

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The findings and discussion are the fourth chapter in this study. It contains two important parts, such as findings and discussions. The findings consist of the results of research obtained in the field with observation, interview, and documentation techniques. The discussion consisted of analyzing the data described in the findings by comparing it with the theories that had been collected in this study.

#### **A. Findings**

There are two research question that have to be answered in this research. The first is English teacher did promote computer-assisted language learning (CALL) as media in teaching listening. The second is students' perceptions about promoting computer-assisted language learning (CALL) as media in teaching listening by english teacher.

In this section the writer will describe the results of the data obtained by the writer while conducting research. The writer conducted research on teacher and students in listening class who promoted computer-assisted language learning (CALL) as media in teaching listening. The writer has conducted research on January of 27, 2020 until February of 24, 2020.

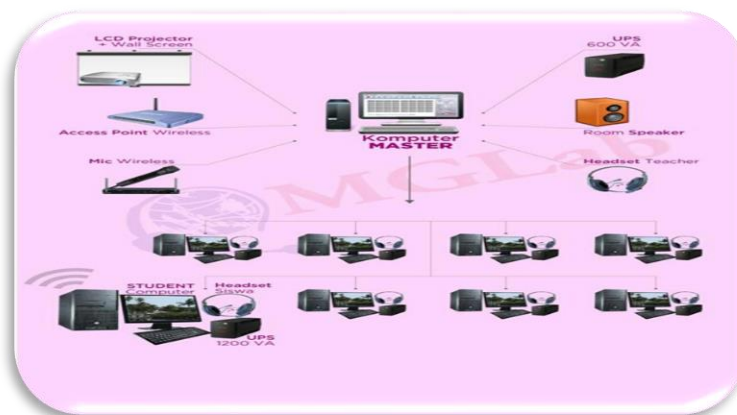
## **1. Promoting Computer-Assisted Language Learning (CALL) as Media in Teaching Listening**

In listening classes English teachers promote computer-assisted language learning (CALL) as media in teaching listening. In collecting data in this section the writer used observation, and interview. The writer conducted three observations in this study. The observations did when the teacher and students used the computer-assisted language learning (CALL) as media in listening class. The writer also conducted interviews with teachers who promoted the computer-assisted language learning (CALL) as media to learn more in this study. The writer also took several pictures when the teacher and students did the learning promoting computer-assisted language learning (CALL) as media. Details of the observation and interview process conducted by the writer from the teaching and learning process of D class students in English education department can be seen in the appendix.

To get data and to answer this research question. The writer used observation and interview with teacher. The writer conducted four observations in teacher's class, and interviewed her directly. The writer only made four observations because the results of the data obtained from four observations were considered by the writer as sufficient. By doing four observations the writer can conclude the answer to this research question. Starting from the first observation to the fourth, the data obtained has not changed anymore. The writer also interviewed teacher to strengthen the data obtained from observation.

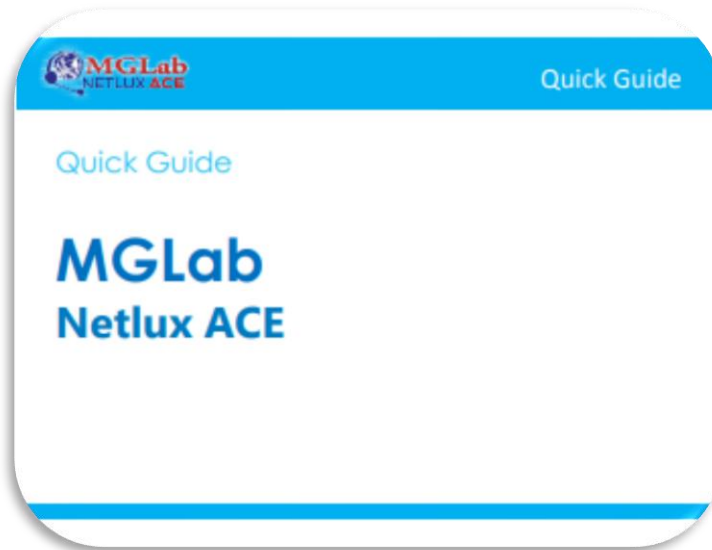
Based on four observations made by the writer found that the Computer Assisted Language Learning was used for media working on teaching activity made by teacher in this listening class and to help answer the assignments according to teacher instructions. At the observation the writer found that teacher used the Computer Assisted Language Learning has been connected wifi to help answer the assignments to students. The task given difference every week related to learning material, the first task namely Meeting People For The First Time, the second task namely Celebration, the third task namely Environment, the last task is middle test. Teacher provide this task in the question sheet, the task being in the form of Multiple Choice and essay. The writer want to show the step how the teacher handled the class promoted Computer Assisted Language Learning with MG Lab Netlux ACE Application that couldn be seen in the pictures below:

a. Schema of Teacher operated CALL



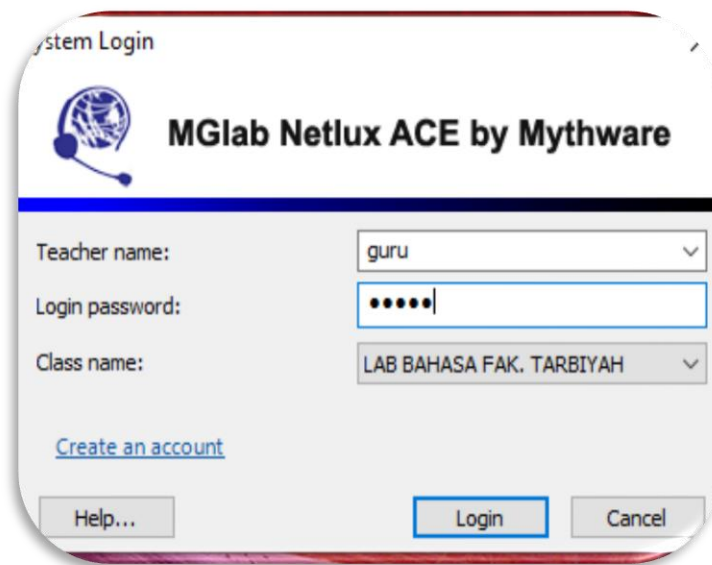
(Picture.4.1: Source of website MG Lab Netlux ACE company)

- b. Step 1 : Open the MG Lab Netlux ACE Application page



(Picture.4.2: As Teacher)

- c. Step 3 : Teacher's Login

The image shows a login form titled 'System Login' for 'MGLab Netlux ACE by Mythware'. The form includes three input fields: 'Teacher name' with a dropdown menu showing 'guru', 'Login password' with a masked password field (six dots), and 'Class name' with a dropdown menu showing 'LAB BAHASA FAK. TARBIYAH'. Below the fields is a link for 'Create an account'. At the bottom, there are three buttons: 'Help...', 'Login', and 'Cancel'.

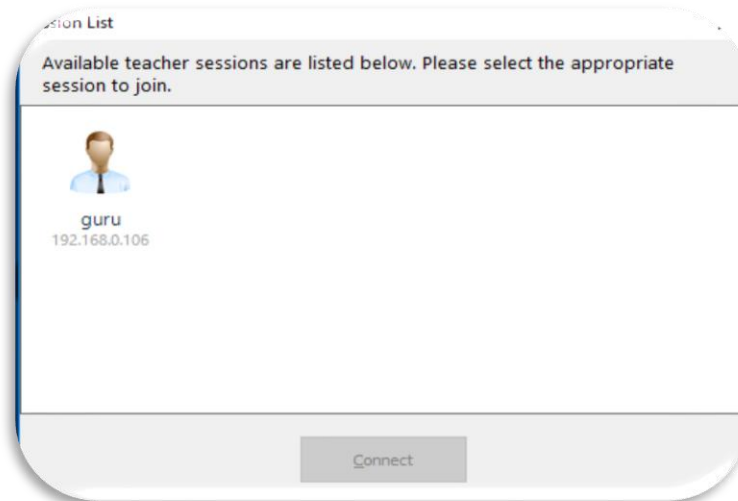
(Picture.4.3: As Teacher )

