

Building Student Independence in Language Learning with Computer-Assisted Language Learning (CALL): A Phenomenological Study

Muh Saichu¹, Wiwin Widyawati²

^{1,2}Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo, Indonesia

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Corresponding Author:

Wiwin Widyawati,
winwidya75@gmail.com

ABSTRACT

Computer-Assisted Language Learning (CALL) has become an increasingly integral component of language education, offering a diverse array of tools and resources to enhance the teaching and learning of languages. This article explores the integration of CALL in language education. Additionally, based on this research Computer-Assisted Language Learning (CALL) has significantly impacted language education, offering transformative opportunities for language learners and educators alike. By utilizing the power of technology, CALL has the potential role in language education, supporting inclusive, interactive, and personalized learning experiences in the digital era. One form of learning derived from this technology is CALL (Computer-Assisted Language Learning), which uses computer applications to support language learning. The emergence of CALL can provide a new perspective on the learning process and enhance interaction and communication in learning. This research aimed to describe how Computer Assisted Language Learning (CALL) can address language learning challenges and assist students and teachers in the teaching and learning process, particularly in developing students' learning independence. This research also explores the Teachers' Perceptions of English Learning Independence through CALL at SMAN 2 Ponorogo. The method of this research used a qualitative approach. The data were collected from the interview and documentations. The participants were the English teacher and the students of SMAN 2 Ponorogo. The results showed that there are many positive impacts on the advancement on English teaching learning process in SMAN 2 Ponorogo. They are such; initiative in learning, responsibility for assignment, independence for assignment, confidence for result works, and independence for making decisions.



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INTRODUCTION

As one of the products of advances in information and technology, a technology-mediated language learning and the collaboration of computer with classroom component, CALL (Computer Assisted Language Learning) enhances traditional instruction by providing interactive, flexible, and personalized practice for skills like listening, speaking, reading, and writing. Since technological advancements offer numerous opportunities and options for education to support the learning process, making it more effective and efficient for students there are many innovations needed to

make language learning more effective. Consequently, CALL promotes autonomous learning, allowing students to study independently.

The learning process is essentially a communication process between learners and learners, or between learners. Learners can be teachers/instructors, book authors, or media designers, while learners can be students, training participants, or subject enthusiasts. As a communication process, the learning content is the message, the learner is the source of the message, the learner is the recipient of the message, and there is a medium/intermediary. In the learning process, these media are termed learning media.

According to Parera, learning media is anything that can be used as an intermediary or means to convey messages from the sender to the recipient of the message, so that it can stimulate thoughts, feelings, attention, and interest in the communication process. Learning media is a tool or intermediary that can present, convey messages and stimulate students to learn, while computer-based media is media that combines and synergizes various elements, namely text, graphics, photos, videos, animations, music, and narratives that are interconnected allowing users to interact and communicate. With the development in the field of technology, it requires teachers to be able to create effective and efficient learning by leaving the traditional-conventional learning process that occurs in the classroom.

Advances in science and technology have revolutionized the world of education in general and transformed the traditional paradigm of learning by introducing technology as a teaching aid in schools and other educational institutions. Advanced schools that are able to utilize these tools as teaching aids have made learning more effective and efficient.

Computer-assisted language learning has developed rapidly in all its various forms. One example of this technology is Computer Assisted Language Learning (CALL). The use of computers in education is currently under development. The use of computers in education offers numerous advantages, including easier access, dissemination, and storage of knowledge.

According to Elmubarok, conventional learning approaches or patterns tend to pay less attention to the continuity of student experiences gained in learning. With the emergence of CALL, it can provide new colors in the learning process and increase interaction and communication in learning. Heinich emphasized that computer-assisted learning can increase learning interactions, both between students and teachers, or students with students and with learning materials (enhance interactivity). Because the process of conveying a message or statement by one person to another can be mediated by hardware/physical devices (hardware) and software (software) that connect various parts of the hardware that transfer data from one physical location (communicator) to another physical location (communicatee). In other words, media has a supporting function in the process of conveying information and communication between the sender and the recipient of the message.

