# The Use Of Computer Assisted Language Learning (Call) To Improve The Students' Speaking Skill Of Grade X C Sma N 4kota Bima In Academic Year 2022/2023

**Firliah Rizkiani, Arif Budiman,Firmansyah, Adilansyah, Hendra**

**Absrtract**

Globalization becomes a current issue all over the world. It expands and accelerates the exchange of ideas and commodities over vast distances. Regional economies, societies, and cultures have become integrated through a global network of communications, transportation, and computer technology. These have given impetus and make the world more interdependent than ever (http://en.wikipedia.org/wiki/Globalization). Globalization is no longer about trade in things that can be put in a box, but about trade in everything that can be digitalized. Digital technology makes everything simple. A big problem appears in a trade is distance, but it can be solved by using computer and internet connection. Sale and purchase transaction can be done by using computer with the Internet connection. Computer gives important contribution in globalization. Hornby (1995: 235) states that computer is an electronic device for strong and analyzing information fed into it, for calculating, or for controlling machinery automatically. Computer is used in vary of field and computer also used in instruction. Computer used in instruction provides virtually instantaneous response to the students input, has extensive capacity to store and manipulate information, and is unmatched in its ability to serve many individual students simultaneously. It has the ability to control and integrate a wide variety of media – still pictures, graphics, and moving images, as well as printed information. The computer can also record, analyze, and react to students' responses that are typed on a keyboard or selected with a mouse (Heinich, 1996: 228).

**Keyword** : *The Use Of Computer Assisted, Language learning, improve*

## A. Identification of the Problem

Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Brown (2000: 267-269) identifies the problems of teaching conversation as follows:

Richard in Brown (2000: 267-268) notes "the conversation class is something is an enigma in language teaching." The goals and techniques for teaching conversation are extremely diverse, depending on the students, teacher and overall content of the class. Historically, "conversation" classes have ranged from quasi- communicative drilling to free, open, and sometimes agenda-less discussions among students.

There has been some controversy over the role of pronunciation work in a communicative, interactive course study. Because the overwhelming majority of adults learners will never acquire an accent-free command of a foreign language, a language program that emphasizes whole language, meaningful contexts, and automaticity of production should focus on these tiny phonological details of language but in a different way from what was perceived to be essential a couple of decades ago (Brown, 2000: 268).

## B. Limitation of the Problem

Due to the wide range of the problem of teaching speaking, the researcher limits the problem only on students' speaking skill.

## C. Problem Formulation

The problems of this study are formulated as follows:
1. How can CALL improve students' speaking skill?
2. What kinds of communicative activities that can be used in teaching speaking by using CALL?

## D. Objective of the Study

Based on the problem formulation, the objectives of this study are as follows:
1. To find out in what ways CALL can improve students' speaking skill.
2. To find out and describe activities that can be used in teaching speaking by using CALL.

## E. Significance of the Study

The researcher expects this study can give some benefit to the following parties:

1. Student

By using Computer Assisted Language Learning (CALL), it is hoped that students can improve their speaking skill effectively.

2. Teacher

By using Computer Assisted Language Learning (CALL) in English language classroom, teacher can teach English more easily, more effectively and more interestingly.

3. Other researchers

This study can be preliminary information for other researchers to conduct similar researches on English speaking skill.

**REVIEW OF RELATED LITERATURE**

This chapter deals with theories, studies, and references related to computer in language teaching, computer in teaching speaking, teaching speaking and teaching speaking in SMA Negeri 4 Kota Bima.

**A. Computer in Language Teaching**
**1. The Use of Computer in Language Teaching**

As networks and the capacity of computers grew in the 1990s, the computer became a powerful communication tool to support communication of not only text but also graphics, video, and sound and to connect learners to increasingly rich learning resources available via the World Wide Web (Pascoe and Wiburg, 2003: 5). Then Harmer (2003: 145) argues that the main uses for computer in language teaching include the following:

1. Reference

One of the chief uses of computers, either through the internet or on CD/DVD-ROMS, is a reference tool. This can be connected to teaching the English language or general facts about the world.

