

THE INFLUENCE OF COMPUTER ASSISTED LANGUAGE LEARNING ON STUDENTS' LISTENING SKILLS

Faiqah Mahmudah*¹, Rizki Nuraida²
¹faiqahmahmudah@uinjambi.ac.id, ²rizkinuraida@uinjambi.ac.id

UIN Sulthan Thaha Saifuddin Jambi

ABSTRACT

This study was conducted to determine the influence of computer-assisted language learning on students' listening skills. This research uses descriptive quantitative method in the form of a survey. This method is considered as the right approach for this type of research. Data was collected by distributing it to each class to all twelfth grade in SMAN 4 Batanghari. This study explores students' perceptions that come from students' experiences during the learning process. The results of this study are presented descriptively to reveal students' perceptions comprehensively. This study has a positive influence on computer-assisted language learning by obtaining a Likert scale score which is included in the high category, named 63.70%. it can be concluded that CALL technology can be said to be good enough to continue to be used in the learning system.

Keywords: Computer Assisted Language Learning (CALL), Listening Skill, The Influence

A. INTRODUCTION

Listening is the cornerstone for all other abilities to be established and the primary medium by which students develop original interaction with their target language and culture. It is considered the most challenging language skill for specific language learners. Therefore, the presentation of object issues audiences using sound (video) are expected to attract learners learners' passion for materials presented through multimedia (text, image, image, image the sound, video) in different colors and images are exciting and (Dornyei, 2001, P. 89).

Here the researcher tries to examine one of these components namely Listening. The researcher chose this listening ability because the researcher believes that before speaking we must understand what is being a listener good, then we can be good speakers of the language as well. So deep this is the author intends to examine the ability of listening. Pollard 2008 (as cited in Dewi Kurniawati, 2015, P.3) argued that listening is one of the receptive skills and therefore involves students in learning capture and understand English input. Reading, other receptive skills, involves students in understanding and interpreting written words. Listening is my be more difficult than reading because students often recognize writing words easier

that they recognize the spoken word. Furthermore, when reading students can go back and read phrase whereas by listening they only get one opportunity. By reading, it is the reader who determines the steps while by listening to it speaker or recording that sets the pace.

Hiroyuki (2021) found that many students felt satisfied with the learning environment when applied media to the blended training. If there is contact between speakers and listeners, communication occurs. Therefore, auditory functions are explicitly and substantially linked to the amount and consistency of speech skills. Listening to language learners depends on many factors, such as language abilities, context awareness, etc. Students need to listen to many different texts in order to develop listening skills, such as short phone dialog boxes, airport announcements, guidance on how to work, voice, poetry, songs. The key purpose of listening to the secondary level is that, in actual circumstances, students can learn how to work effectively.

According to Van et al. (2021), using media to help students learn English will bring a strong potential to enhance language skills for learners and promote the process of learning English. Luu et al. (2021) claim that not many studies examine the effectiveness of some kinds of media in developing English competence.

Utilization of computers within the field of education is currently getting down to be developed. According to Shafaei (2012, P. 109) claimed that computer is one in every of the foremost useful and helpful tools in learning. the quantity of systems that facilitate students to enhance their language is increasing. Bancheri (2006) in (Widiawati, 2013) stated that CALL maybe a technique of teaching and learning language that uses technology as a way of presentation , aids and interpretation of instructed material and frequently incorporated parts of interaction with the utilization of the program. A malicious prog In today's developed world, computer is one in every of the foremost useful and helpful tools in learning. The quantity of systems that facilitate learners to enhance their language is increasing. Computer assisted learning (CALL) may be a system that aids learners to enhance and follow language skills. It provides a stress-free surroundings for learners and makes them more experienced (Shafaei, 2012).

Although, every student has different characteristics and style in learning, an English teachers need to provide an appropriate technique or approach that can make listening process enjoyable. In SMAN 4 Batanghari learning facilities and infrastructure is one of the things that is given more attention to be developed, this can be seen from the complete learning facilities, such as the use of the computer lab in learning, especially listening. this can be used by teachers in teaching listening skill using Computer and teaching listening more helpful. Teacher can choose for free materials from computer. For example by using english song, audiovisual, video, software program or maybe chats in interesting english language. Teacher can also modify and adopt many CALL learning materials and create relaxed atmosphere for learning as a result to suite the student's needs and level competence. According to the explanation, the researcher is intended to investigate a research entitled "The Influence of Computer Assisted Language Learning on Students' Listening Skill".

B. METHOD

This research was a descriptive quantitative method by applying a survey research design. Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2014, p.32). The instrument used in this study was a questionnaires. According to Sugiyono (2011, p.199) questionnaire is a technique of data collection which is done by giving a set question or statement to the respondent to answer. The preparation of the questionnaire in this research used likerst scale. This scale can be used to measure attitudes,opinions, perceptions of a person or group of people about social phenomena. Variable indicators become the starting point to arrange instrument items in the form of statements or questions. Answers to each instrument that used likert scale has a gradiation from very positive to very negative (Sugiyono, 2016, p.134).

