

# Computer Assisted Language Learning (CALL) in Elementary Schools on Indonesian Context

Ferril Irham Muzaki

State University of Malang, Malang, East Java, Indonesia

## ABSTRACT

Learning the language in elementary school is a process of language arts language skills learning which is often the dominant thing that can be observed in the process of learning. Without denying anymore learning in this field becomes the main priorities in building patterns of sentence deception. The curriculum cannot be separated from the learning process itself. With the curriculum language skills of a learners are expected to have the ability to develop themselves from skills that are useful and useful for themselves and the environment. It can not be denied that the CALL -based curriculum becomes dominant as the demands of external change within the learners themselves. Teaching the CALL based curriculum for elementary schools language learners certainly have a full prospect in their career development in the future. As the pace and development of the era, the language-based curriculum becomes dominant and strategic. The strategic review of the language arts -based curriculum can be seen from some of the challenges that accompany the learning process of the learners themselves.

**Keywords:** Language Proficiency , Computer on Language Teaching , Elementary Education

## I. INTRODUCTION

Mouza (2015: 2) states that by teaching the CALL some of the things that include the challenge in teaching CALL in elementary school is the paradigm embraced by the internalization process itself self-learners. Molnar et al (2016: 247) suggest that these patterns often hold key dominant positions in CALL. The link in the development of this pattern is the ability of a learner in the internalization of the processes that occur in the environment.

Without denying, the learning in the environment learners hold a position that coincided with CALL learning that occurs among learners. A learner becomes dominant along with the learning process itself that requires learners to be able to optimize themselves.

Minnamejer (2016: 249) states that the challenges that exist among learners often become a continuous learning process. These processes are the dominant point in the learning process. In learning self-learners often, face a variety of dominance of the dominance of texts from the outside.

The manifestation of the dominance of the text can be diverse in the form of full text domination as well as incomplete text domination. This process is a challenge for teachers and learners in designing the learning process.

These challenges are the main dominant in learning a learner. Milner et al (2016: 218) states that even though a learner cannot be separated from the challenge of how the learners are able to integrate the skills that accompany the learners.

Without denying these diverse challenges gave birth to a necessity that the process also plays a dominant role in developing language arts skills that exist in the learning process environment.

The existence of the challenge of the learning process becomes dominant as the rate and flow of existing developments. Miller (2015: 442) states that with the flow of information no longer denied a learner has the distinctive challenge of how to make themselves dominant amid the flow of narratives that seek to shape their understanding of the world.

Basically the ability to hold language arts has a major priority point in building information flow. Without realizing the development of self become dominant in CALL. Marshall et al. (2016: 8) states that the challenge of teaching language arts becomes dominant as the current rate of communication and information technology dominates the world's current. In today's era the dominant challenge is the challenge to adapt in the midst of the digital world.

Various kinds of information flow become dominant along with the rate of development of the era that provides barrage of information and messages on a massive scale. Herein lies the challenge for students and teachers as well as the environment for in process of CALL in language learning.

## **II. Computer Assisted Language Learning on Elementary School**

Learning literature in primary schools is one of the dominant challenges among learners. In developing the literary demands of a learner is required to be able to develop themselves and be able to build identity. This challenge often translates into a top priority is to build an intuition.

MacDonald (2016: 34) states that the ability of a learner to develop a sense or an intuition is reflected in the rhetoric used in developing the ability to build narration as well as the ability to build identity in order to increase self-reliance.

In addition, a learner also has a main priorities is able to pour ideas and ideas that exist among the learners themselves. Along with the development of ideas and ideas, a learner is expected to have the identity in developing oneself.

To develop a top priority in developing ideas, learners also have a variety of ideas and points of ideas in developing information input from the environment and self-learners themselves. The ability to develop information is a top priority in building literary skills among elementary students.

In developing the ideas and ideas of a learner also has the identity as a learner. This challenge often becomes dominant as the learner grows.

Ideas and ideas possessed by learners become dominant if the learners have the ability to accumulate ideas within a certain timeframe to then be poured in the form of ideas.

