THE INFLUENCE OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) MEDIUM USER WITH DISCUSSION AND LECTURE METHOD FOR ENGLISH SPEAKING SKILLS

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Abstract. The use of technology in learning has grown rapidly. One of them is learning English using Computer Assisted Language Learning or CALL. CALL is a computer-aided learning media used in the field of education which easy to access, spread and stored. Afterwards, this study tried to determine the influence of CALL media with lecture method and discussion to improve the cadets' English-speaking ability. This study used quantitative approach and descriptive quantitative analysis that revealed the problems occurred during the English learning. Statistical analysis is used by reviewing the learning process which were involving 50 cadets in both class A and B. The findings showed a significant difference of the use of CALL media in lecture method and discussion on English speaking skill.

Keywords: CALL, discussion method, lecturing method, and speaking skills

1. Introduction

In the field of education, Surabaya Merchant Marine Polytechnic is one of the vocational universities which continuously improve its graduates' abilities to meet the demands of the industries, such as shipping companies, port authorities, and all persons engaged in the maritime industry both at home and abroad. One of the abilities that should be improved is the ability to communicate in English. This is in accordance with Sallis (2002) that all educational institutions should implement and standardize the management quality. For example, in educational institutions which promote sustainable quality programs and the ability that is expected to be able to communicate in English to support the demand from the international maritime industry.

The world of education cannot be separated from technological developments, especially in higher education to support learning. The development of educational technology produces various concepts and educational practices that use the media as a source of learning. This makes a perception that education technology is similar to media. However, the perception is actually contradictory because the position of the media is only as a tool to convey the lesson's content or material. In education system, technology has role to support curriculum development, including design, development, and implementation. Surabaya Merchant Marine Polytechnic itself has a wide range of computer labs and simulators to support learning activities.

In connection with English learning, Computer Assisted Language Learning or CALL is used. It is a computer-aided learning media which easy to access, to spread, and to stored (Levy & Hubbard, 2005). Meanwhile, according to Levy (1997), CALL is more succinctly and more broadly as a search for study of applications of the computer in language teaching and learning. It is interpreted that CALL is a computer application for language learning. However, based on observations, most of the learning activities in classroom are still using discussion and lecturing method. The report showed that the oral test scores and cadets' practice were still below average. Apart from the test scores, the duration of time in speaking and explaining ideas was often difficult, such as in choosing vocabulary. Also, the speech duration is slow and has less courage to start talking to lecturers or classmates. Therefore, with the availability of a language laboratory that has been equipped with computer with the same total of cadets in one class, it is expected Computer Assisted Language Learning (CALL) with the method of discussion and lectures can improve English speaking skills. Hence, the aim of this study is to know how much the influence of Computer Assisted Language Learning (CALL) combined with the discussion and lecturing method on the students' English-speaking skill.

The test scores, included the duration of time in speaking during Q&A and explaining their ideas or ideas often has difficulty in choosing vocabulary, the duration of speaking is also slow, lacks the courage to start talking to the lecturer or to classmates. The average results of the ability to speak as many as 60 cadets in English before taking action with CALL media on average below 60% of the expected results, which is 80%. The value of the elements of speaking skills from the sample for fluency of speech (fluency) of 40%, elements of grammar (structure) of 50%, pronunciation (pronunciation) of 50%, tone of voice and pause (intonation and pitch) of 50 % and understanding of speech material (comprehension) of 60%. Therefore, with the availability of a language that is equipped with a computer with the same number of cadets in one class, it is expected that learning by using a computer or with the term Computer Assisted Language Learning (CALL) with discussion and lecture methods can improve speaking skills in English.

2. Method

To find out if the application of this study was either successful or not, there were 20 cadets in the Class II Nautica used as samples. The study used a quantitative approach with experimental quasi-experiments. Data retrieval by comparing initial ability with after taking the initial test (pre-test) and final test (post-test). This study took on The Surabaya Voyagers Second Class. In this study there are two variables of free or variable x (independent variable) and variable bound or variable y (variable). The free variable was the study of vocabulary using games. This variable can be manipulated and controlled by researchers. Whereas the fixed variable was the ability of the SMCP of the English maritime language of the cadets.

