

ABSTRACT

LINA YULIANA (2017): THE ROLE OF COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) IN FOSTERING EFL LEARNERS' AUTONOMY

Technology serves the ease in some aspects of life, including education. Computers and the internet are the examples of present technology. The practicality of getting information from the internet triggers educators to utilize the internet for assisting teaching and learning process and also increasing learner autonomy, which helps learners to be better language learners.

Focusing on the role of teaching and learning process using CALL in EFL classroom, this research conducts three purposes: (1) to describe the procedure of CALL implementation, (2) to identify the behavioral indicators of learner autonomy emerged during CALL implementation, and (3) to describe the kinds of language learning strategy emphasized more through CALL.

This study is a case study. The techniques of collecting the data are classroom observation, e-learning diary and Strategy Inventory for Language Learning (SILL) questionnaire. In the meantime, this research took participants at the eighth-grade students at SMP Laboratorium-Percontohan Kampus UPI Cibiru, Bandung.

This research discovered some findings from two meetings of teaching and learning process using CALL. Based on the data, the procedure of the CALL implementation used computer and internet application. Also, the CALL implementation could represent four behavioral indicators of learner autonomy in different level. Besides, this research discovered that the result of SILL questionnaire showed the highest usage of Language Learning Strategies (LLS) is the affective strategies (Mean = 3,34).

In brief, this research concludes that teaching and learning using CALL in EFL classroom can significantly foster learners' autonomy with the emergences of the four behavioral indicators of learner autonomy and the Language Learning Strategy (LLS) usage.