THE EFFECT OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) TOWARD SPEAKING ABILITY IN STAIN PONOROGO

Pryla Rochmahwati dan Zakaria Bintang Pamungkas
Jurusan Tarbiyah STAIN Ponorogo

Abstrak: *Teknologi memiliki peran penting dalam kehidupan sehari-hari, terutama dalam bidang pendidikan. CALL (Computer Assisted Language Learning) sebagai bagian dari teknologi telah memberikan kontribusi untuk pengajaran bahasa Inggris terutama kemampuan berbicara. Penelitian expost facto ini bertujuan untuk mengetahui pengaruh penggunaan CALL (Computer Assisted Language Learning) terhadap kemampuan berbicara siswa. Populasi penelitian ini adalah 83 mahasiswa semester 2 program studi Bahasa Inggris STAIN Ponorogo dan 70 mahasiswa sebagai sampel. Data diperoleh melalui kuesioner dan dokumentasi. Teknik analisis data dengan menggunakan regresi linier sederhana melalui SPSS 19.00. Hasil tabel perhitungan ANOVA menunjukkan bahwa* F_{hitung} *(392.483) >* F_{tabel} *(7,08)). Oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan CALL terhadap kemampuan berbicara siswa dengan model persamaan regresi adalah Y=29.650+0.715X. Berdasarkan temuan tersebut, dosen dan praktisi pendidikan disarankan agar Computer Assisted Language Learning (CALL) digunakan sebagai media dalam meningkatkan kemampuan berbicara.*

كان التكنولوجيا له أهميته في الحياة اليومية، وخاصة في ميدان التربية. وقد أتي الجهاز الإلكتروني CALL (Computer Assisted Language Learning) – كنوع من التكنولوجيا – بمنافع في تعليم اللغة الإنجليزية وخاصة في مهارة الكلام. ويهدف هذا البحث expost facto إلى معرفة مدى تأثير استخدام CALL على مهارة الكلام لدى الطلاب. ويكون مجتمع البحث هو ٨٣ طالبا (من المستوى الثاني) قسم اللغة الإندونيسية في الجامعة الإسلامية الحكومية فونوروغو، وتكون عيّنة البحث ٧٠ طالبا. وللحصول على البيانات استخدم الباحث الاستبيان والوثائق المكتوبة. ولتحليل البيانات استخدم الباحث أسلوب regresi linier البسيط عن طريق SPSS ١٩,٠٠ .دلت نتائج حساب أنوفا على أن Fhitung (٣٩٢,٤٨٣) > Ftabel (٧,٠٨)). . بهذا يمكن أن يقال أن هناك أثر ذو معنى في استخدام CALL على الطلاب في مهارة الكلام بمستوى ريغريسي Y=٢٩,٦٥٠+X٠,٧١٥. بهذه النتائج يحسن للمربين والعاملين في التربية أن يستخدموا هذا الجهاز CALL كوسيلة تعليمية في ترقية مهارة الكلام.

Kata Kunci: *CALL, speaking, bahasa Inggris.*

INTRODUCTION

World has entered in the era of globalization in which many people use media or technology in their daily activity. They use media or technology to help their activity. People cannot be separated with technology. The use of technology becomes a requirement of human. They use technology to work, communicate with other, and also to learn. Technology, as defined in ITEEA's Standards for Technological Literacy, Content for the Study of Technology (STL), is the modification of the natural world to meet human wants and needs.[1] This definition is comparable with the definition provided in the National Science Education Standards, which state that the goal of technology is to make modifications in the world to meet human needs.[2]

In education system, the use of technology is occurred by all components of education. Most teacher uses CALL (Computer Assisted Language Learning) in their teaching. CALL is term that is used in teaching-learning language by using technology. It is familiar in education system. Teacher and students usually apply this set for support their teaching and learning about language particularly English. CALL has gained considerable attention in academic and research institution, focusing on interactive communicative support for enhancing user's skills of listening, speaking, reading, and writing.[3] CALL is the best way for teachers to provide these materials to students and to understand each individual student's needs.[4] The field of CALL involves the use of a computer in the language learning process. CALL programs aim to teach aspect of the language learning process through the medium of computer.[5]

In English language learning, there are four skills that must be achieved by learners. They are listening, speaking, reading and writing. Speaking as one of four skills in English is productive skill or oral skill. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[6] Through speaking the students are able to express

---

[1] William E. Dugger, *STEM: Some Basic Definition*, http://www.iteea.org/Resources/PressRoom/ STEMDefinition.pdf, acces on 19 February 2015.

[2] *Ibid.*

[3] Senja Seljan. *CALL (Computer Assisted Language Learning) and Distance Learning*. http// sseljan@ffzg.hr.com.acces on 29 December 2014.

[4] Mike Levy, *World CALL ; International Perspectives on Computer Assisted Language Learning* (New York: Routledge, 2011) ,206.

