CHAPTER I

INTRODUCTION

This chapter is the beginning of the research. It presents an overview of the research explaining the importance of the research and supported by theories relating to the research. This chapter consists of the background of the research, research questions, purposes of the research, significances of the research, rationale and research methodology.

A. Background of the Research

Nowadays, everyday language use is closely related to technology. Learning language through technology such as computer and the internet has become a fact of life with important implications for all applied linguists. The utilization of computers and internet in language learning attracts researchers to investigate whether technology fosters language learning continues to increase or not. Thus, the term Computer-Assisted Language Learning (CALL) emerges in some studies.

In this century, teachers' roles are as the facilitators and conceptors of the learning process in the classroom. The teachers are challenged to create different activities and assignments which both contextually accepted and keeping up with this technological era. The use of technology in the language learning process can increase students' knowledge of how to learn that may foster learner autonomy and teach learners to use technology wisely and positively (Hafner & Miller, 2011; Mutlu & Eröz-Tuğa, 2013). Because of this

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phenomenon, technology becomes teachers' concern to be mastered so teachers can utilize it in the learning process.

CALL approaches, which has been used in language teaching since the 1950s, can be used as drill and practice, as a tutor, for simulation or problem solving, games, as a tool for English Language Teaching (ELT) teachers and learners, and internet applications (Torut, 1999). The variation of CALL approaches is attracted more researchers to investigate the attitudes of English for Foreign Language (EFL) learners towards CALL or to inquire whether CALL enhances learner autonomy of studying English.

With the deconstruction of traditional language classrooms, enhancing learner autonomy has become important because in today's learning learners dominate the learning process. Schmenk (2005) states that decontextualization of autonomy is often accompanied by its technologization substantiates the belief that for enhancing their autonomy, autonomous learners need the availability of information and communication which can be provided by technology.

Learner autonomy gets addressed in the promotion of learning strategies as important tools for language learners (Balçıkanlı, 2008; Mutlu & Eröz-Tuğa, 2013; Schmenk, 2005). Computer technology seems to encourage EFL learners' learning strategies by its flexibility of the time, place and circumstances that are conducive for learners to learn and regards them into independent learning. Nevertheless, autonomy, technology, and self-access are frequently associated.

Schmenk (2005) states that CALL as well as self-access language center is one of the technologies which has started working.

The role of CALL in promoting English learners' autonomy has been investigated in some research studies. Mutlu & Eröz-Tuğa (2013) have examined forty-eight intermediate-level students at a private university in Ankara, Turkey. The results indicate that the students who have trained displayed improvement in their autonomy using CALL compared to the students in the controlled group. Another research from Farivar & Rahimi (2015) reveal that the application of CALL had a significant effect on the improvement of learners' autonomy of sixty students in Tehran.

This research is different from those previous research in two aspects: *First,* while a study by Mutlu & Eröz-Tuğa (2013) focus on investigating four behavioral indicators of learner autonomy, this research is focused on one of the behavioral indicators of learner autonomy; that is acquiring language learning strategies. *Second,* while Farivar & Rahimi (2015) add English software (BBC courses) to the CALL training, computer and internet applications are added in this research. Those previous research took students from varsity level. Meanwhile, this research examines junior high school students of SMP Laboratorium-Percontohan Kampus UPI Cibiru. The research on this area is still scanty. Moreover, the research at SMP Laboratorium-Percontohan Kampus UPI Cibiru is never conducted before.

B. Research Questions

Based on the background above, the formulation of the research questions in this study are as follows:

1. What are the procedures of CALL implementation?

2. What are behavioral indicators of learner autonomy emerged during CALL implementation?

3. What English language learning strategy do the EFL learners emphasize more through CALL?

C. Purposes of the Research

The purposes of the research are the followings:

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.

D. Significances of the Research

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

1. Theoretical Significances

The findings of this research are expected to make useful contributions to ELT using technology. Moreover, the study is to increase knowledge and

experiences in teaching English, especially in teaching English using CALL

and expected to be used as a comparison for further research.

2. Practical Significances

This research carries out important implications for English language

teachers to motivate them to use CALL approaches in teaching English.

This study can be a reference for students of English educational program,

especially for students of English Education Department in State Islamic

University of Sunan Gunung Djati Bandung. The result from this study is

expected to increase learners' autonomy in EFL class.

E. Rationale

With the presence of the communicative approaches, the focus in the

classroom shifts from the teacher to the learners. In the language classrooms

where the teacher is the main authority, the learner has become the center of the

learning process which the learners may take charge of their own learning

process. This shift is pointed to the importance of learner autonomy since the

learners have taken an active role in their learning. Computer technology advent

such as CALL has transmitted important role in language learning.

Levy (1997) states that CALL is the search for and study of applications of

the computer in language teaching and learning. Jones & Fortescue (1987 cited

in Gündüz, 2005) present the computer as a flexible classroom aid that can be

used by teachers and learners, both in and out of class, in a variety of ways and

purposes.

