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Pre-Service English Teachers' Experience with Various CALL Applications: Hindrances and Reflection

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Abstract

Computer assisted language learning (CALL) is one of the alternative ways used by teachers in teaching English. This research aims to find out various CALL applications used by the pre-service English teachers, the difficult skills faced by students, hindrances, and pre-service teachers' reflection. A mixed-method approach with questionnaires, interviews guideline, and observation checklist were employed by the researchers. The sample consisted of 30 pre-service English teachers and 750 students. The data analyses were done by using simple statistics calculations, codes, and categories. The results showed that pre-service English teachers applied various CALL applications, in which the majority of them used Hello English for speaking in the classroom because of the ease of use of the application. The most difficult skills learned by students were listening, and the easiest skill was reading. Another finding is related to hindrances during CALL applications which included internet connection, material understanding, CALL application procedures, assessment, discipline, cost, and learning style. However, those problems were eventually solved by pre-service English teachers. Furthermore, pre-service teachers wrote their teaching reflection to know their evaluation of their teaching. The reflections showed that they could solve the problems, made, and revised lesson plans, and brought good role models in the classroom.

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1. INTRODUCTION

The use of technology becomes one of the parts of the teaching and learning process. Thus, during the COVID-19 Pandemic, online learning is very much needed to be conducted by educators. Based on this phenomenon, pre-service teachers were asked to use technology for teaching English, but several problems related to the implementation of Computer Assisted Language Learning (CALL) emerged. The problems could be the teachers themselves, financial issues, internet connection, region or location, learners, environment, and the application (Primani & Agustrianti, 2017; Tafazoli & Golshan, 2014). CALL has pros and cons; however, it is one of the alternative media that has become a means for teachers and students in learning English. Tal and Yelenevskaya (2012) said that CALL assists teachers in teaching the students. CALL can be applied for all English skills and components, such as listening, speaking, reading, writing, grammar, pronunciation, and vocabulary. CALL has several advantages, such as making the students be independent learners, familiarizing them with the technology, motivating them to learn, increasing their achievement, helping teachers teach students, and helping with distance learning (Tafazoli & Golshan, 2014).

Over the past ten years, relevant studies on computer assisted language learning (CALL) has been undertaken. The CALL studies covered English language skills, such as speaking (Hayati, 2020; Mayaratri, 2015; Rahmah, 2019; Sehlaoui, 2001; Widiawati et al., 2013), listening (Barani, 2011), reading (Aghajani & Amanzadeh, 2018; Alhawati, 2015; Ghanbari et al. 2015; Marzban, 2010), writing (Heryandi et al., 2020), vocabulary (Bagheri et al., 2012; Lolita, 2018; Manik & Christiani, 2016; Wang, 2019), grammar (Naba'ah et al., 2009; Pirasteh, 2014), pronunciation (Farhat & Dzakaria, 2017; Rahnavard & Heidar, 2017; Talebi & Teimoury, 2013), and integrated skills (Al-Mubireek, 2019; Hashmi, 2016; Manda et al., 2017; Noni, 2009). Those studies discussed CALL that could enhance students' ability in learning English and proved that CALL could be useful for teachers and students. Even though each study was different in terms of skills, but they are in one scope.

Furthermore, some researchers did conceptual papers on CALL. These conceptual papers contain the theory of CALL, such as CALL as teaching and learning media (Rachmawati, 2016), challenging issues of CALL (Garrett, 2009; Tal & Yelenevskaya, 2012), pros and cons of CALL (Derakhshan et al., 2015; Diana & Ciornei, 2013), history, merits, and barriers of CALL (Primani & Agustrianti, 2017; Tafazoli & Golshan, 2014) and CALL in the curriculum of foreign language learning (Soleimani & Alaei, 2014). These conceptual papers were distinct from the current research because the current research is not a conceptual paper.

