



NovoLearning: A strategic response to large class problems in teaching non-English department students

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ABSTRACT

Having English for all non-English department students as a compulsory course in the institution is worthwhile for the improvement of students' ability in using foreign language; however, practically, the students and the lecturers deal with a lot of issues regarding the implementation of the subject itself. Every English class of non-English department is a large class consisting of more than 50 and even 100 students. Handling large classes constitutes a real challenge to every lecturer that it may hinder greater academic achievement and favorable attitudes toward learning. This study aims to find out how NovoLearning program can be the alternative to cope with large class problems of non-English language students. NovoLearning program is an artificial intelligence-based mobile learning that provides a fully integrated training solution, allowing focused English language instruction, communication preparation and integrated skills training. This study employed descriptive qualitative research involving 356 non-English department students from MIPA major namely Mathematics, Biology, Chemistry, Physics, and Natural Science Education Study Programs. Interview, observation, and documentation were employed to obtain the data of this present study. The results show that NovoLearning program can elevate the efficiency of the teaching and learning level to its best quality. It witnessed several views of students that get advantages from the use of the program such as the interactivity, boost on students' English proficiency, and high-quality feedback. The practical use of this program makes it potential to be applied not only for today's learning as an alternative to cope with ineffectiveness of large class but also for more advanced learning in the future.



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Teacher Training and Education Faculty at Universitas Lambung Mangkurat in Indonesia highly concerns about the importance of English learning for all non-English department students such as in Mathematics, Biology, Chemistry, and Natural Science Education Program. English subject becomes a required subject which needs to be taken by all non-English department students in their second semester and it takes 2 credits and is conducted in a 100-minute lecture per week. Theoretically, having English as the compulsory course in the institution is worthwhile for the improvement of students' ability in using foreign language; however, practically, the students and the lecturers deal with a lot of issues regarding the implementation of the subject itself. In reality, every English class of non-English Department is a large class consisting of more than 50 and even 100 students since administratively, the faculty integrates at least two departments in one English class due to the tight schedule and room available. Consequently, some issues in the teaching and learning process arise due to large classes that the students and lecturers have.

Dealing with large classes constitutes a real challenge to every lecturer: diversity of students, lack of flexibility, class climate management, difficulty of setting and enforcing classroom behavior (crowd control), minimum attention to students, limited monitoring of students' learning and difficulty in engaging students to activities (Fortes & Tchantchane, 2010). Another study revealed that with a large class, students would experience less interaction with their teachers, leading to a drop-out and failure (Gibbs & Jenkins, 1992). It is apparent that large classes may hinder greater academic achievement and favorable attitudes toward learning.

Facing this great challenge, the Faculty of Teacher Training and Education took an important decision which later became the policy that technology assisted tools should be integrated to the English course to solve large class problems. The growing body of research showing the benefits of exploiting technologies during lectures at a university, as well as in various other higher-education settings, to learning and learning-related outcomes nourished the growing interest in innovative teaching methods (Sung et al., 2016). These benefits are particularly important in contexts where university classes are large, making it more challenging for lecturers to encourage students' participation in class (Hunsu et al., 2016). Previously, the efforts to maximize the student' learning were only done by the lecturers of English subjects for non-English department students such as grouping the students of a large class into several groups and assigning the tasks mostly in groups.

The technology was used only for informing students about learning materials or tasks given through *whatsapp* application. Hence, the decision made by the Faculty to integrate technology inside the teaching practice is so valuable since studying with technology actually has been a common thing among students. Through the collaboration with Novo Team, whose specialties are in digital and language learning management systems, an Android-based application which is known as NovoLearning supported by the internet using gadgets is used to help students who are from non-English departments to study English independently and intensively. Therefore, having large classes administratively can no longer be a problem since numerous advantages can be taken from the use of NovoLearning.

