THE EFFECT OF APPLYING COMPUTER ASSISTED LANGUAGE LEARNING (CALL) METHOD ON THE STUDENTS' ACHIEVEMENT IN LISTENING

SKRIPSI

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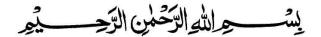
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ABSTRACT

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This study deals with The Effect of Applying Computer Assisted Language Learning (CALL) Method on the Students' Achievement in Listening.The population of this study was the tenth grade students of SMA Negeri 2 Pematangsiantar 2016/2017 academic years atjalan Patuan Anggi No. 8. The totally of populations are 244 students, consists of seven classes. They are X-PMIA1, X-PMIA2, X-PMIA3, X-PMIA4, X-PMIA5, X-PMIA6, X-PMIA7. The sample was taken two classes, X-PMIA2 as Experimental Group for 36 students and X-PMIA5 as Control Group for 36 students. The objective of this study was to investigate the effect of applying computer assisted language learning method on the students' achievement in listening. The instrument of collecting data was written test which administrated to the students. The researcher gave retell procedure text to the students. The data were analyzed by using t-test formula. After analyzing the data, it was found that t-observed (4,51) which was greater than t-table (1,99) with $\alpha = 5\%$ and the degree freedom (df) = 70. The finding showed that the hypothesis of the study is accepted. It meant that using computer assisted language learning method was significantly effective to the students' in listening.

Keywords : *Computer Assisted Language Learning Method, Listening, Procedure Text*

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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The title of this study is *"The Effect of Applying Computer Assisted Language Learning (CALL) Method on the Students' Achievement in Listening"*.with the purpose for submitting in partial fulfillment of the requirement to obtain the Degree of Sarjana Pendidikan from English Department. In writing this study, there were so many problems, obstacles, and difficulties certainly, and it was impossible for the researcher for finishing this study without help from many people around her. It was difficult for the researcher to accomplish this study.

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CHAPTER 1

INTRODUCTION

A. The Background of Study

Listening is one of the four language skills that is important to be acquired. Listening is an important part in communication process. Effective listening is a foundation for successful communication in school, at home, and everyday situation.Listening is an invisible mental process, making it difficult to describe. (Rost, 2002) defines listening, as a process of receiving what the speaker actually says (receptive orientation), constructing and representing meaning (constructive orientation), negotiating meaning with the speaker and responding (collaborative orientation), and creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a comprehending process, it can be a comprehension process of conversation, sing, words, expression and text that they are listen.

Listening is the first of the language arts skills developed.It means that before people get abilities to speak, read and write they must listen first before talking or doing other physical activities. And when it is the time for them to read and talk they still have to listen to gain the knowledge and information. For example, when the teacher ask the students to read an article or text book. In teaching listening, students only need to understand and give any response based on what they have heard.

In reality when the researcher's gave retell procedure text to the students of SMAN 2 Pematangsiantar in academic year 2016/2017 it result is not satisfied. So that, the researcher found some problems of students in listening. The students feel bored in listening, because they do not understand what the speaker said.

The above problem appear because many students have less vocabulary, it makes the students get difficulty to retell the story, the teacher still use conventional method in teaching listening. As in this case, the teacher asked the students to listen and then retell that they have been listened, but they could not do it. Teachers should be more creative in choosing method that can make the class more interesting to listening activities in the classroom.

In this cases, it is expected that students can improve their ability in English language and especially in listening. The researcher is very interested to use Computer Assisted Learning Language Method. According, Graham Davies (2002) stated that CALL is perceived as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element, include videos and extensive used of multimedia CD-ROM.

Based on the description above Computer Assisted Language Learning can be helpful in teaching listening on procedure text is very suitable to be applied to the students in listening through computer. Thus is will be

interesting for the researcher to do research entitle "**The Effect of Applying Computer Assisted Language Learning (CALL) Method on the Students' Achievement in Listening."**

B. The Identification of the Problem

The problems of the study were identified as follows:

1. The students have less vocabulary.

2. The students do not understand what the speaker said.

3. The teacher dominantly used the conventional method.

C. Scope and Limitation

Based on the problem identified previously, the scope was focused on listening skill and the subject was limited on listening procedure text.

D. The Formulation of the Study

The problems of this research was formulated as follows: "is there any significant effect of applying computer assisted language learning method on the students' achievement in listening procedure text?"

E. The Objective of the Study

The objective of this research were followed: "to investigate the effect of applying computer assisted language learning method on the students' achievement in listening procedure text".

F. The Significances of the Study

The resulted is expected to be useful in theoritically and practically as follows:

1. Theoritically

Theoretically the study give useful and interesting way in teaching listening through Computer Assisted Language Learning Method.

2. Practically

a. For teacher, to give them more information to use various method in teaching listening, especially in listening procedure text.

b. For students,to make them feel enjoy and motivates them to learn English especially in listening procedure text.

c. For the researcher, the result of this research can be useful as information when they conduct similar observation and investigation in different place and time

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

In conducting a research, theories are needed to explain some concepts applied concerning to the research. The theories must be clarified to avoid confusion. The following theories are used in this research.

1. Description of Listening

1.1 Definition of Listening

According to (Nunan, 2003) listening is an active, purposeful process of making sense what we hear. Language skills are often and categorize as receptive and productive, speaking and writing are productive skill, that requires a person to receive and understand incoming information (input). Listening is receptive, we can listen to and understand things at higher level then we can procedure. For this reason, people sometimes think of it as a passive skill. Nothing could be further from the truth listening is very active.

Morley (2001:82) stated that in daily activity, listening is skill and dominantly by people over the world. People often listen to news reports, song, from tape, television, computer, or people often listen to people speaking around us directly or by phone. In general, there are four reasons to listening (Hedge, 2000:228). Those are:

1. To engage social rituals

People can get in touch with others by listening to the other's talks, as it the nature feeling.

