THE EFFECT OF COMPUTER ASSISTED LANGUAGE LEARNING AND STUDENTS' LEARNING MOTIVATION TOWARD STUDENTS' GRAMMAR MASTERY OF THE FIRST YEAR STUDENTS AT AMIK SELATPANJANG KABUPATEN KEPULAUAN MERANTI

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Abstract: *The goal of this research was to find out the effect of CALL strategy and learning motivation toward students' grammar mastery. The design of this research was quasi experimental research. The population of this research was the students of first year in academic 2016/2017 at AMIK Selatpanjang Kabupaten Kepulauan Meranti. The technique used in selecting the sample was Cluster Random Sampling. The sample of this research was A1 as the experimental class and B1 as the control class. The instruments used in this research were grammar mastery test and questionnaire test. The hypotheses were analyzed by using t-test and Two Ways ANOVA. The finding showed that (1) Students taught by using CALL strategy produced better achivement toward students' grammar mastery as compared to CLT strategy. (2) Students with high learning motivation taught by using CALL strategy produced better achievement toward grammar mastery than high motivated learning students taught by using CLT strategy. (3) Students with low learning motivation taught by using CALL strategy produced lower achievement toward grammar mastery than low motivated learning students taught by using CLT strategy. (4) There was no interaction between teaching strategies (CALL and CTL) and students' learning motivation toward grammar mastery. In conclusion, CALL strategy worked effectively to produce better achievement as the teaching and learning strategy toward grammar mastery at AMIK Selatpanjang Kabupaten Kepulauan Meranti.*

Keywords: *CALL, Learning Motivation, and Grammar Mastery*

INTRODUCTION

Learning grammar is important in English language teaching field because grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentences in the language (Ur, 2000:75). From this definition, it seems that grammar plays an important role in

combining units of language to form sentences. Therefore, mastering grammar is the base of learning English. This is not acquired naturally, but by learning, it needs to be instructed. When a second language learner understands the grammar as a system of language, she/he will know how the language works. As a result, she/he will make sentences or statements grammatically correct and meaningful to other students or she/he will understand the sentence in English to know the meaning as the step for further comprehension in reading text. And by comprehending the text she/he will also get new knowledge. So it is clear that learning grammar is absolutely necessary in using language.

Based on the syllabus of AMIK Selatpanjang, the students have to understand the English grammar. It must be mastered by students of AMIK Selatpanjang Kabupaten Kepulauan Meranti because English grammar is the target of learning English for the first semester of AMIK students. By learning grammar at this semester, the students will be expected to have ability in other skills of English especially reading and writing to the next semester. The good technique or strategy in teaching grammar will influence students' competence or ability in mastering grammar. One of the advance media to support teaching strategy in teaching grammar is computer. This activity of learning by using computer is usually called by Computer-Assisted Language Learning (CALL) strategy.

From students' scores on grammar mastery, the mean scores of students' achievement on grammar is still lower then 70 minimum standard of AMIK Selatpanjang. The researcher finds that the students are not able to master and still face difficulties for grammar mastery. It is proved when the researcher conducted the placement test on 1st November 2016 with the multiple choice test and there are 50 items of questions given to the students. As a result, the average scores of the students' achievement on grammar mastery are still lower then minimum standard of AMIK Selatpanjang Kabupaten Kepulauan Meranti.

However, although students have learnt the grammar, they still find

difficulties to use them. It is proved when the researcher did a teaching and learning process at class during the first week of conducting a teaching practice at AMIK Selatpanjang. The result of students' achievement shows that most of students still make mistakes when they are asked and answered the test on grammar mastery. They cannot differentiate which one are present tense, past tense, and future tense. Even they know them; they still cannot ensure themselves that they use the tenses correctly.

Related to the teaching and learning process conducted by the researcher at AMIK Selatpanjang, there are two things that can be regarded as the problems that cause students' difficulties for grammar mastery. First, the use of teaching technique or strategy is ineffective like grammar translation method (GTM) strategy. In this case, if the teacher teaches grammatical subject by textbook monotonously at class, the result of grammar teaching will not satisfy for them. It is because the use of ineffective teaching strategy can make teachers' classroom management and activities to be bad for the students. It can make students to be bored and crowded as well as make teachers unable to manage their language teaching time. Second, the students' learning motivation is low. The students' low learning motivation can negatively impact on students' language learning progress. When the students have low learning motivation, they tend to not concentrate on what the teacher is explaining to them. They also look lazy to practice what they have learnt at the class. Even, sometimes, they do not want to do the assignment or to accomplish the task that the teacher gives to them. As a result, their language learning progress is not developed since they do not practice and remember as well as concentrate on the language learning material that is taught.

