

Evaluating Integrated Task Based Activities and Computer Assisted Language Learning (CALL)

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Abstract

This study is to evaluate the implementation of Task Activities based on CALL which consist of observing, questioning, exploring, and communicating. The developed materials are nine chapters that had been implemented in two different classes of SMPN 1 Gresik and SMPM 4 Gresik in Indonesia. Of questionnaires and interviews, the results indicate that the materials that have been developed already meet the standards for preparing and getting excellent response from users, especially teachers and students in several aspects, namely; competencies and objectives, content material, relevant activities, media which was authentic and interesting, and the fulfillment of the diversity of types of exercises that are available in each chapter. So that these materials can conclusively give the student easier understanding, interesting, and fun learning, because these materials have been equipped with the exercises both in class and individually. This study implies that combination of task based activities and CALL really generates better opportunities to create English Teaching more innovative.

Keywords: task based activities, CALL (Computer Assisted Language Learning)

1. Introduction

English teaching in Indonesia always requires innovations and more efforts to maximize the expected results. Besides, maximum efforts are also needed in updating methods which are emerging until now, for example; communicative method, learner centered, and learning-centered methods, in the context of the implementation and development of foreign language learning model that fit the needs of students. Thereby, improving a correct understanding of the English teachers in Indonesia to implement the latest learning strategies that are actually appropriate to the circumstances and wishes of students is our common priority to improve the success of English language teaching at secondary school level. Therefore, serious efforts in improving the optimization of the implementation of strategies and methods that particularly give positive impacts on the quality of teaching in secondary schools are extremely necessary.

Not maximal application of the teaching of English in secondary schools so far are due to several reasons including the lack of maximum understanding of the teachers in implementing new learning models, the lack of cohesion between the materials and strategies to the real needs of learners in the class, and the last is the rapid development of information and technology especially in the fulfilment of interactive learning media, so many teachers who are lack of technological literacy impact on less interesting teaching practices.

Some reasons mentioned above shows how important is the impetus that needs to be given to all junior high school teachers to help design a creative learning by giving examples or models of learning that prioritize the needs of the students. Understanding of the secondary school students is necessary because, according to Harmer (2009) learners at this age are the best period to learn English, have a strong attachment to a sense of ownership, and high recognition of the group (as they were at the age of self identity).

Of learner characteristics as described above, it would require serious efforts to help teachers design learning activities that optimize the joint of communicative activities and optimize their need to learn interactively. Thus the task-based activities that optimize the diversity of peer activities, small group, and large group in the classroom, are good options to offer optimizing the results of English language learning more successful. Interactive activities in learning for both peer and the group are very important as has been stated by Ellis (1993) that the interaction of the natural learning is characterized by the existence of duties with the following criteria:

focus on meaning, contains a gap containing opinions, information, and reasoning, providing good linguistic resources, and has clear non-linguistic outcomes.

Task-based activities thus always contain three stages of the main activities (Prabu, 1987) that is; in pre-task activities teachers prepare all materials and explanation of the tasks to be performed by the students; task-activities are the stages where students perform learning activities to do activities together for both small and large groups. In addition to core activities, students can also be asked to do the planning to make a report (post-task) which contains analysis and review of the group to be presented in the form of a recording, video, text, presentations, etc., and give each other feedback to others. In the next era, the model is then developed by Willis (1996) with a more complete of six stages, namely pre-task, the main task, task evaluation, planning, task presentation, and post-task.

In the application of Task Based Learning, the most important thing is the role of students as learners where they should be active and maximize their role optimally in their activities with full of responsibility, both in the involvement of content and language used, as well as other equipments that drive the optimization of task-based (Branden, 2011). Thus the teacher must be able to motivate the students either individually or in groups in conducting independent and interdependent task completion.

In accordance with the demands of current developments, advanced learning patterns are always synonymous with the development of information and technology (Thomas & Reinders, 2011), particularly in the application of learning by Computer Assisted Language Learning (CALL). Thus, the combination of the application of task-based learning with CALL is a good lesson plan to meet the demands of today's necessities both in terms of material development, strategy, and curriculum design. This opinion is also confirmed by Thomas (2011) that the task-based approach of technology based provides a good impact on the achievement of learners, especially students in Japan so that they are highly motivated to learn maximally. Some other researchers have also proved the same thing for example Jeon and Han (2006), who has been researching on the perception of the implementation of Task Based Language Teaching to students and teachers in Korea where the results show that they give a positive perception on TBLT as motivated to learn in class. This is also shown by Dailey (2009), who has developed a curriculum-based English Course of TBLT in Korea.