Learners are also able to actualize themselves with the environment along with the rate and flow of information that accompanies the learners. Without denying the existence of learners and learning process becomes dominant in the midst of the development of information flow that accompanies the learners.

The forms of ideas in life have a challenge that is not less little that has a meaningful change. In the broad scope of a learner is required to be able to survive in the middle of exposure to information increasingly widespread.

Literary ideas that are often identified with culture become a challenge in learning the process of learning. A learner often faces the challenge of accompanying changes. The challenge of change is what gives tasks in change.

Literary skills become dominant along with the development of technology flows. Leary, et al (2016: 62) states that undoubtedly this development becomes dominant along with the changes that accompany a learner. Such a situation undeniably breeds a process that dominates the self-learners and the environment itself.

The ability of a learner in self-actualizing with self-ability in the middle of standardized literary currents is a top priority. Along with the pace of scientific development, the development of literature becomes dominant in the midst of the current era that requires a learners to change.

Kyriacou (2016: 256) states that in this self-development is a learner is also required to be able to develop themselves from the framework of building identity and togetherness. This challenge is the main priority to change the paradigm in the learning process is self-actualization in the middle of information flow.

Kristjansson (2016: 482) states that the implementation and application of ideas and ideas requires a wide range in the sense that a furnitureperson must also have a self-change to the concept that accompanies the

learners. A learner has the ability to transform himself and various internal dynamics within himself with the accompaniment and guidance of the teacher and the curriculum itself.

### **III. Demands on CALL for Language Learners in Elementary Schools**

Kreijns (2013: 218) states that the trend in the Millennium century was a century where digitization became a trend. In developing the digital era required to have the ability that is internalization with yourself and others.

The ability to perform the internalization process often unwittingly provides a dominant current in the learning process. Learning processes are providing opportunities for self-actualization and open opportunities to open an understanding of literacy in the digital age.

Kong, et al (2014: 71) states that the challenge of learning the digital world gives the sense that the ability to accompany various demands provides values in the curriculum development process. This curriculum development process requires a continuous challenge. In addition to curriculum development processes in the digital age, undoubtedly the skills to become dominant in language learning.

Along with the rate of digital development function, the teacher's demand for self-development is increasing. The rate and flow of information speed can change in the seconds. In addition, the development of digital curriculum also provides a flow of information flow in the middle of global currents.

The challenges that accompany the process of digitizing the curriculum are not necessarily derived from teachers or textbooks, but rather a process for building the identity of the environment. Views of digital native become dominant as the rate and flow of technological developments that provide input to change.

Digital native skills to obtain current and information run parallel with the flow of information rate. The ability to develop information flow becomes a necessity for the development of the times. In addition,

the ability to develop themselves in the middle of exposure to information flow also become dominant.

Kayode, et al (2016: 140) states, self-ability to develop themselves closely related to the skills of a learner in self-actualization. Along with the pace of development of the time the students have a challenge in the form of the ability to actualize amid the current development of the times.

The ability of learners to understand the flow of information is one of the prerequisites in developing themselves in the digital era. In developing a learner also requires the identity and challenge of a guide to actualize themselves in the middle of digital currents.

The prerequisite for being active and able to interact in the digital age is a skill in self-actualization. Without denying these abilities can not be separated from the ability of self-learners and teachers to build a digital oriented learning environment .

Kim and Youn (2016: 40) states that the ability of the learning process is one of the criteria given in building a digital oriented environment based on the ability to develop technology and digital devices. Here is the role as an educator to be able to accommodate learners and learners.

The challenge of building a digital environment is closely related to the provision of the environment. The primary role of a learner is to collaborate with educators and stakeholders to build a digital environment. Without a doubt, the availability of the digital environment becomes a top priority in self-development and ability in the global era.

These challenges become a top priority to develop themselves and develop institutional and school capabilities. Often the learning process passes through the transition period in the digital age.

The design of the digital-based curriculum is the key to developing the demands of the times that occur among learners. Peru policy stakeholders develop data and skills to scrutinize in the digital age. Herein lies the challenge in the digital age, namely to build dominant learning and able to accommodate the flow of change in the digital era.

