COMPUTER ASSISTED LANGUAGE LEARNING (CALL) IN ENGLISH TEACHING AND LEARNING PROCESS DURING PANDEMIC AND POST PANDEMIC

SKRIPSI

Submited in Partial Fulfilmemt of Requirements
for The Degree of Sarjana Pendidikan (S. Pd)
English Education Program

BY :

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2024

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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
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No	Masukan dan Saran
Judul	
Bab I	Sebaiknya dimasukkan Permasalahan di lapangan
Bab II	- Penulisan Kajian literatur harus diawali dengan Grand Theory, middle Theory dan Applicated Theory - Sebaiknya Relevansi study dimasukkan
Bab III	- Penulisan Kajian diperhatikan sesuai buku panduan. - Pertegas Subjeck penelitian yah Strabat.
Lainnya	- Penulisan daftar pustaka - Referensi Sebaiknya 60
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

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PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul Computer Assisted Language Learning (Call) In English Teaching And Learning Process During Pandemic And Post Pandemic adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan,15 Juni 2024
Hormat saya
Yang membuat pernyataan,

Riza Danita

ABSTRACT

Riza Danita 1902050006. Computer Assisted Language Learning (CALL) In English Teaching And Learning Process During Pandemic And Post Pandemic. Skripsi. English Education Department Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan 2024.

This research aims to determine the use of computer-based learning in the English language teaching and learning process during the pandemic and after the pandemic. This research aims to compare the teaching and learning process using computers for teachers and students at SMK BUDI AGUNG MEDAN during the pandemic and after the pandemic. The aim of the research is to determine the perceptions of teachers and students regarding the differences in learning using computers at school and at home. The population taken was 1 English teacher, 1 Indonesian language teacher, 1 history teacher and 2 class XII students with 5 questions. This research uses methods that involve surveys of teachers and students as well as qualitative analysis of data from interviews and classroom observations. The results showed that the use of CALL increased student engagement and improved their learning outcomes during the pandemic, when distance learning became the norm. In the post-pandemic era, CALL continues to provide significant benefits by enriching conventional teaching methods and providing flexible tools for students' independent learning. However, challenges such as limited access to technology and diverse digital skills among teachers and students need further attention. In conclusion, CALL has great potential in increasing the effectiveness of English language teaching both in emergency situations and new normal conditions, provided there is adequate support for infrastructure and training.

Keywords : CALL, Teaching, Learning loss

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The title of this study is Computer Assisted Language Learning (CALL) In English Teaching And Learning Process During Pandemic And Post Pandemic. This skripsi is written to fulfillment one of the requirements to obtain for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education, Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara. In writing this study, there were so many problems, obstacles, and difficulties certainly, and it was impossible for the researcher for finishing this study without help from many people around. Thirdly, the researcher would like to express her grateful feeling especially for lovely Parents Syamsu Rizal and Sri Wardani that have given great affection, prayer, strength, advices, support, material and motivation during her education process. May Allah always bless them. Furthermore, the researcher would like to express her thanks to the people who have given guidance, support and spirit during thecompletion of this research, they are:

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4. **Arianto, S.Pd., M.Hum,** as the supervisor who had given the thoughts suggestion, ideas, critics, and guided the reseacher in finishing the study.

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is an international subject that is one of the subjects that must be mastered and studied by students in Indonesia, both from elementary school to college. By mastering the correct English, we will easily communicate and even establish relationships with foreigners. Learning English has now become an obligation for us so that in any condition we are required to master the language. In this modern era, learning English is very easy with the help of technology.

The rapid development of technology in the current era of globalization has an inevitable impact on the world of education. Global demands require the world of education to always and continuously adjust technological developments with efforts to improve the quality of education, especially in the learning process. One of the information technologies that is often used in the teaching and learning process is the computer. Computer can be used as simple learning media. Even now the use of computer in the world of education is increasing. Students are very happy and often look for references to lecture material via computer rather than by reading books. Especially since the Covid 19 pandemic forced us to implement a social distancing policy, or in Indonesia better known as physical distancing to minimize the spread of Covid 19. So, this policy is sought to slow down the spread of the Corona virus in the community.

The Ministry of Education and Culture (MOEC) has responded with a policy of learning from home through online income. Therefore, during this pandemic we utilize the use of computer ph to continue the teaching and learning process. computer has many features such as internet connection, text/message services, video player, music player, camera and the last one is the last application. The existence of computer has its own phenomenon for the world of education, especially for students. Its presence offers sophistication to be able to access all information around the world very quickly, easily and cheaply (Dina & Ciornei, 2013). Computer is very supportive of the teaching and learning process, one of which is through Computer Assisted Language Learning (CALL). CALL is a new model in learning English both inside and outside the classroom. In this learning concept that can be accessed at any time. CALL is part of e-learning, but CALL is more inclined to use the sophistication of computer (Nurlaili & Nurmairina, 2020).

CALL is personal learning that is done anywhere and anytime with Computer devices. CALL has many advantages, including emphasizing collaborative learning, increasing mobility, free time, environmentally friendly, interactive and cheap because it uses the latest technology. CALL is a substitute way of learning that allows students to be told to use personal computer devices outside the classroom (Wang & Higgins, 2006; Kukulska-Hulme, 2009; Kukulska-Hulme & Bull, 2009). CALL is also considered to potentially provide a context where learning styles are individualized, realistic and autonomous (Kukulska-Hulme, 2009).

Based on the explanation above, the researcher is interested in analyzing students' perceptions of the use of computer in the English teaching and learning

process. but there are some things that until now are still something to be very careful about when using computers, such as children who are addicted to online games. There are negative and positive impacts on this addiction, the negative impact is that Excessive online gaming certainly has a negative or positive impact. This will have an impact on student behavior that leads to socially deviant behaviors. Time spent playing online games will affect students' behavior such as being lazy to study, true, often being late to school. Deviations made by students as a result of online gambling, namely dishonesty. This dishonesty is practiced by students because they always ask for pocket money from their parents, so if students are dishonest by directly telling their parents that they are playing online games, then of course their parents will have a hard time giving it. With fake reasons like that for college students to play online games, research by Fauziah (2013) indicates that access to online games causes SMK TI BUDI AGUNG Medan students to tend to behave positively and negatively. Positive behavior is that students can have many friends to be able to exchange, interact and exchange ideas, thereby increasing students' intelligence. And can add to children's vocabulary, usually online games use English.(Ismi & Akmal, 2020).

During the pandemic, the teaching and learning process for teachers and students at school uses computers. this learning has several obstacles in the teaching and learning process during the pandemic. when the pandemic is over, teachers and students carry out the teaching and learning process again, such as coming to school, and teachers do not have to always use computers while carrying out the learning process. but that learning also has several obstacles.

These constraints on learning at home such as the internet network. the coverage of internet users in indonesia is currently quite extensive, which reached 66.2% in the household sector of internet users in 2020. of the 267 million surrounding residents, 93% have used the 4G internet network (Sevina, 2019). teaching and learning activities are less effective and efficient because they are not done directly. during learning hours the teacher cannot monitor the student while learning with focus. miss socializing because you don't meet with friends at school.

There are also obstacles when teaching and learning at school such as going to school is not an easy thing anymore for them because of the pandemic case that has been going on for so long. Delays in academic development, many students experience delays in their academic development due to distance learning which is not ideal. Lack of accessibility to educational resources, parental support, and less available teachers in person can be an issue.

The researcher wants to find out how students think about the use of computer in the English teaching and learning process and how students use computer in the English teaching and learning process. Therefore, in this thesis the researcher wants to examine further by conducting research with the title: "Computer Assisted Language Learning (CALL) in English Teaching and Learning During Pandemic and Pasca Pandemic".

B. Problem Identification

Based on the background of the study, the researcher identified the problem, namely the increase in the use of computer in the English teaching and learning process, especially since the Covid 19 pandemic.

C. Scope and Limitation

The scope of this research is focused on Computer Assisted Language Learning (CALL) in the English Learning Process and the limition of this research was convey to them about the differences in implementation during the pandemic and post pandemic on SMK BUDI AGUNG MEDAN.

D. Problem Formulation

These research problems are formulated as follows :

1. What are the students' perceptions of the use of computer in the English teaching and learning process ?
2. How do students use computer in the process of teaching and learning English?

E. Study Objectives

The specific objectives of this study were to obtain information about :

1. To find out the students' perceptions about the use of computer in the English teaching and learning process.
2. To describe how students use computer in the English teaching and learning process.