2. To exchange information

Through listening to the news, people know some information that happen in other country or local region.

3. To share feeling

By listening, people can solve their problems by asking other for suggestion or advices.

4. To enjoy themselves

Listening to the music or song are enjoyable activities. People can do this kind of activity where ever they are. The aim is to entertain and make fine feelings.

1.2 The Purpose of Listening

The purpose of listening can be categorized into some types :

1. To gain information

2. To distinguish between fact and opinion

3. To identify main ideas

4. To summarize ideas

5. To make inferences

6. To follow direction

7. To gratify the listener's sense

8. To sense emotion and moods through words use the manner of delivery

9. The form sensory images, and to descriminative between the sound

1.3 Listening Process

Listening is assuming greater importance in many foreign language contexts, which have until relatively focuse their effort on the development of writing skills. This growing importance is reflected in the ploriferation of commercial listening course.

Rost (2002:46) defines listening as a process of receiving what the speakers actually says (receptive orientations), constructions and repainting (constractive orientations), negotiating meaning with the speaker and responding (collaborative orientations), and creating though involvement, imagination and emphaty (transformative orientations).

Listening is a complex skills, in the case listening run in real activity through some process where the listener must be active and creative in order to improve their listening ability.

According to Brown (2012:10) there are two process of listening. They are buttom-up processing and top-down processing.

a. Buttom-up processing

Buttom-up processing is trying to make sense of what we hear by focusing on different parts; the grammar, vocabulary, and sounds. However it is difficult to get overall parts. And when you try to understand what the speaker say by only looking at the grammar or vocabulary that you do not

understand since you are learning a new language or foreign language then you can not focus on what you are listening to.

b. Top-down processing

Top-down processing starts with background of knowledge called schema. Schema is classified into two. First, content schema that is general knowledge based on life experience and previous learning. Second, textual schema that is the knowledge of language and content used in the particular situation: the language you need at the office is different than what you need when socializing with friends.

1.4 Listening Situation

There are two kinds of listening situation in which we find ourselves:

a. Interactive listening situation

Interactive listening situation include face to face conversation and telephone calls, in which we are alternately listening and speaking and in which we have a change to ask for clarification, repletion, or slower speech from our conversation partner.

b. Non Interactive listening situation

Non interactive listening situation are listening to the radio, video, computer, tv, films, lecturer, or sermons. In such situation we usually don't have the opportunity to as for clarification, slower speech or reparation.

Listening can be lesson for students, because they will be able to minds. So, it take focus in hearing the word or phrase that is pronounced by the speaker. And need to interest a listener in the listener. Students' ability in listening is one of way to know their development in mastering vocabulary, pronounciation, grammar new interaction pattern and it's mean from the speaker.

1.5 Types of Listening

Accordingto Brown (2004: 255), There are four types of listening, namely intensive listening, responsive listening, selective listening, and interactive listening.

1. Intensive listening

   Intensive listening is focus on components like phoneme, intonation, and etc, of element of spoken language. Intensive listening is important in listening instruction, although to be an affective practice it need not be more than a small part of each class session.

2. Responsive listening

   Responsive listening is a significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate response.

3. Selective listening

   Selective listening is the prerequisite for more complex and more extend listening. For extend texts, a popular and useful form of selective listening

is not taking. Not taking is widely viewed as an important macro skill in the lecture listening comprehension process, a skill that often interacts with reading (when integrated with reading material accompanying lecture), writing (the actual writing of the notes or writing based on notes), and speaking (oral construction of the notes or discussion based on the notes).

4. Extensive listening

Extensive listening to develop top down global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening a conversation and deriving a comprehensive message of purpose.

1.6 Listening Problems

The first step the learning problems that students in constructing a successful listening is to identify the learning problems that the students are experiencing as a result of listening to related issues. Richard (2007) there are some problems in listening :

a. Trouble with the sounds.

Most students rely mostly on context for comprehension, they are often themselves unaware sound perception.

b. Have understand every word

Some students feel worried and stressed when they miss some words of the text. Here, the teacher needs to give the students practice in selective

ignoring of heard information or something, they do naturally in their mother tongue. The teacher should explain this point to the students, and set them occasional tasks that ask them to scan a relatively long task for one to limited items of information.

c. Cannot understand fast, naturally native speaker.

The students can only understand if the teacher tasks slowly and clearly. They cannot understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to as much spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.

d. Need to hear thing. More than once.

In order to understand, students need more than once to hear the text. In this problem, the teachercan try to use texts that include "redundant" passage and within which the essential information is presented more than once and not too intensively and give the students the opportunity to request clarification are repitition during the listening.

e. Find the difficult to keep up

The students' feel overloaded with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to picku out what is essential and allow them to ignore the rest.

f. Get tired

Sometimes, students' feel tired and bored to listen, if the discourse is too long. They also feel more difficult to concentrate. The solution of this problem is similar with the third problem.

2. Text, Genre

Texts consist of spoken or written words that have the purpose of conveying a message. And genre much deals with kind of text. It has communicative purpose (social function), generic structure (text organization), and linguistic features. Pardiyono (2007:19) states that text has many types, they are:

a. Description text is a type of written text, which has specific function to give description about an object (human or non human). For example: describe about place of interest.

b. Recount text is a type of written text which gives information to the reader the past activities or event.

c. Narrative text is a type of written text which entertains or gives good lesson to the reader about activities and includes conflict, climax, and resolution. For example: novel.

d. Procedure text is a type of written text which describes the step to accomplish for things of job done. For example: how to make banana milkshake.

e. Explanation text is a type of written text which explains a process of information, or describes how an object works or phenomenon.

f.   Short functional text is a text that has social function to inform something. It's called short functional text because the text is short and has a specific information.

g.   Discussion text is a type of written text which offers viewpoints related to some socio-economic problems.

h.   Exposition text is a type of written text which exposes the argument or opinion to the reader.

i.   New items text is a type of written text which informs newsworthy events of the day and other natural phenomenon to the reader. It usually is written by journalist in newspaper.

j.   Report text is a type of written text which provides information about natural or non natural phenomenon.

k.   Anecdote text is a type of written text which shares with others about ridiculous event or amusing event.

l.   Review text is a type of written text which evaluates the quality of books and other work art.

