

The Implementation of Computer-Assisted Language Learning to Teach Listening of Report Text to the Tenth Graders

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Abstrak

Kegunaan komputer sebagai media untuk mengajar mendengar memberikan dampak positif dalam meningkatkan kemampuan mendengar siswa. Beberapa peneliti tidak sependapat karena penelitian mereka menunjukkan hal yang bertentangan. Penelitian ini bertujuan untuk mengetahui bagaimana guru bahasa Inggris menerapkan Pengajaran Bahasa Berbantuan Komputer (PBBK), dan masalah yang dihadapi guru. Model penelitian ini adalah studi interpretatif dasar. Instrumen yang digunakan adalah catatan lapangan dan wawancara semi terstruktur. Penelitian ini dilaksanakan di SMAN 3 Kota Mojokerto dengan guru bahasa Inggris sebagai subyek. Studi menunjukkan bahwa guru mengajar mendengar teks report dalam tiga tahap; pra mengajar, saat mengajar, dan pasca mengajar. Pada saat mengajar, guru menerapkan PBBK dalam tiga langkah; mengamati, membina, dan mempraktekkan. PBBK digunakan sebagai media untuk membantu guru dalam setiap fase di saat mengajar, seperti memberikan materi dan memberikan masukan. Masalah guru dalam pengajaran mendengar dengan PBBK sebagian besar merupakan masalah teknis.

Kata Kunci: *komputer berbantuan, mendengar, teks report.*

Abstract

The use of computer to teach listening gives positive impact in improving students listening skills. Some researchers do not agree because their researches show the opposite result. This research aimed to find how EFL teacher implement Computer-Assisted Language Learning (CALL), and the problems faced by the teacher. The design of this research is basic interpretive study. The instruments were field notes and interview guideline in semi-structured form. The research was conducted in SMAN 3 Kota Mojokerto with the English teacher as the subject. From the study, it showed that the teacher taught listening of report text in three stages; pre-teaching, whilst-teaching, and post-teaching. In whilst-teaching, teacher implemented CALL in three steps; observing, coaching, and practicing. CALL was used as media to assist teacher in every phase in whilst-teaching, such as giving material and giving feedback. The problems faced by the teacher in teaching listening using CALL was mainly technically problem.

Keywords: *CALL, computer-assisted, listening, report text.*

INTRODUCTION

Teaching English means teaching to communicate in English. According to Permendikbud (2016), the aim of teaching English is to enable the students to communicate, both oral and written. There are 4 skills in English; listening, speaking, reading, and writing. Listening and reading are receptive skills, while speaking and writing are productive skills. However, for most learners, mastering second language means being able to speak and write in that language. Therefore, teaching second language is emphasized on productive skills, while receptive skills are less concerned (Barani, 2011).

Listening is the first skill used to receive a new language. As the first and the most important prerequisite for speaking skill, listening skill has a vital role in the process of language learning (Barani, 2011). It enables language learners to receive and interact with language input and facilitates the emergence of other language skills (Vandergrift & Goh, 2012). Students know how to

say and spell something in English through listening. Thus, it is clearly stated that listening is very important. Listening receives the least systematic attention compared to other skills. Students often taught how to plan and draft a text or deliver an oral presentation. They are less taught how to approach listening or how to manage their listening when attending to spoken texts or messages (Vandergrift & Goh, 2012). Some teachers assumed that listening should be trained, rather than taught. The problem is that students rarely practice, because people around them do not speak English.

On the other hand, learners are interested in technology. According to UNICEF, 30 millions of Indonesian teenagers are internet users. Besides, the use of technology in teaching and learning process is also contained in Permendiknas, No. 16, 2007 as one of teacher core competencies. The use of electronic devices such as computer and mobile phone affect on many areas including education. It could be utilized to improve

students interest in teaching English as second language by using Computer-Assisted Language Learning (CALL).

CALL is the use of computer to help teacher in teaching language. According to Beatty (2010) CALL is “any process in which a learner uses a computer and, as a result, improves his or her language”. It gives pleasure for learners in learning process, students opportunity to take responsibility in the mastery of materials, allow students play an active role in learning activity, and lets them to express their imagination through simulation, which can help them to understand English (Khamkien, 2010). Computer-assisted facilitates student-need by using many software and internet, and let the student to search materials and sources in their needs. It will make students more motivate and more active in learning activity. Students can express what they have earned through simulation, which can train their creativity.