F. Importance of learning

1. Theoretically

Theoretically, the results can be used as information and reference materials, gaining knowledge and understanding of Computer Assisted Language Learning (CALL) studies. The study can be used as a reference in learning activities and the study can be useful for field education.

2. Practical

a) Students

For students, this study is to provide information about the description of Computer Assisted Language Learning (CALL) in the process of teaching and learning English.

b) Teachers

For teachers, this research will help teachers in determining teaching models and media as a way to create a new atmosphere and new habits that can increase students' motivation and confidence in learning English.

c) Readers

The results of this study can be used as a reference. It is hoped that it can provide more information and contribute knowledge.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Computer Assisted Language Learning (CALL)

a) Definition of Computer Assisted Language Learning (CALL)

Computer learning in the field of language is relatively new and the concept of CALL is defined by several experts as follows, Kukulska-Hulme & Shield (2008: 273) define, CALL in terms of "the use of personal, portable devices that enable new ways to learn, emphasizing that continuous internet access or spontaneity and diverse use". " computer assisted language learning (CALL) is a branch of enhanced learning technology that can be implemented in various forms including face-to-face, distance or on-line modes" (Baleghizadeh & Oladrostam, 2010:04).

Palalas (2016) says that CALL offers all learners an unprecedented range of learning possibilities developed outside the boundaries of traditional learning spaces. Using personal learning computer devices can engage in meaningful learning through increased access to human resources, linguistic modeling activities and other learning supports. Innovative computer that enable communicative activities and authentic language tasks, cemented with adopted assessment tools can facilitate language practice both inside and outside the classroom.

CALL is defined by Chen (2013) as "Formal and informal foreign language learning with the help of Computer devices". It has also been described and defined as the use of " computer technology in language learning, especially in

situations where portable devices offer certain advantages" (Kukulska-Hulme, 2013).

Researchers can define CALL as a new model or way of teaching and learning English outside and inside the classroom that uses applications on computer so that students can learn various English topics anywhere and anytime through computer

B. Advantages of CALL

There are several advantages of Computer Asssisted Language Learning (CALL) including:

1. Flexible in Learning

With this tool, learning activities are no longer limited to place and time. Students can also access various content (text, images and videos) so that learning is more interesting and interactive.

2. Faster Learning

Learning objectives will be easier and faster to achieve. The content available on computer devices is generally small and concise. In a short time, students can access the content, complete the task with the help of futures, and start the next topic.

3. Collaboration between Students

Students will find that collaborating online will be more effective with computer devices. The learning process is usually disrupted by a lack of collaboration. This is where the advantages of Computer learning can be used to make it easier for students to interact and cooperate quickly without having to meet face to face.

4. More Engaged in Learning Activities

Besides being able to be done anywhere and anytime, Computer learning also offers a personalization function that can make it easier for students to follow the learning agenda. This can increase students' sense of engagement and motivation.

5. Learning with More than One Device

One of the most significant benefits of computer learning is multi-device. The same material is available on multiple devices (computers, laptops, tablets and smartphones).

6. Computer Devices Support Learning Performance

Positive learning can be facilitated by using computer devices. Especially when students can find and retrieve information quickly and easily.

7. Learning Flow Supported by Technology

Applications such as reminders and calendars are integrated into computer learning tools. Anytime anywhere, students can get notifications and updates about their lessons. Feedback in the form of assessments or constructive comments from teachers can be easily received by students, teachers can also monitor students' academic progress and the learning path is easier to monitor.

CALL emphasizes mobility, meaning that it can be done whenever and wherever learning takes place, CALL as a learning platform has several prerequisites in the form of internet access, ubiquity and contextual elements (Sharples, et al., 2009). The integration of computer and the internet in teaching and learning activities requires a lot of investment to be developed in education (Johnson, et al 2011). The advantage of smartphone devices compared to laptops and other devices in the learning process is the mobility aspect (Sharples, et al 2009).

According to Sarrab, Elgamel and Aldabbas (2012:34) one of the main benefits of CALL is the possibility to increase student productivity by making knowledge and learning available anytime and anywhere, which allows students to participate in learning activities without space and time constraints. There are five keunggulan CALL Among other things, users can access learning content from anywhere including quizzes, journals, games and others, learning can be done anytime in real time, the use of books is replaced with RAM which can be used in the classroom. organize and connect learning, learning is designed to be used on computer devices and learning combined with games will be fun.

Some advantages of CALL compared to other learning are that it can be used anywhere anytime, most of the tools Computer has a relatively cheaper price than the price of a desktop PC, smaller and lighter than a desktop PC, estimated to be more learners because CALL utilizes technology commonly used in everyday life. (Ali Sadikin, 2012).

C. **Disadvantages of CALL**

There are several disadvantages of Computer Assisted Language Learning (CALL), among others :

1. Cost Issues

Cost is one of the big drawbacks of computer learning. computer learning devices cost around Rp. 9,000,000 like lenovo to Rp. 18,000,000 like Asus or Macbook. In addition, technology changes very fast. Students have to upgrade the device. In addition to the device, there is a monthly data fee from computer provider, so downloading large files is not only time-consuming but also expensive.

2. Device Size

a) **Desktop Computers**

Desktop computers are typically larger in size and designed to sit on a desk or table. They consist of a separate tower unit and a monitor. Tower units can range from compact designs to larger cases that accommodate more components.

b) **Laptop**

Laptops, also known as notebooks, are portable computers that are designed to be used on the go. They are generally smaller and more lightweight compared to desktop computers. Laptops come in various sizes, ranging from ultra-portable models with screen sizes around 11-13 inches to larger laptops with screen sizes up to 17 inches or more.

c) **Tablets**

Tablets are compact, portable devices that typically feature a touch screen interface. They are smaller and thinner than laptops, making them highly portable.

Tablet sizes can vary, but they generally range from around 7 to 13 inches diagonally.

d) Smartphones

Smartphones are handheld mobile devices that combine the functionality of a phone, computer, and multimedia player. They are typically pocket-sized and designed for one-handed use. Smartphone screen sizes can vary significantly, ranging from around 4 to 7 inches diagonally.

e) Wearable Devices

Wearable devices, such as smartwatches and fitness trackers, are designed to be worn on the body. They are usually small and lightweight, with compact screens that range from around 1 to 2 inches diagonally.

3. Battery life

Battery life in computers refers to the duration of time a computer can operate on its internal battery without being connected to a power source. It is an important consideration, especially for portable devices like laptops, tablets, and smartphones, as it determines how long you can use the device without needing to recharge it.

a) Compatible between Platforms

Although this technology is still evolving, what we have today is still limited. Gadgets have limited storage as they store many or many files. A student has to spend more on storage space, and this goes back to the first drawback of computer learning, which is cost. Also, there are several different operating systems

or platforms and the content is not all the same. So, if students are Apple users they use Ios, if Android users they can only use Android is not interchangeable.

b) Usability

Some computer devices are difficult to use because they have small buttons. They can be complicated to use, even for students. Even through detachable keyboards are available nowadays, they are very expensive. However, that does not seem to be the case.

According to Ali Sadikin (2012) CALL will not completely replace e-learning and traditional learning. This is because Computer learning has limitations especially in terms of learning devices/media. The limitations of computer devices include the following:

1) Processor Capability

2) Memory capacity

3) Screen Display

4) Power supply

5) Limited Input/output devices

6) Users must have an edge in technology.Pembelajaran Seluler

HU (2011, pp. 140-141), points out that Geddes (2004), points out that Computer learning is the acquisition or learning of any knowledge, information and skills through the utilization of computer technology that can be used anywhere and anytime, that behavior can be changed Enders (2013) points out that Computer learning is about activities that enable students to be more productive. That is by using digital portable devices inside or outside the category.

As the times have emerged, computer learning is undergoing a rapid evolution. Recognized in the 2000s, it is now the most desirable learning activity. O'calley et al (2003) in define Computer learning occurs when the learner is not in a set, predetermined setting or when the learner benefits from the learning opportunities presented by Computer technology. According to Kukulska-Hulme & Shied (2012:3), Computer learning refers to a learning activity that uses small-sized devices that can be carried and available anytime and anywhere as a medium.

a) Components of Teaching and Learning

In line with Brown (2000:7), teaching is guiding and facilitating learning, enabling learners to be informed and organizing conditions for learning. Meanwhile, he also states that learning is acquiring or gaining or knowledge about a topic or a skill through study, experience, or teaching. Supporting the above definition, teaching and learning involves teachers and students to request and provide knowledge.

