

Chapter One

Introduction

The researcher in this research discusses various topics covered in this chapter. The background of the first research discusses why the researcher is interested in understanding the attitudes of EFL learners about utilizing CALL in language learning. The research questions that guide the research are also discussed in this chapter. This chapter also discussed the identification of problems, delimitation of the problem, the objective research, and the significance of the research.

Background of the Research

Internet-based technologies are becoming more and more popular in the field of education. With the rapid development of technology, many people also feel that technology is a negative thing. Davies et al. (2009) state that technology in the classroom could improve the learning setting in many ways. In addition, Qurat-ul-Ain et al. (2019) said that in recent years, there has been an increase in the pressure on education to change to keep up with a technologically evolved society and the pervasive use of technological tools like ICT, mobile technology, and multimedia technology.

Implementing innovative methods can be an effective way to enhance instruction and learning. Computer-Assisted Language Learning (CALL), which refers to the use of CALL in learning and teaching English, is one such method. In addition, Demiröz and Türker (2020) defined CALL as the use of computers in

language learning. According to Esfahani (2021), CALL can increase learner motivation by customizing content, using dynamic elements on the screen, and offering practice exercises that take difficulties and wants in a particular setting. Murtiningsih and Rahmawati (2018) stated that after outlining some important concerns about CALL generally and in Indonesia particularly, this discussion now shifts to the online learning platform, which is the central component of CALL in the current research. More and more EFL teachers in Indonesia use an online learning platform to keep their learners interested. With CALL, learners are likelier to like varied and not monotonous things, and learners can be more creative. Aligned with Tafazoli et al (2020), learners indicated that CALL facilitates personalized learning. The researcher uses the term 'personalized' because every learner can learn at their tempo. In addition, learners emphasized the 'ubiquitous learning' characteristic of CALL, which results in a range of learner behaviors.

Integrating the use of CALL in language learning sometimes run smoothly. As Tafazoli et al. (2018) stated, a study is defined as any use of technology for instruction and acquisition of language. As described by Tafazoli et al. (2019), CALL literacy, or an ability to utilize technology at a level appropriate for language acquisition, is one of the challenges. Since learners are the CALL's final users, academics, educators, and educational decision-makers should work to raise learners' CALL literacy. Furthermore, Jin (2018) stated that earlier studies addressed how instructors use CALL in their courses. Many educational institutions indirectly use CALL in language learning. One is the

English Language Education Department Program at a Private Islamic University in Yogyakarta. Teaching and learning activities require the use of computers and the Internet. However, learners' abilities must be considered so that the use of CALL in language learning can be mastered and used effectively.

Research related to the use of CALL in language learning was conducted by Javaid and Anwar (2023), Macias Suarez et al. (2023), and Nst and Daulay (2023), which present about how learners perceive the use of CALL to learn a language. Their research shows that CALL has been used since the 2020 pandemic. Learners said using CALL made them feel more comfortable learning a language in class and helped them learn more. In addition, some studies, Amir et al. (2020), Fadhil Abbas and Ali Qassim (2020), and Mili and Ahmad (2020) investigated the interest of EFL learners using CALL with the result that CALL or Computer Assisted Language Learning is an effective method for learning languages. However, this faces obstacles and challenges. The results of the researcher stated that CALL is mandatory in EFL classes to improve learners' understanding and performance. Learners take CALL seriously because it can increase their understanding of academic material and enhance their learning experience. Moreover, Murtiningsih and Rahmawati (2018) recommend that educational institutions should provide training in online learning and technology-based teaching strategies and that instructors' understanding of CALL-mediated courses needs to be strengthened.

However, although there has been some research on this matter, namely the identification of EFL learners towards the use of CALL in language learning,

some focus on learners' perceptions and interests. Then, there is a possible connection between their attitudes and gender in education. What differentiates this research from several research results regarding this category is that it contains attitudes that are presented specifically from the results of language learners using CALL for three to four years in language learning who have never received direct training on CALL at their institution.

There are several reasons why this research is worth conducting. First, teachers today must adopt the use of CALL in language learning. The researcher hopes to pay more attention to the abilities of EFL learners and teachers in the use of CALL. Second, preventing negative attitudes among EFL learners towards the use of CALL. Last, the distribution of CALL facilities in Indonesia for each institution is more even and of better quality. The research took data from learners who used CALL indirectly for four years to continue their education due to the pandemic. Most of them, even in the experience of researchers, have yet to receive an education that can be said to be mature regarding the use of CALL. With this long duration, researchers want to identify whether EFL learners hold positive or negative attitudes. Alluding to the statement from Tafazoli et al. (2020), the lack of learners' understanding of CALL is one of the significant obstacles to teaching and learning activities in a class. By knowing learners' attitudes through this research, the researcher hopes that the teachers can be wiser and more effective in using the CALL method.