Research on CALL does not only refer to English language skills and its theories, but it also relates to learner autonomy and motivation (Manda et al. 2017; Mutlu & Eroz-Tuga, 2013), success factors in online learning (Alberth, 2011), professional development (Azmina et al. 2018; Hedayati et al. 2018; Khan, 2018) and students' perception towards CALL implementation (Prastikawati, 2019; Rahimi & Hosseini, 2011; Sagarra & Zapata, 2008; Soleimani & Khanjani, 2013). Those researches have positive results toward CALL itself because CALL could enhance students' motivation

and make students more independent in learning. Moreover, it could enhance teacher professional development and bring a positive attitude towards students' learning.

Referring to relevant studies and the importance of technology in teaching and learning English, the current research displays substantial results as the previous research focus was merely on teachers' implementation of CALL to all integrated skills and teachers' professional development training and perception; meanwhile, the current research emphasizes on the different CALL applications used by pre-service teachers to teach learners of English as a Foreign Language (EFL). In short, the current research seeks to explore the most and least used CALL application, hindrances, and reflection. Therefore, the research questions of this study are:

- (1) What is the most and least used CALL applications by the pre-service English teachers?
- (2) What are the difficult skills learned by students during CALL implementation?
- (3) What hindrances faced by pre-service English teachers during CALL implementation?
- (4) What are the pre-service teachers' reflections after CALL implementation?

2. LITERATURE REVIEW

2.1 Computer Assisted Language Learning (CALL)

CALL has existed since the 1950s. It has grown and changed ever since. [Egbert \(2005\)](#) states that CALL is a set of software tools that support language teaching and learning. In other words, CALL is one of the media that can help teachers in teaching English. CALL is also promoted as a complete method of language learning ([Beaty, 2010](#)). Furthermore, [Egbert \(2005\)](#) mentioned four principles of CALL namely (1) support language learning environment, (2) support national English as a Second Language (ESL) standards, (3) guidelines for technology use in education settings, and (4) as the National Educational Technology Standards (NETS: International Society for Technology in Education (ISTE) for technology learning.

Firstly, in supporting a language learning environment, CALL has several benefits for the learners. Those learners have opportunities to interact socially and negotiate meaning, interact in the target language with an authentic audience, get involved in authentic tasks, get exposed and encouraged to produce a varied and creative language, have enough time and feedback, work in an atmosphere with ideal stress or anxiety level, and support learner autonomy. Second, CALL integrates ESL national standard, meaning that CALL can provide flexible time for tasks, focus on language use, let students play a role, offer adequate information about the materials, and assist students in learning. Third, CALL meets learning conditions with computer support means that CALL can help teachers create an optimal teaching environment in many contexts. Fourth, CALL can be used as guidelines for using educational technology in language classrooms. It means that CALL can support the pedagogical goals of the class and make the curriculum accessible to all learners, as result, the students can use technology effectively and efficiently ([Egbert, 2005](#)).

2.2 Most Difficult Skill Faced by Students when Implementing CALL

English has four important skills that must be mastered by students whether in conventional or traditional and online learning. Those skills are listening, speaking, reading, and writing. Every student has their own perception of the easiest and most difficult skill to be mastered because every student may have different ability in English. A study by Jeff (2019) found that speaking was the most difficult skill to be learned by students because of being shy, having different backgrounds, and low motivation in learning. Moreover, the easiest skill was listening. This study was similar to Peng (2014) who found that speaking was the most difficult skill, meanwhile, the easiest skill was reading. These different findings may be caused by several factors, such as place, students' ability, age, and other factors. In brief, those findings can be a reference for the current research because the present research also wants to know the most difficult skill during CALL implementation in Indonesia.

2.3 Teaching English Skills through CALL Applications

CALL applications can be used to teach all English skills and components namely listening, speaking, reading, writing, vocabulary, grammar, and pronunciation. According to Beaty (2010), many applications can be used to teach English, such as word processing, games, literature, corpus linguistics, computer-mediated communication, WWW sources, Personal Digital Assistants (PDAs), and mobile phones. Other possible applications used in teaching include Google Classroom, Edmodo, Kahoot, Edlink, Hello English, Memrise, Simpler Apps, Vocabulary.com, and other applications. CALL applications can be downloaded and installed by simply using a handphone.