More specific research is primarily associated with English language skills which have also been raised by Rahman (2010); and Robinson (2011) on the increase of oral communication (especially on accuracy, complexity, and fluency) with TBLT, and also Setyaningrum (2011), who focuses on the use of Task Based on the improvement of writing.

This study once again refers to the general principles of task-based application, as described by Jinxia (2010) who divides the task-based process into three main activities, namely; pre-task activities, which includes activities that must be undertaken to prepare for the task; Whilst-task activities, which include the core activities of the teachers and especially the students in accomplishing the task interactively, authentic, and maximum; and post-task activities, which include all activities related to the follow-up of previous core activities. At glance the needed design of this task is to prepare students to be able to master communication and to communicate tasks based on certain authentic themes so that students are familiar with advanced communication and great for the provision of their lives. Task-based learning activities in this course should make students interested in doing job well so that the learning process is effective.

The next task based activity developed in this study is completed by learning media based on CALL (Levy, 1997), where all learning application is supported entirely by a computer application with integrated design of all skills in one unified theme of learning that still refers to the goal or competency in learning. This still refers to pedagogical and methodological rules by promoting a combination of constructivistic, cognitive, and behavioristic.

This research is expected to provide encouragement and inspiration of educators in junior high school, especially for those who are starting the development of information technology-based learning model and computer. Thus, the main objective of this study is to help complete the lack of resources and instructional media so as to meet the demanding needs of students as well.

2. Research Method

2.1 Design and Instruments

This study is an evaluation on the combination between task based activities and CALL in which the implementation is conducted in six meetings at two Junior high schools. The CALL strategy and procedures prosessed by using task-based is described in Table 1.

Table 1. Teaching Implementation

Pre-Task Activities (Observing and questioning)	<p>Each section uses interactive comic image by using a combination of CALL.</p> <ol style="list-style-type: none"> 1) Students listen to recordings of conversations in the comics integrated with listening materials in accordance with the themes of the syllabus. 2) Discuss in depth the listening materials that have already been heard in small groups to encourage interest and curiosity about the materials of students through learning the process of asking actively and creatively.
Task Stage (Exploring and associating)	<p>Analyze and present the findings and opinions of each student in the group, especially for some of the following points;</p> <ol style="list-style-type: none"> 1) The attitude of the students during the engagement 2) Situation of study that is required 3) How good is the discussion proceeded 4) Discuss the expressions of language used
Post-Task Activities (Communicating)	<p>Follow-up discussions are required on every single achievement of competence.</p> <ol style="list-style-type: none"> 1) To have a role play 2) Sing and analyze songs related to the theme

All the three main processes are arranged over nine materials in accordance with the competencies that have been developed in the seven grade of secondary school syllabus in Indonesia. The entire contents of the materials are then applied in two schools for six meetings.

After application of the model Based on the integration of CALL and Task Based is completed, the next step is to provide questionnaire to all students (thirty students) and all teachers (four people) of the two schools. Further interviews are conducted to add the data to confirm the results of the questionnaire. Therefore, this study is a mix method integrating qualitative and quantitative paradigm.

2.2 Participants

The data is taken from two schools of junior high in Gresik, Indonesia, in which they represent state and private groups particularly at seven grade. SMPN 1 is the representation of state school with thirteen students while SMPM 4 Giri is the private school represented by another thirteen participants. In short, this study uses questionnaires and interviews in that the two questionnaires are given after the implementation of learning based on Task-Based and CALL for six sessions in the two schools with 30 respondents and four teachers, afterwards, interviews are given to some students and English teachers from the similar two groups..

2.3 Data Collection Procedures and Analysis

The questionnaire consists of fourteen items that include the suitability of learning competencies, material coherence and its coverage, sources of materials, language uses, skill integration, level of difficulties, integrated media, and self evaluation. After the data from questionnaire is collected then it is analyzed quantitatively using percentage and calculated to see the dominant effectiveness. Data from Interview is collected from students and teachers then analyzed by reducing and displaying all domains so that the conclusion of the interview is drawn to support the results of the questionnaires.

