THE IMPLEMENTATION OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) IN TEACHING LISTENING FOR STUDENTS WITH VISUAL IMPAIRMENT AT SLB A 'AISYIYAH PONOROGO

THESIS

By

STYAWAN YUSUF PEBRIANTO

NIM. 204190047

ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO

2023

ABSTRACT

Pebrianto, Styawan Yusuf. 2023. *The Implementation of Computer Assisted Language Learning (CALL) In Teaching Listening for Students with Visual Impairment at SLB A 'Aisyiyah Ponorogo.* **Thesis**, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo, Advisor: Ahmad Nadhif, M.Pd

Listening skills need to be possessed by students, especially students in the early stages. Listening which is taught from an early age is not only given to ordinary students/public schools, but also given to students with special needs or student with disability. One category of students with special needs is blind students or student with visual impairment.

In this study, researcher analyzed the implementation of Computer Assisted Language Learning (CALL) in teaching listening for students with visual impairment at SLB A 'Aisyiyah Ponorogo. This study uses a qualitative descriptive research design. Researcher collected data to answer these questions with three instruments: observation, interviews, and documentation.

The researcher analyzed in depth the stages of implementing CALL for students with visual impairments, the problems faced by teachers and students while implementing CALL for learning, and the impact of implementing CALL on student enthusiasm for learning and their achievement.

The results in this study indicate that the implementation of CALL for students with visual impairment can be carried out in 2 types: student and teacher implementation of CALL (Main activity) and self-implementation of CALL by students (Post activity). The problems faced by students and teachers tend to be tool problems and can still be overcome.

The impact of implementing CALL on student enthusiasm for learning and their achievement in this study shows many benefits. These benefits include making students more active, creative, and independent in learning. In addition to this, with the implementation of CALL students also get an increase in achievement in terms of their grades, insight and literacy.

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Styawan Yusuf Pebrianto

Student Number : 204190047

Faculty : Tarbiyah and Teacher Training

Department : English Language Teaching

Title : Implementation of Computer Assisted Language Learning (CALL) in Teaching Listening for Student with Visual Impairment

has been approved by the advisor and is recommended for thesis examination.

Advisor

Ahmad Nadhif, M.Pd.
NIP. 198004182008011009

Ponorogo, May 16, 2023

Acknowledged by
Head of English Language Teaching Department
Faculty of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo

Dr. Dhinuk Puspita Kirana, M.Pd.
NIP. 198303172011012007

PONOROGO

iii

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan dibawah ini:

Nama	:	Styawan Yusuf Pebrianto
NIM	:	204190047
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	*THE IMPLEMENTATION OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) IN TEACHING LISTENING FOR STUDENTS WITH VISUAL IMPAIRMENT AT SLB A 'AISYIYAH PONOROGO*

Menyatakan bahwa naskah skripsi telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya, saya bersedia naskah tersebut dipublikasikan oleh perpustakaan Institut Agama Islam Nergeri (IAIN) Ponorogo yang dapat diakses di etheses.iainponorogo.ac.id. Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab penulis.

Demikian pernyataan ini saya buat, agar digunakan sebagaimana mestinya.

Ponorogo, 21 Juni 2023
Penulis

Styawan Yusuf Pebrianto
NIM. 204190047

PONOROGO

iv

SURAT PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama   : Styawan Yusuf Pebrianto

NIM   : 204190047

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

Judul   : *THE IMPLEMENTATION OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) IN TEACHING LISTENING FOR STUDENT WITH VISUAL IMPAIRMENT*

Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis adalah benar-benar merupakan hasil karya saya sendiri. Bukan merupakan pengambil-alihan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apapun dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi yang sesuai dengan ketentuan yang berlaku.

Ponorogo, 16 Mei 2023

Yang membuat pernyataan

Styawan Yusuf Pebrianto
NIM. 204190047

PONOROGO

v

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a major communication tool that has long been used by humans. By using language, one can connect and interact with one another. A person can express his desires, his feelings, and his ideas through language to communicate. The intended language skills include Listening, Speaking, Reading, and Writing. Among the four main skills of which language proficiency is comprised, listening has a primary position because it is considered to be a prerequisite for speaking skill and it contributes to the improvement of reading and writing.[1]

Listening is the first skill and basic ability in learning a new language that beginners have to learn.[2] In Indonesia, Listening is taught starting from junior high school to the lecture level. This is logical because in language learning process, listening is an activity to get the important information as first input for students.[3] Therefore, listening becomes an important skill subject to be taught to students from an early age. Listening which is taught from an early age is not only given to ordinary students/public schools, but also given to students with special needs.

Students with special needs or Special educational needs' is a legal

---

[1] Hooshang Khoshsima and Zahra Mozakka, "The Effect of Computer-Assisted Language Learning on Iranian Upper-Intermediate EFL Learners' Listening Skill," n.d., 12.

[2] Nurmala Hendrawaty, "Chapter Ii Theoretical Foundantion" 12, no. 1 (2019): 1–2.

[3] Ummi Umara and Ika Lestari, "The Effect of Using Computer Assisted Language Learning (CALL) Method On Students' Listening Skill At The Seventh Grade Students of SMP Negeri 3 Stabat," *Jurnal Serunai Bahasa Inggris* 12, no. 2 (December 4, 2020): 99–107, https://doi.org/10.37755/jsbi.v12i2.304.

definition and refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age. One category of students with special needs is blind students. Jerome C. Yanoff, author of *The Classroom Teacher's Inclusion Handbook*, defines blind students as impairment "…in which a person can read only with the assistance of magnifying aids and/or large print."[4] In this modern era, there is no reason to settle for anything less than high-quality educational materials in today's world.[5] Blind students/student with visual impairment can understand reading not only with print, but they can also understand it by listening to a text through media/aids. Therefore, students with special needs or more specifically blind students also need to learn to listen from an early age. Students with visual impairment are students who have limited vision. Even so, this limitation does not reduce their ability to be able to learn listening. The blind or vision-impaired students must learn by other sensory means; feeling, touching, smelling and listening.[6] Therefore, an extraordinary school A (SLB A), a school that accommodates students with special needs in vision must provide a tool/media for students to learn listening. An effective teaching and learning strategy needed to help train students' hearing, one learning strategy that can be applied is to involve the help of computer technology. Language teaching which in practice involves computers is commonly known as Computer-Assisted Language Learning (CALL).

---

[4] Andi Hamzah Fansury, Nursamsilis Lutfin, and Susalti Nur Arsyad, "Audio Books as Teaching Media to Blind Students In Learning EFL," *Journal of Education* 1, no. 1 (2019): 9.

[5] Dhinuk Puspita Kirana, "Vocabulary Exposure to Islamic Institute Students Through an EFL Coursebook," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 1, no. 1 (June 18, 2022): 49–64, https://doi.org/10.21154/cendekia.v1i1.3506.

[6] Fansury, Lutfin, and Arsyad.

Computer Assisted Language Learning (CALL) refers to any process in which the learner uses a computer to improve foreign language competence.[7] Brown views CALL as a teaching that has potential in language learning because through multimedia, abstract concepts can be presented more clearly in the learning process to make it easier for elementary school students to understand them.[8] This certainly has a positive influence in developing students' language skills, especially listening which requires special approaches and methods in teaching.[9] For this reason, an extraordinary school A (SLB A) in Ponorogo uses computer-assisted language learning as a supporting tool in the daily teaching and learning process. The school that the researcher is referring to is SLB-A Aisyiyah Ponorogo.

SLB-A Aisyiyah Ponorogo is a school that accommodates visually impaired students with the facilities provided at this school, one of which is a computer as a tool in teaching listening. The implementation of computers as a learning support tool certainly has advantages and disadvantages. The advantages can make it easier for teachers to transfer material (which material will be played on a computer and can be adjusted), the implementation of computers in listening can clarify the pronunciation of each word and can be repeated playback, set the speed as desired (different from tape-recorders or others). This can be proven from interview that have been conducted by researcher. The

---

[7] Umara and Lestari, "The Effect of Using Computer Assisted Language Learning (CALL) Method On Students' Listening Skill At The Seventh Grade Students of SMP Negeri 3 Stabat."

[8] Brown, H. D. (1994). Teaching by Principles: An Interactive Approach to Language Pedagogy. New Jersey: Prentice Hall Regents.

[9] Elis Nurwahidah, Reni Bakhraeni, and Desiani Natalina Muliasari, "Computer Assisted Language Learning (CALL) In Learning Listening to Elementary School Students," n.d., 8.

researcher interviewed an English teacher at SLB-A 'Aisyiyah named Mrs. Wahyu Setiyani, M.Pd, she said that; *"Membantunya materi yang disampaikan dapat lebih cepat, yang kedua kalau dengan computer siswa dapat mengulang materi nya secara mandiri,"*[10] (It helps that the material presented can be delivered faster, secondly, if with a computer students can repeat the material independently). There are still many other benefits of implementing computers in SLB-A 'Aisyiyah Ponorogo and it would be presented in the findings and discussion chapter.

There are advantages to something followed by disadvantages. Slight weakness of implementing computer in SLB-A 'Aisyiyah Ponorogo encountered by researcher. One of the weaknesses encountered by researcher is that there are several keys on the keyboard that do not work/error. This is evident from the interviews conducted by researcher with teacher of SLB-A 'Aisyiyah Ponorogo: *"Kesulitan yang biasa ditemui adalah alat yang sering error, seperti dikelas 7 kemarin keyboard nya bermasalah, ada beberapa huruf pada tombol yang tidak berfungsi".*[11] (The difficulties that are usually encountered are tools that often have errors, like in class 7 yesterday the keyboard had a problem, there were several keys on the keyboard that didn't work). In the next stage, the researcher found the uniqueness of the blind students in using computers for learning at SLB A Aisyiyah Ponorogo.

Students have different ways of learning, some can assimilate in a better

---

[10] Wahyu Setyani, English Teacher, *Interview*, at SLB-A 'Aisyiyah Ponorogo. Ukel street, Kertosari, Babadan, Ponorogo. Wednesday, 7 March 2023. *1-INT/7-3-2023*

[11] Wahyu Setyani, English Teacher, *Interview*, at SLB-A 'Aisyiyah Ponorogo. Ukel street, Kertosari, Babadan, Ponorogo. Wednesday, 7 March 2023. *1-INT/7-3-2023*

way the knowledge received visually, auditory or through a certain sense.[12] One of the uniqueness encountered by researcher when making observations is that students have different ways of learning, students can memorize the layout of the keys on the keyboard.[13] This is in stark contrast to those who have a weakness in vision but can memorize and know about the location of the keys on the keyboard. Another uniqueness is that they can hear very well what is being said by the computer. Even though the pronunciation from the computer is so fast, and blind students are still able to understand what is said (voiced) by the computer.

Based on the explanation above, the researcher wants to examine and analyze in depth the implementation of CALL in teaching listening for students with visual impairment at SLB-A 'Aisyiyah Ponorogo. This research will investigate in depth how to implement CALL in the classroom, find out about the constraints of implementing CALL, explain whether CALL can increase students' enthusiasm for learning and also their achievements.

B. Research Focus

This study focuses on the analysis of implementation Computer Assisted Language Learning (CALL) in teaching listening for students with visual impairment at SLB-A 'Aisyiyah Ponorogo. Researcher only focused on examining English teachers and students with visual impairment in grades 7-9 of junior high school in SLB-A 'Aisyiyah Ponorogo.

---

[12] Aries Fitriani, "Learning Styles and Strategies In Second Language Learning: Theoretical Review," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 11, no. 2 (December 1, 2013): 267, https://doi.org/10.21154/cendekia.v11i2.203.

[13] Ananda Putra Widiyanta, *Observation.*, Student with visual impairment, 9th grade student of SLB-A 'Aisyiyah Ponorogo.

C. Research Problems

Based on the background above, the problems that can be formulated in this research are:

1. What are the stages of implementing Computer-Assisted Language Learning (CALL) in teaching listening for students with visual impairment at SLB-A 'Aisyiyah Ponorogo?

2. What are the problems faced by students and teachers during the implementation of CALL in teaching listening at SLB-A 'Aisyiyah Ponorogo?

3. What is the impact of implementing CALL to the enthusiasm for learning and student achievement at SLB-A 'Aisyiyah Ponorogo?

D. Research Objectives

Based on the formulation of the problem above, the research objectives are:

1. To explain the implementation of using Computer-assisted language learning (CALL) effective in teaching listening for students' in SLB-A 'Aisyiyah Ponorogo.

2. To find out the Problems faced by students and teachers during the implementation of CALL in teaching listening at SLB-A 'Aisyiyah Ponorogo.