2. Teaching and testing programs

Language teaching software packages, often supplied on CD-ROM, offer students the chance to study conversations and texts, to do grammar and vocabulary exercise, and even to listen the texts and record their own voice.

3. E-mail exchange

One of the main uses for computers which are hooked up to the internet is as senders and receivers of e-mail, allowing easy access to people all over the world.

4. Web sites

Almost any website has potential for students of English. They can go and visit a virtual museum for a project on history or science. They can go to a web site which offers information and song lyrics from their favorite rock group and they can access timetables, geographical information, and weather facts.

5. The word processor

Unlike pen and paper, word processors allow students to compose as they think, and change their minds in the course of writing. Because the writing takes place on a screen all the students in a small group can see what is happening and contribute in a cooperative way.

**2. Computer Assisted Language Learning (CALL)**

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

Beatty (2003: 7) defines CALL as any process in which a learner uses a computer and, as a result, improves his or her language. An awareness of current

practice in the teaching and learning of language at the computer spectrum allows learners, teachers and researchers to recognize appropriate materials and methodologies and adapt others to various teaching and learning styles.

There are three phases the development of CALL: Behavioristic CALL, Communicative CALL and Integrative CALL (Multimedia and the Internet). Tomlinson and Masuhara (2004: 40) states that Behavioristic CALL uses basic drill and practice software programs and focusing on vocabulary or discrete grammar points. It makes use of the ability of computers to provide, at the learners' own pace, as much exact repetition as required. This kind of CALL was conceived in the 1950s. (http://en.wikipedia.org/wiki/Computer assisted_language_learning).

While communicative CALL is developed in 1970s -1980s. Communicative CALL is under the influence of Communicative Approach. This type of CALL usually included courseware for practicing the four skills and for language games. Communicative CALL satisfied our understanding of language and language learning by:
a. Focusing on language use as well as language forms
b. Encouraging learners to generate original utterances
c. Providing more contexts in which language skills are used
d. Allowing learners a certain amount of control

In the communicative approach, the focus is on using the language rather than analysis of the language, teaching grammar implicitly. It also allowed for originality and flexibility in student output of language. It also correlates with the arrival of the PC, making computing much widely available resulting in a boom in the development of software for language learning (http://en.wikipedia.org/wiki/Computer_a ssisted_langugae_learning).

Integrative/explorative CALL tries to address the criticisms by integrating the teaching of language skills into tasks or projects to provide direction and coherence. It also coincides with the development of multimedia technology (providing text, graphics, sound and animation) as well as computer-mediated communication (http://en.wikipedia.org/wiki/Computer_a ssisted_langugae_learning).

Warschauer and Healey in Brown (1998: 59) offer the following benefits of including a computer component in language instruction:
a. Multimodal practice with feedback
b. Individualization in a large class
c. Pair and small group work on projects, either collaboratively or competitively
d. The fun factor
e. Variety in the resources available and leaning style used
f. Exploratory learning with a large amounts of language data
g. Real life skill building in computer use

Beatty (2003: 52) proposes eight applications in Computer Assisted Language Learning. They are:
a. Word processing

Word processing is the poor cousin of CALL. It processes package, spelling and grammar checker. Word processing programs also provide grammar support, although such support is sometimes a questionable worth. The grammar checker included with various versions of Microsoft words (Beatty: 2003: 52-53)
b. Games

Most educational games or games used for pedagogical purposes make use of a form of subversive teaching; learners are unaware of the objectives or, rather, do not share the same objective as the teacher. Within the classroom environment, computer can help in motivation through the organization of learning into game-like formats (Beatty, 2003: 54-55).
c. Literature

A work of literature is not a simulation, but it has a high degree of fidelity, or authenticity, in that the learning materials are both extensive and taken from the real-world sources. Literature forms the basis of many CALL programs (Beatty, 2003: 57). Moreover Collie and Slater in Beatty (2003: 57) offer four main justifications for the use of literature in the language classroom: valuable authentic material, cultural enrichment, language enrichment and personal involvement.

