

**THE STUDENTS' PERCEPTION ON THE USE OF PREACHING
METHOD AND COMPUTER ASSISTED LANGUAGE LEARNING
(CALL) MEDIA IN TEACHING ENGLISH**

(A Descriptive Research of Students at Muhammadiyah University of Makassar)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfilment of the Requirement for the
Degree of Education in English Departement*

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2018



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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26 Jumadil Awal 1440 H
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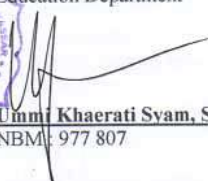

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MOTTO

“Think as big as galaxy!”

ABSTRACT

JUBAIDAH, 2018. *The Students' Perception on the Use of Preaching Method and Computer Assisted Language Learning (CALL) Media in Teaching English (A Descriptive Study at Muhammadiyah University of Makassar).* (Supervised by Bahrin Amin and Ardiana). A Thesis of English Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University.

This research aimed to investigate students' perception on the use of preaching method and Computer Assisted Language Learning (CALL) media in teaching English at seventh semester students English Department Muhammadiyah University of Makakassar.

This study applied a descriptive qualitative study. The data gained through open-ended interview and process with question interview that was present in paper, data reduction, and coding technique. The data was gained from seventh semester students at English Department Muhammadiyah University of Makassar.

Based on the findings, it finds that students gave the positive perception toward the use of preaching method and Computer Assisted Language Learning (CALL) Media in teaching English to measure the effectiveness of the method and the media to support their English skills or knowledge. Moreover, the students claimed that they have got many advantages during the implementation of preaching method and CALL media. This study also found that this strategy was needed to be improved by the lecturers in terms of giving instruction, observing the class and evaluating the implementation of preaching method and CALL media in English class.

Keywords: *Perception, Preaching Method, Computer Assisted Language Learning (CALL) Media, Teaching English.*

CHAPTER 1

INTRODUCTION

A. Background of Research

Teaching English for students is obligation for school institution in the world because English language is the king of language. English taught as the second and foreign language starting from the elementary school up to the university level. The aim of teaching English at school is to teach students how to use English for communication needs. It means that students should be involved in oral and written communication throughout the whole course of learning English. To achieve the desire learning objective, teachers try to keep every appropriate method that they do as possible.

Preaching method is the one of the appropriate methods used by the teachers including in teaching English. Utomo and Ruijter in Djuming 2011:75 state the preaching method is a form of instruction that diverts information to a large group by verbal or spoken. Rianto (2006) states preaching method as a way to present material orally. In the using of that, the students are required to listen material well.

Preaching method is the main method used by teachers in teaching. However, as the time progressed, in the process of teaching and learning, teachers use preaching method incorporate with the other method such as question and answer, discussion, and etc. The media used not only voice and style of the teachers, but combined with other media that over image, voice, visual and

motion. The reason of the combination is to give feel interest to student during the teaching and learning process.

In the globalisation era, Computer Assisted Language Learning (CALL) appear as complementary lack of traditional teaching method in teaching English. CALL can be combined with methods of teaching to facilitate teachers to deliver teaching materials easily. The integration of technology in teaching and learning process is essential to support the advance teaching method in classroom. The classroom has to provide an environment and atmosphere that allows teachers to create, construct, and share materials through technology. Most studies suggested that the use of technology can definitely minimize if not completely eliminate the problems faced by EFL teachers (Sabzian & Gilakjani, 2013; Yang, 2010; Saeed, 2015; Alresheed, Leask, & Raiker, 2015; Ahangari, 2013; Park & Son, 2009; Ozturk, 2012).

Based on the explanation above, the researcher believes that is important to examine the students perception on the use of preaching method and Computer Assisted Language Learning (CALL) as media in the English learning process. After knowing the perception of students, hopefully the appropriate adjustment can be made to support the learning process in English subject as suggestion to teachers and further information will be helpfull in English language teaching.

B. Research Questions

Based on the statement above, this study limited discussion on what are the students' perceptions on the use of preaching method and CALL media in teaching English?

C. Objective of Study

The main purpose of this study was to find out the students' perception on the use of Preaching method and CALL media in teaching English.

D. Significances of Study

The results of this research are expected to be useful information for people in teaching and learning process, such as to add information and improve teaching skill for teachers, encourage teachers to be more active, creative, and innovative in the using of CALL, and gives information as source of information about preaching method and CALL for other researchers.

E. Scope

The scopes of this research were limited to the subject and the object investigated. The subject of investigation was 7th semester students at English Depaertement Muhammadiyah University of Makassar, and the object discussion of this research was the use of preaching method and CALL media in teaching English in English classroom.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Findings

There are a lot researchers conducted theirs research that related to this research as follows:

- 1) Okechukwu, Ogochukwu & Obiegeli(2014) found that many teachers agree through the use of Computer Assisted Instruction (CAI), the teaching and learning of social study in junior secondary school could be made lively, interesting and motivating to the students. It equally enhance the ICT knowledge of not only the teachers but also that of the learners. The tittle of research is teachers' perception of the effectiveness of Computer Assisted Instruction in the teaching of Junior Secondary school.
- 2) Shivakumaran et. Al (2012) claimed that incorporating technology on a higher level in their classrooms would make students more engaged and excited to learn. The tittle of the research is students perceptions of multimedia technology integrated in classroom learning.
- 3) Park, and Son (2009) found the computer technology as a useful teaching tool that can enhance ways of teaching by offering students a variety of language inputs and expanding students' learning experiences in real and authentic contexts. They also reported that external factors such as lack of time, insufficient computer facilities, rigid school curricula and textbooks and lack of administrative support negatively influence the implementation of CALL in the classroom. Internal factors such as teachers' limited computer skills,

knowledge about computers and beliefs and perceptions of CALL also seem to significantly affect teachers' decisions on the use of CALL. The title of the research is *Implementing Computer-Assisted Language Learning in the EFL Classroom: Teachers' Perceptions and Perspectives*.

From some previous finding above, there are some perspectives about the use multimedia technology in classroom. In this study the researcher will also conduct research on what the students perspectiveis about the use of multimedia technology in the classroom. Thus, the researches above have similarity and difference with this research. The difference is not only the use of multimedia technology focus on discussing, but the use of preaching method as a teaching method to support the use of multimedia technology in English classroom is deep to discuss also.

B. Theoretical Review

1. Preaching Method

a. Definition of Preaching method

Gilsrap and Martin in Djuming (2011) defines the preaching method is a teaching method that present facts and principles orally. Thus, preaching method is a form of teaching and learning interaction which is done through explanation and verbal narration by teachers toward a group of students. The structure of preaching method manipulates human psychology to increase vigilance, focus attention, and generate authority for the lecturer to make communications more memorable for the student.

Preaching method is a method of teaching widely used by teachers in teaching and learning in class. Preaching method is probably the best teaching method for many students in many circumstances; especially for communicating conceptual knowledge, and where there is a significant knowledge gap between lecturer and audience. From the all methods of college teaching, preaching is the most widespread (Costin, 1972). Preaching method is so effective because it exploits the spontaneous human aptitude for learning from spoken rather than written information.

Preaching method is as a way of presenting the subject matter orally. The medium is the voice and style of the teacher. Therefore, student should be more active to notice the material clearly. This method is most often used by teachers in school as the main method. However, in practice in schools it rare to find that during the teaching and learning teachers used only preaching method and that they are now used in collaborative with the other varieties of teaching method and the other media. Thus, regardless of the approach and strategy used by teachers in teaching and learning process, the preaching method is still applied even in a small amount of times

b. The implementation of preaching method

According to Roestiyah (2001:139) states when using the preaching method that it is necessary to pay attention to the implementation procedures as follow: first, the teacher must be skillful to formulate instructional objectives which is very specific and concrete, so that it can truly be achieved if the lesson has taken place. Second, the teacher needs to consider a lot of aspects, whether

your choice by using the preaching method is right, so that you can achieve the goals as formulated. Third, the teacher needs to understand the lesson material in terms of sequence and scope so that the teacher can compile lesson material that allows students to be interested in the lesson.

