



USING OF CALL METHOD IN WRITING

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Abstract: *This paper shares about using of CALL method in increasing English Writing Skill. The implementation of CALL method brings the new atmospheres in classroom and offers benefit to the increasing of four English skills. CALL method is an alternative tool to assist teacher or lecturer and student language learning. In spite of the benefits, the implementation of CALL method also has limitation. Therefore, teacher or lecturer should remind that CALL method can be applied depends on the situation suitable for the learners and their need.*

Keywords: *CALL Method, Google Docs, Writing, Suitable, learners need*

INTRODUCTION

Now days, the growing of multimedia technology and use of computers, online resources, audio and video inputs became necessary to face the challenges in career. Therefore, the education has used technology to meet the goal of education. Then CALL method emerged in teaching learning. According to Torat in Warwick.ac.id defined that Computer-Assisted Language Learning (CALL) is searching for and studying of computer application in language teaching and learning. Torat summarized several reasons in using of CALL. Firstly, Pennington and Steven (1992) stated that computers can do some of the work of the teacher and provide great helper to the learner even without the presence of the teacher. Secondly, evy (1997) in Torat explained that by using computer and new technology makes teachers are easier in teaching. Today, there are so many well-designed CALL software is readily available to the teacher. Thirdly, Fellix (1998) in Torat defined that technologies provides computers to do multimedia applications, incorporating video, sound, and text, and this capacity makes the learner to interact with both the program and other learners. Fourthly, Oxford

and others (1998) in Torat, they said that the computer offers great pliant for scheduling and moving frequently of individual learning, choosing activities and content to suit individual learning styles. The last, the computer can provide a meaning-focused, communicative learning environment, which serves the purposes of communicative language teaching.

Gonzalez in Madhavi (2015) also defined that the use of CALL (Computer Assisted Language learning) in language learning programs changes of pedagogical methods from a traditional teacher center approach to a method student-centered. CALL is also can be used for language teaching and learning. Significant used of CALL began in the 1960s. During the development of CALL software has followed the changes in teaching methodologies. As teaching methods changes to audio lingual and communicative approaches, CALL software included simulations and more interactive programs. As the addition, the use of CALL has been conducted by Vincent and Maurent. They found that learning strategies employed in CALL can affect the quality of learning the language (1996:32)

According to the history of CALL, they are three stages of CALL which has been defined by Warschauer (1996) in Torat divides CALL into phases of development as follows: Behavioristic CALL, Communicative CALL, Integrative CALL (Multimedia CD-ROM), and Integrative CALL (Internet). From this, it can be seen that the latest stages is the integrative CALL (Multimedia). Integrative CALL allows computer incorporates to the internet such as hypertext, videos, photos, email and Google document. CALL also supports the four skills in English. Therefore, use of CALL can give a freedom for student to practice and drill their learning.

From the explanation above, the writer interested to share about the use of CALL method in writing. Finally, this paper is expected to have contribution theoretically and practically about using of technology in language teaching learning.

1. Definition of CALL (Computer Assisted Language Learning)

According to Levy in Davies defined that CALL is defined as a method search for and study about the application of computer in language teaching learning. Davies also described the history of using CALL in language teaching. He explained that CALL's origin is started during the 1960s. For the first time, the use of computer is dominantly used in universities. Then it grew up rapidly until 1970s.

The early development of CALL has been conducted by plato project at University Illinois in 1960. Then, the arrival of PC (personal computer) presences computing in the great user and became viral in the development of CALL programs and flurry of publication in the late 1970s.

In the beginning, CALL only relied on pre-programmed practices. This can be seen from the lack of performance and skills in the program. Then, it is refined and expands the scope of CALL which is involves a communicative approach and combines with new technology so that CALL becomes part of research in the field of higher academic education.

2. Principles of CALL (Computer Assisted Language Learning)

Brown (200) proposed some important principles to follow in using electronic technology to enhance your teaching. There are several principles of CALL, such as:

Using of technology is only a tool to support the pedagogical goal in class and curriculum. It's not mainly even in a class room.

Evaluating of appropriateness software is needed in the use of CALL method to see the available hardware. It useful to analyze every factor in using CALL method related to the student's mastering to use computer based resource, students interesting, the general difficulty of the task, and any budgetary cost during using computer based resource

Create a classroom environment which supports CALL. Because of the student need to fit to the concept of enhanced learning through computer

Give technology accessible to the students. But, the teachers must consider to the benefit and the risk, because every students have

varying abilities. Teachers should avoid the student with "Technophobic" during using computer enhanced learning. Technology should be used effectively. Effective means that technology can bring student language learning to be better and faster than before. Students are easier to get feedback from the teachers and reach their ability more than their teacher.

Use technology efficiently. This is related to time. If the time is sufficient in class when using the computer, then CALL is feasible to use. For example, when listening activities, students are more efficient using Computer based resources, because they can be replayed and searching of dictionary can be faster.

Make other plans when using technology. Failure may occur during the use of technology. For example, when presentation can be hampered because of hardware or software problems, here, a teacher must prepare another plan instead of the problem occurs when the learning process.