3.   Description of Procedure Text

3.1 Definition of Procedure Text

Procedure text is a text that is designed to describe how something is achieved through a sewuence of actions or steps. According to (Anderson, 2007: 50) procedure text is a piece of text that gives us instruction for doing something. Procedure text can be found in daily life that often has to perform

some steps to make or to get something done and so most of daily activities are related with proceudre text. That is why the students should understand what procedure text is and how to make it or use it. Procedure text has social function to descirbe how something is completely done through a sequence of action or steps. It is started with the goal is to describe how something is accomplished. The material deals with the thing needed in the case being discussed. The method concerns with a sequence of steps by which something is accomplished to achieve the goal (Siahaan, 2008: 81)

3.2 Generic Structure of Procedure Text

    a. Goal   : Showing the puprose (the title of the text)

    b. Materials   : Telling the needed material.

    c. Steps   : Describing the steps to achieve the purpose.

3.3 Language Features of Procedure Text

    a. Using simple present tense

    b. Using imperative sentence (e.g. go, sit, dont mix, etc)

    c. Using action verb (e.g. put, cook, turn, mix, etc)

    d. Using temporal conjuction or numbering to indicate sequence (e.g. first, second, third,....; then, next, after that,....; before, after, as soon as,....)

3.4 Example of Procedure Text

    a) **GOAL** ~~How To~~ make Ice Tea

b) MATERIAL

Ingrediants :

- Water

- Dye-Tea

- Sugar

- Ice cube

c) STEPS

- First, boilt water.

- Second, put the boiling water into a glass.

- Third, dip a dye tea into the glass.

- Fourth, put a spoonful of sugar into the glass.

- Fifth, mix well.

- Sixth, put 3 small ice cubes into the glass.

4. Computer Assisted Language Learning (CALL) Method

4.1 Definition of Computer Assisted Language Learning (CALL) Method

Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element.

Levy (1997:1) defines CALL more succinctly and more broadly as the search for and study of applications of the computer in language teaching and learning. According to Beatty (2003:7) CALL is any process in which a learner uses a computer and, as a result, improves his or her language CALL has come to encompass issues of materials design, technologies, pedagogical theories and modes of instruction.

CALL is closely related to many other disciplines and the computer. As a tool to aid teaching and learning, CALL is often subsumed within them. CALL know includes highly interactive and communicative support for listening, speaking, reading, and writing.

From definition above, the main focus of CALL is on the application of computers in language learning. Materials for CALL can include those which are purpose made for language learning and those which adapt existing computer based materials, videos and extensive used of multimedia CD-ROM, and the internet.

4.2 The Procedures of Implementation with CALL Method

According to (Grgurovic & Hegelheimer, 2007) the procedures of implementation, the implementation of CALL method in the teaching of listening was divided into three stages: pre-listening, whilst-listening, and post-listening.

a. Pre-Listening

The teacher started the activity by greeting the students and asking who absent in this meeting. Then the teacher described the instructional objective that would be achieved. After that, the teacher told the class that the main activity in the pre-listening stage would be described the text. In doing this activity at the very the beginning the teacher asked meaning of the text to the class. The student answered interchangeable. Then the teacher described the text. Students gave attention to the teacher seriously. Although students looked out haven't ready to received the lesson.

b. Whilst-Listening

The teacher told the class that the main activity in this stage is listening procedure text. The teacher said after listening activity. They will achieved analytic test about the text.

Next, when all the students knew what they had do, the teacher played the CD-ROM (video). All the students listen to the carefully. The teacher gave the time for listening in 20 minutes. While students were listening seriously, the teacher monitored from her chair.

After finished listening the teacher distributed retell to the students. The teacher gave the time 15 minutes to answer these questions. During this activity. Then, students finished re-write, the teacher collected their papers.

c. Post-Listening

   The teacher told that the main activity in this stage was providing feedback toward the students performance. The teacher said that the comments were as the feedback to help students in preparing the next listening comprehension.

4.3 The Advantages of CALL Method

   There are some advantages of Computer Assisted Language Learning (CALL) method, they are :

1. CALL is a neutral medium. Compared to teachers, computers do not lose patience, get angry, or play favourites as some teachers do. This creates a safe learning environment.

2. CALL can adapt to the learners' abilities, preferences, cognitive and learning styles, and adapt to the learner's self-paced learning.

3. CALL, with branching capability, provides choices and paths for learning, allowing learners to work independently.

4. CALL provides strong motivation for learning. Students will often do on a computer what they are reluctant to do in a textbook or paper-pencil.

5. Some CALL features such as graphics, sounds, animation, video, audio are interesting and motivating for many learners, and allowing for creating authentic meaningful language learning environments.

6. CALL (internet) provides authentic communication that motivates students to use language outside language classroom.

7. The teacher becomes a facilitator rather than a person who controls the learning environment.

8. CALL is predictable and non-judgemental.

9. CALL can lower the amount of time required to master some materials.

10. CALL (the internet) has no limitations regarding different time zones and place.

11. CALL is cost effective.

4.4 The Disadvantages of CALL Method

There are disadvantages of this method, namely :

1. Schools may lack funds for CALL implementations. Some CALL hardware and software are very expensive. It is problematic in schools that have limited funding.