This variable can be manipulated and controlled by the researcher. While the dependent variable is the SMCP vocabulary ability in maritime English of the cadets. The location used in this study is the Surabaya Merchant Marine Polytechnic class Nautica C semester II.

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1. The methods of data collection used in the study are those of tests and the questionnaire. Test method testing methods are used for data retrieval, (pre-test) for treatment before treatment and post-test, after treatment is administered.
2. Method of observation (observation) Observation methods are used to identify any or no obstacles to the implementation of the game games "catch, play ball," "scavenger hunt," and "quiz show" at vocabulary class.

3. Result and Discussion

In this chapter will be discussed some matters related to the processing of data for research, starting with: Presentation of data, analysis presentation, hypothetical testing, and research results. As for more details, as follows: Starting and final tests are analysed with the following steps:

1. Determining assessment criteria given to cadets and tabulating frequencies according to assessment category
2. Based on the data tabulations, the percentage of each according to the margin.
3. The sum deduction of each data is derived from the small percentage.
4. In this data analysis, it's searched for a percentage of the extent of SMCP Maritime English vocabulary proficiency on initial and final tests to find out the improvement in vocabulary proficiency. Pre-test value data from 20 cadets were obtained and shown with the following descriptive statistics:
5.

Table 1. Maritime English Pre-test Scores

N Valid	20
Missing	0
Mean	62.1000
Median	68.0000
Mode	60.00
Std. Deviation	4.37547
Minimum	38.00
Maximum	92.00
Sum	1242.00

Based on the table 1 above, the value of the average (mean) is 62.10, the minimum on which the cadet gets is 38 and the maximum value of 92 and The Frequent mode or score of 60.

Table 2. Distribution of The Frequency of Maritime English Achievement Value

Valid	Frequency	Precent	Valid Precent	Cumulative Precent
38.00	1	5.0	5.0	5.0
48.00	3	15.0	15.0	20.0
50.00	1	5.0	5.0	25.0
54.00	1	5.0	5.0	30.0
60.00	4	20.00	20.00	50.0
62.00	3	15.0	15.0	65.0
68.00	1	5.0	5.0	70.0
70.00	1	5.0	5.0	75.0
72.00	1	5.0	5.0	80.0
74.00	1	5.0	5.0	85.0
76.00	1	5.0	5.0	90.0
78.00	1	5.0	5.0	95.0
92.00	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Based on the table, it shows that the most common value is 60 with the number of cadets as many as 4 or 20% of the number. Whereas the least of which appears is 38.50,54.68.70,72,74,778 and 90 of the remaining 30.

Maritime English Post-Test value data presentation of 20 cadets is obtained with descriptive statistics as follows:

Table 3. Maritime English post-tests scores

N	Valid	20
Missing		0
Mean		80.2000
Median		80.0000
Mode		82.00
Std. Deviation		8.0786842
Minimum		60.00
Maximum		94.00
Sum		1604.00

Based on the table 2 above, the average value (mean) for 80.20 minimum value cadets get is 60 and the maximum value they reach is as high as 94. Frequent score of 82.

Table 4. Distribution of English Post-Test Value Frequency Maritime

Valid	Frequency	Precent	Valid Precent	Cumulative Precent
60.00	1	5.0	5.0	5.0
70.00	1	5.0	5.0	10.0
72.00	2	10.0	10.0	20.0
74.00	2	5.0	10.0	30.0
78.00	1	10.0	5.00	35.0
80.00	2	20.0	10.0	45.0
82.00	4	5.0	20.0	65.0
84.00	1	10.0	5.0	70.0
86.00	2	10.0	10.0	80.0
88.00	2	5.0	10.0	90.0
90.00	1	5.0	5.0	95.0
94.00	1	5.0	5.0	
Total	20	100.0	100.0	100.0