Many researchers had researched CALL applications in which the results showed that CALL applications could improve English skill achievement (Al-Mubireek, 2019; Hashmi, 2016; Manda et al., 2017; Noni, 2009). Based on the theory and relevant research, CALL applications could increase and develop English language skills. However, students must be monitored and controlled by teachers before, during, and after the implementation of CALL. In short, the relevant research discussed the various CALL applications, but every research focused on a certain skill, for example, only to speaking, reading, writing, or listening.

2.4 Barriers of CALL

In implementing the CALL applications, teachers faced some problems or challenges. Beaty (2010) mentions that the general problems in collaborating between computer or CALL with language learning are the lack of input from members in the online classroom, the inability of some teachers or learners to facilitate appropriate instruction about the task, ineffective use of time, and teacher's insecurity over unpredictable outcomes. Besides, Tafazoli and Golshan (2014), Primani and Agustrianti (2017), and Marleni (2020) also explain some barriers in CALL. Those barriers were such as (a) teachers and students need to be trained, (b) problematic Internet connection, (c) adjustment by students are needed to CALL applications, and (d) computers not being able to handle unexpected situations.

2.5 Teacher's Reflection

Teacher's reflection is important in order to know the evaluation in teaching English. Every teacher may have different results of reflection, whether positive evaluation or negative evaluation. [Disu \(2017\)](#) elaborates that teacher's reflection is crucial to reflect what the teachers do during the teaching and learning process. The things that happen in the classroom can be a positive and negative sight for teachers. The positive parts must be emphasized, while the negative parts must be anticipated and solved by teachers. Therefore, reflection is an evaluation for teachers, particularly to upgrade their ability in teaching and learning.

3. METHODS

3.1 Research Design

This research applied a mixed-method design, which combined quantitative and qualitative data. The combination of this data was used to answer the research questions and to find out more information about the data in the field. [Creswell \(2014\)](#) states that the mixed-method mixes the data quantitatively and qualitatively. The reason for choosing a mixed method with an explanatory design is because the researchers wanted to know the dominant CALL applications, the most difficult skill faced by students, hindrances, and then teachers' reflection. The quantitative design of this research was descriptive quantitative while the qualitative one was descriptive qualitative. The illustration of the research design is shown in Figure 1.

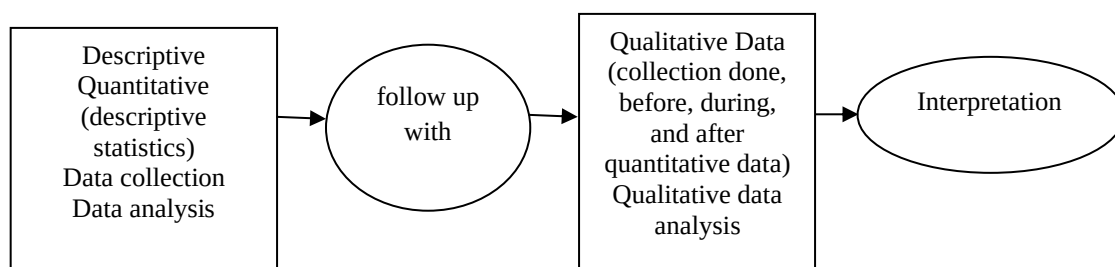


Figure 1. The explanatory sequential mixed methods design ([Creswell, 2014, p. 220](#)).

The research design in Figure 1 depicts that this research implemented a mixed method that applied quantitative data first and then followed up by the qualitative data. In this mixed-method, the researchers used descriptive quantitative or simple statistic calculation to analyze the quantitative data from research questions number 1, 2, and 4. Furthermore, those analyses were followed up by qualitative data analysis for research question number 3.

3.2 Population and Sample

The population of this research consisted of 30 pre-service English teachers and 750 students with 310 male students and 440 female students in senior high schools in

Bengkulu. Of 30 pre-service English teachers, there were 18 females and 12 males. They joined the Micro-teaching Course and had passed all subjects related to English teaching. The sampling technique of this study was purposive sampling because the researchers purposively chose pre-service English teachers with the same teaching ability.