This research seeks to investigate the attitudes of private university EFL learners' attitudes towards using CALL in Language Learning. This research

investigates whether there is a significant difference between male and female EFL learners' attitudes towards using CALL in language learning. This research is worth conducting because if there is a difference in learners' attitudes towards using CALL in language learning, then it would affect different outcomes. Demiröz and Türker (2020) stated that, when gender is considered, female learners often have more favorable attitudes regarding studying and using computers. From these results, it is possible that if there are unfavorable attitudes, it is hoped that teachers can minimize them.

Identification of Problems

The teaching and learning process at the private university where the researcher takes data has been going on for years. EFL learners at that institution have implemented a language learning process using CALL. As the researcher observed, for some EFL learners, the method of CALL in language learning holds positive attitudes, but some have a negative attitude. And whether the attitudes produced by learners are related to gender differences.

Therefore, knowing EFL learners' attitudes regarding using CALL for language learning is necessary. As the researcher observed, some learners have experienced difficulties in operating some software in the classroom. Moreover, learners also complained about some software in classes even though the lecturer had taught them. Also, male and female learners have different attitudes in class in obeying the rules. Male learners seem a little out of the learning topic because they are more curious to explore the features of CALL. So, this research has

investigated EFL learners' attitudes and significant differences between male and female learners towards the use of CALL.

Delimitation of the Problem

In this research, the researcher investigated EFL learners' attitudes toward utilizing CALL in language learning and whether there are any statistically significant differences in EFL learners' attitudes toward using CALL in language learning based on gender. The research was focused on EFL learners at the English Language Education Department at Yogyakarta Muhammadiyah University batch 2020 that used a quantitative approach. Participants in this research in semester eight have spent four years using CALL since they first enrolled in college after the COVID-19 pandemic in 2020.

Research Question

Following the background above, the researcher accumulates two research questions:

1. What is EFL learners' attitude towards the use of CALL in language learning?
2. Is there any significant difference in EFL learners' attitude towards the use of CALL in language learning based on gender?

The Objective of The Research

Following the research question, this study aims:

1. To find out EFL learners' attitudes towards the use of CALL in language learning.

2. To know if there is a significant difference in EFL learners' attitudes towards the use of CALL in language learning based on gender in language learning.

The Significance of The Research

The results will broadly assist teachers, institutions, and future researchers.

Teachers

The research can be a source of information regarding the attitudes of EFL learners toward using CALL. With this, teachers can consider increasing their knowledge and improving their ability to use CALL in the classroom. Then, teachers can develop more interesting learning strategies with CALL based on the attitudes of male and female learners.

Institutions

The research from this research can be an evaluation for institutions regarding implementing CALL in institutions. Institutions can implement CALL effectively by preparing everything for the continuity and smoothness of language teaching and learning. Institutions can also establish good rules for learners when using CALL. That that it can form a good attitude for learners.

Future Researchers

Other researchers might use the result of this research. The results of this research are expected to be a reference for future research, and they include some information about EFL learners using CALL in language learning. The research results are also expected to be more varied from different perspectives.

Organization of the Research

This research was separated into five chapters. This research contains the introduction, literature review, methodology, findings, discussion, and conclusion. The first chapter also describes the research questions and objectives. The research questions are as follows: (1) What is EFL learners' attitude towards using CALL in language learning? and (2) Is there a significant difference based on gender in the results of these attitudes? In this chapter, the researcher also determines the research's focus and reasons for conducting it. As a measuring instrument, the researchers employed EFL learners at private universities. The following section explains the significance of the research-based research.

The next chapter is a literature review. Provided knowledge and facts about language learning, Computer Assisted Language Learning (CALL) definition, and EFL learners' attitudes about utilizing CALL in language learning. This chapter explained the knowledge surrounding a general overview of the EFL learners' attitudes toward using CALL in language learning.

The methodology is covered in Chapter 3. This chapter outlines the researcher's plan for conducting the research. The research design used a quantitative survey with 37-item questionnaires conducted in a private university's English Language Education Department. The data used 122 participants, 43 male and 79 female learners. The researcher used descriptive statistics to investigate the attitudes of learners and inferential statistics to find out the significant difference in EFL learners towards the use of CALL between males and females.

Chapter four is the results and discussion. Chapter four explained the results and discussion. The result regarding EFL learners' attitudes towards CALL was processed using descriptive statistics with SPSS. The mean score of the total item was 3.32 (SD=0.35), which belongs to the positive attitude category. The results of the first research question were that EFL learners have a positive attitude toward using CALL. The second research question regarding a significant difference in the attitude based on gender learners was processed through a t-test with normality test and homogeneity test requirements. From the results, the significant value is 0.55. Based on the independent t-test, there is no significant difference if the significance value is greater than 0.05 (>0.05). The results of the second research question showed no significant difference between males and females in attitude towards using CALL. It can be concluded that the submitted hypothesis has been rejected.

Chapter five is conclusions and suggestions. This chapter is the conclusion of the research conducted by the researcher, which contains a summary of the research, its implications, and recommendations. Suggestions were provided to teachers, institutions, and future researchers.