

C. The Advantages of CALL

1. Experiential Learning

The World Wide Web makes it possible for students to tackle a huge amount of human experience. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge. As the way information presented is not linear, users develop thinking skills and choose what to explore.

2. Motivation

Computers are most popular among students either because they are associated with fun and games or because they are considered to be fashionable. Student motivation is therefore increased, especially whenever a variety of activities are offered, which make them feel more independent.

3. Enhanced Student Achievement

Network-based instruction can help pupils strengthen their linguistic skills by positively affecting their learning attitude and by helping them build self-instruction strategies and promote their self-confidence.

4. Authentic Materials for Study

All students can use various resources of authentic reading materials either at school or from their home. Those materials can be access 24 hours a day at a relatively low cost.

5. Greater Interaction

Random access to Web pages breaks the linear flow of instruction. By sending E-mail and joining newsgroups, EFL students can communicate with people

prospects. CALL programs provide the information requested in a very short time, almost instantaneously¹⁰.

D. The Principles of CALL

According to David Nunan using technology to support language learning comprise four principles, they are:

1. Evaluate the appropriateness of the software program or Computer-based resource (e.g. game or websites):
 - a. *Expertise*, learners who determine what they know and do not know about a task are more likely to engage in productive work. Teacher can help in this process by identifying each learner's strengths, weakness and supplying appropriate software.
 - b. *Motivation*, learners are usually faced with extrinsic motivation and manufacture intrinsic motivation when it suits them. Teacher and learners need to create motivation through establishing goals and understanding how CALL activities can help achieve them.
 - c. *Program objective*, the program aim to accomplish in term of learning.
 - d. *Target audience*, CALL materials aimed at specific audiences, such as students.
 - e. *Cognitive Overhead*, how to use the program in learning process.

¹⁰ Kenning, M.J., M.M. Kenning. *An Introduction to Computer Assisted Language Teaching*, (London: Oxford University Press, 1984)

- b. *Encourage responsibility*, the learners should be encouraged to take responsibility of using CALL for their own learning. This means making the best use of computing facilities when they have access to them and finding ways to follow up on what they have learned when they are away from the computer.¹³

4. Encourage the use of CALL programs as a starting point for collaboration and learner interaction.

Encourage collaboration. Have learners use the computer as an area for brainstorming. This made more effective as the learners interact; they help each other learn at a level appropriate to their language abilities. Collaboration can also take place on the internet, through e-mail pen pal or key pal arrangements.¹⁴

E. The Nature of Speaking

In social life, need several skills, process to communicate with each other, so that the society can express their feeling, and interact in the social community. Speaking is one of the ways, which is need in the communication. As a Chenfeld that *speaking essential skill to successful communication and everyday living in society*.¹⁵

Chenfeld state also supported by Norton, she says *that oral language is our chief method of communication*.¹⁶ In other words, we can say that it is away to communicate with others to send the messages and get information. Speaking

¹³ David Nunan, *Practical English*..... 254

¹⁴ Ibid.

¹⁵ Chenfeld, Mimi Brodsky, *Teaching Language Arts Creatively*, (New York: Harcourt Brace Jovanovich, 1978) 141

¹⁶ Norton, Donna E., *The Effective Teaching of Language Arts*, (Columbus: A Bell & Howell Company, 1980) 48

Richards' state also supported by Brown that *material as any systematic description of the techniques and exercise to be use in classroom teaching*.¹⁹ Besides, Richard and Rodgers in Nunan also stated that *instructional materials can provide detailed specification of content, even in the absence of syllabus*.²⁰

Based on Brown that adopting materials in rational manner is not as easy as is might at first appear. There is something that should be considered, such as:

- a. It necessary to decide what types of materials are desirable.
 - b. All materials should be located just in the case they might prove useful.
 - c. Some form of review/ evaluation procedures must be set up to prepare this
- list down to only those materials that should be seriously considered so that final choices can be made.

²⁰ David Nunan, *Language Teaching Methodology: a TextBook for Teachers*, (London: Practice Hall International, Ltd, 1991) 208

- d. Some strategy of these adopted materials must be set up to make sure that they do not become irrelevant to the needs of the students and changing condition in the program, etc.²¹

Besides Nunan states that a good common language lesson should:

- a. Derive input from authentic sources.
- b. Involves learners in problem solving activities in which they are required to negotiate meanings.
- c. Incorporate task which relate to learners' real life communication needs
- d. Allow learners choices in what, how, when to learn.
- e. Allow learners to rehearse in class, real-world task.
- f. Require learners and teachers to adopt a range of roles, and use language in a variety of setting in and out of classroom.
- g. Expose learners to the language as a system.
- h. Encourage learners to develop skills in learning how to learn
- i. Integrated the four-macro skill.
- j. Proved controlled practice in enabling micro skills.
- k. Involved learners i creative language use.²²

I. The Role CALL in Speaking

Many educators commonly assume that although computer and the internet can support student reading and writing effectively, they cannot support student

²¹ David Nunan, *Language Teaching*..... 157

²² Nunan, David, *Designing Task for the Communicative Classroom*, (Cambridge: Cambridge University Press, 1989) 132

collected qualitative. The findings showed that digital storytelling made students contribute actively and supportively in the speaking activities. Besides, by using digital storytelling students could practice their pronunciation and had ability in using speaking for communicative purpose.

In Septia Mardiana's study, she analyzed about the implementation of memorizing idiom in teaching speaking. She chooses it because according the English teacher of SBI at SMP Negeri 1 Gresik, the SBI students have problems in speaking, which are make the students difficult to speak i.e. poor vocabulary and grammar. Based on the students' problems, the English teacher in grade 8 SBI at SMP Negeri 1 Gresik, implement "memorizing idiom" technique in teaching speaking. The finding shows that the use of memorizing idiom in teaching speaking gives advantages in their English Speaking skill and gives progress in their other English skills.