2. The design of good CALL software needs expensive equipment and cooperative team work.

3. Many teachers are anxious about CALL because they have limited skills and experience in CALL theory and delivery.

4. Graphics and sounds provided on the computer are sometimes unrealistic and incomprehensible.

5. There are a lot of web pages of poor quality. There is a lot of junk on the internet. Teachers need to evaluate internet web pages with great care before downloading or assigning the students to access them.

6. A lot of teachers still lack training and skills in using the CALL, and training costs are high.

7. There is fear that the computer might isolate students from social activities.

8. A lot of CALL software (e.g. Drill and Practice type) focus on teaching separate, discrete language skills and component, ignoring discourse, contexts, and cultures.

9. Some CALL (e.g. the internet) does not support face to face communication (e.g. e-mail, chat) well, though some present technologies can provide sounds and pictures during communication there are some limitations with speed, sound and picture quality.

10. A lot of CALL activities are limited to certain types of exercises such as multiple choices, true false, matching, completion, ignoring question-answer interactions.

B. Conceptual Framework

Listening is one of skill in language learning. In listening we need the comprehension to interpret the message of spoken language. In listening process, successful listeners are good predictors. They predict what they hear by using the knowledge they already. Teacher as guider in the class should prepare appropriate materials for the students, because the materials is very needed in listening to know what is discussed, it means the materials is the topic of discussion (narrative text). Material should be arranged logically in

order to the students can receive it correctly and comprehend the messages of the materials.

On the other hand, the researcher will find out some aspects which influence of mastering listening, they are hearing the sounds, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial, vocabulary, fatigue,understanding different accents, using visual and aural environment clues. These aspects can be a problem for the listener if they do not master English well but the most important of them, the listener should master the listening and pronunciation in English because without mastering them the listener cannot interpret the message of the spoken language.

Some of teachers have not found appropriate method in teaching listening. They still use step to teach listening a narrative text to students. It will be more comfortable for the teaches if they teach listening by using computer assissted language learning method which can make them fell like listening. Because computer can form of image or video, so that makes them interested to learning english especially in listening.

This research focuses on the effect of applying computer assisted language learning on the students' achievement in listening, as we know that computer assissted language learning is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element.

Learning by using this method will help the students to increase their listening because the computer can make easier for students to know themeaning of the word in English.

C. Hypothesis

Based on the review of literature and framework related sbove in this study, alternative hypothesis (Ha) and Null hypothesis (Ho) was formulated as the following :

Ha : There is a signficant effect of applying Computer Assissted Language Learning (CALL) Method on the students' achievement in listening.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

The location of the research was conducted at SMA Negeri 2 Pematangsiantar, on jalan Patuan Anggi No. 8,it will be conducted during the academic year of 2016/2017. Start from February to March 2017. The reason for choosing this school because based on the researcher's observation in this school, the students still lacked of in listening. The students in that school are not interested in listening because they do not know what the speakers says. It made the students became confused and not interested. They did not know what they should do. Therefore, this research to be able to solve this problem.

B. Population and Sample

1. Population

Population of this research was taken from the tenth grade students of SMAN 2 Pematangsiantar of the academic year 2016/2017, which consists of seven parallel classes. They are X-PMIA1consist of 36 students, X-PMIA2 consist of 36 students, X-PMIA3 consist of 36 students, X-PMIA4 consist of 34 students, X-PMIA5 consist of 36 students, X-PMIA6 consist of 33 students, X-PMIA7 consist of 33 students. So, the totally of the populations of this research are 264 students.

Table 3.1
The Population of Research

Class	Population
X-PMIA1	36
X-PMIA2	36
X-PMIA3	36
X-PMIA4	34
X-PMIA5	36
X-PMIA6	33
X-PMIA7	33
Total	**244**

2. Sample

Sample is a procedure of taking the data, where only a part of population would be taken and use to determine the characteristic from the population. According to Sugiyono (2013), Sample is part of number and characteristic possessed by the population. In this research applied cluster random sampling, it used if the number of population heterogeneous. So the total sample in this research were 72 students from two classes. There were X-PMIA2 and X-PMIA5.

Table 3.2
The Sample of the Research

Class	Sample
X-PMIA2	36
X-PMIA5	36
Total	**72**

C. Research Design

In This research used descriptive quantitative method. The design of two groups named experimental group and control group. Experimental group

which consist of 36students, the experimental group was taught by using computer assisted language learning method. Control group which consist of 36 students, control group was taught without using computer assisted language learning method.

Table 3.3
Research Design

Group	Pre-test	Treatment	Post-test
Experimental (X)	✓	Using Computer Assisted Language Learning Method	✓
Control (Y)	✓	-	✓

Where:

X   : The experimental group where students was taught by using

      Computer Assisted Language Learning Method.

Y   : The control group where students was taught withoutby using

      Computer Assisted Language Learning Method.

a. Pre-test

Both of two groups, the experimental group and control group were given pre-test before the treatment. The function of the pre-test was to measure the mean score of both groups.

b. Treatment

In teaching listening, different treatment was used to experimental and control group. The experimental group was given by using computer assisted language learning method, while the control group was given by using without computer assisted language learning method.

Table 3.4
The Procedures Treatment of Experimental Group by Using
Computer Assisted Language Learning (CALL) Method

Stage	Researcher's Activities	Student's Activities
Pre-listening stage	The researcher greets the students to open the class.	The students greets the teacher.
	Motivating the students.	The students listento the teacher's motivation.
	The researcher giving brainstorming and some question about the text.	The students answer the teacher's question.
	The researcher explained the procedure text, generic structure, and language features of procedure	The students give attention to the teacher seriously.
Whilst-listening stage	The researcher played CD (video).	students were pay attention andlisten seriously
	The researcherasked the students retell in their papers.	The students re-write the procedure text.
	The researcherassigned to collected their papers.	The students collect their sheet.
Post-listening stage	The researcher gave conclusion or feedback toward the students performance.	The students listen the teacher's explaination.

c. Post-test

After having the treatment, the post test was given to the students. The post test is same as the pre test. The post test was the final test in this research, especially in measuring the treatment, whether it was significant or not, it means to know wheather the treatment gave effect or not on the students' achievement in listening.