3. To find out the impact of implementing CALL to the enthusiasm for learning and student achievement at SLB-A 'Aisyiyah Ponorogo.

E. Significances of The Research

The result of this research was expected to the beneficial for:

i.   Theoretically

The result of this research, hopefully, could give a contribution to knowledge development especially in teaching listening for student with visual impairment.

ii.   Practically

1. For the school

This research can be used as reference material for the development of methods/media that have been applied at SLB A 'Aisyiyah Ponorogo to be better than before.

2. For the teachers'

For English teacher, it can be considered to know the students' ability and the alternative for directly toward Listening comprehension through Computer-Assisted Language Learning (CALL).

3. For the students'

Students can develop their ability in English skill particularly in Listening skill with implementing Computer-Assisted Language Learning (CALL).

4. For the researcher

The researcher can analysis in more detail about the implementation of Computer-Assisted Language Learning (CALL) in Teaching Listening for student with visual impairment at SLB-A 'Aisyiyah Ponorogo.

F. The Systematic of Discussion

This thesis consists of 5 chapters, Chapter I: Introduction, Chapter II: Literature Review, Chapter III: Research Method, Chapter IV: Research

findings & Discussion, and Chapter V: Conclusion

In Chapter I there are several sub-chapters: Background of Study, Research Focus, Research problem, Research Objectives, and Significances of the research.

In Chapter II Literature Review with the First Subchapter is Theoretical Framework which in it discusses 3 main material, there are about Teaching Listening, Computer-Assisted Language Learning (CALL), and about students with visual impairment. Then the second subchapter is Previous Study, in the previous study there are some similarities and differences between the research that researcher has made and existing research. There is also a Theoretical framework as the last sub-chapter in this chapter 2.

In Chapter III Research method there are Research design, place and time of research, data source, data collection technique, data analysis, data validity, and research procedure.

In Chapter IV contains the findings after conducting research. The first is the general data sub-chapter: description/profile of the schools studied, then there are research findings related to the formulation of the problem and discussion.

In Chapter V, the last chapter contains research conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Listening

a. Definition of Listening

Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking.[14] Listening is being one of the most important language skills. Moreover, listening is the most frequently used language skill in daily activities.[15] Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken.[16]

Based on the explanation above, the researcher concludes that listening is an important skill in language because by listening, someone/students can receive the message someone wants to convey.

b. Listening Processes

The process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding.[17]

---

[14] Babita Tyagi, "Listening: An Important Skill and Its Various Aspects," no. 12 (n.d.): 8.

[15] Rohmatin, Ina Wifik. *Analyzing Learning Strategy Used By Student to Cope the Difficulties in Listening Comprehension on Second Semester Department of English Education at University of Muhammadiyah Ponorogo*. Diss. Universitas Muhammadiyah Ponorogo, 2019.

[16] Babita Tyagi, "Listening : An Important Skill and Its Various Aspects," *The Criterion An International Journal in English*, no. 12 (February 2013): 8.

[17] Babita Tyagi, "Listening : An Important Skill and Its Various Aspects," *The Criterion An International Journal in English*, no. 12 (February 2013): 8.

1) Hearing (Receiving)

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response. In essence, all sounds captured or received by the ear are a process of hearing.

2) Understanding (Learning)

The listener must understand the intended meaning and the context assumed by the sender. An understanding of what is heard certainly requires knowledge, which this knowledge can be obtained from learning.

3) Remembering (Recalling)

Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

4) Evaluating (Judging)

At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message.

5) Responding (Answering)

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback.

c. Strategies of Listening

Listening is an active process by which we make sense of, assess, and respond to what we hear. Listening strategy is a technique or activities that can help students in develop their listening ability. According to I.S.P. Nation and J. Newton some listening strategies as follow:[18]

1) Bottom-up Processes

These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

2) Top-down Processes

Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.

It can be concluded that bottom-up process used for the listener to get the message piece by piece, from the parts to the whole. By assemble the message piece by piece, it will make the

---

[18] I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, ESL & Applied Linguistics Professional Series (New York: Routledge, 2009).

listeners focus on words, grammatical structures, and soon that they must gain from their listening activity. Whereas the top-down process going from the whole of knowledge of the listener to predict the message. The listeners should have background knowledge about the text that they will hear, so the interpretation of a text will be appeared from there.[19]

This research relates to the explanation above, in which the objects in this study are students, Students obviously need both bottom-up and top-down processing skills in listening as well. Students must hear some sounds (bottom-up processing), hold them in their working memory long enough (a few seconds) to connect them to each other and then interpret what they've just heard before something new comes along. At the same time, listeners are using their background knowledge (top-down processing) to determine meaning with respect to prior knowledge and schemata.[20]

2. Teaching Listening

Teaching can be defined as helping someone to learn how to do something, giving instruction, guiding in certain study,

---

[19] Ayu Lestari, "The Correlation Between Students' Listening Comprehension and Their Pronunciation Accuracy At The First Semester of The Tenth Grade at SMA Taruna Gajah Mada Metro In Academic Year 2021/2022" (Lampung Indonesia, Islamic University Of Raden Intan Lampung, 2022).

[20] Steven Brown, *Teaching Listening*, 2006th ed. (Cambridge, New York,: Cambridge University Press, n.d.), www.cambridge.org.

providing with knowledge, causing to know or understand.[21] Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension, but also to language learning. Teaching listening requires a little more for the teacher than the learner. One of the principles of teaching listening should be "the material does not have to be visually displayed first".

Listening is a communication method that requires the listener to understand, interpret, and assess what they hear. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding.[22] In teaching listening skill, there are certain principles which is needed by the teachers to help them creating their own techniques, activities, and philosophy towards teaching listening skills. According to Brown, there are some principles of teaching listening skill that should be known by the teacher.

a. Principle of teaching listening include a focus on listening in an integrated-skills course. Even if your curriculum is not dedicated to the integration of all four English skills, remember that it is important to create effective listening techniques which requires the attention of the student to focus on spoken

---

[21] Umara and Lestari, "The Effect of Using Computer Assisted Language Learning (CALL) Method On Students' Listening Skill At The Seventh Grade Students of SMP Negeri 3 Stabat."

[22] Neena Sharma, "Strategies for Developing Listening Skills," *ELT Voices, India*, December 2011, 13.

language.

b. Teaching listening use techniques that are intrinsically motivating. Teachers should try appealing to the listeners' personal interests and goals.

c. Teaching listening utilize authentic language and contexts. Having authentic language and real-world tasks enables students to see the relevance of classroom activity to their long-term communicative goals.

d. Teaching listening consider the form of listeners' responses. We can only infer what has been comprehended through students' overt (verbal or nonverbal) responses to speech.

e. Teaching listening encourage the development of listening strategies. Many students listen to words but don't know what it means to actively listen and are therefore in need of listening skills which extend beyond the classroom.

f. Principle of teaching listening include both bottom-up and top-down listening techniques. Bottom-up processing proceeds from sounds to words to grammatical relationships to lexical meanings, etc., to a final "message." Top-down processing is evoked from "a bank of prior knowledge and global expectations" and other background information that the listener brings to the text.

3. **Computer-Assisted Language Learning (CALL)**

a. Definition of Computer Assisted Language Learning (CALL)

CALL is defined as "the search for and study of applications of the computer in language teaching and learning".[23] Computer Assisted Language Learning (CALL) refers to any process in which the learner uses a computer to improve foreign language competence.[24] Computer Assisted Language Learning (CALL) is an approach teaching English using computer software to convey all or part of the content in English.[25] The reasons why English Language Teaching (ELT) teachers use CALL include: computers can do some teaching work and really help students even without the teacher present. Computers offer the flexibility to acquire individualized learning, help select content to suit individual learning styles, and provide a communicative learning environment.[26]

b. Aims of Computer Assisted Language Learning (CALL)

The main goal of Computer Assisted Language Learning (CALL) is to find ways to use computers for the purpose of teaching and learning English. In more detail, CALL's goals include cognitive goals, psychomotor goals, and affective goals. One of the explanations is that the affective objective is that if the program is designed appropriately by providing audiovisual

---

[23] Hassan Soleimani, *Computer Assisted Language Learning: Theory and Practice*, 1 (Payame Noor University: Associate Professor of Applied Linguistics, 2020).

[24] Umara and Lestari, "The Effect of Using Computer Assisted Language Learning (CALL) Method On Students' Listening Skill At The Seventh Grade Students of SMP Negeri 3 Stabat."

[25] Risma Amin, "Computer Assisted Language Learning (CALL): Konsep Pembelajaran Bahasa Inggris Berbantuan Komputer," *LISAN AL-HAL: Jurnal Pengembangan Pemikiran dan Kebudayaan* 10, no. 2 (December 9, 2016): 281–98, https://doi.org/10.35316/lisanalhal.v10i2.123.

[26] *Ibid.*

elements whose contents evoke feelings, attitude/affective teaching can also be carried out using computer media.[27] The final goal of CALL is not using various technological programs and tools in the classroom, but rather to facilitate language learning by providing a suitable setting.[28]

c. Advantages of Computer Assisted Language Learning (CALL)

There are some reasons indicate that the current computer technology has many advantages for learning a foreign language. Computer offer learners various activities for developing language skills.[29] 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.[30]

There are several reasons why teachers must implement CALL in teaching foreign languages. There are 8 reasons/advantages obtained after implementing CALL, including:

1) Realizing practice for students through the experiential learning,

2) Offer students more the learning motivation,

3) Enhance student achievement,

---

[27] David Merrill, "Levels of Instructional Strategy," *Educational Technology Publications, Inc* 46 (2021): 7.

[28] Dara Tafazoli, Mª Elena Gómez Parra, and Cristina A Huertas Abril, "A Cross-Cultural Study on The Attitudes of English Language Students Towards Computer-Assisted Language Learning," n.d.

[29] Pryla Rochmawati, "The Effect of Computer Assisted Language Learning (CALL) Toward Speaking Ability In STAIN Ponorogo," *Cendekia* 13, no. 2 (Desember 2016): 343.

[30] Pebrina Pirmani and Sawitri Agustrianti, "Applying Computer Assisted Language Learning (CALL) for English Students in Indonesia," n.d., 10.

4) Increase authentic materials for study,

5) Encourage greater interaction between teachers and students and students and peers,

6) Emphasize the individual needs

7) Regard independence from a single source of information,

8) Enlarge global understanding.[31]

4. The implementation of CALL in teaching language

CALL is defined as "The use of a computer in the teaching or learning of a second or foreign language". It should be noted that CALL applications are all used as assisting tools to facilitate language teaching and learning. They cannot be a replacement for the teacher.[32] One technique that can be applied in using CALL for learning English is Drill and Practice. Drill and practice is-to review the content/background knowledge, and to assess learner to master separate language skills (such as reading, listening, etc.)[33] Drill and practice consist of three steps: 1) Providing stimulus 2) Receiving active response from the learner, and 3) Giving immediate feedback.

CALL perhaps remains the most commonly-recognized term to refer to any language learning activity assigning a significant role and status

---

[31] Cheng-Chieh Lai and William Allan Kritsonis, "The Advantages and Disadvantages of Computer Technology in Second Language Acquisition" 3, no. 1 (2006).

[32] Khoshsima and Mozakka, "The Effect of Computer-Assisted Language Learning on Iranian Upper-Intermediate EFL Learners' Listening Skill."

[33] Umara and Lestari, "The Effect of Using Computer Assisted Language Learning (CALL) Method On Students' Listening Skill At The Seventh Grade Students of SMP Negeri 3 Stabat."

to computer that involves both the tutor and tool application.[34] CALL provides a flexibility of pace and space that was unattainable when no technology was used in the traditional methods.

5. **Student with visual impairment**

Blind students or student with visual impairment defines as a condition of the eyes that cannot be completely corrected by typical means such as eyeglasses, medicines, or surgery.[35] Student with visual impairment usually learn how to read and write more slowly than sighted students since much learning, concept development, and detailed discrimination is a function of sight. However, blind or vision-impaired students must learn by other sensory means; feeling, touching, smelling and listening. Anxiety about survival and safety needs cause shyness, lack of confidence, introversion, and moodiness because they cannot see and imitate others.[36] Even so, student with visual impairment also have the right to receive equal treatment with normal students.

Matters regarding this equality are in accordance with Law No. 8 of 2016 concerning persons with disabilities whose paragraph reads: Accessibility is the facilities provided for Persons with Disabilities to realize Equal Opportunities. -Decent Accommodations are modifications and adjustments that are appropriate and necessary to

---

[34] Hassan Soleimani, *Computer Assisted Language Learning: Theory and Practice*, 1 (Payame Noor University: Associate Professor of Applied Linguistics, 2020).