[5] *Computer Assisted Language Learning* pdf . page 33.http://www.computing.dcu.ie/~mward/mthesis/chapter3.pdf. Acces on 23 December 2014.

[6] Katlhleen M.Bailey, *Practical English Language Teaching Speaking,* (New York: McGraw-Hill,2005), 2.

their idea and communicate with each other. It means that students always communicate in order to share and get information. The skill of speaking demands accuracy, intelligibility, appropriateness, and fluency.[7] Students will success to face speaking if they can fulfill the criteria of speaking.

Computer offer learners various activities for developing language skills. They can provide a useful and motivating medium for both integrated skills and separate activities.[8] Computer simulation as a part of CALL application offers program that is used to increase speaking ability. For instance, dialogue studies can be made by the computer with the aid of the movies, students watching these dialogues can see the conversation, setting and cultural atmosphere clearly. Besides, they can also see the body movements and semiotic background of the conversation directly. The main advantage of computer simulation is that they are motivating and it gives the learner instant feedback.[9]

An observation conducted by the researcher in 17 February 2015 in class speaking (B) of second semester students of English education Department of STAIN Ponorogo,[10] the researcher founds students are looked unenthusiastic in English learning especially speaking. teacher uses LCD projector as a part of CALL (computer assisted language learning) program to show their own matter to their students. Teacher also uses CALL to get achievement of student about speaking by making video conversation. In here teacher is helped and students are happy in lesson and they are enthusiastic in learning. CALL is also has contribution for student in order to search material, with CALL students can search any material about speaking in internet. Students also can see the English conversation by watching movie or video in YouTube. It proves CALL has big contribution for teacher and student particularly in increasing speaking ability of students. Using CALL make students are brave to speak and it makes competition in class. CALL also gives contribution to the development of language learning. It likes Mike Levy state "a sense of continuity between CALL and language teaching more generally advantageous, especially in relation to language-learning materials design and development".[11]

---

[7] *Ibid.,5*

[8] Nazli Gunduz, *Computer Assisted Language Learning; Journal of Language and Linguistic Studies; volume 1* .http//nazgunduz@yahoo.com. Acces on 17 February 2015.

[9] Senja Seljan. *Computer Assisted Language Learning* pdf. http//sseljan@ffzg.hr.com.acces on 26 December 2014.204

[10] The observation conducted on 17 February 2015.

[11] Mike Levy, *CALL Dimensions; Options and Issues in Computer Assisted Language Learning,* (New York: Routledge, 2008), 45.

Referring to the explanation above, this research aimed at finding the effect of CALL toward the students' speaking ability. The findings of this research are expected to give contribution of theoretical and practical knowledge of CALL (Computer Assisted Language Learning) and the effect of its in educational system.

Hypothesis

Hypothesis in this research is "There is any significant effect of CALL toward students' speaking ability at second semester students' of English education Department of STAIN Ponorogo".

REVIEW OF LITERATURE

Computer Assisted Language Learning (CALL)

Computer Assisted Language Learning as a part of technology in language learning is any process in which a learner uses a computer and as a result, improves his or her language.[12] CALL is the best way for teachers to provide these materials to students and to understand each individual student's needs.[13] Students are more enthusiastic and enjoy their study with CALL.

The field of CALL involves the use of a computer in the language learning process. The main aim of CALL programs is to teach of the language learning process through the medium of computer.[14] CALL has gained considerable attention in academic and research institutions, focusing on interactive communicative support for enhancing user's skills of listening, speaking, reading and writing.[15] CALL is also have many advantages in order to enhance language learning for students likes: (a) Increase motivation of students in language learning process, (b) Provide students a better learning process and a stress free environment and (c) CALL programs provide the information requested in a very short time, almost instantaneously.

The field of CALL involves the use of computer in the language learning process. But the first of these is an important question in defining the field

---

[12] Philip Hubbard, *General Introduction of CALL,*1

[13] Mike Levy, *World CALL International Perspectives on Computer-Assisted Language Learning.*206

[14] *Computer Assisted Language Learning* pdf. page 33.http://www.computing.dcu.ie/~mward/mthesis/chapter3.pdf. Acces on 23 December 2012.

[15] Senja Seljan. *CALL* (*Computer Assisted Language Learning*) *and Distance Learning*. http//sseljan@ffzg.hr.com.acces on 29 December 2013.

because CALL as considered here does not just include simply the canonical desktop and laptop devices that we label computers. It also includes the networks connecting them, peripheral devices associated with them and a number of other technological innovations such as Power Points program, MP3 Players, and electronic white boards etc.[16] So the major point of CALL is just not the use of computer.

A sense of continuity between CALL and language learning more generally is advantageous, especially in relation to language learning material and development.[17] Language learning is more developed along with the CALL development. CALL gives many benefits to the education program especially in English language learning.

CALL also offers various activities for developing different language skills. They can provide a useful and motivating medium for both integrated and separate activities as we know in English there are listening, speaking, reading and writing.[18] Therefore many English learners applied this tool to increase their own language skill.