#### **IV. Komunitas Virtual di Era Digital Virtual Communities in the Digital Age**

Learning Indonesian in the digital era became a point developed in the learning of Language and Literature. Language skills become dominant in self-development as well as ability to berinteraksi with environment. In developing this pattern the dominant element is the ability of a teacher to invite the students to interact with the environment.

Abilities to develop identity can not be separated from the views and paradigms that exist among the educators of the paradigm of paper-based learning. Without denying that learning has a different meaning in the learning process in native digital century.

Learning in the digital age is closely related to a person's ability to interact and interact in order to adapt. In addition, the ability to adapt in the global era becomes dominant.

The ability to build in the digital age becomes dominant as the rate of information flow becomes paradigm and leads learners to be able to interact in the digital realm. In developing self-consciously learners also have a major role in the development of the curriculum.

The pattern of life of learners who have been exposed to digital information has some relatively uniform pattern of development-based ability to interact through virtual communities. The existence of virtual komunitas become dominant as the rate and flow of the dominant development.

Along with the development of virtual community unwittingly the ability of learners to get input on themselves also increases. Such skills are their ability to learn in the face of the "information gap" across the border.

The skills to develop themselves in the virtual community become dominant in tandem with the pace and development of the times. The development of virtual capabilities becomes dominant along with the rapid rate and flow of information.

Learners who are in virtual communities become increasingly dominant due to their challenges to the pace of their times. The ability of virtual community

participants to learn and teach becomes synonymous with peer tutorials.

The role of the curriculum in the virtual community is closely related to the challenge opportunities. In developing the curriculum, of course things that although considered is the characteristics of learners. This challenge is often a barrier in developing the curriculum.

The ability of virtual communities is often the main starting point in aligning virtual communities with learners. This challenge is the starting point of fast-changing times. As the times progressed, the challenge of developing a virtual community-based curriculum became a reality.

The ability to integrate facts and information becomes dominant for learners who are already familiar and berinteraksi with virtual communities. As the rate of development of the era, then a learner is not impossible all day interact in virtual communities.

Self-ability to integrate itself becomes dominant with the pace and development of the times. Unconsciously self-ability to become better holds the dominant role in integrating oneself.

Along with virtual community-based learning the ability of a learner to adapt has a major dominance. Herein lies the challenge of a learner in a virtual community, ie interacting at the same time filtering information.

Jahnke, et al (2014: 83) states that learning in schools and information becomes a key role in creating targeted virtual communities. This ability is the foundation for the community of learners and the learning designer community to direct the identity of the learners.

This challenge, though followed up by building togetherness and ability in the learning process. The curriculum also has the challenge of having the ability to harmonize itself with the global environment.

## **V. Kurikulum Bahasa SD di Era Digital Elementary Schools Language Curriculum in the Digital Age**

Challenges Curriculum in the virtual community era plays a key role in the learning and learning process. The process for developing a curriculum in the nebulous digital educational century holds the key. The learning process here means that the curriculum should adapt to the digital generation as well as the generation of digital immigrants that live in virtual communities.

The challenge is arguably the benchmark as well as the key in designing the curriculum. Readiness of learners to be dominant in the design of a virtual community-based curriculum. The CALL designed curriculum has to adapt to the challenges and patterns of life in virtual communities. Herein lies the ability of learners in self-optimization as well as build self-ability time. Heckel (2016: 2) states that this ability is a priority in developing identity and skills in orientating.

The main foundation in developing the curriculum here is to educate the digital generation to be able to utilize their digital devices in integrating data. In the curriculum for Digital Native, learners are required to be able to distinguish facts, opinions and writings based on perceptions and or assumptions.

Ha, et al (2016: 547) states that, the current generation of Digital is a generation that was born while in a digital pool. The significance of the birth of these generations is that these generations have been exposed to technology and digital devices compared to the generation that was born in the analog age.

In Digital generation learners are required to integrate skills in exploring the digital world to be applied in the learning process. This is a reflection that exposure in the digital world has widespread influence in developing the ability of Digital generation to absorb information.

Eglash et al (2017: 133) states that the development of Digital generation capabilities is a priority as Eglash et al (2017: 133) states that the rapid development of information technology. In the rapid development of the flow of information technology and communication digital learners are faced with the challenge of selecting the existing information in the digital world.

