

Using Computer Assisted Language Learning (CALL) in Post-Pandemic Era: Higher Education Students' Voice

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Abstract

Covid-19 which occurred at the end of 2019 resulted in many changes occurring in the community, including in the world of education, especially in higher education. Computer Assisted Language Learning (CALL) is the use of computers as language learning aids in education which requires the teaching and learning process to utilize technology. The purpose of this study is to find out how English students in higher education perceive the use of Computer Assisted Language Learning (CALL) after the covid-19 pandemic. The method used in this research is descriptive qualitative. Collecting data in this study using a questionnaire with opened and closed-ended questionnaire with twenty students of Higher Education. The results of this study indicated that the use of Computer Assisted Language Learning (CALL) that helped English students in Higher Education to learned languages even though the covid-19 pandemic has ended. It can be concluded that most students in Higher Education have a positive perception of the use of CALL for language learning after the pandemic era.

Keywords: *CALL; Higher Education; Perception; Students' Voice*

INTRODUCTION

The rapid development of technology in this day and age, requires that all of us must understand the use of technology. Especially after the Covid-19 pandemic, which forced us to work, study and carry out all daily activities using technology to avoid direct contact with the people around us. In the world of education, technological developments must be utilized by both teachers and students to support the teaching and learning process. One of the advantages of using computers is that computers can be used interactively to help teach EFL. Several studies have proven the success of using computers in teaching EFL. Computers are claimed to have the potential to influence the classroom atmosphere. It is emerging as a leading technology in promoting educational development (Noni, 2009).

The term "computer assisted language learning" (CALL) is frequently used rather narrowly to refer to a method of language teaching and learning in which computers are used to help with the presentation, reinforcement, and assessment of the material that needs to be learned. Levy in (Rahmadini & Zpalanzani, 2018) defines CALL more concisely and more broadly as "the search for and study of computer applications in language teaching and learning".

Since COVID-19 has caused a distant learning emergency and forced schools to stop for nearly nine months, the use of technology is both inevitable and integral to present teaching and learning activities. To continue teaching and learning, both teachers and students rely on technology. For online learning, teachers modify course content that is intended to be taught in-person. There are many different formats available for the materials, including movies, papers, projects, and many others (Situmorang et al., 2020). The use of this CALL really felt, when there was Covid-19. COVID-19 is an epidemic that is rapidly spreading around the world and affecting many sectors of life; first seen in Wuhan, China, Covid-19 has claimed many lives and become a pandemic. One of the sectors affected by the pandemic is the education sector. Most governments implement new learning systems using online technology. This is especially applied in Indonesia where learning activities must be carried out in a limited way by implementing online learning due to school closures to prevent the spread of viral diseases (Khaerani et al., 2023).

The integration of technology in the teaching and learning process brings innovations that allow the learning process to be carried out virtually without space and time limitations. Learning in the network (online) as an integration of learning and technology is used as the main strategy to continue the teaching and learning process due to the COVID-19 outbreak (Rahmayanti et al., 2022). One of the most advanced industries in the world during the second part of the 20th century is educational technology. Computers first appeared in classrooms in industrialized nations in the late 1950s, and they continue to advance daily all across the world. They are now more capable of processing and storing more data, and they are also quicker, easier to use, more handy, and less expensive. Computer-related hardware, including hard drives, CD-ROMs, laser disks, and printers, is also expanding quickly. These enable computer applications to manage characters along with audio, graphics, and videos.

By the 20th century's close, the Internet and computer-mediated communication had changed how people used computers to learn languages. The computer is now a tool for processing and conveying information as well as merely processing and displaying it. With the use of the Internet, language learners may now converse with others or speakers of the target language all over the world at the same time. Nonetheless, As Dhaif in (Gunduz, 2005) claims computers can never replace 'live' teachers, especially in language teaching, where the emphasis is on mutual communication between people. It can only play a role in teaching a second or foreign language as an aid to teachers.