Computer simulation as a part of CALL application offers a program that is used to increase speaking ability. For instance, dialogue studies can be made by the computer with the aid of the movies, students watching these dialogues can see the conversation, setting and cultural atmosphere clearly. Besides, they can also see the body movements and semiotic background of the conversation directly. The main advantage of computer simulation is that they are motivating and it gives the learner instant feedback.[19]

Speaking

Based on the perspective of a language as a means of communication among people, some linguists define speaking skill by referring to the ability of using a language in oral communication. It refers to the ability to function in the language which is generally characterized in terms of being able to speak

[16] Philip Hubbard, Foundations of CALL.,2

[17] Mike Levy, *CALL Dimensions; Options and Issues in Computer Assisted Language Learning* (New York: Routledge , 2008).

[18] Nazli Gunduz, *Computer Assisted Language Learning; Journal of Language and Linguistic Studies; volume 1* .http//nazgunduz@yahoo.com. Acces on 17 February 2008.,202

[19] Senja Seljan. *Computer Assisted Language Learning* pdf. http//sseljan@ffzg.hr.com.acces on 26 December 2014, 204

the language.[20] To speak means that one should speak his or her idea to other. It implies that in speaking process there must be at least one speaker, one receiver, and a message communicated. Speaking is then interrelated to listening. In conversation, for example, when one speaks, the receiver will listen to him/her and alternately they change their role.

Speaking is also called social skill since there is interaction between more than one people who sends a message in one side and receives it in another. They play equally important roles in the conversation. In relation to this, Peter Lucantoni proposes the idea of reciprocity for the process[21]. He states that in most speaking situations, the receiver of the message is in close proximity to the speaker. It can be inferred that in conversation the speaker and the receiver may alternately tell and listen, perhaps even interrupt one another. It is different from public speaking where the roles of speaker and listener are clearly defined and remain stable.

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation.[22] Although speaking is a simple process but teacher must aware that there are some steps for teacher to make students success in learning speaking. To teach speaking, teacher can provide students with opportunities for practicing their own speaking skills. Teacher may also make an enjoy situation in class. It is used to reduce speaking fears by students. Teacher can also to reduce fears by maintaining a friendly atmosphere in class and providing opportunities for students to practice alone or with one other student. It is also needed for the teacher to combine lesson with using technology in learning.

The problems of the teaching of speaking may come from the language itself, the teacher, and the students. One of the problems from the language as stated by Douglas H Brown is the use of stress, rhythm, and intonation[23]. They are the most important characteristic of English pronunciation pattern that convey important message. Another problem is clustering. It refers to how to break down the utterance as a unit into smaller group of words. The next possible problem is the use of colloquial language. Learners who have been exposed to standard language or 'textbook' language may find it surprising and difficult to deal with colloquial language.

---

[20] David Nunan,. *Second Language Teaching & learning*. Boston: Heinle & Heinle Publishers. 1999, 225

[21] Peter Lucantoni. *Teaching and Assessing Skills in English as a Second Language*. Cambridge: Cambridge University Press 2002, 48

[22] Katlhleen M.Bailey, *Practical English Language Teaching,* 48.

[23] Douglas H Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2001, 249.

RESEARCH METHOD

The design of this research was ex post facto research in which its purpose is explaining phenomena that have been occurred[24].Population in this research was the 2nd semester of English Department Students in which the lecturer applied CALL in their speaking class. The total numbers of the students were 86 students and the sample as a subset of populatio[25]n is 70 students. The researcher used questionnaires, and test as data collection.

Questionnaire applied to reveal the data on the use of CALL. It is in the form of statement that refers to Linkert Scale. The questionnaire for collecting the data is shown on the following table:

Table 1
Instrument for The Use of CALL

Variable	Indicators	Item Number
Dependent variable (Variable x) : The use of CALL	1. Helping students to understand the material.	1,5,9,12,17
	2. Increasing student motivation in learning speaking	2,6,10,13,15,16
	3. Offering various activities for developing language skill	3,4,7
	4. Giving a useful contribution to the development of oral skills.	8,11,14,18,19

Then, the test was applied for obtaining the data of students' speaking ability. The test used in this research was in the form of performance test in which the students of the second semester were asked to retell the narrative story based on the video and their scoring rubric is presented below:

[24] Suharsimi Arikunto, *Prosedur Penelitian;Suatu Pendekatan Praktik,* (Jakarta: Asdi Mahasatya, 2013) 17.

[25] Sudjana, *Metode Statistik*, (Bandung: Tarsito, 2002).