## B. Computer in Teaching Speaking

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

Moreover Pascoe and Wiburg (2003: 100-102) state that in selecting appropriate technology to enhance speech opportunities for language learners, one has to consider what type of interaction needs to be facilitated. For instance, video is a natural way to teach information routine requiring prediction. Website such as *Focus English*: *ESL Conversation On-Line* offers opportunities for students to listen the dialogs on various conversational topics and respond to real life situation. Several software programs utilize audio and video clips of everyday scenes in which people are engaged in interaction routines. Website such as *Virtual Language Center* of Hong Kong Polytechnic University are also a rich resource for listening and speaking practice using dialogs from everyday situations involving greetings, weather, telephone calls, restaurants and travels.

There has been some success in using CALL, in particular computer-

mediated communication, to help speaking skills closely linked to "communicative competence" (ability to engage in meaningful conversation in the target language) and provide controlled interactive speaking practice outside the classroom (http://en.wikipedia.org/wiki/Computer-assisted_language_learning). While Cummins and Sayers in Pascoe and Wiburg (2003: 27) state that technology provides powerful contexts for communicative language, whether it involves students gaining cultural literacy through participation in electronic global communities, or the use of rich multimedia environments in which language learners can interpret and create functional conversations and presentations using a variety of media.

## C. Teaching Speaking
### 1. The Nature of Speaking

Byrne (1992: 9) affirms that speaking is the ability to express oneself intelligibly, accurately, reasonably and without too much doubt. Furthermore Lado (1961: 240) defines speaking ability is the ability to express oneself in life situation, or the ability to report act or situation in precise words, or the acceptability to converse or to express sequence of ideas fluently. Spoken language is different and they have differences in many significant ways. Van Lier in Nunan (2003: 43) concludes the differences between spoken and written language. First, spoken language is auditory and written language is visual. The second is whether spoken language temporary and there is immediate reception while written language is permanent and there is delayed reception. There is prosody (rhythm, stress intonation) in spoken language and there is punctuation. Immediate feedback is needed in spoken language and in written language there is delayed and sometimes no feedback. The last is there is limited planning and editing by the channel in spoken language while in written

language there is unlimited planning, editing and revision.

Cameron (2001: 40) states that speaking is the active use of language to express meanings so that other people can make sense of them. Then relate with this, Finocchiro and Brumfit (1983: 140) consider that speaking consists of mental and physical acts which are interrelated and which must take place instantaneously and simultaneously. According to them, speaking is a complex skill that involves the knowledge of sounds, structures, and vocabulary and culture subsystems of language.

One of the main reasons for including speaking activities in language lessons is to help the students develop habits of rapid language processing in English. In respect to that, Brown (2004: 143) mentions some macro skills of oral communication. They are:
a. Appropriately accomplish communicative function according to situations, participants and goals.
b. Use appropriate style, registers, implicature, redundancies, pragmatic, conventions, conversation rules, floor keeping and yielding, interrupting and other sociolinguistic features on face to face conversation.
c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events, feelings, new information and given information, generalization and exemplification.
d. Convey facial features, kinesics, body language, and other non verbal cues along with verbal language.
e. Develop and use battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately accessing how well your interlocutor is understanding you.

Besides that, Nunan (1989: 32) argues that speaking as a macro skill can be subdivided into some micro skills.

Then Brown (2004: 142-143) mentions some micro skills of oral production. They are:
a. Produces differences among English phonemes and allophones variants.
b. Produce chunks of language of different length.
c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contour.
d. Produced reduces forms of words and phrases.
e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
f. Produce fluent speech at different rates of delivery.