D. Instrument of Research

The instrument of collecting data in this research used written test. A written test is as an instrument in collecting the data. The researcher asked to the students to re-write the procedure text. The test was taken from youtube (http://www.youtube.com/watch??v=wYzZUAKTHfeQ).

1.1 **Indicator of Listening test**

The cumulative score is ranging from 0-100 scoring listening test in order to know the students achievement in listening test. According Jacob in Hughes (2003) there are five indicators in scoring listening test. They are:

Table 3.5
The Indicators to Evaluate Listening

a. Vocabulary (25)

Level	Explanation
21-25	Very Good : rarely has trouble
13-20	Good : sometimes user inappropriate term about language
7-12	Fair : frequent user wrong words speech limited to simply vocabulary
1-6	Unsatisfactory : very limited vocabulary and make the comprehension quite difficult.

b. Comprehension (30)

Level	Explanation
26-30	Very Good : few noticeable errors
15-25	Good : occasionally grammatical errors which do not observe meaning
9-14	Fair : errors of the basic structure, meaning occasionally obscure by grammatical errors.
1-8	Unsatisfactory : usage definitely unsatisfactory frequently needs to rephrase construction or district himself to basic structure.

c. Grammar (25)

Level	Explanation
23-25	Very Good : errors in grammar are quite rare
16-22	Good : control of grammar is good
6-15	Fair : construction quite accurately but does not have throught or confident control of the grammar
1-5	Unsatisfactory : errors ini grammar frequent to speak language

d. Spelling (20)

Level	Explanation
16-20	Very Good : demonstrate mastery few errors spelling, punctuation and capitalization
11-15	Good : occasional errors of spelling, punctuation, and capitalization
6-10	Fair : major errors of spelling, punctuation and capitalization writing sentence poor, meaning confused or obscured
1-5	Unsatisfactory : no mastery convention dominate by errors of spelling, punctuation and capitalization, hand writing illegible or not enough to evaluate

E. Technique for Collecting the Data

The data collecting is an important parts in conducting study. In order to get the data and to know influence of this technique in the students.

The researcher was applied some steps in collecting data, such as:

1. Giving pre-test for students in experimental and control group.

2. Making treatment for experimental group by using computer assisted language learning method and control group without using computer assisted language learning method.

3. Giving post-test for students in experimental and control class.

4. Collecting the students' paper sheets.

F. Technique for Analyzing Data

After collecting the data from the test, the data was analyzed by using the following procedure:

1. Reading the students' answer sheet.

2. Identifying the students' answer sheet.

3. Scoring the students' answer.

4. Listing their scores in two scores tables; first for experimental group scores as X variable and second for control group scores as Y variable.

5. Calculating the mean of the students' score by using formula:

$$M_1 = \frac{\sum X}{N_1} \text{ for variable X}$$

$$M_2 = \frac{\sum Y}{N_2} \text{ for variable Y}$$

6. Measuring Standard Deviation of variable X and variable Y by using the following formula:

$$SD_1 = \sqrt{\frac{\sum X^2}{N_1}} \text{ for variable X}$$

$$SD_2 = \sqrt{\frac{\sum Y^2}{N_2}} \text{ for variable Y}$$

7. Finding out a standard error of mean of both variable by using the following formula:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}} \text{ for variable X}$$

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}} \text{ for variable Y}$$

8. Finding out the Standard Error differential between M_x and M_y using the

   formula:

$$SE_{M1\text{-}M2} = \sqrt{SE_{M_1^2} + SE_{M_2^2}}$$

9. Testing the hypothesis by applying T-test:

$$T_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

   Note:

   SD_x : Standard Deviation of experimental group.

   SD_y : Standard Deviation of control group.

   X^2 : Total score of $(X_2 - X_1)^2$.

   Y^2 : Total score of $(Y_2 - Y_1)^2$

   N_1 : Total sample of experimental group.

   N_2 : Total sample of control group.

   SE_{M1} : Standard Error of Mean in experimental group.

   SE_{M2} : Standard Error of Mean in control group.

   $SE_{M1\text{-}M2}$: Standard Error differential between M_x and M_y.

   t_o : Test observation.

G. Statistical Hypothesis

Ha   : There is a significant effect of using computer assisted language

            learning method on the students' achievement in listening.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data was collected by giving the students a listening test. In this research the sample was divided into two groups. The experimental and control group. Each group was given pre-test and post-test. Below was the table of sample score:

Table 4.1
The Score of Pre-Test in Experimental Group

No	Students' Initial Name	Indicators				Score
		V	C	G	S	
1	AAH	20	22	18	17	77
2	AHS	15	14	12	13	54
3	AM	20	16	19	16	71
4	ARA	12	12	14	13	51
5	AJS	19	20	13	12	64
6	BABB	17	12	15	14	58
7	BIS	15	16	14	18	63
8	DYS	14	16	13	14	57
9	DAB	19	18	16	18	71
10	FS	18	15	14	15	62
11	HPH	17	19	17	14	67
12	HNP	15	11	12	11	49
13	HCS	20	20	15	12	67
14	JNSH	18	13	12	12	55
15	KHS	18	15	15	13	61
16	LAL	18	18	12	15	63
17	MAS	20	20	12	15	67
18	NMMD	18	17	15	14	64
19	NZ	13	16	17	15	61
20	NSAD	14	15	17	13	59
21	PMS	18	15	15	13	61
22	PBHS	15	12	15	12	54

23	RAP	14	16	16	14	60
24	RP	19	18	16	14	67
25	RMP	20	13	10	14	57
26	RAAS	13	15	10	11	49
27	RDS	20	17	15	16	68
28	RTS	18	12	15	15	60
29	SES	20	21	18	15	74
30	SS	18	15	12	18	63
31	VPM	17	18	20	16	71
32	WCBB	20	12	12	14	58
33	WRPS	18	15	16	17	66
34	WSP	18	19	15	18	70
35	YCS	15	18	14	15	62
36	YBW	18	19	13	15	65
	Total					2230
	Mean					61,94

The data in table 4.1 above showed that the lowest score of pre-test in experimental group was 49while the highest score of pre-test was 71.

