge and experience to gain the other roles which are mentioned for the advance program in the future. In a brief, the implementation of CALL/HL in SMK N 1 Depok has fulfilled most of the implementation components.

B. Implications

The implications of the implementation are described below.

1. The software variations that are implemented in SMK N 1 Depok make the students motivated to learn using HL. The design of the online software, which is like game, can attract the students to learn English. The offline software designs makes the students feel the real experience. The software contents are set like the real life condition. It implies that the combination of software design could facilitate the students to learn English.
2. The computer troubles in the laboratory make the students uncomfortable to study. The maintenance officer from the software developer does not do the job to maintain the computer regularly. Besides, the teachers have insufficient knowledge to handle the problems. The basic problem of the computers is handled as long as they could. It implies that the regular maintenance from the officer is needed to control the readiness of software and hardware. The Students and the teachers have responsibility to keep the computer for an appropriate use.
3. The teachers did not know the whole materials in the program. Some of them did not make the backup materials. It implies that the teachers need to get advance training to improve their knowledge. The teachers need to

learn the materials program intensively before the class. Joining a course or a seminar could be an alternative point for the teacher.

4. The English for Business Materials are available in the software program. These materials are suitable for the students of SMK N 1 Depok. The materials are designed for both spoken and written activities. It implies that the suitable materials in the software, the teachers, and the learners need to move together in their own role. Poor implementation can make good courseware practically useless.
5. The students could navigate and learn the program by themselves. They got simple instruction from the teacher in the beginning of the lesson. However, some of the students interrupted in the middle of the class asking many questions. They also did not know the detail materials explanation of the CALL/HL program. It implies that the short tutorial for the students in the beginning of the class is needed to build their understanding. On the other hand, the students need more explanation from the teacher about CALL/ HL materials. A brief explanation should be given in each laboratory lesson for the students.

C. Suggestions

Based on the conclusions and implications that have been explained above, some suggestions will be directed toward the principal, the English teachers, and the other researchers**.**

1. The principal

   The principal needs to rearrange his policies. First, the school must have the organizational member of the program with the specific roles. It means, there are clear job descriptions for the teachers who teach in the CALL/ HL program. Next, the principal needs to give more attention for the opinions, the suggestions from the teachers and the students who implement the CALL/HL program. Then, the principal could ask the teacher to observe, to design and to manage the CALL/ HL program at school.

2. The English teachers

   The English teacher must study the materials in the CALL/ HL courseware. Then, they have to help the students, organize the implementation of English for Business materials to gain the learner needs and the learner purposes. Next, the teachers need to develop their competences through literature study, training, discussion, and so on. They need to pay attention in relation to the students' profile. The understanding of the students' profile could help the teachers in the implementation of the program.

3. The other researchers

   Since the researcher limits the research problems, there are still many other problems to investigate. It is also expected for the next researchers to develop the CALL/ HL program analysis with a deeper investigation in the similar fields.

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