CHAPTER I

INTRODUCTION

This chapter presents an overview of the importance of the research supported by theories. This chapter display some subsections. Those are background, research questions, purposes of the research, significance, rationale, and methodology.

A. Background of the Research

Throughout Indonesia's educational system, students of all ages may take English as a Foreign Language (EFL) course. That's because English's importance in so many aspects of daily life throughout the globe stems from its status as a truly global language. If a language is primarily learnt in a classroom and is not used in the culture where the instruction takes place, it is regarded as foreign. Learning a new language enables one to interact with others in real-world circumstances and communicate persuasively and creatively in the language of the target culture. Therefore, Indonesia students study English to improve their opportunities in the global society.

One of the factors that encourages the students to learn English well is their motivations. Kasmirah (Kasmirah, 2018) explained that students' levels of motivation directly affect how well they study. It might serve as an incentive for students to complete their coursework. In the same way, Long (2013) stated that students who are very motivated may always find success while studying a foreign language, whereas those who lack this kind of drive often struggle with the subject. In learning, the students' motivation is influenced by the teaching methodology. According to Cudney & Ezzell's (2017) research, using various teaching methods improves students' learning and motivates them to study more. Since this is 21st era, CALL (Computer-assisted language learning) seems good to apply in learning English.

The utilization of technology in language learning today cannot be

separated. The technology that usually uses in language learning is computers and the internet. The use of computers and the internet are part of Computer-Assisted Language Learning (CALL).

As stated in the previous paragraph, CALL is useful for English teaching and learning process. It is related to the researcher's preliminary research when teaching English for preparing national examination, the students was so excited to learn English using computer, internet, and other multimedia tools such as interactive video. The students' engagement increased and they actively participated in learning activity. Besides, the students' told the writer that learning English sometimes was bored because it contained a lot of text that they did not understand. Thus, the study will explore Computer Multimedia-Assisted English.

CALL, first discovered in the 1950s, CALL approaches are teaching and learning using computer and internet service, including a word processor, audiovisual- program, and e-mailing (U. Rachmawati, 2016). A teacher can actively engage the students by using CALL because students can enrich and explore the material by implementing CALL in the classroom. A teacher cannot avoid students' boredom, making them less motivated to learn a language (Harmer, 2001). Besides the traditional teaching process in the classroom, students study more than one language in some countries. Yulia (2013) said that Indonesian students have to learn the national language (Bahasa Indonesia), vernacular language (Javanese language), and English as an international foreign language.

CALL approach has some advantages as follows (A. Liu, 2012):

a. It can promote students' motivation.
   A boredom classroom will make students less motivated to learn even to come to the class. Many teachers look for the solution due to this problem, and multimedia can be an excellent way to stimulating students interest that will be affected by their motivation (Guan et al., 2018).
b. It gives the easiness of understanding

While so many aspects of English language learning such as reading, writing, speaking and listening, it means that students need much time to practice and develop those skills. However, the time is limited only in a few hours. In this case, multimedia can be a way out, it provides information in a limited time, and it can make the students easy to understand the material (Guan et al., 2018).

c. It provides an ingenious input to engage students' interest.

Multimedia provides us to input much information to become one in the form of audio, visual, text. It is beneficial to increase and to maintain students' interest (Guan et al., 2018).

The study of language learning motivation was pioneered by Gardner and Lambert in 1959 (Guilloteaux & Dörnyei, 2007), while the role of CALL in students learning motivation has been conducted in some studies. Francis (2017) conducted research at an urban charter school on a population of 348. The surveys were administered to measure students' perception and motivation. It reviews student individualized education plans and classroom observations. The results showed that the use of technological tools can influence students' learning motivation. This research is different from previous research. While Francis (2017b) using Individual Educational Purposes (IEP) to know whether technology influence students' motivation for pedagogical purposes or accommodation. This research uses the survey from (Harter, 1981) scale of intrinsic versus extrinsic orientation in the classroom and additional observation to know students' motivation level from the aspect of motivation. The survey is specifically scaled the students' orientation of motivation and its level. Moreover, this research addresses the issue of motivation in Indonesian junior high school in learning English.

Another study has been conducted by Lamb and Arisandy (2020a). They researched CALL and motivation in the context of Indonesian university students. The research examines Online Informal Learning of English (OILE) practice. The result showed the engagement of students in learning English through the

activities of OILE. The activities built through OILE are associated with the motivation to become competent in English and have a good attitude in classroom learning. While this present research takes place at Islamic Junior High School of Sukamaju to examine English language learning using CALL and how it affects students' motivation.

Based on the information above, the research is aimed to observe the process of CALL implementation and the students' motivation after using CALL in learning English. Finally, the researcher decided to write the research with the title **"Exploring the Role of Computer Assisted Language Learning in Students' Learning English Motivation at Junior High School."**

B. Research Questions

There are several research questions regarding the problem mention in thebackground:

1. How is the implementation of Computer-Assisted Language Learning?

2. How is the students' motivation in learning English usingComputer-Assisted Language Learning?

C. Purposes of the Research

Regarding the research problem above, this study aims to:

1. To investigate the implementation of Computer-Assisted Language Learning

2. To figure out the students' motivation in learning English using Computer-Assisted Language Learning.

D. Significances of the Research

This research is expected to give some contributions based on two points. Along these lines:

1. **Theoretical Significances**

    This research is expected to contribute to ELT using technology research,especially using CALL to teach English.

2. **Practical Significances**

    This research explains how vital technology is in English language teaching to be used by the teacher as a motivator and facilitator. This study alsocan be a reference for English Education Department students.