Based on the problems above, the researcher is interested in using CALL strategy in teaching grammar mastery. Therefore, the researcher wants to find out and prove whether CALL strategy produces higher achievement toward students' grammar mastery as compared with communicative language teatching (CLT) strategy. In this study, the researcher wants to maximize and take the advantages of completed facilities at

AMIK Selatpanjang, by applying CALL strategy in other to improve students' learning motivation and to know their grammar mastery.

The researcher considered motivation becomes very significant in learning, because motivation boosts an individual's energy and activity level, motivation expresses an individual's image on certain goals, motivation promotes initiation of certain activities and persistence in those activities, motivation influences the learning strategies and cognitive processes an individual use (Elliot et. al, 2000:332). By using CALL strategy, it is assumed that the teacher and students will get the new atmosphere in teaching and learning process. It will make them more motivated and enjoyable in practicing grammar in the classroom.

Furthermore, motivated students on grammar mastery is attempt to achieve what they his/her really want to. This is supported by Harmer (2001: 51) defines motivation as some kind of internal drive which pushes someone to do things in order to achieve something. In addition, Brophy. (2004:23) says that interest in learning grammar is a motivational construct that has been expressed as a personal investment. It means that, the motivated students, of course have interest first. Moreover, Jamestown (2006:7) states that motivated students are an effort to generate certain circumstance in order someone want and willing to do and achieve their goals of study. The wanted circumstance will also lead in an interesting one which makes significance.

Motivation is one of the factors that are critical in accomplishing a set of goals. Naiman, et al, in Ur (1996: 274) state most of successful learners those who have characteristics as follow positive task orientation, Ego-involvement, need for achievement, high aspiration, goal orientation, perseverance, tolerance of ambiguity.

There are a lot of characteristics of motivated students, it can be summarized that motivation in learning is a theoretical construct used to enlighten the initiation, direction, intensity, and persistence of behavior with some characteristics of the students. Motivation is also a power of transform (inside or outside) within the

person to do something for the sake of certain goal.

This research will follow the research questions as follows: (1). Does CALL strategy produce better achievement toward grammar mastery for students as compared to CLT strategy? (2). Does CALL strategy produce better achievement toward grammar mastery for students with high learning motivation as compared to CLT strategy? (3). Does CALL strategy produce better achievement toward grammar mastery for students with low learning motivation as compared to CLT strategy? (4). Is there interaction between teaching strategies (CALL and CLT) and students' learning motivation toward grammar mastery?

RELATED LITERATURE
The Nature of Computer Assisted Language Learning (CALL)

CALL strategy is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element.

According to Davies (2005: 1) states CALL is a technique to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a substantial interactive element. CALL is as "Generic tools are designed for general use, but are extremely useful in language teaching when in well-designed activities which seek to apply aspects of the functionality of the software to language learning situations'.

In addition, Levy (1997:1) defines CALL as the search for and study of applications of the computer in language teaching and learning to encompass issues of materials design, technologies, pedagogical theories and modes of instruction. By using CALL, interesting and dynamic strategy in teaching grammar can be improved to produce higher achievement on grammar mastery.

Moreover, CALL was defined by Merrill, Tolman, Christensen, Hammons, Vincent, and Reynolds (2008:10) as CAI

applied to second or foreign language learning and acquisition. CAI is the umbrella term for the use of computers to assist in instructional activities in general. Therefore, CAI could be applied to many different fields of studies such as physics, chemistry, mathematics, social sciences, etc. Under the umbrella term of CAI, Computer-Assisted Language Learning (CALL) concerns the use of computers in assisting second or foreign language instructional activities..

In accordance with the theory, the students at AMIK Selatpanjang is suitable to use computer in learning grammar as a media because AMIK Selatpanjang has the good and complete the facilities of computer such as computer lab, infocus/projector, local area network (LAN), and Wi-Fi, and CALL strategy can probably be implemented successfully and can improve students' learning motivation.

Nature of English Grammar Mastery

Grammar is study the science of the rules for combination of words into sentences and the forms of words into sentences and the forms of words. Ur

(2000:75) says that "grammar is a set of rules that define how words or parts of words are combined or changed to form acceptable units of meaning within a language".

