



THE USE OF CALL TASK-BASED INSTRUCTION

Amelia Saputri¹⁾, Anjelita Ditya²⁾, Aisyah Kautsar Poetry Muhaddis³⁾, Adila Balkis⁴⁾, Abid Jallaludin Ismail⁵⁾

Department of English Education, STKIP Al Maksum Langkat
ameliasaputri222@gmail.com

ABSTRACT

The incorporation of technology in language education has led to innovative teaching approaches, with Computer-Assisted Language Learning (CALL) being a prominent methodology. This study investigates the effectiveness of CALL Task-Based Instruction (TBI) in language acquisition. The research explores how utilizing digital tools within a task-based framework impacts language learners' engagement, proficiency, and interaction. A mixed-methods approach was employed, involving quantitative assessments of language performance and qualitative analysis of student perceptions. The findings suggest that the integration of CALL TBI enhances learners' motivation, collaboration, and language skills development. The study underscores the potential of technology-infused task-based approaches in fostering communicative competence and provides insights into optimizing language pedagogy through technological integration.

Keyword: CALL (Computer-Assisted Language Learning), Task-Based Instruction (TBI), Language Education

I. INTRODUCTION

STKIP AL-MAKSUM students study one of their courses during the course majoring in English, namely the Computer Assisted Language Learning (CALL) course. Through the task-based learning syllabus, CALL has been tested. The step-by-step process of how CALL-based materials are designed is a task-based CALL instruction.

At each meeting students are introduced to various uses of the CALL instruction task. starting from the initial meeting of the semester students are introduced to a call task-based syllabus. In the middle of the semester students are given the task of looking for online teaching models and practicing the teaching models sought for micro teaching in pairs and each pair is only given five minutes. At the end of the semester, the assignments given to students are assignments to take home (take home exams) so that students can produce their own teaching materials and can demonstrate them by including lesson plans for micro teaching, each student is only given five minutes.

The students claimed to have learned how to design lessons using a computer during the CALL course, students can design their own assignments using animated schemes with power point presentations.

II. THEORITICAL FRAME WORK

Computer-assisted language learning originates from CAI . CALL is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. Interactive in CALL means feedbacks are given after learners' inputs are assessed by the system to help learners improve their language competency, which may include language skills.



The design of CALL lessons must take into considerations that some language pedagogical principles which may be derived from learning theories and second language learning such as Krahshen's Monitor Theory

The emergence of CALL first grew teachers' doubt if CALL would eliminate the need for a teacher in teaching a language. Language teachers, especially EFL teachers, instead of being directly involved in students' constructions of the language, they interact with students. mainly to facilitate difficulties in using the target language as the use of the language to interact with the computer and/or other people. Language acquisition mediated by computer is intended to encourage learners to learn better, especially in learning a foreign language. Students' high involvement is intended to facilitate language learning and acquisition.

III. DISCUSSION

Language acquisition mediated by computer is intended to encourage learners to learn better, especially in learning a foreign language. How learners are encouraged in their learning depends on techniques which can enhance their learning. The techniques designed for learners can be a set of procedures or activities which raises learners' awareness of what is involved in learning a foreign language, which encourage learners to become more involved, active, and responsible in their own learning. One of the ways that learning can be more effective is through self-access learning. Hedge (2000, 96-97) says that self-access learning covering:

- (1) using CALL,
- (2) using written texts,
- (3) using listening cassettes,
- (4) using the library,
- (5) using radio and TV,
- (6) using a grammar bank

Paper-based, electronic-based and computer-based media have conveyed the design of their learning media. In this learning, students are allowed to learn English somewhat more challenging so that they can design students' ideas to be more active and motivated in the learning process. His computer-mediated material design is one of the facilities and infrastructure that he considers triggers his students to be somewhat more active and motivated to be involved in the learning process itself.

"Computer Assisted Language Learning (CALL)" is an application that strongly supports the technology used in language classes in describing the types of learning media using computers. CALL itself has existed for 40 years and has undergone a series of related stages. directly with technology in today's modern era.

At first this computer was only tasked with creating language software programs which was a little bit scary. Because a developer is very stressed, he must have a fairly broad knowledge of this programming language. However, lately these types of computers are more user friendly, therefore they allow for more complex applications in making this which is relatively easier than others. Apart from the benefits, which are very easy to manufacture, the speed is faster.