## RESEARCH METHOD

This chapter deals with the research design, research participants, setting, and research instrument, the technique of data collection, the technique of data analysis, and the research procedure.

**A. Research Design**

This research is Action Research which is aimed at improving students' speaking skill through the use of media named Computer Assisted Language Learning (CALL). Hopkins (1985: 32) and Ebbutt (1985: 156) in Cohen (2008) suggest that action research is the combination of action and research in which a personal attempt is made to understand, improve and reform practice. While, Corey (1953: 6) in Cohen (2008) states that action research is a process in which practitioners study problems scientifically so that they can evaluate, improve, and steer decision making and practice. Grundy (1987: 142) in Cohen (2008) regards action research as concerned with improving the 'social condition of existence. Moreover Kemmis and McTaggart in Keeves and Lakomski (1999: 150) defines Action Research as a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve productivity, rationality and

justice of their own social or educational practices, as well as their understanding of these practices and the situations in which the practices are carried out.

Kemmis (1999: 150) states the aim of Action Research. Action Research aims to help practitioners investigate the connections between their own theories of education and their own day-to-day educational practices; it aims to integrate the research act into the educational setting so that research can play a direct and immediate role in the improvement of practice; and it aims to overcome the distance between researchers and practitioners by assisting practitioners to become researchers.

In this study the researcher uses action research theory proposed by Kemmis and McTaggart to conduct a research with the title *The Use of Computer Assisted Language Learning (Call) to Improve the Students' Speaking Skill of Grade X C SMA N 4 Kota Bima Academic Year 2022/2023*

**B.    Research Participants and Setting**

The participants of the research are the students of grade XC of SMA Negeri 4 Kota Bima academic year 2022/2023. In speaking and listening class, each class is always divided into two groups; group A for high English learners and group B for slow English learners. The researcher takes group students in B grade XC as the participant because they have less skill in speaking.  There are thirty six students in grade XC and there are 18 students in group B.

**C.    Techniques of Data Collection**

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

**D.    Technique of Data Analysis**

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

**RESEARCH FINDINGS AND DISCUSSION**

This chapter deals with discussions of all activities that happened during the action research. This chapter is about the result of the pre-test, the intervention and the result of the post-test.

**A. The Result of Pre-Test**

After observing the English teaching learning process in the speaking class, the researcher started the research by giving pre-test to the students. The pre-test was done on August 11, 2022. The pre-test was about an hour and a half. The pre-test was conducted by interviewing and each student was asked about nine questions. The questions given were about students' life and activities. The questions of the pre-test were:

**Table 1: List of Questions in the Pre-Test**

The researcher called the students one by one to come in front of the class to be interviewed and the researcher recorded it. During the pre-test, the researcher gave the other students a written task. The researcher asked the other students to write two paragraphs about their daily life.

After the pre-test, the researcher analyzed the pre-test and got the result of the pre-test. The pre-test was analyzed based on seven points; fluency, pronunciation, grammar, vocabulary, organization, appropriacy and content. Each point has score ranging from 1 to 10 based on the descriptor (see the appendix).

**Table 2: Students' Score on Pre-test**

The table shows that the mean of the pre-test is 5.3. The lowest score is 4 and the highest score is 6.57. There was only one student who got 6.57 and there were fifteen students who got below 6.57. Among seventeen students there were fifteen students who scored below 6.57. Brown (2000: 269) states that the greatest difficulty that learners encounter in attempt to speak is not the multiplicity of sounds, words, phrases and discourse forms that characterize any language, but rather the interactive nature of most communication.

## B. Cycle

This research consisted of two cycles. It took eight weeks from sept 23, 2022 to ctober 29, 2022. Each cycle had three steps: planning, acting and observing and reflecting. The procedure of each cycle is as follows:

asked the students sit in the first row.