Table 4.2
The Score of Post-Test in Experimental Group

No	Students' Initial Name	Indicators				Score
		V	C	G	S	
1	AAH	20	22	18	17	77
2	AHS	22	25	20	20	85
3	AM	23	20	18	20	81
4	ARA	24	20	20	20	84
5	AJS	25	27	20	20	92
6	BABB	21	19	22	18	80
7	BIS	20	19	20	20	79
8	DYS	24	20	23	17	84
9	DAB	21	24	20	22	87
10	FS	20	20	22	20	82
11	HPH	19	20	22	19	80
12	HNP	20	25	22	18	85
13	HCS	18	24	20	20	82

14	JNSH	20	25	18	19	82
15	KHS	19	21	20	20	80
16	LAL	24	24	24	20	92
17	MAS	20	22	21	18	81
18	NMMD	18	25	23	18	84
19	NZ	18	22	20	20	80
20	NSAD	19	18	23	20	80
21	PMS	20	23	22	18	83
22	PBHS	19	21	20	20	80
23	RAP	17	25	25	20	87
24	RP	20	22	23	18	83
25	RMP	19	27	22	18	86
26	RAAS	20	22	24	16	82
27	RDS	17	25	22	20	84
28	RTS	20	24	25	19	88
29	SES	25	27	20	20	92
30	SS	22	25	24	19	90
31	VPM	20	24	25	18	87
32	WCBB	22	20	25	18	85
33	WRPS	19	24	22	20	85
34	WSP	20	24	19	17	80
35	YCS	18	24	22	16	80
36	YBW	23	22	20	20	85
	Total					3014
	Mean					83,72

The data in table 4.2 above showed that the lowest score of post-test in experimental group was 77 while the highest score of post-test was 92.

Table 4.3
The Score of Pre-Test in Control Group

No	Students' Initial Name	Indicators				Score
		V	C	G	S	
1	AANBS	8	10	10	10	38
2	AFS	10	13	12	15	50
3	AEM	11	12	12	11	46

4	ADEG	10	13	11	14	48
6	BJPS	10	10	10	13	42
7	CTS	14	13	15	16	58
8	DBD	10	10	10	10	40
9	DAP	14	12	15	13	54
10	ENL	12	14	10	10	46
11	EHHM	9	12	9	13	43
12	ES	14	13	12	11	50
13	ES	12	13	10	10	45
14	EARS	10	13	12	12	47
15	EY	11	11	12	10	42
16	FRA	12	13	11	12	48
17	FW	12	11	12	13	48
18	FBA	8	10	10	10	38
19	GPN	10	10	13	12	45
20	GNFD	12	10	12	13	47
21	JP	12	13	15	13	53
22	JRS	11	12	15	12	50
23	MRM	12	15	12	10	49
24	RSS	12	11	12	12	47
25	RYDS	13	13	10	14	50
26	RNF	12	12	10	12	46
27	RTS	12	13	10	10	45
28	RAM	20	15	16	14	65
29	TLS	10	13	10	10	43
30	VM	13	10	12	10	45
31	VJP	10	12	10	10	42
32	VY	15	13	12	10	50
33	WA	14	11	12	11	48
34	YSH	10	12	13	12	47
35	YHS	13	14	12	10	49
36	YAN	12	10	12	17	51
	Total					1712
	Mean					47,55

The data in table 4.3 above showed that the lowest score of pre-test in control group was 38while the highest score of pre-test was 65.

Table 4.4
The Score of Post-Test in Control Group

No	Students' Initial Name	Indicators				Score
		V	C	G	S	
1	AANBS	12	15	14	15	56
2	AFS	15	12	15	15	57
3	AEM	17	15	13	11	56
4	ADEG	17	20	20	20	77
5	ATA	20	15	17	13	65
6	BJPS	13	15	12	16	56
7	CTS	18	13	17	15	63
8	DBD	12	14	15	13	54
9	DAP	14	16	13	15	58
10	ENL	12	14	13	15	54
11	EHHM	15	13	13	15	56
12	ES	20	15	14	18	67
13	ES	12	15	16	13	56
14	EARS	12	17	13	15	57
15	EY	17	15	13	15	60
16	FRA	15	18	13	17	63
17	FW	14	11	13	14	52
18	FBA	17	10	13	15	55
19	GPN	18	17	15	20	70
20	GNFD	12	14	15	13	54
21	JP	15	17	13	16	61
22	JRS	12	15	11	15	53
23	MRM	12	13	12	17	54
24	RSS	15	13	17	16	61
25	RYDS	14	13	16	17	60
26	RNF	12	13	15	18	58
27	RTS	13	15	13	15	56
28	RAM	20	18	15	19	72
29	TLS	15	14	12	15	56
30	VM	16	15	18	17	66
31	VJP	15	17	17	10	59
32	VY	17	15	12	16	60
33	WA	14	14	13	16	57
34	YSH	16	13	16	14	59
35	YHS	16	17	15	15	63

36	YAN	20	18	13	15	66
	Total					2147
	Mean					59,63

The data in table 4.4 above showed that the lowest score of post-test in experimental group was 52 while the highest score of pre-test was 77.

