
The Implementation of CALL (Computer Assisted Language Learning) in EFL Classroom

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Abstract

This study explores the implementation of CALL in the EFL classrooms at SMA Negeri 2 Kota Bengkulu and teachers' perceptions of possible barriers to its implementation. The method design used in this study was a descriptive qualitative study. In conveying the data, there were two EFL teachers participated. The instruments used were observation checklists and interviews. The findings revealed that the EFL teachers in this school have a positive reaction in applying CALL as an English learning media despite they have limited computer skills. It is believable that computer technology could be used as a valuable instrument in reinforcing students to learn English by providing them a variety of language inputs and developing students' language skills in real and authentic learning environment. From a variety of media that is used by English teachers in the classroom, they only used the existing CALL in the form of Google documents, Kahoot, and power points. In this situation, CALL is only used as an independent media because the teachers do not have the expertise to create their own. Hopefully, English teachers can be more active in participating in training, seminars and such kinds of activities that can improve their competence, especially in mastering CALL.

Keywords: Computer-Assisted Language Learning (CALL); EFL

Introduction

One of learning media commonly used by teachers is computer. It helps the learning process more attractive and interesting in the classroom, especially in English subject (Azwardi, et al 2019; Syafryadin, et al, 2019; Handayani, et al, 2020; Anggitasari, et al. 2020). Teachers are highly demanded to be able to operate a computer to design good learning media for learning English as well. Hence, Computer Assisted Language Learning (CALL) is here to assist the teaching and learning process as a technology application and approaches at schools.

CALL, This terminology is used by teachers and students to describe the use of computers as a part of teaching and learning English. Empowerment of facilities and infrastructure in learning English in schools must continue to be pursued, among others, through teaching innovations and learning using computer technology. The application of CALL in learning English in the school environment support students in mastering English language skills. To solve the problem in using learning media such as CALL, the teachers should learn more about how to operate computer as learning media and how to

design material to become more attractive. Jones and Fortescue argue that CALL is basically a decision making regarding the selection of material which is done through a computer software process. In this case, teachers must also be demanded to be creative in designing teaching material that will be delivered.

In Indonesian curriculum, particularly in the Competency Standards of the eleventh grade students, there is a use of CALL used in the material to make official invitation letters related to school activities using a computer which makes the layout of the text display more attractive. So between Competency Standards Graduates of English material have a connection with the use of CALL as a learning media.

The consistency of CALL-based teaching and learning system has the potential to be a supporting factor for students in developing language skills. CALL goals include cognitive goals, psychomotor goals, and affective goals. Cognitive goals, namely computers, can be used to convey English grammar concepts, principles, steps, and process skills, or to convey these concepts simply by combining animated audio and visuals (Widiawati, et al. 2016). Psychomotor goals, namely teaching and learning that are packaged in the form of games and simulations are very well to be used to create working conditions.

Brown views CALL as teaching that has potential in language learning because through multimedia, its abstract concepts can be presented more real in the learning process to facilitate students' understanding. There are some reasons to indicate that current computer technology has many advantages for second language learning. CALL can provide L2 learners more independence from classrooms and allowing learners the option to work on their learning material at any time of the day. Students can study more independently, leaving the teacher more time to concentrate effort on those parts that are still hard or impossible by the computer, such as, training for essay writing and presentation.

Cheng proposes eight advantages of using CALL. Those are proving practices for students through experiential learning, offer students more learning motivation, enhance student achievement, increase authentic materials for study, emphasize the individual needs, regard independence from a single source of information, and enlarge global understanding. Currently, computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and anxieties, and provide repeated lessons as often as necessary. Those abilities will promote second language learners' learning motivation. Through various communicative and interactive activities, computer technology can help second language learners strengthen their linguistic skills, affect their learning attitude, and build their self-instruction strategies and self-confidence.

In addition, students can get various authentic reading materials either at school or from home by connecting to the Internet (Ihsanuddin, 2009; Syafryadin, et al. 2019). And, those materials can be

accessed 24 hours a day. For learning interaction, by sending emails and joining newsgroups, second language learners can also communicate with people they never met before and interact with their teachers or classmates. Shy or inhibited learners can be greatly benefited through the individualized technology-learning environment.