Table 2
Analytical Scoring Rubrics for Speaking

Fluency		Accuracy	
Little or no communication	1	Little or no language produced	1
Very hesitant and brief utterances, sometimes difficult to understand	2	Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	2
Gets the idea across, but hesitantly and briefly	3	Adequate but not rich vocabulary, make obvious grammar mistakes, slight foreign accent	3
Effective communication in short turns	4	Good range of vocabulary, occasional grammar slips, slight foreign accent	4
Easy and effective communication, uses long turns	5	Wide vocabulary appropriately used, virtually no grammar mistakes, native like or slight foreign accent	5
Total score out of 10 = _____			

The questionnaire and test as a part of the research instrument must be valid and reliable in order to produce a believable research result. Therefore, the questionnaires were tried out to the 25 students in 4th semester since they are not taken out to be sample and they were in charge of the use of CALL when they took speaking 2 class. The result is in the following:

Table 3
The Item Validity for the Use of CALL

No.	Numb of Item	Indexes of correlation	r "table"	Quality
1	Item 1	0,799**	0,590**	valid
2	Item 2	0,628**	0,590**	valid
3	Item 3	0,827**	0,590**	valid
4	Item 4	0,591**	0,590**	valid
5	Item 5	0,667**	0,590**	valid
6	Item 6	0,808**	0,590**	valid
7	Item 7	0,670**	0,590**	valid
8	Item 8	0,703**	0,590**	valid

No.	Numb of Item	Indexes of correlation	r "table"	Quality
9	Item 9	0,779**	0,590**	valid
10	Item 10	0,703**	0,590**	valid
11	Item 11	0,738**	0,590**	valid
12	Item 12	0,819**	0,590**	valid
13	Item 13	0,804**	0,590**	valid
14	Item 14	0,799**	0,590**	valid
15	Item 15	0,704**	0,590**	valid
16	Item 16	0,795**	0,590**	valid
17	Item 17	0,653**	0,590**	valid
18	Item 18	0,642**	0,590**	valid
19	Item 19	0,651**	0,590**	valid
20	Item 20	0,362	0,590**	invalid
21	Item 21	0,458	0,590**	invalid
22	Item 22	0,411	0,590**	invalid
23	Item 23	0,554*	0,590**	invalid
24	Item 24	0,411	0,590**	invalid
25	Item 25	0,331	0,590**	invalid

The questionnaire items would be valid if the index of correlation ≥ r table. In this research r table is 0,590 with 5% degree of significant.[26] From the table above, there are 19 questions with the indexes of correlation ≥ 0,590. There are question numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and these statements are valid and can be used as the instrument to the sample of research.

To measure whether the instrument is reliable or not, the researcher was also used the enter SPSS Windows programs. The result of reliability measurement is shown on this table:

Table 4
The Reliability of the items

Reliability Statistics	
Cronbach's Alpha	N of Items
.944	19

[26] Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2013), 373.

From the table above, it proved that the items in questionnaire have degree of reliability coefficient in 0,944. It means that the instruments are reliable and it has very strong reliability criteria.[27]

Since the hypothesis is intended to find the effect CALL toward students' speaking ability, the Simple Linier Regression by using SPSS 19.00 for Windows was applied.

DATA DESCRIPTION

In this research the independent variable is the use of CALL (X) and the dependent variable is speaking ability (Y). The specifics information about independent variable and dependent variable are as follows:

1. The use of CALL (Computer Assisted Language Learning) Variable (X)

   Firstly, the researcher accounts the result of students' questionnaire by using frequency distribution. It was used SPSS 19.00 windows program to calculate students' value of questionnaire. Based on data that is given in a form of questioner and it given to 70 respondents, the result shown that The Use of Computer Assisted Language Learning (CALL) showed the highest score was 74 and the lowest score was 24 The result of students' questionnaire on the use of CALL can be seen on this table:

Table 5
Frequency Distribution for the Use CALL

The Use of CALL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24.00	1	1.4	1.4	1.4
	26.00	1	1.4	1.4	2.9
	29.00	1	1.4	1.4	4.3
	30.00	2	2.9	2.9	7.1
	35.00	1	1.4	1.4	8.6
	38.00	1	1.4	1.4	10.0
	40.00	1	1.4	1.4	11.4
	41.00	1	1.4	1.4	12.9
	42.00	4	5.7	5.7	18.6
	43.00	1	1.4	1.4	20.0

[27] Gilang Adi, *Uji Validitas dan Reliabilitas*, http://GilangAdi182.blogspot.com.Acces on 4 April 2014, 5.

The Use of CALL					
		Frequency	Percent	Valid Percent	Cumulative Percent
	44.00	2	2.9	2.9	22.9
	50.00	3	4.3	4.3	27.1
	51.00	5	7.1	7.1	34.3
	52.00	3	4.3	4.3	38.6
	53.00	5	7.1	7.1	45.7
	54.00	3	4.3	4.3	50.0
	55.00	3	4.3	4.3	54.3
	56.00	1	1.4	1.4	55.7
	57.00	3	4.3	4.3	60.0
	58.00	1	1.4	1.4	61.4
	59.00	1	1.4	1.4	62.9
	60.00	1	1.4	1.4	64.3
	61.00	1	1.4	1.4	65.7
	62.00	3	4.3	4.3	70.0
	63.00	2	2.9	2.9	72.9
	64.00	2	2.9	2.9	75.7
	65.00	1	1.4	1.4	77.1
	66.00	1	1.4	1.4	78.6
	67.00	1	1.4	1.4	80.0
	68.00	7	10.0	10.0	90.0
	70.00	2	2.9	2.9	92.9
	72.00	2	2.9	2.9	95.7
	73.00	1	1.4	1.4	97.1
	74.00	2	2.9	2.9	100.0
	Total	70	100.0	100.0	