B. The Data Analysis

Based on the data from the test, the score were analyzed in order that the differences of pre-test and post-test of the experimental group and control group.

Table 4.5
The differencess Score between Pre-Test and Post-Test in Experimental Group

No	Students' Initial Name	Pre-Test (x_1)	Post-Test (x_2)	X $(x_2 - x_1)$
1	AAH	61	77	16
2	AHS	54	85	31
3	AM	71	81	10
4	ARA	51	84	33
5	AJS	64	92	28
6	BABB	58	80	22
7	BIS	63	79	16
8	DYS	57	84	27
9	DAB	71	87	16
10	FS	62	82	20
11	HPH	67	80	13
12	HNP	49	85	36
13	HCS	67	82	15
14	JNSH	55	82	27
15	KHS	61	80	19
16	LAL	63	92	29
17	MAS	67	81	14
18	NMMD	64	84	20
19	NZ	61	80	19
20	NSAD	59	80	21
21	PMS	61	83	22

No	Students' Initial Name	Pre-Test	Post-Test	X
22	PBHS	54	80	26
23	RAP	60	87	27
24	RP	67	83	16
25	RMP	57	86	29
26	RAAS	49	82	33
27	RDS	68	84	16
28	RTS	60	88	28
29	SES	74	92	18
30	SS	63	90	27
31	VPM	71	87	16
32	WCBB	58	85	27
33	WRPS	66	85	19
34	WSP	70	80	10
35	YCS	62	80	18
36	YBW	65	85	20
	Total	2230	3014	784
	Mean	61,94	83,72	21,78

Based on the table 4.5 above the mean score of Experimental group were calculated as the follows:

$$MX_1 = \frac{\sum X_1}{n_1} = \frac{784}{36} = 21,78$$

Which:

MX_1 : The mean score of experimental group

$\sum X_1$: The scores of $x_2 - x_1$

n_1 : The sample of experimental group

Table 4.6
The Differences Score between Pre-test and Post-Test
in Control Group.

No	Students' Initial Name	Pre-Test (y_1)	Post-Test (y_2)	X ($y_2 - y_1$)
1	AANBS	38	56	18
2	AFS	50	57	7
3	AEM	46	56	10

4	ADEG	48	77	29
5	ATA	57	65	8
6	BJPS	42	56	14
7	CTS	58	63	5
8	DBD	40	54	14
9	DAP	54	58	4
10	ENL	46	54	8
11	EHHM	43	56	13
12	ES	50	67	17
13	ES	45	56	11
14	EARS	47	57	10
15	EY	42	60	18
16	FRA	48	63	15
17	FW	48	52	4
18	FBA	38	55	17
19	GPN	45	70	25
20	GNFD	47	54	7
21	JP	53	61	8
22	JRS	50	53	3
23	MRM	49	54	5
24	RSS	47	61	14
25	RYDS	50	60	10
26	RNF	46	58	12
27	RTS	45	56	11
28	RAM	65	72	7
29	TLS	43	56	13
30	VM	45	66	21
31	VJP	42	59	17
32	VY	50	60	10
33	WA	48	57	9
34	YSH	47	59	12
35	YHS	49	63	14
36	YAN	51	66	15
	Total	1712	2147	435
	Mean	47,55	59,63	12,08

Based on the table 4.6 above the mean score of Control group were calculated as the follows:

$$My_1 = \frac{\sum y_1}{n_2} = \frac{435}{36} = 12,08$$

Which:

My_1 : The mean score of control group

$\sum y_1$: The scores of y_2-y_1

n_2 : The sample of control group

Based on the mean score of both sample groups, the following tables were

the tables for calculating the correlation score in both groups.

Table 4.7
The Calculation of Mean and Standard Deviation Score of Experimental Group.

No	Students' Initial Name	X (x_2-x_1)	X (X-Mx)	X (X-Mx)^2
1	AAH	16	-5,78	33,4084
2	AHS	31	9,22	85,0084
3	AM	10	-11,78	138,7684
4	ARA	33	11,22	125,8884
5	AJS	28	6,22	38,6884
6	BABB	22	0,22	0,0484
7	BIS	16	-5,78	33,4084
8	DYS	27	5,22	27,2484
9	DAB	16	-5,78	33,4084
10	FS	20	-1,78	3,1684
11	HPH	13	-8,78	77,0884
12	HNP	36	14,22	202,2084
13	HCS	15	-6,78	45,9684
14	JNSH	27	5,22	27,2484
15	KHS	19	-2,78	7,7284
16	LAL	29	7,22	52,1284
17	MAS	14	-7,78	60,5284
18	NMMD	20	-1,78	3,1684
19	NZ	19	-2,78	7,7284
20	NSAD	21	-0,78	0,6084
21	PMS	22	0,22	0,0484
22	PBHS	26	4,22	17,8084
23	RAP	27	5,22	27,2484

24	RP	16	-5,78	33,4084
25	RMP	29	7,22	52,1284
26	RAAS	33	11,22	125,8884
27	RDS	16	-5,78	33,4084
28	RTS	28	6,22	38,6884
29	SES	18	-3,78	14,2884
30	SS	27	5,22	27,2484
31	VPM	16	-5,78	33,4084
32	WCBB	27	5,22	27,2484
33	WRPS	19	-2,78	7,7284
34	WSP	10	-11,78	138,7684
35	YCS	18	-3,78	14,2884
36	YBW	20	-1,78	3,1684
	Total	784	-0,08	1598,222
	Mean	21,78	-0,0022	44,395
	SD			6,662

Table 4.8
The Calculation of Mean and Standard Deviation Score of Control Group.