### a)   Warming Up/Brain Storming

The class was started by asking and answering. It took five minutes for the brain storming or for warming up. The teacher asked three students and she gave responses to students' answers. She asked the students about the cause of students' sadness. She got various answers from the students and then she gave response to students' answers.

### b)   Presentation/Explanation

After brain storming, the teacher explained to the students about the topic of the lesson for that day "Extending Sympathy". The teacher also explained something in the past, and student should use simple past. Then, the teacher introduced some expressions to extend sympathy to the students. The expressions are (1) I'm so sorry to hear that (2) That's too bad (3) What a shame and (4) Please accept my condolences. She also explained that the last expression **Please accept my condolences** is only used to extend

**Table 4: Students' Score in the First Meeting**

There were seven students or three groups who did not have chance to act the dialogue out in front of the class due to the limited time. There were five groups or ten students who acted the dialogue out in front of the class. From the table above it can be seen that the lowest score is 5 and the highest score is 6. There were two students who got score 5 and there was one student who got 6. The mean from the first meeting evaluation is 5.5.

### 1)   Second Meeting

The second meeting in cycle 1 was on October 27, 2022. The class was begun on 8.30 and no one was absent. As the previous meeting, group B of grade XC was in the class on the first hour. Before the class was started, the teacher

sympathy when somebody passed away. She needed eight minutes for the presentation and drilling.

### c)   Practice 1

In the classroom, the teacher gave two practices to the students. Practice one described a past event. In the first practice the teacher used cue card to help students creating problems. The cue cards were; (1) Drop (2) Lose (3) Break Up (4) Break (5) Pass Away (6) Die, and (7) Get Accident. She distributed seventeen cue cards to the students and the students should create a problem sentence by using the verb written on each card. She gave one minute for the students to create a past event and the teacher did not give allow the students to write the sentence first. She called out students' name one by one to state a past event. Most students could do it well and only two students could not make a problem sentence in the past tense. Students needed eight minutes to complete the first practice.

### d)   Practice 2

The second practice was stating a past event and giving a response to a certain problem. Students worked in pairs and make a simple dialogue by using the past event in the first practice. By using the problem sentence in the first practice, students should ask the problem, state problem and a give response or extend sympathy for a certain problem. Students took about eighteen minutes to complete the second practice.

**e)   Practice 3**

The class was continued in the language laboratory. In the language laboratory, the students did practice three and four and also the evaluation of the second meeting. Practice three was filling out and completing column. The teacher played a video from *Side By Side*. She played *Side By Side 2B segment 44.3*. The duration of the video was 31 seconds. She played the video three times and the students were asked to fill out the blank column. The students were asked to find out the problem of each person and the sympathy's expression given to each problem. Then she and the students discussed it. There were only few students who made big mistakes. Students and teacher took about five minutes to complete the third practice.

**f)   Practice 4**

In practice four, the students were supposed to answer questions based on the video played by the teacher. The teacher played second video with the duration two minutes sixteen seconds. The second video was taken from Side By Side 2B segment 44.4. The students were seemed very interested every time the teacher played the video. In practice four, the teacher gave seven questions. The students should find the answers of the questions based on the video.

The teacher played the video three times and then discussed the fourth practice with the students. She called out the students' names to answer the questions. Most students found it difficult to answer question number 5 and 6. The

answers of number 5 and 6 contained of difficult words. The students needed about thirteen minutes to complete practice four.

Before the evaluation, the teacher reminded the students how to make a past event and how to give or extend sympathy. By watching the video, teacher expected that the students were able to tell the detail and then imitate how to make a dialogue with the topic "Extending Sympathy".

**g)   Evaluation**

The evaluation was in form of dialogue and performing the dialogue in front of the class. The teacher asked students to work in pair to make dialogue with the topic "Extending Sympathy". There were eight groups and the teacher gave two until three minutes for the students to prepare their dialogue. The students acted the dialogue in front of the class.