Ability to absorb information is a priority as the ability of the Digital generation to interact with the various challenges that exist in the learning processes. These challenges can be characterized by increased inputs in the form of data and supported by the independence and ability to process information in digital age.

Dooley et al (2016: 53) states that the Digital generation in general has a process of making a transformation of ideas supported skills to turn data into facts. Skills for transforming and inputting the digital generation are a top priority in line with the pace and development of currents in the global world.

In the development of language skills, the digital generation has the ability to transform and transform existing messages. This ability is a priority in building the ability to process words and languages that suit the demands and challenges among the community.

Ding, et al (2016: 621) states that the ability to process the various information received in the digital world becomes more strategic along with the pace of development of the era that requires learners to be able to develop skills in designing ways to learn. In teaching CALL on the digital generation must adapt the skills and independence to transform ideas and ideas into a unified whole.

It is this capacity for self-development that must be adopted in the curriculum. The challenge for the Digital generation is the ability to select information and critically select the information obtained from the abundant resources in the digital world.

The ability to absorb and select information becomes more prevalent due to the digital generation being able to transform itself and the existing skills. This capability should be adopted in the Digital generation curriculum.

## **VI. The Challenge of Developing Language Curriculum for Digital Generation in Elementary School**

Along with the flow of information and technology, the ability to develop multiple identities plays a key role in the development of aspects embodied in the Digital generation. James, et al (2016: 4) states that the digital generation gets a series of challenges in the ability to

make themselves obtain information from various media both mainstream media and social media.

The skills of the digital generation in gaining the ability to transform themselves into a reflection that essentially the digital generation has several options and options to develop the full range of competencies they need to develop their skills.

In today's digital generation this generation has the opportunity to access information wider than previous generation. Chowdhury (2016: 2) states that this particular generation is more concerned with the ability and skills to change oneself and destiny. It is this ability that plays a key role in developing the digital generation.

Basically the generation in using CALL is a variety of global abilities for them. The ability to develop inputs and data that will later reflect the ability of the self to change facts and opinions. In developing this digital generation it is expected to be able to actualize oneself and at the same time be able to design the learning independently optimally.

Digital generation skills to transform themselves become reflected in their behavior of converting hand- emergent challenges in their lives. Chen (2015: 41) states that the ability to change oneself becomes their priority in changing various challenges

Cam (2016: 3) states that the ability to participate actively in the learning process in the classroom becomes more dominant along with the rate of development of information flow in the process of class interaction itself. In the process the teacher seeks to convey the message of learning materials while the learners receive messages and learn the skills taught in their cognitive process.

In the language classes a teacher pursue the ability to reason and at the same time a teacher also teaches to develop oneself for the learners. These generations need to have the challenge of developing their identity in the midst of increasingly heavy and diverse flow of goals.

The ability to cultivate oneself more and more closely along with the pace and the current development of the era that requires the Digital generation to be able to

interact. Here lies the challenges that arise for the Digital generation. According to Bajic (2016: 13) such skills are even offset by the ability to develop skills in the selection of information they receive either through virtual devices or those they receive in the real world.

The ability to hold information becomes ever more intense as the challenge to actualize itself in a variety of digital devices. Basically, according to Andrews (2016: 190), the Digital generation needs input and input so that their skills development in selecting information flow becomes more optimal.