Learner autonomy has been defined in different ways in connection with language learning. According to Benson (2001 in Rezalou, 2014), there are a few terms related to autonomy, which can be described in different ways. Sometimes the terms self-instruction, self-access, self-study, self-education cannot be considered as synonyms of autonomy and autonomous learning. These mentioned terms describe various ways and degrees of learning by students, but autonomy refers to abilities and attitudes to control over the learning process. In defining the autonomy, the most often quoted definition is Holec's definition, which defines autonomy as "the ability to take charge of one's own learning" (1981).

Developing English learners' autonomy does not seem feasible in a traditional classroom where it still applied teacher-centered so that learners have no incentive to take responsibility for their own learning (Mutlu & Eröz-Tuğa, 2013). In the same study, autonomy in English language learning is independence and interdependence (Mutlu & Eröz-Tuğa, 2013). Independence is taking responsibility for own learning, setting goals, and evaluating one's own progress in the learning process. The increase of technology in education such as computers and the internet has offered an appropriate environment for English language learning autonomy. Shetzer and Warschauer (2000 cited in Blin, 2004) connect the concepts of learner autonomy and technology in this way:

Autonomous learners know the way to formulate research questions and devise plans to answer them. They can take charge of their own learning by both working on individual and collaborative projects that result in communication opportunities in the form of presentations, Web sites, and traditional publications. Language experts who have access to an internet computer classroom are in a position to teach students valuable lifelong learning skills and strategies for becoming autonomous learners. (p.379)

CALL has a program specifically designed for ELT which combines computers and the internet that is Web-based learning materials (such as in websites, blogs, wikis, etc.). CALL also has programs which have not been specifically designed for ELT such as Computer-Mediated Communication (CMC) programs (e.g., real-time communication or synchronous: online chat, mud; delayed communication or asynchronous: email and discussion forum) (O'Sullivan, 1999). Computers, the internet, and their related tools provide language learners with sociable, collaborative and authentic learning opportunities where they can develop autonomy and enhance motivation as research study done by Chatel (2002) and Lasagabaster & Sierra (2003) revealed that the students had a positive attitude toward learning a language with computers.

F. Research Methodology

This sub-chapter conducts the design of the research. It consists of research design, research site, participants, and research procedure.

1. Research Design

This study is a case study. According to Creswell (2014), a case study is a qualitative design in which the researcher explores in depth activity, event, process, program, or one or more individuals." The research is

bounded by teaching process using CALL to explore the activities and behaviors of the students. Qualitative instruments such as observation, diary, and questionnaire are applied over a sustained period to collect detailed information. Moreover, investigating the learning process using CALL and identifying the language learning strategies used by students are done to reveal the answers to the research questions.

2. Research Site

To assist this research done, SMP Laboratorium-Percontohan Kampus UPI Cibiru is an appropriate place to be the target to reach the data. The choice of the place is considered by the technological environment in the classroom, the availability of internet connection, and computers owned by each student. Thus, SMP Laboratorium-Percontohan Kampus UPI Cibiru is an appropriate place to be the target to reach the data.

3. Participants

The participants of this study are the second-grade students of SMP Laboratorium Percontohan UPI Kampus Cibiru. There are five classes of 159 students in the second grade. According to Creswell (2009), the subject selection in qualitative research is purposeful; participants are selected based on their performance. The selection of the participants is considered by the recommendation from the English teacher who has more information about the students' achievements and students' interest in using technology in the learning process. This research centralizes on a class, which is VIII C class.

4. Research Procedure

In conducting the research, some instruments are applied based on the procedure. The followings explain the instruments are used and the procedure of collecting the data.

a. Instruments

Three types of data collection tools are conducted in this study: classroom observations, e-learning diary, and questionnaire.

1) Classroom observation

With the purpose to answer the first research question, participant observation is the type of observation that the teacher-researcher used in this study (Cohen, Manion, & Morrison, 2000 cited in Mutlu & Eröz-Tuğa, 2013). Susan Stainback (1988 in Sugiyono, 2009) states that in participant observation the researcher observes what people do, listen to what they say, and participates in their activities. Furthermore, this technique is to take a look at the students' activities and behaviors during learning English using CALL.

2) E-learning diary

The class forum on the website is set up for the students. The students are invited to share their experiences in learning English using CALL. They are encouraged to post what they enjoyed during the lesson, what new things they learned, what problems they

encountered, and what activities and homework they had done in CALL environment.

3) Questionnaire

The questionnaire is adapted the Strategy Inventory for Language Learning (SILL) version 7.0 (Oxford, 1990), containing 50 Likert scale items for students of ESL (English as a Second Language)/EFL (English as a Foreign Language). It consists of six subgroups of language learning strategies: memory, cognitive, compensation, metacognitive, affective, and social strategies.

