Role of Computer Assisted Language Learning (CALL) in Developing Public Speaking Skills of Indonesian EFL Learners

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ABSTRACT

Digitization Era has contributed in the development of English language learning. Access to English language learning has now been increasingly opened up to the users of internet. Developing of speaking skill may be accelerated through the use of social media and technology (particularly through computer assisted technology). With this assumption, this study attempted to investigate and offer solutions to issues such as the access to media and technology as well as public speaking learning by English language students in Indonesia through computer assisted language learning mode. The study was conducted with quantitative methods through pretest and posttest with assessment rubrics designed in such a way as to produce the best results. Quasi-experimental research design was employed in the study supported with Pretest and Posttest of the Control Group Design. The results revealed that there was a significant effect of CALL learning on the public speaking skill of the participants. That is why the potential use of CALL is recommended for developing Public Speaking skills of the Indonesian learners.

1. Introduction

Since the social media began gaining popularity around 2012, it was decided to create a forum on Facebook as a forum for English language lecturer and English language learners to share information about English language education. This prompted us to establish the network on the social media directly with the students taught. As lecturers, we observed the typical behavior of the students on the social media and it was found that they were confident enough to upload their photos in various styles. It is thus assumed that the Indonesian students are not timid to appear before the public as they constantly attempt to establish new friends on the social media. However, to crosscheck the truth underlying this, the students were asked if they preferred any workshop and if so, what workshop they needed.

Of the 38 participants, who answered the question, 30 participants preferred the workshop to develop their public speaking skills. This unearthed the various facts presumed earlier from the social media activities and social networking skills. It was noticed that the social media brought them closer to opportunities to practice their public speaking skill but certain things appeared to be obstacles in achieving their ultimate aim through it, i.e. developing public speaking skills through such innovative means.

Public speaking is a process of planning and delivering a message to the intended audience. An effective public speaking encompasses understanding of the audience, of the speaking goals, selecting elements for the speech which will engage the audience with the topic, and delivering the message intended skillfully. This implies planning organizing and revising the material with the aim to develop an effective speech. Various instruments play vital role in developing and mastering this skill including educational technology such as CALL (Computer Assisted Language Learning).

CALL began to develop in Indonesia during 2000s. Conventional form of CALL was easily accessible in Indonesia as they were made in offline versions. Not many educational institutions installed facilities of internet and Wi-Fi on their campuses coupled with machines to explore it at its

fullest by the students. However, this changed and presently most of the institutions as well as students have access to internet which they are utilizing to improve their English language skills including their public speaking skills.

The interest of the Indonesian English language learners in Public Speaking can be attributed to various factors including its growing importance in the digital era to establish transnational connections through friendships and for various academic and professional needs. Inspiring speeches and lectures, easily available on YouTube, Facebook etc inspire students and motivate them to instill those skills in themselves. In a press conference in February 2017, the President of the Republic of Indonesia Ir. Joko Widodo expressed his desire for the Vlog (Video blog) to be included in the Indonesian education curriculum (http://tekno.kompas.com/read/2017/02/03/0 7530067/presiden.jokowi.ingin.Vlog.jadi.ma ta.pelajaran.di.school). This signifies the need of developing public speaking skill among the Indonesian English language learners and the exploring the possibility of the use of innovative technology to achieve this end. This implied and express quest of the Indonesian English language learners of mastering and developing their public speaking skills and the role of Computer technology in achieving this has formed the basis of this research study.

2. Literature Review

CALL or Computer Assisted Language Learning implies the application of computer in language learning. The application here implies assisting the teaching and learning process of languages such as English in more innovative and interesting ways. Specifically, the intended application is an application for script writing, presentations, simulations, tests, educational games and others. As time went on, the trend of using computer applications offline began to be updated with widespread use of internet. Thus, the term "Connected Classroom" was born implying the class connected via the internet. If previously CALL was limited to licensed applications installed on a computer, we can now find applications that allow interaction between internet users. Thus, constant developments of information and technology innovations have given fascinating and multifaceted dimensions to CALL. Not only on computers but also on Smartphones one can reach these applications now easily at

his/her own convenience and ease. The applications available can be related to pronunciation, grammar, reading, listening, writing and even public speaking exercises. Without putting aside the role of educators as mediators, of course this innovation is very feasible to be applied in learning English, especially public speaking. The effectiveness of such applications is achieved largely due to integrative, unlimited internet connection as noted by TASEAP (2007).

