

## TEACHERS' PERCEPTION IN USING CALL AND TEACHERS' HABIT IN TEACHING ENGLISH OF SECONDARY SCHOOL IN JAKARTA

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**Abstract:** This study intended to know the correlation between teachers' ability on using CALL and their habit in teaching secondary school in Jakarta. The independent variable (X) is the teachers' perception in using CALL; meanwhile, the dependent variable (Y) is teachers' habit in teaching. The research used quantitative method that applied questionnaire as the instrument to collect the data. The population in this research was 100 teachers, but the writers only took 80 teachers as the sample of this research. The writers used random sampling technique. To obtain the data of X variable (teachers' perception in using CALL) and Y variable (teachers' habit in teaching), the writers distributed questionnaire consisted of 40 items. The writers used Pearson Product Moment's formula to calculate the correlation between X variable and Y variable. After analyzing the data, it was found that both sample data (X and Y) were normally distributed because  $\chi^2_o < \chi^2_t$  X data ( $3.91 < 9.49$ ), and Y data ( $8.13 < 9.49$ ). The correlation was found  $r$ -observed = 0.333 and  $r$ -table = 0.217 in a significant 0.05 with  $n = 80$ . Because  $r$ -observed <  $r$ -table,  $H_o$  was rejected and  $H_1$  was accepted. It means that there was a significant relationship between teachers' habit in teaching English with technology and their competency in using CALL.

*Keywords:* CALL, teacher's habit, teaching English, technology

### INTRODUCTION

One of the advantages of learning English is people can follow the development of technology. Mastering English becomes the most important factor for people who do not want to be left behind by the development of science, trade, and technology including the internet since technology has a lot of impact on people's lives (Nila, 2013). It will be beneficial for students and teachers when they learn English as they can learn many things including by following the current development of technology. One of the technologies which mostly used by people is a computer. The computer helps people in many ways, especially in education. The education system has now changed dramatically when people have started using computers. The use of computer has been widespread and growing in schools and homes. Computer brings innovation in the learning and teaching process. The innovation of computer is affected to the teachers to help them delivering the material. In the past, the teacher only used the textbook as a media for teaching, but now they can utilize the computer to teach English skills. Additionally, technology is the way for increasing interactions between teachers and students in the classroom and used by teachers to find out the learning style that students might like (Schroeder, 1993; Cahyani & Cahyono, 2010).

Moreover, Computer Assisted Language Learning (CALL) is one of the technologies that language teacher can use in teaching and it is established for better language learning. It can have a major impact on the teaching and learning language. Al-Jarf (2005) defines CALL is an approach to language teaching and learning in which computer technology is used as a help to the presentation and evaluation of the material to be learned. The computer also helps the teachers to do some presentations in and out the classroom. Computer really helps the teacher to make the teaching more practical because the teachers do not have to use a lot of papers in giving the material. Many studies explain the effectiveness of using technology in teaching and how technology helps in developing the students learning achievement (Frigaard, 2002; Schofield & Davidson, 2003; Miner, 2004; Timucin, 2006). Moreover, CALL is students' necessity which provides many purposes and information in order to practice, and it is as the facilitator which helps the learners to communicate with each other in a far away (Talebinezhad & Abarghoui, 2013; Derakhshan, 2018). AlMansour and Al-Shorman (2011) analyzed the CALL in writing skill that the students were capable to improve their skill in making paragraphs by checking the grammar through CALL. Using CALL in teaching English becomes more beneficial than others, and it has a good impact on students' motivation and ability to speak (Lewis & Reinders, as cited in Reinders and White, 2010). Moreover, CALL can be fun for students like playing games because playing a game in the learning process is one way for learners to learn a language with another genuine material (Reinders and White, 2010). It will also be very beneficial for them because learning can be more alive by using a computer. For example, teachers can show to the students how the real conversation of the native speaker through video or audio is. Therefore, teachers' ability in using CALL is very important because the development of technology is rapidly change.

