

## **The students' perception on the use of computer assisted language learning**

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**Abstract** - While listening comprehension is the heart of language, but it is the least understood and researched skill. This is the reason why particular attention must be given to listening comprehension as a skill required in foreign language acquisition and especially in part played by listening skills. This study aims to see the effect of computer-assisted language learning (CALL) applied to students' listening performance. This study adopts a qualitative approach. Data were collected using questionnaires. The findings in this study reveal students' perceptions and feedback on CALL. It shows that many of the students feel easier in understanding the listening material using CALL. It also shows that many of the teachers are interested in using CALL but not interested in the LMS provided. It can be concluded that most of the students have a positive impression about the use of CALL in English learning, especially for listening.

**Keywords:** CALL, listening, perception

## 1. Introduction

For successful communication (i.e., to understand what a speaker is saying and to respond), comprehension skills are vital (Kobayashi, 2018). While listening comprehension is the heart of language, it is still the least understood and researched aspect (Vandergrift, 2007). This is the reason why particular attention must be given to listening comprehension skills which are required in foreign language acquisition and especially in part played by listening skills (Ste, 2011). Ate argued that L2 students do not share the same verbal foundation as L1 students. For L1 students, the foundation of oral skills is usually pre-determined before literacy skills; however, for L2 students, reading and writing skills are generally introduced at the same time. Besides, listening comprehension in the second language (L2) still appears in the classroom situation. Thus, listening comprehension and listening practice in a classroom for L2 learners is essential.

In improving students' listening skills for effective communication, the teachers must teach not only those comprehension strategies. They also have to teach techniques for becoming more autonomous learners (who have objectives in English language learning) so that learners can learn more effectively and efficiently outside the classroom and can increase their English in an EFL atmosphere (Kobayashi, 2016). Teachers naturally use and control the text as they see fit to facilitate students to listen to it several times; complete the set comprehension task(s), and creates the compulsory response. Primarily, it is a listening task exercise (Cross, 2014). As supported by Terrell and Brown (1981) argues listening skills have to be taught and learned as, 'listening comprehension is at the core of all developments, from birth through formal education years'. Hence, EFL teachers need to increase students' listening skills using an innovative method nowadays.

The recent generation seems to be born to win with the use of computers. All over the world, we can notice the strong growth in the number of people resorting to computational technology for anything and everything in their lives (Swann, 1992). A combination of technology into language learning can guarantee the successful enhancement in the communication skills of students of a different regional and intelligent level. If we give learners a particular material which they can refer to, they would be more comfortable in acquisitive what are they have already learned, therefore it creates the needed progress in their learning (Sarfranz et al, 2015).

It has been the initiation of digital technology predominantly in the form of multimedia CALL that has appointed a new pathway and prospects for L2 listening teaching and related study (Cross, 2017). Also, CALL integrates information processing, communication, usage of authentic language, and learner autonomy, which are essential in language learning concepts (Mai, 2018; Lee: 200). These days CALL appears to give learners and listeners the resilience they need to handle better-spoken messages (Roussel, 2011). In conclusion, CALL is a language way of learning and teaching in which the computer is applied as a tool for delivering material, helping students, and assessing content, and has an interplay document. (Jafarian et al, 2012).

Based on the arguments above, CALL applied to the recent generation in L2 listening is needed to be investigated. That is why this study explores CALL usage in teaching listening to students of non-native English speakers at Perbanas Business School Surabaya. Based on the arguments above, CALL applied to the recent generation in L2 listening is needs to be investigated. That is why this study will explore CALL usage in teaching listening to students of non-native English speakers at Perbanas Business School Surabaya. The researcher designed the study to achieve the goal of exploring the students' perception of CALL applies to teaching listening.

There are a few pieces of research explore on how CALL can be one of the assisting options in EFL classes. The previous five studies investigate the effect of CALL in language learning. Roussel (2011) conduct research entitled "A computer-assisted method to track

listening strategies in second language learning”. The conclusion illustrates that those specific learners with low linguistic comprehension experience issues in utilizing complicated listening methodologies. Then again, the students with great lingual information seem, by all accounts, to be fit to apply increasingly confused listening procedures and to design their listening task sharply. It appears to us to be conceivable to decipher these outcomes as far as a rational burden. In essence, the students with better information have more resources free for utilizing more complicated strategies, despite those having poor understanding. The utilization of metacognitive strategies characterizes a significant cognitive load but on the other hand, is a resource to ease comprehension.