SMAN 2 Bengkulu City was an RSBI-based school and was claimed to be a cyber-school. It is called 'cyber-school' because in the past SMAN 2 Bengkulu was the only school that had computer-based facilities so the language learning process always used media. Until now, students at SMAN 2 Bengkulu City still use CALL as learning media, although now they only use media taught by teachers. For the results of this school graduate students who are taught learning English by using the media CALL have a better ability in English language skills than other school students, this is evidenced by achievements inside and outside of school performance. As proof that SMA N Bengkulu City had achieved both inside and outside the school's performance were in the Heroes' High School Level Olympics in Bengkulu Province in 2019 SMAN 2 Bengkulu Achieved 1st Place in the LCT.

Therefore, the researchers were desired to conduct research at SMAN 2 Bengkulu because the researcher wanted to know how the teachers implement CALL in English learning and what are the strengths and weaknesses of using CALL in learning English at this school. From the statement above, the researchers were motivated to carry out research on teaching and learning English using computer technology assistance (CALL) at SMAN 2 Bengkulu City, with the aim of describing the application of CALL in the English learning of SMAN 2 Bengkulu City students. From this research activity, it was expected to be able to provide solutions as a model for solving English learning problems and references teachers and other schools to use CALL at school.

Research Methodology,

This study used descriptive qualitative method. Based on the existing problems, the form of the research was qualitative and descriptive by giving an overview as it exists and happens to the object of the research. According to Danim (2002), Qualitative research is rooted in the natural setting as wholeness, it relies on humans as a research tool, it utilizes qualitative methods, data analysis is inductive, it directs research objectives to find theories from the ground, is descriptive, is more concerned with process than results, it limits the study of In focus, he chose a set of criteria for writing data validity, the research design was temporary and the results of the study were agreed upon by the researchers and research subjects (Sugiyono, 2007). Thus, this study seeks to reveal the phenomenon of CALL implementation in using CALL in English learning in SMA N 2 Bengkulu City. As for the explanation, the form of this research was descriptive research that was research conducted to determine the value of an independent variable, either one variable or more (independent) without making

comparisons or connecting between one variable with another variable. In the context of this research was to observe, perceive, and interpret the actions of education practitioners in SMA N 2 Bengkulu City.

This is meant by data sources in which research is the subject of where the data can be obtained. The data sources or research subjects in this study were (1) Deputy Head of SMA N 2 in the Curriculum field, (2) Deputy Head of SMA N 2 in Facilities and Infrastructure, (3) English language teaching teachers at SMA N 2 Bengkulu city, (4) High School Students N 2 Bengkulu City. The focus of this research was on the implementation of CALL in learning English in SMA N 2 Bengkulu City. Before data collection begins, researchers try to create rapport, foster trust and close relationships with individuals and groups that are sources of data. The main source of this research was in the form of actions and words from education practitioners and written and documented sources. To obtain this data, interview techniques are used to obtain data in the form of words, observations (observations) to observe actions and documentation to collect written data (documented), which is then recorded in the field notes. The data analysis technique used in this study was a qualitative descriptive technique with a percentage.

Findings and Discussion,

Findings

1. Data Exposure and Analysis

1. The Implementation of CALL in English Learning at SMA N 2 Kota Bengkulu
 - a. Teacher Mastery in Using CALL

The English teacher should master CALL broadly and deeply and be able to convey the lesson well. Teachers also must be able to choose and use appropriate learning media, so that students do not misunderstand perceptions in the lesson. The use of CALL in learning is very appropriate to help and at the same time will attract students in understanding the material or teaching material that is difficult to understand. By presenting CALL, not only students will be helped, but also the teachers will find it helpful.

To get data about the implementation of CALL English teachers in using CALL in learning, the researchers conducted observations and interviews. This observation was done by the writer to 2 English teachers and each teacher was observed 1 time. While the researchers conducted interviews with the deputy headmaster of the curriculum, the deputy headmaster of infrastructure and also English teachers at SMA N 2 Bengkulu City. The results of these observations and interviews are as follows:

Table 4.7 Observation Results About The Implementation of The Use of CALL (English Teacher 1).