There are some components that are very important. These components are necessary in order to be ready to enable teaching and learning. Nguyen et al (2014:1-3) mention the components of teaching and learning as follows :

b) Goal

In pedagogy, the goal is to develop learners' communication competence. In macro skills in English, there are two categories of goals. These are vocal (listening and speaking) and (reading and writing) written language.

1. Teacher's Role

Teachers should help students build sufficient classroom language. They will understand the teacher's instructions, select appropriate group techniques for learners, plan group work, monitor tasks, and help question students to initiate activities. Uzer (2005:11) states that the role and competence of teachers in the teaching and learning process involves many things as follows.

2. Teacher as Demonstrator

The teacher as a demonstrator means that the teacher must master the material or material to be taught and continuously develop or improve his scientific abilities, because it will determine the learning outcomes achieved.

3. Teacher as Classroom Manager

Teachers as category managers must be prepared to manage a conducive classroom environment. The environment is organized and supervised to ensure that learning activities are directed towards educational goals.

4. Teacher as Mediator and Facilitator

As a mediator, teachers must have sufficient knowledge and understanding of educational media to create a more effective teaching and learning process. As a facilitator, the teacher must be able to find useful learning resources in addition to supporting the achievement of the goals of the teaching and learning process.

5. Teacher as Evaluator

Teachers as evaluators of student learning outcomes must always follow the results of training that students achieve continuously. Teachers obtain data to evaluate from feedback on the teaching and learning process. This feedback will be

used as a starting point to encourage and improve the teaching and learning process further.

Bhatia (2007:6) states that teachers are also motivators. Teachers should train scholars to seek strength and never give up, instead keep trying because failure always teaches us what does not work.

c) The Role of the Learner

Learners take on the task of being negotiators between themselves, the learning process and the learning object. It emerges from and interacts with the role of co-negotiator in the group undertaken. Learners in a class are students. They are the ones who seek to receive used as indicators of how the lesson objectives are achieved.

d) Use of Materials

Materials are a form of instructional resource that provides learning stimuli. Good materials are also in the form of interesting texts, fun activities and can provide opportunities for students to use knowledge and skills. The use of teaching materials incorporates a major impact on pedagogical activities.

e) Method

Method is a very important thing to realize the purpose of the teaching and learning process. It is a way of conveying prospects to scholars to get information. Teachers should vary the methods used in teaching to avoid boredom of the scholars

f) Media

According to Santyasa (2007:3), media can be a tool that can be used to transfer learning material to it by being able to stimulate students' attention, interest, thoughts and feelings in the learning process in achieving learning goals. In the teaching and learning process, media is needed. Media not only conveys learning messages but also sometimes makes it easier for students to learn. Media is referred to as a means of conveying information and it is hoped that someone who receives the data will understand.

g) Evaluation

According to Bloom in Daryanto (2005), defining analysis is a systematic collection of evidence whether certain changes occur in students in addition to determining the magnitude or degree of change in individual students..

D. Language Learning

Language learning is the process of acquiring the ability to understand, communicate, and use a new language. It is a complex and dynamic cognitive skill that allows individuals to interact with others, express thoughts and emotions, and access the rich cultural aspects associated with the language.

There are various aspects of language learning that individuals go through:

1. Listening

The first step in language learning is often listening to native speakers. This helps learners become familiar with the sounds, intonation, and rhythm of the language. Listening also aids in developing comprehension skills.

2. Speaking

Speaking is crucial for communication. Initially, language learners may start with basic words and phrases, eventually progressing to more complex sentences and conversations. Practice and immersion in real-life scenarios are essential to improve speaking abilities.

3. Reading

Reading involves understanding written language, including books, articles, signs, and more. It expands vocabulary, grammar, and comprehension skills while exposing learners to

different writing styles.

4. Writing

Writing allows learners to produce language, reinforcing their understanding of vocabulary and grammar rules.It enables them to express their thoughts and ideas on paper or digitally.

5. Grammar

Grammar rules form the structural foundation of any language. Learning grammar helps learners understand how sentences are constructed, how words relate to one another, and how to communicate effectively.

6. Vocabulary

Building a robust vocabulary is essential for effective language use. Learners continuously expand their word bank to express a wide range of concepts and emotions accurately.

7. Cultural Awareness

Language learning often involves gaining insights into the culture associated with the language. Understanding cultural nuances helps avoid misunderstandings and fosters more meaningful interactions.

E. Relevant Studies

Here will describe some of the works that are relevant to this research as follows:

1. Thesis written by Ahmad husein nst and Hamidah daulay concluded that all learning processes require the use of technology which is unavoidable for both teachers and students. The use of computers as a learning tool makes students have to better understand the use of computers. The habit of using computers makes students feel comfortable even though the co-19 pandemic is over, this is shown by the results of their statements which say that using computers makes learning English easier and more fun. And make them more adept at using computers after the Covid-19 pandemic.

2. Thesis written by Melinda Putri concluded that computers have advantages and disadvantages, the advantage is that it can help them to search for material by exploring various sources through the internet network, but there are also disadvantages such as limited internet networks and quotas.

3.Thesis written by Ali Derakhsan concluded that realizing is beneficial and practical in communication where students find opportunities to overcome their shyness and increasingly participate in discussions through web-based assignments. Compared to face-to-face discussions, students are more interested in participating in electronic discussions. In addition, participants" gender matters in such a way that men find multi-media and computers more interesting than women. Felix (2004) shows that most students agree on computer and internet-based learning on the condition that they have access to their tutor online or face-to-face but not at a distance without a tutor.

4. Chan nim park's thesis concluded that The research findings reported in this article indicate that Korean EFL teachers have a positive attitude towards computer use in general and recognize the benefits of using CALL ni language classioon. They think that the future of CALL is bright as computers have become a basic tool for learning and teaching. While agreeing that CALL can provide students with a highly motivated learning environment and the opportunity to engage in meaningful and authentic learning, they pointed out that the Internet serves as a useful educational tool to motivate students, provide a wealth of information, teaching resources and materials and a place to experience different cultures and communicate with others in the target language.it was suggested that teachers should be provided with well-equipped computer facilities and technical and administrative support. Although teachers have a positive attitude towards CALL, the limited availability of computer facilities may make them feel discouraged to use CALL. If sufficient computer facilities assisted by technical

support are available in schools, teachers will be inspired to use CALL actively in their classrooms.

5. Thesis written by Aurora and Tatiana Dina concluded that the role of the teacher in the classroom is very important and although computers have become part of the learning process, helping students with information, it is the teachers who can provide valuable feedback and always offer good information to their students, teach them how to choose the right and original sources of information correctly on the Internet and also be creative. In other words, computers are valuable tools for the learning process and the Internet can show good potential for use during language learning and teaching, but the most important thing is the human factor, i.e. the teacher whose role is irreplaceable in terms of providing moral guidance, to be a mentor who shapes career and social development and encourages intellectual growth. such technological development should only be seen as integrated into the learning and teaching process, as part of a bold effort in developing a successful education system.

F. Conceptual framework

This research concentrates on a descriptive study of Computer Assisted Language Learning (CALL) in the English teaching and learning process. Computer Assisted Language Learning (CALL) is an alternative model that will motivate students to learn, especially in the midst of the covid 19 pandemic, which allows students to study at home and utilize the use of advanced tools such as computer as learning media.