The rapid development of ICT has influenced computer applications in supporting language learning, often known as Computer Assisted Language Learning (CALL). Computers as a medium are used to assist learners in learning, such as language learning. Hartoyo argues that if examined closely, one of the main problems in language learning is issues related to language learning methods. Judging from the history of the development of language learning, there have been various attempts to realize better learning methods. Efforts to find better learning methods are always based on criticism of the shortcomings of previous learning methods. Thus emerged the idea to develop Computer Assisted Language Learning (CALL). Based on this study, ICT in

language learning can be applied to the four language skills that are comprehensively learned by students (humans): listening, speaking, reading, and writing.

Based on initial observations on September 3, 2018, SMAN 2 Ponorogo had learning facilities, such as computer/laptop devices, Liquid Crystal Display (LCD) and tape. The learning created pays attention to the diversity of students in thinking. Teachers always provide support in fostering awareness in students that learning is fun. The class becomes synonymous with a healthy competitive arena for thinking so that the core of the learning can be conveyed well. They are able to identify the problem and find a way out. This is the reason why researchers chose SMAN 2 Ponorogo as a research location to find out how to build student independence in learning English with CALL.

Computer Assisted Language Learning (CALL) is expected to overcome language learning problems and can help students and teachers in the teaching and learning process. Khamkien said, the CALL-based learning method has several advantages, namely 1) Fun: providing a sense of joy in learning to students, 2) Responsibility: providing students with the opportunity to be responsible for mastering the materials, namely by doing the tasks they do, 3) Active: Students will play an active role in every activity during learning, 4) Communicative: many imaginative things that are difficult for students to think about can be presented easily and through computer simulations so that such a situation will simplify the way students think in understanding English.

Kunlun stated that the emergence of the CALL method can bring a new dimension to the learning process and enhance interaction between students and teachers. When carefully designed, learning using electronic media can enhance interaction, both between students and teachers, between students, and between learning materials (enhancing interactivity). This, among other things, makes it easier for teachers to deliver lesson material.

CALL is a form of Computer Assisted Instruction (CAI) learning whose software functions to assist teachers in the learning process, such as multimedia, presentation aids, and demonstrations in learning. The characteristics of the CALL method according to Naeni are easy to use, have clear objectives, are fun, can be used in independent learning, and are based on learning theory. From the description above, researchers are interested in analyzing it more deeply through the study "Building Student Independence in Learning English through Computer Assisted Language Learning" (Phenomenological Study at SMAN 2 Ponorogo).

METHODS

This research used a qualitative approach. Regarding this method, Judistira K. Garna stated that a qualitative approach is founded on the researcher's goal of understanding phenomena in a way that does not require quantification, or because these phenomena cannot be measured precisely. The data were collected from the interview and documentations the participants were the English teacher and the students of SMAN2 Ponorogo.

This research used a phenomenological study or methodology. According to Stephen W. Little John, regarding phenomenological studies: Phenomenology is an approach that assumes that a phenomenon is not a stand-alone reality. Observable phenomena are objects filled with transcendental meaning. The everyday social world in which humans live is always intersubjective and loaded with meaning. Thus, the phenomena understood by humans are reflections of transcendental experiences and understandings of meaning.

The phenomenological method is characterized by descriptiveness, reduction, essence, and intentionality. Tom Donoghue and Keith Punch, Ed. (2003, p. 44) states...the phenomenological method, which consists of four key qualities (namely description, reduction, essence, and intentionality). Therefore, the goal of research using phenomenological methodology is to describe phenomena. Phenomenology means describing something as someone experiences it, and this means moving beyond scientific knowledge and returning to the 'thing' itself. Reduction is the process of 'bracketing' the results of the description so that it is not mixed with prejudice. Thus, the 'something' described is the thing itself. The phenomenological method is the search for essence, the core of a person's experience as it is, carried out by exploring phenomena using a free imagination process to determine whether a characteristic is important or not (essential or non-essential). In this research the researcher describes all the observed situation in language teaching process happened in SMA N 2 Ponorogo. This includes the drill practice in class mediated by the instruction through computer and cellular phone.

From this explanation, the researchers can conclude several keywords in phenomenology: object, meaning, experience, and individual consciousness. All of these play a vital role in phenomenological studies. So this research attempts to study the experiences from the perspective of English teachers in implementing CALL (Computer Assisted Language Learning).