Based on the table above, it appears that the frequently appear value is 82 with a total of 4 or 20% of the number of cadets. While at least 60, 70, 78, 84, 90 and 94 in the number of 1 person. In the maritime English vocabulary test instrument, given a value of 1 for the correct answer and vice versa given the number 0, then the processing is carried out using validated analysis of the Pearson Correlation Method obtained the following calculations:

Table 5. Pearson Correlation's calculations for the validity test

No	The Points	Conclusions
1.	.691**	Valid
2.	.642**	Valid
3.	.826**	Valid
4.	.848**	Valid
5.	.738**	Valid
6.	.681**	Valid
7	.426**	Valid
8.	.756**	Valid
9.	.384**	Valid
10.	.419**	Valid
11.	.443**	Valid
12.	.515**	Valid
13.	.632**	Valid
14.	.496**	Valid
15.	.361**	Valid

No	The Points	Conclusions
16.	657**	Valid
17.	427**	Valid
18.	350*	Valid
19.	509**	Valid
20.	661*	Valid

Based on the data, that maritime English test instruments have 20 problems with different things. By comparison with table 5% (n =20) by 0356, it is decided that the English assessment is valid because t calculating > table. As to know the reliability of the English maritime test, it can be calculated using a version of the SPSS program 17.0 and obtained the following results.

Table 6. Table of calculating Reliability Test
Case Processing Summary

	N	%
Cases Valid	20 0	100.0
Excluded Total	20	.0
		100.0

Listwise deletion based on all variables in the procedure

Table 7. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based On Standardized Items	N of items
.755	.743	20

Based on the tables, they obtained a host of technical analyses with the value of Cronbach alpha 0.755, which is more than an alpha religious requirement of the amount, 0.6, so that the test instrument was restated reliable or when re-examined the latter at later time, it obtained no different results. The usage of the independent test first sample is to find out if there's a difference between pre-test and post-test scores. The meaning of the word independent is free, which means no relation between two samples or two values will be tested. To perform the test, it requires a preliminary hypothesis as follows.
The two groups come from different classes. To perform the T-test, the following initial hypothesis is needed:
H0: There is no significant effect in the use of Computer Assisted Language Learning (CALL) media using discussion and lecture methods on English speaking skills.
H1: There is a significant influence in the use of Computer Assisted Language Learning (CALL) media using the discussion and lecture method on English speaking skills. Obtained the following results.

Table 8. Computer Assisted Language Learning (CALL)
using discussion and lecture methods on English speaking skills

Group	Mean	T counting	Df
CALL & diskusi	19.0	0,501	59
CALL & ceramah	18,5		

Based on table 8. It can be seen that the value of the T count has a probability of 0.501. Because the probability is > 0.05, then H0 is rejected, or in other words, there is a difference between

the pre-test results of the CALL group with the discussion method and the CALL group with the lecture method.

CALL group post-tests data with discussion. In this group, they bound teaching and learning activities with maritime English subjects and computer-assisted media or Computer Assisted Language Learning (CALL) which are also the same as the discussion method. Before the post test, lecturers and cadets were asked to demonstrate their ability to speak in English by means of roleplay, namely communicating using a ship in an emergency and asking for help immediately. Another cadet. Act as another ship that responds and will provide assistance. After this activity was completed, in this study speaking skills are studied only in three categories: grammar, fluency and comprehension. were immediately discussed in the form of questions and answers, especially in overcoming obstacles or problems encountered such as pronunciation errors, grammar, and others. After that, the post-tests were done.

Table 9. Descriptive Statistics Post-test CALL with Discussion Group Method

N	Valid	25
Missing		0
Mean		80.0689
Median		88.0000
Mode		80.0000
Std. Deviation		4.2329
Minimum		77
Mximum		92

Based on the processing and in table 5 above, it is known that from 25 cadets, the value or score of speaking has an average (mean of 80.06%. While the number of middle (median) is 88 and the mode or value that often appears is 88. For the lowest value is 77 and the highest value is 92. Then for the distribution of data, the value of 77 appears, the value of 78 is 6, and the value of 80 is 8, the value of 88 is 6, and the value of 92 is 1.