Focusing on Public Speaking, it is to convey idea in public with good delivery techniques. As mentioned in the introduction section, it is the ability to speak in public to convey ideas well. For students of English language, public speaking is very important and it is one of the skills which they need to master for various academic as well professional purposes. In this respect, Saylor (2012) emphasizes the importance of public speaking because every idea or information must be clearly stated. Public speaking demands a correct way of conveying both in terms of language and delivery techniques.

Various studies on the topic have researched different aspects of CALL in developing this skill. Some of the noted studies are of Coburn (2010); Hampel & Hauck (2004); Ryobe (2008). Tudini (2003); Mahfouz & Ihmeideh (2009) investigated online interactions of the learners with native speakers. Ryobe (2008); and Coburn(2010) studied the effect of use of Skype to develop the communication skills. Ryobe's (2008) study focused on the use of Skype as a video chat to improve the proficiency of English language learners. In a related study, Linardopoulus (2010) noted that online public speaking courses can be compared to face-to-face classes. Furthermore, it was also explained that the use of multimedia also became a determining factor for the success of online classes. What can be taken from this is that the use of CALL to improve the ability of public speaking of students is worth trying and applying. That is why; the present study seeks to test the possibility of applying CALL content in developing public speaking skills of the Indonesia English language learners. In the recent past of the CALL in Indonesia, Endahhati et al (2016) have analyzed the influence of modules based on IT on Public Speaking classes in Indonesia and have concluded that students' learning enthusiasm increased with the use of CALL content. That is why the present

study, furthering this results, aims to seek answer to the research question- Will the CALL be beneficial in developing public speaking skills of the English language learners of Universitas Muslim Nusantara?

3. Methodology

The study utilised quasi experimental research design. The participants included 38 6th semester students of the English Language Education program at the Muslim University of Nusantara Al Washliyah. They were categorised into two groups randomly through cluster random sampling namely into the experimental class and the control class. The data collection instruments included online survey on Facebook as well as pre and post-tests to measure the ability of students in public speaking skills.

4. Result and Discussion

4.1 Results

The study aimed at collecting data on improving students' public speaking skills through CALL. The collected data were analysed to arrive at the results. Data obtained from the research results of pre-test and post-test are presented in the table below-

Table 1: Descriptive Statistics of Pre-test I

		Mini-mum	Maxi-mum	Mean	
N	Range				
Statist ic	Statis-tic	Statis-tic	Statis-tic	Statis-tic	Std. Error
30	30	40	70	55,20	1,388
30	35	40	75	54,53	1,364

Table 1 gives an overview of pretest results of the data of the experimental class and control class. More specifically, the results of the descriptive analysis are contained in table 2.

Table 2: Results of the Descriptive Analysis

Std. Deviation	Variance	Skewness		Kurtosis	
Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
7,604	57,821	-,173	,427	-,366	,833
7,473	55,844	,542	,427	1,099	,833

Table 1 and Table 2 show that the average experimental class is higher than the control class. Then the data was analysed to see if there was difference between the pretest value of the experimental class and the control score and was tested with independent t-test. The results showed that

the two data sets turned out to be different. The following are the results of the independent pretest test.