## VII. REFERENCES

- [1]. Andrews, P. (2016).First News: Voices From the Second World War: Witnesses Share Their Stories with the Children of Today.School Librarian ,64 (3), 189-190.
- [2]. Bajic, Z., & Predolac, AB (2016).education in the field of social-humanistic science in the digital era.achieving excellence in education, employment and human resource management , 13.
- [3]. Cam, P. (2016).A philosophical approach to moral education.Journal of Philosophy in Schools ,3 (1).
- [4]. Chen, B. (2015).Exploring the Digital Divide: The Use of Digital Technologies in Ontario Public Schools.Canadian Journal of Learning and Technology / La revue canadienne de l'apprentissage et de la technologie ,41 (3).
- [5]. Chowdhury, M. (2016).Emphasizing Morals, Values, Ethics, and Character Education in Science Education and Science Teaching.Malaysian Online Journal of Educational Sciences ,4 (2), 1-16.
- [6]. Ding, L., Wei, X., & Mollohan, K. (2016).Does Higher Education Improve Student Scientific Reasoning Skills ?.International Journal of Science and Mathematics Education ,14 (4), 619-634.
- [7]. Dooley, CM, Lewis Ellison, T., Welch, MM, Allen, M., & Bauer, D. (2016).Digital participatory pedagogy: Digital participation as a method for technology integration in the curriculum.Journal of Digital Learning in Teacher Education ,32 (2), 52-62.
- [8]. Eglash, R., Babbitt, W., Bennett, A., Bennett, K., Callahan, B., Davis, J., ... & Lachney, M.

- (2017). Culturally Situated Design Tools: Generative Justice as a Foundation for STEM Diversity. In *Moving Students of Color from Consumers to Producers of Technology* (pp. 132-151). IGI Global.
- [9]. Heckel, M. (2016). Plato on the role of contradiction in education. *British Journal for the History of Philosophy* , 1-19.
- [10]. Jahnke, I., & Kumar, S. (2014). Digital didactical designs: Teachers' integration of iPads for learning-centered processes. *Journal of Digital Learning in Teacher Education* ,30 (3), 81-88.
- [11]. James, C., Gruner, DT, Lee, A., & Mullen, M. (2016). Getting Into the Fray: Civic Youth, Online Dialogue, and Implications for Digital Literacy Education. *Journal of Digital and Media Literacy* ,4 .
- [12]. Kayode, BK, Nasirudeen, AI, & Al-Hasani, SMA (2016). The Should Be Goal of Education: What Should Be Taught? And How Should It Be Taught ?. *Journal of Education and Practice* ,7 (21), 138-143.
- [13]. Kim, SY, & Youn, JJ (2016). A Study on Creative Personality, Justice-oriented Morality and Care-oriented Morality in Pre-service Early Childhood Teachers. *Indian Journal of Science and Technology* ,9 (40).
- [14]. Kong, SC, Chan, TW, Griffin, P., Hoppe, U., Huang, R., Kinshuk, L., & Sharples, M. (2014). E-learning in School Education in the Coming 10 Years for Developing 21st Century Skills: Critical Research Issues and Policy Implications. *Educational Technology & Society* ,17 (1), 70-78.
- [15]. Kreijns, K., Van Acker, F., Vermeulen, M., & Van Buuren, H. (2013). What stimulates teachers to integrate ICT in their pedagogical practices? The use of digital learning materials in education. *Computers in human behavior* ,29 (1), 217-225.
- [16]. Kyriacou, C., & Zuin, A. (2016). Cyberbullying of teachers by students on YouTube: challenging the image of teacher authority in the digital age. *Research Papers in Education* ,31 (3), 255-273.
- [17]. Leary, H., Severance, S., Penuel, WR, Quigley, D., Sumner, T., & Devaul, H. (2016). Designing a deeply digital science curriculum: Supporting teacher learning and implementation with organizing technologies. *Journal of Science Teacher Education* ,27 (1), 61-77.
- [18]. MacDonald, MB (2016). Critical Pedagogy of Aesthetics Education. In *Remix and Life Hack in Hip Hop* (pp. 33-40). SensePublishers.
- [19]. Marshall, D., Wright, B., Allgar, V., Adamson, J., Williams, C., Ainsworth, H., ... & Ali, S. (2016). Social Stories in mainstream schools for children with autism spectrum disorder: a feasibility randomized controlled trial. *BMJ open* ,6 (8), e011748.
- [20]. Miller, BC (2015). Teacher learning for new times: Repurposing new multimodal literacies and digital-video composing for schools. *Handbook of research on teaching literacy through the communicative and visual arts* ,2 , 441-453.
- [21]. Mouza, C., & Barrett-Greenly, T. (2015). Bridging the app gap: An examination of a professional development initiative on mobile learning in urban schools. *Computers & Education* ,88 , 1-14.