THE USE OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL)

AS INSTRUCTIONAL MEDIA ENGLISH TO INCREASE

LISTENING COMPREHENSION AT FIRST

GRADE SMP LESTARI BERINGIN

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Abstract

The research aimed to know whether CALL model has any effect in increase students' listening comprehension at First Grade of SMP Lestari Beringin. This research employed action research (CAR) design with pre test, treatment and post test design. The subject of this research was the first grade of SMP Lestari Beringin in academic year 2022/2023 which consisted 60 students which is divided into two classes namely experiment class and controlled class. The experimental class applied in VII-A, and for the controlled class used VII-B. The research had been done in six meetings that were designed; first meeting was for pre-test, 4 meetings were for treatments, and the last meeting was for post-test. The findings of this research indicated that the use of CALL model has any effect in increase students' listening comprehension. It can be concluded that in the experimental class there is a difference between the pre-test and post-test scores and the value is higher than the control class. The experimental class data, the scores were pre-test (51.8) and post-test (71.2) with an increase in listening comprehension of 37.45%. While, the controlled class got a pre-test score (51.2) and the post-test were (57) with an increase listening comprehension of 11.33%. Finally, it is stated that computer-assisted language learning is effective in teaching listening comprehension to students.
Keywords: Computer Assisted Language Learning, Listening Comprehension

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah model CALL berpengaruh terhadap peningkatan pemahaman menyimak siswa kelas I SMP Lestari Beringin. Penelitian ini menggunakan desain penelitian tindakan kelas (PTK) dengan desain pre test, treatment dan post test. Subjek penelitian ini adalah siswa kelas I SMP Lestari Beringin tahun pelajaran 2022/2023 yang terdiri dari 60 siswa yang terbagi menjadi dua

kelas yaitu kelas eksperimen dan kelas kontrol. Kelas eksperimen diterapkan di VII-A, dan untuk kelas kontrol digunakan VII-B. Penelitian dilakukan dalam enam pertemuan yang dirancang; pertemuan pertama untuk pre test, 4 pertemuan untuk treatment, dan pertemuan terakhir untuk post test.Temuan penelitian ini menunjukkan bahwa penggunaan model CALL berpengaruh dalam meningkatkan pemahaman mendengarkan siswa. Dapat disimpulkan bahwa pada kelas eksperimen terdapat perbedaan nilai pre-test dan post-test dan nilainya lebih tinggi dari pada kelas kontrol. Data kelas eksperimen diperoleh nilai pre-test (51,8) dan post-test (71,2) dengan peningkatan pemahaman menyimak sebesar 37,45%. Sedangkan kelas kontrol mendapat nilai pre-test (51,2) dan post-test (57) dengan peningkatan pemahaman menyimak sebesar 11,33%. Akhirnya, dinyatakan bahwa pembelajaran bahasa dengan bantuan komputer efektif dalam mengajarkan pemahaman mendengarkan kepada siswa.

Kata Kunci: Pembelajaran Berbahasa Berbasis Komputer, Pemahaman Mendengar

1 Introduction

Technology has a big impact on education recently. It not only provides various programs for educators but also offers effective ways to make the teaching and learning process more interesting. According to Shafaei (2012:109) claimed that computer is one of the most beneficial and useful tools in learning. Many educators all over the world have used computers to facilitate their students' learning.

Computer Assisted Language Learning (CALL) has been significantly used to follow the changes in teaching methodology. It includes simulations and more interactive programs to reinforce the quality of learning language. According to Bancheri, S (2006:72) that CALL is a method of teaching and learning language that uses technology as a means of presentations, aids and interpretation of taught material and usually incorporated elements of interaction with the use of the program.

In fact, there are still many educators of junior secondary level who have not yet used CALL in their teaching and learning process. They are still confused with how they should apply the technology in the classroom. Another reason they have is the considerable investment of their time to prepare themselves to use materials using technology.

Teachers still used traditional teaching styles to teach. They still believe in LKS-based teaching and explain everything to the students. It is in contrast to the interest of students who have been dealing with technology every day, they will prefer technology learning styles to traditional learning styles which make them uncomfortable with the situation of teaching and learning activities. Thus, for many students listening is a difficult skill to increase because it is an active process which listener tries to identifying sound, decoding, and understanding the meaning of the words.

SMP Lestari Beringin also has not had materials which are based on technology yet. Materials given to the students are from course books used by the teachers. Indeed

traditional teaching styles are still performed in SMP Lestari Beringin which students are not interested in learning English as their foreign language.

From those issues, researcher has an interest in developing English materials particularly in listening comprehension which is based on technology. Since, teaching language is not simply conveying materials but also looking forward to the objective of teaching. Meanwhile the objectives of teaching can be affected by the use of approach, methods, and techniques teachers applied in the classroom

The researcher tries to find out the answer to the following this questions:

1. How to learning process Computer Assisted Language Learning (CALL) as instructional media in English learning?
2. How to increase students listening comprehension in learning process Computer Assisted Language Learning (CALL)?