**Table 6: Students' Score in the Third Meeting**

The students could complete the evaluation in the first meeting in the second cycle. The highest score was 6.43. There was only one student got 6.43. The lowest score was 4.7 and there were two students who got 4.7. The mean of the evaluation in the first meeting in the second cycle was 5.3.

**1)   Second Meeting**

The second meeting was on November 5, 2022. The class began at 08.30 and nobody was absent in the second meeting. The students of group B grade XC were in language laboratory in the first section and then in the classroom in the second section. The second meeting was begun with brain storming and there were four practices in the second meeting.

**a) Warming Up/Brain Storming**

The class was begun with warming up or brain storming. The warming up or the brain storming was giving instruction and then the

students did the instruction. The teacher shouted *Stand up! Look up! Look down! Sit down! Put your hands up! Put your hands down!* to the students. The students did what the teacher said. The warming up ran very well and it needed about seven minutes. Then the teacher told that the topic of that day was "Giving Instruction".

**b) Presentation/Explanation**

The teacher used power point to explain how to give instruction and response. The explanation and presentation took three to five minutes.

**c) Practice 1**

Practice one was matching pictures with suitable instructions. The teacher displayed power point. There were some pictures in the power point and also the instructions. The teacher asked the students to match the picture with the suitable instructions. Practice one took about ten minutes.

**d) Practice 2**

Practice two was answering the questions based on the video. The teacher played a video in *SBS 2A* segment *32.3* with the title *cooking with Stanley*. She gave six questions to the students and the students should identify the video and then answer the questions. She played the video three times. She and the students took about fifteen minutes to complete the task.

**e) Practice 3**

The class was continued in the classroom. The class was continued with practice three. Practice three was guessing. To encourage the students' vocabulary and pronunciation related to the next practices, the teacher wrote ten jumbled words on the white board. The students guessed the words and then the teacher checked their pronunciation of the words. Practice

three ran very well and the students made few mistakes. Practice three took about ten minutes.

**f) Practice 4**

The next practice was giving instruction and doing the instruction. The teacher called a student's name and gave her an instruction. Then she did the teacher's instruction. After that she gave an instruction to her friend and her friend did the instruction. This practice took about fifteen minutes.

Due to the limitation of time there were only eight students or four couples who acted the dialogue out in front of the class. The lowest score was 4 and only a students who got score 4. The highest score was 6.29 and there was only one student also who got 6.29. The mean of the first meeting in cycle three was 5.35.

**1) Second Meeting**

The second meeting of cycle three was held on November 08, 2022. There were three students who were absent because they attended a school organization meeting. So in the speaking class there were fourteen students in group B grade XC. The class was begun in the language laboratory. The class was begun at 08.30.

**a) Warming up/Brain Storming**

The brain storming in the second meeting of cycle three was done by asking and answering. The teacher interviewed two students; they acted as an actor and actress. The teacher asked the actor/actress about his/her past activities or experience by using WH questions. Most of them did not answer the questions in complete sentences. The teacher needed about seven minutes for the brain storming. The warming up or brain storming was fun because the students did not get bored.

**b) Explanation/Presentation**

The explanation was more in form of discussion form rather than explanation from the teacher. The explanation or the presentation ran very well and it took seven minutes.

c)  **Practice 1**

Practice one was begun by watching and identifying the video and also asking and answering the questions. The teacher played video in *Side by Side 1B segment 24.3*. She asked students to identify some past activities of some people. After that, she asked some students as done in the video and the students answered the teacher's questions. The students took about eleven minutes to complete the task.

d)  **Practice 2**

Practice two was comprehending the video by answering some questions from the teacher based on the video. The teacher played second video and it was in *Side by Side 1B segment 25.3*. She gave some questions based on the video and the students should find the answers of the questions in the video.