There are many researches in CALL to teach and learn listening. Barani (2011) in his research aimed to find the significant of CALL in improving listening ability of Iranian EFL learners. Researcher divided 60 students into experimental group and control group. The data is obtained from experimental test using three instrument; Nelson Test, Proficiency Test, and Achievement Test. The result is students in experimental group had better understanding than students in control group.

The second research showed the same result as the first research. Nachoua (2012) in her research aimed to find the effectiveness of CALL to enhance student's motivation hence their performance in listening. The subject of the data is first year students; it is because first year students come from different background of study. The result is CALL significantly enhances students' performance in grammar, vocabulary, writing, and listening.

On the other hand, there are some researches had different result. They stated that learning listening is better in traditional way rather than using computer or online media. Hassan, et al. (2014) in their research aimed to find the effectiveness between traditional classroom learning and online learning in Malaysia. The research was conducted in Universiti Sains Islam Malaysia. The result stated that traditional classroom learning indicates effectiveness rather than online learning.

Another research stated that CALL is difficult to implement in Indonesia. Mukhtar (2011) in his study stated that Traditional CALL is suitable to applied in Indonesia rather than Internet CALL, because Traditional CALL only need computer, speaker, and CD-ROM without internet connection. Traditional CALL has lower cost and lower risk to students. Researcher also stated that CALL is difficult to be implemented in Indonesia because the instructors were lack of technological knowledge.

Both positive and negative research only focused on the result of teaching using CALL and without CALL. They do not mention the correct steps in implementing CALL and possible problem faced by instructors during its implementation. Based on that case, researcher seeks to find how far is EFL teacher applied CALL in teaching listening, and possible problems faced by teacher during the implementation. Researcher chose report text about technology as the topic because it is in line with research topic. The problem to be investigated is 'To what extent is the use of CALL in teaching Listening of report text?'.

Based on the background of study above, the researcher formulated two questions for this study, they are:

1. How does the teacher implement CALL during teaching listening of report text?
2. What problems are faced by teacher during the implementation of CALL in teaching listening of report text?

RESEARCH METHODOLOGY

This research is qualitative research and the design of the study was basic interpretive study as the aim of the study was to understand the events, processes, or activities perceived by the subject. According to Ary et. al (2010) the purpose of basic interpretative study is to understand the phenomena using data that collected through interviews, observations, and document review. Researcher used qualitative because the data was taken from teacher observable behavior. Qualitative research tended to find what, when, where, and how of an action or an event in order to establish its concepts, meaning and definitions, descriptions, characteristics, metaphors, and symbols. Qualitative research analyzed words rather than numbers and by reporting the detailed views of the people who have been studied.

This research was conducted in a SMA Negeri 3 Kota Mojokerto. The school was located in the downtown of Mojokerto, and one of reputable high school in the city. Researcher chose this school because the school had good facilities to facilitate students in using computer, such as computer lab, wifi, and electric socket. The teacher had good technological literacy, which also implemented computer-assisted to facilitate teaching process in listening.

The subject of this study was senior high school English teacher who already implemented CALL in teaching English. The teacher already taught using computer-assisted since 2016. Researcher focused on teacher action and utterances in implementing CALL to teach listening of report text and supported by students' action as participant. The observation took place at X Science. The class consisted of 13 male and 23 female.

Researcher chose tenth graders because they were transitioning from junior high school to senior high school, and report text was taught in tenth grade. The students in this class were considered as active students.

Researcher used two kinds of instruments. The first research instrument was field note as the first research question was the implementation of CALL. The second research instrument were field note and interview guidelines as the research question was the problems faced by teacher in implementing CALL.

Field note was used to take a note of every action in the classroom. This included teacher action and utterances, students' action, the use of CALL as the media, and how report text was taught. Researcher used field note rather than observation checklist in order to find the detail of object.

The interview guideline consisted of six basic questions (what, who, when, where, why, and how). The guideline was formed in semi structured. Researcher could develop more questions based on six basic questions, and the subject could develop the answers. The purpose of using semi structured interview was to get deeper data.

After collecting data, researcher analyzed and interpreted the data. According to Ary et.al (2010) qualitative data analysis consists of familiarizing and organizing, coding and reducing, and interpreting and representing. These stages were applied in this study.

RESULT

The Implementation of CALL in Teaching Listening of Report Text

Teacher taught report text in four meetings. Researcher described the whole teaching process in the form of teaching stages and CALL steps. The teaching stages are; pre-teaching, whilst-teaching, and post-teaching. CALL steps according to Hubbard and Levy (2006) are; observing, coaching, and practicing.