This new way of language learning can satisfy both students' visual and auditory senses, and it aids them to modify their own learning process to enter as much as possible knowledge and information which they cannot get from the class. Furthermore, since the students can access NovoLearning anytime and anywhere, they can have the flexibility to their individual way of learning. With the program, the lecturers are able to see and monitor their learners' progress that it may save time in class and management as well as help lecturers to achieve quality education and create a learning environment in large classes. In line with Feraco et al., (2020), NovoLearning supports the quality of learning such as the ease of accessing material, improving students' motivation, creating positive relationships between lecturers and students, reinforcing students' responsibility in taking the subject, and building positive attitude toward English learning. Further, this study explains comprehensively how NovoLearning program can be the alternative to cope large classes' problems of non-English language students.

Relevant literature on large classes issues, technology integration on language instruction, and NovoLearning as the language learning program are given. The first one is large class issues. An English subject for non-English department students in Indonesia has had its place for a very long time. Nowadays, it is categorized in General Subjects termed as *Mata Kuliah Umum* (MKU). This compulsory course offers basic competences of English mastery to non-English students at the beginning of their study. It is considered as General English.

The impacts of large classes on general subjects drive teaching for the lecturers stressful. Finding time for marking, planning and assessment as observed by Elkington & Llyod-Staples in Yelkpiri et al., (2012) is more of a problem in large classes. They further reckon that "teachers see this as a direct threat to the quality of teaching." On the other hand, based on the previous study by Fortes & Tchantchane (2010), it revealed that students expressed their dissatisfaction towards large classes. Another study also mentioned that the majority of students are unable to benefit from a large class and they tend

to suffer and become average students (Yelkpieri et al., 2012). At worst, students would experience less interaction with their teachers, leading to a drop-out and failure. According to Goodykoontz (2008), even though some students have been accustomed to large classes, they still found it ineffective for their learning process.

The second one is technology integration in language instruction. Technologies in the form of computers and the internet have significantly brought immense potential for education, and foreign language instruction has been the most real beneficiary of it. Technology-assisted language learning has been the innovative norm in target/foreign language teaching as it ensures target language inside as well as outside the classroom (Uddin & Ferdous, 2018). Additionally, Lankshear et al. (2000) mention that digital technologies bring "authentic forms of social practice and meaning" in the education field. It means that any tools connected through the internet provide chances for socialization and interaction that facilitate language learning. Integration of Information, Communication, and Technology (ICT) leads teachers to the international requirement in changing traditional teaching methods by the use of technology-based teaching and learning tools and facilities (Ghavifekr & Rosdy, 2015). Therefore, teachers must transform technology into their teaching and learning activity in order to bring innovations into their classroom and to create a learner-centered learning environment (Sharndama, 2013).

Moreover, technology-integrated instruction with the flexibility of time and space enables teachers to reach learners of varied abilities (Levy, 2000). and to offer guidance, supervision and feedback to learners according to individual needs (Hampel, 2002). Technology integration elevates students' attention, motivation, enthusiasm, and promotes students' higher order thinking skills, autonomy, and creativity compared with the classroom where technology is not provided (Raihan & Lock, 2010; Arifah, 2014; Ahmadi, 2018). Besides, technology gives students more control over what and how they learn; hence, the role of a teacher becomes a facilitator rather than being a transmitter of knowledge. Information and Communication Technology (ICT) is genuinely enhancing and persuading the educational practices of teachers and students, shifting the learning process from teachers centered to students centered (Suhirman, 2019). On the other hand, technology solely should not be considered a remedy for all possible hurdles in language learning and teaching, but as an assistive tool for effective facilitation of teaching and learning process, so it needs to be used wisely to ensure its effectiveness.

Further, technology can offer a student-centered approach to learning and facilitate students with electronic literacy necessary in this techno-based world (Uddin & Ferdous, 2018). Teachers can reach all students and provide

individualized feedback with the flexibility of time and location afforded by technology that might not be possible otherwise. However, importantly, teachers need to use technology for social interaction without putting too much emphasis on it as a tool. It should be viewed as an aid; therefore, teachers' assistance and guidance is still necessary for effective language learning.