Mohammadzadeh and Sarkhosh (2018) attempted to study the impacts of self-administrative learning through a computer-assisted intelligent tutoring system on the improvement of speaking performance. From the investigation, it demonstrates that quantitative examinations showed that SRL through practical coaching framework significantly affected the understudies' increase in talking aptitude. Consequences of the prompt and postponed post-tests uncovered that the self-observing technique of SRL had an increasingly critical impact on the understudies' exhibition in talking than looking for help procedure of SRL investigate with quantitative strategies through pretest and posttest with appraisal rubrics structured to deliver the best outcomes. The outcomes uncovered that there was a significant impact of CALL learning on the public speaking skill of the participants.

Nejati and Jahangiri (2018) examine the effect of computer-assisted language learning on Iranian EFL learners' vocabulary learning by selecting as participants 40 pre-intermediate, and intermediate students enrolled at Iran Language Institute, Urmia, Iran. Two experimental groups and two control groups were randomly assigned to the participants. The judgment of the mean scores using a *t*-test showed that the experimental groups outperformed the control groups on post-tests.

Sarfraz et al (2015) hold a study entitled “Teachers' and students' perceptions of the communicative language teaching methodology in the CALL environment: A case study. The conclusion of this investigation demonstrates that the general view of the instructors and learners show positive outlooks or attitude towards the communicative language teaching approach. In any case, some variety in their insights the appropriateness also described. The array can serve as a reason for creating content that addresses the particular students' needs.

This study is to examine the perception of CALL applied in teaching listening in one of the Business Schools Surabaya. It is likely that by the use of CALL in teaching listening, the students listening skills can be improved. With this applied technique in the teaching-learning process, it will promote other teachers in exploring their teaching technique. The findings of this study are likely able to give positive input to all English teachers as well as the students. The teacher can use CALL in teaching listening to enhance the students' listening skills.

## **2. Method**

This research is classified as descriptive qualitative research based on the problem statement and the research objective. The qualitative research involved many different traditions and data gathering techniques (including at least case studies, introspections, discourse analysis, interactional analysis, and classroom observations. Survey research included interviews and questionnaires (Gruba, 2008). Statistical data is also used to count the percentage of data analysis. The current research was conducted in the even semester of 2019. The subjects were 110 students from the first-year undergraduate students of Business and Banking school in Surabaya. They were Accounting, Management, and Finance majors. They enrolled in the second semester of ESP and Business English. Most of the students were computer literate. The design of this study is a two-phase design. The design is explained as follows.

a) Preparation: The lecturer explains the task and guideline.

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

Feedback: The Student response is collected (Sarfraz et al, 2015). Following the research design of this study, the process of data collection generally done in this study is categorized into two steps or phases questionnaire and feedback.

(1) Questionnaire

The questionnaire is given to the students after teaching and learning using CALL is conducted. The questionnaire is given to all the class students in the reason they have undergone the CALL method on listening activity. They have to answer ten questions dealing with their response to the CALL method applied.

(2) Students' Feedback

Students' feedback on CALL activities is based on a questionnaire survey administered at the end of the course.

### 3. Results and Discussion

The finding shows the response to the questionnaire given about CALL using in English learning for students and the teacher.

#### 3.1 Students' Habit of Using Computer

The results of this study show that most students at this Business School are used to using computer in English learning. Figure 1 shows students' responses regarding their habits of using computer.