Different experts define the grammar in various ways. Brown (2001:362) defines that "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to sentence-level rules only, and not to rules governing the relationship among sentences, which refers to discourse rules. In addition, House and Harman (2010:11) state that "grammar is the study of words and their function". In its wider sense it may include phonology (pronunciation), morphology (inflectional form), syntax (the relation of words to other words in phrases, clauses, and sentences), and semantics (meaning of words). In its narrow sense it may deal only with the forms and with the uses of words".

In other definition, Cameron (2001:98) says "The word grammar has been used so far to an aspect of how a language, in this case English, in conventionally used, i.e. to the structure

or system of a particular language. But it is a slippery word, and is also used to refer to the way that linguist describe the system". Moreover, Fotos (1996:264) adds that "Grammar is a resource for communication, the adaption of lexis. In other words, grammar is regarded as an aid to language users in accurately communicating their messages, not as some isolated body of language that must be studied for its own sake".

Moreover, he stresses that grammar as a component of language enable people to make their meaning clear and precise. In conclusion, it is known that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. It is the structure or the system of a particular language. It is a component of language to enable people to make their message and meaning clear and precise.

METHODOLOGY OF STUDY

This research was conducted by using quasi experimental research. This design was applied in order to find out the effect of the variables and to see whether there was interaction between teaching strategies (CALL and CLT) and students' learning motivation toward grammar mastery.

The population of this research was the students of first year in academic 2016/2017 at AMIK Selatpanjang Kabupaten Kepulauan Meranti. There were four classes, and the total number was 76 students. The sample was taken by using cluster random sampling. From the four classes of A1 – D1 at AMIK Selatpanjang, two classes were chosen randomly as the sample after the researcher got the normality and homogeneity of population. The sample was 42 students from two classes.

This research was conducted in 12 meeting for both experiment and control class. The instruments which used in this research were grammar mastery test and questionnaire. The grammar mastery test was used to measure the students' grammar mastery. While students' learning motivation questionnaire was used to know the students' learning motivation. The students' learning motivation questionnaire was assigned on the beginning of the research. While the grammar mastery test was given at the

end of the research, after the treatment was given to the experimental class and the control class.

The data from test was normal and homogeny as consequently the researcher analyzed the score of students' learning motivation questionnaire and grammar mastery test by using parametric statistic; *t-test and two ways ANOVA.*

The data of students' learning motivation were ranked from highest to the lowest score; 27% upper group students were grouped as students with high learning motivation while 27% lower grouped as students with low learning motivation. The classification was based on suggestion from Sudijono (2011:233) 27% x 21 is 7 students. It can be summarized that 7 students with high learning motivation (experimental and control class) and 7 students with low learning motivation (experimental and control class).

RESULT AND DISCUSSIONS

The result was presented based on the research questions thad had been stated earlier in this research.

First, based on statistical analysis, t obtained is 3.032 and t table 1.682. It means that H_0 is rejected because t obtained > t table. It is 3.032 > 1.682. So the finding was the students who were taught by using CALL strategy produced better achievement than students who were taught by using CLT strategy toward grammar mastery at AMIK Selatpanjang Kabupaten Kepulauan Meranti.

Second, based on statistical analysis, t obtained is 2.210 and t table 1.770. It means that H_0 is rejected because t obtained > t table. It is 2.210 > 1.770. So the finding was that the students with high motivation who were taught by using CALL strategy produced better achievement than high motivated learning students who were taught by using CLT strategy toward grammar mastery at AMIK Selatpanjang Kabupaten Kepulauan Merenti.

Third, based on statistical analysis, t obtained is 1.655 and t table 1.770. It means that H_0 is accepted because t obtained ≤ t table. It is 1.655 ≤ 1.770. So the finding was the students with low

learninh motivation who were taught by using CALL strategy produced lower achivement than low motivated learning students who were taught by using CLT strategy toward grammar mastery at AMIK Selatpanjang Kabupaten Kepulauan Meranti. It means that CALL strategy does not promote better achievement for low motivated learning students toward grammar mastery.

Last, based on statistical analysis, that the value of Sig. was 0.729 is higher than Sig. alpha was 0.05 or (0.729 > 0.05). So, H_0 is accepted and Ha is rejected. It means that there is no interaction between teaching strategies in experimental class (CALL) and control class (CLT) and students' learning motivation toward grammar mastery at AMIK Selatpanjang Kabupaten Kepulauan Meranti.