Referring the table above, the value of questionnaire about the use of Computer Assisted Language Learning (CALL) showed that the lowest score of students was 24 and the highest score of student was 74. The range that is obtained from the highest score minus the lowest score (74-24) is 50. The histogram about students' value of questionnaire can be seen as follows:

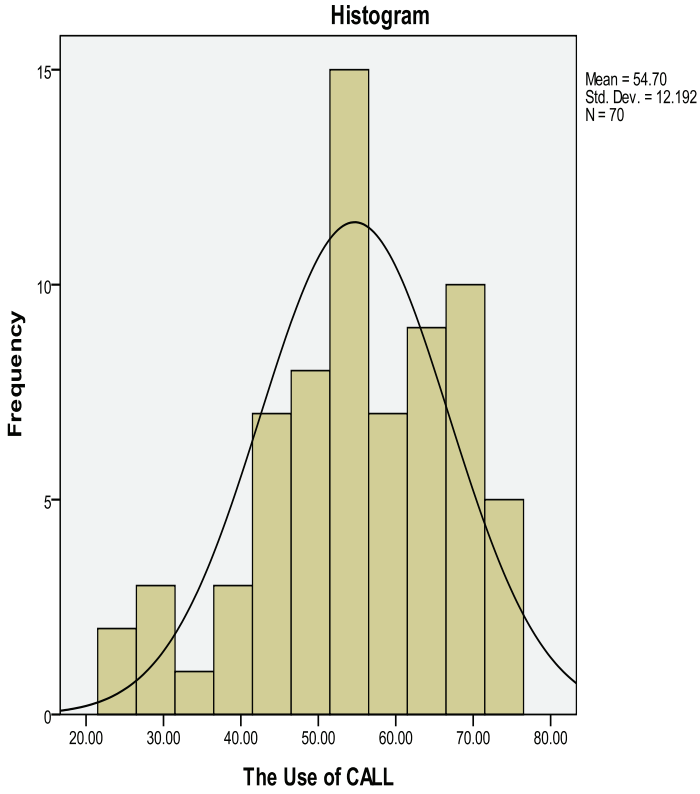

Figure 1 Histogram for the Use of CALL

From the histogram above, it is stated Mean= 54,70 and Standard Deviation= 12,192. To determine the category of the use of CALL was excellent, good, or poor, the researcher grouped scores using the standard as follows:

1) More than M + 1.SD (54,70+12,192= 67) is categorized into good
2) Between M- 1SD to M + 1.SD (42-67) is categorized into medium.
3) Less than M - 1.SD (54,70-12,192= 42) is categorized into low

Thus it can be seen that the scores which are more than 66 is considered excellent, while the scores which are less than 42 is categorized into low and the score of between 42-66 is categorized into good. That categorization can be clearly seen in the following:

Table 6
The categorization of students' questionnaire on the Use CALL

No	Score	Frequency	Percentage	Category
1	More than 66	16	23%	Good
2	42-66	38	54%	Medium
3	Less than 42	16	23%	Low
Total		70	100%	

2. Speaking Ability Variable (Y)

In this research the researcher uses speaking achievement to know students' speaking ability. Same with the previous steps, firstly the researcher makes a frequency distribution about speaking achievement value of students. It is used to know the lowest score and the highest score of students and to make clear in calculating assumption test. Based on data getting from documentation of students' speaking achievement of second semester students of English Department in STAIN Ponorogo, it showed that the highest score was 44 and the lowest score was 90. The score of speaking achievement of second semester students of English Department in STAIN Ponorogo is presented below:

Table 7
Frequency Distribution for Students Speaking Ability

Speaking Ability					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44.00	1	1.4	1.4	1.4
	50.00	3	4.3	4.3	5.7
	55.00	1	1.4	1.4	7.1
	60.00	9	12.9	12.9	20.0
	61.00	8	11.4	11.4	31.4
	63.00	4	5.7	5.7	37.1
	64.00	2	2.9	2.9	40.0
	69.00	2	2.9	2.9	42.9

Speaking Ability					
		Frequency	Percent	Valid Percent	Cumulative Percent
	70.00	14	20.0	20.0	62.9
	72.00	3	4.3	4.3	67.1
	73.00	2	2.9	2.9	70.0
	75.00	4	5.7	5.7	75.7
	76.00	1	1.4	1.4	77.1
	77.00	2	2.9	2.9	80.0
	79.00	1	1.4	1.4	81.4
	80.00	6	8.6	8.6	90.0
	82.00	3	4.3	4.3	94.3
	83.00	2	2.9	2.9	97.1
	85.00	1	1.4	1.4	98.6
	90.00	1	1.4	1.4	100.0
	Total	70	100.0	100.0	