3. Result and Discussion

As agreed in the workshop at the beginning before the implementation of the study which is attended by representatives of English teachers from the two schools of SMPN 1 and SMPM 4 Gresik, that the implementation of learning has been carried out into six times with the details that; the first two meetings are to test the materials from the beginning, especially chapter one and two; the next two meetings are for the middle section of the book that is chapter four and five; the last two meetings are to the end of the subjects namely chapters eight and nine. Some important points that need to be addressed here related to the implementation of the study are:

- 1) The teachers have been equipped with an understanding of teaching concept especially in the workshop to apply English materials based on integrated task-based and CALL.
- 2) The classes used have adequate support facilities for learning (such as LCD, Laptop, or VCD, etc.).
- 3) In the implementation of teaching practices, the teachers are helped by a university student to record and simultaneously support classroom activities that are necessary.

The followings are the results of material assessment of the integrated Task-based and CALL by four English teachers in two schools, namely SMP Negeri 1 Gresik and SMP Muhammadiyah 4 Giri Gresik after the application in each class.

Tabel 2. The results of teachers' assessment of task-based and CALL materials

No	Materials	Assessment (%)			
		1	2	3	4
1.	The materials are in accordance with the learning competencies	0	0	75	25
2.	The presentation systems of materials are coherent	0	0	50	50
3.	The material presentation is really complete	0	0	25	75
4.	The material presentation is interesting and not boring	0	0	75	25
5.	The materials are proper and current	0	0	25	75
6.	The existing Illustrations and examples are helpful for understanding	0	0	75	25
7.	The examples of the materials are relevant and current	0	0	75	25
8.	The language use is appropriate for learner level	0	0	25	75
9.	The material is easy to learn by itself	0	0	0	100
10.	The materials adequately integrate all skills	0	0	0	100
11.	Material exercises are adequate for enrichment	0	0	75	25
12.	The learning media Integrates all skills	0	0	75	25
13.	Models of the media used are varied and interesting	0	0	0	100
14.	The availability of materials is enough for <i>self-evaluation</i>	0	0	0	100
Total		0	0	41	59

As explained in the questionnaire for teachers, that the Likert Scale used has a range of 1 (very bad), 2 (not good), 3 (good), and 4 (very good). The above data shows that after implementation in classroom teaching, it was found that all teachers gave satisfactory impressions and comments (good) as much as 41 percent and very satisfying (very good) 59%. Thus this material gets a good response, especially for teachers who are happy with the development of science and information technology in learning English. Nonetheless, based on findings in the interview as well, seven points which are considered and need to be improved to be excellent is the matter of competence and sequence of material presentation, and its current illustrations, as well as material and media enrichment of exercises and integration of the skills being developed. It's all still regarded as positive input for the realization of the overall quality of the material in order to provide a positive impact on the quality of learning.

Furthermore, the questionnaire has also been given to 30 (thirty students), in which 15 (fifteen students) are from SMPN 1 and other 15 (fifteen) are from SMP Muhammadiyah 4 Giri, Gresik. Recap of the results of this questionnaire can be presented at Table 3.

Table 3. The results of students' assessment about the integration of task-based and CALL

No	Materials	Assessment (%)	
		Yes	No
1.	There is a learning objective	100	0
2.	The presentation of material is coherent	93	7
3.	The material presentation is complete	90	10
4.	The material presentation is interesting	100	0
5.	The sources of materials are current	86	14
6.	The illustrations help understanding the material	93	7
7.	Exercises in each chapter is relevant and up to date	83	17
8.	The use of language is appropriate for learners' level	93	7
9.	The material is easy to learn by itself	100	0
10.	All skills; Listening, Speaking, Reading, and Writing are integrated well	83	17
11.	Many developed exercises that help understanding	93	7
12.	Models of media used are varied and interesting	100	0
Total		92.8	7.2

Overall, the results of the questionnaire to thirty students show that 92.8% (Ninety-two point eight percent) of thirty students suggest a positive or receive well of the task-based material integrated by CALL. All aspects that have been asked are about the suitability of competence of each chapter 100%, systems and scopes of the presentation of material are 93% and 90%, presentation of interesting material 100%, use of illustrations and language used respectively is 93%, ease of material to be studied 100%, and the adequacy of the additional exercises and various interesting media respectively 93% and 100%. Three other points that are considered crucial are the recency of the material 86%, the availability of exercise provided 83%, and the integration of all skill 83%.

Of the three points, there are 14% of students who still consider the need for recency of the created material, 17% of them need additional relevant exercises, and also require the integration of skills of the developed materials. Although in general the students have considered the material that have been developed meet all the above aspects, the response of students who think they are less satisfied is only 17%, this result is still considered important by investigators to be considered as a valuable input in the subsequent corrections.