According to Sanjaya (2007: 149-152), in using preaching method there are several things that must be done, both in the preparation phase and in the implementation phase.

1. Preparation phase

- 1) Formulate the objectives to be achieved.
- 2) Determine the subject matter to be explained.
- 3) Prepare tools.

2. Implementation phase.

1) *Opening step*

The opening step in the preaching method is a decisive step. The successful implementation of the preaching method is largely determined by this step. There are several things that must be considered in this opening step.

- a) Make sure that students understand the goals to be achieved.
- b) Doing appreciation step, which is the step of connecting the subject matter before with the subject matter to be delivered.

2) *Presentation step.*

The presentation step is the step to deliver learning material orally. In in this step, the teacher must maintain the students' attention so they can

remain and focus on the learning material that is being delivered. To maintain the students' attention, there are several things that can be done:

- a) Maintain eyes contact with students.
- b) Use communicative language can be easily digested by students.
- c) Present learning material systematically, not jumping up and down, so that it is easily captured by students.
- d) Respond the students' responses as quickly as possible.
- e) Keep the class conducive and exciting to learn.

3) *Step to end or close the preaching method.*

- a) Guiding students to draw conclusions or summarize the subject matter just presented.
- b) Stimulate students to be able to respond or give a kind of review of the subject matter that has been delivered.
- c) Conduct an evaluation to determine the ability of students to master the learning material that was just delivered.

c. Teachers' role on the use of preaching method

Every teacher includes an English teacher that is prepared well to have the ability to carry out the educational tasks. For this purpose, it is expected that at least English teachers can become teachers or educators who are able to use the preaching as the one of methods on teaching and learning activities.

The role and competence of teachers in the teaching and learning process follow many things, including: teachers as instructors, class leaders,

mentors, participation environment organizers, expeditors, designers, supervisors, motivators, questioners of evaluators, and counselors.

1) Teacher as facilitator

As a facilitator, the teacher plays a role in providing services to facilitate students in the learning process. According to Sanjaya, (2012) in order to be able to carry out the role of facilitator in the learning process, there are several things that must be understood, especially those related to the use of various media and learning resources. Among them, (a) teachers need to understand various types of media and learning resources along with the functions of each media, (b) teachers need to have skills in designing a media, (c) teachers are required to be able to organize various types of media and can use various sources learning, and (d) as a facilitator, teachers are required to have the ability to communicate and interact with students.

2) Teacher as demonstrator

According to Sanjaya (2012), what is meant by the role of the teacher as a demonstration? It is the role to show students everything that can make students better understand and understand each message delivered. There are two teacher contexts as demonstrators. First, the teacher must show commendable attitudes. In every aspect of life, the teacher is an ideal figure for every student. Second, as the demonstrator the teacher must be able to show how to make each subject matter more understandable and internalized by each student.

3) Teacher as class manager

The role as class manager, the teachers should be able to manage the class, because class is an aspect that can encourage the teaching and learning process.

The general purpose of classroom management is to provide the use of various types of learning activities in order to achieve good results. While the specific purpose of classroom management is to develop students' ability to use learning tools, providing conditions that allow students to learn and work in the comfortable situations and conditions so as to help students to obtain good learning outcomes.

4) Teacher as mediator

Teachers as mediators should have sufficient knowledge and experience for educational media as a communication tool to make the learning process more effective, thus it is clear that education is an indispensable basis for complementing the success of the education and teaching processes in schools. As a mediator, the teacher also mediates the relationship between humans, for this purpose the teacher must appear using knowledge about how people interact as well as teacher facilitators should be able to.

5) Teacher as evaluator

If we pay attention in the world of education, we will know that every type of education or form of education can change at a certain time during a period. In evaluation education always exists as an effort to find out the

shortcomings and weaknesses that exist, so the teacher gives or seeks alternative steps in order to achieve optimal results.

d. Advantage and disadvantage of Preaching method

Moedjiono in Djuming 2011:77 says that there are some advantages and disadvantage of preaching method that has been found in the implementation of preaching method.

Advantage

- 1) Preaching method is easier for most people to learn conceptual information from spoken communications than from reading – and the essentially aural nature of information has important implications for lecture organization
- 2) That the real-time, human-presence of a lecturer and the social context of a formal lecture makes it easier for most students to remain alert, focus attention and remember what is said.
- 3) The last factor which deserves recognition is that the proper unit of educationally valuable lectures is a course of lectures.

Disadvantage

- 1) The learning process is dominated by teachers
- 2) Decreased student attention
- 3) Short-term memory
- 4) Ineffective to teach psychomotor skills
- 5) Disadvantage certain groups of students

Moreover, Sanjaya (2012) states some advantage and disadvantage of preaching method including in following:

Advantages

- 1) Preaching is a 'cheap' method and 'Easy' to do. Cheap means the lecture process does not require equipment completely, different from the other method such as demonstration. Preaching method rely solely on the teacher's voice so it does not require complicated preparation.
- 2) Preaching can present a broad subject matter. It means that many subject matter can be summarized or explained by the teacher in a short time
- 3) Preaching can provide points of material that need to be highlighted. The teacher can arrange the points of material which need to be emphasized according to the needs and goals to be achieved.
- 4) Through preaching, the teacher can control the class situation because the class is fully the responsibility of the teacher who gives the lecture.
- 5) Class organization uses preaching method can be arranged to be simple. Preaching do not require a diverse class setting, or do not require complicated preparations. As long as students can occupy a seat to hear the teacher, then the lecture can be done.

Disadvantage

- 1) The material that can be mastered by students as a result of the preaching will be limited to what is mastered by the teacher. This weakness is indeed the most dominant weakness, because what the teacher gives is what he

masters, so students understand will depend on what is mastered by the teacher.

- 2) When preaching is not accompanied by demonstration, so there is verbalism. Verbalism is a problem which is very likely caused by the preaching process. Therefore, in the process of presenting the teacher only uses verbal language and students rely solely on their auditory abilities. Whereas it is realized that every student has an unequal ability, including the sharpness of capturing learning material through his hearing.
- 3) Teachers who lack the ability to speak well or have little voice, preaching is often considered a boring method. Even students are physically in the class, but mentally students do not follow the course of the learning process, their mind drifts everywhere, or students are sleepy, because the style of speaking of the teacher is not interesting.
- 4) Through preaching, it is very difficult to know if all students have understood what is explained or not. Although when students are given the opportunity to ask questions, and no one asks, all of that does not guarantee that all students already understand.

2. Computer Assisted Language Learning (CALL) Media

a. Definition of Computer Assisted Language Learning

Levy in Mutlu 2013 defines CALL that is as the search for and study of applications of the computer in language teaching and learning". CALL is closely related to many other disciplines and the computers function as tools to aid or study. CALL embraces a wide range of information and communication

technology applications and approaches to teaching and learning foreign languages, from the "traditional" drill-and-practice programs that characterized CALL in the 1960s and 1970s to more recent manifestations of CALL. CALL is as used in a virtual learning environment and Web-based distance learning. It also extends to the use of interactive whiteboards, Computer-mediated communication (CMC), language learning in virtual worlds, and mobile assisted language learning.