[35] Andi Hamzah Fansury, Nursamsilis Lutfin, and Susalti Nur Arsyad, "Audio Books as Teaching Media to Blind Students In Learning EFL," *Journal of Education* 1, no. 1 (2019): 9.

[36] Fansury, Lutfin, and Arsyad.

ensure the enjoyment or implementation of all human rights and fundamental freedoms for Persons with Disabilities on an equal basis.[37] Apart from the law, there is also PP number 13 of 2020 concerning adequate accommodation for students with disabilities. In one of the government regulations it reads: Provision of Adequate Accommodation in the field of education aims to ensure the implementation and or facilitation of education for Students with Disabilities by the Central Government and Regional Governments-Provision of proper accommodation as intended is carried out in all pathways, levels and types Education both inclusively and specifically.[38]

A student with visual impairment would be dependent on information gathered by their touching sense and hearing sense in concept acquisition however she/he can face many difficulties and limitations.[39] Visually impaired learners appreciate when teachers and peers treat them as equals in the classroom.[40] This same treatment can be exemplified by using various tools/media which are also used by students in general, but of course with due regard to the portions and abilities of these student with visual impairment.

---

[37] "Undang-undang No.8 Tahun 2016 Tentang Penyandang Disabilitas" (Indonesia, 2016), https://pug-pupr.pu.go.id/_uploads/pp/uu.%20no.%208%20th.%202016.pdf.

[38] "PP No.13 Tahun 2020 Tentang Akomodasi yang Layak untuk Peserta didik Penyandang Disabilitas" (Indonesia, 2020), https://peraturan.bpk.go.id/Home/Details/132596/pp-no-13-tahun-2020.

[39] Aydin Kizilaslan, "Teaching Students with Visual Impairment," *Nova Science Publishers* 4 (2020): 82.

[40] Ilgor Asrorov, "Problems And Solutions of Teaching Classes with Blind Students," *Conferencepublication.Com*, 8th International Multidisciplinary Scientific Conference on Innovative Technology, May 25, 2021.

One of the media/tools that can be applied to student with visual impairment is CALL (Computer-Assisted Language Learning). The computer is a tool in learning, where its function is to play sound from the content of the material. Computer becomes very helpful because for visually impaired students, listening is one of the best ways to get the information they need to master what they get during learning. Learning English by ear is a difficult task, but in the absence of sight, the most effective sensory organ with which a blind person can identify an object at a distance is hearing.[41]

6. **Student learning enthusiasm**

According to Oxford Learner's Dictionaries, "enthusiasm is a strong feeling of excitement and interest in something, and a desire to become involved in it."[42] Enthusiasm of learning is the passion, the vehemence, the feeling of a very big excitement, and the spirit of a student towards cognitive process in the process of changing the behavior as the result of the observation and the interaction in the environment.[43] Enthusiasm has a close relationship with feelings of pleasure, because it can be said that enthusiasm occurs because of a happy attitude towards something, a person who is interested in something means that he has a happy attitude towards something.

---

[41] Munavara Abdullaeva and Shokhida Gafurova, "Understanding Learning Experience and Knowledge Acquiring by Blind and Visually Impaired Students at the State Conservatory of Uzbekistan," *Eurasian Music Science Journal*, no. 1 (May 24, 2021): 1–22, https://doi.org/10.52847/EAMSJ/vol_2021_issue_1/51.

[42] Ja Simpson, "Definition of Enthusiasm Noun from the Oxford Advanced Learner's Dictionary," in *Oxford English Dictionary* (Oxford English, 1989).

[43] Hukama Rizky, "The Correlation Among Interest and Enthusiasm In Learning English and English Academic Achievement of 12th Grade Students of Man Sungailiat" (Indralaya, Sriwijaya University, 2020).

As people know learning English need a huge enthusiasm from the student, because English contains five elements (listening, reading, speaking, structure, and writing) that should be mastered, beyond there is a lot of vocabulary that should be memorized to make the learners can arrange the sentence with the English grammar and directly say the sentence they want to say.[44] So, from some of the definitions above, it can be concluded that student learning enthusiasm is the enthusiasm of students to learn with cognitive processes caused by interest and feelings of pleasure in learning something.

7. Student learning achievement

Learning achievement can be interpreted as the results achieved by the students after evaluating the learning, which is expressed in terms of grade. Learning achievement can also be interpreted as the results of the teaching and learning process which are in form of scores or letters reflecting what the students have achieved in a certain period of time.[45]

B. Previous Studies

In this section the researcher will show some previous research that relates to this research. For the first is *Andi Hamzah Fansury, et al, Audio Books as Teaching Media to Blind Students in Learning EFL. 2019.* The

---

[44] Ali Akbarjono, Elvani Belawati, and Zelvia Liska Afriani, "Students' Enthusiasm on Learning In The Covid-19 Outbreak," *Journal of Research on Language Education* 3, no. 1 (January 31, 2022): 15, https://doi.org/10.33365/jorle.v3i1.1773.

[45] Novebri Sinta Dewi, "Correlation between Students' Ability to Memorize the Qur'an and Students' Learning Achievement at Islamic Boarding Schools in Indonesia," *Khalifa: Journal of Islamic Education* 4, no. 2 (2020): 124.

focus of this study on the implementation of audio books as teaching media for student with visual impairment in learning English. The purpose of this study was to determine the implementation of audio books as teaching media for student with visual impairment in learning English and to find out audio books used in learning EFL. The study was conducted at SLB YAPTI Makassar with a number of samples taken were 20 students conducted randomly. The instruments in this study were tests, observations, and questionnaires. The results of the study show that the implementation of audio books as teaching media for student with visual impairment in learning English can help students in the learning process. The implementation of the audio book also increases student motivation in learning because it makes it easier for students to study anywhere and anytime.[46]

In relation to the previous study, the similarities and the differences are found out between this study and Andi Hamzah Fansury's study. the similarities are This research examines a media (audio books) as a tool for learning English for blind students. The research also examines how to implement a media/tool for teaching English to student with visual impairment. Another similarity is that this research and the research that will be carried out are the same using descriptive qualitative methods. While the difference is in the media that is applied. Another difference is the way to get the data or the instrument.

For the second journal by *Pebrina Pirmani and Sawitri Agustrianti,*

---

[46] Andi Hamzah Fansury, Nursamsilis Lutfin, and Susalti Nur Arsyad, "Audio Books as Teaching Media to Blind Students In Learning EFL," *Journal of Education* 1, no. 1 (2019): 9.

Applying Computer Assisted Language Learning (CALL) For English Students in Indonesia 2017. This paper is aimed to explore what actually the computer language learning (CALL) is and how to apply it in English language classroom. The discussions covered CALL's definition, history, trend, design, types, and the relation of CALL to language skills and components. All in all, the paper presents the advantages and disadvantages of CALL followed by recommendations for teachers/lecturers on the applying of computer assisted language learning in their language classroom.[47]

In relation to the previous study, the similarities and the differences are found out between this study and Pebrina Pirmani and Sawitri Agustrianti's study. The similarity of the research conducted is that this research examines in depth the implementation of CALL in teaching English. Previous research has explained in detail the meaning, types, and history of CALL. The difference lies in the discussion of the English material, in Pebrina Pirmani and Sawitri Agustrianti's study it discusses all skills in English, but the research that will be conducted will focus on listening skills. This is intended so that this research focuses and can optimally analyze the object to be studied.

The third Previous study by *Risma Fahrul Amin, Computer Assisted Language Learning (CALL): Konsep Pembelajaran Bahasa Inggris Berbantuan Komputer 2016.* This article discusses in detail about CALL: the definition of CALL, the Purpose and Principles of CALL and discusses

---

[47] Pirmani and Agustrianti, "Applying Computer Assisted Language Learning (CALL) for English Students in Indonesia."

the Role of the Teacher in Computer Assisted Language Learning (CALL). This journal provides the conclusion that in the current era it is a support as well as a challenge for English teachers. In implementing CALL, it is expected that teachers must be able to use Instructional Computer Technology (ICT) to support the application of CALL in teaching English; teachers must be better prepared to arrange material because not all vocabulary is easy to display with computer software; and teachers must be more creative in choosing software that suits the purpose of teaching English.[48]

In relation to the previous study, the similarities and the differences are found out between this study and Risma Fahrul Amin's study. The similarities are found in the topic and content of this paper, which discusses the application of CALL in learning English. The difference is in terms of the discussion, the article discusses in general about material in English lessons, but the research that will be carried out will discuss more specifically the implementation of CALL in teaching Listening for student with visual impairment.

The Fourth previous study by *Ika Lestari and Ummi umara, The Effect of Using Computer Assisted Language Learning (CALL) Method on Students' Listening Skill at The Seventh Grade Students of SMP Negeri 3 Stabat. 2020.* This study aimed to find out whether using computer assisted language learning (CALL) method affect listening skill. In this study, using

---

[48] Risma Amin, "Computer Assisted Language Learning (CALL): Konsep Pembelajaran Bahasa Inggris Berbantuan Komputer," *LISAN AL-HAL: Jurnal Pengembangan Pemikiran dan Kebudayaan* 10, no. 2 (December 9, 2016): 281–98, https://doi.org/10.35316/lisanalhal.v10i2.123.

computer assisted language learning (call) method as the independent variable (X) and students' listening skill as the dependent variable (Y), with the hypothesis: using computer assisted language learning (CALL) method affect on students' listening skill of seventh year students of SMP NEGERI 3 STABAT at academic year 2018/2019. the hypothesis proposed by the writer was accepted. In the other words, using computer assisted language learning (CALL) affects listening skill of seventh year students of SMP NEGERI 3 STABAT at academic year 2018/2019.

In relation to the previous study, the similarities and the differences are found out between this study and Ika Lestari and Ummi umara's study. The similarities between the previous research and the research that will be carried out are that they both use the variables: CALL and Listening. The difference is that the research uses quantitative methods while the research that will be carried out uses descriptive qualitative methods. This research wants to examine how effective the implementation of CALL is while the research that will be conducted will analyze in depth the implementation of CALL in teaching listening.

The last previous study by *Ruja Wati., Pembelajaran Listening Kelas Va SDIT Ukhuwah Islamiyah Purwomartani Kalasan Sleman Yogyakarta* 2020. The research results show that (1). Four reasons for listening learning implemented class Va SDIT Ukhuwah Islamiyah Purwomartani Kalasan Sleman Yogyakarta, namely: First, awareness from the school. Second, the school profile, namely the vision and mission of SDIT Ukhuwah Islamiyah Purwomartani Kalasan Sleman Yogyakarta.

Third, to familiarize students so that they are familiar with English. Fourth, technological developments that make children need to know English from an elementary age. (2) Three stages of implementation of listening learning class Va SDIT Ukhuwah Islamiyah Purwomartani Kalasan Sleman Yogyakarta, namely: Planning (compiling lesson plans, determining tools and media, determining listening learning objectives). Implementation (preliminary activity: the teacher explains listening material with the theme of family. The core activity of the teacher is showing a video about the family then students listen and respond to what is heard. Closing the teacher and students together concluding learning on family material). Assessment (in the form of responding with performance assessment techniques and oral tests). (3) Three positive impacts of implementing listening, namely: Students find it easier to understand the meaning of English words. Students are more fluent in pronunciation. Students have better memory and easier to practice in pronunciation. Two negative impacts of implementing listening are: Students are less enthusiastic in following other subjects. Children think Indonesian is just an ordinary language.[49]

In relation to the previous study, the similarities and the differences are found out between this study and Ika Lestari and Ruja Wati's study. The similarities between Ruja's research and the research that will be carried out are that this research analyzes teaching listening to inclusion students. This research also uses descriptive qualitative method. The difference is that this research does not specifically analyze media/auxiliaries in teaching

---

[49] Ruja Wati, "Pembelajaran Listening Kelas Va SDIT Ukhuwah Islamiyah Purwomartani Kalasan Sleman Yogyakarta," n.d., 57.

listening, while the research that will be conducted will specifically analyze the implementation of CALL in teaching listening to student with visual impairment.

C. Theoretical Framework

In this research, the researcher will analyze in depth the implementation of CALL in teaching listening for students with visual impairments at SLB-A 'Aisyiyah Ponorogo. Based on the pre-observations carried out by the researcher, the researcher produced a theoretical framework: English teachers provide learning materials using a computer/CALL by previously entering material files into the computer which are then delivered to students with visual impairment using the listening method. Students can also operate their computers independently in class to access learning materials.