This research uses a phenomenological study or methodology, according to Edmund Husserl regarding phenomenological studies. With phenomenology, we can study forms of experience from the perspective of the person who experiences them directly, as if we were experiencing them ourselves. Phenomenology not only classifies every conscious action taken but also includes predictions of future actions, seen from related aspects. All of this stems from how a person interprets objects in their experience. Therefore, it is not wrong to interpret phenomenology as the study of meaning, where meaning is broader than just the language that represents it.

The stages of Husserl's phenomenological research, as described by Kuswarno, are as follows: (a). Epoche, which is a break from the researcher's previous experience. In conducting phenomenological research, this epoche is absolutely essential, especially when placing phenomena in brackets (the bracketing method). Separating phenomena from everyday life and their physical elements, and removing their inherent "purity," is a way of seeing and being, a free mental attitude. On this stage of epoche the researcher observed that the language learning process at SMAN 2 Ponorogo was supported by cell phone media to access any materials related to English. This part is essential because at that time the researcher found something valuable and inspirative, (b) Reduction, where epoche is the initial step to "purify" an object from initial experience and prejudice. The task of phenomenological reduction is to explain in linguistic terms how the object appears.

Thus, this process occurs more than once. The following are the stages that occur in phenomenological reduction: (1). Bracketing, or the process of placing phenomena in "baskets" or brackets, and separating things that could interfere with bringing out their purity, (2). Horizontalizing, or comparing with other people's perceptions of the observed phenomenon, while simultaneously exploring or completing the bracketing process, (3). Horizon, namely the process of finding the essence of the phenomenon that is pure or has been separated from other people's perceptions, (4). Grouping horizons into certain themes and organizing them into a textural description of the relevant phenomenon.

In conclusion, according to Dimiyati, reduction is a methodical procedure that raises knowledge from the level of facts to the level of "ideas," or from facts to essence in general. Imaginary Variation, is searching for possible meanings by utilizing imagination, frames of reference, separation and reversal and approaches to phenomena from different perspectives, positions, roles and functions. The goal is none other than to achieve a structural description of an experience (how the phenomenon speaks of itself). In other words, explaining the essential structure of the phenomenon. The following are the steps in the stage of imaginative variation: (1). Systematizing the possible meaning structure, based on textural meaning, (2). Recognizing the main themes and contexts when the phenomenon appears, (3). Recognizing the universal structure that prioritizes feelings and thoughts in the frame of reference of the phenomenon. Such as the structure of time, space, attention, materials, quality, relationships with oneself and with others, (4). Looking for examples that can illustrate the theme of invariant structure and facilitate the construction of a structural description of the phenomenon. Synthesis of Meaning and Essence, the final stage in transcendental phenomenological research is the intuitive integration of the basics of textural and structural description into a statement that describes the nature of the phenomenon as a whole. Thus, this stage is the stage of establishing knowledge about the nature. The explanation of the phenomenological research is a guideline for researchers in conducting research on "Teachers' Experiences in Building Student Independence in Learning Language through CALL.

FINDINGS AND DISCUSSION

Warschauer further identifies three phases of CALL development: behavioristic CALL, communicative CALL, and integrative CALL. Behavioristic CALL emphasizes drill and practice (repetition), as theorized by behaviorists. The principles of behavioristic CALL include: 1) that repeated exposure is an essential component of learning; (2) that computers are ideal drill machines because they won't tire or get bored when presenting and practicing the same material repeatedly without providing judgmental feedback; and (3) that computers can present material individually, allowing students to adapt to their own level or ability, thus freeing up time for other students to engage in other learning activities.

Based on initial observations, SMAN 2 Ponorogo has adequate learning facilities, such as computers/laptops, Liquid Crystal Displays (LCDs), and tape recorders. The learning environment emphasizes students' diverse thinking. Teachers consistently provide support and foster students' awareness that learning is fun.

As it had been mentioned at previous paragraphs, the study was conducted at SMA N 2 Ponorogo. Participants included two English teachers and ten students from grade X, selected using purposive sampling." Based on initial observations on September 3, 2018, SMAN 2 Ponorogo has learning facilities, such as computer/laptop devices, Liquid Crystal Display (LCD) and tape. The learning created pays attention to the diversity of students in thinking. Teachers always provide support in fostering awareness in students that learning is fun. The class becomes synonymous with a healthy competitive arena for thinking so that the core of the learning can be conveyed well. They are able to identify the problem and find a way out. This is the reason why researchers chose SMAN 2 Ponorogo as a research location to find out how to build student independence in learning English with CALL.