However, the school, patterns, structure, and curriculum content do not determine students' process and learning outcomes, but the competencies of the teachers who can teach and guide students especially on using technology determine the learning outcomes. (Hamalik, 2009). Competent teachers will be able to create an effective learning environment. Moreover, they will be able to manage the classes so that the students produce optimal learning outcomes. The teachers' skill and knowledge are not enough to teach well; the teacher also need to have pedagogical competence (Hotaman, 2010). Pedagogical competence is a specific competence that distinguishes teachers from other professions, which demonstrates the ability of teachers to organize learning material, so it can be easily understood by the learners (Jahiriansyah, Retnowati, 2013; Rosnita, 2011). Teacher pedagogical competency variables are measured through six indicators. One of which is the ability of teachers to utilize learning technology. It means the teacher can utilize learning technology as a learning support tool, so learning has become more effective and not boring (Mulyasa, 2008). A competent teacher should know what she or he has to do in teaching process, such as selecting the teaching materials, explaining English subject properly, using technology, planning and managing the learner activities, monitoring learning process in the class, guiding the student's discussion, interacting with the students, and arranging the evaluation for the students.

In fact, although a teacher knows how to be a competent teacher, in daily teaching some teachers cannot show their competency especially in following the development of technology. The writers believe that teachers' habit can influence their competency in teaching. Habit is a person's activity that is done repeatedly and unconsciously, and it is automatic routine behavior that is repeated regularly without thinking (Butler, 1995). It can be said that habits are activities that are carried out continuously and occur on their own without being able to be controlled. Habit is activity patterns that have been regulated and carried out continuously (Roecklein, 2006). It means habit is activities carried out naturally by ourselves. Previous studies have explained the effect of teachers' habit and their pedagogical competence (Emiliasari, 2018; Andini & Supardi 2018). Senior teachers which are usually developing curriculum, making lesson plan, and understanding students' characteristic, they are better in managing the classroom than the junior teachers. Meanwhile, junior teachers which commonly used technology in their life, will be easier in following and implementing the progression of technology in the classroom than senior teacher. It is because of the habit from the teachers to fulfil their teaching competency. In sum, the habit of the students that mostly utilize technology in their generation must be followed by their teachers in maximalizing the development of technology in their class. Like their students, teachers must utilize technology in their life as it can be their habitual things in the class.

## **METHOD**

The writers used quantitative research for this study. Quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study (Creswell, 2002). The design of the study was correlation design to indicate the correlation analysis on data pairs of two variables. Correlation analysis is a term used to indicate the correlation or relationship between two (or more) quantitative variables (Gogtay & Thatte, 2017). The variables in this study are teachers' perception in using CALL and pedagogical competence. The population of this research was the teachers from secondary school in Jakarta. The total amount of the population was about 100 English teachers from junior and senior high school in Jakarta. The writers took around 80 teachers as samples of the research because the total of teachers who were response were only 80 teachers.

The instrument of the research was questionnaire. The writers used questionnaire in order to get the data of the teachers' perception on using CALL (adopted from Abdulwahed et al., 2010) and the teachers' habit in teaching (adopted from Nurfadillah, 2015). The questionnaire measures some indicators whether in perception on using CALL and teaching habit from the teachers such as using CALL in teaching language, teachers ability on using CALL, and barrier on using computer, the ability to manage learning, understanding of the learners, design of learning, utilization of technology education, evaluation of learning outcomes, and development of learners. The questionnaire consisted of 40 items with 20 items for measuring teachers' perception on using CALL and 20 items for measuring teachers' habit in teaching English. In analysing the data, the writers first checked the normality of data distribution by using Kolmogorov-Smirnov test. Finally, the writers tested the hypothesis for the final data using Pearson Product Moment.

**FINDINGS**

The writers collected the empirical data of two variables; teachers’ perception in using CALL (X variable) and teachers’ habit in teaching (Y variable). Before doing analysis about the correlation between the two variables, the writers did the pre-requisite test such as the normality test. This test used Kolmogorov-Smirnov in finding normality of data distribution. The result can be seen below:

**Table 1. Normality Test**

		Unstandardized Residual
N		80
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	10.10458198
Most Extreme Differences	Absolute	.095
	Positive	.095
	Negative	-.070
Test Statistic		.095
Asymp. Sig. (2-tailed)		.073 <sup>c</sup>

Based on the table above, the Asymp Sig. (2-tailed) is 0.073 which means that it is bigger than 0.05. It can be concluded that  $0.073 > 0.05$ , and it means the data was normally distributed. Therefore, the next test could be held to get the final score of the correlation between variables. To answer the hypothesis between teachers’ perception in using CALL and teachers’ habit in teaching, the writer used Pearson Product Moment correlation. The formula of Pearson Product Moment is as follow:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