Referring the table above, the value of students' speaking achievement showed that the lowest value of student was 44 and the highest value of student was 90. The range that is obtained from the highest score minus the lowest score (90-44) is 46. The histogram about students' value of questionnaire can be seen as follows:

Based on the table above, the histogram can be seen in as follows:

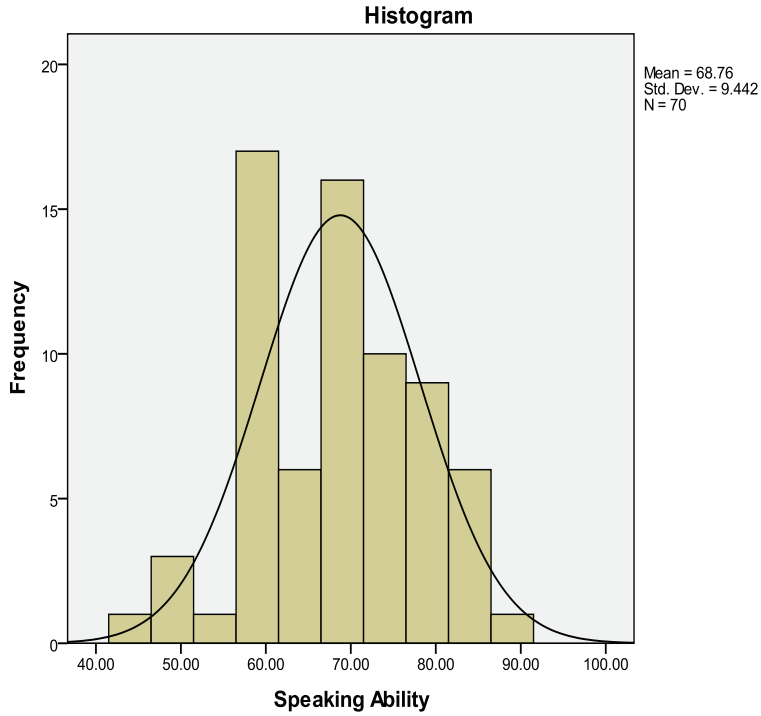

Figure 2. Histogram for Students Speaking Ability

From the histogram above, it is stated M = 68,76 and SD = 9,442. To determine the category of the students' speaking ability was good, medium, or low the researcher grouped scores using the standard as follows:

1. More than M + 1.SD (68,76+9,442 = 78) is categorized into good
2. Between M- 1SD to M + 1.SD (59-78) is categorized into medium.
3. Less than M - 1.SD (76.59-7.747 = 59) is categorized into low

Thus it can be seen that the scores which are more than 78 is considered excellent, while the scores which are less than 59 is categorized into low and the score of between 59-78 is categorized into good. That categorization can be clearly seen in the following:

Table 8.
The Categorization of Students' Speaking Ability

No	Score	Frequency	Percentage	Category
1	More than 78	14	20%	Good
2	59-78	51	73%	Medium
3	Less than 59	5	7%	Low
Total		70	100%	

From the categorization above, it can be implied that the students' speaking ability is in the level of medium. Most of the students, in this case, 73% students' scores are in the level of medium. Then, 20% students' scores are in the level of good and the rest, 7% students are in the level of low.

DATA ANALYSIS

1. Assumption Test Analysis

Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normally distributed. It can be done by conducting normality test. Normality test is executed to know the whole data are normally distributed or not. To conduct the normality test, researcher used SPSS.19.00 for windows.

In deciding whether the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5 % level of significance, it can be conclude that the data are in normal distribution. On the other hand, if the highest value of statistic is higher than the Kolmogorov-Smirnov table for 5 % level of significance it can be conclude that the data are not in normal distribution. The value of Kolmogrov-Smirnov table for N = 70 at 5 % level of significance is 0,162.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 19.00 for Windows. It is in the following:

Table 9
The Result of Normality test for the Use of CALL

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
The Use of CALL	.121	70	.012	.957	70	.017

a. Lilliefors Significance Correction

In the calculation normality test about the use of Computer Assisted Language Learning (CALL) questionnaire by students, the result of the highest value of statistic showed 0,121. Allowing the result the data is normally distributed because the sign value¯ 0,162. Then, the calculation of normality test for students speaking ability is shown on this table.

Table 10
The Result of Normality Test for Students' Speaking Ability

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking Ability	.124	70	.010	.966	70	.055

a. Lilliefors Significance Correction

Referring to the table 4.9 above, the result of the highest value of statistic showed 0,124. It can be concluded that the data is also normally distributed because 0,124 is lower than 0,162. So, the data about speaking ability is normally distributed.

