

CHAPTER I INTRODUCTION

1. Background of the Study

English as a foreign language in Indonesia, is regarded as an important subject nowadays. This condition has been caused by the fact that English has become the most used-language in the world. Graddol's study (as cited in Jarvis: 2005) suggests that in the year 2000 there were about a billion of English learners - but a decade later, the numbers will have doubled in 2010.

In responding to this condition, the Indonesian government through the ministry of national Education has stated the importance and the need for the teaching and learning English in Indonesia explicitly in the curriculum 2004 i.e. Competence-Based English Curriculum.

More than half of the people in the world use English. That's why it is ready to carry out the role as the global language. This language has played an important role as the medium language for science, technology and many aspects of human life. Mastering English is regarded as a main requirement for the success in mastering science. In mastering English, it can be acquired through various programs. It is hoped that the program of English teaching and learning at school can be the main place for Indonesian students in mastering English (Depdiknas, 2001)

Based on the statement above, the Indonesian government has changed the English curriculum repeatedly in line with the development of methodology in language teaching, science and technology in this world. This fact can be seen from the development of the curriculum of English, which has been developed by Indonesian government for Junior and Senior High School (*Departement Pendidikan Nasional*, 2003).

However, in reality, there are still many obstacles found in implementing the new curriculum. Most of Indonesian English teachers have not changed their ways or methodology of teaching English in the classroom. They still teach the class by focusing on grammar. This reality has occurred since the changes (the developments) of the curriculum have not been followed by the development of teachers' understanding of the concepts, which underlie the curriculum (Kasihani, 2000; Sudjana, 2000 as cited in Emi, 2005).

In the context of teaching speaking in Indonesia, the fact that the students are reluctant to use English in doing face-to-face interactions even when they are in a classroom setting. This condition seems to be a result of the students' lack of words or grammatical structures to say their ideas in English. In this context, Burns and Joyce (1997, as cited in Amalia) classify three sets of factors that may cause reluctance on the part of the students to take part in classroom tasks involving speaking. The factor is cultural factor (learners prior learning experiences and the expectation created from this learning experiences); linguistic factors (learners lack of knowledge in transferring ideas from learner's native language to English); and psychology or affective factors (include lack of motivation, culture shock, negative effects from the previous learning experience (Burns and Joyce 1997: 231).

In the last few years, there have been dramatic changes in the ways that languages are taught with the replacement of grammar translation by communicative approaches and the introduction of technological tools (Thao: 2003). This condition indirectly demands English teacher to improve his/her way

of teaching. Furthermore, teaching and learning English should be equipped with sophisticated media and tool such as computers (including desktop and notebook) to enhance English language teaching and learning (Smaldino 2005:12).

CALL (Computer Assisted Language Learning), as a new strategy, has opened the new way of the use of learning media. Since it can combine various media (such as text, sound, picture, numerical, animation and video) in one digital software (Chiang 1996, <http://www.elt.com>). Furthermore, because of its capability of being interactive, the computer becomes a sophisticated tool or media to improve the quality of ELT.

The use of CALL nowadays has increased drastically signed with the emergence of specific computer programs for English language teaching such as speech recognition, sound recorder, multimedia and tutorial software (Smaldino 2005). The programs are not only the offline ones, but also the online ones.

Furthermore, Indonesian government has recommended the use of CALL by establishing the planning of national education development (*Rencana Strategi Pembangunan Pendidikan Nasional 2003*). It is said that one of the programs that will be conducted in 2005-2009 is implementing information technology (IT) in the classroom (*Departement Pendidikan Nasional, 2003*).

In the context of the researcher's site for this study i.e. MTs Al-Ikhlas Pangkalan Susu, the English teachers have implemented computer-assisted language learning in their classroom based on the writer's observation. However, there has not been the research on how teachers apply CALL and how CALL can help student develop their English especially speaking ability.

This research, thus tried to portray the implementation of CALL in the EFL classroom, particularly in Madrasah Tsanawiyah or Junior high school. The focus is on the implementation of CALL in teaching speaking in EFL classroom, the benefits of CALL and hindrances that the teacher found in implementing CALL.

2. Research questions

There were two research questions that were answered in this study:

1. How do the English teachers implement CALL in teaching speaking in EFL classroom?
2. What are the benefits and hindrances faced by the teachers and students in implementing CALL in teaching and learning speaking in EFL classroom?

3. The Purpose of the Study

The research focused on the implementation of computer-assisted language learning in English foreign language classroom. The followings are the purposes of this study:

1. To find out the implementation of CALL in teaching speaking in EFL classroom
2. To find out the benefits and hindrances of CALL in teaching speaking in EFL classroom

4. The Significance of the Study

The study was intended to investigate the implementation of CALL, its benefits and hindrances faced by the English teachers and students in implementing CALL in teaching and learning speaking in EFL classroom. CALL has become a new strategy in the teaching of English as a foreign language. The results of this study can provide information on:

1. The use of computer assisted language learning in teaching speaking in EFL classroom. This information is valuable for teachers of English in the research site in particular who still rarely use CALL.
2. The material development for computer based learning to improve the quality of teaching speaking in EFL classroom.
3. Benefits and hindrances of using CALL, this information, hopefully, make the English teachers realize the hindrances in implementing CALL and try to solve the problems.

5. Operational Definition of Terms

In this project, there are some terms related to the field of the study or operational definition. The terms are:

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2. CALL: CALL means using computers to support language teaching and learning in some ways (Egbert 2005:3)
3. English Foreign Language: term which shows English is neither widely used for communication nor used as the medium of instruction (Carter & Nunan 2001:2).

Language learning: This term refers to the "conscious knowledge of a language, knowing the rules, being aware of them, and being able to talk about them (Reid Wilson cited in Krashen, 1988:9)."