The result of recapitulation data of two variables are as follows:

$$\begin{array}{lll} n = 80 & \sum X = 6423 & \sum Y = 5827 \\ \sum XY = 468507 & \sum X^2 = 520657 & \sum Y^2 = 43258 \end{array}$$

$$\begin{aligned} r_{xy} &= \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}} \\ &= \frac{80(468507) - (6423)(5827)}{\sqrt{80[(520657) - (6423)^2] [80(432581) - (5827)^2]}} \\ &= \frac{37480560 - 37426821}{\sqrt{[41652560 - 41254929][34606480 - 33959329]}} \\ &= \frac{53739}{\sqrt{(397631)(652551)}} \\ &= \frac{53739}{\sqrt{25947450668}} \\ &= \frac{53739}{161082.12} = \mathbf{0.333} \end{aligned}$$

Based on the calculation above, it can be concluded that the result of correlation by Pearson Product Moment correlation was 0.333. Otherwise, robserved was 0.333, and rtable was 0.217 in the level significance. The result was  $r_{observed} > r_{table}$ . It means that  $H_0$  is rejected, and  $H_1$  is accepted.

To make sure the significance of relationship between teachers' perception in using CALL (X Variable) and teachers' habit in teaching (Y Variable), the writers did t test analysis.

Therefore, it is calculated that:

$$R_0 = 0.333 \quad n=35 \quad df = n-2 = 35-2 = 33$$

$$df = 33 = 1.66$$

$$t = \frac{r\sqrt{(n-2)}}{\sqrt{(1-r^2)}}$$

$$1.66 = \frac{0,333\sqrt{33}}{(1-0,333)^2}$$

$$= \frac{0,333 (8.83)}{\sqrt{1-0,2704}}$$

$$= \frac{2.9403}{0,7296}$$

$$1.66 = \mathbf{2.21}$$

The result of calculation is 2.21. It means that there is a significant correlation between teachers' perception on using CALL, and their habit.

## DISCUSSIONS

The objective of this study is to get the empirical evidence whether or not there is a significant relationship between teachers' perception in using CALL and teachers' habit in teaching English of secondary school in Jakarta. According to the result of the data description, it can be known that the result of  $r_{observed}$  is 0.333 and  $r_{table}$  is 0.217 in the level significance of  $P = 0.05$  because  $r_{observed} > r_{table}$ ,  $H_0$  is rejected and  $H_1$  is accepted. In short, there was a significant relationship between teachers' perception in using CALL and teachers' habit in teaching English in secondary school in Jakarta.

Habit can influence the future of someone. It is automatic routine behaviours that is repeated regularly and continuously (Butter, 1995; Roecklien, 2006). If someone is accustomed to do good activities as their habit, they can create good competency of their life in the future. It is in line with the result of this study that the habit of the teachers who always learn to develop themselves in their competency as a teacher, their ability in using technology especially CALL is also appropriate. Teacher' habits in teaching is very influential on the success of learning in the classroom. Teachers always have to develop their skill in teaching because what their students

need are their teachers as source of learning. Their students hope their teachers can know anything especially in using technology that is happening right now. Although a teacher is a senior teacher who has been teaching for some years, the new generation have to be taught by following the development of the students' era. Good habits will have a good impact on the development and results of students learning in the classroom.

Moreover, the computer is one of technology that teachers can use it while teaching in order to achieve the learning easier and more effective. The teacher cannot teach the students with conventional media. The teachers have to be more sophisticated than their students. Using computer in the classroom is one of tool which helps the teachers to deliver the material to the students. Nowadays, computer becomes a useful technology to work or study. It also can be utilized for everybody, especially teachers and students. CALL is one of good development of media that is good in assisting teaching and learning language. Andini & Supardi (2018) also proved that the good competency in using CALL can influence EFL learners in learning language. Park & Son (2014) add that some teachers in Korea had positive and favourable attitudes toward the use of the computers. It is because they realize that technology grow so fast, so they as teachers have to accustom with technology or make technology as their habit in life to avoid clueless using technology in the classroom.

## CONCLUSIONS

In conclusion, the findings and the discussion discover teachers' habit in teaching English with technology has relationship with their competency in using CALL. Being a friend with technology can have good result in using some modern media in teaching English. Teachers just make using technology as their habit in daily activities, so their curiosity towards technology will be enriched especially in teaching their students as their obligation. As teachers know that delivering good knowledge is one of their responsibility and credibility of their career as a teacher. Therefore, they should gain more their competency to be competent teachers because habitual on using CALL can affect their ability and understanding of educational technology. In the other words, the more often technology used the more proficient teachers use it.

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