Previous research (Amborse & Palpanathan, 2017) on computer assisted language learning conducted in Malaysia indicated that students are aware of the importance of computer assisted language learning as one of the most important tools in education for the 21st century. Meanwhile, in Saudi Arabia showing how to use Computer Assisted Language Learning, the study concluded that the use of technology in EFL classrooms in Saudi Arabia is quite promising after the educational environment, including the technological infrastructure, is ready and reliable (Aljameel, 2022). Meanwhile, universities in Turkey (Derya, 2012) have the following perceptions about CALL: Informative, Fun, Accessible, Useful, Innovative, Interesting, Progressive, Negative Aspect, Habitual, Interactive, Supportive, Easy to

use, Necessary, Motivating and Relaxing. Overall, this category shows that students view CALL very positively.

There have been many studies that explain the use of CALL in EFL students in Indonesia. Previous research has shown how the Covid1-9 pandemic has changed all perceptions of both teachers and students regarding the use of technology, as the results shown by respondents' voices stated that their English teacher had changed positively over time. Teachers were found to be positively prepared in digital literacy, digital classes, and digital assessments after a short time (Situmorang et al., 2020); (Octavia et al., 2019) and (Riwayatningsih & Sulistyani, 2020). The other research findings indicate that the use of computers to assist EFL teaching contributes to students' English achievement. In terms of teaching delivery, most students prefer CALL-Classroom mode, which means that students can get more benefits from using the CALL program in learning English (Noni, 2009). Among the benefits of using CALL is one that is very useful for EFL students, it can help a student master EFL, such as vocabulary (Lolita et al., 2020); (Alam & Mizan, 2019) and (Enayati & Gilakjani, 2020) English speaking skill (Ratnaningsih et al., 2019).

Technology used during class can enhance student interaction with teachers and classmates (Khaerani et al., 2023). Technology can regulate student behavior so that students develop awareness of learning efforts in emotional terms, where students are interested in learning and cognitive, where students are mentally implanted in comprehensive content (Schindler et al., 2017). The application of technology in education aims to improve the quality of teaching materials, and methods, which of course can increase student learning engagement. (Ginting, 2021) found that student engagement occurs in both online and offline learning. To achieve successful engagement, teachers must provide for students' needs by keeping abreast of current educational issues and adapting to a variety of teaching styles. Other research from (Liu et al., 2022) showed that offline classes using technology such as video, audio, images, electronic documents, internet connections, PPT courseware, and others can help develop student learning independence and increase their learning interest. The use of technology also makes the classroom environment efficient for collaborative activities. Students can easily absorb material and cultivate their intellectual development, which is one of the important factors for reusing offline classes in learning during the post-pandemic educational situation.

From several previous studies conducted both abroad and in Indonesia, it shows the importance of discussing Computer Assisted Language because of its very rapid development, especially after the Covid-19 incident. From previous research, we can see how students and teachers perceived CALL before and during the Covid period, how CALL was used in the language learning process. Therefore, researchers feel that there are still very few articles that discuss student perceptions of the use of CALL after the Covid-19 pandemic. Then the researchers formulated the objectives of this study to find out how students perceive the use of CALL after the Covid-19 pandemic.

LITERATURE REVIEW

CALL (Computer Assisted Language Learning)

CALL is a computer-based technology that makes it easier for teachers and students to learn English. Levey in (Mirani et al., 2019) states that CALL stands for computer-assisted language learning, which uses programs to search and study languages. This indicates that using computers to learn a language involves them directly. CALL is a practical piece of technology that offers teachers a fresh setting for teaching languages. Additionally, he emphasizes how modern technology has altered how language learning is done, shifting the attention from the instructor to the student and the classroom to the individual. Georgious in (Mirani et al., 2019) mentions the CALL is a computer-based application that supports instructors and students in their creative learning of English. Additionally, the new CALL approach enables both teachers and students to develop their writing and communication skills in English.