2 Review of Related Literature

Januszewski and Molenda (2008) defined Computer Assisted Language Learning is a technique for using technology in the field of language learning. It is of course not just using a computer to attain the improvement of language learning, but also it needs appropriate materials and methodology and adapt others for various teaching and learning styles. The main aim of CALL is to find ways for using computers for the purpose of teaching and learning the language. More especially, CALL is represented by the use of computer technologies that promote educational learning, including word processing, presentation packages, guided drill andpractice, tutor, simulation, problem solving, games, multimedia CD-ROM, and internet applications such as e-mail, chat and the World Wide Web (WWW) for language learning purposes. CALL model is a form of Computer Assisted Instruction (CAI) whose the application can help the teachers in the learning process such as multimedia application incorporating video, sound, and text in the presentation -and demonstration in learning. Nobar and Saeideh (2012: 42) stated that the widespread availability of audio tape, videotape, CD-Roms, DVDs, educational software and internet downloads of sound and video files has vastly increased potential input material for language learning. Technology improves motivation, engagement and interest when student use multimedia programs and software designed to develop skills and knowledge. Using audio and video technologies brings content to life and stimulates learning.

Listening comprehension is the different processes of understanding the spoken language. According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. Pourhossein Gilakjani & Ahmadi (2011) said that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.

General Principles of Teaching Listening Comprehension.

Morley and Lawrence (1971), there are general principles for teaching listening comprehension. They are as follows:

1. Listening comprehension lessons should have definite goals and they should be clearly stated.

2. Listening comprehension lessons should be constructed with careful step by step planning. This suggests that listening activities move from the simple to the more complex ones; that the learners know what the activities are and are given directions as to "what to listen for, where to listen, when to listen, and how to listen."

3. Listening comprehension structure should demand active overt student participant. That is, the most overt student participant includes his written answer to listening comprehension material and immediate feedback on performance helps keep learners' interest and motivation.

4. Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. This necessity should come from the lesson. This is done by giving the learners the writing assignment before they listen to the material.

5. Listening comprehension lessons should emphasize conscious memory work. One of the objective of listening is to strengthen the learners' immediate recall to increase their memory spans. It means that listening is receiving, receiving needs thinking, and thinking needs memory; there is no way to separate listening, thinking, remembering.

6. Listening comprehension lessons should "teach" not "test." It means that the goal of checking the learners' responses should be viewed only as feedback, as a way of allowing the learners understand how they did and how they are progressing. There should be no pass/fail attitude related with the correction of the exercises.

Multimedia is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program. Mishra, S., & Sharma, Ramesh. C. (2004:4). Many kinds of media used in teaching learning English like pictures, slide projector, audio cassette, charts and so on. Those all used to make the students easier in understanding the lesson and help the teacher in delivering the lesson.

Teaching Media to Increase Listening

According to Davis (1998) stated that in teaching aid can be divided into three kinds namely:

1. Audio

Teaching aid through audio can be done through MP3 Player. In teaching process through MP3 Player is interesting to the students because the time there many students are interested to the method so there are probability to the material which is given by the teacher can be understood to the students.

2. Visual

Teaching aid through visual can be done through picture and map. The general students like to the picture so if the teacher use the picture in teaching process the students can improve their imagination.

3. Audio Visual

Teaching aid through Audio visual can be done through Television and video. The students are interested to the method because the students can get information, education, and entertainment.

3 Method of The Research

This research uses Class Action Research(CAR) to solve listening comprehension problem of students SMP Lestari Beringin by using Computer Assisted Language Learning (CALL) which consist of two cycles and each cycle consists of three meetings. The method used by the researcher through 4 steps namely planning, acting, observing, and reflecting. Ferguson (2011: 8-9) states Action Research is a form of self evaluation. It is used widely in professional contexts such as appraisal, mentoring and self assessment.

In this research, there were two kinds of data, namely qualitative and quantitative one. The qualitative data collected through observation and interview, and the quantitative data collected through evaluation.There were 20 questions in pre-cycle test, first cycle, and second cycles.

4 The Research Result

1. The Student's Profile

After observing the school environment and the cheerful state of the student learning classroom, the researcher concluded that many students did have a weakness for English lessons because English is a foreign language that is rarely or even not applied in their environment. As well as with conventional learning methods and discussions, they are increasingly disinterested and bored in learning English. For this reason, the researcher chose class VII-A as the research subject at SMP Lestari Beringin. The researcher chose this class because this class has a weakness in listening comprehension lessons, so the researcher wanted to know how the learning process uses the CALL model in learning English and improving students' listening comprehension in lessons using CALL. Total students in class VII-A are 30 students with a total of 20 male students and 10 female students.