Teachers can use the computer as an aid to managing language classroom activities; it has a multitude of roles to play in the curriculum, ranging from tutor to students' tool. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has already been learned in the classroom or as a remedial tool to help learners who require additional support.

b. Brief History of Computer Assisted Language Learning

Innovations in computer technology have a history of use in language education dating back over five decades. Davies and Kerth in Peterson 2013:1. Davies observes that computers and computer-based technologies have been in use in language education since the 1960s. The early uses of computer technologies were influenced by the computer-assisted instruction (henceforth CAI) movement, and development continued with the eventual emergence of CALL in the 1980s. In order to obtain a broad perspective on the potential of computer in language education, an examination of how three significant

developments in computer technology were applied in the past is instructive, as it provides valuable insights that are highly relevant to the needs of the present.

1) Mainframe Computers

Mainframe computers started to develop by educational researchers to be instructional tools in 1950s. University of Illinois in 1960 succeeded to operate mainframe computers with the under of name PLATO (Programmed Logic for Automated Teaching Operation). This was designed to facilitate monitoring and record keeping student performance. The system utilized a programming language known as TUTOR that is enable teachers to participate in material development. In language education, PLATO was used to provide a variety of language-learning activities that drew on audiolingualism. Typical activities included multiple choice based grammar and vocabulary drills, tutorials, and translation test.

Over the years its operation, PLATO was an innovative project in represented on the first attempts to use new computer technologies in language education. However, the early promise of the system was not follow up. The reason was high development cost, licensing issues, and general reaction among language educators against programmed learning.

2) Multimedia CD-ROOMS

Multimedia CD-ROOMs appear in 1980 for specifically used in language education. CD-ROOMs contained the incorporating multimedia activities were perceived as useful tools for the support of individualized learning and the development of learner autonomy as they encourage learners

to take responsibility for their own learning. The creation of Multimedia CD-ROOMs combined text based learning activities with access to high quality audio, visually appealing color graphics and video. They further provided a higher of interactive than early programs through the provision of hypertext and more user friendly interfaces. Research has shown CD-ROOMs provide annotations may enhance retention on new vocabulary (Chun & Plassin Peterson 2013:3). Studies indicate that the use of CD-ROOMs may enhance listening comprehension (Brett in Peterson 2013:3), and improve grammar knowledge (Felix in Peterson 2013:3).

The Multimedia CD-ROOMs have been discussed above that gave positive effect for language educational system. However, the limitation this technology have been focus of discussion. Hlas and Vukanovich in Peterson 2013:4 climes many teachers did not make regular use of CD-ROOMs in their classes as the product available were frequently perceived as being poor quality and did not meet teacher needs. They identified the lack communication between educators and publishing companies as the main reason for resistance to use of CD-ROOMs. CD-ROOMs can't be modified to meet the needs specific learners groups. The cost and also the limitation of educators knowledge to use of multimedia in CALL has also have been viewed as problematic problem (Plass and Jones in Peterson 2013:4).

3) Videoconferencing

The development of multimedia CD-ROOMs in 1990s began as a new era of development in CALL. Computer Mediated Communication (CMC)

was seen as a development with major implication. The technology gave time and distance to communication with others people in overseas. By bringing together real time communication technologies such as video, text chat, and interactive whiteboards (Hampel in Peterson 2013:5). As the new innovation in that era, videoconferencing provides exposure not only to comprehensible input from peers, but also opportunities to engage in negotiation of meaning involving the production of comprehensible target language, a process that is claimed to support acquisition by raising learners awareness. This technology facilitates international projects where learners have access to diverse groups of peers and native speaker overseas, providing opportunities to develop communication competence and intercultural knowledge.

In the superiority of use as a language teaching medium, videoconferencing also has some delays in usage. The problems are the development cost, advance hardware and network infrastructure (Hampel in Peterson 2013:5). The online nature of the communication in videoconferencing where there can be delays between messages due to bandwidth issues and the accompanying reduction in communication cues can lead to difficulties (Hampel in Peterson 2013:6). These factor have been identified as having the potential to group discussion. Tough reliability is improving, videoconferencing remain as technology that is challenging to implement in many educational institution.

c. CALL as Multimedia

Language teachers have been avid users of technology multimedia for a very long time. First technological aids to be used by language teachers in order to present students with recordings of native speakers' voices, and broadcasts from foreign radio stations were used to make recordings on reel-to-reel tape recorders in 1960s. Other examples of technological aids that have been used in the foreign language classroom include slide projectors, film-strip projectors, film projectors, videocassette recorders and DVD players.

During the 1970s and 1980s standard microcomputers were incapable of producing sound and they had poor graphics capability. This represented a step backwards for language teachers, who by this time had become accustomed to using a range of different media in the foreign language classroom. The arrival of the multimedia computer in the early 1990s was therefore a major breakthrough as it enabled text, images, sound and video to be combined in one device and the integration of the four basic skills of listening, speaking, reading and writing (Peterson 2013).

Examples of CALL programs for multimedia computers that were published on CD-ROM and DVD from the mid-1990s onwards are described by Peterson (2013). CALL programs are still being published on CD-ROM and DVD, but Web-based multimedia CALL has now virtually supplanted these media.

Technology multimedia language centers began to appear in educational institutions. While multimedia facilities offer many opportunities

for language learning with the integration of text, images, sound and video. One of the main promises of CALL is the ability to individualize learning but, as with the language labs that were introduced into educational institutions in the 1960s and 1970s, the use of the facilities of multimedia centers has often devolved into rows of students all doing the same drills . There is therefore a danger that multimedia centers may go the same way as the language labs.

Managing a technology multimedia language center requires not only staff who have a knowledge of foreign languages and language teaching methodology but also staff with technical know-how and budget management ability, as well as the ability to combine all these into creative ways of taking advantage of what the technology can offer. A center manager usually needs assistants for technical support, for managing resources and even the tutoring of students. Multimedia center lend themselves to self-study and potentially self-directed learning, but this is often misunderstood. The simple existence of a multimedia center does not automatically lead to students learning independently. Significant investment of time is essential for materials development and creating an atmosphere conducive to self-study.

d. CALL' Teaching's Program

In fact, there are so many different types of CALL programs to fulfill the needs of teaching language materials. They try to complete the language teaching media to improve learners skills in all aspect of language such a grammar, pronouncing, vocabulary, writing, listening, reading, and others. In below, will be explained some applications of teaching program from CALL.

1) Podcasting.

Podcasting generally used by EFL teachers as media to improve learners listening skill. A recent marketing report (Lewin in Levy et. Al 2011:19) put the size of the podcast audience worldwide in 2008 at 17.4 million (or 9 percent of all Internet users). This number is expected to reach 37.6 million (17 percent) by 2013.

A podcast is a media stream consisting of audio and/or video files, but it can also contain pdf files. The metadata of these files (URLs, titles, and descriptions) are stored in a file called an RSS feed, which is checked regularly by software called podcasters and downloaded automatically. Thus, users do not have to visit a webpage to look for new content: Their computer does it all. By synchronizing their portable media players with their computers, the new content will be copied to these gadgets as well. A podcast can therefore be accessed either on the computer or on a portable media player, and listening can take place even on the move.

2) Mobile technology

Mobile technology comes as an essential tool in education. Mobile learning (M-learning) has been acknowledged as a successful means of raising awareness of the importance of “anywhere, anytime” learning in an increasingly connected world. Mobile technology meets almost all student needs with its content. M-learning encourages “self-access,” and emphasizes the importance of learner independence and learner development. Learning is more effective when learners are active in the learning process, assuming

responsibility for their learning and participating in the decisions that affect it. Therefore, “self-access language learning” is now often used as a synonym for “autonomous language learning” (Benson & Voller in Levy et. Al 2011:37). Holec in Levy et. Al 2011:37 describes autonomy as “the ability to take charge of one’s learning,” and contemporary language-teaching methodologies make the assumption that taking an active, independent attitude to learning—that is, becoming an autonomous learner is beneficial to learning (Benson, Little and Wenden in Levy et. Al 2011:37).