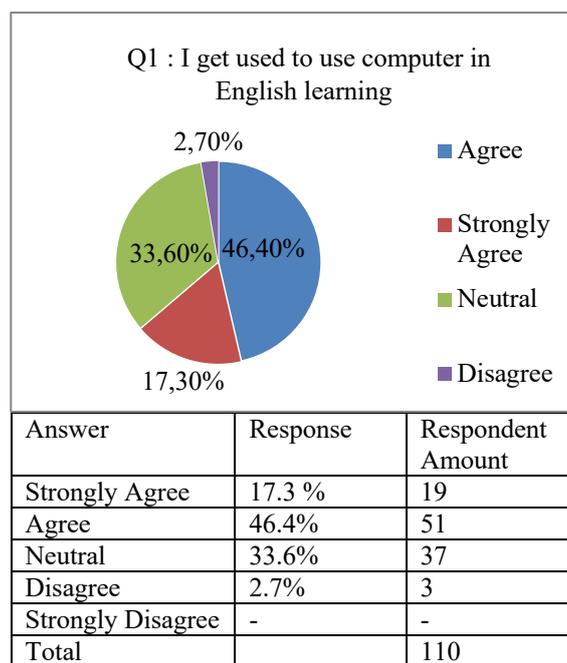


Figure 1 Habit of Using a computer

As figure 1 indicates 46.4 % agreed that they are getting used to using a computer in English learning.

#### 3.2 Students' interest in IT using

Question number 2 asked whether or not the students agree that using IT is very interesting for English learning. The results are presented in Figure 3 below.

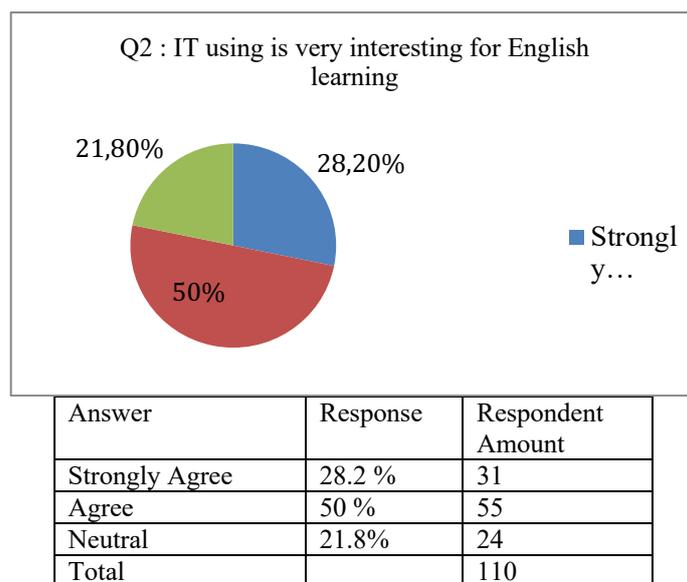


Figure 2 IT using for English learning

### 3.3 Importance of IT and Computers in English learning

As Figure 2 indicates 54.1% of the students agreed that IT and computers are very important in English learning.

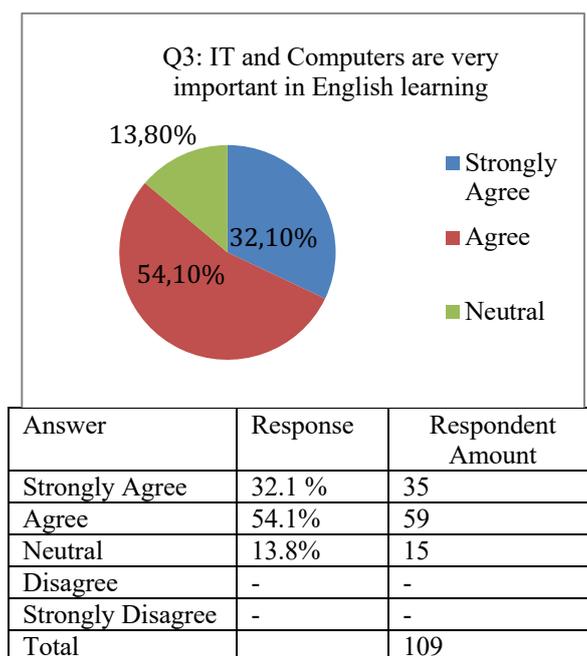


Figure 3 Importance of IT and Computers in English learning

### 3.4 Clarity on Listening using CALL

Figure 4 below shows the students' responses to the 4th question. The question asked whether or not they could listen to the material clearer by using a computer or mobile phone. The response are presented in figure 4.