2. Testing Hypothesis

Hypothesis is temporary answer by researcher. So, it is needed for the researcher to conduct hypothesis test to know the truthful answer really. Hypothesis test is used to obtain delineation of a population which is obtained from the sample of research but before the researcher does the whole process researcher must determine their hypothesis. In this research the hypotheses that would be observed were:

- ✓ H_o (Null Hypothesis): There is no significant effect of Computer Assisted Language Learning (CALL) toward students' speaking ability

at second semester students' of English education Department of STAIN Ponorogo.

- ✓ H_a (Alternative Hypothesis): There is any significant effect of Computer Assisted Language Learning (CALL) toward students' speaking ability at second semester students' of English education Department of STAIN Ponorogo.

This hypothesis test used simple linear regression analysis that was calculated by using SPSS 19.00 windows program. The result of Linear Regression analysis by using SPSS 19.00 windows programs is as follows**:**

Table 11.
Determination Coefficient
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.923[a]	.852	.850	3.65478	.852	392.483	1	68	.000	1.897

a. Predictors: (Constant), The Use of CALL
b. Dependent Variable: Speaking Ability

Based on the table 4.10 above, the R_{value} as a symbol of coefficient correlation showed 0,923. It means that the correlation between two variables in this research namely the use Computer Assisted Language Learning and speaking ability is categorized into high and the value of R squared as Coefficient Determination informs about how well the independent and dependent variable interacted. The R squared above showed 0,852. It implies that the independent variable X (The use of Computer Assisted Language Learning) gives 85,2 % contribution toward the dependent variable Y (speaking ability), then 14,8 % influenced by other factors.

Then, the analysis focus on the linearity of each variable, the independent variable X (the use of Computer Assisted Language Learning) toward the dependent variable Y (speaking ability) can be seen from the *ANOVAs* table below:

Table 12
ANOVA

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5242.566	1	5242.566	392.483	.000[a]
	Residual	908.306	68	13.357		
	Total	6150.871	69			

a. Predictors: (Constant), The Use of CALL

b. Dependent Variable: Speaking Ability

Referring to the *ANOVAs* table above, F' value is 392,483 and Sig' value is 0,000. H_a is accepted and H_o is rejected if F_{value} ¯ F (table 5%) or Sig' value¯ (p=0,05) and H_a is rejected and H_o is accepted if F_{value} F (table 5%) or Sig' value¯ (p=0,05). It means that F_{value} (392,483)¯ F_{table} (7,08) or N sign (0,000)¯ (p=0,05). Therefore, H_a was accepted and H_o was rejected. So, there is significant effect of the Use of Computer Assisted Language Learning CALL toward students' speaking ability of second semester students of English education department STAIN Ponorogo.

Then the analysis focus on the effect of the independent variable X (the use of Computer Assisted Language Learning) toward the dependent variable Y (speaking ability), it can be seen from the Coefficient table below:

Table 13
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.650	2.022		14.666	.000
	The Use of CALL	.715	.036	.923	19.811	.000

Table 4.12 gives a clear description about the equation regression model through Unstandardized Coefficients B. Therefore, the equation regression model is Y = 29,650 + 0,715 X. The equation regression was significant because it has already fulfilled the criteria of linearity.

Referring to the result of analysis through SPPS 19.00 for Windows, it can be concluded that H_a was accepted and H_0 was rejected. It implied the use of computer assisted language learning influence to the students' speaking ability.

DISCUSSION

This research proved that Ha was accepted and Ho was rejected, or there is significant effect of the Use of Computer Assisted Language Learning CALL toward students' speaking ability of second semester students of English education department STAIN Ponorogo. It is proved by the calculation on the effect of CALL toward students speaking ability. Firstly, referring the calculation by using SPSS 19.00 windows program, the value R as a symbol of coefficient correlation showed 0,923. It means that the correlation between two variables in this research namely the use Computer Assisted Language Learning and speaking ability is categorized into high and the value of "R squared" as Coefficient Determination informs about how well the independent and dependent variable interacted. The "R squared" showed 0,852 or 85,2%. It implies that the independent variable X (The use of Computer Assisted Language Learning) gives 85,2 % contribution toward the dependent variable Y (speaking ability), then 14,8 % influenced by other factors. It means that CALL has a big contribution in increasing students' speaking ability.