In this research, the researcher used a questionnaire to get data related to the research problem. The questionnaire that researchers used in this study was the adoption of a previous research questionnaire by Nurhikma (2018) with the title The Use Of Computer Assisted Language Learning (CALL) Model To Improve Student's Listening Comprehension.

According to Hasan (2001) descriptive statistics are part of statistics that study how to collect data and present data so that it is easy to understand. Descriptive statistics are only related to describing or providing information about a data or situation. With word descriptive statistics function to explain the condition, symptom, or problem.

According to Sugiono (2017, p.93). Likert scale is used to measured the attitudes and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has been specifically determined by researchers, hereinafter referred to as a point research variable with a Likert scale, then the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for arranging instrument items which can be in the from of questions or statements The result summed into the total one, in order to determined the level of the student's listening skills. The researcher used the calssification as follows:

Table 1. The classification

Very High	81-100
High	61-80
Intermediete	41-60
Low	21-40
Very Low	0-20

C. FINDINGS AND DISCUSSION

The first objective of this research is to know the Influence of Computer Assisted Language Learning (CALL) On Students' Listening skill. The researcher distributed questionnaires. The questionnaire distributed to the twelfth grade students of SMAN 4 Batanghari, which consisted of three classes and total number of the students are 76 students. In collecting the data, the researcher made questionnaire and distribute each questionnaire leaflet to each class, the questionnaire consist of 15 questions.

After calculating the score of students' questionnaire with total questions is 15 from 76 students, the researcher got mean score of students' questionnaire is 63.70. it is indicated that the influence of CALL on students listening skill was categorized high. It is logically with the classification in the previous chapter that classify high in rate (61-80). It is suitable with the

classification of categorized Very high in rate 81-100, High in rate 61-80, Intermediate in rate 60-50, Low in rate 41-51 and Very low in rate 20-40. The result of this research showed that the influence using CALL on students' listening skill has any effect. The data was collected through questionnaire as explained in previous finding sections showed that the influence using CALL on students' listening skill was categorized high.

There is a previous study from Nurhikma (2018) found that there was significant influence between the student's who was taught computer assisted language learning and without computer assisted language learning in students' listening skill. The mean score of pre test was 63.33 and the mean score of post test was 83.83. It shows that there is a significant improvement in students' listening comprehension after giving treatment with the percentage of it was 32.38%. The result of this research showed that the students' listening has improved. The result of improvement was also proved by t-test value. The value of t-test (11.32) and t-table (2.045). It means that the t-test is greater than t-table and The mean score of the students' questionnaire is 66.33. it was categorized as high motivation.

It can be supported by Krčelić and Matijević (2015) stated teaching and learning a foreign language can be facilitated by using visual tools such as pictures or videos. These digital visual tools can be used in several classroom activities in order to improve the students' interest in learning a foreign language, vocabulary mastery, and grammar skill. They strengthen the statement by giving additional information that the students are easy lose their interest when they have the task of reading a text and working with grammar exercises. Besides, digital visual tools will help the students in remembering the learning materials because the picture and the video which will draw a scheme and strong imagination in brain memory.

D. CONCLUSION

Based on the result of the research, the researcher concludes that by using CALL model as the learning model at the second year of SMAN 4 Batanghari can improve students' listening skill, the use of CALL model as the learning model in teaching listening skill has given effect to the students. The students are more motivated, more active, focus, enjoy, and more

fun in learning. It was proven by the result of the mean score of students' questionnaire was 63.70 that categorized as high percentage.

REFERENCES

- Creswell, John W. 1994. *Research Design, Qualitative, Quantitative, and Mixed Methods Approachs*, Second edition. London: Sage Publications
- Hasan, Iqbal, 2001. *Pokok-Pokok Materi Statistik 2 (Statistik Inferentif)*. Edisi ke dua. Jakarta: PT Bumi Aksara.
- Hiroyuki, O. (2021). The Integration of 21st Century Skill and Virtual Learning with COVID-19. *AsiaCALL Online Journal*, 12(3), 22-27. Retrieved from <https://asiacall.info/acoj/index.php/journal/article/view/30>
- Nurhikma.2017. *The Use of Computer Assisted Language Learning (CALL) Model to Improve Students' Listening Comprehension (An Experimental Study at The Second Year of SMAN 1 Belopa*. FKIP University of Muhammadiyah Makassar.
- Shafaei, Azadeh. 2012. *Computer Assisted Learning: A Helpful Approach in Learning*. *Frontiers of Language and Teaching vol. 3*. Retrieved on May 20th, 2017..
- Widiawati, D.N., Sukadi., Warpala. 2013. *Penerapan Computer Assisted Language Learning Berbantuan Media Video untuk Meningkatkan Hasil Berbicara*. E-Journal Program Pascasarjana Universitas Pendidikan Ganesha Vol. 3. Retrieved on May 20th, 2017.