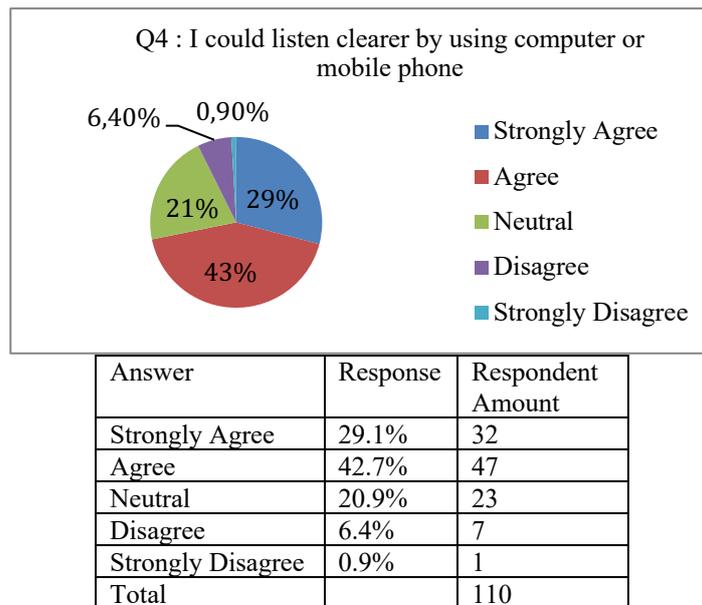


Figure 4 Clarity on Listening using CALL

### 3.5 The ability to answer more Listening questions using a computer

The fifth question asked whether or not they can answer the listening question by using a computer. The results are showed in Figure 5 below.

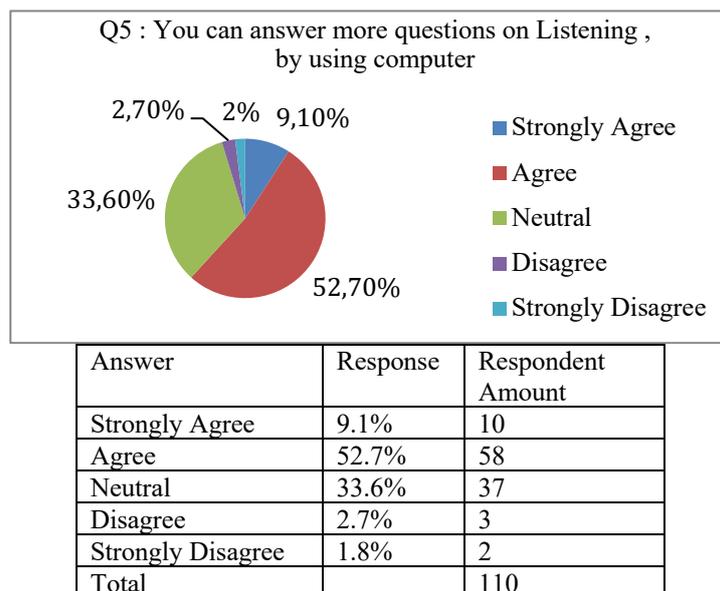


Figure 5 The students` ability answering more question by using computer

### 3.6 Students` better understanding of listening materials on a computer or mobile phone

The sixth question asked whether or not they understand the listening materials better by using a computer or mobile phone. The results of their response are shown in figure 6 below.