3) E-mail

Email is among the most popular uses of the Internet and presents many opportunities to enhance learning. From the teacher’s perspective, one of the great advantages of email over some other forms of communication is the record of both one’s own messages and the messages one receives.

Using email, learners can communicate with peers, teachers and native speakers. Messages can be structured around an assignment in which the learner solicits special information, shares information about assignments (especially in a jigsaw format, sharing information with peers) or submits thoughts, questions and assignments to a teacher. However, communication with native speakers can be difficult if the learner provides input with substantial spelling and grammatical errors. Most email programs now come with rudimentary spelling checkers but teachers concerned about the quality of their students’ writing may encourage them to compose their

messages in a word-processing software program then copy and paste it into their email messages.

4) Network

Network facilitate teachers and learners to communicate each other in the distance different class which can facilitate cross-cultural communication and, potentially at least, understanding, anywhere around the globe. Network is the software of computer which is the result of the development of videoconferencing. In the progress of videoconferencing that it makes possible for us to send voice, images, and text data simultaneously. Language learners became able to interact with teachers and peers both visually and orally through Internet devices in an authentic situation. A variety of video-conferencing tools were used in education such as NetMeeting, Yahoo! Messenger, and MSN Messenger.

5) Pronunciation Power

Pronunciation Power is the name of computer software that replaced the use of tape recorder, videocassettes, and CD/DVD/MP3 in assisting teachers to improve students' pronunciation. Pronunciation Power has come into market with full functions and features that CALL programs before do not have. Although each piece of software has different features and functions, most provide the presentation of each sound through auditory and visual activities. They aim to identify the deviations of a learner's current speech, such as pronunciation, and to change the way s/he uses her/his mouth to produce the sounds together with intonation and stress.

Pronunciation Power, marketed by the Canadian company English Computerized Learning Inc. (ECL) and developed by Blackstone Multimedia Corporation, focuses on the practice of the 52 English sounds and contains S.T.A.I.R. (Stress, Timing, Articulation, Intonation, and Rhythm). Moreover, it provides real-time visual illustrations of articulatory movements (both a side and a front view) for the production of each sound to accompany the recordings of these sounds' pronunciation. The front view is presented by a video clip of a jaw, lip, and tongue movement of a real person. The side view uses animated drawings providing an X-rayed image of the complete articulatory mechanics (including manner and location of air flow, placement and movement of lips and tongue, velum movement, etc.). A graphic representation of the sound utterance as a waveform is also available. Furthermore, a phonetic transcription of the sounds that were either read on one's own or listened to is included. The types of activities include identifying the target sound in minimal pairs with text and audio files, listening and recording the difficult word, and identifying a word through audio and spelling as well as in sentences with examples of the target sound.

6) Keystroke

Keystroke is computer program that use as word processor tool in writing. The introduction of the word processor in the writing class carried strong potential to reinforce the newly introduced .process approach to writing. Indeed, its inherent features and commands can facilitate, and

possibly encourage, the revising process, which forms part and parcel of the recursive nature of composing. Typically, text editors offer a wide range of editing and formatting options. The ease with which the text can be manipulated seems to alleviate some of the physical and cognitive constraints of writing, thus leading to writing of superior quality. Research on word processing to date has focused mainly on its potential to improve writing quality, attitudes, amount and kinds of revisions, and planning.

7) Microsoft Power Point

Microsoft Power Point is a computer program for presentation that developed by Microsoft office. This application is very widely used especially by educators and students as multimedia in classroom. Power Point provides text objects, graphics, video, sound, and other objects are positioned on individual page called *slides*. Each slide can be printed or displayed on the screen and can be navigated through command from the presenter. Slide can also form the basis of webcast (a broadcast on the World Wide Web).

e. Language Teachers and CALL

Kim in Park 2009 points out that the critical factors affecting successful integration of technology into classroom are associated by teachers themselves. Teachers' attitude or concerns have significant influence on the use of computers in classroom. The advantage of using CALL media for language teaching influenced by teachers decision regarding technology use. Teachers

should be able to adjust the CALL media to the needs of their students in the classroom.

Transition from conventional teacher-centered teaching to computer assisted teachers to be adequately prepared to work in Web-based environments. In order to cope with technological paradigm shifts effectively, therefore teachers need to become familiar with Web technology and have technical competence required to accommodate CALL media and use various function of the media for the educational purposes. If language teachers have variety of positive teaching and learning experiences in using computers, they are likely to be more confident and skillful in implementing CALL in their own class.

A study conducted by Bax in Park (2009) indicates that many people have excessive believes on computer in language learning. In other words, they tend to think that CALL should do everything and replace current teaching tools such as dictionaries or event the teacher. This lead to a misguided assumption that the existence of computer technology in classroom was the only relevant factor in achieving successful implementation of CALL, while all other crucial factors such as teacher training, pedagogical support and ways of CALL integration had been neglected.

f. Advantage and Disadvantage in Use CALL Media in Classroom

A study conducted by Jung (2005) related with the advantage and disadvantage in use CALL media in classroom as follows:

Advantage

- 1) CALL media modified the inability of teacher in English. Through one of computer media, students listen and repeat native speaker' pronunciation rather than their teachers' wrong.
- 2) CALL media gives teachers mobility. The teachers don't need to stay around their desk because they can see class content from the software through big screen.
- 3) Technology can balance student participant, decreasing chance for dominance by outspoken students.
- 4) CALL media build friendly relationship between teacher and students. As a result of the study, the friendly relationship facilitate comfortable learning atmosphere and encourage interacting for language learning.

Disadvantage

- 1) Students sometime concentrate on the features of CALL rather than on its content.
- 2) Students addict big activities in classroom, and it caused teacher work hard to prepare their class.

3. The Application of Preaching Method and CALL Media in Teaching and Learning English Process

a. Method in Teaching and Learning

The purpose of learning is to acquire skills and knowledge. To achieve them, teachers in school try to use certain ways. The ways mean teaching methods. According to Surachmad in Suryosubroto 2002:148, teaching

methods is ways of implementing the teaching process or how to provide technical lessons.

Thus, the method is the way that its function to achieve goal. The right method will achieve the effective goal. But especially in the field of teaching in schools, there are several other factors that play a role in determining the effectiveness of teaching methods such as the teacher factor itself, student factors, and environmental factor.

Knowledge of teaching methods is very important for teachers to manage class. The teaching methodology is the application of the principles of psychology and the principles of education for the development of the students. The methodology of educational interaction aims to enhance the quality of education and teaching outcomes in school.

The use of teaching methods should be based on the goal of teaching. The choose of teaching method that provide learning opportunities for students must be based on the state of the students, the teachers' personal and the learning environment. Teaching methods will be implemented more effectively when assisted by teaching aids or audiovisual aids.

b. Media in Teaching and Learning

The word media comes from latin language and it is the plural of the word medium which literally defined as an intermediary or introduction. Heinich in Sanjaya 2012:204 reveal the media is a channel of communication. According to Briggs in Sanjaya 20012:204 media is the physical means of conveying instructional content book, films, videotapes, etc.

However, the media is not just a tool or a material, but other things that enable students to gain knowledge. Gerlach and Ely in Sanjaya 2012:204 states a medium, conceived is any person, material or event that establish condition which enable the learner to acquire knowledge, skill and attitude. According to Gerlach, media include people, materials, equipment or activities that creating conditions that enable students to acquire knowledge, skills, and attitudes.

c. Collaborative Preaching Method and CALL Media in Teaching and Learning English in Classroom

The successful of classroom learning depends on how teacher manage the classroom according to the needs of students and the ability of school to provide facilities and infrastructure. If the learning needs are met, then the material will be more easily conveyed and understood by students. Related with that, Jhonson in Suryosubroto (2002:28) says teacher are expected to design and deliver instruction so that student learning facilitated. Instruction is asset of event design to intitiated aclivate, and support learning in student.