Gambar 2.1 Conceptual Framework

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COMPUTER ASSISTED LANGUAGE
LEARNING
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CALL CONCEPT
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LEARNING PROBLEM
```

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RESEARCH PURPOSE
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RESEARCH METHODS
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DATA ANALYSIS
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RESULTS AND FINDINGS
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CONCLUSION
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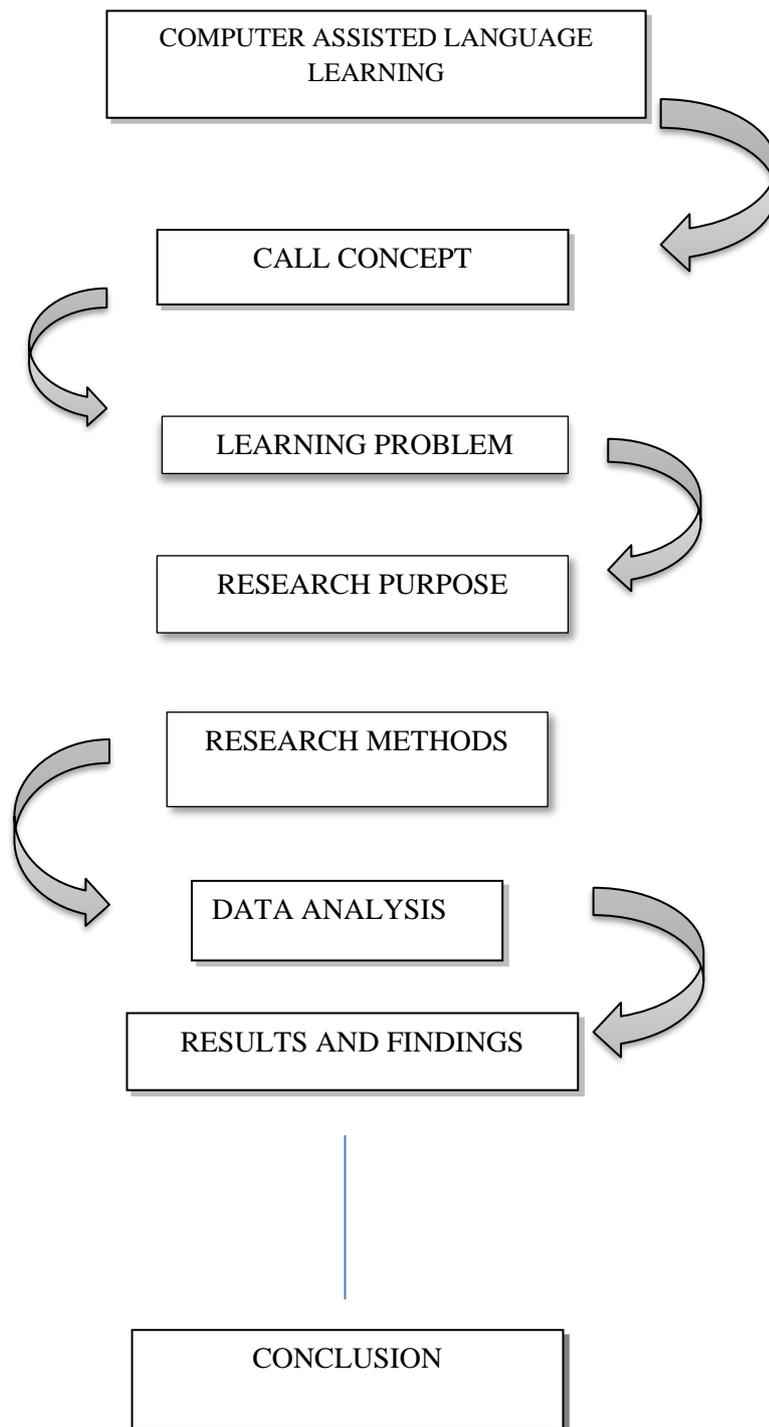
CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This research will be conduct at the University of Muhammadiyah Sumatea Utara. Which is located at JL. Kapten Muchtar Basri No.3, Glugur Darat II, East Medan District. Researchers conducted this research from september to may 2024.

B. Research Subjects

The research subjects are 12th grade students and teachers of SMK TI BUDI AGUNG Medan. With the number of participants in this study consists of 2 students and 3 teachers.

C. Research Design

This research is a qualitative research. The researcher will conduct qualitative descriptive research. This method is chosen to provide further description and explanation of the use of computer as part of Computer Assisted Language Learning in the English teaching and learning process. Therefore, the descriptive study allowed the researcher to study specific students in an attempt to understand the case of computer use in the English teaching and learning process.

D. Instrument of Data Collection

1) Observation

The data collect by the researcher about how students engaged in using computer during the English teaching and learning process. The researcher obtain information as data from the description of CALL in the English teaching and learning process.

2) Interview

This method is very important for researchers to find out students' perceptions of the use of computer in the English teaching and learning process. The form of data is information from informants. Here, the informants are the research subjects. They are 10 students of class 12-2 in the evening of English Education Department.

3) Documentation

Here the research took some pictures during the English teaching and learning process using some applications on the computer which is the result of observation and the researcher also took some photos of the closing of the interview conducted when he come to school as evidence in this study.

E. Technique of Collecting Data

To obtain data, researchers used three data collection techniques. They are:

1) Observation

In this case, observation was conducted by observing how students engaged in using computer during the English teaching and learning process. The researcher will conduct online observation by requesting information from one of the students of class 12-2 in the evening of the English Education Department. how the researcher plays the observation? By involving direct observation of the behavior, situation, or phenomenon being observed.

2) Interview

After the researcher completed the observation, she asks the subjects in this study to collect the data. This is one way to determine the accuracy of the

observation results. In this study, the researcher made a list of questions. For guidance before the researcher asked the students. The question is about CALL in the process of teaching and learning English. The questions asked are as follows:

a. What do you think are the differences between learning/teaching using computers during the pandemic and after the pandemic ?

b. mention the obstacles when learning/teaching using computers during the pandemic and after the pandemic.

c. Mention the advantages of studying/teaching at home in your opinion.

d. what do you do if the computer you are using has a problem while you are in the learning/teaching process ?

e. What do you think is an efficient application to use when learning and teaching, and give reasons ?

f. Are there any particular influences when returning to studying/teaching for approximately 2 years studying/teaching at home ?

    4) Documentation

The next data collection technique is documentation. Documentation is very useful as it can provide a broader background to the research. The researcher will take some pictures of the English teaching and learning process using a computer and the researcher took some interview conversations.

F. Technique of Data Analysis

In analyzing the data, the researcher use a descriptive study of qualitative research. Qualitative method is a type of research without using any calculations or statistical procedures. The data analysis technique is divided into three major stages following the data analysis framework kualitatif oleh Miles dan Huberman (1994: 10-11). The three stages are data reduction, data display and conclusion drawing and verification.

Reducing data means summarizing, selecting, basics, focusing on important things, looking for themes and patterns and removing unnecessary ones. The researcher reduced the data obtained from interviews and observations. During interviews and observations have been carried out by researchers, data reduction is needed because not all data can be inputted as needed in research, only things that are necessary and important and in accordance with the needs of the data analyzed.

1. Data Display

The data will be reduced and then the data presentation will be carried out. Presentation of data can be done in the form of brief descriptions, charts, relationships between categories and so on. With the data display, the data is organized, arranged in an easy-to-understand relationship pattern.

2. Conclusion Drawing and Verification

In this step, the researcher makes preliminary conclusions about computer - assisted language learning in the English teaching and learning process for second semester students of the English Education Department at Universitas Muhammadiyah Sumatera Utara in the 2020 academic year. Preliminary

conclusions were able to reach the research questions based on qualitative data taken from observations, interviews and documentation.

G. Technique of Validating The Data

The technique of validating data taken by researchers is triangulation, in line with Miles and Huberman (1994: 267), triangulation can be done because it verifies findings by seeing or hearing several examples from different sources using different methods. Researchers examine various data sources, such as interview responses, observation data and documentation repeatedly as needed to obtain valid research findings.

Since there is a government policy that requires all of us to do all activities at home, the researcher conducts remote observation during the teaching and learning process by requesting information from one of the students about activities during the teaching and learning process. Then, the researcher will conduct bold interviews by asking a number of questions to 20 students and 10 teachers. The researcher then select which parts of the interviews were appropriate to the research problem by reducing the transcriptions.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

In this chapter, the researcher presents the data presentation and data analysis of the research. The reseracher used the instrument, it was the interview which consisted of fifth questions. The interview was conducted to know their perceptions about Computer Assisted Language Learning (CALL). As started before, the main compenent of analysis in this study are (1) data reduction, (2) the presentation of data, (3) drawing conclusion or verification.

A. Data Presentation

1. Inteview

a. Students' Differences between learning/teaching on the use of Computer

The findings from interview results regarding to students' differneces on the use of computer are listed on this following table.

1) The 1st teacher (AZ)

Table 4.1

What do you think are the differences between learning/teaching using computers during the pandemic and after the pandemic ?

Teacher`s Code	Answer	
	Covid	**Pasca Covid**
AZ	Kalau di komputer anak anak lebih jelas, dan menggunakan metode informasi, dan di tambah menggunakam infocus, sehingga anak anak lebih jelas *On the computer, the children are clearer and use the information method, and in addition, they use infocus, so the children are clearer.*	Lebih gampang dalam menjelaskan materi kepada anak. *It is easier to explain the material to the children.*

2) The 2^{nd} teacher (MD)

Table 4.2

What do you think are the differences between learning/teaching using computers during the pandemic and after the pandemic ?

Teacher`s Code	Answer	
	Covid	Pasca Covid
MD	Lebih kepada tidak telalu aktif karena saat menyampaikan materi secara tidak langung yang darimana menyampaikannya melalui online seperti google form dll *It's more about not being too active because when delivering material indirectly, which is where to deliver it through online such as google forms etc.*	Lebih efektif karena lebih banya memberikan contoh media pembelajaran secara langsung jadi tidak satu arah saja, jadi dua arah antara murid dan guru. *It is more effective because there are more examples of learning media directly so it is not just one-way, so it is two-way between students and teachers.*

3) The 3^{rd} teacher (GHU)

Table 4.3