No	Indicators Observed	Yes	No
Teacher mastery of the use of CALL			
1	Identify the characteristics of CALL.		√

2	Ensuring that all students get the same opportunity to actively participate in learning activities using CALL.	√	
3	Identify good criteria for using CALL		√
4	Knowing the causes of errors in using CALL.	√	
5	Help develop language skills and overcome student deficiencies through the use of CALL.	√	
6	Use a variety of techniques to motivate students to learn.	√	
7	The planning, implementation, and evaluation in learning and teaching activities using CALL		√
The advantages and disadvantages of using CALL			
8	Use a variety of techniques to motivate learners' willingness to learn.	√	
9	Pay attention to the responses of students who do not / do not understand the learning material being taught and use it to improve the next learning design.	√	
10	Using CALL in learning.		√
11	Use innovative learning methods.	√	
12	The use of CALL can be done by students and teachers		√
13	Availability of infrastructure to use CALL		√
14	The teacher is very familiar with computer technology	√	
15	The software program used is adequate		√
Total		8	7
Percentage		53.3%	46.6%

The observation table above shows that the answer "Yes" is 8 times and the answer "No" is 7 times. Based on the above table, it turns out that the frequency of "yes" answers is more with a percentage of 53.3% while the answer "No" the percentage is 46.6%. If matched with the classification table that has been set, then it is at the level of qualifications that is not good.

In the aspect of teacher mastery of the use of CALL, teachers should have an understanding of CALL, which is the ability that teachers must have because teachers must understand and master CALL well in order to operate CALL in learning and know the extent to which students' understanding can follow the teacher's learning. In addition, teachers also understand the development achieved by students in order to know the follow-up that must be done.

In this aspect, there are at least 2 things that teachers must understand from the implementation of CALL, namely mastery of the characteristics of CALL and the use of various learning techniques using CALL. Observation results on February 20, 2020, shows that 4 indicators out of 7 indicators have been implemented by the 1st English teacher, namely the teacher has ensured that students have the same opportunity to actively participate in learning activities using CALL, the teacher has known the cause of errors in using CALL, the teacher has also used a variety of techniques to motivate students to learn, and the teacher has helped develop language skills and overcome student deficiencies through the use of CALL.

In the aspect of knowing the advantages and disadvantages of using CALL, based on observations, 4 of the 8 indicators have been implemented by the teacher. Observation results indicate that although the teacher has used varied methods, CALL-based learning in the classroom has not been implemented well. Learning resources and learning media that are used also have not varied, still use textbooks provided by schools, teachers have not tried to enrich learning with other teaching materials. The media used are still simple, not yet combining various kinds of CALL based media.

Table 4.8 Observation Results About the Implementation of the Use of CALL (English Teacher 2).

No	Indicators Observed	Yes	No
Teacher mastery of the use of CALL			
1	Identify the characteristics of CALL.		√
2	Ensuring that all students get the same opportunity to actively participate in learning activities using CALL.	√	
3	Identify good criteria for using CALL		√
4	Knowing the causes of errors in using CALL.	√	
5	Help develop language skills and overcome student deficiencies through the use of CALL.	√	
6	Use a variety of techniques to motivate students to learn.	√	
7	The planning, implementation, and evaluation in learning and teaching activities using CALL	√	
The advantages and disadvantages of using CALL			
8	Use a variety of techniques to motivate learners' willingness to learn.	√	
9	Pay attention to the responses of students who do not / do not understand the learning material being taught and use it to improve the next learning design.	√	
10	Using CALL in learning.	√	
11	Use innovative learning methods.	√	
12	The use of CALL can be done by students and teachers	√	
13	Availability of infrastructure to use CALL		√
14	The teacher is very familiar with computer technology	√	
15	The software program used is adequate		√
Total		11	4
Percentage		73.3%	26.6%

Table 4.8 is the observation result which shows that the answer "Yes" is 11 times and the answer "No" is 4 times. Based on the table above, it can be seen that the frequency of "Yes" answers is more with a percentage of 73.3% while the "No" answers are 26.6%. If adjusted to the classification table that has been set, then it is at a good qualification level.

Based on observations on 20 February 2020, it shows that 5 indicators out of 7 indicators have been implemented by the 2nd English teacher, namely the teacher has ensured that students have the same opportunity to actively participate in learning activities using CALL, the teacher knows the cause of errors in using CALL, teachers have used various techniques to motivate students to learn, teachers

have also helped develop language skills and overcome student deficiencies through the use of CALL, and teachers have planned, implemented and evaluated learning and teaching activities using CALL.

In the aspect of knowing the advantages and disadvantages of using CALL, based on observations, 6 of 8 indicators have been implemented by the teacher. Observation results show that although teachers have used various methods, CALL-based learning in class has not been carried out properly due to the lack of availability of facilities in existing schools to implement CALL. Learning resources and learning media that are used have varied, teachers use textbooks provided by the school and also the internet and make power points as a medium. The media used is good but still not available from schools.