2. Pre Cycle-Test

Before conducted the assessment in the first cycles, initial scores need to be obtained to determine the improvement in English that occurs in the students of SMP Lestari Beringin class VII-A in this study. The value is taken directly without any action beforehand, the aimed to know the progress and find out whether CALL is successful or not as a medium for learning English to increase listening comprehension in students.

In pre-cycle test none of the students got excellent score, very good score, and good. There were only two students got fairly good score(6.67%), there were eight students got

fair score (26.67%), there were seventeen students got poor score (56.67%), and there were three students got very poor (10%). From this explanation, the percentage of students was still in the low category and classroom action needed to taken to increase this percentage by using CALL media to increase English, especially in listening comprehension at the SMP Lestari Beringin.

3. First Cycle

1. The Student's Listening Comprehension Ability

After gave the first cycle of action to this research class using CALL media related to greeting, appologizing, and thanking materials and there was an increase in the English language of class VII-A students in listening comprehension. 9 students got a fair score (30%), 12 students got a fairly good score (40%), and 9 students got a good score (30%) even though they have not finished with got an excellent score, very good score. However, from the results of the calculations above, it can be concluded that there is a change in the progress of English listening comprehension class VII-A of SMP Lestari Beringin.

2. The Increase of the Students' Listening Comprehension

The increase of students' listening comprehension was the percentage of increase obtained by students before the first cycle of treatment until the implementation of the first cycle. Score can be concluded from the value of the pre-cycle test (51.8) and value in first siklus (62.8) which shows that there is an increase in students' listening comprehension by 21.23% after learning using the CALL model.
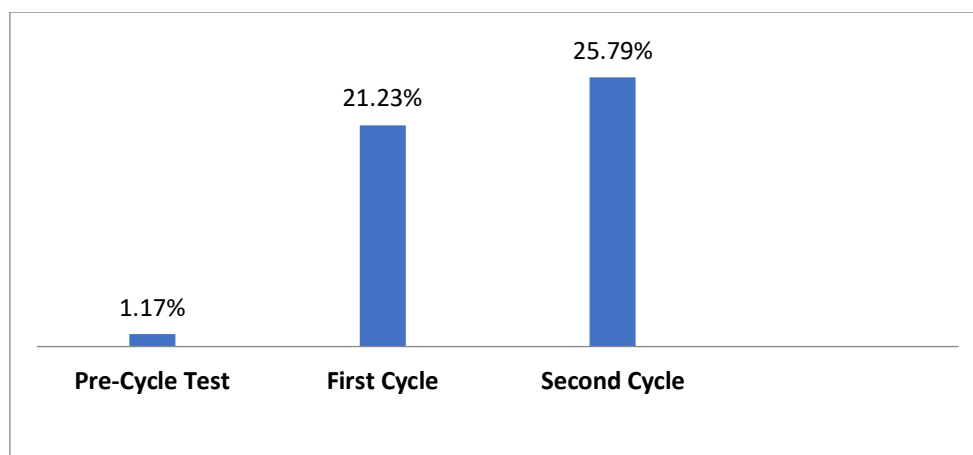
4. Second Cycle

1. The Student's Listening Comprehension Ability

In the class action by giving the second cycle there was an even greater increase. Students' English listening comprehension becomes better and better by giving back using CALL as a learning medium with material to introduce themselves and others. And students are able to apply it directly by practicing it with their classmates. it is clear that changes in the progress of English listening comprehension with CALL media are carried out during English learning hours by always monitoring changes in student improvement so that students can easily practice it directly with friends or teachers. The results were 10 students got fairly good score (33.33%), 13 students got good score (43.34%), and 7 students got very good score (23.33%).

2. The Increase of the Student's Listening Comprehension

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From the description above, starting from the pre-cycle test to the second cycle of improving students' listening comprehension with CALL media, it is shown in the following diagram :

From the diagram above, it can be seen that the increase was very good from the average value of the pre-cycle test of 52, after the action in the first cycle increased to 63 with a percentage increase of 21.23%, then repeated in the second cycle by giving the same method to students got an average score of 79 with a percentage increase of 25.79%. So it is clear that the CALL media used in teaching English listening comprehension can greatly help increase students' listening comprehension and is very supportive for the advancement of learning technology.

5. Conclusion

Based on the results of the research above, using or applying the CALL method can make the learning atmosphere more motivated and supportive so that students become active and courageous and have more fun in practicing their listening comprehension with their peers and teachers. In addition, this technology can make it easier for teacher to convey material and make it easier for students to master English by remembering what they see and listen. It can be concluded that using the CALL model as a learning model in the first year of SMP Lestari Beringin can improve students' listening comprehension. The CALL model has a significant effect in improving students' listening comprehension as evidenced by the results of the pre-cycle test increasing in the first cycle, namely 63 with a percentage level of 21.23%, and in the second cycle 79 with an increase of 25.79%. It is stated that computer-assisted language learning is effective in teaching listening comprehension to students.

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