- d. Step 4 : Click the monitor picture



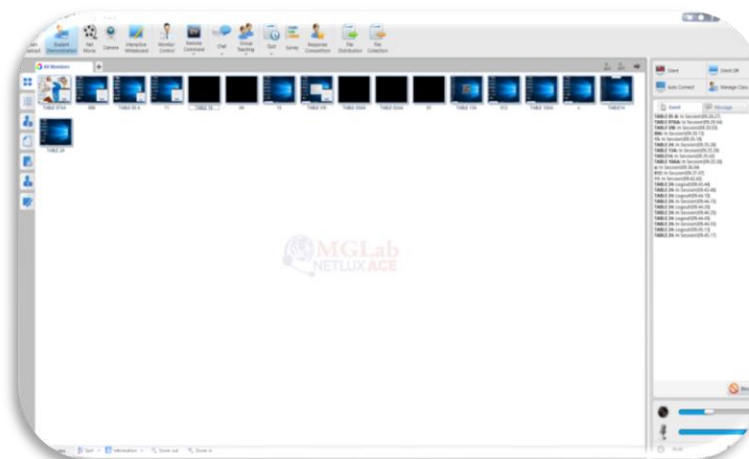
(Picture.4.4: As students)

- e. Step 5 : Click the teacher picture



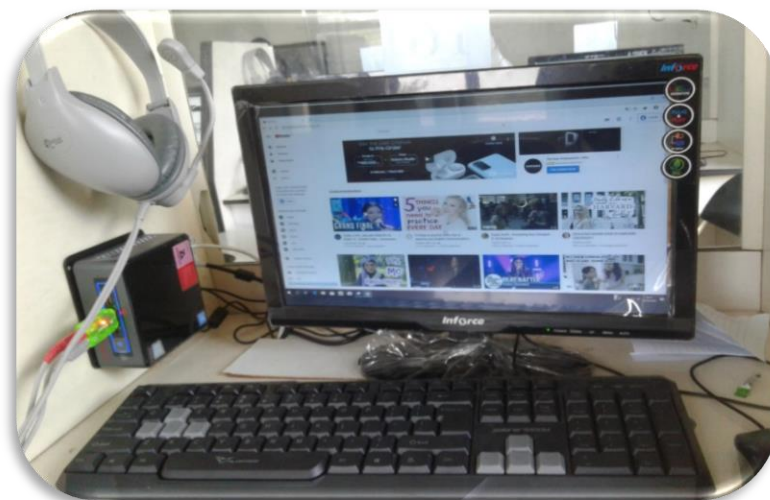
(Picture.4.5: As students)

- f. Step 6 : Student computers automatically connected with teacher computer.



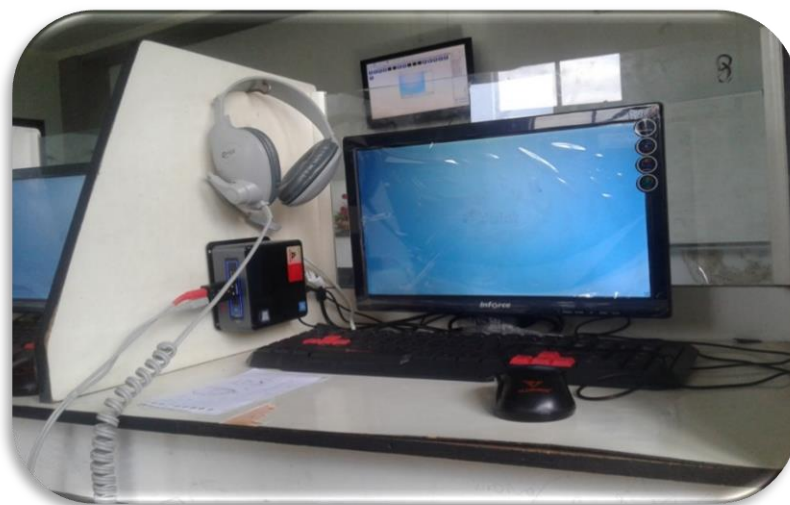
(Picture.4.6: Teacher's Computer)

- g. Teacher's did pre-listening activity to given warming up from youtube



(Picture.4.6: Student's Computer )