3.3 Instruments

The research instruments of this study were two sets of questionnaires, interviews, and an observation checklist. The first set of questionnaires was used to know the most and least CALL applications used in the classroom by the teachers and hindrances during CALL implementation. The second set of questionnaires was to find out the difficult skill faced by the students. The indicators of these questionnaires were the CALL applications used in the classroom and the problems that appeared during CALL implementation. The questionnaires used a Likert scale from 1 until 4; where 1 is for strongly agree, 2 is for agree, 3 is for disagree, and 4 is strongly disagree. Furthermore, the interviews were used to support the research questions on the dominant application used and hindrances faced by the pre-service teachers. Meanwhile, the observation checklist was used to know the pre-service teachers' reflection about the CALL implementation in the classroom. The observation checklist indicators refer to pre-service evaluation, weaknesses and strengths, and possible solutions. Those instruments were firstly validated by experts' judgments before being used for data collection.

3.4 Method of Data Collection

This research used questionnaires, interviews, and observation as instruments formulated by the researchers. The procedures of data collection were: (1) the researcher gathered data from an observation checklist, questionnaire to 30 teachers and interviewed them (as much as 10 from 30 teachers as representatives) to know the dominant CALL applications used and hindrances (2) the researcher distributed a questionnaire to 750 students to know the difficult skill in learning while using CALL applications; (3) the researcher separated and categorized the data based on the research questions. The data collection method procedure of this research was adapted from [Ary et al. \(2010\)](#).

3.5 Method of Data Analysis

The research used quantitative and qualitative data analysis. The quantitative data were analyzed by using simple descriptive statistics or computer calculations, while the qualitative data were analyzed by using codes and categories. According to [Heigham and Croker \(2009\)](#), qualitative data can be analyzed using codes and categories. The research can code the data transcription from the instruments, such as coding interviews and observation checklist. Coding is very useful in highlighting the data related to the formulated research questions. Finally, the findings were categorized based on the research questions of the study.

4. RESULTS

To answer the research questions, the findings of this research are categorized into several points namely the CALL applications used by pre-service English teachers, difficult skills learned by students during CALL implementation, pre-service English teachers' hindrances during CALL implementation, and pre-service English teachers' reflection on CALL implementation.

4.1 CALL Applications Used by Pre-Service English Teachers

The results from the questionnaire and observation checklist revealed the application used by the pre-service English teachers as can be seen in Table 1 and Figure 2.

Table 1. Various CALL applications used by pre-service English teachers.

No	CALL applications	Number of pre-service teachers	Percentages	Language skill
1	Hello English	7	23,33	Speaking
2	Kahoot	5	16,67	Grammar
3	Memrise	4	13,33	Vocabulary
4	EdLink	3	10	Writing
5	Busuu Apps	3	10	Vocabulary
6	Simpler Apps	2	6,6	Grammar
7	Discord	2	6,6	Listening
8	Google Classroom	1	3,3	Reading
9	Vocabulary.com	1	3,3	Vocabulary
10	Edmodo	1	3,3	Reading
11	TFlat English Pronunciation	1	3,3	Pronunciation
	Total	30	100%	