No	Students' Initial Name	X (y_2-y_1)	X (y-My)	X (y-My)^2
1	AANBS	18	5,92	35,0464
2	AFS	7	-5,08	25,8064
3	AEM	10	-2,08	4,3264
4	ADEG	29	16,92	286,2864
5	ATA	8	-4,08	16,6464
6	BJPS	14	1,92	3,6864
7	CTS	5	-7,08	50,1264
8	DBD	14	1,92	3,6864
9	DAP	4	-8,08	65,2864
10	ENL	8	-4,08	16,6464
11	EHHM	13	0,92	0,8464
12	ES	17	4,92	24,2064
13	ES	11	-1,08	1,1664
14	EARS	10	-2,08	4,3264
15	EY	18	5,92	35,0464
16	FRA	15	2,92	8,5264
17	FW	4	-8,08	65,2864

18	FBA	17	4,92	24,2064
19	GPN	25	12,92	166,9264
20	GNFD	7	-5,08	25,8064
21	JP	8	-4,08	16,6464
22	JRS	3	-9,08	82,4464
23	MRM	5	-7,08	50,1264
24	RSS	14	1,92	3,6864
25	RYDS	10	-2,08	4,3264
26	RNF	12	-0,08	0,0064
27	RTS	11	-1,08	1,1664
28	RAM	7	-5,08	25,8064
29	TLS	13	0,92	0,8464
30	VM	21	8,92	79,5664
31	VJP	17	4,92	24,2064
32	VY	10	-2,08	4,3264
33	WA	9	-3,08	9,4864
34	YSH	12	-0,08	0,0064
35	YHS	14	1,92	3,6864
36	YAN	15	2,92	8,5264
	Total	435	0,12	1178,75
	Mean	12,08	0,0033	32,743
	SD			5,722

Based on the table 4.8 showed that the calculation standard deviation of the experimental group was 1178,75.

Based on the tables above, the following t-test was implemented to find out the $t_{observe}$ value both of experimental and control group as the basis to test hypothesis of this research.

Measuring the standard deviation of variable by using the following formula :

1. SD Variable X

$$SD_x = \sqrt{\frac{\Sigma x^2}{N_1}}$$

$$= \sqrt{\frac{1598{,}222}{36}}$$

$$= \sqrt{44{,}395}$$

$$= 6{,}662$$

2. SD Variable Y

$$SD_y = \sqrt{\frac{\Sigma y^2}{N_2}}$$

$$= \sqrt{\frac{1178{,}75}{36}}$$

$$= \sqrt{32{,}743}$$

$$= 5{,}722$$

Based on the calculation above shown the following facts:

SD_x = 6,662

SD_y = 5,722

N_1 = 36

N_1 = 36

X = 784

Y = 435

M_x = 21,78

M_y = 12,08

X (x-Mx)^2 = 1598,222

X (y-My)^2 = 1178,75

Therefore, the following formula was implemented:

$$SE_{M1} = \frac{SD_x}{\sqrt{N1-1}}$$

$$= \frac{6,662}{\sqrt{36-1}}$$

$$= \frac{6,662}{5,91}$$

$$= 1,126$$

$$SE_{M2} = \frac{SD_y}{\sqrt{N1-1}}$$

$$= \frac{5,722}{\sqrt{36-1}}$$

$$= \frac{5,722}{5,91}$$

$$= 0,967$$

Next the following was implemented to find out the error standard deviation between

$$M_1 - M_2$$

$$SE_{M1-M2} = \sqrt{SE_{m1}{}^2 + SE_{m2}{}^2}$$

$$= \sqrt{1,126^2 + 0,967^2}$$

$$= \sqrt{1,267 + 0,935}$$

$$= \sqrt{2,202}$$

$$= 1,48$$

The result above then be applied to test hypothesis

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$= \frac{21{,}78 - 12{,}08}{1{,}48}$$

$$= \frac{9{,}7}{1{,}48}$$

$$= 6{,}55$$

C. Testing hypothesis

The result above then be applied to test hypothesis

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$= \frac{21{,}78 - 12{,}08}{1{,}48}$$

$$= \frac{9{,}7}{1{,}48}$$

$$= 6{,}55$$

$$df = N_1 + N_2 - 2$$

$$= 36 + 36 - 2$$

$$= 70$$

After calculating the data above by using using t-test formula, the result t-result showed that t-observe was 6,55. Then based on the table of distribution of t-observe as the basic of counting t-observe in certain of the degree of freedom (df), the calculation of df used the formula df= $N_1 + N_2 - 2$ with df= 36+36−2 =70. The fact showed that t-observe > t-table (6,55 >1,99). Therefore, the null hypothesis was rejected and the alternative hypotesis accepted. In other words, the students who were taught by its mean that there was significant effect of applying computer assisted language learning method to students' listening better than

those who were taugh without applying applying computer assisted language learning method.

D. Research Findings

After conducting the pre-test and post-test for both experimental and control group, then the finding of this study could be as follows:

1. There was significant effect of applying computer assisted language learning method to students' listening, which had been proven from the result of t test $t_{observe} > t_{table}$ (6,55> 1,99) with α = 5% and degree of freedom (df) = 70.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed the data, the conclusion are:

1. There was significant effect of applying computer assisted language learning method to students' listening which was proved from the result of t-critical (6,55> 1,99) with α = 5% and degree of freedom (df) = 70. So it was means that Ho rejected and Ha acccepted.

B. Suggestion

In relation to the conclusion before, sugesstion are put below:

1. It is suggested to the English teachers to using computer assisted language learning method to the students because it enables to active their prior knowledge.

2. As English teachers can using computer assisted language learning method to the students because this method can help them in getting better understanding listening.

3. It is suggested to students to practice computer assisted language learning method by themselves to encourage their confidence and to help them when they following final examination.

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