3.1. Language Acquisition and Vocabulary Acquisition



In this vocabulary learning is one of the language components that support the English learning process to master English skills and to motivate a learner to learn. This strategy is called a cognitive strategy which is directly related to working on new words to understand. Furthermore, meta-cognitive strategies are used in categorizing words into lists, and activating vocabulary in internal dialogue. The central issue becomes one of the ultimate goals of learning component languages and skills in that language. ESL is the second language that students learn in learning English, meanwhile, students who learn English are mostly a foreign language after ESL.

The role of vocabulary for EFL learners becomes a language component that depends on the development of English language skills. Mastery of vocabulary is the basis of how well students speak, listen, read and write (Richards and Renandya, 2002: 255). Learners tend to remember a word if they have been working on its meaning actively. What is meant by vocabulary learning strategies is to create a non-threatening environment for language learners in such a way that the vocabulary learning materials are real, interesting, concrete and humanistic. (RICH) as a virtual learning environment. Virtual Learning Environment is the use of technology, especially Information Communication Technology (ICT). Brewster, Jean and Ellis, Gail (2004:87) state that the use of technology is a demonstration technique to introduce new vocabulary and convey meaning; and the use of technology can represent for the implementation of the stages of language learning, especially for presentations and practice. In this stage, one technique for understanding new vocabulary is copying and organizing (Brewster, Jean and Ellis, Gail: 2004, 88). The development of vocabulary learning in terms of applying meta-cognitive strategies is also designed as a tool for self-access learning.

Students especially young learners like primary school students process the meaning of words if the words are deliverable within their preferences. Harmer (1998, 11) maintains that much learning in primary schools takes place through play and knowledge gathering is done through games, songs and puzzles. Furthermore, Paul (2003, 70) proposes that if the teachers want the children to be involved in learning English, the lessons designed are gamebased as games are at the center of a child's world. Consequently, EFL educators must find media as the source applying for vocabulary acquisition. The application of CALL constitutes the process of language acquisition representing as the depth of processing covers Input, Intake, Acquisition, Access, and Output. Each component pf depth of processing is described (Richards, J.C, 2002, 157160) as follows:

- a. Input refers to the language sources used to initiate the language learning process. These resources include textbooks, teacher-generated materials, and teacher-initiated classroom lectures.
- b. Input is defined as a subset of input that is understood and computed in some way; it contains language data available for acquisition.
- c. Acquisition refers to the processes by which learners integrate a new element of learning into their developing or interlanguage system (language created by second language learners)
- d. Access refers to the ability of learners to use their language system in the process of communicating.



e. Outputs refer to the observable results of learner effort. From the above definition, he concludes that applying CALL in language classes can work to trigger the work of each component of deep processing. Therefore, the application of CALL represents a vehicle or vehicle which can contain many types of language learning strategies such as cognitive, mnemonic and metacognitive strategies (Oxford, Rebecca L, 2001) because CALL or computer media rich in visuals and equipped with sound.

In addition, computer hardware support is suitable for most typical language learners (acoustic, visual, audio-visual, and kinesthetic). Computer-powered materials represent “value-based approaches to teaching and learning that are considered pedagogically reasonable and can become the basis of teaching practice (Richards, Jack C. : 2002: 22)”.

3.2. The goal of computerized document support

As personal computers become affordable for many individual users, including schools, language learning and teaching materials mediated by computers or computerized physical media can be applied in the foreign language classroom. The ultimate goals of computerized physical media can reduce anxiety and make it more receptive. Learning through computer makes children or students feel excited and happy. This type of learning is appropriately applied to the student as a means of exposure. DiasRico, L and Weed, K (1995) in Walter, Teresa (2004 : 36) suggest that the best overall strategy is probably for teachers to focus on meaning and providing communicative contexts that students have can listen, produce, and learn.

In addition, computers can give teaching materials a new role. Without computers, students cannot really influence the linear progression of course content, but computers can adapt to students. Adapting to the student often means that the student is in control of the pace of learning, but it also means that the student can make choices about what and how to learn, skipping unnecessary items, or doing the work. correct difficult concepts. Such control allows students to feel more competent in their learning. Students tend to prefer assignments where they control the content, such as branching stories, adventures, puzzles, or logic problems. Given these, the role of the computer is to provide an engaging context in which to use the language rather than directly providing the language students need.

Computer-based material media hold pedagogical advantages, which cover: In addition, computers can give teaching materials a new role. Without computers, students cannot really influence the linear progression of course content, but computers can adapt to students. Adapting to the student often means that the student is in control of the pace of learning, but it also means that the student can make choices about what and how to learn, skipping unnecessary items, or doing the work. correct difficult concepts. Such control allows students to feel more competent in their learning. Students tend to prefer assignments where they control the content, such as branching stories, adventures, puzzles, or logic problems. Given these, the role of the computer is to provide an engaging context in which to use the language rather than directly providing the language students need.



