THE INFLUENCE OF COMPUTER ASSISTED LANGUAGE LEARNING ON STUDENTS’ LISTENING SKILLS.

Rizki Nuraida¹, Hilma Suryani²,
¹rizkinuralida@gmail.com, ²hilmasuryani@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.

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' 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) 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 than 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.

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) 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 stressfree surroundings for learners and makes them more experienced (Shafaei, 2012).

1. The Uses of CALL

CALL is a learning based on technology with computer devices. This learning based on technology in principle consists of audio information technologies, such as radio, audio tape, voice mail and telephone) and Learning through video information technologies tools, such as video, tape, video text, video messaging in the meantime, learning through technology Based web learning is basically data information technologies, such as bulletin board, internet, email and tele collaboration (Efendy, 2008, p. 135).
The use of CALL can be divided into 6, they are computer as drill and practice, computer as tutor, computer as simulation or problem solving, computer as game, computer as tool for ELT teachers and learners and last application of internet for ELT. First use of CALL is computer as drill and practice. In this use, computers are viewed as a tool for saving time with immediate feedback. The main aim of drill and practice is to review the content or background knowledge, and to assist the learners to master separate language skills. Drill and practice CALL programs focused on practicing language skills and component separately, such as vocabulary, grammar, reading and translation. Computer as tutor; the role of the computer as tutor is to present to the learners the content lesson as text graphics, video, animation, or slides, including learning activities, drills and practice. Example of CALL tutorial programs are grammar (longman Grammar software, grammar expert plus, etc), reading (Read it! Study skills, rocket reader; a speed reading program, etc.), writing, paragraph Punch, write express easy letters, etc.), speaking, pronunciation and listening (learn to speak, English pronunciation, real English, etc.), integrated skills or courseware (active English, planet English, issues in English, etc.)

2. The Advantages and Disadvantages of CALL

There are some benefits of how CALL can be used for language teaching and learning. For the learners, CALL can adapt to the learner’s abilities and preferences, CALL offers individualized and private learning, CALL allows learners to control their own learning process and progress: CALL can be used for remedial work for slow learners and to accelerate learning for fast learners; teaching learning with CALL can motivate the student. For the teacher, CALL can change the role of teacher. The teacher becomes the facilitator rather than a person who controls the learning environment. Teaching learning with CALL can give the feedback and responsiveness immediately.

Although there are many advantages of computer, the application of current computer technology still has its limitations and disadvantages. Some disadvantages of CALL are as follows: Increased educational costs. DiMattia, and Gips (2004) indicated that CALL will increase educational cost, since computers become a basic requirement for students to purchase, and low-budget school and low income students cannot afford a computer Lack of trained teachers. It is necessary for teachers and students to have basic technology knowledge before applying computer technology in second language teaching and learning. Therefore,
computers will only benefit those who are familiar with computer technology (Roblyer 2003 in Lai 2006). Imperfect current CALL programs. At present, the software of CALL mainly deals with reading, listening, and writing skills. There are some speaking programs have been developed recently, but their functions are still limited.

3. Listening Skill
In the communicative language teaching, listening exercise are judge as valuable to extent that they stimulate the “Real Life” listening conditions that actual users of a language operate within. In order to better understand the complex process of spoken language, a listener must construct meaning from information presented by the speaker (Rost.2005). Buck (2001) said listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how the process work. In listening, someone doesn’t hear the sounds but also has an effort to interpret and understand the message of the sounds, while hearing is only taking in sounds without any effort to get the message. Listening is an active process in which the listener tries to identify the sounds, decodes them, and understands meaning of words by means context. Therefore, when the nature of the skill is understood, the process becomes interesting. In the words, listening involves an active participation the part of the listener. The listener cannot understand well what is said to him unless he first of all recognizes the sounds, words, phrases, and the structure of the foreign language and then select the main points of message.

Therefore, it is concluded that listening is that the method of hearing and comprehending of what has been aforesaid by the speakers. The listeners ought to be ready to grasp the words and distinguish sounds to urge data, message and meaning communication. Meanwhile, hearing means that the power to listen to sounds while not taking note to urge the that means.

B. METHOD
This research was a descriptive quantitative method by applying a survey research design. It was conducted at the twelfth grade student’s of SMAN 4 Batanghari, Jambi. The population of the study was the twelfth-grade student which consisted of three classes with a total population of 76 students. The instrument used in this study was a questionnaires which the preparation of the questionnaire in this research used likerst scale. 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 form of questions or statements.

C. FINDINGS AND DISCUSSION

In this study, the data were made in the form of categories and groups according to existing levels, consisting of 5 categories of commands, namely strong agree, agree, uncertain, disagree, and strongly disagree. The conclusion of the results of the data analysis in the diagram below:

![Figure 1. Percentage Value of All Items](http://e-journal.ftk.uinjambi.ac.id)

Based on the diagram above, after calculating the score of students’ questionnaire with total questions is 15 from 76 students, at the three class of twelfth grade of SMAN 4 Batanghari is included the category percentage of strongly agree is 21.94% or 17 students, category of agree is 40.52% or 30 students, category of uncertain is 6.93% or 5 students, category of disagree is 16.59% or 13 students, and category of strongly disagree is 14% or 11 students. These results were interpreted as the influence of CALL on listening skill class at the twelfth grade semester of SMAN 4 Batanghari is stating intermediate or 40.52% of category percentage.

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.

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