Related to the use of ICT for assistance and language learning, Manuhutu et al. (2020) and Arini et al. (2022) proposed NovoLearning program as a tool to help non-English Program students to achieve self-directed learning and to be able to learn English intensively. NovoLearning program is the part of the information system in android based. An information system is a system within an organization coordinated by resources to change input (data) in order to reach the target. NovoLearning program can be accessed by any kind of gadget such as a hand phone, tablet or laptop. This program has two actors; they are players (students) and admin (lecturer). This program can be accessed by downloading it via app-store or play-store by name Novo Player while the teacher or the admin can access it by opening the source of Novo Studio.

NovoLearning provides a fully integrated training solution, allowing focused English language instruction, communication preparation and integrated skills training. Each test is divided into three levels; level 1 is directed at elementary level proficiency, level 2 at intermediate level and level 3 at advanced level. Each level assesses specific competencies beginning with general grammar knowledge, reading comprehension, listening skills and, finally, pronunciation and speaking. Level 1 allows students to learn many practical English phrases to be used in daily situations. Students got the opportunity to brush up on their soft skills. By the end of the level, students would feel confident about welcoming guests in English, could give basic directions in English, could respond to compliments and constructive feedback in English, and could apologize and offer a suitable solution. Then, level 2 provides students with more confidence in speaking English and to boost service skills. In this level, they learned variations of the phrases they studied in level 1. They also learned important service skills that improve the guest experience. At the end of the track, they could tailor your service to the guest's needs when welcoming them, knew how to escort a guest to their destination, could give information about accessing hotel facilities, could find out what the problem is, could offer a quick fix to a problem, knew how to politely tell a guest you don't know the answer to their question, and anticipated a guest's need before they've expressed it. Meanwhile, on level 3, the service skills are put to the test in complex skill scenarios. By the end of the level, students could give every guest a personalized welcome, could give a suitable alternative if a facility is not accessible, could protect house rules

while maintaining guest satisfaction, recognized non-verbal cues to actively empathize, anticipated a guest's needs, managed the expectations of a guest, as well as clarified, apologized and gave a suitable response to a question that you don't know how to answer.

One of the characteristics of NovoLearning is that it provides an interactive and fun experience in learning. This artificial intelligence-based mobile learning technology encourages students to experience the joy of interactive learning wherever and whenever they want to (Arini et al., 2022). Moreover, the courses in the program are designed with specific goals as to improve students' English vocabulary and speaking skills in an academic context so that it prepares students effectively for their future (Giannini, 2019). This program also encompasses the students' necessity towards the use of technology for language learning. The exceptional quality also becomes the merit of the system since it includes high-quality feedback that simulates a native teacher. After successfully completing a course, students are rewarded with an internationally recognized certificate; an ideal preparation for the future.

To sum up, the quality of teaching and learning process indeed suffer in large classes. This is supported by the fact that lecturers "reported that developing appropriate teaching and learning styles in large classes with diverse needs is challenging in itself" (Amua-Sekyi, 2010). These imply that large class size very possibly impacts negatively and positively on students' academic achievements and their quality depending on how the lecturers manage the classes.

METHOD

The aim of this study is to describe the implementation of NovoLearning program to non-English department students, students-teachers engagement, and the students' view about the program. Therefore, the researchers employed descriptive qualitative research. Qualitative method allows the researchers to get a richer and more complex picture of the phenomenon under the study. The research was conducted in one semester. The research was conducted at Faculty of Teacher Training and Education, Universitas Lambung Mangkurat.