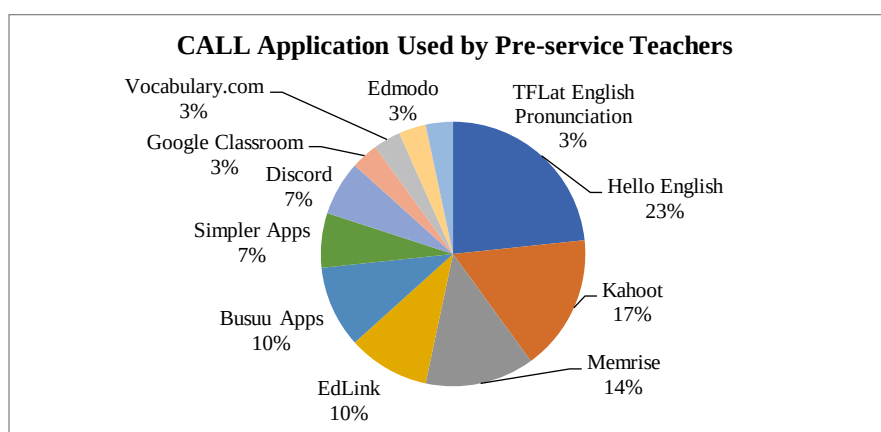


Figure 2. The CALL applications used by pre-service teachers.

Based on Table 1 and Figure 2, pre-service English teachers applied various CALL applications to students with different language skills. In details, seven pre-service teachers used Hello English with a percentage of 23.33%, five pre-service teachers applied Kahoot with a percentage of 16.67%, four pre-service teachers implemented Memrise application with a percentage of 13.33%, three pre-service teachers used Edlink and Busuu Application with the percentage of 10%, two pre-

service teachers used Simpler Apps and Discord with the percentage of 6.6%, one pre-service teacher employed Google Classroom, Vocabulary.com, Edmodo, and TFlat English Pronunciation with the percentage of 3.3%. The highest percentage for CALL application is Hello English and the lowest percentage of applications used were Google Classroom, Vocabulary.com, Edmodo, and TFlat English Pronunciation. In addition, most teachers used CALL applications for teaching speaking, grammar, and vocabulary. Meanwhile, pre-service English teachers who used CALL applications to teach reading and pronunciation were still less.

4.2 Difficult Skills Faced Learnt by Students during CALL Implementation

Based on the questionnaire that has been distributed to the students, the difficult skill can be illustrated in Table 2 and Figure 3.

Table 2. Difficult skills faced learned by students.

No	Skills	Frequencies	Percentage
1	Speaking	217	28,93
2	Listening	220	29,33
3	Reading	100	13,33
4	Writing	213	28,44
	Total	750	100

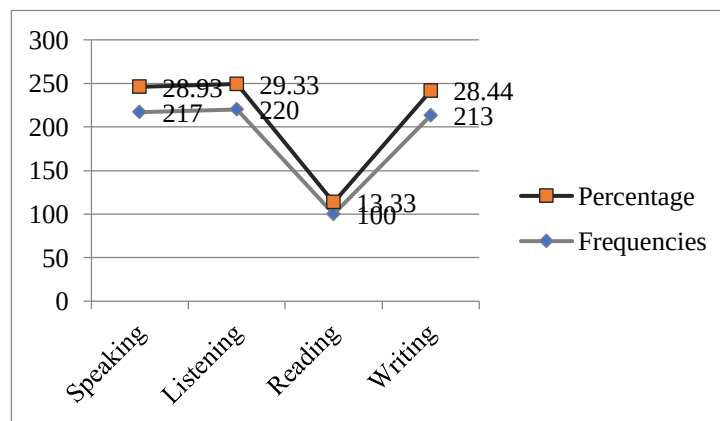


Figure 3. Difficult skills for students during CALL implementation.

Referring to Table 2 and Figure 3, 220 students or 29.33% had difficulty in learning listening, 217 students or 28.93% had difficulty in studying speaking, 213 students or 28.44% had difficulty in writing, and 100 students for the difficulty in reading with 13.3%. The highest percentage was listening with 28.93% and the lowest was reading at 13.33%.

4.3 Pre-Service English Teachers' Hindrances during CALL Implementation

In order to know the pre-service English teachers' hindrances during CALL implementation, the researcher interviewed 10 teachers as representatives from the 30 teachers. Based on the interview results, several problems could be identified by the researchers. Those problems were Internet connection, material understanding, CALL applications, assessment, discipline, cost, and learning style.

Internet connection was one of the problems because several students live in remote areas or villages that do not support Internet use, as Pre-service Teachers 1 and 9 said: *"I think the connection becomes the problem..."*, and *"...because of bad connection"*. This bad connection caused the students to be late to complete their tasks.