The World Wide Web gives students access to a vast amount of human experience. That way, they can learn by doing things themselves. They become creators, not just receivers of knowledge. Because the way information is presented is not linear, users develop thinking skills and choose what they want to discover.

(b) Motivation: Computers are the most popular among students, either because they are associated with fun and games or because they are seen as fashionable. As a result, students' motivation is increased, especially when a wide range of activities is offered, making them more independent. Additionally, the use of technology inside or outside the classroom tends to make the classroom more enjoyable. However, a number of design issues affect the level of dynamics that a particular tool generates. One way a program or activity can promote motivation in students is by personalizing information, such as incorporating student names or familiar contexts as part of a program or assignment. Others include displaying animated objects on screen, providing hands-on activities that combine challenge and curiosity, and providing context (real or imaginary) that is not directly directed at the language

C) improve student achievement: Linguistic skills that are based on teaching linguistics are very helpful for students and can influence their learning attitudes in a positive way and can help build students' teaching strategies and increase their self-confidence

D) authentic materials to learn: Sources of authentic reading materials at school and at home can be used by all students and can be accessed 24 hours at a very low cost

E) Greater interaction: Random access web pages break the linear instruction flow. EFL students can communicate with people they have never met and can interact with their classmates. Internet activation has given students positive and negative feedback automatically correcting their online practice

F) individualization: Shy students benefit greatly from collaborative learning that centers on individual students. Their comrades are doing very well even though the high flight can realize their full potential

G) independence from one source of information: all students can read the book and can use all the knowledge they have hidden within themselves to provide opportunities to release thousands of sources of information. As a result their education meets the needs of interdisciplinary learning in a multicultural world

H) Global understanding: Studying a foreign language with a cultural context. With the increasing number of internet users in the world, facilitating students' web access is the task of the English teacher

Other advantages of CALL as follows:

- a. Motivation and interest: Basically, the use of technology outside or inside the classroom is more interesting. But, That interesting tool lacks motivation. One of the activities can motivate students by personalizing information. While others have animate objects on screen, practice activities combine challenge and curiosity and provide context (real world or fantasy) that is not directly oriented. Of course by studying CALL, students will be motivated and interested, the CALL program has something new for students. Teaching languages in a different and more interesting way, making games, animated graphics and solving techniques with interesting language. It's very interested.



Even CALL really motivates students to go beyond practice activities until they become automatic.

- b. Authenticity. “Authenticity” In language learning means the opportunity to interact in one or more of the four skills (reading, writing, listening, speaking). Use text for the audience in the target language, not in class. In addition, students learn a lot about the culture in the environment. In a networked computer environment, the student realizes that he or she is becoming a real member of the community. Everything is a foreign language learning experience, there is also a feeling of pleasure
- c. Critical thinking ability. Generally, the use of computer technology is reported to increase self-concept and mastery of basic skills of student-centered learning and involvement in the learning process, more active processing, higher order thinking skills and excellent memory data, gain confidence in self-directed learning.
- d. Adapting learning to students. This means that the computer gives a new role for teaching materials. Without computers, students cannot influence the linear development of class content but computers can adapt to students. With students adapting that students control the pace of learning but students can also choose how to learn, skipping unnecessary items or correcting difficult concepts. This makes students more competent in learning
- e. Individualization. As we know so many students need extra time and individual practice to master the learning. Computers offer students who have the prerequisite skills and course objectives at a bespoke pace and rate. In addition, students may take additional programs for those who master it quickly.
- f. Optimal use of study time. This means that by using computers, students often use their academic learning time (ALT) more productively. Academic learning time (ALT) is the amount of time spent working on relevant academic tasks while performing those tasks with a high degree of success For example, not all of the time officially scheduled for learning a foreign language will be allocated for it. If one hour is given to work on a topic, but the teacher spends five minutes at the beginning of the session and five minutes at the end reading the announcement, then only fifty minutes are allotted working on that topic. Scheduled time only sets the time limit.

IV. CONCLUSION

Call facilitates independent access, namely: producing autonomous learners who have freedom of choice. The tools students use allow computers to assume a learning experience. Students can call up computer programs whenever they want. In addition, computers are sensitive to a learner's level of proficiency In the role of teaching materials, CALL gives a new role before the computer is used in the context of the classroom. The material adapts to their individual needs making students more interactive, because usually students will feel bored if only the the material makes the class situation passive. The existence of CALL makes students more motivated to be active in learning in class.

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