CALL provides a flexibility of pace and space that was unattainable when no technology was used in the traditional methods.[50] The reason for implementing CALL, apart from being practical and efficient, teachers are not simply relying on the use of books and traditional resources, but instead are engaging in digital research in order to find more convenient materials for their learners.[51] Implementing CALL is also expected to develop students' enthusiasm for learning. This can happen because the implementation of CALL for students with visual impairments

---

[50] Hassan Soleimani, *Computer Assisted Language Learning: Theory and Practice*, 1 (Payame Noor University: Associate Professor of Applied Linguistics, 2020).

[51] María José Quesada Chaves and Sussan Zamora Cortés, "Implementation of Computer-Assisted Language Learning Laboratory in the B.A. in English Teaching," *Pensamiento Actual* 18, no. 31 (December 16, 2018): 166–79, https://doi.org/10.15517/pa.v18i31.35668.

is something that is interesting to them rather than conventional/monotone learning as usual. With an increased enthusiasm for learning, it will automatically be in line with student achievement.

The below is the illustration of theoretical framework:

```
            ┌─────────────────────┐
            │   English Teacher   │
            └─────────────────────┘
                      │
                      ▼
            ┌─────────────────────┐
            │ Teaching Listening use │
            │        CALL         │
            └─────────────────────┘
                      │
                      ▼
            ┌─────────────────────┐
            │ Student with Visual │
            │     Impairment      │
            └─────────────────────┘

┌──────────────────┐              ┌──────────────────┐
│    Student       │ ──────────▶  │ Student achievement │
│ eaunthiasm/motivation │          └──────────────────┘
└──────────────────┘
```
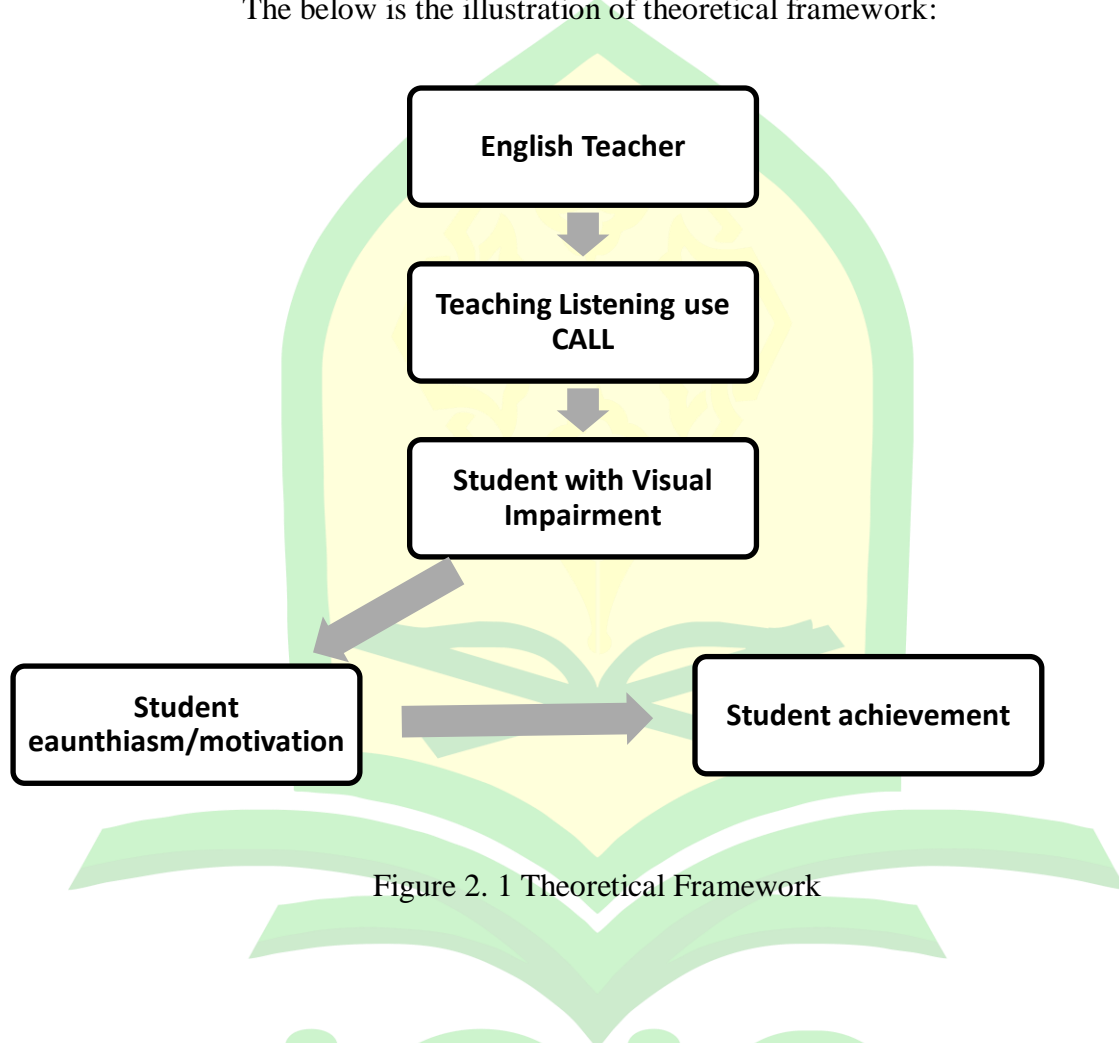
Figure 2. 1 Theoretical Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

1. Research Approach

The approach used in this research is a descriptive approach. Descriptive research is research that seeks to describe a symptom, event, event that is happening now. Actual issues as they existed at the time of the research are the main focus of descriptive research.

2. Type of Research

The title of this type of research includes field research in qualitative form. Qualitative research is research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals and groups of people. It is analyzed in a qualitative way in order to obtain a systematic overview of the content of the document under study through this analysis. Descriptive research is the study of phenomena that occur to determine the contribution of a particular product, process, or educational program. The research method used in preparing this study is qualitative research, as there are several considerations that emphasize the meaning, reasoning, and definition of a particular situation.

B. Place and Time of Research

This research will take place at SLB-A 'Aisyiyah Ponorogo. This

school is located in Ukel street, Kertosari, Ronowijayan, Ponorogo, Indonesia. This research was carried out during teaching and learning activities taking place at the beginning of semester 1 of the 2022/2023 academic year.

C. Data Sources

The source of data from this research is all relevant information to answer the formulation of the problem in this study. The main source of information is students and teachers in SLB-A 'Aisyiyah Ponorogo. This study uses a purposive sampling technique, it is a technique of collecting data sources by selecting informants who understand with certainty about the problem being studied.[52]

D. Data Collection Technique

In this study, to obtain data and information, researcher used data collection techniques in accordance with qualitative research methods, there are: observation, and interviews

1. Observation

   Observation is a data collection technique by way of researcher go directly to the field to observe behavior and individual activities at the research site. researcher record data about the facts found in the field. Researcher used observation instruments to determine the stages of implementing computers in teaching listening or in this study referring

---

[52] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabata, 2013).

to the first problem formulation.

2. Interviews

Interview is a data collection technique carried out aims to obtain information through face-to-face questions between the interviewer with the respondent about the focus of the research. Researcher interviewed English teachers and students with visual impairments to find out what problems were encountered when implementing CALL in learning, or in this study referring to the second formulation of the problem.

3. Documentation

Documentation in data collection techniques is the process of finding and entering relevant data sources to support research, this data can be in the form of manuscripts, archives, and other written data. Researcher use instrument documentation to find data that can support the success of this research. Documentation as an instrument to answer the third problem formulation, to find out the results of implementing CALL in listening learning to the enthusiasm for learning and student achievement.

E. Data Analysis

In this study will use the proposed data analysis techniques by Miles and Huberman. The data analysis used is a model Miles and Huberman include: the analysis process flows from the initial stage, during and After data collection is complete, this process will continue up to the point data

saturation in this case the similarity of data found from a variety of kinds of data collection methods and sources.[53] There are three data analysis activities used: Data Reduction, Data Display, and Conclusion or verification.

1. Data Reduction

    Data reduction is a selection process, focusing attention on simplifying, abstracting, and transforming raw data that emerges from small notes in the field. Data reduction is carried out continuously during the qualitative research until the final report is completely compiled. Data reduction is a form of data analysis that focuses, classifies, directs and discards unnecessary data so that conclusions can be drawn at the end.

2. Data Display

    Once the data has been reduced, the next step is to display or present the data. Viewing or presenting data makes it easier to understand what happened and to plan future work based on that understanding.

3. Conclusion (Verification)

    The data analysis technique used is an interactive method, namely between the data collection process and data reduction (data compilation in a pattern). Drawing conclusions must always be based

---

[53] Ruja Wati, "Pembelajaran Listening Kelas Va SDIT Ukhuwah Islamiyah Purwomartani Kalasan Sleman Yogyakarta," n.d., 57.

on all the data obtained in research activities. In other words, drawing

conclusions must be based on data, not on the wishes or wishes of the

researcher.

F. Data Validity

In this study, the data obtained previously through observation,

interviews, and documentation re-examined the validity of the data by

using triangulation technique. The triangulation technique is defined as

data collection that combines various techniques data collection and data

sources are different according to the data needed.[54] In this case data

triangulation functions as a tool to check the validity of the data done to

avoid biased or invalid data caused various things.[55]

G. Research Procedure

1. Planning

At the planning stage, previously the researcher must complete the

requirements to be able to conduct research. These requirements

include: researcher must make research proposals, make research

instruments, and seek research permits. All requirements can be

fulfilled then the researcher conducts research in schools. In the first

stage the researcher made observations. The next process after the

observation is the interview process. This interview was conducted

---

[54] Rukajat Ajak, *Pendekatan Penelitian Kualitatif (Qualitative Research Approach)* (Yogyakarta: Deepublish, 2018).

[55] Wati, "Pembelajaran Listening Kelas Va SDIT Ukhuwah Islamiyah Purwomartani Kalasan Sleman Yogyakarta."

with English teachers and students at SLB-A 'Aisyiyah Ponorogo.

2. Data Analysis Procedure

The researcher analyzed the data according to what the researcher has planned in the research proposal made. Researcher analyzed the data using 3 methods: data reduction, data display, and data verification/conclusion. Researcher take all data sources that can support and answer the formulation of the problems that have been made in this study.

3. Research Report

This research reported and published to the general public through the IAIN Ponorogo e-thesis website. However, before this research is published, this research go through a testing process and a verification process by several related lecturers.
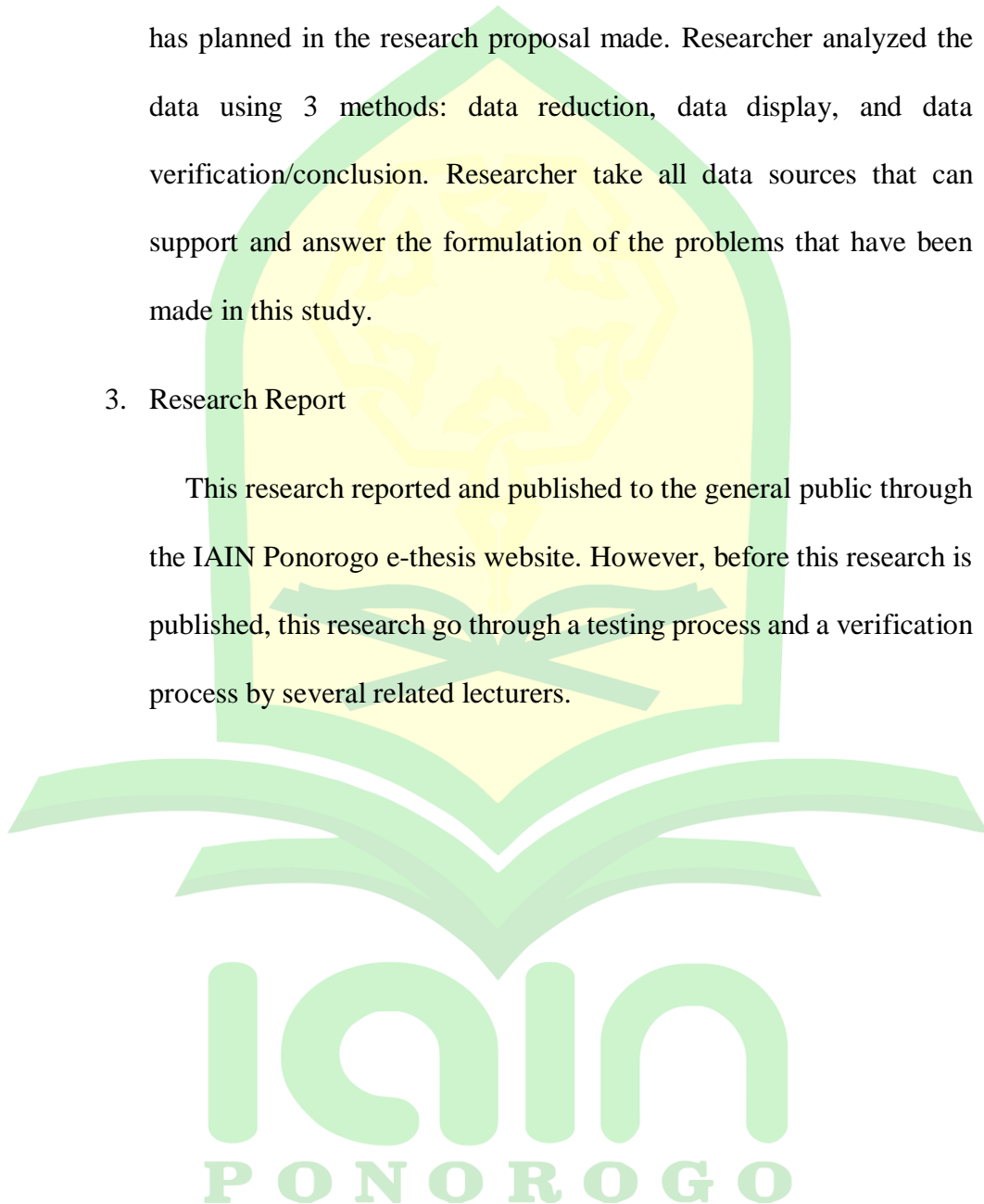
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. General Data

In this chapter, the researcher provides a systematic description of the situation based on the background of the research object. Based on the research that has been done before, the researcher will present the results obtained. The researcher will explain the background or reasons for implementing computers at SLB-A 'Aisyiyah Ponorogo, as well as the history of the establishment and the school's Vision & Mission.