The Use of Computer Assisted Language Learning (CALL) at SMAN 2 Ponorogo in Class X MIPA/IPS in the 2019/2020 Academic Year

In this study, CALL or computer-based language learning is defined as a tool or technique to increase the effectiveness of the learning process in the classroom. As a tool, CALL uses smartphones or computers. The smartphones used are the personal smartphones of each student. Meanwhile, the computers used in schools are owned by the school. As a technique, it is a way of teaching English using the help of computers. In this case, the computer is represented by the computer itself and the smartphone. The smartphone itself is a tool that can be used to replace a computer to run certain applications. So smartphones and computers are devices that can replace each other. The equivalent of the word smartphone in Indonesian is 'telepon pintar'. Preliminary research revealed that SMAN 2 Ponorogo has adequate computer, LCD, and tape recorder support for CALL. The preliminary research also revealed that teachers utilize these computers to facilitate English learning.

This research was conducted through data collection through interviews and observations. Interviews with teachers and the Deputy Curriculum Director began with complaints about the limited number of English lessons for the 2019/2020 academic year curriculum. There are only two hours of lessons per week (one meeting per week). According to them, this time is very limited, requiring teachers to make every effort to manage their classes so that students can achieve the expected material and competency targets. When asked about the implementation of CALL via smartphones or computers, teachers confirmed it, but stated that smartphone/computer use is limited in class.

However, smartphone/computer use is more common for assignments outside of class. According to teachers, an internet connection is essential for smartphone/computer use, enabling them to support learning. However, smartphones/computers can also be used offline, for example, to consult a digital dictionary installed on the device, allowing for offline use.

Smartphone/computer applications used in learning include dictionary apps, YouTube, and search engines. The dictionary is the application most frequently used by students. Search engines, such as Chrome, are used to search for English songs, along with the lyrics and pronunciation. The teacher explained, "For a more comprehensive approach, they can browse for reference materials related to the topic being studied. Sometimes they are asked to use YouTube, for example, to imitate speaking or practice listening."

According to teachers, computer-assisted learning, including the use of smartphones for word searches or other assistance, is unavoidable and a necessity. As a planned, specialized tool or technique, CALL implementation is outlined in lesson plans and delivered to the class for implementation. However, the use of computer assistance (including smartphones) is often unplanned in instructional planning. This means that technology use occurs incidentally and automatically because technology has become an inseparable part of students. Teachers conveyed, "The use of technology can occur in planned and unplanned ways. Planned means it is included in the lesson plan/RPP. Unplanned means it is used incidentally by students, whether requested by the teacher or not. The use of technology, such as smartphones, is an inseparable part of students' daily lives."

Teachers' Perceptions of English Learning Independence through CALL at SMAN 2 Ponorogo

Initiative in learning

From the teacher interview data and characterizing the answers, it is concluded that students' learning independence can be examined through several aspects, namely: initiative in learning, students' responsibility for tasks, students' self-confidence in the results of their work, independence in making decisions, and independence in connecting with previous knowledge.

Interviews with teachers revealed that students, using smartphones/computers, are taking initiative in their learning. However, the teacher then added that students don't fully take initiative. Regarding the statement that students don't fully take initiative, the teacher added, "Students are becoming more independent in their learning through the use of smartphones/computers (CALL), although not optimally. This means that smartphones/computers significantly help students learn independently. However, the ease of access they receive makes students overly dependent on the devices." In this argument, the teacher added that students are becoming overly dependent on the devices. Therefore, when completing assignments, students' answers are the result of browsing the internet using smartphones/computers, not purely their own thinking. This answer is also related to students' learning independence in learning English, which suggests that students are independent in learning, in the sense that they are not assisted by 'teacher' guidance but 'don't seem independent' because their answers are obtained from the internet. The teacher concluded that students' initiative was derived from their interactions with computers. The teacher stated this for unstructured tasks that were students' homework.

Responsibility for assignments

So, according to the teacher, computer-assisted English learning can increase students' responsibility in completing assigned tasks. The teacher emphasized the word "ease," further explaining, "smartphones or computers make students' work easier. This can have both positive and negative connotations. Positive connotations mean students can complete assignments quickly and accurately. Negative connotations mean students become overly reliant on smartphones/computers for assignments."