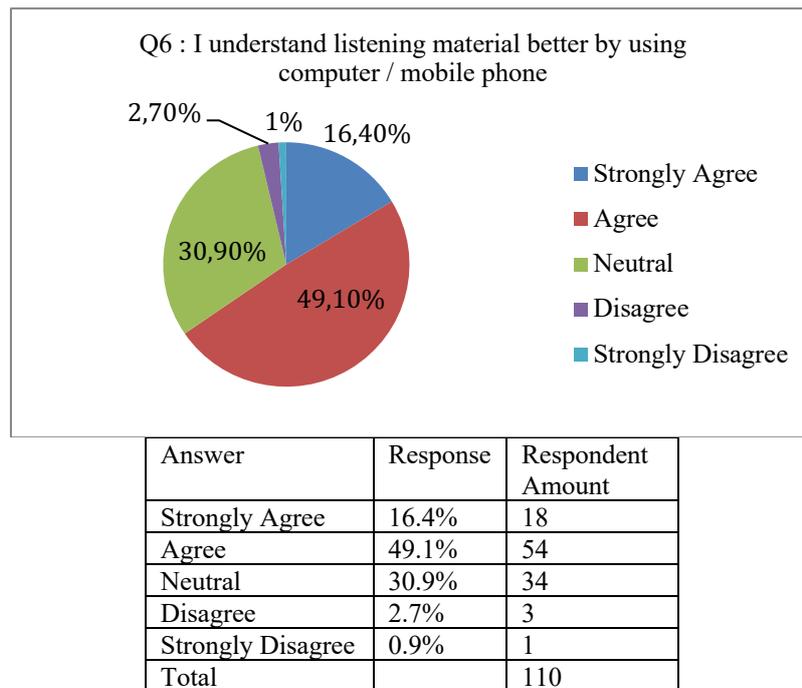


Figure 6 Students` better understanding of Listening material on a computer or mobile phone

### 3.7 Students` nervousness when presenting or answering questions

The seventh statement asked whether or not are they nervous when they are delivering a presentation in English. The results of students` responses are described in figure 7 below.

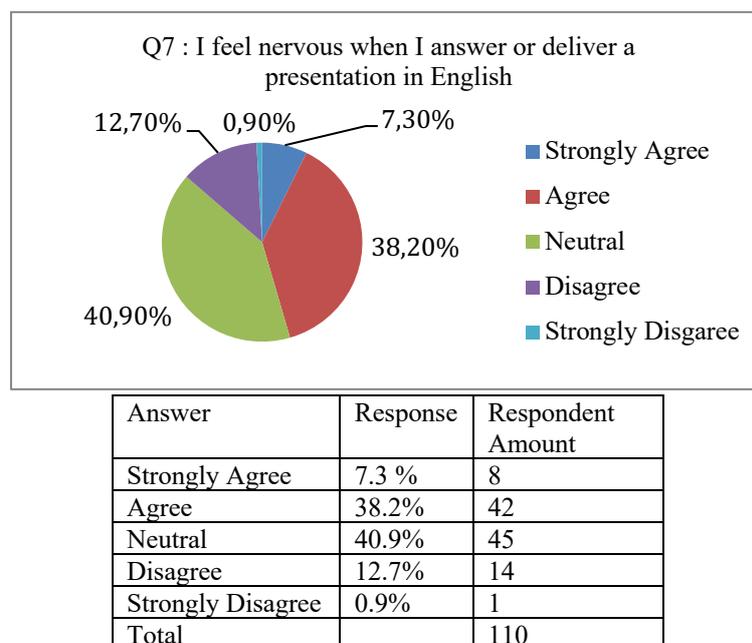


Figure 7 Students` nervousness in speaking English

### 3.8 Students Nervousness in presenting in English

The 8<sup>th</sup> statement asked whether or not their nervousness is reduced when they are presenting in English using E-Learning or WhatsApp. Figure 8 below shows the results.

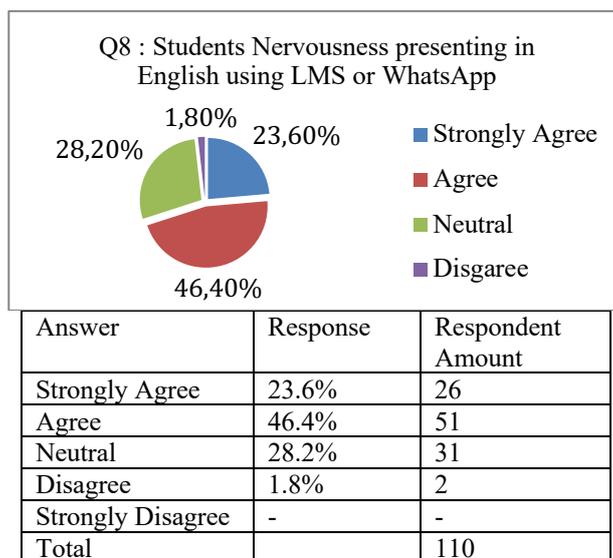


Figure 8 Students Nervousness Using media

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

The 9<sup>th</sup> question asked whether or not they feel learning English is easier by using a computer or mobile phone. The students' responses are described in Figure 9 below.