The next problem was material understanding. Some students did not get a good understanding of the teachers' explanation because they did not like online learning, and it was difficult for them to learn online. This was as Pre-service Teacher 4 said, *"some students did not understand the material in CALL applications"*.

Next, CALL applications could be one of the obstacles because several pre-service English teachers and students did not master the program, as Pre-service Teacher 3 said, *"the problem is that not all students could follow the procedures to use the CALL applications"*.

Another problem is the assessment. A few pre-service English teachers still had difficulty assessing students based on the system because some applications do not provide a part for assessment as Pre-service Teacher 5 said, *"I have difficulty in assessment, especially for listening and writing because in the application, there is no part for these assessments, so I have to do it manually"*.

Discipline was also another problem because if students were late to join the online learning, they had difficulty in following the lesson, as Pre-service Teacher 4 said, *"My students and I are sometimes late to join the class because of our internet connection problem"*.

Furthermore, cost also became a problem during CALL implementation because CALL was not only applied in the classroom, but also outside the classroom. Most students did not have a computer or laptop and android mobile phone because their parents could not afford to buy them, as Pre-service Teacher 5 said, *"Some do not have computers and mobile phones because their parents do not have money to buy them"*.

The last problem was about learning style because some students did not like online learning, as Pre-service Teacher 10 said, *"Some students could not learn independently and they do not like online learning"*. In brief, the problems that occurred during the implementation of CALL were the weaknesses of CALL itself and those problems must be reduced or solved by the pre-service English teachers.

4.4 Pre-Service English Teachers' Reflection on CALL Implementation

After implementing the CALL applications to the students, pre-service English teachers reflected on it. The reflection was based on the questionnaire and observation checklist results. This reflection was an attempt to solve the problems, take part in curriculum development, bringing good beliefs and values or good role models in the classroom, as well as feedback.

In relation to the first indicator, most pre-service English teachers strongly agreed with the first statement that *"I tried to solve the problems during CALL implementation"*. A number of 27 pre-service English teachers or about 90% of them strongly agreed; while three pre-service teachers or about 3% only agreed about it. For the second indicator, 24 pre-service teachers or 80% strongly agreed with the statement *"I do a collaboration to make a lesson plan with colleagues"*; a number of four pre-service English teachers or 4.4 % only agreed with the statement and one pre-service teacher or 3.33 % did not agree because he or she did the lesson plan by himself or herself. For the third indicator, 30 pre-service teachers or 100 % strongly agree with

the statement “I implement moral values and beliefs during CALL implementation”. For the fourth indicator, 14 pre-service English teachers, or 46.6% of them strongly agreed with the statement, “I did an evaluation on my teaching by myself”; a number of 16 pre-service teachers or 53.3 % only agreed with that statement. However, all pre-service teachers or 100% strongly agree with the statement, “I got peer feedback on my teaching”.

5. DISCUSSION

5.1 CALL Applications Used by Pre-Service English Teachers

Pre-service English teachers have applied various CALL applications in their teaching. Those applications were Hello English for speaking, Edlink for writing, Busuu Apps, Memrise and Vocabulary.com for vocabulary, Kahoot and Simpler Apps for grammar, DiscTord for listening, Google Classroom, and Edmodo for reading, and TFlat English Pronunciation for pronunciation. Those applications were useful for teachers to teach English skills to the students.

Most pre-service English teachers or 23.33% used Hello English for teaching speaking because they think this program could help students in learning speaking and ease of the use of it. This finding was in line with the previous studies which stated that CALL applications could help students in learning speaking (Mayaratri, 2015; Rahmah, 2019; Sehlaoui, 2001; Widiawati et al., 2013). The less used applications by the pre-service English teachers were Google Classroom (3.3%), Vocabulary.com (3.3%), Edmodo (3.3%), and TFlat Pronunciation (3.3%). Those applications were not dominantly used because most pre-service teachers may use other simpler applications. The application for teaching pronunciation was still difficult to be taught and used by several pre-service teachers because they were still confused about how to use it. Other pre-service English teachers who did not use those applications did not mean that those applications were unpleasant, but it depended on the teachers, situation, and context. It means that the pre-service teachers would use the applications based on the English skill that they teach.