1. The History and Purpose of The Establishment SLB A Aisyiyah Ponorogo

In this sub-chapter the researcher will present data regarding the background and purpose of establishing SLB-A 'Aisyiyah Ponorogo. Explanations regarding the history and purpose of this will become important data for researcher as supporting data in analyzing the main data in this study. These data were obtained by researcher from the results of carrying out documentation from one of the official websites of SLB-A 'Aisyiyah Ponorogo.[56]

SLB-A 'Aisyiyah Ponorogo is a school that was founded on March 19, 1985 by Mr. Timbul Panowo. Mr. Timbul had the courage to initiate the establishment of the SLB even though it was still very simple and on his own initiative. Since then teaching and learning

---

[56] "The History and Purpose of the establishment SLB-A 'Aisyiyah Ponorogo," wordpress.com, *Panti Asuhan Tunanetra* (blog), 2015, https://pantitunanetraaisyiyahpo.wordpress.com/sejarah-berdiri/.

activities began to be implemented. At that time there were 4 students and 1 teacher. Learning activities lasted until December 1985.

In July 1985 the Regional Leadership of Muhammadiyah Ponorogo held a meeting with the Regional Leadership of 'Aisyiyah Ponorogo to discuss the existence of SLB which did not yet have a protector for the institution. The results of the deliberations agreed that an SLB would soon be established and would be handled directly by the Regional Leaders of 'Aisyiyah Ponorogo.

On January 4, 1986 SLB and the Blind Orphanage were officially established which was inaugurated by the Head of Ponorogo Education and Culture Office, Mr. Drs. Kholil Imam Nawawi. For the Principal as well as the Father of the Dormitory, it was handed over to Mr. Drs. Gunari M Hasan.

Since then the SLB and the Blind Orphanage for the Blind have developed, which at the beginning of their establishment occupied the house of one of the administrators and in 1999 already had their own building and improved services from originally being devoted to the Blind then developed to provide care for non-blind foster children from the poor so that they were named Integrated Orphanage for the Blind 'Aisyiyah Ponorogo.

Purpose of establishing SLB-A Aisyiyah Ponorogo:

a. For Muhammadiyah / 'Aisyiyah is the realization of Muhammadiyah's charitable efforts based on the Qur'an.

b. For the Government, in relation to the provisions on

compulsory education Law no. 12 of 1954 concerning education and articles 31 and 34 of the 1945 Constitution.

c. For the community, it is normal acceptance by the community as it should be for other members of the community.

d. For families, as an aid to reduce the burden on families, especially education services in the context of family welfare.

e. For the child concerned, so that after receiving educational services they are able to become independent human beings in their later lives in the midst of society.

2. Vision and Mission

a. Vision

"*Beriman, Cerdas, Kreatif, Mandiri dan Berprestasi*"

(Faithful, Smart, Creative, Independent and Achievement)

b. Mission

1) Designing activity programs in the form of habituation in the school environment (and its surroundings) in behaving, thinking, and acting in accordance with the religion and beliefs of students.

2) Designing activity programs that support factual, conceptual and procedural knowledge as support for the mastery of science and technology, culture and art with insights into humanity, nationality, statehood and civilization related to visible phenomena and events according to their conditions.

3) Designing programs that can facilitate effective and creative

thinking and acting skills in the realm of abstract to concrete according to conditions.

4) Designing a program of activities that supports students so that they have life skills, develop their talents, interests, and abilities to answer the needs of survival independently according to their conditions.

5) Designing activity programs that support students' social adaptation so that graduates can function effectively in community life.[57]

3. Objective of the implementing CALL

Based on interviews conducted by researcher with the principal of SLB A 'Aisyiyah Ponorogo, researcher obtained data regarding the objectives of implementing CALL as follows:

a. The use of computers in teaching students with visual impairments as a tool for reading material or playing material content to make it easier for students to learn.

b. The use of computers for students with visual impairments is a form of proper educational services without discrimination.

c. The use of computers for students with visual impairment as an educational aid that supports student creativity and independence.

d. The use of computers for students with visual impairment as a tool that supports student literacy, as a learning tool that is

---

[57] ABK Istimewa, "Vision and Mission SLB A Aisyiyah Ponorogo," *SLB A AISYIYAH PONOROGO* (blog), 2022, https://slbaisyiyahpo.sch.id/profil/sekolah.

in accordance with the development and progress of the times.[58]

4. **The reason for implementing CALL at SLB A 'Aisyiyah Ponorogo**

Based on the data the researcher obtained from interviews with the principal of SLB A 'Aisyiyah Ponorogo, the researcher found several reasons for implementing CALL for students with visual impairments. Some of the reasons are as follows:

a. Implementation of CALL as a form of implementing the school's vision and mission, forms students with visual impairments who are active, creative and independent.

b. Implementation of CALL as an alternative for students with visual impairments to read the contents of learning materials as well as complement their deficiencies.

c. Implementation of CALL as a way to save on school expenses, due to the price of braille paper is not cheap.

d. Implementation of CALL is another way to overcome the shortage of books or resource materials, bearing in mind that not all books or teaching materials are available in braille printed form.

B. **Research Findings**

The research findings of this study contain an overview of the results and findings of researcher obtained through observation, interviews and

---

[58] See transcript interview number 5-INT/7-3-2023

documentation. Observational data were obtained by researcher through observations on teaching by teachers using CALL and learning of students with visual impairment in class. In addition to using observation, researcher also get data findings through interviews. This interview was given to English teachers and students with visual impairments. The last instrument, the researcher gets the findings data through documentation. The results of the data documentation obtained by the researcher are in the form of student learning outcomes or their daily/monthly grades and several supporting documents about the school (SLB-A 'Aisyiyah Ponorogo).

1. **Findings about the stages of implementing CALL at SLB-A 'Aisyiyah Ponorogo**

   The implementation of CALL should in line with teaching stages.[59] Based on research that has been done by researcher, implementing Computer Assisted Language Learning (CALL) at SLB-A 'Aisyiyah Ponorogo can be described in 2 stages: Planning stage, and Implementation stage.

   a. Preparation stage

      At this stage, the teacher carries out a plan by integrating the computer as a learning tool. The first stage the teacher prepares learning material and the teacher chooses an application for learning, computer applications used in learning is NVDA (Non-Visual Desktop Application). Based on the results of interviews

---

[59] Muhammad Wildan Al Futuhi, "The Implementation of Computer-Assisted Language Learning to Teach Listening of Report Text to the Tenth Graders," *RETAIN*, 1, 8, no. 1 (2020): 56–61.

conducted by researcher, NVDA is an application that can play sound (material) that students can listen to. This is evident from the interview conducted by the researcher to a grade 7 student named Kevin Rosaldo Maulana, when the researcher asked what application to use, he said:

> *"We use the NVDA application, we usually use the application to study."*[60]

Furthermore, to get additional information the researcher interviewed his English teacher, the answers were also the same using the NVDA application in learning, as follows:

> *"We use a special application, namely NVDA (Non-Visual Desktop Application), with this application we can choose various sound models for the speaker/human voice."*[61]

In this NVDA application, teachers can choose various sound models. In this sound model, each class has a different sound preference (sound from the speaker), each has its own preference and this affects their learning interest. As said by Mrs. Wahyu Setyani, M.Pd as an English teacher when I asked whether the selection of this sound model had any effect:

> *"It really influences the spirit of learning, with this NVDA application there are several voice models that can be adjusted, there are male voices, there are female voices, there are big and small voices.*

---

[60] See transcript interview number 2-INT/7-3-2023
[61] See transcript interview number 1-INT/7-3-2023

So, like a female voice (Damayanti) is the pleasure of grade 9, while grade 8 likes a male voice (George), so we adjust the voice model so that students are enthusiastic about learning.''[62]

After getting answers from Kevin and Mrs. Wahyu, the researcher tried to find data (documentation) about NVDA on the Internet. It turns out that it's true, the NVDA application is indeed an application intended for people/students with low vision/blindness. Researcher quote from the official Microsoft website that provides this application, the website explains that: NVDA (Non-Visual Desktop Access) is a free "screen reader" which enables blind and vision-impaired people to independently use the Windows Operating system. It reads the text on the screen in a computerized voice. User can control what is read by moving the cursor to the relevant area of text with a mouse or the arrows on your keyboard. NVDA can also convert the text into braille if the computer user owns a device called a "braille display".[63]

---

[62] See transcript interview number 1-INT/7-3-2023

[63] Limited NV Access, "NVDA (Non-Visual Desktop Access)," 2017, https://apps.microsoft.com/store/detail/nvda-nonvisual-desktop-access/9NVL6Z0TM57D?hl=en-us&gl=us.
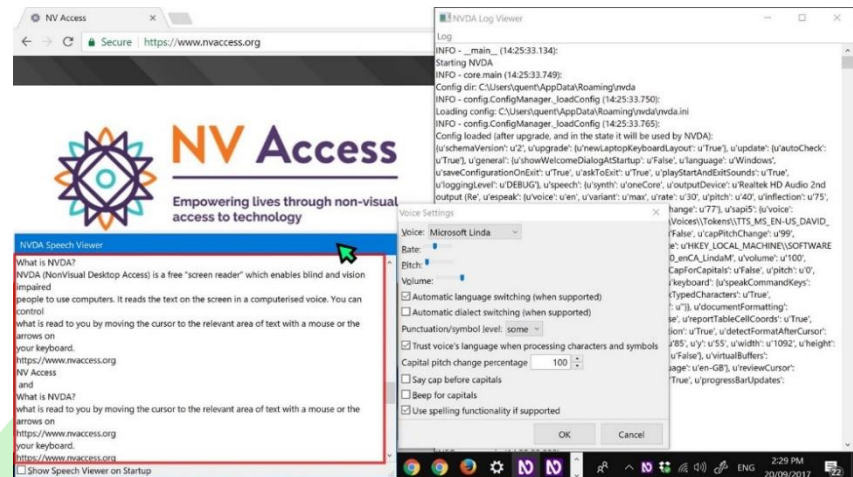
Figure 2. 4 NVDA-Non-Visual Desktop Access

The next stage after preparing the material and its application, the teacher enters the subject matter file into the student's computer. Based on observations made by researcher, this computer is in each class of students, in one class there is 1 computer that is used by all students in one class.[64] Fortunately, in one class at SLB-A 'Aisyiyah Ponorogo there are no more than 7 students, so the use of computers individually can still be orderly and can be managed by the teacher.