Population

The population of this present study was all students in all departments in the Teacher Training and Education Faculty (FKIP) of Lambung Mangkurat University (ULM) in total 1855 students. Meanwhile, the sample was 356 non-English department students from Science Department namely Mathematics, Biology, Chemistry, Physics, and Natural Science Education Study Programs. These students were all first-year students studying in their second semester

taking an English course as one of *Mata Kuliah Umum* (MKU) subjects as a compulsory program in FKIP ULM.

Instruments

The researchers utilized interview, observation, and review of documents to obtain the data about the implementation of NovoLearning program, students-teachers engagement, and the students' view about the program. All of the instruments used in this study were developed, validated to the expert validation, and revised based on the comments and suggestions. Then, they were tried out and revised so that they could be used for gathering the data.

The participants of the interview were randomly selected and interviewed to know their view towards the use of NovoLearning. The data collection procedure is preparing for the interview, starting and conducting the interview, and concluding the interview. Each of the interviews lasted in 5 minutes to 10 minutes. Meanwhile, the observation was conducted in one semester or during the implementation of NovoLearning program.

Data Analysis

The obtained data from the interview was the lecturers' and students' view towards the use of NovoLearning program. Then, from the observation, the researchers obtained the implementation of NovoLearning program in the English subject at FKIP ULM and students' scores both in NovoLearning program reports. Meanwhile, from the review of document, NovoLearning program description and curriculum were retrieved. The data from the interview, observation, and review of document was analyzed qualitatively.

FINDINGS

As the lecturers of the English subject of MKU share things in common, namely ineffectiveness of large classes, FKIP ULM asserts one effort to do. FKIP ULM collaborates with the Novo Team to use NovoLearning program in English subject for non-English department students. Careful steps of the implementation of NovoLearning program were taken by both FKIP ULM and Novo Team. In this part, three foci are described namely implementation of the NovoLearning program, engagement between students and lecturers, and students' views about the NovoLearning program.

As for the implementation, the first step was conducting an English Proficiency Test (EPT). All prospective students joined this test to find their knowledge in English. The faculty used the results of the EPT to determine the students who could be enrolled in NovoLearning program. Based on the EPT results, 840 non-English department students of FKIP ULM could join NovoLearning program; those who got 450 score and above. During that time, English Department lecturers who teach English subject were also provided

some workshops on NovoLearning program to get the insight about NovoLearning.

As all the things have already been set up for both the lecturers and the students, the second step was that every lecturer was assigned to inform selected students about Novo and its procedure. All selected students were ensured that the score they obtained in NovoLearning would be converted and be used as their English subject score. Students were also informed that the activity of NovoLearning is fully online and is divided into 3 levels within a certain fixed schedule. Meanwhile, the students who did not pass the minimum score of the EPT test done previously, would join the English subject in a face-to-face classroom handled by the same lecturer as in the NovoLearning program.

Next, as the program began, the students studied English under the control of the lecturers to check their progress and help them whenever they had problems. To get full picture of NovoLearning program, the track as part of NovoLearning's General English program can be seen in Table 1.

Table 1. The silver curriculum: general English, stage silver, level 1

Instructional Goal	Sample Assignment in the Track (Week 1 to Week 5) 8 Weeks in Total
Introduce yourself and explain what you do for a living	Week 1 - Course: Hello, I am... By the end of this course, students will be able to: VOCABULARY Recognize and be able to describe physical traits with adjectives GRAMMAR Understand usage of present simple tense Use of present simple correctly in positive and negative statements SYNTAX Create questions using 'to be' verb in present tense Give answers in the present tense, in response to a question: Are you hungry? I am hungry PRONUNCIATION Hear the difference between /i/ and /ɪ/ Articulate /i/ and /ɪ/ correctly in words and sentences LISTENING Develop the ability to identify key words, phrases, ideas and themes through listening to conversations, monologues and short audio excerpts on sports and sportspeople Answer related comprehension questions on listening material related to speakers' moods, intentions and opinions
Ask simple questions about someone else's life and work	Week 2 - Course: Meet the family By the end of this course, students will be able to: VOCABULARY Recognize and be able to describe members of the family GRAMMAR Understand different forms of comparatives and superlatives and how to use them in context