The recapitulation of the student questionnaire is linear with the findings of the teachers that although all the materials that have been developed fulfill the satisfaction of the users of both teachers and students, but there are similar points that should be noted in order to increasingly provide the level of excellent acceptability especially on three main points, namely the exercise recency and materials developed for the integration of all skills, other relevant additional exercises, and the current media that is increasingly varied.

Furthermore, to determine the additional data that corroborate the findings of the questionnaire above, it is necessary to present the results of interviews with some of the students who have used the material in the classroom teaching (explanation of the results of this interview is in the following explanation)

In general, the results of interviews with some of the students are the ease of using the materials, the interest of materials, and some of the difficulties or deficiencies that can be found on the application of these materials.

The first is regard to the ease of using the material based on integration of Task-Based and CALL. Some students' responses to the ease of using these materials are as follows:

Student 1;

Menurut saya ini sangat membantu pelajaran karena terdapat gambar gambar dan pembelajaran ini mudah untuk dimengerti karena terdapat banyak penjelasan digambar-gambar ini menerangkan namun terdapat banyak penjelasannya dan terdapat soal-soal yang mampu untuk menguji...eh...menguji dan....begitu.....sekian

(I think this is very helpful to understand the lesson because there are drawing pictures and it is easy to understand because there are many explanations of the pictures, and there are many exercises that can afford to

test understanding ... uh ... test andSothank you).

The ease of using the material after implementation in this class is indicated that student one thinks he easily finds the gain of using this material with some supporting facilities including the images supported by some explanations of the activities so that the meaning of each chapter can be obtained fast. A similar response can be expressed as follows;

Student 2;

Nama saya Mona Yunita. Menurut saya pembelajaran ini sangat menarik dan juga mudah di me...mengerti karena terdapat gambar-gambar yang sangat bagus dan berwarna warni dan ada juga listeningnyaeh...suaranya itu jadi kita itu.... Mengerti dan lebih jelas. Terima kasih.

(My name is Mona Yunita. I think this study is very interesting and also easy to understand ... because there are very nice and colorful pictures and there is also listening materialeh ... the voice makes us Understand more and more clearly. thank you).

The second excerpt above shows that the ease is obtained by the students due to the developed materials that have met the aspects of integration between the colorful drawing pictures and listening material that must be covered by the students. This opinion is also in accordance with the following third student;

Student 3;

My name is Aliya Putri, from seven B. My number of absent is three. Eh... I enjoy with the ...this project because it is a special learning so this is interesting. There is ... there are many pictures and I like the sound and when I... ehm... when I ...ya.. answer the question ee... yes it help me to learn more English. I feel very eeh... ehee... exciting because in the other subjectthere is no like this No with computer.

The third student excerpt shows the response of two things: convenience and interest of both collective use of the material in the classroom and also individually. The reason given is that there is good alignment between the use of the images and how to combine listening materials by showing voice and its action.

From some excerpts above it can be deduced that the materials provide adequate facilities for some reasons that is the integration between the blend of colorful drawings together with listening exercises has correspond to the learning activities so as to provide easiness of understanding materials.

The second is about the interest of the materials. Some have been mentioned about the interest of students to the developed materials in the previous quotes. However, the students' general complete of interest can be explained in the following interview excerpts;

Student 4;

I think it is very fun and eh.... I am enjoyed. Yes I got a little difficulty the..... karena ini sesuatu yang baru buat saya selama saya sekolah eh (because this is a relatively new for me during learning English at my school)... belum pernah belajar seperti ini (I never learn English like this before).... Jadi cukup menarik lah (So interesting, I think). Saya pikir jika pelajaran bahasa Inggris seperti ini, model pembelajarannya...lebih mudah mengerti (I think if the learning processes like this, the learning model....easier to understand).

The fourth quote indicates the interest of the materials because the student considers that the material he learned is a new product. The new implications in this case are models and procedures performed in this material indeed seek to maximize technology and supporting facilities, especially integrated listening, so that students feel interested. The Interest of the specific case here is mainly related to the integrated listening material which is also indicated by the student as follows;

Student 5;

Menurut saya listening ini sudah bagus, tapi kita tidak mengetahui ee... apakah yang kita jawab itu benar atau salah... gitu pak. Jadi menurut saya listening ini sudah bagus, sudah bisa kita pahami dengan baik, tetapi kita tidak tau apakah jawaban dan tulisan kita itu benar atau salah.

(I think this is good listening material, but we do not know ee ... whether we have right or wrong answer ... so that is it. So I think this listening is already fine, we can already understand well, but we do not know whether the answer and we are writing is true or false).