Related to this Preparation stage, there is one important thing that has been prepared by the teacher at SLB-A 'Aisyiyah Ponorogo, namely the ICT subject or *TIK (Teknik Informasi Komputer)*. This ICT subject is very important to prepare in the Preparation stage because the content of this lesson is related to the ability of students with visual impairment to operate computers. Because of this ICT lesson, students with visual impairments are

---

[64] See observation sheet number 2-OBS/1-3-2023

trained and accustomed to using computers so that they can operate and implement CALL fluently in learning. This can be found by researcher from the results of interviews that have been conducted with the Principal of SLB-A 'Aisyiyah Ponorogo, Mrs. Wahyu Setyani, M.Pd. when the researcher asked how the teacher guided students with visual impairment in implementing CALL for learning, and she said:

> *"We have a special lesson, namely TIK/ICT (Information Computer Technology) subjects. This lesson focuses on increasing students' knowledge about using computers and getting them used to being fluent/familiar with using computers."*[65]

Information from Mrs. Wahyu was clarified by the data obtained by the researcher after conducting an interview with a student 8th grade, his name Sendy Chandra Gautama, he said:

> *"In ICT subjects we are taught and often use computers, from that lesson the students here memorize the location of the keyboard keys because we are used to using computers."*[66]

So, in short at the Preparation stage: the teacher prepares students' readiness to use the computer, then prepares material and chooses an application for learning, in which the application provides various sound models according to students' preferences.

---

[65] See transcript interview number 1-INT/7-3-2023
[66] See transcript interview number 3-INT/7-3-2023

b. Implementation stage

At the implementation stage, the researcher found some information from the observations that had been made. The researcher has carried out 2 observation stages, the first the researcher observed the English teacher and the second the researcher observed the 9th grade students of junior high school in SLB-A 'Aisyiyah Ponorogo. The following table shows the results of observations that have been made by researcher to one of the teachers when teaching in class:[67]

Table 4.1. Teacher Observation Sheet

TEACHER OBSERVATION SHEET
(Learning Implementation Stage)

NO	ACTIVITY	ACTIVITY DESCRIPTION	NOTE
1	Introduction	Prepare students to learn and start learning by greeting and praying together	√
		Give apperception (Associating what has been known or experienced with what will be learned)	√
		Delivering learning objectives	√
2	Core learning	Explaining English learning material	√

---

[67] See observation sheet number 1-OBS/1-3-2023

		Using computer assistance to convey learning material.	√
		Provide examples of material to students via computer	√
		Give instructions to each student to write the material that has been given	√
		Conduct question and answer to find out the knowledge of students	√
3	Closing	Conduct reflection activities on the material that has been taught	√
		Provide a brief explanation/conclusion in relation to the material that has been taught	√
		Give students the opportunity to copy material files that have been entered on the class computer	√
		Closing the lesson with closing greetings and praying	√

The table above is the result of observations made by researcher on English teachers at SLB-A 'Aisyiyah Ponorogo. Furthermore, the researcher will present the data or results obtained from the observation activities that have been carried out by researcher on students with visual impairment class 9 in SLB-A 'Aisyiyah Ponorogo. The following are the results of observations that have been made by researcher to grade 9 students during class learning:[68]

Table 4.2. Student Observation Sheet

STUDENT OBSERVATION SHEET
(Learning Activity Stage)

NO	ACTIVITY	ACTIVITY DESCRIPTION	NOTE
1	Introduction	Students prepare to study by praying before starting learning.	√
		Students are active in apperception	√
		Students listen to the teacher's delivery of learning objectives	√
2	Core learning	Students listen to an explanation of English learning material	√
		Students can use the existing computers in the classroom to study the material.	√
		Students memorize the location of	√

---

[68] See observation sheet number 2-OBS/1-3-2023

		the keyboard keys and are fluent in operating the computer.	
		Students write the material that has been given by the teacher.	√
		Students respond and answer questions given by the teacher.	√
3	Closing	Conduct reflection activities with the teacher on the material that has been obtained	√
		Students listen to the teacher's brief explanation/conclusion in relation to the material that has been taught	√
		Students copy material on the class computer to study independently	√
		The lesson was closed by praying together	√

2. **Findings about the problems during the implementation of CALL**

In applying something, it is often followed by problems that are encountered after the application of that thing. This also happened in the application/implementation of CALL for teaching listening to students with visual impairments at SLB A for the blind Aisyiyah Ponorogo. The explanation in this finding chapter will be divided into 2 parts: Problems faced by teachers and problems faced by students.

a. Teacher problems in implementing CALL

Based on the data obtained by researcher from interviews with Mrs. Wahyu Setiyani as the English teacher for grades 7,8,9, she is one of the teachers who uses computers as learning aids, Mrs. Wahyu explained that there were several problems encountered. One of the problems that she said was about tools that sometimes errors/damage. This can be known by researcher when researcher ask what problems are often encountered when implementing CALL in teaching, she said:

> *"The difficulties that are usually encountered are tools that often have errors, such as in class 7 yesterday the keyboard had a problem, there were several buttons that didn't work."*[69]

The next problem encountered by researcher through interviews with teachers is regarding students' ability to operate computers. When the researcher asked deeper about this, Mrs. Wahyu as an informant said:

> *"Another difficulty is if there are students who cannot use computers, these students automatically cannot use computers to study, because considering the physical and mental conditions of each student here are different."*[70]

---

[69] See transcript interview number 1-INT/7-3-2023
[70] See transcript interview number 1-INT/7-3-2023

Receiving an explanation from the informant, the researcher inquired more deeply about the conditions of the students in SLB-A 'Aisyiyah Ponorogo in order to get clearer information. The researcher asked how the condition of the student with visual impairment was here, and the informant answered:

> *"Most of the students here suffer from blindness/low vision, but there are also students who have disabilities more than blindness, some are double disabled, such as visual impairments and also physically imperfect or they are called Physically Disabled (Tunadaksa). Students who have special needs like this cannot be like students with other visual impairments who can operate computers to learn."*[71]

Some of the data above are the findings of researcher from interviews regarding the problems faced by teachers in implementing CALL for teaching.

b. Students' problems in implementing CALL

Based on the results of interviews conducted by researcher with 3 students with visual impairment at SLB-A 'Aisyiyah Ponorogo, researcher found several problems faced by students in implementing CALL for learning. The researcher took a sample of

---

[71] See transcript interview number 5-INT/7-3-2023

students from each class to be interviewed, one student from grades 7, 8, 9 of junior high school at SLB-A 'Aisyiyah Ponorogo.

The results of the first interview data obtained by the researcher regarding the problems faced by students were when the researcher interviewed Kevin, a grade 7 student with visual impairment. When the researcher asked what problems were often encountered when using computers in learning, and Kevin said:

> *"Computers in this class usually freeze, we don't know why, but this makes it difficult for us, making it difficult to read and access material"*[72]

Furthermore, the researcher asked again regarding other problems encountered in implementing the computer, and it turned out that Kevin's answer was the same as Mrs. Wahyu above, which is related to constraints on the keyboard. The researcher asked if there were any other problems Kevin encountered, and Kevin said:

> *"In my class, the keyboard usually doesn't work normally, it often error and doesn't work, this causes me to not be able to use the computer properly"*[73]

The results of the second interview data obtained by the researcher regarding the problems faced by students were when the researcher interviewed Shandy Chandra Gautama, a student with

---

[72] See transcript interview number 2-INT/7-3-2023
[73] See transcript interview number 2-INT/7-3-2023

visual impairment grade 8. When the researcher asked what problems were often encountered when using computers in learning, and Shandy said:

> *"It's most difficult if the keyboard keys have errors, because we use almost all the keys, and sometimes when we want to browse there are applications/websites that the computer can't read, usually there are websites that require the mouse to use, while we can't even use the mouse."*[74]

Shandy's answer above is similar to the answer given by Kevin regarding problems commonly encountered when implementing computers in learning, which are still about the problem of the tool (keyboard). The difference here is that Shandy added that there are several applications/websites whose reading is sometimes unreadable/undetectable by a computer.

The next data or in this sub-chapter is the result of the third interview obtained by the researcher, in which the researcher interviewed Ananda Putra Widiyanta, a grade 9 student with visual impairment. In order to find clear and accurate answers, the researcher again asked the same questions as the two previous students, about the problem students faced when using computers in learning. Ananda said:

---

[74] See transcript interview number 3-INT/7-3-2023

"In the past, the control key (CTRL) couldn't be used, there are some applications that require the use of a mouse while we can't use a mouse, my friends and I only use the keyboard."[75]

The results of the interview above are data obtained by the researcher after conducting interviews with 3 students from each class, from grades 7, 8, 9 at SLB-A 'Aisyiyah Ponorogo. Some of the data above shows that the problems faced by students in each class have something in common, namely about keyboard problems that sometimes don't work properly.

3. **Findings about the impact of implementing CALL to the enthusiasm for learning and student achievement**

In this chapter the researcher obtains data from the results of observing, interviewing and documenting the results of the scores obtained by each student. observation and interview activities were carried out by researcher in order to obtain data about students' enthusiasm for learning, and researcher carried out documentation activities in order to find out how the achievements (test scores) were achieved by students. Enthusiasm towards learning activity uses a theory of need because the learning activity and learning achievement is a need of every student.[76]

---

[75] See transcript interview number 4-INT/7-3-2023
[76] Akbarjono, Belawati, and Afriani, "Students' Enthusiasm on Learning In The Covid-19 Outbreak."

a. Student learning enthusiasm

The researcher found several activities carried out by students, which involved computers and indicated that these activities were part of the students' enthusiasm for learning. The first activity discovered by the researcher after the researcher interviewed students and teachers at SLB A 'Aisyiyah Ponorogo was the activity of students reading novels during recess. This can be known when the researcher interviewed Mrs. Wahyu as the English teacher at the SLB. Mrs Wahyu said:

> *"What I usually meet is during recess, they like to use computers for positive things that support their soft skills, such as there are students who like to read novels, edit songs,"*[77]

The next researcher matched it by interviewing students, and the researcher found that the student who likes to read novels during recess is Shandy. This can be proven by the answers given by Shandy when researcher asked why they like using computers in learning. Sandy said:

> *"Another thing that I like is reading novels, I like reading novels entitled "Ayat-ayat Cinta", I have finished reading parts 1 and 2 on that computer."*[78]

---

[77] See transcript interview number 1-INT/7-3-2023
[78] See transcript interview number 3-INT/7-3-2023

Based on the answer from Mrs. Wahyu above shows that there is one more positive activity carried out by students during recess, namely editing songs. Based on the answer from Mrs. Wahyu said, the researcher added questions to the interview, the researcher asked about what activities were carried out during recess, and finally met when the researcher conducted an interview with Ananda, a grade 9 student, Ananda said:

> *"I prefer to edit song projects, usually during recess I and Kevin, a grade 7 student, come to my class and we edit songs together"*[79]

The answers above are some data from students and teachers about activities that use computers, which of course these activities indicate students are enthusiastic about using computers in addition to studying as well as being used as a tool to support student creativity.

In accordance with the theoretical studies that have been taken by researcher, that an activity that makes students happy and interested and with that activity can shape student enthusiasm for learning can be said to be a form of enthusiasm in learning.

b. Student achievement

In most cases to measure a person's success, an achievement is needed. Achievement is the competence of a

---

[79] See transcript interview number 4-INT/7-3-2023

person.[80] In this section the researcher will present the results of the data that has been obtained from the documentation. The results of the documentation data are in the form of values that can be used as data to show student achievement. The reason test scores can be used as student achievement data is because based on the theory used by researcher, that learning achievement can also be interpreted as the results of the teaching and learning process which are in form of scores or letters reflecting what the students have achieved in a certain period of time. The following is one of the results of grade 9 student scores in the odd semester of the 2022/2023 academic year.[81]

Table 3.4 Student Learning Assessment Results

Student Learning Assessment Results Class IX ENGLISH COURSE Odd Semester 2022/2023 Academic Year

NO.	NAME	daily assessment	PTS Scores	PAS Scores	REPORT
1	Ananda	80,00	68,50	78,50	75,66
2	Ikhsan	68,50	65,00	70,00	68,00
3	Fahri	78,50	68,25	68,50	71,75

The data above are the results of student assessments in English subjects, which in the learning process use or implement Computer Assisted Language Learning (CALL).

---

[80] Vitria Candra Dewi and Ika Rakhmawati, "An Analysis of Students' Achievement in Reading Comprehension at the Tenth Grade of SMKN 1 Rejotangan," 2021.