Discussion

The teacher is one of the educational factors that have the most strategic role because the teacher is actually the most decisive factor in the process of teaching and learning. The role of the teacher in the learning process cannot be replaced by machines, radios, tape recorders or even the most modern computers. As Nana Sudjana said that there are still too many human elements such as attitudes, value systems, feelings, motivations, habits, etc. that are expected to be the result of the learning process, which cannot be achieved through these tools". With the increase in the ability of teachers to become professional teachers, it is expected that the quality of education in Indonesia will increase. Students need to be educated and fostered by professional teachers so that the quality or quality produced will be more leverage. A professional teacher must, of course, have professional competence. In the book written by E.Mulyasa, the competency that must be possessed by a teacher covers four aspects, namely pedagogic, personality, professional and social competencies.

The ability to master CALL is closely related to the ability of teachers to understand the learning process and deliver material to students. The diversity of students in the classroom requires a teacher's skills in designing learning programs. Along with the times and advances in science and technology, a teacher is required to always improve his ability to educate students. As the function of CALL, Computer Assisted Language Learning as a part of technology in language learning is any process in which a learner uses a computer and as a result, improves his or her language. CALL is the best way for teachers to provide these materials to students and to understand each individual student's needs. The observation results show that the two English teachers have mastered and applied 2 aspects of CALL implementation, although there are still some indicators that have not been implemented and some indicators have not been implemented optimally. If it is classified, the implementation of CALL by English teachers in SMA N 2 Bengkulu City is included in good criteria. As for the results of the interviews show that the teachers have implemented and mastered the implementation of CALL in the



teaching and learning process of English. This means that both the teacher samples can be said to have mastered the implementation of CALL.

The ability to implement CALL must be possessed by every teacher because the ability to operate a computer as a language learning medium is an understanding of the material that will be delivered to students, planning and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. As Kunlun said, the emergence of CALL method can provide new colors in the learning process and increase learning interactions between students and teachers. If carefully designed, learning with electronic media can increase learning interactions, both students and teachers, or students with students and with learning material (enhance interactivity). Learning activities, among other things, make it easier for teachers to teach in delivering subject matter. The English teacher at SMA N 2 Bengkulu City in planning has designed and compiled a learning plan, by making syllabus, lesson plans, annual programs, and semester programs. In its implementation the English teacher has mastered the material, manages the teaching and learning program, manages the class, uses the media or learning resources, manages the interaction of teaching and learning, assesses learning achievement, understands and interprets the results of research for teaching purposes.

A professional teacher, of course, must always be responsive to the changing times and advances in science and technology and must reach several criteria of professional teachers, so that teachers can be said to be professional teachers. As said by Uzer Usman, a professional teacher is a person who has special abilities and expertise in the field of teacher training so that he is able to carry out his duties and functions as a teacher with maximum abilities. Based on observations that occur in the field about the ability to implement CALL that English teachers have, in this study specifically the ability of teachers to master and operate computers in the learning process, that teachers are still constrained in applying it. CALL-based English learning is still independent, it still uses a simple type of media, such as listening to audio listening by the way the teacher speaks and students hear what the teacher says according to the text in the book.

Increasing teacher professionalism is important because it is one of the main requirements in the realization of quality and character education and mastering 21st - century skills needed by students. Being a teacher maybe everyone can. But being a teacher who has expertise in educating or teaching, needs adequate education and training and flight hours. Teachers at SMA N 2 Bengkulu City are still simple in implementing CALL. The implemented CALL is still independent rather than as a media aid. The teacher uses CALL on learning that only exists and does not yet have the ability to create their own CALL program for learning English. Teachers should be able to increase mastery in utilizing and operating CALL that can support learning. Not only utilizing a simple CALL but a teacher is expected to innovate more to create their own CALL program.

Teachers in the 21st century are challenged to accelerate the development of information and communication. Advances in information technology have increased flexibility in the acquisition of knowledge. Consequently, teachers are required to be able to develop approaches and learning strategies that are appropriate for the development of the environment. Professional teachers are teachers who have fulfilled their competence and expertise as educators. Changing times spur teachers to be able to present 21st - century learning, namely preparing students to have critical thinking skills, innovative, communicative and able to collaborate. This certainly will not be realized if the teacher stops learning and developing themselves. Therefore the ability to operate CALL as a media must be mastered by a teacher. So that it can facilitate a teacher in applying the learning process. And can expedite in guiding students to form quality students.