Those various CALL applications were used to help the teachers in teaching English skills and components, such as speaking, listening, reading, writing, vocabulary, grammar, and pronunciation. Every application was used for some skills. CALL applications were a media or tool for pre-service English teachers to increase the students' ability in learning English. This was supported by the research result on CALL by Noni (2009), Hashmi (2016), Manda et al. (2017), and Al-Mubireek (2019), which found that CALL applications could have good impacts on students' learning English achievement. Therefore, pre-service English teachers could choose the appropriate applications for their teaching tool as every application may have its own weakness or strength.

5.2 Difficult Skills Learnt by Students during CALL Implementation

Pre-service teachers have taught all English skills by using CALL applications in the classroom. Every student responded differently to each skill being taught by using CALL applications. Referring to the findings, listening was the most difficult

skill to be learned by students as the percentage was 29.33%, followed by speaking with a percentage of 28.93%. This finding is in contrast with the research by Jeff (2019) who stated that speaking was the most difficult skill in English in Congo. Peng (2014) also pointed out that speaking was the most difficult skill in China. The contrast finding between the current research and the previous study showed that different places could have distinct results. The current research was conducted in Bengkulu Province, Indonesia. The students may have different abilities in terms of English skills.

In addition, based on Table 2, reading is the easiest skill to be learned compared to other English skills. This finding is the same as the result of the study conducted by Peng (2014), who found that reading was an easy skill to be learned by students. However, this finding was different from Jeff (2019), who stated that listening was the easiest skill to learn. The different findings can be justified by different students' abilities, situations, and contexts. According to Richard (2001), every skill can be easy and difficult for students because of their ability, age, learning style, English exposure, and learning environment. In short, difficult skills in English must be solved by the teachers. Therefore, the teachers must assist students to master all English skills to enhance their ability.

5.3 Pre-Service English Teachers' Hindrances during CALL Implementation

In implementing the CALL applications, pre-service English teachers faced several hindrances, such as Internet connection, material understanding, CALL applications procedure, assessment, discipline, cost, and learning style. First, the Internet connection became one of the problems because the area where students live did not have a good Internet network. Some students complained about the Internet quota and the network in their environment. The second problem was material understanding in which several students could not get a good understanding of the material being taught. Students were also not used to online teaching since several pre-service English teachers only gave the material to the students and asked the students to read the material by themselves. The third problem was related to the use of the CALL applications; some pre-service teachers did not master the procedures in doing the CALL applications, so it could influence the students' understanding of the material.

The fourth problem was assessment. Given the fact that several applications did not provide online assessments, the pre-service English teachers commented that the assessment became difficult to do. Consequently, pre-service English teachers did the assessment manually. The fifth problem was related to discipline. Because several students could not join the online class on time, they were left without explanation from the pre-service teachers. The sixth problem was about cost; not all students had enough money to buy a computer, laptop, android mobile phone, and the Internet quota. This makes online learning hard to implement. The seventh problem was students' learning style, in which several students did not like online learning. Online learning made them participate less in the lesson. Besides, they were not used to learning independently.

In relation to those mentioned problems, some relevant studies also found several similar problems in CALL implementation, namely networking, computer facilities, and learner autonomy since not all students had a computer and good internet

connection and not all of them could be autonomous learners (Derakhshan et al., 2015; Diana & Ciornei, 2013). These findings were in line with the current research even though the current research found new problems. Besides, Tafazoli and Golshan (2014) as well as Primani and Agustrianti (2017) also found barriers in CALL. Those barriers were teachers and students needed to be trained beforehand to use CALL, problems with the Internet connection, students need to adjust to using CALL applications, and sometimes, computers could not handle unexpected situations. Those barriers were almost the same as the findings of the current research. In short, those problems in CALL implementation should be resolved or reduced by the pre-service teachers.