[81] See Documentation file number 1-DOC/14-3-2023

C. Discussions

1. An analysis of the implementation of CALL in teaching listening for student with visual impairment at SLB-A 'Aisyiyah Ponorogo

Based on the data presented regarding the stages of implementing Computer Assisted Language Learning (CALL) in Teaching Listening for students with visual impairment above, there are 2 important stages carried out by the teacher. These stages are the preparation stage and the implementation or implementation stage.[82] In this section the researcher will analyze each stage carried out by the teacher in implementing CALL in learning. The teacher being analyzed was an English teacher named Mrs. Wahyu Setyani. The reason the researcher chose Mrs. Wahyu as an object of research because Mrs. Wahyu usually teaches English especially listening material by implementing CALL or using a computer.

a. Preparation stage

The first discussion is about the planning stage or the stage carried out by the teacher before teaching using a computer. Based on the results of the interview Mrs. Wahyu explained that in this planning stage the first thing to prepare was the students' readiness or ability to use computers. Student readiness is indeed an important thing before carrying out the learning process because if students are not ready to accept the material, the learning process will be in vain. Based on Mrs. Wahyu Setyani that at SLB A 'Aisyiyah Ponorogo has prepared a

---

[82] See transcript interview number 1-INT/7-3-2023

subject for students with visual impairment who are ready and able to use computers in learning. The subjects that have been provided are ICT. In this ICT lesson students can learn how to use computers to be applied in learning. The benefits of having ICT lessons also make students accustomed to using computers so that students can smoothly implement CALL for learning. In fact, not only smoothly, based on the results of interviews that researcher got, one grade 8 student named Shandy could memorize the location of the keyboard buttons on the computer. [83] The existence of ICT lessons is very supportive to be able to implement the use of computers in learning.

In preparing students to be able to use computers at SLB A 'Aisyiyah Ponorogo to make special lessons is a natural thing. This is because the students studying at this school are not normal students in general, most of the students at this school are students with visual impairments. Based on the results of interviews with the principal of SLB A 'Aisyiyah it was found that there were several students who were not only blind but also had multiple disabilities.[84] This is what strengthens the reason why ICT lessons are held for students at SLB A 'Aisyiyah Ponorogo.

The process at the next preparatory stage carried out by the teacher is preparing the material to be given to students. The researcher found a uniqueness that only occurs in schools with this type of SLB, that the prepared material only contains writing with a few paragraphs

---

[83] See transcript interview number 3-INT/7-3-2023
[84] See transcript interview number 5-INT/7-3-2023

without pictures, in one file. The file does not contain pictures or diagrams that teachers usually use to attract students' attention. This can happen considering that the most important thing for students with visual impairment is the content of the writing. Based on the results of the interviews, the reason the teacher prepared the material without pictures or diagrams was also because on the computer students could only read/sound the writing in the material file, could not detect images, so the teacher only needed to provide written material in the file to students.

The material that had been prepared by the teacher was then entered into the student's computer in the class. The material will be read by the computer so that students can listen to the material prepared by the teacher. After the teacher has played the material, students can listen to what is voiced by the computer.

b. Implementation stage

In this process the teacher uses the computer as a tool to play material that has been previously entered on the computer in the classroom. The teacher not only plays the material with the computer, but also provides additional explanations that can make it easier for students to understand the learning material in between playing the material. At this stage the use of one computer is shared by one class, so that the sound of the computer can be heard by every student in the class.

After the core process of using the computer as a tool to convey learning material, the teacher then gives examples and questions that are appropriate to the lesson that day. In this section the computer has an important role besides helping the teacher in teaching it can also increase the enthusiasm of students to be active in learning.

Based on the results of observations obtained by researcher, there are 2 types of computer implementation for students. the first one computer for one class (during class hours) and the second one computer for one student (during recess).

1) Implementation of CALL by one class (together)

In implementing CALL together with one class, according to what has been explained above, that the use of computers in this section is used by one class together for listening tools. This usage is like in general learning where the teacher is an instructor or someone who operates a computer to play material so that it can be listened to by students as a whole. The use of computers like this is effective because it can reach all students simultaneously. Students can receive material even if the student cannot use a computer. The drawback of this type of implementation is that students become less active in learning. The advantages of this type of teacher can actually guide and monitor students with visual impairment as a whole.

2) Implementation of CALL independently (Individual)

The use of computers independently/individually by these students can only be done when class hours are over or usually during recess. Implementation of CALL independently can really help students because students can explore more deeply about the material that has been given by the teacher. On the other hand, the use of computers independently can increase student productivity, especially in deepening material and student self-development. This can happen considering the use of computers independently by students is done during recess.

The independent implementation of CALL is also supported by the school teachers.[85] This is because the use of computers in the classroom is well used by students to develop their creativity. This can be proven from several student activities encountered by researcher. Researcher found several positive activities carried out by students with visual impairments that could develop their creativity, including: reading novels, and editing song projects. Even though it seems common for normal students, this is very good for the self-development and creativity of students with visual impairments.

---

[85] See transcript interview number 5-INT/7-3-2023

2. **An analysis of the problems faced by students and teachers during the implementation of CALL in teaching listening at SLB-A 'Aisyiyah Ponorogo**

In this sub-chapter the researcher will divide into 2 parts, the first the researcher will discuss the problems faced by the teacher when implementing CALL in learning, and the second the researcher will discuss the problems faced by students in using CALL in learning.

a. Analysis of teacher problems in implementing CALL and its solutions

Based on the findings described by the researcher above, in implementing CALL teachers face several problems. The problems faced by teachers in implementing CALL include: 1) Keyboard students often have errors, 2) Different circumstances/lack of students to operate computers.

1) Keyboard students often have errors

Based on the interview results, the keyboard is an important part for students with visual impairments to operate computers.[86] When an error occurs or the keyboard does not work, students with visual impairment cannot use the computer for learning. This is the problem for the teacher to find a solution for how to keep teaching using CALL going.

The solution to this problem is if the keyboard is only slightly

---

[86] See transcript interview number 3-INT/7-3-2023

damaged, it can still be repaired, but if the keyboard is heavily damaged, it must be replaced with a new one.

Based on the results of an interview with the principal of SLB A 'Aisyiyah Ponorogo, the principal prefers to replace a student's damaged keyboard rather than having to buy braille paper which is not cheap. The braille paper available at SLB A 'Aisyiyah Ponorogo is only used for materials that require the use of braille paper. The principal of SLB A 'Aisyiyah Ponorogo said that if the use of braille paper can be reduced then why don't we do this.[87]

2) Different circumstances/lack of students to operate computers

Based on the results of interviews conducted by researcher with English teachers at SLB A 'Aisyiyah Ponorogo, there were several students who were constrained to use computers as learning aids. This resulted in some of these students not being able to implement CALL like other students. The reason students with visual impairment cannot use the computer is that they have multiple limitations/disabilities. This resulted in the teacher not being able to implement CALL for all students. Implementation of CALL independently could only be applied by students who were able to use computers.

Based on the lack of students, the school did not just give up by letting students who could not use the computer. The

---

[87] See transcript interview number 5-INT/7-3-2023

school strives so that all students can implement CALL in learning by holding or making ICT subjects.[88] ICT lessons are expected to be able to support students' ability to use computers. This ICT lesson was also held with the aim of successfully implementing CALL in learning for students with visual impairments, especially students who had just entered SLB A 'Aisyiyah Ponorogo. New students who enter SLB A 'Aisyiyah Ponorogo are not all able to use computers, so with this lesson the new students are expected to be able to operate computers and are accustomed to using computers and in the end these students can implement CALL in learning.

b. Analysis of students' problems in implementing CALL and its solutions.

Based on the results of research that has been done before, researcher will summarize the problem into 2 parts. This was done by researcher because based on the interviews of researcher with students with visual impairment, almost all of them expressed the same problem, namely about the problem of the tools used. This can be reviewed again in the chapter on the findings.

1) The computer usually freezes and blanks

This blank computer problem was discovered by researchers from the results of interviews with a class 7 student with visual impairment named Kevin. The problem that is

---

[88] See transcript interview number 5-INT/7-3-2023

usually encountered when learning with CALL is that the computer in grade 7 often goes blank (does not respond to commands).[89] This problem becomes very severe and disturbing for students with visual impairments. This is because students who have visual impairments cannot do anything but wait for a response from the computer.

Shandy, a grade 8 student, added that there are some websites that are sometimes unreadable /undetectable by a computer.[90] This is because not all websites provide features for blind people or students. The school, especially the teacher, overcomes this by always accompanying students with visual impairment when complaints occur. The school also immediately fixed problems related to student computers which often went blank and did not respond to commands.

2) The keyboard on the computer is not functioning normally / damaged

This problem was found by researchers from the results of interviews with 3 students with visual impairment, from grade 7-9 students who had the same problem, often the keyboard did not function normally. The keyboard is an important part for students with visual impairment because only with the keyboard can students move and operate the computer for

---

[89] See transcript interview number 2-INT/7-3-2023
[90] See transcript interview number 3-INT/7-3-2023

learning.[91] This is reasonable considering that students with visual impairment cannot use a mouse because of their limited vision.

The keyboard is the only navigational tool for students with visual impairments to find out what is being read on the computer, because by moving the students towards the keyboard, the computer can read/sound what is being pointed at, so students with visual impairments know what is being pointed at.[92] Based on this, the keyboard is indeed an important part of CALL learning for students with visual impairments. If the keyboard on the computer is damaged, it will certainly greatly affect the comfort of students in learning.

In this case the school already has a solution to overcome the problem of keyboard damage. Based on the results of interviews obtained by researchers from the principal of SLB A 'Aisyiyah Ponorogo, the school prefers to replace the keyboard with a new one rather than having to switch to conventional learning, just because the keyboard is damaged.[93] This was a good decision considering what Mrs. Wahyu, as the principal of SLB A 'Aisyiyah Ponorogo, said that if we return to conventional methods, students will use braille paper, while the price of braille paper per ream is more expensive than the

---

[91] See transcript interview number 3-INT/7-3-2023
[92] See transcript interview number 3-INT/7-3-2023
[93] See transcript interview number 5-INT/7-3-2023

price to replace the keyboard. This consideration is based not only on the length of time the product is used, but also on granting equal rights to students with visual impairments to receive a proper and modern education.

3. **An analysis the impact of implementing CALL to the enthusiasm for learning and student achievement at SLB-A 'Aisyiyah Ponorogo**

   In this section the researcher will analyze the finding data related to student enthusiasm for learning and student achievement in students with visual impairment at SLB A 'Aisyiyah Ponorogo. The data findings obtained by this researcher are the results of data from conducting observations, interviews and documentation at SLB A 'Aisyiyah Ponorogo. These analyzes of student enthusiasm and student achievement will lead to and relate to the results of implementing CALL on students with visual impairments, whether this implementation is successful and provides satisfactory benefits for the development of students with visual impairments or not.

   Student enthusiastic in learning is a powerful source of motivation for learning and will result in student participation in teaching and learning activities.[94] In this case the enthusiasm of students with visual impairments can arise because of the reasons for implementing CALL in learning. This is evident from the results of interviews obtained by researchers from Mrs. Wahyu as English teacher at SLB A 'Aisyiyah

---

[94] Akbarjono, Belawati, and Afriani, "Students' Enthusiasm on Learning In The Covid-19 Outbreak."

Ponorogo, the teacher said that implementing CALL did affect students' enthusiasm for learning.[95] Based on the results of the interviews and observations that have been made, the researcher can conclude that there are several things that make the implementation of CALL increase students' enthusiasm for learning, including:

a. The application of CALL can make students interested in learning.

Based on the results of observations by researchers in grade 9 SLB A 'Aisyiyah Ponorogo, researcher found that grade 9 students could be active in learning when implementing CALL.[96] Students are active in apperception and active in answering the teacher's questions. This was also supplemented by the students' statements when the researcher interviewed them, one of them was Ananda, a grade 9 student. When the researcher asked whether he was comfortable and happy when using CALL in learning, he answered that he was comfortable and happy because he could get something new.[97] Another thing that makes implementing CALL not boring and fun for students with visual impairments is the use of computers in learning, especially in listening, students can choose the sound model (speaker) they like. Students can choose the sound model they like, so students become more excited and enthusiastic about learning.

---

[95] See transcript interview number 1-INT/7-3-2023
[96] See observation sheet number 2-OBS/1-3-2023
[97] See transcript interview number 4-INT/7-3-2023

b. The application of CALL can make students easy to learn.

Computer Assisted Language Learning (CALL), as the name implies, this program uses the computer as an aid in language learning. CALL is very helpful especially in this study the implementation of CALL was applied to students with visual impairments. It is generally known that the limitations of students with visual impairment are in their visual impairment, and the computer here is present as a tool to complement their deficiencies, which of course this tool helps them by reading the text of existing learning material. Computers are very helpful because students with visual impairments at SLB A 'Aisyiyah Ponorogo can use them together or independently in class.

Another proof that CALL can greatly help students with visual impairment is that by implementing CALL students can access and read learning books that are not available in braille printed form. Students can change the role of the braille printed books by accessing them through their computers in class. Students can access the materials and read any available literacy with their computers even if the materials are not available in braille print. This also shows that the implementation of CALL can greatly help students with visual impairments. Helping in terms of economy, effectiveness, and efficiency of implementing CALL for learning.

c. The application of CALL can increase student creativity.