The questionnaire's items are translated into Indonesian and linked to adapt the context of the research. Hence, some items of the questionnaire are omitted and edited to make the statement more understandable for senior high school students. As a result, there are 30 Likert scale items which are divided into six categories: memory strategies (6 items), cognitive strategies (7 items), compensation strategies (3 items), metacognitive strategies (7 items), affective strategies (4 items), and social strategies (3 items).

b. Procedure of Collecting Data

The procedure of this study was gathered by several steps that can be described as follows:

1) The learners are conditioned to bring their computers or laptops while learning English using CALL, to have a Facebook account, and to join the forum on Facebook.

2) The learners attend two meetings of learning English using CALL. During the lesson, the students' activities and behaviors in the classroom are being observed.

3) The learners are instructed to write their experiences in learning English using computers and the internet in the class forum on the website every meeting.

4) Strategy Inventory for Language Learning (SILL) questionnaire is administered to the learners after all teaching sessions were done.

5) The data from observation, e-learning diary and questionnaire are analyzed qualitatively.

6) Finally, the findings are concluded.

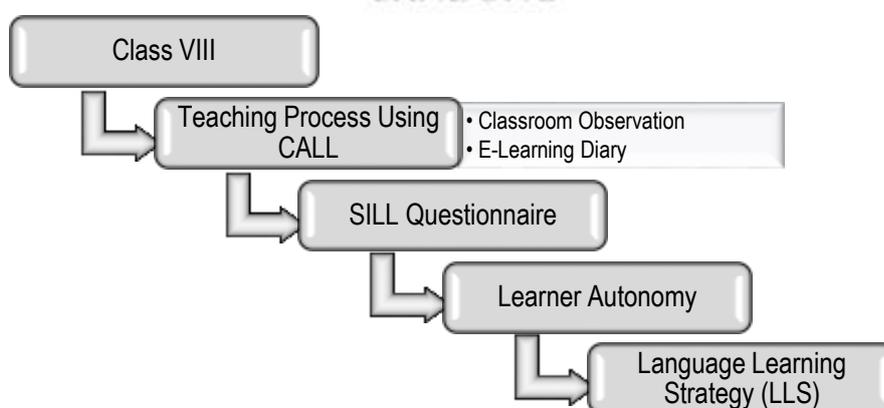The scheme of the procedure of the research is figured below:

Figure 1.1. Scheme of the Research

Below is the research schedule at SMP Laboratorium-Percontohan
Kampus UPI Cibiru:

Table 1.1. Schedule of the Research

No.	Activities	Target
1.	a. Learners are conditioned to bring their own computer or laptop or notebook.	Eighth-grade students
	b. Learners are conditioned to have their own Facebook account and join the group on Facebook.	
2.	a. Teaching and learning process using CALL (Meeting 1)	Eighth-grade students
	b. Observing the learning process (Meeting 1)	Activities and behaviors that indicate learner autonomy
3.	a. Teaching and learning process using CALL (Meeting 2)	Eighth-grade students
	b. Observing the learning process (Meeting 2)	Activities and behaviors that indicate learner autonomy
	c. Students fill out SILL questionnaire.	Eighth-grade students

This research schedule consists of three meetings. The first meeting
is to give a brief introduction to CALL and to prepare CALL tools for

teaching and learning. The second and the third meetings are for teaching English process using CALL (Meeting 1 and Meeting 2) and observing the process. Finally, at the end of the teaching and learning process, the participants fill out SILL questionnaire.

G. Data Analysis

The next step is analyzing the data. This step is conducted to know the result of the research. According to Creswell (2012), there are several steps involved in qualitative data analysis and interpretation as follows:

1. Preparing and Organizing the Data for Analysis

The data is organized by the type: classroom observations, e-learning diary, and questionnaire.

2. Exploring and Coding the Data

Conducting a preliminary analysis of the data by reading through each data to obtain a general sense of the data. It includes observation sheets, videos, the diaries and questionnaires that are collected from the participants to seek out the learners' autonomy during the teaching process using CALL.

3. Using Codes to Build Description and Themes

Coding is segmenting and labeling text to form descriptions and broad themes in the data. The procedure in coding the data is from Tesch (1990) and Creswell (2007). This data analysis has an inductive process of narrowing data into a few themes.

4. Representing and Reporting Qualitative Findings

The findings of the research are represented in visual displays that may include the diagrams, figures, and tables. The data is categorized and ranked based on the result of the data.

5. Interpreting the Findings

The findings are interpreted to find the meaning of the research. The interpreted results of the research are from the references, the previous researches and using them as suggestions for further research.

All in all, this chapter has explained all of the points which are conducted to complete the research. It has presented an overview of the research explaining the importance of the research and supported by theories relating to the research. Furthermore, at the end of the chapter, the data collected is analyzed, and the results appear to answer the research questions provided in this chapter.