5.4 Pre-Service English Teachers' Reflection on CALL Implementation

Pre-service teachers needed to do a reflection on their teaching through the CALL applications. Based on the findings, first, every pre-service teacher evaluated another pre-service teacher's weaknesses or problems during CALL implementation. For instance, a pre-service teacher commented on another teacher's teaching during CALL implementation, such as having an unclear voice because of a bad internet connection and typos in his or her PowerPoint. This problem could be solved by giving the recording of pre-service teachers' explanations to their students and fixing the typo in PowerPoint. Consequently, students could still follow the pre-service teachers' lesson. Second, pre-service English teachers took part in making lesson plans, where pre-service teachers discussed or did collaboration to design CALL lesson scenario for their teaching, particularly because the previous teacher did not have lesson plans for CALL implementation before the COVID-19 Pandemic happened. This lesson scenario was relevant to the given syllabus and curriculum. This lesson scenario was important for the pre-service English teachers to be used as their guideline in teaching by using the CALL applications. Even though several pre-service teachers had a problem in terms of designing the lesson scenario, it could be anticipated by collaborating with other pre-service teachers.

Third, pre-service English teachers inserted good beliefs and moral values or becoming good role models in their teaching during the implementation of CALL applications. For example, pre-service English teachers were disciplined to do online learning, had good attitudes in online teaching, were religious before and after doing the online learning, and modeled other good values to the students. These good values would encourage students to also have good attitudes in their learning and life, especially because teachers are role models for the students. As Harmer (2007) stated that teachers can be a role model for students, hence students can imitate what the teacher does. Fourth, pre-service English teachers did a reflection on their teaching through feedback, either self-feedback or peer feedback. In terms of feedback, pre-service teachers obtained both negative and positive feedback on their teaching. Regarding the negative feedback on their teaching, such as at the beginning of online learning, two to five pre-service English teachers were still dominant in online learning, or during teaching, they were more dominant than students. Then some pre-service English teachers did not master CALL applications. Moreover, some others did not do the online assessment because they were confused about how to do it. Meanwhile, the positive feedbacks included the fact that most pre-service English teachers had done their teaching based on the designed lesson scenario, tried to solve

their problems in teaching, implemented moral values and discipline, and use various CALL applications to make the students interested in learning English.

The findings of this study are still on the same track as the relevant previous studies. Disu (2017) and Landry (2018) states that teachers' reflection could be used as their evaluation in the teaching and learning process, starting from planning until giving the students' assessment. Besides, teachers' reflection can also be used to follow up on the changes made based on the evaluation that had been done. Thus, reflection is one of the crucial things for teachers to undertake. In short, pre-service English teachers had done reflection on their teaching. Even though the reflections involve positive and negative results, but reflection became a learning process for pre-service English teachers to be better in the next teaching activities.

6. CONCLUSION

In conclusion, pre-service English teachers employed various CALL applications in the classroom; namely Hello English for speaking, Simpler Apps and Kahoot for grammar, Edlink for writing, Vocabulary.com, Memrise, and Busuu Apps for vocabulary, Discord for listening, Edmodo and Google Classroom for reading, and TFlat English Pronunciation for pronunciation. Those applications can be useful for teaching English skills. The dominant application used by the pre-service English teachers was Hello English. In terms of the most difficult and easiest skill learned by students, it was found that listening was the most difficult skill and reading was the easiest skill. Furthermore, the hindrances that occurred during CALL applications were related to the Internet connection, material understanding, CALL applications procedure, assessment, discipline, cost, and learning style. Those problems could be solved by pre-service English teachers, who reflected on their teaching to know their weaknesses and strengths and to know what to do for improvement.

This research is only limited to pre-service English teachers and students in Bengkulu, Indonesia, and thus the results cannot be generalized to other pre-service English teachers and students in Indonesia and around the world. Therefore, it is expected that future researchers could develop this research by involving more participants and researching other scopes in CALL applications.

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