In the past, when technology has not developed as it today, when science has not been this far, the learning process usually takes place at a certain time and place. Learning process is limeted only communication process between teacher and students through verbal language as main medium of delivery of subject matter. The learning process is highly dependent on the learning resource.

The preaching method as a traditional method that relies on the teacher as the main medium is very important in learning before developing

technology. Without the presence of teachers in the classroom as a source of learning, then there is no learning process. In its role according to Surachmad in Suryosubroto 2002:165, the preaching method is the information and the oral narrative by the teachers to their class, while the role of the student in preaching method is to listen carefully and note the points raised by the teacher.

Along with the development of the times accompanied by technological developments, in the preaching method the role of teacher and students changed. Technology has changed the role of them who initially focus on teacher learning and students only take notes, but learning through technology is more lively and fun. Reeves and Nass's in J. Black (2007) in their research found computer can make a significant contribution for to the student language acquisition process because the student themselves feel interact.

Especially in English language learning, CALL programs are present as a complementary medium of lack of preaching method as an old method. CALL technology provides many programs that become learning media in accordance with the needs of teaching materials. Teachers are no longer a learning center, but with the help of CALL media teaching materials will be delivered by CALL media. Students also not only note, but can be a source of learning to replace the role of teachers with the help of CALL media.

Although CALL media may alter the role of teacher and students in the classroom, but CALL media can not contribute well without the teachers' presence as a mediator. Following J. Black (2007), his statement is computer

can not interact as well as human do. Therefore, the existence of preaching method as an old method that relies on the teacher as a learning resource is needed. Collaborative Preaching method and CALL as learning media will cover each other.

The role of CALL media in preaching method in English learning depends on CALL media adapted to the needs of teaching materials. In accordance with the material before that there are variety of CALL programs can be adapted to the needs of English language skills and other components of English such as pronouciation, grammar, and others. The use of CALL media in English classroom can be provider learning materials and as an instructor. Nwosu and Ajelabi in Okechukwu, Ogochukwu & Obiegeli (2014) define computer as an automated instructional technique in which a computer is used to present an instructional programme to the learner through an interactive process on the computer. Thus, the computer as an automated instructional involves the use of computers to teach academic skills and promote communication, language development and other related skills. It is a teaching method which involves the application of tutorials, drill and practice, simulation and problem-solving approaches while presenting topics in the classroom setting.

In addition, the role of preaching method in the CALL media is as intermediary medium between students and CALL media. In accordance with the previous explanation that the preaching method relies on the voice of the teacher to explain learning materials. The presence of the teachers' voice at the

preaching method contributes to explain more the learning material that provided by CALL media. Through the presence of teachers as intermediary to explain orally the learning materials facilitate students to deep understand the learning materials. Students may also ask to the language teacher relate language materials that has not been understood.

4. Concept of Perception

a. Definition of Perception

In the science psychology, there are terms of processing the information received from the observation, one of the term is perception. Perception is psychological function that starts from the sensation, continued with the process of categorizing, classifying, interpreting and linking multiple stimuli at once. Stimuli that have been received and are grouped in such a way is then interpreted into an individual subjective meaning (Ross & Calhoun to in Adiwinata 2017:32).

According to Websters' International Dictionary of English to in Mutmainah (2016:8), perception is defined as follows:

- 1) The act of perceiving, organize by the act of intellect, apprehension by the bodily organs, or by the mind of what is presented to them, discredment, apprehension, cognition.
- 2) The faculty of perception: the faculty, or perculiar part, of men's constitution by which he has knowladge through medium or instrumentality of the bodyly organs: the act of apprehending material objects or qualities through the senses: distiunguished from conception.

- 3) The quality, state, capability of being affected by something external: sensation; sensibility. this experiment discovered perception in plants.

Perception can be concluded as the process when people express their sense and experience or when they reorganize their interpretation to produce a meaningful experience.

b. Types of Perception

Based on the explanation from perception Zanden to in Mutmainah (2016:9) divides perception in three types, namely:

1) Person perception

Person perception refers to those processes by which we come to know and think about others, their characteristics, qualities and inner state. We construct images of others in ways that serve to stabilize, make predictable, and render our manageable view of the social world to the extent to which we attribute stable traits and enduring disposition to the other people.

We feel that we are better able to understand their behavior and predict their future actions and we use these notions to guide our interactions with them.

2) Social Perception

Social perception means that trying to understand people whether they are professional athletes, political leaders, criminal defendants, entertainers, or love one close to home is not an easy task.

Perception does not occur in a vacuum; instead, we bring to bear prior knowledge that we have structured and stored in our heads for processing

of new information about individuals. Social lives dictate that we do something more than creatures of the moment. Sustained patterns of interaction or social relationships require as to retain information, as the situation requires. Without memory we should react to every event as if we were unique, and if we did not remember that fact, we should be unable to think or reason.

3) Perception of Situation

Social psycholinguistics view a situation as all the social factors that influence a person's experience or behaviour are given time and given a place. It is an interaction of time and space within which we act in specific ways.

The situation in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge depending on which stimuli we register. The linkages we make among these stimuli and our interpretation on the stimuli.

c. Indicator of Perception

In the process of perception, a person is required to give an assessment of an object that can be positive or negative, happy or unhappy and so on.

According to Walgito (1990), perception has indicators as follows:

1) Absorption of stimuli or object from outside of the individual.

Stimulation or objection is absorbed or received by the five senses, both vision, hearing, touch, smell and taste separately or together. The result of the absorption or reception by the sensory devices will get an image, response, or impression in the brain. These images can be singular or plural, depending on the object of perception observed. In the brain,

images or impressions are collected, both old and newly formed. Whether the picture is clear or not depends on whether or not stimuli are clear, sensory normality and time, just or long ago.

2) Understanding

After the images or impression occur in the brain, the picture is organized, classified, compared, interpreted, so that understanding is formed. The process of understanding is very unique and fast. Understanding is formed also on the old images that have been owned by the individual before.

3) Assessment or Evaluation

After understanding is formed, individual judgment takes place. Individual compare the understanding that has just been obtained with the criteria or norms possessed individually in a subject. Individual reasoning varies even though the object is the same. Therefore perception is individual.

According to Robbin (2003), there are two kinds of indicators of perception, namely:

1. Reception.

The reception process is an indicator of the occurrence of perception in the psychological stage, namely the functioning of the senses to capture stimuli from the inside

2. Evaluation

External stimuli have been captured by the senses, than evaluated by individuals. Tis evaluation is very subjective. One individual considers stimulation as something difficult and boring, but other individual value the same excitement as something nice and pleasant.

d. Aspect of Perception

Walgito (1990) presents three main aspects of perception, namely:

1) Cognition

This aspect concerns the components of knowledge, views, expectations, ways of thinking or gaining knowledge , and past experiences, as well as everything that is obtained from the results of individual thoughts of the perceptive actors.

2) Affection

This aspect concerns the component of feelings and the individual's emotional state towards a particular object and everything that concerns good evaluation based on one's emotional factors.

3) Conation or Psychomotor

This aspect concerns the motivation, attitudes, behaviors or activities if individuals in accordance with their perceptions of an object or certain condition.

e. Measurement of Perception

Licert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has been specifically determined by researchers, hereinafter referred to as research variables (Sugiono, 2016).