What do you think are the differences between learning/teaching using computers during the pandemic and after the pandemic ?

Teacher`s Code	Answer	
	Covid	Pasca Covid
GHU	Merkea tu lebih banya menggukan computer dan begitu juga gurunya, jika ada kelas lebih gampang pakai compute karna bisa sambil main hp juga *They use computers more and so do the teachers, if there is a class it is easier to use a compute because you can play cellphones too.*	Lebih efisien si karena dia tatap muka dan ga ada alasan sinyal ilang atau paket abis saat pembelajaran berlangsung. *It's more efficient because it's face-to-face and there's no excuse for missing a signal or running out of packages during the lesson.*

4) The 4th student (WJ)

Table 4.4

What do you think are the differences between learning/teaching using computers during the pandemic and after the pandemic ?

Student`s Code	Answer	
	Covid	**Pasca Covid**
WJ	Belajar menggunakan komputer lebih efisien karena computer lebih besar kapasitas memori,baterai *Learning using computers is more efficient because computers have a larger memory capacity, batteries*	Menggunakan computer pada pasca pandemic jauh lebih efisien karena lebih praktis dan gaul. *Using computers in the post-pandemic period is much more efficient because it is more practical and slangy.*

5) The 5th student (RP)

Table 4.5

What do you think are the differences between learning/teaching using computers during the pandemic and after the pandemic ?

Student`s Code	Answer	
	Covid	**Pasca Covid**
RP	belajar menggunakan computer lebih gampang apalagi belajat dirumah ya, banya fitur yang mempermudah proses pembelajaran, sekaligus bisa menghabiskan waktu dengan keluarga**.** *Learning using a computer is easier especially learning at home, there are many features that facilitate the learning process, as well as being able to spend time with family.*	Sangat membantu saat melihat guru menerangkan, bagus sebagai media pembelajaran. *Very helpful when watching the teacher explain, good as a learning medium.*

b. Mention the obstacles when learning/teaching using computers during the pandemic and after the pandemic

The findings from interview results regarding to Mention the obstacles when learning/teaching using computers during the pandemic and after the pandemic are listed on this following table.

1) The 1^{st} teacher (AZ)

Table 4.6

Mention the obstacles when learning/teaching using computers during the pandemic and after the pandemic

Teacher`s Code	Answer	
	Covid	**Pasca Covid**
AZ	tidak face to face, sehingga kita tidak tau siswa focus atau tidak. *not face to face, so we don't know whether the students are focused or not.*	Tidak ada kendala *No problem*

2) The 2^{nd} teacher (MD)

Table 4.7

Mention the obstacles when learning/teaching using computers during the

pandemic and after the pandemic

Teacher`s Code	Answer	
	Covid	Pasca Covid
MD	si siswa nya tidak punya perangkat yang lengkap mungkin masih terbatas seperti sinyal. *the student did not have a complete device, maybe it is still limited such as signal*	Tidak ada kendala *No problem*

3) The 3^{rd} teacher (GHU)

Table 4.8

Mention the obstacles when learning/teaching using computers during the

pandemic and after the pandemic

Teacher`s Code	Answer	
	Covid	**Pasca Covid**
GHU	Kebanyaakan anak anak kekurangan paket data, sinyal yang buruk jadi menghambat pembelajaran bagi mereka sendiri. *Most children lack data packages, poor signal hampers their learning.*	Ga semua anak punya computer ya bu, jadi ya itu kendala nya. *Not all children have computers, so that's the problem.*

4) The 4^{th} student (WJ)

Table 4.9

Mention the obstacles when learning/teaching using computers during the pandemic and after the pandemic

Student`s Code	Answer	
	Covid	**Pasca Covid**
WJ	Kebanyakan adalah sinyal yag buruk, dan tidak semua kami anak anak memiliki perangkat seperti komputer maupun hp, ada juga kendala seperti kurangnya minat belajar. *Mostly it is the poor signal, and not all of our children have devices such as computers or cellphones, there are also obstacles such as lack of interest in learning.*	Kurang nya tersedia fasilitas dari sekolah yang memadai seperti proyektor, colokan yang tidak berfungsi sehingga kurang nya minat menggunakan computer. *Lack of adequate facilities from the school such as projectors, plugs that do not work so that there is less interest in using computers.*

5) The 5^{th} student (RP)

Table 4.10

Mention the obstacles when learning/teaching using computers during the

pandemic and after the pandemic

Student`s Code	Answer	
	Covid	**Pasca Covid**
RP	Poin utama kendala menggunakan computer adalah sinyal ya, kadang juga aplikasi yang digunakan juga bermasalah. *The main point of difficulty using a computer is the signal, and sometimes the application used is also problematic*	Tidak ada kendala *No problem*

c. Mention the advantages of studying/teaching at home in your opinion

The findings from interview results regarding to Mention the advantages of studying/teaching at home in your opinion are listed on this following table.

1) The 1^{st} teacher (AZ)

Table 4.11

Mention the advantages of studying/teaching at home in your opinion

Teacher`s Code	Answer	
	Covid	**Pasca Covid**
AZ	Kita lebih focus dengan 1 materi dan tidak perlu ke sekolah, dan ada juga siswa yang ekonomi nya kurang untuk biaya terbatas. *We focus more on 1 material and don't need to go to school, and there are also students with limited economic resources.*	Lebih santai dan tidak memakan banya waktu *More relaxed and less time-consuming*

2) The 2^{nd} teacher (MD)

Table 4.12

Mention the advantages of studying/teaching at home in your opinion

Teacher`s Code	Answer	
	Covid	**Pasca Covid**
MD	Lebih bisa mengerjakan hal yang lain secara bersamaan, bisa lebih banya melauangkan waktu bersama keluarga. *More able to do other things at the same time, can spend more time with family*	Kadang tu rindu ya sama suasana sekolah , kelas dan anak anak. Tapi ya itu tadi sama seperti covid jadi lebih multifungsi sekalian jadi ibu rumah tangga yang beres beres rumah. *Sometimes I miss the atmosphere of school, class and children. But yes, it's the same as covid so it's more multifunctional as well as being a housewife who takes care of the house.*

3) The 3^{rd} teacher (GHU)

Table 4.13

Mention the advantages of studying/teaching at home in your opinion

Teacher`s Code	Answer	
	Covid	Pasca Covid
GHU	Lebih efisien waktu. *More time efficient*	Lebih efisien waktu juga karena bisa sekalian mengerjakan tugas rumah bersama keluarga. *It's also more time-efficient because you can do your homework together with your family.*

4) The 4^{th} student (WJ)

Table 4.14

Mention the advantages of studying/teaching at home in your opinion

Student`s Code	Answer	
	Covid	**Pasca Covid**
WJ	Bisa melakukan pekerjaan lain, seperti beresin rumah bantu mama masak. *You can do other work, such as cleaning the house and helping mom cook.*	Hemat biaya tidak harus kesekolah dan tidak harus mandi ataupun bangun terlalu pagi. *Save money by not having to go to school and not having to shower or wake up too early.*

5) The 5^{th} student (RP)

Table 4.15

Mention the advantages of studying/teaching at home in your opinion

Student`s Code	Answer	
	Covid	**Pasca Covid**
RP	Bisa menghabiskan waktu buat rebahan, bisa lebih banya mengerjakan tugas yang lain. *can spend more time lying down, you can do more work on other tasks.*	Tidak harus bangun telalu pagi ya. *You don't have to wake up too early*

d. What do you do if the computer you are using has a problem while you are in the learning/teaching process?

The findings from interview results regarding to what do you do if the computer you are using has a problem while you are in the learning/teaching process? are listed on this following table.

1) The 1^{st} teacher (AZ)

Table 4.16

what do you do if the computer you are using has a problem while you are in the learning/teaching process?

Teacher`s	Answer	
Code	Covid	Pasca Covid
AZ	Ganti media pembelajaran online seperti grup whtasapp dan email. *Replace online learning media such as whtasapp groups and email.*	Ganti dengan media seperti buku,papan tulis atau melakuan praktek. *Replace with media such as books, whiteboards or practicing*

2) The 2^{nd} teacher (MD)

Table 4.17

what do you do if the computer you are using has a problem while you are in the learning/teaching process?

Teacher`s Code	Answer	
	Covid	**Pasca Covid**
MD	Bakal dilanjut via whatsapp atau google form untuk penugasan lainnya jika di zoom ada kendala. *Will be continued via whatsapp or google form for other assignments if there are problems in the zoom.*	Sama, bakal di lanjut dengan media lainnya, seperti buku pembelajaran, papan tulis dll. *Same, will be continued with other media, such as learning books, whiteboards etc.*

3) The 3^{rd} teacher (GHU)

Table 4.18

what do you do if the computer you are using has a problem while you are in the learning/teaching process?

Teacher`s Code	Answer	
	Covid	Pasca Covid
GHU	Diganti dengan hp atau pindah ke media online seperti whatsapp. *Replaced with cell phones or moved to online media such as WhatsApp.*	Pindah media atau melakukan praktek langsung. *Moving media or doing hands-on practice.*

4) The 4^{th} student (WJ)

Table 4.19

what do you do if the computer you are using has a problem while you are in the learning/teaching process?

Student`s Code	Answer	
	Covid	**Pasca Covid**
WJ	Pindah ke grup whatsapp *Move to whatsapp group*	Pindah ke media lain, seperi buku. *Move on to other media, such as books.*