To encourage their pupils to participate in the learning process, instructors utilize a technique known as computer assisted language teaching, or CALL. This endeavor is aimed to encourage the success of English instruction and study in Indonesia. Cities have easy access to technology and digital media, while rural communities find it quite challenging to obtain these resources. Despite the development of many internet and computer companies, many small towns and villages cannot take advantage of them because of the difficulty of accessing the internet and digital facilities (Rachmawati, 2016). Mobile Assisted Language Learning can be summed up as a language learning strategy that uses smartphones, laptops, and tablets as tools. These devices can be used in implementing MALL by utilizing several features and applications related to learning materials (Pratiwi et al., 2020).

There are many advantages of implementing CALL in the classroom (Riwayatningsih & Sulistyani, 2020), for example CALL facilitates student self-learning and increases students' ability to take risks. Student-centered learning is facilitated via CALL. As a result, students may learn independently and study content whenever, whenever, and however they choose. Additionally, CALL supports instructors in their instruction, motivates students to learn English in a fun way, and enhances their English proficiency by giving them access to online teaching resources. They may also assist them graduate and assess their studies successfully and efficiently by keeping them up to date on the most recent curriculum innovations. From the start of the presentation of linguistic principles through the delivery of digital assignments, instructors may manage their courses using the CALL program as a software collaborator. Along with integrating technology into the learning process, CALL assists teachers in addressing more conventional issues including getting students' attention, keeping their interest, focusing, and boosting engagement. The use of a range of educational, cultural, sporting, musical, and storytelling activities by teachers will help students study in a pleasant and engaging way. CALL may also be utilized in the classroom to reinforce teachings and exercises. Teachers can benefit from the multimedia lessons provided at CALL in place of providing excerpts and visual aids. Additionally, instructors may utilize CALL as a method for evaluating their students' abilities. For instance, by using programs like

Memrise, Quizlet, Quizizz, Kahoot, or Duolingo, it is simple to determine whether a student has learned grammar and vocabulary.

Covid-19 Pandemic

Since the start of 2020, the global Corona virus epidemic has expanded, substantially impairing the regular operation of the whole school system. A billion students globally, or 55.2% of registered students at all levels of school, are still affected as of early June, according to UNESCO figures, which also clearly demonstrate the enormity of the effect on education. In 119 nations, schools and higher education facilities are still shuttered.

Higher education institutions have faced significant adjustments since the lockdown was implemented and have had to discover new ways to carry on with teaching and learning. The majority of them have turned to "emergency education," with online learning now being accepted as the modern cure-all and a need rather than a choice. The abrupt shift to distance learning, the lack of short- and long-term planning, the need for adequate technical infrastructure, the requirement for academics and students to possess strong digital literacy skills, and the requirement for the former to be able to apply distance learning pedagogy, have all contributed to the period's adaptive and transformative challenges (Maican & Cocoradă, 2021).

CALL in Pandemic: Traditional Education to Technology Education

Covid-19 is a great example of something that used to be a challenge, but has now developed into a solution. Online education was previously seen as a possible threat by more conventional educational institutions. However, recent studies have proven the benefits of this kind of education. In addition, instructors are still trying to connect with students in the same way they do in a traditional classroom. This was done in an effort to replicate the learning environment that students would experience in a traditional classroom. If an operating method is successful and practical in bringing about positive change, then that method will become widely accepted and popular as a means of conducting daily business. It is very important, when it comes to online education, to have effective ways of teaching, to manage assessments, and to ensure that teaching and learning is conducted in a way that is fun, engaging, and specific to the setting. It is possible that some of the partnerships that have developed between higher education schools, companies that provide online education, and five different technology suppliers will continue after the outbreak. However, online education is only the first and most innovative step in the long journey of providing online learning, which also involves powerful student engagement tools and educator training. This is because online learning requires students to actively participate in their own education (Khan et al., 2023).

Computer-Assisted Language Learning (CALL) has started a revolution in the domain of language pedagogy. Prior to technology, ancient language learning was unable to meet learners' needs and what they expected from language for effective communication. Based on the analysis conducted by many researchers, it was found that CALL can be applied to language learning and teaching inside and outside the classroom (Derakhshan et al., 2015).