The ability to implement CALL which in this case is one indicator is mastering the use of CALL, so to improve the competence of teachers in the use of instructional media, it is necessary to increase mastery of technology. And efforts to improve teacher mastery of learning technology is to delegate teachers to attend teacher training or teacher workshops with the aim that teachers are not awkward using CALL-based learning media provided by the school. From the description above, it is clear that a teacher must be able to carry out his duties and functions as a teacher with maximum competence so that the quality of learning can improve and the expected goals can be achieved optimally. The level of competence of English teachers in SMA N 2 Bengkulu City in improving the quality of learning is also related to factors, namely: Internal factors, namely factors that come from the person concerned, which include: Knowledge and experience, awareness and creativity of teachers. And external factors, namely attention and guidance from the principal.

The existence of a teacher in learning is not just a provider and conveyor of information, but also must be able to be a facilitator and curriculum developer. The implementation of CALL depends entirely on the creativity, skill, sincerity, attitude and perseverance of the teacher. That is why teachers must be demanded to be able to understand, describe, and operationalize CALL. So, it is clear that CALL serves as a medium for teachers to make learning English easier and more enjoyable. In order to improve the quality of learning, facilities and infrastructure are needed. Without the facilities and infrastructure, the learning process cannot run effectively, so the expected goals are not achieved optimally. The Procurement of facilities and infrastructure is very important, such as the provision of study rooms, libraries, laboratories, and others. As stated by Sanjaya that learning tools are all things that support the smooth learning process.

School learning facilities and infrastructure are very important in the learning process to support the learning process. With various kinds of school learning facilities and infrastructure available and the use that can support learning activities will certainly help students learn both at home and at school. This

is in accordance with the statement Sue and James stated that a CALL can be said as the best one if it has six criteria. The ability to master the use of CALL which in this case is one indicator is to use CALL-based learning media as needed in this technological era. To increase the ability to master the use of CALL teachers, especially in the use of instructional media, it takes an increase in mastery of technology, especially computer operations. And the effort to increase teacher mastery of CALL is by delegating teachers to take part in teacher training or teacher workshops with the aim that teachers are not awkward using CALL-based learning media provided by the school.

Facilities and infrastructure in SMA N 2 Bengkulu City are sufficient to support CALL-based learning. Teachers can use these facilities and infrastructure anytime and anywhere. But background and experience are two aspects that affect a teacher's competence in using technology. English teachers who do not have skills in IT experience difficulties in developing learning media. They do not have the ability to develop CALL-based learning media for their own use. In this case, English teachers need to improve their competence in this field by attending various training pieces of training in developing CALL-based language learning media. The ability of English teachers in managing CALL-based language learning has included the ability to master the use of CALL, with indicators including trying to identify the characteristics of using CALL, such as understanding content representation, understanding visualization, understanding color usage and high graphic resolution, understanding various learning strategies and self-evaluation.

The ability of English teachers to develop learners to actualize various potentials they have is to facilitate students to develop academic potential, such as channeling the academic potential of students according to their abilities, directing and developing the academic potential of students, facilitating students to develop non-potential -academic. Competence is an absolute ability possessed by the teacher so that his duties as a teacher can be carried out well (Azwandi, et al. 2019; Syahril & Syafryadin, 2020). Competence is a rational behavior to achieve the required goals in accordance with the conditions expected.

Conclusion and Suggestion

Based on the results of research and discussion, it can be concluded that English teachers in SMA N 2 of Bengkulu City have the ability to implement CALL which is already quite good. But in operating computer as learning media in the learning process is not good. The observation results show that English teacher 1 obtained $8/15 \times 100 = 53.3\%$ results in poor classification and English teacher 2 with $11/15 \times 100 = 73.3\%$ results in good classification. Even 2 people from English teachers, only 1 person who mastered the skill of using CALL-based English learning media. From a variety of media that can be used by teachers in learning, English teachers in SMA N 2 Bengkulu City use the existing

CALL in the form of using Google documents, Kahoot, and power points. CALL here is only as an independent media because teachers do not have the expertise to create their own special media based on CALL.

There are supporting and inhibiting factors in a teacher's efforts to implement CALL. Supporting factors are the availability of computer laboratories in which there are learning room facilities with special designs provided for CALL-based English learning, supporting equipment such as laptops, LCD projectors, loud speakers provided for teachers who want to bring and use them in classrooms and the availability of hotspot facilities / free wifi in the school environment. While the inhibiting factors are the lack of ability of teachers to operate technology-based media both audio, visual and audio-visual as well as computers or laptops, the lack of teacher skills in making English learning media programs themselves, the lack of self-motivation to use CALL in learning, and the absence development program for the use of CALL in schools.

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