Instructional Goal	Sample Assignment in the Track (Week 1 to Week 5) 8 Weeks in Total
	<p>SYNTAX Use and be familiar with 6 modifying comparatives: much, a lot, far/not much, a bit, slightly</p> <p>PRONUNCIATION Hear the difference between /ð/, /d/ and /z/ Articulate /ð/, /d/ and /z/ correctly in words and sentences</p>
Tell someone about your hobbies	<p>Week 3 - Course: All in a day's work! By the end of this course, students will be able to:</p> <p>VOCABULARY Recognize and understand a range of jobs</p> <p>GRAMMAR Understand and successfully use the definite and indefinite article with a range of nouns, including jobs introduced in vocabulary</p> <p>SYNTAX Use and be able to create questions without question words, using 'do' Answer in short forms in the negative and affirmative: Yes, I do/No, I don't</p> <p>PRONUNCIATION Hear the difference between /ʒ/ and /ʒ/ or /ɑ/ Articulate /ʒ/, /ʒ/ and /ɑ/ correctly in words and sentences</p>
Invite someone out for a coffee	<p>Week 4 - Course: Breakfast, lunch and dinner By the end of this course, students will be able to:</p> <p>VOCABULARY Recognize and be able to name a range of food and drinks</p> <p>ENGLISH IN USE - GRAMMAR Understand countable and uncountable nouns, specifically in reference to food groups Use and understand 'a', 'an', 'the', 'any', etc. in relation to countable and uncountable nouns</p> <p>ENGLISH IN ACTION - SYNTAX Create questions using question word 'where' Create questions using 'what' using auxiliary construction with 'do'</p> <p>SAY IT CLEARLY - PRONUNCIATION Hear the difference between /f/ and /p/ Articulate /f/ and /p/ correctly in words and sentences</p>
News about relatives	<p>Week 5 - Course: I'm feeling good By the end of this course, students will be able to:</p> <p>Learn New Words Recognize adjectives used to describe feelings</p> <p>GRAMMAR Understand usage of the present continuous tense Become familiar with the use of the present continuous tense to create positive and negative statements Comfortably use the present continuous tense to create positive and negative sentences</p> <p>SYNTAX Understand the use of the present continuous tense in question form and recognize its use in various situations Create questions using the present continuous tense: Are you walking?</p>

Instructional Goal	Sample Assignment in the Track (Week 1 to Week 5) 8 Weeks in Total
	PRONUNCIATION Hear the difference between /r/, /l/ and /w/ Articulate /r/ correctly in words and sentences

Source: <https://www.novo-learning.com/programs/ge/tracks/ge-silver-level-1>

Table 1 clearly shows how the courses are elaborated from the language skills and components. This curriculum was carefully designed. To ensure the validity and reliability of the program as well as the assignments, a pilot project was commenced in October 2018 and concluded in April 2019. Two thousand students at 14 universities were involved and the results revealed a significant effect of the NovoLearning Communication Program on the participants' knowledge of English.

Besides those skills and components shown in Table 1, there is also an extended role-play on each week except the review course week. This role-play aims at improving students' general conversation competency based on each week's topic. This activity engages all aspects such as vocabulary, grammar, syntax, and pronunciation. After the students successfully complete this level, they would continue to the next level and earn the official AILAT Silver 1 certificate. The approximate time to complete this level is 2 months based on 15-20 minutes per day.

The second finding to be described is the engagement of students and lecturers while the program is held. As the NovoLearning program is online, the lecturers could easily control the students' progress. All lecturers are given the access to login to Novo Studio. The lecturers can assign contents and view what content has been assigned to the class and monitor learner progress, see the time spent, percentage of the assignment that has been completed, how many assignments are overdue, and when the user was last active as well as how many members have yet to start the assignment, have started but not completed the assignment, and have completed the assignment.