Confident for the results of the works

According to teachers, computer-assisted English learning using smartphones and/or computers can affect students' self-confidence. According to teachers, the use of smartphones/computers in learning activities can be a blunder. As teachers say, students gain confidence because they use smartphones/computers, but conversely, that confidence can be lost when they are without them.

The use of smartphones in learning is part of the learning process. Warschauer explains the advantages of integrative CALL, particularly through the internet, which allows students to explore authentic learning resources from around the world and even engage in real-world communication in the target language (English). In this case, CALL also plays a role in creating a realistic communication environment for students using the target language (English). Therefore, in the process of students' "dependence" on smartphones, they are actually unconsciously exploring learning resources from around the world and synthesizing them to complete teacher assignments.

What actually happens is that when students are separated from their smartphones, they become "stupid," unable to do anything. According to teachers, what needs to be improved is how

to guide students in using smartphones in a structured and systematic way, so that smartphones become learning tools, not just answer keys. For example, a teacher once asked students to write the lyrics to a teenage theme song and then paraphrase it. This assignment yielded numerous benefits, even though students were looking at their gadgets.

Independence in making decision

The teacher expressed his opinion regarding student independence by saying, "Students have become more independent in learning due to the use of smartphones/computers (CALL), although not optimally. This means that smartphones/computers greatly assist students in learning independently. However, the ease of access makes students overly dependent on these devices."

So the teacher said that the use of smartphone/computer media cannot fully make students independent in learning. The teacher highlighted this based on the use of smartphones for student assignments. When asked further regarding the use of CALL in the classroom, the teacher said, "The use of technology assistance designed by teachers in the classroom is very helpful for teachers and students to facilitate learning. Students are not completely dependent on teacher guidance, because they are assisted by 'guidance' from technology. Students simply run the program or application and follow the specified method. Likewise, teachers are greatly assisted by the application, because it can provide material without 100% direct guidance of students."

In theory, as a technique, CALL is considered beneficial for fostering independence for the following reasons: CALL helps develop autonomous or independent students. Louis stated that the use of technology in the classroom can support individualized and autonomous learning, leading to the development of autonomous learners. Louis added that the use of technology such as computers, CD-ROMs, and so on allows students to engage in learning activities according to their individual abilities. Learning through media such as software or programs on CDs, for example, is said to greatly support students' freedom to determine their own level of ability in learning the material.

In other words, the learning process is individualized, where students set their own pace—when to move forward or when to step back to repeat a particular lesson. At the same time, Louis also emphasizes the independence of technology use in the classroom. Given that computer literacy also requires specific learning strategies, students are required to know the appropriate learning strategies that will help them learn and explore more effectively.

In other words, students are required to be independent in finding and applying appropriate strategies in their learning activities. In other words, students are required to be independent in finding and applying appropriate strategies in their learning activities. In this case, teachers can instill learning strategies they want to emphasize in students through technology.

In other words, the learning process is individualized, where students set their own pace—when to move forward or when to step back to review a particular lesson. At the same time, Louis also emphasizes the independence of technology use in the classroom. Given that computer literacy also requires specific learning strategies, students are required to know the appropriate learning strategies that help them learn and explore more effectively.

Thus, independence is formed when appropriate strategies are used in technology-based learning. By requiring students to work on assignments independently, independence will gradually develop. The teacher's statement, regarding the use of technology, suggests that it does not fully foster independent learning, especially when viewed from the perspective of students' excessive interaction with smartphones.

Students' Perceptions of English Learning Independence through CALL at SMAN 2 Ponorogo

Initiative in learning

Learning initiative begins to develop with teacher encouragement, such as asking students to use technology in their learning. In fact, even without teacher prompting, students often use their devices to complete assignments. However, this technology use is unstructured; for students, technology is the key to solving problems. Students believe the internet provides them with broader experiences and enhances their knowledge.

Responsibility for assignments

According to students, when they are faced with computer-assisted learning, they become more enthusiastic about completing assignments and exercises. They automatically complete the assignments and exercises on the computer.

In this regard, students perceive computer-assisted assignments as more systematic and less challenging to solve. Most students stated that they always complete their assignments. Assignments that require them to use a smartphone/computer are not often assigned, so they pay special attention. For example, assignments such as translating from English to English using an online dictionary.