3. The Benefits of CALL (Computer Assisted Language Learning)

As mentioned before that CALL method can be used in teaching learning process, but it is only for assistance for teacher and learner in language learning. There are the benefits of CALL based on Triyanuarsih in Jauhara (2014: 25). Firstly, CALL gives students an individualized and private learning. it allows student to monitor and control student learning process and progress. CALL also can be used for remedial work for slow learner and accelerate learning for fast learners. Moreover, student's motivation can be increase by using CALL Method

CALL is also offer changing for teacher role. In this case, the teacher can be a facilitator who guide students rather than person who monitor and control in learning. CALL method gives a feedback or responses to the student immediately.

4. Types of CALL Program

a. Drill and Practice Programs.

Drill and practice programs consist of mechanical manipulation of words or sentence, using the types of exercise as one uses in class. The value of

drill and practice programs depends on the accuracy and relevance with which vocabulary and structures are used and on the quality of error analysis in the program.

b. . Contextualized Activities.

Contextualized activities require greater involvement by students than occurs in drill and practice exercise. Consisting of units of texts longer than word or sentence items, these programs stress understanding and creative use of language rather than merely eliciting correct and automatic responses. Activities of this type are cloze passages, in which every word missing and must be replaced. By these activities, meaningful and thoughtful interaction between computer and student is achieved.

c. Tutorial.

A tutorial presents new materials to the students and then teacher asks them about information. A computer tutorial can present explanations of concept rules, supplemented by charts, illustrations, or examples, just as textbooks do. Then as follow-up activity, the computer can check on the student's comprehension by proposing exercises or questions. The follow-up questions take advantage of immediate feedback that the computer can provide. In that tutorial branch, the order of presentation can be determined by students' conscious choice or by their performance on the follow-up activities.

d. Simulation

Simulation presents a situation in which the student must interact, playing a role and in what is happening on the screen: a scene or action is portrayed by graphics or by a computer-controlled video tape or video disc player, and at certain points the student is called upon to make key decisions or answers determine the content and sequence of the student-computer interaction. Not only successfully and extensively used in job training and sciences courses, but also this type of program has potential for foreign languages.

e. Tool Program

Tool programs such as word processing and database management programs, are another type of program that, though not created for CALL, can be used in language learning. Word processing programs

perform editing functions, helping students with their writing in the foreign language in the same way as they help them in their native language.

From the types of CALL Program, the writer will share how to apply the tool program. It is the use of Google document in writing.

5. Writing in Google Docs

In line with the development of technology today, many young people are using various digital tools to write and create something new and exciting. The use of digital technology leads to changes and shifts of teachers in writing. So educators are faced writing combined to the technology

Google docs is an online digital tool that provides exciting and interesting features. The features can help teachers in teaching writing skills. The feature is also very helpful for students writing English such as searching words in English digital dictionary, antonym or synonym and provides spelling grammar checking. Google docs also offers collaboration writing feature. So students can write in collaboration with other friends. From source teachthought.com, this article supports the use of Google document in teaching English writing. There are six 6 Ways Google Docs Supports Collaboration in The Writing Process.

- a. Sharing and Commenting for Collaboration and Immediate Feedback
- b. Research tool
- c. Smart Spell Checker with Grammar Support
- d. Integrated Reference Tools
- e. Revision History & Auto save
- f. Templates

From this, we can see that Google Docs is a great tool for helping teachers thoughtfully incorporate digital writing into the curriculum. It can help connect the gap between writing in school and writing in the real world.

Yang (2010) also supported to the use of Google Docs in writing. Yang said that Google docs can facilitate collaborative writing. to achieve this, the students can first small groups and receive a writing assignment. They can then co-author a piece of text using Google Docs, giving comments to other collaborators and editing other collaborators' drafts in real time. It is the kind of synchronous communication other collaborator communication among collaborators that makes Google Docs a more

powerful tool for collaborative writing than wikis or email which involve only asynchronous communication. With the features of Google Docs collaborative writing is no longer bound by time and space. If the students can finish the writing task within class time, they can save their works, store it online, and then continue writing anytime and anywhere.

Godwin-Jones (2008: 7-13) also suggests that Google Docs is probably the most widely used online text editing tool. With the use of Google Docs, it is expected that students not only can have stronger motivation to write collaboratively, but also that their higher-order thinking skills, such as evaluating and commenting on peers' written work, can be enhanced.

From the explanation above, it can be seen that the use of Google Docs as the one program from CALL can assist student and teacher in classroom. by seeing this, the writer has tried the use of Google docs in writing class and it can proved that student writing can increased through Goggle docs. The next part, the writer will share how the application of CALL method through Google Docs.