Based on the results of observations and interviews that have been conducted by researchers, several phenomena indicate that implementing CALL can increase student creativity.[98] Phenomena or activities that show that CALL can increase student creativity include students being able to edit song projects and read books or novels they like using their computers available in class. Implementation of CALL in learning certainly increases students' creativity because active activities like this are very good and are rarely applied to students with visual impairments.

Creativity is not only owned by normal students but also must be possessed by students with visual impairments. This is the reason the implementation of CALL at SLB A 'Aisyiyah is important and very useful for increasing creativity for students who have visual impairments or in this study are referred to as students with visual impairment.

Implementation of CALL for students with visual impairment not only increases students' enthusiasm for learning, but also increases their student achievement. This is evident from the results of the documentation obtained by researchers. The results of the documentation are in the form of daily scores and exams for learning English for students with visual impairment who use CALL in learning. In table 3.4 the results of the

---

[98] See transcript interview number 3-INT/7-3-2023

assessment of grade 9 English lessons show that there is an increase in the scores of students who use CALL in learning. In the table it can be seen that student scores increase the better. The increase in student scores from some of these tests shows that the implementation of CALL has been successful in increasing student achievement in the academic field or more specifically in terms of assessment.

The implementation of this CALL can support the increase in students' scores in learning English as evidenced by the results of the researcher's documentation in the grade 9 student scores table above. Apart from the results of the documentation, the researcher also found supporting evidence from the results of the researcher's interviews with the English teacher at SLB A 'Aisyiyah Ponorogo which revealed that implementing CALL helped students a lot in increasing their vocabulary. Apart from the vocabulary aspect, in terms of listening and pronouncing they have also improved because they are used to listening to English-speaking computer material.[99]

The above data presentation and data analysis related to students' enthusiasm for learning and student achievement proves that indeed the policies and decisions at SLB A 'Aisyiyah Ponorogo by implementing CALL for learning for students with visual impairments are very appropriate and generate many benefits. The benefits obtained by students with visual impairments are also in line with the school's vision and mission and the rights that must be obtained by students with disabilities according to government laws.

---

[99] See transcript interview number 1-INT/7-3-2023

CHAPTER V

CONCLUSION

A. Conclusion

Referring to the results of the research and discussion in the previous chapter, the researcher can conclude that:

1. The stages of implementing CALL in teaching listening for students with visual impairment at SLB A 'Aisyiyah Ponorogo are divided into 2 stages: the planning stage and the implementation stage.

   a. Planning stage: this stage contains teacher planning before implementing Computer Assisted Language Learning (CALL) for classroom learning. Based on the results of interviews with English teachers at SLB A 'Aisyiyah Ponorogo, there are several important things that must be prepared before implementing CALL, including: readiness regarding student abilities, readiness of tools to be used for learning, and students' interest in learning to use CALL.

   b. Implementation stage: this stage is a core part of implementing CALL in learning. This stage consists of 2 types: Implementation of CALL together in one class and Implementation of CALL Individually. As explained in the discussion chapter, CALL implementation together is a CALL implementation that involves teachers and students, the teacher as the instructor and students of the same class as listeners. While the implementation individually or independently, students learn independently using existing computers. Students can do self-learning only when class time is

over or at break time. Both types of implementation have their own advantages and disadvantages as explained by the researcher.

2. The problems faced by teachers and students when implementing CALL in learning are problems regarding tools and about student readiness as well as abilities. Problems with tools such as broken keyboards and blank/freeze computers. Problems regarding the readiness and abilities of students are intended such as students' readiness to use computers, students' abilities to operate computers. Some of these problems have been overcome by the school in a variety of effective ways.

3. Based on the research results, there are many benefits of implementing CALL to the enthusiasm for learning and student achievement. CALL implementation can increase enthusiasm in learning because CALL implementation can be varied and not monotonous. Students' enthusiasm for learning using CALL is shown in several ways such as students being more active in apperception activities. Another enthusiasm was shown by the students during recess. Students with visual impairment fill their break time with positive and productive activities. The positive activities of students with visual impairment are in the form of editing song projects and reading novels that they like using the computers in class. These activities are very good for students with visual impairment because by implementing CALL they gain new insights and can increase their creativity. The effect of student enthusiasm in learning using CALL also has an impact on student achievement, especially in the assessment results. The results of

implementing CALL at SLB A 'Aisyiyah Ponorogo show that student scores for each exam are getting better than before.

B. Suggestion

After getting the research results in this study, the researcher wants to provide some suggestions as follows:

1. For the students with visual impairment

   The researcher recommends students to be more confident, diligent, and discipline while learning listening skills, so they can improve their listening and can explore more about their creativity using computer.

2. For the teachers'

   The researcher recommends teacher at SLB A 'Aisyiyah Ponorogo always be creative in teaching listening so that student with visual impairment always interested and enthusiasm to learn.

3. For the readers'

   The researcher hopes that this research can be beneficial for the readers to increase their knowledge of the implementation CALL in teaching listening for student with visual impairment.

REFERENCES

Abdullaeva, Munavara, and Shokhida Gafurova. "Understanding Learning Experience and Knowledge Acquiring by Blind and Visually Impaired Students at the State Conservatory of Uzbekistan." *Eurasian Music Science Journal*, no. 1 (May 24, 2021): 1–22. https://doi.org/10.52847/EAMSJ/vol_2021_issue_1/51.

Ajak, Rukajat. *Pendekatan Penelitian Kualitatif (Qualitative Research Approach)*. Yogyakarta: Deepublish, 2018.

Akbarjono, Ali, Elvani Belawati, and Zelvia Liska Afriani. "Students' Enthusiasm on Learning in The Covid-19 Outbreak." *Journal of Research on Language Education* 3, no. 1 (January 31, 2022): 15. https://doi.org/10.33365/jorle.v3i1.1773.

Al Futuhi, Muhammad Wildan. "The Implementation of Computer-Assisted Language Learning to Teach Listening of Report Text to the Tenth Graders." *RETAIN*, 1, 8, no. 1 (2020): 56–61.

Amin, Risma. "Computer Assisted Language Learning (CALL): Konsep Pembelajaran Bahasa Inggris Berbantuan Komputer." *LISAN AL-HAL: Jurnal Pengembangan Pemikiran dan Kebudayaan* 10, no. 2 (December 9, 2016): 281–98. https://doi.org/10.35316/lisanalhal.v10i2.123.

Asrorov, Ilgor. "Problems and Solutions of Teaching Classes with Blind Students." *Conferencepublication.Com*, 8th International Multidisciplinary Scientific Conference on Innovative Technology, May 25, 2021.

Brown, Steven. *Teaching Listening*. 2006th ed. Cambridge, New York: Cambridge University Press, n.d. www.cambridge.org.

Dewi, Vitria Candra, and Ika Rakhmawati. "An Analysis of Students' Achievement in Reading Comprehension at the Tenth Grade of SMKN 1 Rejotangan," 2021.

Fansury, Andi Hamzah, Nursamsilis Lutfin, and Susalti Nur Arsyad. "Audio Books as Teaching Media to Blind Students in Learning EFL." *Journal of Education* 1, no. 1 (2019): 9.

Fitriani, Aries. "Learning Styles and Strategies in Second Language Learning: Theoretical Review." *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 11, no. 2 (December 1, 2013): 267. https://doi.org/10.21154/cendekia.v11i2.203.

Istimewa, ABK. "Vision and Mission SLB A Aisyiyah Ponorogo." *SLB A AISYIYAH PONOROGO* (blog), 2022. https://slbaisyiyahpo.sch.id/profil/sekolah.

Khoshsima, Hooshang, and Zahra Mozakka. "The Effect of Computer-Assisted Language Learning on Iranian Upper-Intermediate EFL Learners' Listening Skill," n.d., 12.

Kirana, Dhinuk Puspita. "Vocabulary Exposure to Islamic Institute Students Through an EFL Coursebook." *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 1, no. 1 (June 18, 2022): 49–64. https://doi.org/10.21154/cendekia.v1i1.3506.

Kızılaslan, Aydın. "Teaching Students with Visual Impairment," n.d.

Lai, Cheng-Chieh, and William Allan Kritsonis. "The Advantages and Disadvantages of Computer Technology in Second Language Acquisition" 3, no. 1 (2006).

Lestari, Ayu. "The Correlation Between Students' Listening Comprehension and Their Pronunciation Accuracy at The First Semester of The Tenth Grade at SMA Taruna Gajah Mada Metro in Academic Year 2021/2022." ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG, 2022.

Merrill, David. "Levels of Instructional Strategy." *Educational Technology Publications, Inc* 46 (2021): 7.

Nation, I. S. P., and J. Newton. *Teaching ESL/EFL Listening and Speaking*. ESL & Applied Linguistics Professional Series. New York: Routledge, 2009.

Nurmala Hendrawaty. "Chapter Ii Theoretical Foundantion" 12, no. 1 (2019): 1–2.

Nurwahidah, Elis, Reni Bakhraeni, and Desiani Natalina Muliasari. "Computer Assisted Language Learning (CALL) In Learning Listening to Elementary School Students," n.d., 8.

NV Access, Limited. "NVDA (Non-Visual Desktop Access)," 2017. https://apps.microsoft.com/store/detail/nvda-nonvisual-desktop-access/9NVL6Z0TM57D?hl=en-us&gl=us.

Panti Asuhan Tunanetra. "The History and Purpose of the establishment SLB-A 'Aisyiyah Ponorogo." Wordpress.com, 2015. https://pantitunanetraaisyiyahpo.wordpress.com/sejarah-berdiri/.

Pirmani, Pebrina, and Sawitri Agustrianti. "Applying Computer Assisted Language Learning (CALL) for English Students in Indonesia," n.d., 10.

"PP No.13 Tahun 2020 Tentang Akomodasi yang Layak untuk Peserta didik Penyandang Disabilitas." Indonesia, 2020. https://peraturan.bpk.go.id/Home/Details/132596/pp-no-13-tahun-2020.

Quesada Chaves, María José, and Sussan Zamora Cortés. "Implementation of Computer-Assisted Language Learning Laboratory in the B.A. in English Teaching." *Pensamiento Actual* 18, no. 31 (December 16, 2018): 166–79. https://doi.org/10.15517/pa.v18i31.35668.

Rizky, Hukama. "The Correlation Among Interest and Enthusiasm In Learning English and English Academic Achievement of 12th Grade Students of Man Sungailiat." Sriwijaya University, 2020.

Rochmawati, Pryla. "The Effect of Computer Assisted Language Learning (CALL) Toward Speaking Ability In STAIN Ponorogo." *Cendekia* 13, no. 2 (Desember 2016): 343.

Sharma, Neena. "Strategies for Developing Listening Skills." *ELT Voices, India*, December 2011, 13.

Simpson, Ja. "Definition of Enthusiasm Noun from the Oxford Advanced Learner's Dictionary." In *Oxford English Dictionary*. Oxford English, 1989.

Sinta Dewi, Novebri. "Correlation between Students' Ability to Memorize the Qur'an and Students' Learning Achievement at Islamic Boarding Schools in Indonesia." *Khalifa: Journal of Islamic Education* 4, no. 2 (2020): 124.

Soleimani, Hassan. *Computer Assisted Language Learning: Theory and Practice*. 1. Payame Noor University: Associate Professor of Applied Linguistics, 2020.

Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabata, 2013.

Tafazoli, Dara, Mª Elena Gómez Parra, and Cristina A Huertas Abril. "A Cross-Cultural Study on The Attitudes of English Language Students Towards Computer-Assisted Language Learning," n.d.

Tyagi, Babita. "Listening: An Important Skill and Its Various Aspects." *The Criterion an International Journal in English*, no. 12 (February 2013): 8.

Umara, Ummi, and Ika Lestari. "The Effect of Using Computer Assisted Language Learning (CALL) Method on Students' Listening Skill At The Seventh Grade Students of SMP Negeri 3 Stabat." *Jurnal Serunai Bahasa Inggris* 12, no. 2 (December 4, 2020): 99–107. https://doi.org/10.37755/jsbi.v12i2.304.

"Undang-undang No.8 Tahun 2016 Tentang Penyandang Disabilitas." Indonesia, 2016. https://pug-pupr.pu.go.id/_uploads/pp/uu.%20no.%208%20th.%202016.pdf.

Wati, Ruja. "Pembelajaran Listening Kelas Va SDIT Ukhuwah Islamiyah

Purwomartani Kalasan Sleman Yogyakarta," n.d., 57.