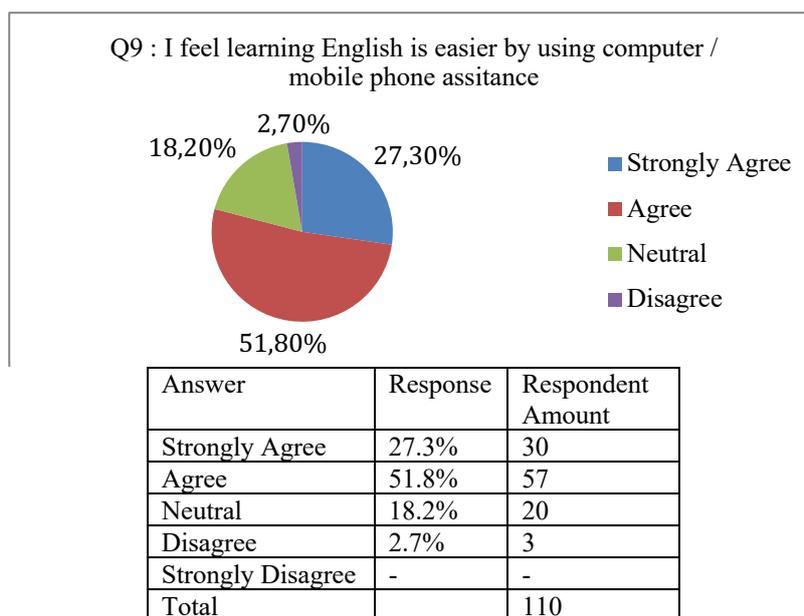


Figure 9 Computer as students learning media

### 3.10 Computer makes English learning more fun and interesting

The last question asked whether or not the use of computer makes their' English learning is more interesting. The responses are presented in figure 10 below.

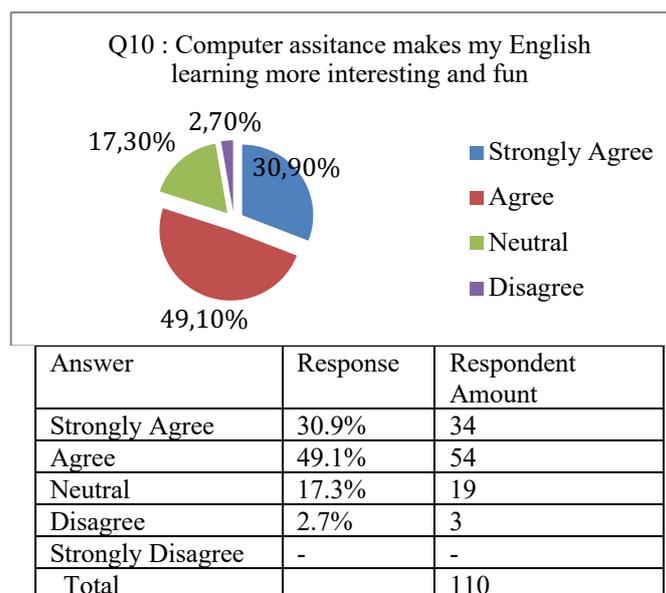


Figure 10 Computer assistance and students` interest

### 3.11 Students` Feedback

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

Table 1 Students` Impression and reason

Impression	Amount	Reason
Happy	61	we can repeat the listening material over & over; clearer, easier, more practical; more effective; less nervous
Neutral	28	we can repeat the listening material more tasks, can`t understand the material well, less nervous, longer meeting timing, weak signal, can`t meet directly, it feels lazy to have an offline class
Sad	21	weak signal, can`t understand the material; complicated process; must translate the material; can`t meet face to face; less focus at home

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

There were 10 questions asked to the 110 students regarding their perception of CALL applied in the teaching of listening. The first question asked whether or not they get used to using computers in English learning. The biggest response was 46.4%. 51 students answered agree to this. 17.3% of the students strongly agree. 19 students strongly agree. However, 33.6% students chose neutral. Thirty-seven of the students answered neutral to this statement.