Previous Study about Technology and Covid-19

There have been several previous studies regarding Technology and the Covid-19 Pandemic. One of them concerns (Rahmayanti et al., 2022) the perceptions of college students towards online learning before and during the Covid-19 Pandemic. This study demonstrates how improvements brought about by the use of technology into teaching and learning enable the learning process to be conducted virtually without regard to time or location constraints. Due to the COVID-19 epidemic, learning on the network (online) as an integration of learning and technology is utilized as the primary technique to keep the teaching and learning process going. According to the study's findings, both before and after the pandemic, students had both favorable and unfavorable opinions of online education. Prior to the epidemic, students may study resources and develop their language abilities while learning online. However, the lack of direct connection between professors and students demonstrates unfavorable impressions.

Other research in Turkey (Eraslan, 2021) on The COVID-19 pandemic's effects on learning processes demonstrate that teaching and studying English online in an emergency situation presents unique difficulties because of issues with internet availability and student access to computers or cellphones. On the other hand, the results emphasize the value of online teaching and learning in emergency situations as well as the significance of instructors' digital literacy abilities. This paper outlines the function of CALL (computer-assisted language learning), which was mandated for widespread usage in the Covid-19 era, in the field of education.

And the other research (Talpur et al., 2021) They pointed out that most instructors believe CALL (Computer Assisted Language Learning) is useful and some teachers use it in their language courses despite certain constraints and limitations. However, adopting technology in language classes is a tough job in practice; it is not just about the application of technology. Teachers should be taught how to use technology properly using a student-centered approach rather than a teacher-centered approach. Challenges for the Computer Language Teaching Aid in Pakistan include a lack of multimedia technology in classrooms, inadequate teacher training, busy schedules of teachers, course content based on written communication, student promotion criteria based on written communication, exam-oriented classroom practice, and the neglect of oral communication in theory and practice. According to the findings, there are no significant variations in teacher opinions that can be attributed to gender or academic level, and ESL instructors from their different institutions have a positive viewpoint toward the usage of CALL in their English teaching. They view CALL as an aid in promoting language learning, elevating their level of desire, and assisting them in skill acquisition.

METHOD

Based on the issue description and the research purpose, this study is categorized as descriptive qualitative research. Case studies, introspections, discourse analysis, interactional analysis, and classroom observations were just a few of the many distinct traditions and data collection methods used in the qualitative study. Interviews and questionnaires were used in survey research (Gruba, 2008). In order to calculate the percentage of data analysis, statistical data are also utilized.

Participant

In this study, the participants were university students, totaling 20 people. The sampling technique in this study was to use purposive sampling, which is a type of sampling technique that is widely used in qualitative research. In selecting the sample, it is selected based on certain considerations or criteria (Haryoko et al., 2020).

Data collection

In this study using a questionnaire. There were 10 statements as closed ended questions and 3 statements as opened ended questions. The statement consists of 5 answers starting from Strongly agree, agree, neutral, disagree and strongly disagree.

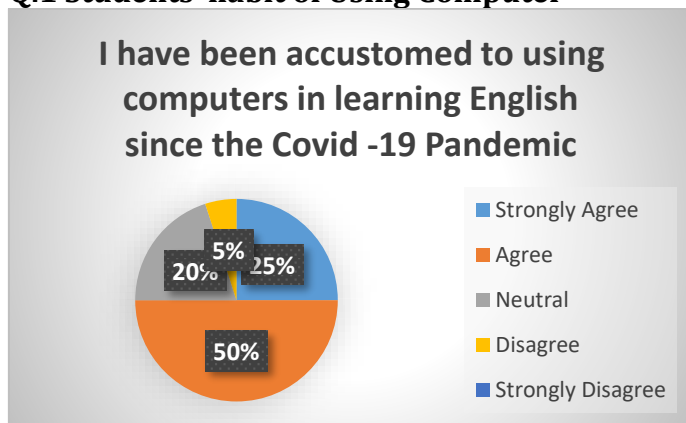
Data analysis

Qualitative content analysis technique is an analysis of meaning based on the content/content associated with the existing categories in the concept studied with a qualitative approach. Interactive model data analysis is a data analysis technique the simplest and most widely used by qualitative researchers, starting with data reduction, data display, and data verification, and then drawing conclusions. This interactive model data analysis, always refers to the concept offered by Miles & Huberman (1994) which consists of data reduction, data display, and drawing and verifying conclusions.