Table 3: Independent Samples Test of Pretest Scores

		t-test for Equality of Means			
					95% Confidence Interval of the Difference
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower
Pre	Equal variances assumed	,733	,66667	1,94649	-3,22965
	Equal variances not assumed	,733	,66667	1,94649	-3,22968

Table 3 shows that the samples of the experiment and the control class are independent one from each other (Sig > 0.05). In addition, inferential statistical analysis was used to test the hypothesis proposed using the Independent Sample t-test. Previously it was known that the two groups from two different classes came from the same population (the population of data was normally distributed) and both had the same variance. After the prerequisite test was fulfilled, the Independent Sample t-test was carried out. The following Table 4 is the result of posttest processing through the SPSS 20 program.

		t-test for Equality of Means			
					95% Confidence Interval of the Difference
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower
Post	Equal variances assumed	,021	3,56667	1,50097	,56215
	Equal variances not assumed	,021	3,56667	1,50097	,56073

Based on Table 4, it is clear that levene's test for homogeneity test (difference in variance) gave F = 0.532 which show the differences in abilities through pretest and posttest in both classes as p is above 0.05. Thus, it can be concluded that there was no difference in variance in ability of public speaking of the students who took the experimental class (CALL) from that of the control class (conventional). Because the data is homogeneous, the value of equal variances is assumed (0.469> 0.05). See the detail in table 5 below.

Table: 5 Equal Variances

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Post	Equal variances assumed	,532	,469	2,376	58
	Equal variances not assumed			2,376	56,743

Furthermore, it can be seen that the t-count value with equal variances assumed is = 2.067 (sig <0.05), signifying that there is difference between students' public speaking abilities through CALL and conventional learning. If viewed from a high mean, from the results of data processing it can be concluded that the posttest results that measure both of these abilities through CALL are better than conventional learning with a significant difference, as seen in the Table 6.

Table: 6 Statistical Description of Post-Test

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experiment	30	79,7333	6,23081	1,13758
	Control	30	76,1667	5,36324	,97919

Table 6 indicates that there are significant differences in terms of problem solving abilities and mathematical connections in each class. It means that it can be concluded that the public speaking abilities of students taught via CALL are better than conventional learning.

4.2 Discussion

Through observation, it is known that content is a reason for students to access the media they need. Content is a designation for material presented on the internet in writing, pictures and videos. In this study, content was accessed in various formats. Giving CALL learning to improve the ability of public speaking, the content format that was more offered was video.

In the early stages of the study, searches for global public speaking material were conducted on the internet and bookstores. Limitations of offline material were considered for why this research focused on online content. Classes were facilitated with internet networks and each student could access them during learning. Accessibility was certainly not only measured by whether or not a page can be opened, but more than that, the available content could be accessed free of charge by students. Accessibility standards were categorized into several levels, namely poor, lacking, or good when accessed together or alone.

Accessibility related to the devices used was certainly open for the use of PC, Laptop, or smart computers. For the content of the writing, the entire contents could be accessed, only different views could be seen on the PC or laptop or a display on the smartphone.

The devices that the students used were mostly laptop and 4G smartphones. 20 of 30 students in the classroom owned laptop and smartphone. When the device is connected to wifi connection, all of them worked well. Even though only 5 of the 20 laptop which had CD-Room, it was not a big deal because the CALL content could be accessed online on the website.

CALL has advantages over conventional learning because learning resources are currently very wide open and can be accessed in various platforms. Initially, technological readiness was no longer an obstacle. Every millennial student can now very close to public speaking content on the internet.

CALL has been described previously as the teaching of English with the help of computer-based application and the internet. Meanwhile, public speaking is the ability to speak in public. Of course both are analyzed as two variables that are related to each other. There are several reasons why CALL has advantages over conventional learning considering that learning resources are currently very wide open and can be accessed in various forms. Initially, technological readiness was an obstacle, but now it's very different. Every millennial or millennial student is very close to public speaking content on the internet. Social media is the CALL media that is the closest to students because they access it every day. Not as a source of material, social media has also become their source to prove the ability of public speaking.

5. Conclusion

This research concludes that CALL has significant effect on improving student's public speaking skills. This also means that CALL can be one of the alternative ways in the future to overcome students' problems in public speaking. There is an increase in the ability of students in public speaking with the CALL method.

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Page | 153