According to Azwar (2010), measurement of perception can be done by using Licert Scale with categories as following:

- 1) Positive statement or negative statement
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
- 2) Perception measurement criteria
 - a. Positive perception if the T value of the score obtained by the respondent from questionnaire $> T$ Mean.
 - b. Negative perception if the T value of the score obtained by the respondent from the questionnaire $< T$ Mean.

According to Irwanto (1986), the perception result can be divided into two categories, namely:

1. Positive perception

It is a perception that describes all knowledge (know whether or not) in the response that continuous its use.

2. Negative perception

It is a perception that describes all knowledge (know whether or not) and responses that are not in harmony with perceived object.

f. Students' Perception

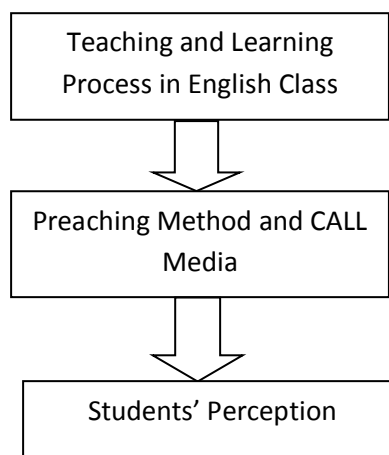
Sidhu in Hasib 2018:14 stated that the students' perception are students' point of view toward something that happened in learning process class and produced it with suggestion or argument for teacher or classmate to improve their learning process. They evaluate and response about what they have done or about what they learned. The observation process can be so challenging and interesting experience for students that can increase their awareness of a whole process of teaching.

Devlin in Delaney et. Al 2010 students' perception is student evaluation the strengths and weakness of a survey. The strength is the positive result of students' perception. They agree or get benefit from the teaching proses that construct by their teacher. While the weakness is the negative result of students' perceptipon. They disagree or get some problems from the teaching process. From the definition, students' perception means the students' evaluation to the teaching effectiveness that construct by their teachers.

The description above has close relation with the reult of Galloway research in Taufik 2015:16-17 about the students' perception toward their teacher in teaching. He did research in German. He divided the result of students' answer research question into positive and negative coment.

Positive comment	Negative comment
"It's good fun" "it's nice to be treat like and adult" "we have to work hard but Mr. X has laugh with us as well"	"The teacher goes to fast" "The lesson are so boring" "The teacher complain about my writing. You should see her worksheet."

C. Conceptual Framework



The conceptual framework shows the teaching and learning process in English class which is conducted by the teachers will cause students' perception, whether is positive or negative perception in order to maximize the use of Preaching method and CALL media in classroom. Based on the conceptual framework, Preaching method and CALL media as a teaching program is constructed by teachers to support their teaching and learning process in English

class. The use of Preaching method and CALL media is the new innovation in technology era to fulfill the needs of teachers and students.

Since the use of Preaching method and CALL media has spread, the importance to know the students' perception on the use of preaching method and CALL media in this research is to get the authentic data about students' response and judgment during the class activity. The students' perception can be used as a turning point to reflect on the process and strategy of implementation the preaching method and CALL media by the teachers

CHAPTER III

RESEARCH METHOD

A. Research Design

The method used in this research was qualitative method, it is along with the objective of this study was to find out students' perception in using preaching method and CALL as media in teaching English. It was intended to

investigate the incorporate of preaching method and CALL in classroom as media in teaching English that have applied by teacher and how students perceive the use of them.

Qualitative research refers to process-oriented methods use to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning.

B. Subject of the Research

The subject of this research were the 35 students in the 7th semester of English Department at Muhammadiyah University of Makassar. The participants consisted of 29 female and 6 male students.

C. Technique of Collecting Data

There was only one instrument used in this research that was interview. The interview was necessary for collecting data in this study. It aimed to give the opportunity for the researcher to collect data from respondent. The researcher used structured interview. She prepared the interview questions in the form of papers. The researcher shared the papers to the 35 respondents that participated in this research. The interview questions consist of 9 questions that responded by the participants. The questions were related to the students' perception on the use of preaching method and CALL media in teaching English in the classroom.

D. Procedure of Data Analysis

In analyzing the data collected through interview, the researcher used procedures as follows;

1. The researcher read the all respondent comments relate with the interview sheet questions about the use of Preaching method and CALL media in teaching English
2. The researcher determined the students' perception on the use of Preaching Method and CALL media in teaching English based on the positive, negative or neutral answers categories.
3. The researcher presented the detail description on the use of Preaching Method and CALL media in teaching English.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the result of the study is presented. The chapter is divided into three sections. The first section presents the data description, followed by findings on each statement aspects to answer research questions about the

students' perceptions on the use of preaching method and Computer Assisted Language Learning (CALL) media in teaching English, and lastly the discussion deals with the interpretation of the findings in the research

A. Data Description

The data in this reaseach was gained through qualitative research. The participants of this study were 35 English Education's students from year 2018/2019. The students are 6 males and 29 females. They were chosen by pruposive sampling because the students had experience that was tough by use preaching method and Computer Assisted Language Learning (CALL) media.

In this qualitative research, the researcher used interview sheet as the research instrument. Nine interview questions were presented relate with the students' perception on the use of preaching method and CALL media in teaching English in English classroom . The 12 interview questions deal with the effect of the use of preaching method and CALL media on students' interest, the effect of the use of preaching method and CALL media on students' behavior, the effect of the use of preaching method and CALL media on students' understanding, the effect of the use of preaching method and CALL media on students' achievement.

B. Findings

The result of the data analysis was to answer the research question about the students' perceptions on the use of preaching method and Computer Assisted Language Learning (CALL) media in teaching English. It will be elaborated into 4 sections namely the the students' perception on the use of preaching method and

CALL media on students' interest, the students' perception on the use of preaching method and CALL media on students' behavior, the students' perception on the use of preaching method and CALL media on students' understanding, and the students' perception on the use of preaching method and CALL media on students' achievement.

1. The Students' Perception on Use of Preaching Method and CALL Media on Students' Interest

The success of teaching and learning process in classroom is strongly influenced by the students' interest factor. Students' interest refers to students' feeling toward the teaching and learning process that it is presented by their teacher. If students' interest is good toward the learning process, it will affect the ease of students in terms of understanding the learning material that is being delivered by the teacher. The use of appropriate method and media is one of the factors that influence students' interest in the teaching and learning process. Therefore, in this study the researcher asked several things relate to the use of preaching method and CALL media in teaching English material at English Department Muhammadiyah University of Makassar. These questions aimed to find out the students' perception relate to their interest in using this method and media.

To gain the students' perception relate to their interest toward the use of preaching method and CALL media, the researcher presented that in the three question. They were the question number 1, 3 and 4. First, The question number 1 is about students are comfortable or not with the preaching method and CALL

media in teaching English. All (35) students gave positive comment based on the question .They mainly claimed that they were comfortable with the preaching method and CALL media because it can influence their feeling to feel good.

Extract 01

“I am comfortable with the collaboration preaching method and CALL media in the class because I enjoy”.

By this way, the teaching and learning in English class was more flexible and fun as preaching method and CALL media had capability to present pleasing situation. In other words, the corporation of the method and the made the students interest to study in English class.

Second, the question number 3 was aimed to know the students' enthusiasm to follow learning process by using preaching method and CALL media to teach them. In this question, researcher found positive and neutral respond. 32 students said yes to answer this question. They feel enthusiasm to follow the class because the visual situation made them more interesting.

Extract 02

“CALL media make the lesson more interesting”

Based on the answer, preaching method and CALL media was suitable for English language teaching and learning. Preaching method and CALL media was suitable because it was designed to let teacher to interactive and creative in English class. With the various media of CALL, the teacher can create teaching and learning became attractive.