FINDINGS

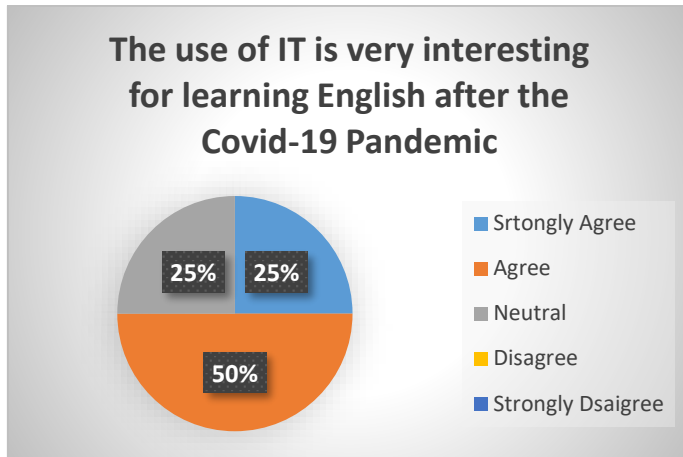
We can see the findings from this study regarding the perceptions of college students towards the use of Computer Assisted Language Learning (CALL) after the pandemic, which can be seen below based on the results of a questionnaire regarding the use of CALL which has been adapted from previous research.

Q.1 Students' habit of Using Computer



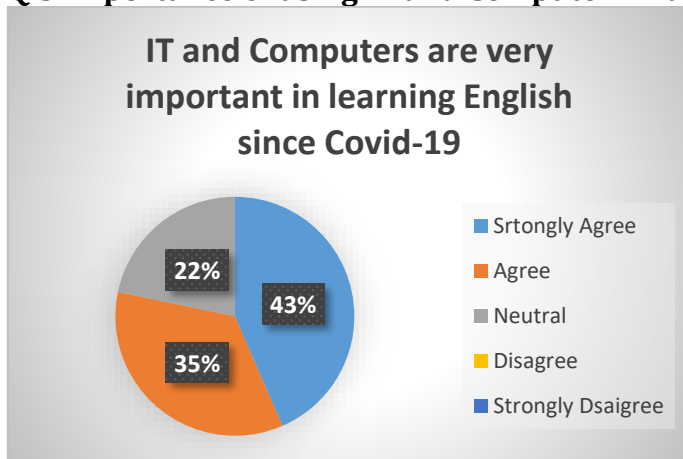
From the data above it shows that 75% (15 respondents) of respondents are familiar with using computers since the occurrence of covid-19.

Q.2 Students interest in IT Using



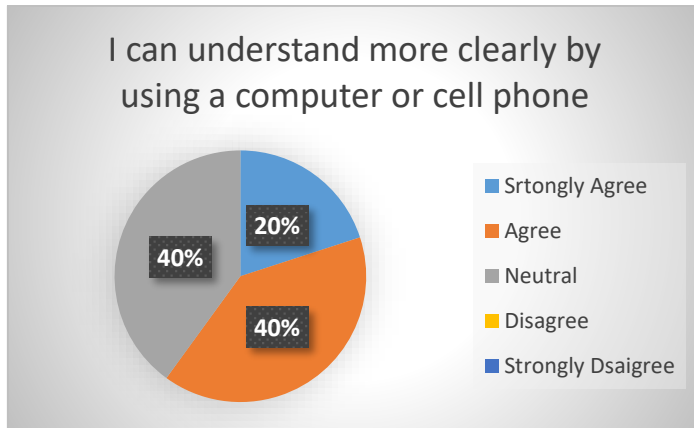
From the data above it shows that 75% (15 respondents) of respondents felt that the use of computers was very widespread after the co-19 pandemic