e)  **Practice 3**

Practice three and four were spontaneous speaking. Practice three was done by interviewing, using teaching aid (picture). The teacher distributed a picture to each student. The pictures were about some interesting places in the world. By using the pictures, the students should make an interview. The answers were based on the picture. The students took about twenty minutes to complete the task.

f)  **Evaluation**

The lesson was continued with evaluation. The evaluation was done by interviewing. In the evaluation, the teacher did not give any teaching aid to help the students. The students were asked to make and act out an interview of the past activity, event or experience. The students worked in pair. One student acted an interviewer and another student as an actor or actress or other famous person. Not all of the students could act out the dialogue in front of the class due to the limited time. The teacher gave three minutes for the students to make preparation. The rest of time was used to act out the students' dialogue.

**Table 9: Students' Score in the Sixth Meeting**

There were only six students or three pairs who got chance to act out the interview in front of the class. The lowest score was 5.1, and there was only one student who got the lowest score. The highest score was 6.1 and there were two students who got score 6.1. The mean was 5.87.

c.  **Reflecting 3**

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

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

**C. The Result from Post-Test**

The post-test was conducted on November 12, 2022. The test was done by interviewing the students. The teacher gave nine to ten questions to the students. There were four students who could not do the post-test because they had to attend a funeral ceremony. In general, the post-test was aimed to measure the students' speaking skill

improvement by using Computer Assisted Language Learning (CALL).

**Table 10: Students' Score on Post-test**

The table shows that the mean of the post-test is 5.54. The lowest score is 4.57 and the highest score is 6.1. There were three students who got 6.1 and there were ten students who got below 6.57. The mean of the post-test is 5.54.

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

**Table 12: Summary of the Students' Answer in the Questionnaire**

The students' response to the use of Computer Assisted Language Learning (CALL) can be reflected from the questionnaire response. Most of the students have never known about the CALL before. They know about the learning of English using computer and the English software in it but they do not know whether the name of this kind of media is CALL. Twelve students (75%) of sixteen students were impressed by learning English using CALL, although a half of the students admitted that they did not know more about CALL. In addition, fifteen students (93.75 %) of sixteen students answered that there was an advantage of using CALL. Fourteen students (87.5 %) of sixteen students admitted that they made progress in learning English using CALL. Fifteen students (93.75 %) of sixteen students answered that CALL enhanced them to improve their speaking skill. Nine students (56.25 %) of sixteen students found a difficulty in using CALL while seven students (43.75 %) of sixteen students did not find any difficulty in using CALL. Fourteen students (87.5 %) of sixteen students admitted that CALL made English learning interesting and CALL also made teacher's teaching method interesting. All students agreed that there was cooperation among the students by using CALL.

All of the students also agreed that there was communication between teacher and students. Fifteen students (93.75 %) of sixteen students felt that CALL improved students' motivation in learning English. CALL enhanced students' ability in speaking and writing. The students' impression in using CALL in learning English was various. Two students (12.5 %) of sixteen students felt that learning English by using CALL was very interesting; while three students (18.75 %) of sixteen students admitted that by using CALL the lesson was not boring. Five students (31.25 %) of sixteen students were impressed by the use of CALL.

Six students (37.5 %) of sixteen students admitted that CALL improved their listening skill; learning English using CALL was enjoyable. Eight students (50 %) of sixteen students suggested that the school should repair the English laboratory and also the computers. To summarize, Computer Assisted Language Learning (CALL) can served as one alternative medium to teach English.

**CONCLUSIONS AND SUGGESTIONS**

This chapter presents conclusions and suggestions based on the findings in the research and the discussions shown in the previous chapter. The conclusions highlight the answers of the research questions. Some suggestions are addressed to other English teachers, students and other researchers.

A. **Conclusions**
1. The Students' Improvement on Speaking Skill

There is an improvement of students' score in speaking skill. In the pre-test result, in which the students did not learn using CALL, there were fifteen students (93.75 %) who got below 6.57 and only one student (6.25 %) who got 6.57. The mean of the pre-test was 5.3. After they learnt English using CALL, the mean was 5.54. There were ten students (75 %) who got below 6.57.