The second question asked the students` interest in IT using. The students stated that using IT is very interesting for learning English. The results show that 28.2 % strongly agreed, 50% of the students agree and 21.8 % of the students were neutral. There were 31 students who answered strongly agree, 55 students answered agree and 24 students answered neutral. There were no students who answered disagree or strongly disagree.

The third question asked the students' opinions on the importance of IT and Computers in English learning. They stated Information Technology and computers are very important in English Learning. The results indicate that 32.1% strongly agree, 54.1% agree, and 13.8% of

the students were neutral. There were 35 students who answered strongly agree, 59 students answered agree, and 15 students answered neutrally. Meanwhile, there was 1 student who had no response to this statement.

The fourth question asked the clarity on Listening using CALL. It stated, “I could listen clearer by using a computer or mobile phone”. The results show that 29.1% strongly agree, 42.7% agree, 20.9% neutral, 6.4% disagree and 0.9 % strongly disagree. There were 32 students answered strongly agree, 47 students answered agree and 23 students answered neutrally. On the contrary, 7 of the students answered disagree and 1 student answered strongly disagrees. The fifth question asked how the students answered questions on Listening by using a computer. The statement was “I can answer more questions on Listening by using the computer.” The most complete response is on this statement. The result show that 9.1% strongly agree, 52.7% agree, 33.6% neutral, 2.7% disagree and 1.8% of the students strongly disagree. There are 10 students answered strongly agree, 58 students answered agree and 37 students answered and 37 students answered neutrally. On the contrary, 3 students answered disagree and 2 students answered strongly disagree.

The sixth question asked students’ understanding of listening material from a computer or mobile phone. The statement was “I understand listening material better by using a computer or mobile phone.” The answers varied from strongly agree to strongly disagree. The result is 16.4% strongly agree, 49.1% agree, and 30.9% neutral. Meanwhile, 2.7% disagree and 0.9% of the students strongly disagree. There were 18 students answered strongly agree, 54 students answered agree and 34 students answered ‘neutral’. Another 3 students answered disagree and 1 student answered strongly disagree. This means that 65% or most of the students understand listening material better by using a computer or mobile phone. CALL applied in this listening activity is understandable. This is one of the characteristics of CALL as mentioned by Krashen (cited in Kenning and Kenning, 1990) who defines optimum input for acquisition as having four characteristics in terms of CALL, one of them is it is understandable.

The seventh question asked students’ nervousness when presenting or answering the question. It stated, “I feel nervous when I answer or deliver a presentation in English.” The result is 7.3% strongly agree, 38.2% agree, 40.9% neutral, 12.7% disagree and 0.9% strongly disagree. There were 8 students answered strongly agree and 42 students answered agree. On the contrary, 45 students answered neutral, 14 students answered disagree and 1 student answer strongly disagrees.

The eight-question asked students’ nervousness presenting in English using LMS or WhatsApp. It stated, “My nervous reduced when I am presenting in English using LMS or WhatsApp.” The result indicated that 23.6% of the students agree, and 46.4% agree. Meanwhile, 28.2% are neutral and 1.8% disagree. There were 26 students answer strongly agree, 51 students answer agree, 31 students answered neutral and 2 students answered disagree.

The ninth question asked whether learning English is easier with computer/ mobile phone assistance or not. It stated, “I feel learning English is easier by using computer / mobile phone assistance.” The result is 27.3% strongly agree and 51.8% agree. Meanwhile, 18.2% neutral and 2.7% disagree. There were 30 students answered strongly agree, 57 students answered agree. On the contrary, 20 students answered neutral and 3 students answered disagree. It means that almost 80% of the students agree that they feel learning English is easier by using computer / mobile phone assistance. This is in line with Sarfraz, Mansoor, and Tariq (2015) who found out that the general view of learners shows positive outlooks or attitudes towards the communicative language teaching approach.