Referring to SPSS 19.00 windows program calculation that was shown on *ANOVAs* table, F' value is 392,483 and Sig' value is 0,000. H_a is accepted and H_o is rejected if $F_{value} > F_{(table\ 5\%)}$ or Sig' value $< (p=0,05)$ and H_a is rejected and H_o is accepted if $F_{value} < F_{(table\ 5\%)}$ or Sig' value $> (p=0,05)$. It means that F_{value} $(392,483) > F_{table}$ (7,08) or N sign $(0,000) < (p=0,05)$. Therefore, H_a was accepted and H_o was rejected. So, the researcher concluded that there is significant effect of the Use of Computer Assisted Language Learning CALL toward students' speaking ability of second semester students of English education department STAIN Ponorogo. The equational regression model is Y = 29,650 + 0,715 X. This can be seen on coefficient table or table 4.12 clearly. It implied that CALL has contributed to increase speaking ability. Computer offer learners various activities for developing language skills. They can provide a useful and motivating medium for both integrated skills and separate activities.[28]

CONCLUDING

Referring to the analysis above, we found that here was significant effect on the use of Computer Assisted Language Learning (CALL) as learning media toward students' speaking ability to the 2nd semester of students of English Department in STAIN Ponorogo. The use of Computer Assisted Language

[28] Nazli Gunduz, *Computer Assisted Language Learning: Journal of Language and Linguistic Studies, volume 1* .http//nazgunduzyahoo.com. Acces on 17 February 2015.

Learning (CALL) as learning media contribute 85,2% toward the students' speaking ability and 14,8% influenced by other factors. Then, the equational regression model is Y = 29,650 + 0,715 X.

Although the findings have shed light on the effect of the use of CALL to develop students' speaking ability, much more research is still needed. Finally, the researchers suggested to the teachers and institution to provide the CALL for students in developing students' ability not only speaking but also other skills.

REFERENCES

Adult Migrant English Program Research Centre. *What Is Pronunciation*. http:// www.nceltr.mq.edu.au/pdamep. Acces on 13 March 2011

Amin, Risma Fahrul, *Teaching English Based on computer assisted language learning at the eighth grade students' of SMP N 1 Jetis Ponorogo* 2011-2012, Thesis STAIN Ponorogo, 2012.

Arikunto, Suharsimi, *Prosedur Penelitian;Suatu Pendekatan Praktik,* Jakarta: Asdi Mahasatya, 2013.

Assessing Speaking, //http: www.cambridge.org//.Acces on 23 May 2009

Bailey, Katlhleen M., *Practical English Language Teaching Speaking.* New York: McGraw-Hill, 2005.

Bygate, Martin, *The Cambridge Guide to Teaching English to Speakers of Other Language*

Chandran, Jaya, *The Indian Review of World Literature in English*, Vol.3, No.II-July 2007.

Computer Assisted Language Learning pdf . page 33.http://www.computing.dcu.ie/ mward?mthesis/chapter3.pdf. Acces on 23 December 2012.

Nordlund, Erika, *Oral Communication in English Classes at Senior High* School,// http: Examensarbete/ISRN:LTU-LAR-EX.CO//id, Acces on 23 April 2009.

Gunduz, Nazli, *Computer Assisted Language Learning; Journal of Language and Linguistic Studies; volume 1*. http//nazgunduzyahoo.com. Acces on 17 February 2008.

Juariah, Siti, *The Influence Of Using Power Point Media On Vocabulary Mastery To Tenth Grade Students of SMA N 1 Dolopo in Academic Year of 2012/2013*, Thesis STAIN Ponorogo, 2013.

Levy, Mike, *CALL Dimensions; Options and Issues in Computer Assisted Language Learning,* New York: Routledge, 2008.

Levy, Mike, *World CALL; International Perspectives on Computer Assisted Language Learning*. New York: Routledge, 2011.

Makrup, Muhammad, *Increasing Student Writing Skill Through Microsoft Word Program For The Second Grade Students of SMP N 1 Badegan in academic year 2006/2007* Thesis STKIPPonorogo, 2007.

Mukhtar, *Desain Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*, Jakarta: Gaung Persada, 2010.

Hubbard, Philip, *General Introduction of CALL,Practical English Language Teaching.* http://www.princeton.edu/pia/PracticalEnglishLang.pdf.Acces on 22 February 2010.

Riduwan, *Belajar Mudah Penelitian untuk Guru, Karyawan dan Peneliti Pemula* Bandung: Alfabeta, 2012.

Seljan, Senja, *Computer Assisted Language Learning* (Online) .http//sseljanffzg.hr.com. acces on 26 December 2013.

Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D.* Bandung: Alfabeta, 2013.

Sugiyono, *Metode Penelitian Pendidikan*. Bandung: Alfabeta, 2006.

Sugiyono, *Statistika Untuk Penelitian*. Bandung: Alfabeta, 2013.

Susetyo, Budi, *Statistika Bentuk Analisis Data Penelitian.* Bandung: Refika Aditama, 2012.

Taniredja, Tukiran, *Penelitian Kuantitatif; Sebuah Pengantar*. Bandung: Alfabeta, 2012.

Wulansari, Andhita Dessy, *Penelitian Pendidikan; Suatu Pendekatan Praktik dengan Menggunakan SPSS*. Yogyakakarta: STAIN Po PRESS, 2012.

Zainia, Amin Golnar Mazdayasnab, "The Effect of Computer Assisted Language Learning on the Development of EFL Learners' Writing Skills. Procedia Social and Behavioral Sciences 98 (2014). Urmia University, Iran. (Online) Accessed on, http://www.sciencedirect.com/science/article/pii / S1877042814027220.