In addition, lecturers can add supplementary assignments to individual class members in *Personal Assignment section*, for example when they need to catch up on a specific topic. Then, in *Analytics section*, lecturers can see detailed insights at the level of an activity's slides. It helps them to check user progress and evaluate the effectiveness of the content that has been assigned. Specifically, the lecturers can view the average time spent on each slide within an activity, the percentage of correct responses per interaction, the percentage of correct answers and the number of attempts per learner, and details about each answer.

During the progress of NovoLearning program, the lecturers did not find any issues. Meanwhile, students reported two most common difficulties namely internet connection issue and inability of some students' smartphone

microphones. To some students who experienced them, these problems hinder them to follow the lesson or do the assignment very smoothly as they have to wait until the internet connection is stable and/or the mic works well to record their voice. Nevertheless, they could overcome these problems for example by checking the internet speed and repairing the setting of the microphone. Here are two samples of the students' statements on the interview.

Table 2. Students' statements on the interview

1	S5	"The most common problem that I faced was trouble on the internet connection. I could download, but I could not upload or send my voice. I was trying hard actually."
2	S14	"I couldn't use the microphone on my smartphone. It was unable to use." (S14)

The third finding is students' views about the program. Apart from the problems mentioned above, the students admit that the use of NovoLearning eases them in some ways. First, it offers interactivity and joy of learning. Timely response whether their answer is correct or incorrect is a good thing for the students as they feel appreciated and confident. Students also stated that Learning English by using NovoLearning is fun. They like the animation particularly in dialogs/role play and stories. The other thing that they like is its mobile based function so students can use NovoLearning anytime and anywhere. Second, it provides practical language and communication training. The vocabulary items provided in NovoLearning program enrich students' vocabulary bank, the pronunciation model is excellent and students can replay the audio and/or audio-visual provided on NovoLearning. It is helpful when they need to repeat to get a deeper understanding. The last one is high-quality feedback given to students.

The students also found that they do not have to sit in a crowded situation with other students as the situation usually happens in a large class. This enables the students to focus on themselves and makes it effective for their learning process. Students tend to be actively engaged with the lecturers and have more interaction with them to get help and assistance.

DISCUSSION

The findings of this study revealed that both students and lecturers implement the NovoLearning program well to replace the crowded large class problem. The students are able to complete Level 1 Stage Silver in time with the help of the lecturers in the process. Moreover, the lecturers can monitor students' progress and evaluate the effectiveness of the program for their students' learning in the language. The NovoLearning program offers the advantages of the use of technology to be embedded in language learning,

namely the flexibility and autonomy for students to have their learning in the language. When students feel free and not under pressure when learning a language, they can be highly motivated and make their own goal in the future.

The purpose of English language teaching for non-English department students in FKIP ULM is to introduce English as a communication tool in the form of listening, speaking, reading and writing to support their future studies. However, a class ought to be sufficiently large to offer variety and permit collaboration and sufficiently small to provide opportunities for participating and receiving individual attention (Bahanshal, 2013). Meanwhile, Susikaran (2013) in his paper questions what has been missing in an English class. The answer is that the teacher does not accommodate the students with the real language use and the real atmosphere. In Indonesian context, this becomes difficult for most EFL teachers since they cannot provide real input and authentic exposure for the students to practice the language.

One of the main objectives of higher education levels is to facilitate students to learn effectively. Among several teaching methodologies, technology systems based on mobile devices are potentially powerful learning tools (Feraco et al., 2020). Therefore, the integration of technology in the English instruction is not a novel thing and it has always been an important part which cannot be segregated from the process. The numerous advantages which benefit both lecturers and students from technology are evident and noteworthy. Moreover, NovoLearning is used by EFL lecturers especially at FKIP Universitas Lambung Mangkurat to facilitate their students in English learning as a promising solution to cope with large class problems and a helpful strategy to combine technology in the learning. To put emphasis, with the use of technology, teachers can challenge some of the difficulties owned by large classes (Sharndama, 2013).