2. The Students' motivations got higher
The students' motivation was higher

when the teacher used Computer Assisted Language Learning (CALL) in the English Instruction. The students also did all the tasks well and did the teacher's instruction. The students were very happy every time the teacher used CALL in the English instruction. The students were highly motivated every time they entered the language laboratory.

3. The English subject became interesting The students did the tasks well and happily. The games and other interesting activities in the class made the students enjoy the instruction. Sometimes the students asked the teacher to give more videos or games.
4. The English instruction became effective The various activities given in the English instruction made the instruction effective. All of the students got a chance to speak in each meeting. They got chance to interact with the others by having dialogue, conversation or group discussion. There was also the interaction between the teacher and the students during the instruction. The time was well managed by the teacher.
5. The students were more active
   The students were free to ask questions to the teacher. The students were encouraged to speak in English when they asked questions to the teacher. The various activities

encouraged the students to speak and to get involved in the English instruction. Competition atmosphere was built to enhance the students' involvement in the instruction.
6. The Activities Used in Teaching Speaking by Using Computer Assisted Language Learning (CALL)
   a. Displaying the videos
   b. Presenting the material by using power point
   c. Rewarding the students
   d. Group discussion

**B. Suggestions**
1. English Teachers
   a. English teachers should give activities that can enhance the students' speaking skill.
   b. English teachers should use the most up to date teaching aids.
   c. English teachers should tolerate the students' mistakes.
   d. English teachers should give reward to the students who do the task well.
2. Students
   a. Students should not be afraid to make mistakes.
   b. Students should not be shy to participate.
3. Other Researchers
   Many things can still be researched in a classroom. This study can be used as early information to conduct a classroom research in other are

**BIBLIOGRAPHY**

Beatty, K. 2003. *Teaching and Researching Computer-assisted Language Learning.* England: Pearson Education.

Brown, H. Douglas. 2001. *Teaching by Principles, 2nd Edition*. New York: Addison Wesley Longman Inc.

Butler-Pascoe, Mary Ellen and Wiburg, Karin M. 2003. *Technology and Teaching English Language Learners*. USA: Pearson Education, Inc.

Byrne, D. 1992. *Teaching Oral Language.* Singapore: Longman.

Cohen, Louis et al. 2008. *Research Methods in Education, 5th Edition*. London: Routledge Falmer.

Finocchiaro, M and Brumfit, C. 1983. *The Functional National Approach: from Theory to Practice.* Oxford: Oxford University Press.

Harmer, J. 2003. *The Practice of English Language Teaching*. Third Edition. England: Pearson Education.

Heinich, R. Molenda, Michael. 1996. *Instructional Media and Technologies*

*for Learning.* A Simon&Schuster Company: New Jersey.

Keeves, John P. and Lakomski, Gabriele. 1999. *Issues in Educational Research.* UK: Pergamon.

Lado, R. 1974. *Language Teachin*g. New Delhi: McGraw-Hill Publishing.

Locatis, Craiq N. and Atkinson, Francis D. 1984. *Media and Technology for Education and Training.* Ohio: Charles E. Merrill Publishing Company.

Nunan, D. 2003. *Practical English Language Teaching.* The McGraw-Hill Companies.

Richards, Jack, C., & Renandya, W. A. (Eds.). 2003. *Methodology in Language Teaching: An Anthology of Current Practice.* Cambridge: Cambridge University Press.

Tomlinson, Band Masuhara, H. 2004. *Developing Language Course Materials.* Singapore: SEAMEO Regional Language Centre.

**Electronically Sources:**

http://en.wikipedia.org/wiki/Computer-assisted_language_learning

http://en.wikipedia.org/wiki/Globalization

http://id.wikipedia.org/wiki/SMA_Negeri_4_ Kota Bima