METHOD

In the application of CALL method by using Google document, the writer has conducted it through Classroom action research. This research has been done in two cycles. Each cycles is consists of two meeting. The Application can be seen on below:

- a. Creating of Google Account. Guide students to have Google drive. The steps are follow:
 - 1) Create Gmail before, if you have Gmail account, you can start from Google drive
 - 2) Visit the Google Drive site. If you do not have a Google account or are not logged in (login) to your account, by default you will be taken to the "sign in" page.
 - If you already have a Google account, enter your username and password and press the "Sign In" button to access your Google Drive.
 - Note that a valid Gmail account you can use to access Google Drive. You do not need to sign up for Google Drive if you already have a Gmail account.
 - The Google Drive page is located at:
<http://drive.google.com/>

case, internet connection is assisted by modem). Finally, the use of CALL method can run well and increase student English writing.

DISCUSSION

Use of CALL in Writing

Writing, one of the four skills of language, is an extended form of thinking. It is a personal achievement and is valuable almost in every occupation. It is a continued process of discovery involving a series of steps. Through writing the writers express their ideas and thinking.

A skill is a learned activity. It is something one can develop through practice and reflection. Kheryadi (2017) added that, writing skills are an important part of communication skills. Professional engineers are expected to write reports, e mails, memos, notices and letters to their peers, subordinates and the public as a whole for communicating with them for a variety of purposes. If any of these written communications is badly, incorrectly or inappropriately structured or framed, the peers or subordinates will waste time trying to make sense of it. Badly written communications also open to misinterpretation. Writing is the primary basis upon which the work, the learning and the intellect of a person will be judged-in colleges, in the workplace, and in the community. It is an active process of discovery and reinforcement. It prevents students from becoming passive.

Emig (1971), identified the process in writing, they are:

- a. Prewriting (brainstorming and generating ideas)
- b. Drafting (writing)
- c. Revision (re-reading the ideas)
- d. Editing (error correction)
- e. Publication (sharing of product in the classroom).

At the beginning of the 21st century, a new pedagogy has begun to develop in teaching writing; a balanced approach has been adopted in writing classrooms and 'writing is viewed as a communicative social act'. Therefore, CALL program can be used to help student to be a good writer. The stages also can be used in teaching writing by using CALL program

Talking about the effectiveness of CALL in improving students' performance in the basic skills, specific skill areas, grade levels, and content areas, etc., Neu and Scarcella (1987) in highlighted the following findings:

Writing quality of students can be improved by using word processors;

- a. Higher grades tends to be achieved for word processed assignments;
- b. Attitude towards writing and motivation can be improved; and
- c. Students want to write multiple drafts when word processing is used.

According to Brierley & Kemble (1991:33) in article shodhganga.inflibnet.ac.in, there are seven major applications for the word processor in writing: formatting, cutting and pasting, insertion and deletion, search, editing up, editing down, and editing across. These functions can be performed through the Word 2003, the word processor which is used in this study. It has: "Edit", "View", "Insert", "Format", "Tools (track changes)," etc. For writing skills editing is very important. By editing - deleting, moving, or adding characters, changing font styles, inserting bulleted items, and altering the color of the text- one can modify a document.

In spite of them, in the article shodhganga.inflibnet.ac.id, the word process also provides functions. Spelling and Grammar can also help the learners in improving their knowledge of vocabulary. Dictionaries and thesaurus are also available for the student in the word processor. They can use them 'interactively'. Dictionary is used in language learning as a resource and learners can use this resource for developing language skills, especially writing skills. Another important feature available with most of the word processors is that learners can also learn synonyms and antonyms while using a computer. From this program, computer can change the various writing text. It allow writers to jump backwards and forwards in their texts, revise and rephrase, delete and insert and at the same time provide the writer with a hard copy at any stage.

CONCLUSION

From the explanation and the research has been done. Teachers or lectures can implement CALL method for teaching writing depending on the situation suitable for the learners and their need. Before teaching, the teacher or lectures can decide that a certain part of the syllabus can be handled on the computer nowadays, many teachers ask their students to submit their work, share to other friend and give comment or suggestion.

CALL method in case of using Google Docs in writing, has a great effect to expose the student interesting in writing. Their enthusiastic looks great when they learned based computer.

CALL method by using Google Docs makes students are easy in commenting and collaborating in writing class. It also help student to increase their English writing especially in spelling/grammar, vocabulary, and the use of punctuation. It guides students to be a good writer.

In spite of them, the use of CALL method through Google Docs has also limitation. The following are the limitation:

- a. CALL cannot evaluate unexpected input,
- b. CALL cannot give feedback individual beyond of determined message
- c. CALL cannot give a motivation directly
- d. Use of CALL needs budget. Because of hardware and software are very expensive. it is very difficult to acquire them
- e. Use of good CALL needs a cooperative teamwork.
- f. There is a problem of have and have not internet.
- g. Teachers or lecturers of ELT may have negative attitudes towards CALL because of limited skill in technology. Therefore, teacher or lecturer who has interested to implement CALL should really know how to operate it.
- h. CALL cannot replace teachers although the development of CALL
- i. There is a lot of CALL only focus on teaching separation, the differences in language skills and components can ignore discourse, context and culture.

From the explanation above, it can be interpreted that the use of CALL method in teaching has the benefits and limitation. CALL is also not only used for teaching writing, but also reading, listening and speaking based on the appropriate and available program which is offered by CALL method.

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