E. Limitation of Research

Limiting the discussion of the research is necessary. This research is being conducted to address the researcher's interest about the role of CALL in students' kearning English motivation and the implement of CALL. Therefore, the findings of this study are limited to issues related to motivation. MTs Sukamaju Garut is the site of this study and 7th A and B class students will be the participants.

F. Rationale

A long history of foreign language teaching presents lots of approaches and methods. The Natural Approach, introduced by Krashen and Terrell, elaborates on five hypotheses about this model. One of them is an influential filter hypothesis that sees motivation, self-confidence, and anxiety as desirable factors for acquiring English (Richards & Rodgers, 1986). Students with a better level of motivation will do better in learning English Language, students without motivation, even the students with the most remarkable abilities, cannot undertakelong-term goal.

Malinovská & Ludíková (2017) stated that: "Teaching a foreign language is a very modern trend today" while learning a foreign language is a chance to get more opportunities in any aspects(Malinovská & Ludíková, 2017). In this 21st century, the English language is an important foreign

language. In Indonesia, the English language is a subject that begins from secondary school until the university level (*Government Regulation No.15*, 2015). With the natural approach, a teacher needs to create a gratify classroom with less stressfulness. As of today's trend, technology should be presented in teaching and learning, such as implementing CALL in the classroom.

The nature of CALL is a reflection of technology because the development of a computer develops it. CALL is defined as an application of computers in language learning and teaching (Levy, 1997). Computer technology's growth gains encouragement for teaching and learning because computers can be accessed by the school and individual (M. Liu et al., 2002). The use of a computer in the classroom changes the role of teachers and students.

The teacher is the all-powerful and all-knowing, while the students are passive in the traditional classroom. The turn-out of educational technology has made the learner more learner-centered. Students can control their speed according to their interests, while the teacher is responsible for their motivation (Lam & Lawrence, 2002).

Learning motivation has been defined in some ways. According to Alhodiry (2016), motivation is a force to push students to achieve their goals. It underlies behavior that portrays willingness and volition. The value of students' goals will drive the students to have more strength motivation to achieve (Harmer, 2001). Lai (2011) further explains that motivation is related to belief, perception, interest, value, and action. As a result, motivation can be cognitive behavior, including monitoring and strategy used, and non-cognitive behavior, including perception, beliefs, and attitude.

The concept of motivation has been developed from time to time. Ryan and Deci (2017) developed a theory regarding motivation that is self-determination theory (SDT). SDT focuses on the ease or prevents someone in progress. SDT investigates intrinsic individual development and social context,

covering vitality, motivation, social integration, and well-being (Ryan & Deci, 2017).

SDT differentiates the type of motivation that is an autonomy-control continuum. This type distinguishes between intrinsic and extrinsic motivation (Ryan & Deci, 2017). Intrinsic motivation is a feeling of behavioral enjoyment to do something, while extrinsic motivation is a behavior to avoid punishment, get a reward or social approval, and others (Ryan & Deci, 2017).

While in other literature, there are two motivation types: Instrumental and Integrative motivation(Keblawi, 2006 cited in Alhodiry, 2016). Instrumental motivation is more practical, while integrative motivation is related to a wish in a social context (Gardner and Lambert 1972 cited in Alhodiry, 2016). Motivation has an essential function in language learning, stimulating, pointing, maintaining, and regulating function (Wu Xinchun, 1999, cited in Long et al., 2013). In the case of improving students' motivation.

To promote learning motivation, a teacher should extend perception, interest, value, and action. Technological tools such as a computer can be the best way to encourages students' learning motivation in the learning process (Wang (2004) cited in Kalanzadeh et al., 2014). The principle of Computer-Assisted English Language Learning can motivate students in learning English (Guan et al., 2018). Through combining two or more media using a computer also stimulates the creativity of a teacher's pedagogy. This creativity is the defining factor of successful language learning (Gardner & MacIntyre, 1993; Lightbown & Spada, 2013 cited in Liao et al., 2018).

This present research combines computer and internet access as part of CALL in language learning and teaching to affect the students' motivation.

Questionnaire distribution after learning and teaching practice using CALL is performed to assess the students' motivation level and orientation. To know the aspect of CALL that motivates students in learning English, uses the

interview.

G. Previous Study

Several papers were reviewed to support the current study. This provides a purpose for the researcher to gather as much information as possible on the subject of the study. A research from Francis (2017a) entitled "The Effect of Technology on Student Motivation and Engagement in Classroom-Based Learning". This research aimed to determine how a contemporary educator may best take into account students' motivation to learn and the impact of technology on inclusive education in order to design a classroom that is both successful and responsive to the requirements of its students in the twenty-first century. The research was conducted at an urban charter school with a population of 348 at the time. The data was gathered via a student survey and observation. The finding revealed that students were motivated by the particular use of technology in the classroom, whether for educational or accommodating goals.

The second research was conducted by Lamb & Arisandy (2020b). This research presents the findings of a study that aimed to determine the extent to which urban Indonesian adolescents use English online, how this relates to their overall drive to learn English, and how it specifically relates to their perspectives on learning English in a classroom setting. Four individuals with varying activity and motivation characteristics were interviewed after filling out a 56-item survey sent to undergraduates at a top university. Levels and types of online activity were generally consistent with other contexts, with students preferring entertainment and self-instruction over socially-oriented activity; this generally correlated with a positive attitude to classroom learning; however, cluster analysis revealed that some individuals exhibited a different pattern of response, which was explored in interview.