Table 10. Frequency of Distributed Post-test CALL with Discussion Group Method

		Frequency	Percent	Valid Percent	ComulativePercent
Valid	4	16.0	16.0	16.0	
77	6	24.0	24.0	40.0	
78	8	32.0	32.0	72.0	
80	6	24.0	24.0	96.0	
88	1	4.0	4.0	100.0	
92					

In this group, they bound teaching and learning activities with maritime English subjects and computer-assisted media or Computer Assisted Language Learning (CALL) which are also the same as the discussion method. Before the post-test, lecturers and cadets were asked to demonstrate their ability to speak in English by means of roleplay, namely communicating using a ship in an emergency and asking for help immediately. Another cadet. Act as another ship that responds and will provide assistance. After this activity was completed, in this study speaking skills are studied only in three categories: grammar, fluency and comprehension. were immediately discussed in the form of questions and answers, especially in overcoming obstacles or problems encountered such as pronunciation errors, grammar, and others. After that, the post-tests were done.

Table 11. Descriptive Statistics Post-test CALL with Discussion Group Method

N	Valid	25
		0
Missing Mean		71.3200
Median Mode		70.000
Std.Deviation		70.000
Minimum		4.2329
Maximum		65
		80

Based on the data processing in table 10 above, it is known that of the 25 cadets, the score for speaking has an average of 71.32. While the number of the median is 70 and the mode or value that often appears is 70. The lowest value is 65 and the highest value is 80. Then for the distribution of data, the value of 65 is 2, the value of 70 is 13, and the value of 73 is 6, the value of 75 is 3 and the value of 80 is 1.

Table 12. Frequency of Distributed Post-test CALL with Discussion Group Method

		Frequency	Percent	Valid Percent	Comulative Percent
Valid	2		8.0	8.0	8.0
65	13		52.0	52.0	60.0
	70	6	32.0	32.0	82.0
	73	3	24.0	12.0	96.0
	75	1	4.0	4.0	100.0
	80				

Table 13. Post-test test results between the CALL Group with Discussion Group Method

Group	Mean	Calculated T
CALL & Discussion	21.48	1.301
CALL & Lecturer	19	49

Regarding table 12, the calculated t value has a probability of 1.301. Because the probability is > 0.05, then H' is a difference. Between the post-tests results from the CALL group with the discussion method and the CALL group with the lecture method.

Table 14. The difference between the results of the pre-test and post-test between groups CALL with Discussion Group Method

Group	Mean	Difference Amount
Pre-test group CALL with discussion	**19.0**	+248
Pre-test group CALL with discussion	**21.48**	+248
Pre-test group CALL with discussion group	**18.5**	+0,5
Pre-test group CALL with discussion group	**19**	+0,5

Based on the results of the hypothesis test used T-test, we can find that there is a significant difference using Computer Assisted Language Learning (CALL) with discussion and lecture methods on English speaking skills. It's clear from the results of hypothesis testing which shows the calculated T is greater than the T-table at a significant level of 5%, thus it can be concluded that the use of Computer Assisted Language Learning (CALL) media using diction and lecture methods on English speaking skills resulted in indifference. The final results in the two groups although higher results were achieved by the group CALL with the discussion method. This

can be seen in all the difference amount by the CALL group with discussion compared to the call group with lectures, namely 21.48 > 1.

4. Conclusions

The conclusion from the results of the research and discussion of research data is that there is a significant difference in the use of computer activated language learning (CALL) media using discussions and lectures on English speaking skills. It's clear from the results of hypothesis testing which shows the calculated T is greater than the T-table at a significant level of 5%, thus it can be concluded that the use of Computer Assisted Language Learning (CALL) media using diction and lecture methods on English speaking skills resulted in indifference final results in both groups although higher results were achieved by the group using CALL with the discussion method than with the lecture method.

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