Furthermore, the third aspect is related to the material sufficiency of the exercises that are available for the classroom as well as for independent learning. Explanation of the results of the interview can be described as follows;

Student 6;

Menurut saya ee... pembelajaran program ini sangat membantu karena bisa lebih mudah dalam melatih kita mengerjakan soal-soal dan melatih kita untuk... kayak program listening gitu, supaya kita lebih ee... bisa dalam mengerjakan hal itu. Kesulitannya ketika listeningnya ada suara yang ee... yang kurang jelas. Maunya ya.. suaranya yang.. yang membaca lebih diperjelas dan diberi suara yang lebih keras sedikit.(Ee ... I think the lesson of this program is helpful because it can be easier to train us to do the questions and train us to ... like a listening program so that we might be more ee ... can do all the things. The difficulty is that when there is not a clear sound ee in listening ... less clear. I wish the .. voice .. which reads the texts is more clarified and louder slightly)

Student 7;

Menurut saya program ini dapat membantu kita untuk berlatih berbahasa inggris karena disertai dengan listening dan soal-soal lain.(I think this program can help us to practice English language because it is accompanied by listening and other exercises)

Student 8;

Menurut saya program ini sangat menarik karena disini listeningnya lengkap dan soal-soalnya sudah lengkap sesuai dengan kurikulum 2013 (I think this program is very interesting because the listening materials here are complete and all materials have been according to the curriculum 2013).

The three quotes from students six to eight above show a good response to the exercises that are provided in the materials. Completeness of these exercises is important to foster learning not only classical but also individually so that students can gain exposure to learn English language sufficiently to provide good learning opportunities for improvement. The concern in this case is some qualities of listening materials that must be addressed, especially little less obvious, and also some possible answers to the exercises where they found the available placement of alternative answers still cause confusion so that some students are still difficulties in finding true answers.

The results of this research especially on the use of CALL and Task-Based Writing have demonstrated good effectiveness, and this was consistent with previous studies by Tilfarlioglu and Basaran (2007) who had demonstrated the effectiveness of task-based to improve reading comprehension. Likewise, by Erten and Altay (2009) who show the strong influence between the learning task-based of speaking to the increased interaction and behavior of students in learning English. Moreover, further researchs on the use of Task Based also show the same thing that is the effectiveness of Task Based on the learning achievement of English (Zhao, 2011; Jiang & Sun, 2010; Nobar & Ahangari, 2012; Tabar & Alavi, 2013).

The Integration of CALL and Task Based Learning has also been the concern of many researchers as well as Sarani and Arani (2014), who show the integration of Video Task-based to increase listening ability, Liu and Xu (2015) that integrate TBLT with peer feedback on SCMC-based and has increased the ability of critical thinking, as well as Huang and Hung (2015), who optimize video dubbing based on tasks and have improved the ability to speak but also to increase motivation and reduce anxiety in learning. The needs of CALL integration and Task Based also inspire He and Lian (2015) to develop CALL-VT system and the results of their research show outstanding contributions to improving the ability of pronunciation.

In short, this study is actually consistent and supports the previous findings in which the varieties of task based activities integrated with CALL are in need of development to provide suitable choices for teachers to select the best teaching materials in classes. This combination is actually a good strategy as well to begin fulfilling students' needs to cope with the rapid progress of current necessities and wants.

Regardless of the better impacts on the results of implementation, however, this study also provides some important points for correction as the improvement of the implementation of the integration of learning and Task Based CALL activities for secondary school include;

- a) Completeness aspects still needs to be polished further, especially on some types of listening materials which are less clear and little difficult to give vocabulary explanation so that students can still use this material individually and fun.
- b) After discussions with the teacher, a guide for teachers is less necessary because the instruction in each chapter is sufficient and allows teachers to use the materials easily. Teachers just need varieties of supplement of exercises needed for enrichment and other extras needed to complete lesson plans.

4. Conclusion

After implementation of integrated Task-Based learning materials based on CALL in actual class of two schools (public and private), it can be concluded as follows:

- 1) The material has been developed to effectively meet the standard of preparation and getting good response from users, especially teachers and students in several aspects, namely; competencies and objectives, content material, relevant activities, media which is authentic and interesting, and the fulfillment of the diversity of types of exercises which are available in each chapter.
- 2) The materials of Task-based on CALL has also been getting very good response as English language learning materials for classroom activities for formal as well as tinformal; individual learning or in groups of independence.
- 3) Based on the interviews, this material also meets aspects of easiness, interest, and fulfillment of materials, availability of exercises or questions necessary for the enrichment of both classical and individual.

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