Q.3 Importance of using IT and Computer in language learning



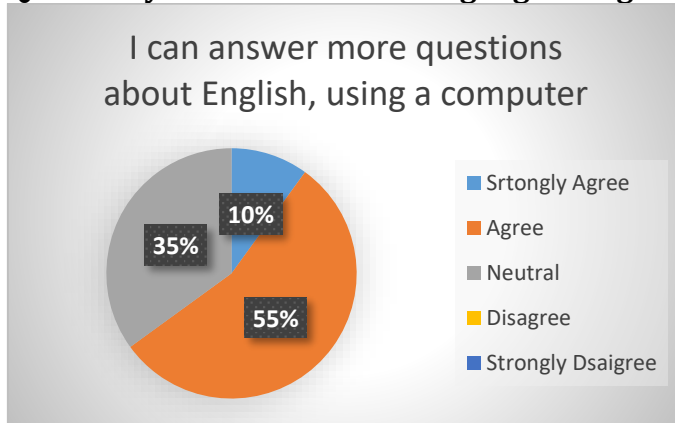
From the data above it shows that 78% (16 respondents) of respondents said that the use of computers was very important since the Covid-19 pandemic

Q.4 Understanding of Using Computer in Language Learning



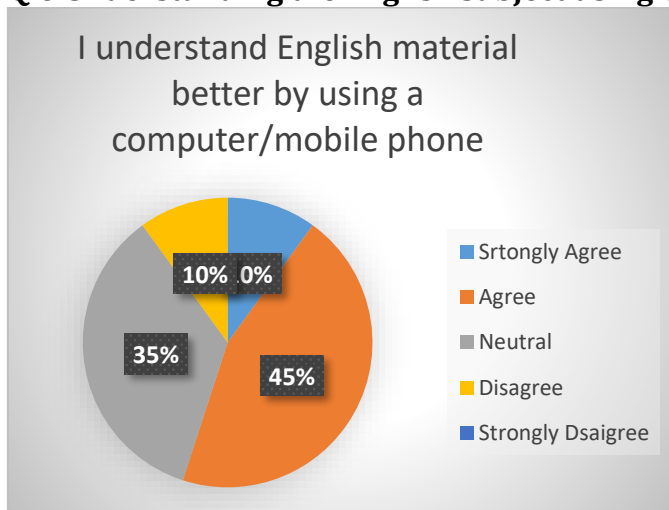
From the data above it shows that 60% (12 respondents) of respondents said their understanding was clearer when using a computer

Q.5 Ability to answer about language using Computer



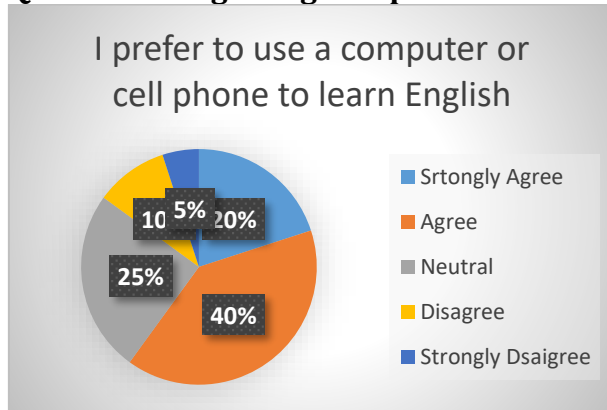
From the data above it shows that 65% (13 respondents) of respondents said they could answer more questions when using a computer.

Q.6 Understanding the English subject using Computer



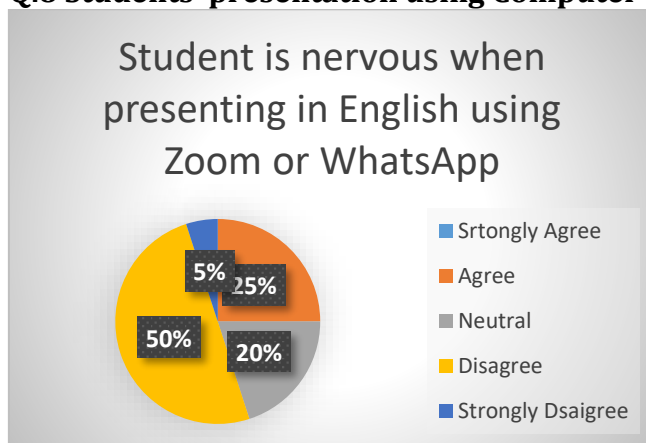
From the data above it shows that 45% (9 respondents) of respondents said they understand English better using a computer, while the rest are neutral and 20% (4 respondents) disagree with this statement