5) The 5^{th} student (RP)

Table 4.20

what do you do if the computer you are using has a problem while you are in the learning/teaching process?

Student`s Code	Answer	
	Covid	**Pasca Covid**
RP	Biasa nya guru mengakhiri kelas dan lanjut ke pertemuan minggu depan.	Bisa mengganti dengan buku pelajaran. *Can replace with textbooks*

	The teacher usually ends the class and moves on to next week's meeting.	

e. **What do you think is an efficient application to use when learning and teaching, and give reasons ?**

The findings from interview results regarding to What do you think is an efficient application to use when learning and teaching, and give reasons are listed on this following table.

1) The 1^{st} teacher (AZ)

Table 4.21

What do you think is an efficient application to use when learning and teaching, and give reasons?

Teacher`s Code	Answer	
	Covid	**Pasca Covid**
AZ	Zoom,karena mudah di download dan semua orang gampang mendapatkannya. *Zoom, because it's easy to download and everyone can easily get it.*	Google classroom, karena mudah di akses bagi guru dan siswa. *Google classroom, because it is easy to access for teachers and students*

2) The 2^{nd} teacher (MD)

Table 4.22

What do you think is an efficient application to use when learning and

teaching, and give reasons?

Teacher`s	Answer	
Code	Covid	Pasca Covid
MD	Zoom meeting, mudah di dapatkan dan gampang pengunaannya. *Zoom meeting, easy to get and easy to use.*	Google classroom. Lebih mudah memberi inftomasi tugas pada siswa dan mudah dalam pengumpulannya. *Google classroom. It is easier to provide assignment information to students and easy to collect.*

3) The 3^{rd} teacher (GHU)

Table 4.23

What do you think is an efficient application to use when learning and

teaching, and give reasons?

Teacher`s Code	Answer	
	Covid	**Pasca Covid**
GHU	Youtube, karena disitu bisa dicari semua materi dan bagi saya banya ya youtuber pendidikan yang memberi banya ilmu buat guru dan siswa sekalian. *YouTube, because there can be searched for all materials and for me there are many*	Google classroom, mudah di akses bagi guru dan siswa. *Google classroom, easily accessible for teachers and students.*

I

educational youtubers who provide a lot of knowledge for teachers and students alike.	

4) The 4^{th} student (WJ)

Table 4.23

What do you think is an efficient application to use when learning and teaching, and give reasons?

Student`s Code	Answer	
	Covid	**Pasca Covid**
WJ	Zoom. Karena semua orang memakai, dan sekolah juga menyarankannya, mungkin lebih mudah di dapatkan dan digunakan. *Zoom. Since everyone uses it, and the school recommends it, it's probably easier to get and use.*	Google classroom, Microsoft point, karena google classroom tempat pemberian tugas dan pengumpulan tugas, sedangkan Microsoft point untuk membantu murid presentasi. *Google classroom, Microsoft point, because google classroom is a*

		place to give assignments and collect assignments, while Microsoft point is to help students present.

5) The 5^{th} student (RP)

Table 4.24

What do you think is an efficient application to use when learning and teaching, and give reasons?

Student`s Code	Answer	
	Covid	**Pasca Covid**
RP	Zoom, dikarenakan mudah di akses bagi guru dan siswa. *Zoom, because it is easily accessible for teachers and students.*	Microsoft point, karena muris lebih mudah menerangkan materi jika ada presentasi, dan bisa di modif jadi lebih kreatif dan seru. *Microsoft point, because it is easier for students to explain the material if there is a presentation, and it can be modified to*

		be more creative and exciting.

f. Are there any particular influences when returning to studying/teaching for approximately 2 years studying/teaching at home?

The findings from interview results regarding to Are there any particular influences when returning to studying/teaching for approximately 2 years studying/teaching at home? are listed on this following table.

1) The 1^{st} teacher (AZ)

Table 4.25

Are there any particular influences when returning to studying/teaching for approximately 2 years studying/teaching at home?

Teacher`s Code	Answer
AZ	Yang tadi nya monoton sekarang lebih enak mengajar dikelas, daripada ngezoom dan tekadang anak anak tidak antusias. *What was monotonous before is now more enjoyable to teach in class, rather than zooming and sometimes children are not enthusiastic.*

2) The 2^{nd} teacher (MD)

Table 4.26

Are there any particular influences when returning to studying/teaching for approximately 2 years studying/teaching at home?

Teacher`s Code	Answer
MD	Mungkin lebih menyamakan cara belajar, kalau mungkin selama ini wfh kan bisa sambil apapun jadi kalau di kelas lebih disiplin dalam pengambilan waktu dan apapun**.** *Maybe it's more equalizing the way of learning, if maybe so far wfh can be while anything so if in class it is more disciplined in taking time and whatever.*

3) The 3^{rd} teacher (GHU)

Table 4.27

Are there any particular influences when returning to studying/teaching for approximately 2 years studying/teaching at home?

Teacher`s Code	Answer
GHU	Anak anak lebih seneng tatap muka, waktu pandemic kan pembelajaran menggunakan computer mereka banyak sekali alasannya yang ketiduran, dan kalau tatap muka ada mereka seneng karena ketemu temen temennya dan dapat uang jajan juga dari orangtua nya, jadi lebih bagus aja. *Children are more happy face-to-face, when the pandemic was learning using computers they had a lot of reasons for falling asleep, and if face-to-face is there they are happy because they meet their friends and get pocket money from their parents too, so it's better.*

4) The 4^{th} student (WJ)

Table 4.28

Are there any particular influences when returning to studying/teaching for approximately 2 years studying/teaching at home?

Student`s Code	Answer
WJ	tentu saja ada, kami jadi kurang mengerti banya tentang matei yang sudah di ajarkan, turun nya nilai nilai akademis kami, dan jadi malas datang kesekolah karena sudah enak dirumah. *Of course there are, we don't understand much about the material that has been taught, our academic grades drop, and we become lazy to come to school because we feel at home.*

5) The 5^{th} student (RP)

Table 4.29

Are there any particular influences when returning to studying/teaching for approximately 2 years studying/teaching at home?

Student`s Code	Answer
RP	Kurang nya minat belajar dan pergi ke sekolah, nilai jadi jelek. *Lack of interest in studying and going to school, poor grades*

B. Data Analysis

This research relates to students' perceptions about the use of computers in the English teaching and learning process. This research was conducted on 2 students and 3 teachers from SMK-TI BUDI AGUNG MEDAN Further explanation will be discussed in the following description.

1) Students' Differences between learning/teaching on the use of Computer

Based on research, students have negative and positive perceptions about the use of computers in the English teaching and learning process. Data was taken from 2 students and 3 teachers about the differences between learning and teaching using computers in English. Of the 2 students and 3 teachers interviewed, 3 teachers said that the use of computers in the English teaching and learning process was very helpful, important and useful. They believe that the use of computers in the English teaching and learning process is very important because it can facilitate the teaching and learning process. However, 2 students said that using computers in teaching and learning English has advantages and disadvantages.

a. Covid

Based on the research, students have negative and positive perceptions about the use of computers in the English teaching and learning process during the pandemic and post-pandemic. Data was collected from 2 students and 3 teachers about their opinions on the use of computers in the English teaching and learning process. Of the 3 teachers interviewed about the differences during the pandemic, 3 teachers said that during the pandemic using computers was less active because it was not direct but some said that using computers was easier because there were many applications that were efficient and easy to access. 2 students said that learning to use a computer is more efficient and easier, and does not waste battery on their own cellphone.

b. Pasca Covid

Based on the research, students have negative and positive perceptions about the use of computers in the English teaching and learning process during the pandemic and post-pandemic. Data was collected from 2 students and 3 teachers about their opinions on the use of computers in the English teaching and learning process. Of the 3 teachers interviewed about the differences during the pandemic, 3 teachers said that during the post-pandemic using computers made it easier to learn and convey material to students. 2 students said that learning using computers is more exciting because sometimes teachers can modify the material to be more exciting.

2) **Mention the obstacles when learning/teaching using computers during the pandemic and after the pandemic.**

Based on research, students and teachers have several obstacles in using computers in learning and teaching English. Data was taken from 2 students and 3 teachers regarding obstacles to learning and teaching using computers in English. Of the 2 students and 3 teachers interviewed, 3 teachers only said there were few obstacles. However, 2 of the students said that there were many obstacles to using computers in teaching and learning English.