Large classes in some education levels are unavoidable and do not come intentionally. This is a typical phenomenon which is regularly seen as one of the fundamental barriers to accomplish quality education as it represents various issues of teaching and learning. Sharndama, (2013) marks financial factors, absence of room, lack of educators and the growing number of students are reasons that make some institutions still enroll in this kind of situation. The shortage of learning materials also gives teachers no alternative other than to address conventional methods that give practically no space for students to work together, investigate or share thoughts. Fortes & Tchantchane (2010) mentioned that the students under their study preferred small classes and showed frustration towards large classes since they could not get chances to approach the lecturer for asking help and often get distracted by an unfriendly learning environment. Moreover, not only do students favor small classes but also teachers. They believe that small size classes make their students learn in a better way and they can pay a

considerable amount of attention to each student. They are also certain that this is ideal and should be applied in almost all teaching and learning environments (Bahanshal, 2013).

There are some considerable amounts of research concerning the drawbacks of large sized classes (Amua-Sekyi, 2010; Bahanshal, 2013; Fortes & Tchantchane, 2010; Goodykoontz, 2008; Sharndama, 2013; Yelkpiieri et al., 2012). Teachers hold opinions that large classes often bring chaos not only for them but for their students as well. They emphasize that teaching and learning activities cannot run as have been planned and they cannot concentrate because the class is out of control. Moreover, they experience difficulties in remembering all names and characteristics of their students and do not know how to give help individually due to the number of students. Similarly, some teachers also complain that they have a hard time to deliver the materials effectively and to encourage all students to participate and engage with the activities given. Therefore, to sum up, large classes offer scarcely any chances to instructors to utilize quality educating and learning conditions for students. Meanwhile, some advantages proposed by some research related to the use of technology integrated in language teaching and learning which are in line with the findings of this study. Raihan & Lock (2010), Arifah (2014), (Sung et al. (2016), Hunsu et al. (2016), and Ahmadi (2018) stated that technology integration elevates students' attention, motivation, engagement, participation, enthusiasm, and promotes students' higher order thinking skills, autonomy, and creativity compared with the classroom where technology is not provided. Along these lines, the utilization of technology in the language classroom can be an aid for teachers to teach English effectively since it makes the class become alive and interesting especially for large classes. As the technology can raise students' interest in learning, their self-study of English will be fortified and their capacity of talking and listening in to the language will be likewise elevated (Susikaran, 2013).

As a result, the use of NovoLearning as a technology platform for English learning obviously ought to have been transforming the traditional way of learning into interactive, explorative, and collaborative that teachers can take to make learning in large classes agreeably. Lecturers could handle both the NovoLearning program and face-to-face class. The students who have been selected to join NovoLearning could learn well following the curriculum in NovoLearning under the supervision of the lecturers and at the same time, the lecturers could also focus on teaching the rest of the students who are in the classroom. Hence, in order to get good results in language teaching, the lecturers need to use technology which can help them organize large classes as well as do their job to teach.

Additionally, Susikaran (2013) and Sharndama (2013) noted that the use of computer and multimedia teaching methods will be very helpful for the lecturers in college. With the interaction and powerful functions of the program, students can listen to the characters' talk at the real scenes and at the same time, they can correct their own mistakes as being judged by the program, which is important to improve their communication ability. Additionally, with the combination of texts, sounds and colorful pictures/images, the students will become attentive and willing to watch, listen, and engage in the class. The students in the study confirm that they feel appreciated and confident with their own learning since this program provides practical language, rich vocabulary and communication training as well. As a result, with this program, the students can learn the language in a meaningful way which can improve their proficiency in the language as this gives a strong foundation to help them survive in the real world. This statement is supported by the results of the interview:

Table 3. Students' statements on the interview

1	S27	"In my opinion, learning English with NovoLearning is very good and it helps me a lot. The program is very interesting since it combines animation, sound, and texts. I know my grade since it is informed after I did the tasks, so I know what my mistakes are. Additionally, I can access the program anywhere and everywhere."
2	S45	"NovoLearning is a wonderful program that can help me to learn English well. I can repeat the material until I understand fully and the scoring system makes me excited to study more and more. I feel so motivated to learn English in a fun way despite all the problems."
3	S89	"I get much knowledge from NovoLearning which I probably cannot get from the class. The program enriches my vocabulary, makes my pronunciation better, and improves my comprehension. I just love it."

Based on the findings, the students found a new way of language learning by means of the program that satisfies both their visual and auditory senses, and it aids them to modify their own learning process to enter as much as possible knowledge and information which they cannot get from the class. Furthermore, since the students can access NovoLearning anytime and anywhere, they can have the flexibility to their individual way of learning so that they can learn English independently and intensively (Manuhutu et al., 2020). This program can reach the students with varied abilities to have control over their own learning style as it will help them to get what they really need from learning the language. The students affirm that this program helps them get maximum understanding since they can repeat or replay the things which have not yet been understood, and the quick and transparent scoring system shown on every assignment, quiz or test motivates them to keep learning and reaching the end. As has been mentioned, even though the

use of the program has changed from teacher-centered to learner-centered ones, the role of the lecturers who offer guidance, supervision, and feedback is still needed by the learners. The program does not act as a replacement tool for the presence of the lecturers, instead it is considered as a beneficial supplement for the better quality of teaching and learning. With the program, the lecturers could easily see and monitor their learners' progress and then give feedback to whoever had difficulty with the content assigned to them. This could really save time in class and management as well as help lecturers achieve quality education and create a learning environment in large classes (Sharndama, 2013). Lecturers could focus on teaching the students in the classroom while the students in the NovoLearning program also learn well. The presence of the NovoLearning program does not replace the face-to-face classroom. Instead, it is an alternative that can be used to maximize the quality of English teaching and learning.

NovoLearning program activates students' engagement and enhances students' achievement as it provides them with meaningful language and activities. Manuhutu et al., (2020) found that there is a positive and significant relationship between NovoLearning and English ability. It means that the students who have good scores in NovoLearning will also have good achievements. Almost the same result with Manuhutu et al., (2020) study, 97.45% of the students did the assignment from Course 1 to the progress test well. Meanwhile, seeing from the scores of both classes, the results are satisfactory. Though the result has differences, Sung et al., (2016) and Hunsu et al., (2016) argue that the use of mobile devices or technology in education brought a medium effect size for learning achievement. It means that learning with technology is more effective since the students show a positive effect on the academic performance than the traditional way of teaching. Additionally, it is based on the evidence that students are accustomed with technology and the use of it in teaching and learning process contributes to effective learning (Feraco et al., 2020; Ghavifekr & Rosdy, 2015).

The integration of technology, particularly NovoLearning program in the teaching and learning process for non-English Department programs, achieves huge success and gives benefits for both lecturers and students. The application of the program helps both parties to cope with large class problems. Hence, NovoLearning program presents as an approach to eliminate the students' fear of learning English and to arouse their enthusiasm and motivation to learn independently anywhere and everywhere.

CONCLUSION

This study has examined the NovoLearning program as technology to facilitate and help to overcome common problems appearing in the large classes. Taken together from the literature review and findings of this study,

the size of the class plays a substantial role in the adequacy of the language teaching and learning process and then how NovoLearning program can elevate the efficiency of the teaching and learning level to its best quality. It witnessed several views of students that get advantages from the use of the program such as the interactivity, boost on students' English proficiency, and high-quality feedback. Finally, it offers a strategic response as an alternative to cope with large class problem ineffectiveness as students are equipped with more activities and exposure in English.

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