Hypotesis

The result of hypothesis 1 to 4 can be seen in the following table below:

Table 1. The result of hypothesis 1

Class	N	Mean	$t_{observed}$	t_{table}	Sig.
Experimental Class	21	81.19	3.032	1.682	0.606
Control Class	21	73.57			

The result of the first hypothesis testing showed that the value of $t_{observed}$ was 3.032 and the value of t_{table} was 1.682. Because the value of $t_{observed}$ was higher t_{table}, it means that H_0 is rejected. As a result, CALL strategy produce better achievement than students taught by using CLT strategy toward grammar mastery.

Table 2. The result of hypothesis 2

Class	N	Mean	$t_{observed}$	t_{table}	Sig.
Experimental Class	7	80.00	2.210	1.770	0.421
Control Class	7	73.57			

The result of the second hypothesis testing showed that the value of $t_{observed}$ was 2.210 and the value of t_{table} was 1.770. Because the value of $t_{observed}$ was higher t_{table}. it means that H_0 is rejected. As a result, the students with high learning motivation taught by using CALL strategy produce better achievement than high motivated learning

students taught by using CLT strategy toward grammar mastery.

Table 3. The result of hypothesis 3

Class	N	Mean	$t_{observed}$	t_{table}	Sig.
Experimental Class	7	81.43	1.655	1.770	0.515
Control Class	7	72.86			

The result of the third hypothesis testing showed that the value of $t_{observed}$ was 1.655 and the value of t_{table} was 1.770. Because the value of $t_{observed}$ was smaller t_{table}, it means that H_0 is accepted. As a result, the students with low learning motivation taught by using CALL strategy produced lower achievement than low motivated learning students taught by using CLT strategy toward grammar mastery.

Table 4. The result of hypothesis 4

Tests of Between-Subjects Effects

Dependent Variable:Grammar Mastery

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	402.679[a]	3	134.226	2.059	.132
Intercept	165858.036	1	165858.036	2.545E3	.000
Motivation	.893	1	.893	.014	.908
Class	393.750	1	393.750	6.041	.022
Motivation * Class	8.036	1	8.036	.123	**.729**
Error	1564.286	24	65.179		
Total	167825.000	28			
Corrected Total	1966.964	27			

a. R Squared = ,205 (Adjusted R Squared = ,105)

Based on the table above, it could be seen that the value of Sig. is 0.729 is higher than 0.05 or (0.729 > 0.05). so H_0 is accepted and Ha is rejected. It means that there is no interaction between teaching strategies in experimental class (CALL) and control class (CLT) and students' learning motivation toward grammar mastery at AMIK Selatpanjang Kabupaten Kepulauan Meranti.
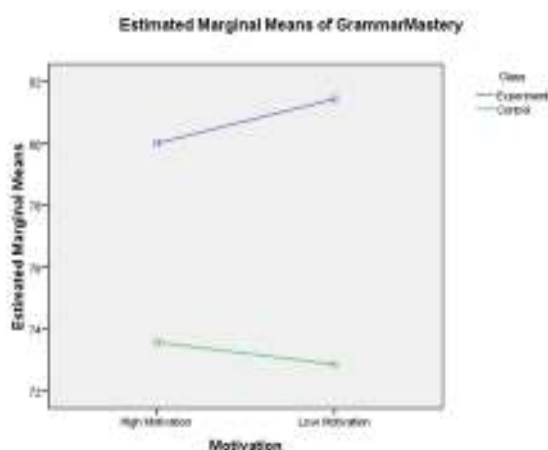
The Chart 1. Interaction between teaching strategies (CALL and CLT) and students' learning motivation toward grammar mastery.

If the lines are not parallel, there is interaction between teaching strategies (CALL and CLT) and students' learning motivation toward grammar mastery. While, if there are two lines in ordinal line, it shows that there is no interaction between teaching strategies (CALL and CLT) and students' learning motivation toward grammar mastery.

The data analyses of students' grammar mastery and learning motivation are discussed below:

a. *The students taught by using CALL strategy produce better achievement toward grammar mastery as compared to CLT strategy at AMIK*

Selatpanjang Kabupaten Kepulauan Meranti.