a. Covid

Based on the research, students have different answers and some are the same regarding Mention the obstacles when learning/teaching using computers during the pandemic and after the pandemic. Data was taken from 2 students and 3 teachers about their opinions on the use of computers in the English teaching and learning process. Of the 3 teachers interviewed about the obstacles while using computers during the pandemic and after the pandemic, 3 teachers said that the main points of obstacles in using computers during the pandemic were poor signals and not all students had devices such as laptops or cellphones that were good. 2 students said the same answer, namely constraints on the signal and applications that are sometimes a little problematic.

b. Pasca Covid

Based on the research, students have different answers and some are the same regarding Mention the obstacles when learning/teaching using computers during the pandemic and after the pandemic. Data was taken from 2 students and 3 teachers about their opinions on the use of computers in the English teaching and

learning process. Of the 3 teachers interviewed about the obstacles while using computers during the pandemic and after the pandemic, 3 teachers had the same answer that there were no obstacles in using during the pandemic. 2 students said different answers such as the lack of school facilities such as projectors and electrical plugs that were not functioning properly, and the other student said there were no obstacles.

3) **Mention the advantages of studying/teaching at home in your opinion**

Based on research, students and teachers have several opinions about the advantages of using the English teaching and learning process. 2 students and 3 teachers said there are many advantages to using the computer teaching and learning process. One thing that 2 students and 3 teachers have in common is that they don't have to go to school and it's cost-effective.

a. **Covid**

Based on the research, students have different answers and some are the same regarding Mentioning the benefits of learning/teaching at home in your opinion. Data was collected from 2 students and 3 teachers about the benefits of learning/teaching at home in your opinion. Of the 3 teachers interviewed about the obstacles to using computers during the pandemic and post-pandemic, 3 said that the advantages of learning at home are time efficiency and multi-functionality, for example, being able to do things at home such as cooking etc., and being able to spend time with family. 2 students said the same answer, namely that they could do

other work such as completing other school assignments casually because they were at home.

b. Pasca Covid

Based on the research, students have different answers and some are the same regarding Mentioning the benefits of learning/teaching at home in your opinion. Data was collected from 2 students and 3 teachers about the benefits of learning/teaching at home in your opinion. Of the 3 teachers interviewed about the obstacles to using computers during the pandemic and post-pandemic, 3 said the same answer, namely time efficiency. 2 students said the same answer which is not having to wake up early, waking up early is a difficulty for all students.

5) What do you do if the computer you are using has a problem while you are in the learning/teaching process?

Based on research conducted, students and teachers have several opinions in overcoming problematic computer problems in the English language teaching and learning process. 2 students and 3 teachers have the same opinion, namely changing media.

a. Covid

Based on the research, students have different answers and some are the same regarding what to do if the computer you are using has problems while you are in the learning process. Data was collected from 2 students and 3 teachers about what to do if the computer you are using has problems while you are in the learning/teaching process. Of the 3 teachers interviewed about obstacles while using computers during the pandemic and post-pandemic, 3 teachers said they could

change media such as whatsapp groups or end the class and continue next week. 2 students said they moved to the whatsapp group and ended the class like their teachers did.

b. Pasca Covid

Based on the research, students had different answers and some were the same regarding what to do if the computer you are using has a problem while you are in the process of learning/teaching? Data was collected from 2 students and 3 teachers about the benefits of learning at home in your opinion. Of the 3 teachers interviewed about what to do if the computer you are using has a problem while you are in the process of learning/teaching, 3 teachers said they could change media such as textbooks or write with notes or whiteboards, if there is something better, it is to do the practice. 2 students said the same thing, namely moving to other media such as books.

6) What do you think is an efficient application to use when learning and teaching, and give reasons ?

Based on research conducted by students and teachers, they have several opinions on this question, 2 students answered that classroom and Zoom were very efficient, while 3 other teachers answered that Zoom and email were efficient.

a. Covid

Based on the research, students had different answers and some were the same regarding what apps are efficient to use when learning and teaching, and give reasons why. Data was collected from 2 students and 3 teachers on the benefits of learning/teaching at home in your opinion. Of the 3 teachers interviewed about what

applications are efficient to use when learning and teaching, and give reasons, 3 teachers said different answers, 2 teachers said zoom because it is easy to access and easy to use while 1 other teacher said youtube as an efficient application because there are many complete learning methods and there are interesting pictures and sounds. 2 students said the same thing, namely zoom, because it is easy to access and easy to use.

b. Pasca Covid

Based on the research, students had different answers and some were the same regarding what apps are efficient to use when learning and teaching, and give reasons why. Data was collected from 2 students and 3 teachers on the benefits of learning/teaching at home in your opinion. Of the 3 teachers interviewed about what applications are efficient to use when learning and teaching, and give reasons, 3 teachers said the same answer was google classroom, because it is easy when giving assignments and for teachers it looks easy when they want to check student work. 2 students said the same thing, namely microsoft point because when there is a presentation they are easier and learning using microsoft point is more exciting and makes us students more creative.

7) **Are there any particular influences when returning to studying/teaching for approximately 2 years studying/teaching at home ?**

Based on research conducted, students and teachers have the same opinions regarding this question, namely the lack of interest in learning among students.

Based on research with the question Is there a certain influence when returning to learning / teaching for approximately 2 years of learning / teaching at home? 3 teachers had almost the same answer, namely the lack of enthusiasm of children and the teachers themselves to come to school, a lot of material that was left behind and the grades of children who became bad because they often did not go to class with the excuse of a signal or overslept. While 2 students said the same answer, namely the decline in academic grades and interest in coming to school due to the long time of learning at home online. They are often late for school because they forget that they have studied offline again.

C. Discussion

a. Researchers found comparisons of using computers during the pandemic and post-pandemic on teachers and students during the teaching and learning process. 2 students and 3 teachers agreed that learning and teaching using computers during covid was very effective. table 4.1 explains the comparison between the usefulness of computers during covid and post covid, besides being effective they also mention the usefulness of teaching and learning using computers.

b. All the findings detailed above seem to be similar to the writings found by chan nim park and ahmad husein, sholihatul daulay in their research which found: in a journal entitled "implementing computer-assisted language learning in the EFL classroom, teachers' perceptions and perspectives by chan nim park said that ten teachers indicated that they enjoyed using computers and nine teachers felt

comfortable using computers in the classroom. There is also a journal entitled "using computer assisted language learning (CALL) in post pandemic era higher education students` voice" by ahmad husein, sholihatul daulay said that the use of computers as a learning tool makes students have to understand computers better. the habit of using computers makes students feel comfortable even though the pandemic is over. This is consistent with the findings of this study which show that students' perceptions of the use of computers as a language learning medium after Covid-19 are positive, this is indicated by the results of their statements which say that using computers makes learning English easier and more fun. And made them more proficient in using computers after the Covid-19 pandemic.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. **Conclusion**