Another reason of students feel enthusiasm to follow learning process by using preaching method and CALL media because preaching method and CALL media made them easy to understand English material.

Extract 03

“Using the method and media can make our understanding increase”

The use of CALL media such as video made the students more understand the material with can watch and listen the video, and also with the help of teacher as mediator and explanatory can lead the students to better understand the content of material in the CALL media.

However, three students gave similar neutral respond based on the question number 3. They did sometimes to follow the English class because depend on situation that they faced in the class.

Extract 04

“It depends on how the teacher delivered and how the media would interest me”.

The students claimed that the use of preaching method and CALL media was not always run well. Sometimes the students felt bored with the situation that they faced. The less of capability of teacher to operate the CALL media was the main problem in this case until the use of CALL media can't make students feel interest.

Last, the question number 4 refers to the students feel enjoy or not toward the use of preaching method and CALL media with the all of students gave positive perception and the answer quite similar. Most of students enjoy because the class situation is not bored.

Extract 05

"Yeah, I enjoy because it very interesting to me".

The use of preaching method and CALL media in English classroom made students happy in teaching and learning. The students revealed that they were very liked something visual because it can increase happiness in learning.

2. The Students' Perception on the Use of Preaching Method and CALL Media on Students' Behavior

Students' positive behavior toward teaching and learning process will a big boost for students to have good relationship with their teacher. With a good relationship, it can accelerate the education process at class. A positive behavior can be indicated by the students' attitude that obey the teacher and pay attention to the learning process in the classroom. However, a negative behavior will cause class situation not harmonies and it harms for students itself. It

encouraged researcher to find out the effectiveness of using the preaching method and CALL media in influencing the students' positive behavior during the English class process.

In the question number 2, researcher constructed words become question to find out the students behavior during the class process by using preaching method and CALL media. The question contained whether the students pay attention or not when the English teacher deliver English material through the use of preaching method and CALL media with many of students said "Yes" than "No". Thirty two students paid attention and most of their reason because the method and the media were pleasing and help them in accepting the English material.

Extract 06

"Yes I always pay attention. It is interesting. Besides using media, teacher/lecturer also explains orally that can make me understand more".

The students stated that they liked and very interested on the use preaching method and CALL media to teach them. Furthermore, the students paid attention to the lesson because the teachers' explanation of English material was clear and the easy to understand the material.

Moreover, 3 students also will pay attention with English lesson by use preaching method and CALL media if the lecturer apply the method and the media well.

Extract 07

“Yes, but sometimes I do not give attention because I’m bored if the teacher talking something even more”.

Based on the respond, sometimes students faced problem through the use of preaching method and CALL media if the teacher doesn’t pay attention to exactly how to use preaching method and CALL media together.

3. The Students’ Perception on the Use of Preaching Method and CALL Media on Students’ Understanding English Material

The understanding of students are the process of organizing, considering, interpreting after accepting the materials and then the students can make illustration and impression of the material. The understanding of the students towards the English material through the use of preaching method and CALL media can be saw from the students’ respond in the question number 6 with the result of the question was positive and neutral.

Based on the students’ answer, the use of preaching method and CALL media can make students easy to understand the English material because the method and the media can balance each other to support the efficiency of teaching and learning.

Extract 08

“Because learning by CALL is not too efficient without explanation by using preaching method

CALL media can help students study independently such as the use of mobile technology with many content to support student to independent in learning, but as the student judgment in the question number 7 that they still need a teacher to help them in learning. Students needed teachers to solve every problem they face relate to learning material that they didn't understand. Students required a place to comment and ask about the learning material presented in CALL, so they can understand much.

Another reason of students because the explanation of English material was clear, so they can understand much.

Extract 09

“Yes, I easy to understand because the explanation of the materialis so clear with the help of CALL media to present picture, voice and video to make me more understand to”.

Preaching method and CALL were good couples who can espouse each other. It has been stated in many points before. They can cover deficiency each other with their strengths.

However, some of students give different perception. They give neutral perception relate the question number 7. They can easy to understand the English material depend on the lecturer as an operator. The students faced some difficulties during the class process by use preaching method and CALL media if the lecturer not operate well the CALL media.

Extract 10

“Because lecturers are different, I can understand depend on the lecturers as operator. There are good and not good

The students’ reason to answer the question number 6 is similar with the students’ reason to answer the question number 6. Question number 5 aimed to find out the students’ perceptions regarding the compability of the collaboration of preaching method and CALL media in teaching English. Thirty students said agree. The most reason from students is suitable because the method and the media can help them in understanding English material.

Extract 11

“Yes, the method is suitable to apply in English class because can help us to understand the material”

Student also said suitable because in teaching English not just teacher’ oral that students need but students also need media to make students feel interesting. However, 5 another students give neutral respond like in the question number 6.

Extract 12

“In my opinion, suitable it depends on how the lecturer would collaborate those method and media.”

4. The Students' Perception on the Use of Preaching Method and CALL Media on Students' Learning Achievement

The purpose of lecturers to create some good way to teach is to make student understand, interpret and apply what the lecturers deliver. In this reasearch, researcher found the use of preaching method and CALL media can effect on stdents' learning achievement that can improve on their English performance. The researcher found that in the question number 8 and 9. The question number 8 is about the improvement of students English language skill and the question number 9 is about which one of English skills or knowledge that can be improved by preaching method and CALL media. All (35) students answered that they gain much knowledge and it can improve their English language skills.

Extract 13

“Yes, through this method I can get knowledge of English.”

The English skills that can be improved by use preaching method and CALL media that it refers to the personality of students that feel that. There were students only said listening, speaking, writing, reading, grammar, and some of skills can be mastered at once by the students through the use of preaching method and CALL media.

The students can improve their English skills through the use of preaching method and CALL media to teach them because they understood the English material well during the class process and meorized that after the class

process. Without the students save on their memorize, the students can't practice and performe what the material tough to them. The statement can be seen on students' answer in the question number 9. Researcher create question number 10 to gain information from students about whether they can memorize the material that they accepted in the class or not. All the students' respond was "Yes". They said they can remember strongly the material through the explanation orally by their lecturers with the help of CALL media to support the weakness of preaching method that only use lecturers' voice as media, but CALL media can serve the picture, video, audio, reading text with slide and etc relate with the CALL media content. Because picture, video, reading text with slide can result visualization that make student interesting to learn and remember what they see and listen.

Extract 14

"Yes because I always remember what I see"

Students also stated through audio the students can listen the native speaker said so the students can know well the pronoun on English words. Then the students can remember and practice well how to pronounce the words.

C. Discussion

As has been presented on findings, result in interview sheet show that many students had positive perception and only little students had neutral perception on the use of preaching method and Computer Assisted Language Learning (CALL) media in teaching English. It can be seen from the result of

interview. The students' positive perception about preaching method and CALL media are students feel interest to study, effect on students positive behaviour, easy to understand, and increase their English skills and knowledge. Whereas the students' neutral perception is the students have positive statement but add with the negative statement. The negative statement that they add on their respond is the problem that they faced during the class process. The problem is about the teacher' less ability to use the method and the media that it can decrease the benefit to use this method and media.

Students stated that the teaching and learning in English classroom by using preaching method and Computer Assisted Language Learning Media made students feel interest to learn. The students in seventh semester in English Department Muhammadiyah University of Makassar like with the visual situation or something that made them can see or listen about the lesson that lecturers explain to them, so the help of CALL media in the preaching method was very important to motivate students to feel interest in learning English. The situation was very important rather than only use preaching method and book as media in the class. It cause students feel to enjoy and interest about the lesson.