In pre-teaching, Teacher began the class by greeting and giving motivation. The purpose of giving motivation is to motivate the learner during teaching process. Then teacher did apperception, by recalled previous material about advertisement and related it to the current material, report text about technology. The purpose of this activity was to introduce students to the new material. Then, teacher explained the objective of the study, before entering main activity. The learning objective was: students will be able to listen carefully and understand a text related to the topic. The purpose of this activity was to inform the goals of the lesson to the students in order to make them motivate.

In whilst-teaching, teacher implemented CALL in three steps; observing, coaching, and practicing. The first

step is coaching. Teacher played an audio in the beginning of this step. The audio was originally a video, but teacher did not show the visual. Teacher asked students to observe the audio and ask if they found something that they do not understand. The audio was report text about laptop. This section was conducted to find out students listening level before designed the appropriate material for them.

After observing her students, teacher conducted coaching section. Teacher asked her students to make a group consisted of two students. She spread a sheet of listening script with few blank words. The audio was played twice. The audio was originally a video about computer. Students should answer the question based on what they hear. The questions of this exercise consisted of the question about social function, generic structure, and language feature of report text. Teacher did not take a score from students' work. She helped her students by discussing the answer and gave feedback. After the first exercise, teacher divided the students into six groups and asked them to use their computer to find the information about report text with teacher's guidance. They discussed the information with their group. In second section each group was given a different number of questions. The audio was played again with a visual of the topic. Students should answered the questions orally, while other groups correcting their pronunciation using computer assistance, such as using Google Translator's pronunciation application. Teacher discussed the answer with presenting generic structure, social function, and language feature of report text using Power Point. Then, she asked her students to consult about difficult questions. Teacher conducted the exercise twice and discussed the answer of each section in order to train her students listening skills. Students showed positive responses because their incorrect answer was decreased. However, this stage was aim to strengthen their knowledge.

The last phase was practicing. Teacher conducted individual listening test. The audio was different from previous exercise. The aim of this activity was to know how far the students' improvement is. However, students' work showed good score. It showed that they fulfilled the learning objective of the study.

The last stage is post-teaching. Teacher facilitates students to make conclusion from the lesson. The purpose of this activity was to make sure that students had fulfilled the learning objectives. Students could make conclusion about the lesson. Teacher considered her students had fulfilled the learning objectives. Teacher ended the class by praying.

Problems Faced by Teacher during the Implementation of CALL in Teaching Listening of Report Text

Teacher faced some problems during the implementation of CALL in teaching listening of report text. According to researcher's observation, the problem was mainly about the facilities, such as unstable internet connection, speaker's sound, and availability of LCD. To deeper the findings, researcher conducted interview. The subject was the teacher. The result is teacher's problems are the electricity, and the availability of LCD, since the use of CALL of teaching listening is moving from audio to multimedia.

Teacher admitted that the availability of LCD is the main problem because some of school's LCDs were broken. As a result, some teacher should share the LCD, and made the implementation of CALL is less effective. The same case happened in school's speakers. Teacher used the LCD and speaker interchangeably to solve the problem. Another problem was internet connection, according to the teacher this problem happened because students overused the Wi-Fi connection.

DISCUSSION

The Implementation of CALL in Teaching Listening of Report Text

The use of computer is to assist the teacher and students during teaching learning listening of report text. The implementation should in line with teaching stages; pre-teaching, whilst-teaching, and post-teaching. The steps in implementing CALL according to Hubbard & Levy (2006) is; observation, coaching, and practicing. Teacher did pre-teaching by giving motivation, doing apperception, and explaining the objectives. In whilst-teaching, teacher did observing, coaching, and practicing.

Teacher conducted observing phase to let her students did the observation. This phase is conducted to know how far is her students listening skills. Teacher asked students to observe the audio, and triggered them to make questions. Teacher conducted listening exercise on coaching phase. She helped her students to do the task by offering helps, and giving feedback. Teacher did the exercise twice, first with audio only, and the second with audio visual. After the first exercise, she asked her students to find the information about report text using computer. According to Mukhtar (2011), this type of CALL is called Internet CALL because it needs internet connection to open WWW resources (Beatty, 2010). Then, teacher conducted second listening exercise with same audio and same materials. Teacher divided the students into six groups. After they finished the work, teacher discussed the answer using Power Point presentation. According to Ozaslan & Maden (2013), Power Point helps to create a better presentation, and attract students. Next, teacher asked a student to read the whole text while other students correcting the

pronunciation using Google Translator. The last is practicing, teacher conducted the test to make sure that students' listening skill is improved. The audio was different from previous exercise. The audio was played through teacher laptop. According to Harmer (2007) this kind of listening is called 'taped materials' because it came from taped, and it was one way interaction. According to Khamkien (2012) CALL could improve students listening, this statement matched with the result of students' work which showed positive results.

