

Chapter One

Introduction

This chapter includes the key components of the research. The research begins with an introduction that includes the background information, problem identification, research questions, research purpose, research significance, and research organization. Problem identification is the process of recognizing and understanding the emergence of a particular topic. Research questions are inquiries that aim to address and resolve future problems. The purpose of this research is to clearly articulate the primary objective of the study. The significance of the research elucidates the impact of this research.

Background

The advancement of technology is changing almost every aspect including education. In education, technology can be used to make teaching and learning easier, especially in teaching foreign languages. Teachers and curriculum designers are both aware of the significance of integrating technology and curriculum reform (Tafazoli et al., 2018). Both primary and high schools have been using technology in teaching foreign languages to their students. Although the vast majority of teachers who teach foreign languages in schools have adopted the use of technology, certain teachers continue to rely on more traditional modes of instruction.

Furthermore, with technological advancement, both teachers and pre-service teachers can bring technology to their teaching as a tool to help the

teaching process. Computer technology has made gains into foreign language acquisition in recent years, and program of education to both accelerate and facilitate English learning process (Nejati, Jahangiri, & Salehi, 2018, p. 352). Technology enables interactive and personalized learning experiences. Teachers can use various digital learning tools and materials to facilitate project-based learning and incorporate real-world challenges. This approach allows students to showcase their understanding of complex concepts and content (King & South, as cited in Erbas et al., 2021).

One kind of technology used in foreign languages classes is called computer-Assisted Language Learning or CALL. A study by Asrifan et al. (2020) stated that CALL implementation significantly affects student's attitude in learning English positively and increases their achievement. Another study conducted by Kieu et al. (2021) found that implementation of CALL becomes widespread and makes students more productive. Based on the research from Minnillo (2020), it was found that the use of CALL by the teachers to teach their students both have difficulties in implementing it.

Computer-Assisted Language is a system of communication that humans use to express thoughts, ideas, and emotions. It is a Learning is not solely centered around the use of computers for educational purposes. Additionally, there exist various other forms of technologies. CALL, or Computer-Assisted Language Learning, encompasses various technologies used for language acquisition. These technologies include computers, the internet, online reference resources, as well as exercises and quizzes (Rahimi, 2015, as cited in Hanna et al., 2020). This

indicates that besides the use of computers, the internet plays a huge role in CALL implementation. Although the use of technology for language learning and teaching is a new idea, it is not a new theory in the educational field where CALL is structured (Tafazoli et al., 2018). From the statement, it can be concluded that the concept of CALL remains unchanged although the methods and tools are.

Pre-service teachers are responsible for implementing Computer-Assisted Language Learning (CALL) in their future careers. Pre-service teachers in undergraduate education programs must engage in teaching practice. Therefore, they frequently employed innovative ideas in their practices. According to Maulina and Rusli (2018), in addition to the importance of English teaching techniques, pre-service teachers can develop their own teaching techniques. These techniques can effectively promote creative thinking, motivation, socialization, and professional growth. Pre-service teachers fulfill an academic requirement by applying theoretical English teaching techniques in their teaching practice (Maulina & Rusli, 2019). The technique employed is Computer-assisted Language Learning Implementation.

This study aims to analyze pre-service teachers' implementation of CALL (Computer-assisted Language Learning) in teaching practice to qualify to be future teachers. This research is conducted to find out the pre-service teacher's CALL implementation in pre-teaching, whilst-teaching, and post-teaching and which tools is utilized during their teaching practice in English classes in senior high school. Thus, searching for pre-service teachers' perspective of CALL is important because the advancement of technology is now accessible by almost

everyone. This research investigates the tools that were used by pre-service teachers during teaching practice in senior high school. Then, the research also investigates when did the pre-service teachers implemented the teaching tools whether during pre-teaching, whilst-teaching, or post-teaching.

Identification of the Problem

The implementation of Computer-assisted Language Learning (CALL) is not applied to every teacher. This research is mainly to investigate pre-service teachers' media to support pre-service teachers' CALL implementation and pre-service teacher's CALL implementation procedure during their pre-teaching, whilst-teaching, and-post teaching in an English class. CALL implementation defined as teaching with the help of computer as a teaching media such as usage of internet, applications, and several online exercises or quizzes to teach English (Rahimi, 2015, as cited in Hanna et al., 2020).

Delimitation of the Problem

This research focuses on analyzing the implementation of CALL in the pre-service teachers during their internship program at Senior High School. The main subject is a Private University English Education Department students that attended the internship program in senior high school in order to train their skills to be a competent future teacher. The research would take place for at least one month and one week. The researcher would conduct descriptive qualitative design.

Research Questions

From the background of this research, these are the presented research questions as the formulation of this current research.

1. What is the purpose of the implementation of CALL tools by pre-service teachers during teaching practice?
2. How do the pre-service teachers implement the tools in teaching English during teaching practice?

Purposes of the Research

1. To find out the purpose of the implementation of CALL tools by pre-service teachers during teaching practice
2. To find out how pre-service teachers implement the tools in teaching English during teaching practice

Significance of the Research

For pre-service teachers

This research brings information to other pre-service teachers to get reference on several CALL implementations done by predecessor pre-service teachers. Then, the next generation of pre-service teachers would know what to do when they do an internship program for their teaching practice and would not find any difficulties when implementing Computer-assisted Language Learning. Later, hopefully they will bring innovation to language learning lesson Classroom.

For other researchers

For other researchers, this research provides data for them to deepen the knowledge of CALL implementation among pre-service teachers. Whether pre-service who teach elementary or junior high-level students, the other researchers also could compare the findings of this research.

Organization of the Chapter

The introduction chapters consist of the main background of the research problems and explain the study's topic. Identification of the problem discusses specifically the issue of the research. Delimitation of the problem explains the focus of the research and how it would relate to the research questions. The research will focus on how and when pre-service teachers use CALL during their teaching practice and how are their strategies on implementing it during lesson.

The literature review chapters provide detailed definitions and descriptions of this research's topic. This chapter also includes relevant studies as a direct comparison to gain additional point of view. There are definitions of CALL, CALL tools; creation tools, presentation tools, and evaluation tools; CALL implementation, and review of previous related studies.

The third chapter would go into the systematic way this research is done. The researcher explains how the research has been done. The participant of this research consists of five pre-service teachers from Sun University that have been interviewed accordingly. The participants of this research will be the final semester students of English language education department of the Sun university that joined the internship program in Senior high school. The participants of this research are mentioned with pseudonyms that are explained in the third chapter.

In the fourth chapter, the findings of the research are presented. This chapter explains the findings of the research as well as data from the interview entries that were completed by participants. The comments of the participants on the various CALL implementations are also included in this chapter's quotes.

The fifth and last chapter is conclusion and reflection. This chapter concludes the findings of this research. The researcher also states about his reflection after doing this research. There are also recommendations that the researcher suggests for several instances such as pre-service teachers, English language education department students, and future researchers.