In the context of computer-assisted learning, students reported that they were sometimes able to complete assignments without assistance. They often cross-checked their answers with friends. Students stated, "On the internet, there are so many references to answers to questions that can be found; just find the same or nearly the same answer, and compare it with your friend's answer." This demonstrates that the use of internet-based technology provides diverse learning resources, but students must process and sort them themselves to find the right learning materials.

Independence for assignments

Students said they sometimes do assignments, but sometimes they don't if they're not instructed (by the teacher). They work if the material is interesting or easy to complete. Or if they find interesting learning resources online, they'll be enthusiastic about working on them. Teachers sometimes refer them to specific learning resources online, such as websites or YouTube videos. From these student statements, it can be concluded that technology helps them be more independent in their learning. They don't need to be required by the teacher; they will voluntarily work or seek out learning resources because it's something they find interesting.

Most students said they often think they'll succeed. They believe they'll succeed because they've thoroughly studied the material presented by their teachers, especially those that require the use of technology in class. Lessons that utilize technology provide a unique learning experience for them and are more ingrained in their thinking.

Independence to use knowledge and experience based on situation and condition

Students often consult online references when forced to complete assignments. Despite this, they often find excellent resources that they can use again for future study. Others say they never do. Students sometimes read references while attending class, especially if the teacher asks them to. When using computer-assisted learning, they often skip reading references and instead proceed step-by-step as instructed by the teacher. Using computer applications, they often read references simultaneously, even if not in a textbook.

CALL helps students easily access references, eliminating the need to search elsewhere. Furthermore, with well-programmed CALL applications, students can read references, practice exercises, and work on problems simultaneously in a single lesson.

CALL, with internet support, also allows students to connect English lessons with vocabulary they encounter in everyday life, especially words they frequently hear, such as from songs. Assigning teachers to find lyrics to popular songs can broaden their knowledge, expanding their understanding of the lyrics and their meaning. They can get the history of the song from various sources on the internet.

CONCLUSION

Based on the description of the usage of CALL, it is clearly described that the use of computer Assisted Language Learning (CALL) to teach language class is invaluable especially for SMA students. According to the teacher, CALL learning with the help of smartphones/computers encourages students to take initiative in learning. However, the teacher then added that students don't fully take initiative. Computer-assisted English learning can increase students' responsibility in completing assigned assignments due to the convenience offered by technology. However, there are downsides, as students' responsibility is not fully accountable, as they simply copy answers from the internet without understanding them, especially if the technology is not systematically used. Computer-assisted English learning using smartphones and/or computers can affect students' self-confidence. According to teachers, using smartphones/computers in learning activities can be a blunder. As teachers say, students gain confidence because they use smartphones/computers, but conversely, that confidence can be lost when they are without them. The teacher expressed his opinion regarding student independence by stating, "Students have become more independent in their learning due to the use of smartphones/computers (CALL), although not optimally. This means that smartphones/computers significantly help students learn independently. However, the ease of access afforded by these devices can make them overly dependent on them.

From the Students' Perceptions, learning initiative begins to develop with teacher encouragement, such as asking students to use technology in their learning. In fact, even without teacher prompting, students often use their devices to complete assignments. However, this technology use is unstructured; for students, technology is the key to solving problems. Students believe the internet provides them with broader experiences and enhances their knowledge. According to students, when they are exposed to computer-assisted learning, they become more enthusiastic about completing assignments and exercises. They automatically complete the assignments and exercises on the computer immediately. Therefore, according to students, technology makes learning easier, enabling them to complete assignments better and more responsibly. In relation to student confidence in learning English with computer assistance (CALL), whether through a computer or smartphone, students are helped to develop their confidence in their competence in a given task. The use of internet-based technology provides a variety of learning resources, but students must process and select them to find the right learning materials for them. It was concluded that technology helps students become more independent in their learning. They don't need to be pressured by teachers; they volunteer to work or seek out learning resources because it's something they find interesting.

Lessons that utilize technology provide a unique learning experience and are more engaging, enabling students to become more independent in solving problems without relying on others. CALL really help both teacher and students in giving many benefits like flexibility and useful features. Hopefully students will learn English better. However, when the students learn using CALL there possibly will be a hindrance like unstable internet connection. Due to this possibly condition it is hopefully expected that teacher will always be ready to prepare any anticipation to overcome this situation.

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