Q.7 Interesting Using Computer



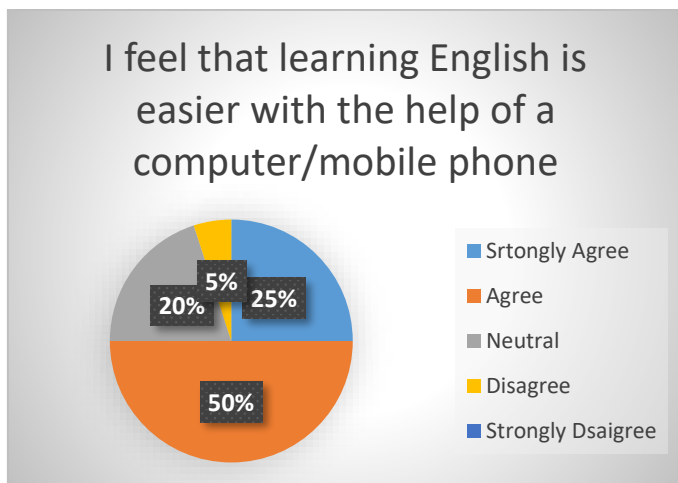
From the data above it shows that 60% (12 respondents) of respondents said they preferred to use computers in learning English

Q.8 Students' presentation using Computer



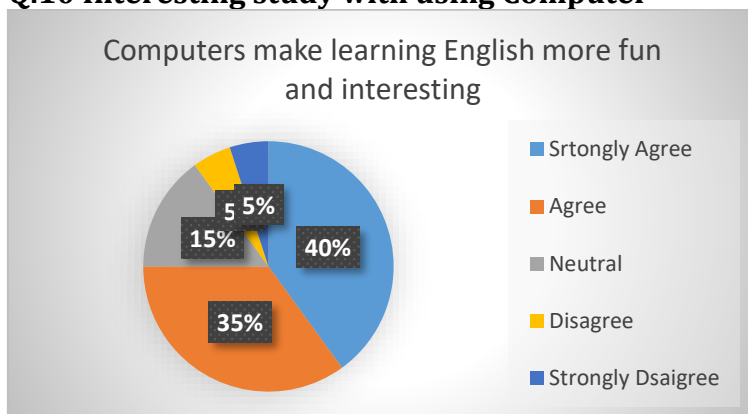
From the data above it shows that 55% (11 respondents) of respondents said they did not feel nervous when the presentation used zoom or WA as a CALL learning medium

Q.9 Learning easier by using Computer



From the data above it shows that 75% (15 respondents) of respondents said they felt that using the help of a computer learning English was easier

Q.10 Interesting study with using Computer



From the data above it shows that 75% (15 respondents) of respondents said learning languages using a computer became more interesting and fun. As for open ended questions as opened ended questions in this study, the results show

Q.1 Which is more often the use of computers/cell phones in learning English before the pandemic or now (after the pandemic), why?

“After the pandemic because when the pandemic was used to always learning to use computer or cellphone media.; Of course after the pandemic, because both lecturers and students were more familiar with learning with computers/cell phones, this habit has been continued to this day.”

Q.2 How did you feel when you used computers to learn English before and after the pandemic, why?

“Very helpful, because during a pandemic we were required to be able to use IT in any condition. Because that is one of the lessons we did during the pandemic at all levels of education.; My feelings about using gadgets in learning English before the

pandemic, were like people in general when using gadgets only as a tool but when the pandemic came it was a necessity when studying, looking for information etc. So gadgets are very important during a pandemic.”