    Based on the research results in chapter IV, it can be seen about the differences in using computers when learning and teaching during the pandemic and post-pandemic. From the results of the above analysis, it can be concluded that :

    1) teachers and students have different answers, namely :

      a. computers help teachers in providing material to students

      b. computers have advantages and disadvantages when learning and teaching

      c. computers have adequate battery capacity and memory

      d. computers are more multifunctional

      e. computers make it easier for teachers and students when doing tasks

2) In the process of teaching and learning English, students utilize computers by using existing features such as microsoft word, microsoft point, zoom, etc. so that they teachers and students are able to learn and teach easily with the state of learning and teaching at home or online.

B. **Suggestion**

Having seen at the results of the study, the suggestions that researchers can convey are as follows:

1) The researcher hopes that this study can be a useful reference to increase readers' knowledge about Computer Assisted Language Learning.

2) It is suggested that students and teachers use their computers wisely for learning activities. Especially learning English.

3) The researcher hopes that teachers can use this research as one of the references to make the teaching and learning process more exciting and efficient by utilizing computers.

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Appendix 1 : Documentation

Appendix 2. Form K-1

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Riza Danita
NPM   : 1902050006
Program Studi   : Pendidikan Bahasa Inggris
IPK Kumulatif   : 3,44

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Computer assisted language learning (CALL) in english teaching and learning process during pandemic and post pandemic.	
	A descriptive of increased English when applying a combination of synronus and asyncronus via forum and google meet	
	Implementation of foreign language approach system in student speaking skills learning through animation movie	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 28 Maret 2023

Hormat Pemohon,

Riza Danita

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix 3. Form K-2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id
==

Kepada Yth :   Bapak/Ibu Ketua & Sekretaris
                Program Studi Pendidikan Bahasa Inggris
                FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Riza Danita
NPM   : 1902050006
ProgramStudi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum
di bawah ini dengan judul sebagai berikut :

Computer assisted language learning (CALL) in english teaching and learning process during
pandemic and post pandemic..
Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Arianto, A.Pd., M.Hum

28 Maret 2023

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas
perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.
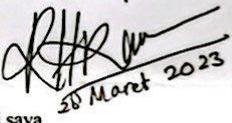
Medan, 28 Maret 2023
Hormat Pemohon,

Riza Danita

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix 4. Form K-3

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama   : Riza Danita

NPM   : 1902050006

ProgramStudi   : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Computer assisted language learning (CALL) in english teaching and learning process during pandemic and post pandemic.	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 28 Maret 2023
Disetujui oleh

Dosen Pembimbing

(Arianto, S.Pd.,M.Hum)

Hormat Pemohon

(Riza Danita)

Appendix 5. Permohonan Persetujuan Judul

Nomor   : 1453 /II.3/UMSU-02/F/2023
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : **Riza Danita**
N P M   : 1902050006
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : **Computer Assisted Language Learning (CALL) in English**
                   Teaching and Learning Process During Pandemic and Pandemic.

Pembimbing   : **Arianto Siregar, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
   1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
   2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
   3. Masa kadaluwarsa tanggal : **1 April 2024**

            Medan   10 Ramadhan   1444 H
                  1 April   2023 M

                    Wassalam
                    Dekan

                 Dra. Hj. Syamsuyurnita,MPd.
                 NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
  WAJIBMENGIKUTISEMINAR

Appendix 6. Berita Acara Bimbingan Proposal

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jaumat Tanggal 15 Bulan September Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap	: Riza Danita
N.P.M	: 1902050006
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Computer Assisted Language Learning (CALL) in English Teaching and Learning Process During Pandemic and Post Pandemic.

No	Masukan dan Saran
Judul	
Bab I	Sebaiknya dimasukkan permasalahan di lapangan
Bab II	- penulisan kajian literatur harus diawali dengan Grand Theory, Middle Theory dan Applied Theory - Sebaiknya relevansi study dimasukkan
Bab III	- penulisan kajian diperhatikan sesuai buku panduan - pertegas subjek penelitian yaitu Struktur
Lainnya	- penulisan daftar pustaka - Referensi sebaiknya 60
Kesimpulan	[ ] Disetujui [ ] Ditolak [ ] Disetujui Dengan Adanya Perbaikan
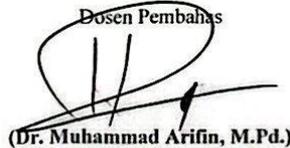
Dosen Pembahas   Dosen Pembimbing

(Dr. Muhammad Arifin, M.Pd.)   (Arianto Siregar, S.Pd., M.Hum.)
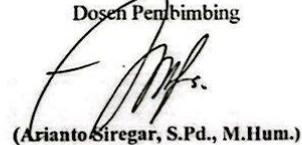
Panitia Pelaksana

Ketua   Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)   (Rita Harisma, S.Pd., M.Hum.)

Appendix 7. Berita Acara Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jaumat Tanggal 15 Bulan September Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Riza Danita
N.P.M : 1902050006
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Computer Assisted Language Learning (CALL) in English Teaching and Learning Process During Pandemic and Post Pandemic.

No	Masukan dan Saran
Judul	
Bab I	Sebaiknya dimasukkan permasalahan di lapangan
Bab II	- Penulisan kajian literatur harus diawali dengan Grand Theory, Middle Theory dan Application Theory. - Sebaiknya relevansi study dimasukkan
Bab III	- Penulisan kajian diperhatikan sesuai buku panduan. - Pertegas subjedk penelitian yaitu Student.
Lainnya	- Penulisan daftar pustaka - Referensi sebaiknya 60
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Muhammad Arifin, M.Pd.)

Dosen Pembimbing

(Arianto Siregar, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 8. Lembar Pengesahan Hasil Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم
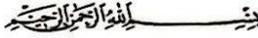
LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	: Riza Danita
NPM	: 1902050006
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Computer Assisted Language Learning (CALL) in English Teaching and Learning Process During Pandemic and Post Pandemic

Pada hari Jum'at tanggal 15, bulan September tahun 2023 sudah layak menjadi proposal skripsi.

Medan,   Oktober 2023

Disetujui oleh:

Dosen Pembahas

(Dr. Muhammad Arifin, M.Pd.)

Dosen Pembimbing

(Arianto Siregar, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.

Appendix 9. Surat Izin Riset

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
🌐 https://fkip.umsu.ac.id ✉ fkip@umsu.ac.id 📘 umsumedan 📷 umsumedan 🐦 umsumedan ▶ umsumedan

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor	: 3838/II.3/UMSU-02/F/2023	Medan,	7 Jumadil Aweal 1445 H
Lamp	: ---		21 November 2023 M

H a l   : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMK TI Budi Agung Medan
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama	:	**Riza Danita**
N P M	:	1902050006
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	**Computer Assisted Language Learning (CALL) in English Teaching and Learning Process During Pandemic and Post Pandemic.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, M.Pd.
NIDN : 0004066701

Pertinggal

MC-PT   MQA   QS STARS ★★★★

lxxx

Appendix 10. Surat Balasan Izin Riset

YAYASAN PERGURUAN BUDI AGUNG
SEKOLAH MENENGAH KEJURUAN TEHNOLOGI
SMK-TI SWASTA BUDI AGUNG MEDAN
KOTA MEDAN

YASPERBA

NSS : 324076011065   TERAKREDITASI : "B"   NDS : 520712210

Jl. Platina Raya No.7 Kel. Rengas Pulau Kec. Medan Marelan Telp. (061) 6852807 Kode Pos : 20255

Nomor   : 219/048/SMKTI/XI/2023
Lamp.   : -
Hal   : Izin Riset

Kepada Yth,
Dekan Fakultas Keguruan dan Ilmu Pendidikan UMSU
Di
Tempat
Yang bertanda tangan di bawah ini:

Nama   :   TUTI KUSRINI, S.Pd.
NIP   :   -
Jabatan   :   Kepala Sekolah SMK TI Swasta Budi Agung
Alamat   :   Jl. Platina Raya No.7 Kel. Rengas Pulau

Menjawab Surat No. 3838/II.3/UMSU-02/F/2023 tentang Permohonan Izin Riset dalam rangka memenuhi persyaratan Skripsi dengan ini menerangkan :

Nama   : Riza Danita
NIM   : 1902050006
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Computer Assisted Language Learning (CALL) In English Teaching and Learning Process During Pandemic and Post Pandemic.

Telah di berikan izin untuk melaksanakan Penelitian Skripsi di SMK TI Swasta Budi Agung dimulai dari :

Hari   : Rabu , 22 November 2023 – Rabu 29 November 2023

Demikianlah surat keterangan ini dibuat untuk dapat diketahui dan digunakan sebagaimana mestinya. Atas perhatiannya kami ucapkan terima kasih.

Medan, 22 November 2023
Kepala Sekolah

TUTI KUSRINI, S.Pd