The last stage was post-teaching. Teacher assisted her students to make a conclusion about the whole lesson. Teacher considered students has fulfilled the learning objectives because her students listening skills was improved.

Problems Faced by Teacher during the Implementation of CALL in Teaching Listening of Report Text

Teacher faced some difficulties in teaching listening of report text using CALL. The difficulties were mostly on the school facilities, such as the availability of LCD, poor audio quality, and internet connection. The availability of computer hardware and software are the most important aspects in implementing technologies in education (Lee, 2000). LCD and speaker are computer hardware, while internet connection is needed to access internet or WWW, one of CALL application software (Beatty, 2010).

Poor audio quality becomes the main factor on teaching listening using taped materials. It is one of disadvantages of taped materials (Harmer, 2007). Taped materials become main listening materials due to its effectiveness, while 'Life' listening is considered as second listening materials as it is used to have a conversation and interview students. Taped materials sometimes produce unclear sound, and will be hard to be understood. As a result, students produce incorrect word spelling after repeating the audio. Teacher overcomes this problem by using Google Translator's pronunciation application, students could check how to pronounce and spell the word by themselves. The poor audio quality still become the problem in listening test as the audio is played in teacher computer, students confused in some words, especially new words.

Teacher implicitly stated that her main problem is LCD availability. The availability of LCD has a big role to support teaching listening, as teaching listening has shifted from audio recordings only to audio recordings with visual media (Vandergrift & Goh, 2012). According to Dwyer (1994) 83% human learn through viewing, and only 11% learn through hearing. It means learning listening through audio visual is more effective than audio only.

Internet connection is the basic factor in implementing CALL, as CALL is moving from communicative to Integrative in 21st century (Warschauer, 2000). Internet allows students to open WWW, one of CALL application software. Students are free to find information according to their needs. It makes students become independent learners. They will be responsible for themselves in understanding the materials, play an active role in learning activity, and let them express their imagination through simulation (Khamkien, 2012).

The availability of hardware and software is the result of another factor, financial barriers. It is the common problem in applying CALL. It includes the cost of hardware, software, maintenance, and extends to some staff development (Lee, 2000). Some school only rely their financial on government funds, which is very limited. The high cost of computer and its supporting tools makes the application less than perfect.

CONCLUSION AND SUGGESTIONS

Researcher concluded that the implementation of CALL should in line with teaching stages. Teacher taught listening of report text in three stages; pre-teaching, whilst teaching, and post-teaching. In pre-teaching, teacher gave motivation, did apperception, and explained the objective of the study. Whilst-teaching included steps in implementing CALL; observing, coaching, and practicing. Teacher gave stimulation to trigger her students to create a question in observing phase. Then, she conducted exercises and gave feedback in coaching phases. Teacher conducted individual test in practicing phases. In post-teaching, she facilitated her students to create a conclusion from the whole lessons.

The implementation of CALL to teach listening skills faced some problem during its applications. Financial barriers are the common problem in implementing CALL which can lead to another problem. The high cost of computer and its supporting tools makes the application less than perfect. Teacher had a problem in the availability of LCD, poor audio quality of the speaker, and unstable internet connection. As it explained that the use of CALL to teach listening have shifted from audio only to audio visual, the availability of LCD is as important as speaker. Teaching listening with visual helps students to better understand. Meanwhile, the poor audio quality is one of taped materials disadvantage. The poor audio makes students difficult to understand what the audio said. As a result, they might write incorrect words, hear incorrect words, and do not get the meaning of the audio materials. Thus, researcher concludes that the main problem faced by teacher was mostly about the facilities that support the use of CALL.

Moreover, after analyzing the implementation of CALL to teach listening, researcher give suggestion for the teacher, and the future researcher. First is for the teacher, Computer-assisted is a teaching with computer and its supported tools. Teacher should have a good technological literacy in implementing computer-assisted. Teacher also should make sure that the facilities in the classroom are good enough to support the teaching process with computer-assisted. Teacher should decide what kind of CALL that he/she will use; traditional CALL or internet CALL. Then teacher should design teaching plan and material well because teaching with computer-assisted is different from conventional class. If the situation do not possible, it is better not to use CALL.

Second is for the future researcher, This research only observes the use of computer-assisted in general. Researcher suggest to the future researcher to observe on the use of CALL software in different skills, different materials, or different level of the students. Future researcher also can observe the problems in implementing CALL and the solutions.

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