Q.3 How does the Pandemic affect the use of computers in learning English?

“The impact was huge, because during the pandemic all students were required to be able to use electronic devices so that after the pandemic many children became more proficient in using these tools.; The effect is very good. Because using IT during a pandemic is touching, we can apply computers or cellphones with more learning, and more focus.”

DISCUSSION

The perceptions of college students towards the use of CALL after the pandemic occurred showed that the use of computers as learning media was very helpful for students. They have carried out the habit of using computers as learning media since the occurrence of the Covid-19. So that the use of computer media as a tool for learning English makes it very interesting for college students. The use of computers that have been implemented since the Covid-19 pandemic has made computers a very important tool for them in supporting their language learning. So that the computer as CALL makes them understand more clearly the process of learning the language.

When given questions or assignments about language, they can answer them well using the computer. So that their understanding of English becomes clear by using the computer. And as a result, they prefer learning language by using the computer. Not only that, the use of learning media with computer devices such as zoom and WA made them much more confident when making presentations, this was evidenced by the results of their questionnaires, which stated that they did not feel nervous during presentations when using zoom or WA media. So that learning to use a computer becomes easier and more enjoyable.

The use of computers after this pandemic has also made students more comfortable with learning to use computers. This is because they are used to using computers during this pandemic, so they have become very proficient in operating computers in their learning process. This is considered by them to be very kind to themselves because it makes them feel more able to use computers or cellphones for learning, and makes them more focused.

The findings above are supported by several studies related to use CALL (Pratiwi et al., 2020) based on the results of this study, it can be concluded that pre-service EFL teachers are familiar with Mobile Assisted Language Learning. This is evidenced by the qualifications of each dimension of the questionnaire which shows that the perception of pre-service EFL teachers is very high. In addition, EFL pre-service teachers believe that the use of Mobile Assisted Language Learning facilitates learning English with a rich source of information related to educational content, learning anywhere and anytime. It also allows teachers to make it easier to design materials using mobile technology.

Not only from the perception of a student, it turns out that the perception of the teacher also shows the same thing, namely a positive attitude towards the use of this computer. This study (Solihat, 2018) aims to determine the perceptions of EFL

lecturers on the application of Computer Assisted Language Learning (CALL). EFL lecturers gave a positive response to CALL. They say that CALL is very useful to use in the teaching and learning process. CALL makes students more enthusiastic when learning English and improves their English skills. In addition, the application of CALL can improve their skills using computers for future careers. CALL also provides lecturers with the ability to create discussion groups or forums that students can access whenever and wherever they want.

And other studies (Mukramin & Hadi, 2021) have also shown the same thing, namely being positive with the results of this study, that computers play an important role in the process of distance or online learning during a pandemic. Because by utilizing a computer in the process of distance lectures it can run even though it is a little less effective due to constraints on the internet network. By utilizing computers, lecturers and students can innovate to create or deliver material online, for example by utilizing various kinds of applications that can be installed on computers or accessed directly, such as websites. There are many application platforms devoted to online learning such as Zoom, Google Meet, LMS, Google Classroom.

The conclusion from the discussion of this research shows that the use of computers as learning media after the Covid-19 pandemic is positive, this is in accordance with what the respondents felt. They feel comfortable and happy with using computers in their learning process even though the co-19 pandemic is over. This is also supported by previous research studies related to the use of CALL which explains their findings that they also have a positive attitude towards the use of CALL. So that these findings answer the question regarding the perceptions of college students regarding computer control after the Covid-19 pandemic, which is positive.

CONCLUSION

The spread of covid-19 which makes all learning processes require the use of technology is unavoidable for both teachers and students. The use of the computer as a learning tool makes students have to better understand the use of the computer. The habit of using computers makes college students feel comfortable even though the co-19 pandemic has ended. This is consistent with the results of the findings of this study which show that students' perceptions of using computers as a medium for language learning after Covid-19 are positive, this is indicated by the results of their statements which say that using computers makes learning English easier and more enjoyable. And make them more adept at using computers after the Covid-19 pandemic.

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