Because the students like and agree by using preaching method and CALL media, they will pay attention to the lesson explained by their lecturers automatically. It is in accordance with the students' perception in the second point of finding which is most of students pay attention with the lesson because they feel so interesting with the use of preaching method and CALL media as the way to teach them. The result show the students very like something visual that they

can see. So that, when the students can see in the real object, the students can focus on the material directly. It indicates, during the use of preaching method and CALL media, the students have positive behaviour. Torut to in Ozturk (2012) states CALL is efficient for motivating learners for positive attitude.

The use of preaching method and CALL media in teaching English can also help the students to accept the material easily, so that the students can improve their language skills and knowledge. It indicates the use preaching method and CALL media in English class by lecturers make students easy to follow and enhance their learning. They are easy to understand and got the English material well. The activity of the class increased interaction of the lecturers and students. The lecturers delivered material clearly and students receive easily. This is caused by the good cooperation of both preaching method and CALL media in delivering teaching material. Preaching method and CALL media can cover their weakness because they help each other. The lack of preaching method that only use teachers' voice which can be helped by the existence of CALL media that can present various kinds of media that can help teacher to deliver teaching material such as the use of slides, pictures, videos and sounds. Purwani (2013), Computer Assisted Instruction as a learning media to support the traditional learning situation such as preaching, question and answer, and discussion became more efficient. Moreover, the weakness of CALL media as a machine which is can't do well to explain more the content of material can be cover by the attendance of teacher to explain more the material.

Regarding to the problem faced by students during the teaching and learning process by use preaching method and CALL media, the students claimed that the mainly problem lies in the teacher as the operator itself. Sometimes students face teacher who do not have enough the understanding to operate preaching method and CALL media correctly because not all of the lecturers can operate well the preaching method and CALL media. There was good or not because it depended on the lecturer implemented it. Every teachers have different character that can effect on their teaching way. Although they used same way to to teach by using preaching method and CALL media, but it will still have defferences because they are influenced by character factor.

Based on the findings, the teachers' inability to balance the use of preaching method and CALL media which is the reason students rarely don't feel interested in using preaching method and CALL media. Therefore, the use of preaching method and CALL media should be equal. It means that the teacher must not use monotonous in one of them such as talking more than use CALL media or operating CALL media more than explaining the material orally. The existance of CALL media that gives visual impression was not enough to motivate students to always feel interesting, but the students needed the teacher that have creative way to use preaching method and CALL media in better way.

In addition, the previous research found that collaboration of preaching method and CALL media in teaching English is usable and it open new doors to educator as they empower themselves to create and design class situation that suite with their students' needs. In this research, researcher discover students'

perception is most positive, so preaching method and CALL media can be appropriate strategy for lecturers implement to improve students' comprehension toward English. Through that way may increase the quality of students' language ability and its development.

CHAPTER V

CONCLUSION AND SUGGESTION.

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the findings and discussion, it can be concluded that the respondents of this study gave their positive and neutral perception through the

use of preaching method and Computer Assisted Language Learning (CALL) in teaching English. Positive perception which is the students get benefits through the use of preaching method and CALL media. The students are more interested in learning, pay more attention to the lesson, easier to understand the English material, gained better achievement. Whereas the students' neutral responds are the students have positive statement but add with the negative statement. The problem is the teacher' less ability to use the method and the media that it can d

ecrease the benefit to use this method and media.

B. Suggestion

Based on the result of the data analysis and conclusion, there are some suggestion that can be taken as a consideration for English lecturers towards the use of preaching method and CALL media in teaching English:

1. The lecturers should try to use this method and media that appropriate with the material that is taught.
2. The lecturers need to decrease problem appears in implementing preaching method and Computer Assisted Language Learning (CALL) media in order to improve its benefits to improve students' English skills in term of practicing English language and their performances in using English language.
3. The staceholder in Muhammadiyah University of Makassar should try to provide many types of CALL media so that it can be used by lecturers to teach students.

4. The government should provide special training for English teachers regarding the importance of understanding the use of CALL media in this technological era.

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INSTRUMENT OF INTERVIEW SHEET

Name :

Class :

Please respond the questions relate with your perception about the use of preaching method and Computer Assisted Language Learning (CALL) media that is constructed by your lecturers in English classroom

No	Questions	Respond
1	<p>Do you agree with the collaboration preaching method and CALL media in the class? Can you give reasons?</p> <p><i>(Apakah anda merasa cocok dengan kolaborasi metode ceramah dan media CALL di dalam kelas?)</i></p>	

2	<p>Do you pay attention when your lecturers deliver English material through the use of preaching method and CALL media during class process? If yes, if no, why?</p> <p><i>(Apakah anda memperhatikan ketika dosen-dosen mu menyampaikan materi bahasa Inggris dengan menggunakan metode ceramah dan CALL selama kelas berlangsung?)</i></p>	
3	<p>Do you feel enthusiasm to follow the class that is constructed by use preaching method and CALL media to deliver English material? If yes, why? If no, why?</p> <p><i>(Apakah anda merasa antusias untuk mengikuti pembelajaran di dalam kelas yang rancang oleh dosen anda dengan menggunakan metode cramah dan media CALL untuk menyampaikan materi bahasa Inggris?)</i></p>	

4	<p>Do you feel enjoy during the class process by use preaching method and CALL media that it is constructed by your lecturers? If yes, why? If no, why?</p> <p><i>(Apakah anda merasa nyaman selama proses pembelajaran di dalam kelas berlangsung dengan penggunaan metode ceramah dan media CALL yang dirancang oleh dosen-dosen anda?)</i></p>	
5	<p>In your opinion, is it suitable to deliver English material through collaboration of preaching method and CALL media?</p> <p><i>(Menurut pendapat anda, apakah penggunaan metode ceramah dan CALL sesuai untuk menyampaikan materi pembelajaran bahasa Inggris?)</i></p>	

6	<p>Are you easy to understand English material through the use of preaching method and CALL media that is constructed by your lecturers in English class? If yes, why? If no, why?</p> <p><i>(Apakah anda dapat cepat memahami materi pembelajaran bahasa Inggris melalui penggunaan metode ceramah dan media CALL?)</i></p>	
7	<p>Is there any influence in your English skills during the application of the preaching method and CALL media in English class? If yes, give reasons! If no, give reasons</p> <p><i>(Apakah ada peningkatan terhadap skill berbahasa Inggris anda selama penerapan metode ceramah dan media CALL di dalam kelas ?)</i></p>	

8	<p>In your opinion, which English language skills or knowledge can be improved through preaching method and CALL media in teaching English class? Can you give reasons?</p> <p><i>(Menurut pendapat anda, keterampilan bahasa Inggris atau pengetahuan yang mana yang dapat ditingkatkan dengan menggunakan metode ceramah dan media CALL)</i></p>	
9	<p>Can you remember strongly the learning material after receiving the material by use preaching method and CALL media?</p> <p><i>(Apakah anda dapat mengingat dengan baik materi pembelajaran setelah menerima materi dengan menggunakan metode ceramah dan media CALL?)</i></p>	

DOCUMENTATIONS



CURRICULUM VITAE



JUBAIDAH was born in Rupe on March, 15th, 1993. She is the fourth child in her family. She has two sisters and two brothers. Her father is Mukhtar and her Mother is Halimah. She graduated her elementary school in 2005 at SDN 2 Rupe. She continued her Junior high School at SMPN 3 Langgudu and graduated in 2008. Then she continued her AT SMAN 1 Langgudu and graduated in 2011. She was accepted at Muhammadiyah University of Makassar as a student of English Educational Department at 2014.

At the end of her study, she could finish with her thesis under the title “The Use of Preaching Method and Computer Assisted language learning (CALL) Media in Teaching English.”