Based on the finding, the mean score of experimental class which was taught by using CALL strategy (81.19) was higher than control class which taught by using CLT Strategy (73.57). Furthermore, the value of $t_{observed}$ is 3.035 and the value of t_{table} is 1.682, where if $t_{observed}$ is bigger than t_{table} thus H_0 is rejected and H_1 is accepted. It can be concluded that the students taught by using CALL strategy produce better achievement than students taught by using CLT strategy toward grammar mastery.

Moreover, CALL strategy can lead the students to work actively in groups or individually which they can share the materials to each other, so their development is increased actively. This research was in line with the findings of Abu Naba'h et al (2009), previous research that he also investigated about the effect of computer-assisted language learning in teaching English grammar on the achievement of secondary students in Jordan. The result of the study also shows

that the use of CALL strategy is effective in teaching passive voice grammar. It is because computers enable each individual to work according to his own pace, and also provide students with immediate feedback, as well as given them a chance to use many senses which can empower faculties of retention to them.

In addition, CALL strategy is also supported by Ghorbani and Marzban (2013) in their research about the effect of CALL on Iranian beginner EFL learners' grammar learning and the result of the study showed that the using computer program has recently caused language teaching and learning to undergo influential and great changes and CALL program certainly has helped to educator for developing different types of learning based on the technologies. Then, this finding is also in line with Iravani and Tajik (2012) who investigated the effect of software-assisted grammar teaching on learning grammar of Iranian male junior high school learners. The result of this study also states that the using CALL strategy in teaching grammar has a greater impact on the students' grammar learning than using traditional method or strategy.

b. *The students' high learning motivation taught by using CALL strategy produce better achievement toward grammar mastery than high motivated learning students taught by using CLT at AMIK Selatpanjang Kabupaten Kepulauan Meranti.*

Related to the finding of hypotesis 2, it shows that the students with high learning motivation who were taught by using CALL strategy produced higher achievement than the students with high learning motivation who were taught by usning CLT strategy. The mean score of experimental class was 80.00 while the control class was 73.57. Furthermore, the value of $t_{observed}$ is 2.210 and the value of $t._{table}$ is 1.770, where if $t_{observed}$ is bigger than t_{table} as a consequence H_0 is rejected and H_1 is accepted. It can be concluded that the students with high learning motivation taught by using CALL strategy produce better achievement than high motivated learning students taught by using CLT strategy toward grammar mastery.

The students with high learning motivation prompts to have curiosity and to know more about new things they are learning. Therefore, they gain higher achievement toward grammar mastery. It happened because they get more opportunity to explore themselves in searching out the new materials and doing the grammatical exercises in accomplishing task independently or by group. They do the entire task given by the teacher because they have high learning motivation to achieve their goals of study. High motivated learning students pay more attention to the teacher and all the activities in the classroom. They are more active than low motivated learning students. The high motivated learning students can finish their work on time because they have good control on themselves in studying and they are not affacted by the crowded situation. Moreover, they are more interested and attractive in doing all kinds of activities through CALL strategy because they find that it is challenging and enjoyable. As supported by Cherry (2012:123), she said that the students who have high learning motivation take more control of their own learning. They will set more ambitious academic goals for themselves, learn more effectively, and achieve at higher level in the classroom. Therefore, the students who have high learning motivation taught by using CALL strategy produces higher achievement toward grammar mastery.

On the other hand, high motivated learning students produce lower achievement while taught by CLT strategy (73.57 as mean score in control class) than CALL strategy (80 as mean score in experimental class). Although in this study by using CLT strategy, the students are also more active than teacher in learning process, and the teacher just becomes facilitator or monitor at class but the students don't have more opportunity to search and explore their ability for trying more every exercise to accomplish the task through online as in CALL class. These repetitive activities are boring time for high motivated learning students, because they needs more challenging in learning process expecially in English grammar during the learning process.

It can be summarized that learning motivation is huge aspiration from inside which can drive person to pursue his/her goals.

c. *The students' low learning motivation taught by using CALL strategy produce lower achievement toward grammar mastery than low motivated learning students taught by using CLT strategy at AMIK Selatpanjang Kabupaten Kepulauan Meranti.*

Based on third hypothesis testing, the result of statistical analysis shows that the value of $t._{observed}$ is 1.655 and the value of $t._{table}$ is 1.770. Because the value of $t._{observed}$ is smaller $t._{table}$, so the statistically as consequence null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that the students with low learning motivation taught by using CALL strategy produced lower achievement than low motivated learning students taught by using CLT strategy toward grammar mastery. It means that CALL strategy does not promote higher or better achievement for low motivated learning students toward grammar mastery.