The last question asked whether or not computer assistance makes their English learning more fun and interesting. The statement was “Computer assistance makes my English learning more interesting and fun”. The results indicate that 30.9% strongly agree, 49.1% agree, 17.3% neutral and 2.7% disagree. There were 34 students who answered strongly agree and 54 students answered agree. On the contrary, 17.3% answered neutral and 2.7% answered disagree.

### 3.13 Students` Feedback

Table 2 below describes students` feedback in using CALL.

Table 1 Students` Feedback on CALL in Listening

Impression	Amount	Reason
Happy	61	We can repeat the listening material over & over; clearer, easier, more practical; more effective; less nervous
Neutral	28	We can repeat the listening material more tasks, can`t understand the material well, less nervous, longer meeting timing, weak signal, can`t meet directly, it feels lazy to have an offline class
Sad	21	Weak signal, can`t understand the material; complicated process; must translate the material; can`t meet face to face; less focus at home

It can be seen that 61 students stated that they are happy using CALL, 28 students were neutral and 21 students were sad about their impression. They also give the reason for their impression. The reasons they mentioned why they were happy using CALL are (1) they can repeat the material over and over (2) Clearer listening material (3) Easier (4) More practical (5) More effective and they felt (6) less nervous. Those reasons appear is because on their device they can repeat the listening material and adjust for themselves. In offline class, they listened to the material using campus` hardware that they cannot adjust easily. They also did not present their speaking material directly, rather than the record they presentation using Voice Note in WhatsApp. No eye contact in this situation makes them felt less nervous. This is in line with Sarfraz et al (2015) who found out that the general view of teachers shows positive outlooks or attitudes towards the communicative language teaching approach. This is also supported by (Nejati & Jahangiri, 2018) who started the group with CALL had a significant performance compared to the control group on the study.

On the contrary, there were 18 students neutral and 21 students were sad. They stated why they felt neutral are (1) They can repeat the listening material more tasks, (2) They can`t understand the material well, (3) They felt less nervous, (4) They had longer meeting timing, (5) bad signal, (6) They cannot meet directly, (7) It makes them lazy to have an offline class. Besides, the reasons they felt sad are (1) weak signal, (2) they cannot understand the material, (3) complicated process, (4) must translate the material, (5) can`t meet face to face, (6) less focus at home. Mostly their reason why they felt sad is due to the weak signal. The signal is the key to doing class via the internet. This is in line with (Budiana & Yutanto, 2020) who stated that the difficulties in webinar class are (1) Low signal in the remote areas in east Java makes the students have difficulty in login/ join to webinar class. (2) Some of the students cannot show their PowerPoint slide by using their Google account due to internet signal, otherwise, they are showing their PowerPoint though theirs` friend`s account and (3) Some of the students need much time to express their voice due to technical problem on their headset.

### 4. Conclusion

The conclusions of this study are: (a) Students Perception: They could listen to the material better using CALL. They could answer more questions in listening by using the computer. They understand the listening material better-using CALL. They felt less nervous in presenting English using CALL. They felt learning English is easier using CALL and they felt computer assistance makes their English learning more interesting and fun. This is in line with Sarfraz et al (2015) who found that the general view of learners shows positive outlooks or attitudes towards the communicative language teaching approach.

Students Feedback: Advantages in using CALL in learning English are they can repeat the material over and over, clearer listening material, easier, more practical, more effective and

they felt less nervous. On the contrary, the disadvantages of learning English using CALL are weak signal, they cannot understand the materials, complicated process, they cannot meet face to face with friends and teacher and they became less focus at home. This is supported by (Budiana & Yutanto, 2020) who stated that the difficulties in webinar class are low signal in the remote areas in east Java make the students have difficulty in login/ join to webinar class. Some of the students cannot be showing their PowerPoint slide by using their Google account due to internet signal, otherwise, they are showing their PowerPoint though theirs' friend's account and some of the students need much time to express their voice due to technical problem on their headset.

Practically, the findings of this study are likely able to give a contribution by showing the experience of technology using, especially using CALL, to all English teachers. This finding is to support English teachers in Indonesian universities or colleges level to have an option to deliver their material in long distances using technology and how to overcome the barriers. In general, the teacher can use CALL in teaching English in improving students' listening skills, especially since the pandemic of covid-19 forced us to stay at home.

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