As a matter of fact, teaching grammar through CALL strategy encourages the students in doing several activities to gain better acheivement toward grammar mastery. In teaching learning proses, CALL strategy needs the students who have responsibility to finish thier task, being independent and active in gaining the new materials related to English grammar. However, students who have low learning motivation tend to have low responsibility to their own learning. They have less willingness and less control to their study. Some students don't have any plan to achieve the goal of the study. Thus, the low motivated students need more support and guidance from the teacher in gaining the good score and understanding the lesson.

Furthermore, the students who have low learning motivation tend to be more receptive than active. They like to receive the material from the teacher than searching for their own. Thus, they need more guidance from the teacher to get an improvement on their grammar mastery. Hence, CLT strategy is suitable for the low motivated students. In using CLT strategy, the teacher is more active in

giving explanation of the lesson so that the students get clear explanation and do not confuse about the lesson. It is supported by Ahmad, et. al (2011), the students taught by CALL strategy are guided through the learning process with the clear explanation about the objective of learning, clear demonstration of the instructional target, and supported practice with feetback untill independent mastery has been achieved.

Thus, CALL strategy is particularly beneficial for the students who have high learning motivation, but it is not appropriate for the low motivated learning students. In other words, the students who have low learning motivation are better to use CLT strategy because this strategy gives direct teaching and clear explanation to understand the lesson.

d. *There was no interaction between teaching strategies (CALL and CLT) and students' learning motivation toward grammar mastery at AMIK Selatpanjang Kabupaten Kepulauan Meranti.*

Based on the result of fourth hypothesis testing of this research shows that the result of Significance value 0.729 was higher than Significance level 0.05. It means that null hypohtesis (H_0) was accepted and alternative hypothesis (Ha) was rejected. It meant that there was no interaction between teaching strategies (CALL and CLT) and students' learning motivation toward grammar mastery.

Based on the chart of interaction, the significant interaction between teaching strategies used and students' learning motivation could be seen from the interactive graph, students who were taught by using CALL strategy produced higher mean score than the mean score of students who were taught by using CLT strategy. The mean score of students' grammar mastery that have high and low learning motivation experimental class were higher than the mean score of grammar mastery that have high and low learning motivation in control class. Moreover, the differences of mean score both of experimental class and control that have high and low learning

motivation at chart shows that the line was not parallel.

Based on the explanation above, there was no interaction between teaching strategies and students' learning motivation toward grammar mastery. Based on the data statistic, CALL strategy which used in experimental class is more effective than CLT strategy. It means that CALL strategy can be applied by the teacher as variation of learning strategy, since it is appropriate with the level of the students. As a consequently, the students can expand their grammar mastery well and stimulate their learning motivation to learn.

CONCLUSIONS

Based on the findings, it can be concluded that:

1. The students who are taught by using CALL strategy produce better achievement toward grammar mastery as compared to CLT strategy at AMIK Selatpanjang Kabupaten Kepulauan Meranti.
2. The students who have high learning motivation taught by using CALL strategy produce better achievement toward grammar mastery than high motivated learning students taught by using CLT strategy at AMIK Selatapanjang Kabupaten Kepulauan Meranti.
3. The students who have low learning motivation taught by using CALL strategy produce lower achievement toward grammar mastery than low motivated learning students taught by using CLT strategy at AMIK Selatpanjang Kabupaten Kepulauan Meranti.
4. There is no interaction between teaching strategies (CALL and CLT) and students' learning motivation toward grammar mastery at AMIK Selatpanjang Kabupaten Kepulauan Meranti.

SUGGESTION

Based on conclusion and implication above, some suggestions for the teachers, learners and further researchers are describe below.

1. The teachers are suggested to be more creative in deciding a variety of

strategies that will be applied in teaching English grammar.

2. The students are suggested to enhance their learning motivation and skill in learning process by getting involved actively in activities in the classroom. As consequently, they will be able to produce higher achiement in English particularly grammar mastery.

3. The further researchers can be possible to investigate CALL strategy with some modification and revision or different population and students' condition such as students' interest, students' autonomy, self-esteem, self-confident, self-regulation, learning style, self-efficacy, personality etc.

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