- h. Teacher's did while-listening activity to given the audio section to answer the task



(Picture.4.7: Student's Computer )

Name :
SRN/Class :
Date :

**A. Listen. People are meeting for the first time. What are they talking about? Circle the correct answers. (1x)**

1	a) jobs b) hometowns c) the weather
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2	a) salary b) age c) relationships
---	---

3	a) likes and dislike b) relationships c) salary
---	---

4	a) hometowns b) where they are right now c) jobs
---	--

5	a) age b) personal decisions c) religion
---	--

**B. Listen again. What are the speakers' relationship to the people they describe? Circle the correct answers (1x)**

1	a) He's her father b) He's her uncle c) He's her neighbor
---	---

2	a) He's her husband b) He's her boyfriend c) He's her brother
---	---

3	a) She's his student b) They're old friends c) They're neighbors
---	--

4	a) They're cousins b) They're brother and sister c) They're best friend
---	---

5	a) They're classmates b) They're friends c) She's his new teacher
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**C. VACATION PLAN**

**Listen to Cynthia discuss her vacation plans with Paul. (1x)**

**Circle the correct answer, the things she talks about doing**

a)	fishing	d)	going abroad	g)	seeing another city
b)	camping	e)	staying home going to the beach	h)	taking cooking lessons
c)	shopping	f)		i)	going to the mountains

(Picture.4.8: Student's Task)

**Listen again. For each activity you checked, write paul's advice (2x)**

1	
2	
3	
4	
5	

**E TRICK OR TREAT!**

**Listen to someone talk about Halloween. Circle the correct answer for each statement (1x)**

1	October 31 is the day when people wear costumes.	<b>T</b>	<b>F</b>
2	During the 400s, people dressed up on October 31 to scare away the dead	<b>T</b>	<b>F</b>
3	People believed that Halloween marked the end of spring	<b>T</b>	<b>F</b>
4	In the U.S., Halloween is the time when adults "trick or treat"	<b>T</b>	<b>F</b>
5	On Halloween, children go to their neighbors' houses to ask for money	<b>T</b>	<b>F</b>
6	These day, Halloween is a night when adults go to parties or parades	<b>T</b>	<b>F</b>

**F Listen again. For the statement you marked false, write the correct information**

1	
2	
3	
4	
5	
6	

(Picture.4.9: Student's Task)



## VACATION

Activity 1 : Listen the conversation

1. The woman thought her vacation was .....
  - a. Awful
  - b. Wonderful
  - c. Exciting
  - d. Fantastic
2. The woman thought the famous place were .....
  - a. Relaxing
  - b. Crowded
  - c. Interesting
  - d. Boring
3. The woman took a tour .....
  - a. On a boat
  - b. On a car
  - c. On a motorcycle
  - d. On a train
4. The woman thinks art museum are .....
  - a. Interesting
  - b. Awful
  - c. Boring
  - d. Exciting
5. The woman liked .....
  - a. Shopping
  - b. Going to place
  - c. Talking to French people
  - d. Watching tv

**A. Listen. People are talking about their vacations. Circle the correct answers.**  
(1x)

<p>1 She didn't go sightseeing because</p> <ol style="list-style-type: none"> <li>a) it was too hot there was nothing to see</li> <li>b) see</li> <li>c) she was took sick</li> </ol>	<p>4 The noise the man heard probably came from</p> <ol style="list-style-type: none"> <li>a) the people in the next room</li> <li>b) the hotel restaurant</li> <li>c) the street</li> </ol>
<p>2 During the day, the man probably</p> <ol style="list-style-type: none"> <li>a) took tours of the city</li> <li>b) went shopping</li> <li>c) slept</li> </ol>	<p>5 The woman had an accident and hurt her</p> <ol style="list-style-type: none"> <li>a) arm</li> <li>b) leg</li> <li>c) foot</li> </ol>
<p>3 The woman went on vacation with her</p> <ol style="list-style-type: none"> <li>a) parents</li> <li>b) husband</li> <li>c) best friend</li> </ol>	

(Picture.4.10: Student's Task)



(Picture.4.11: Answer section )

- i. Teacher's did post-listening activity to showed the key answer has been connected with LED

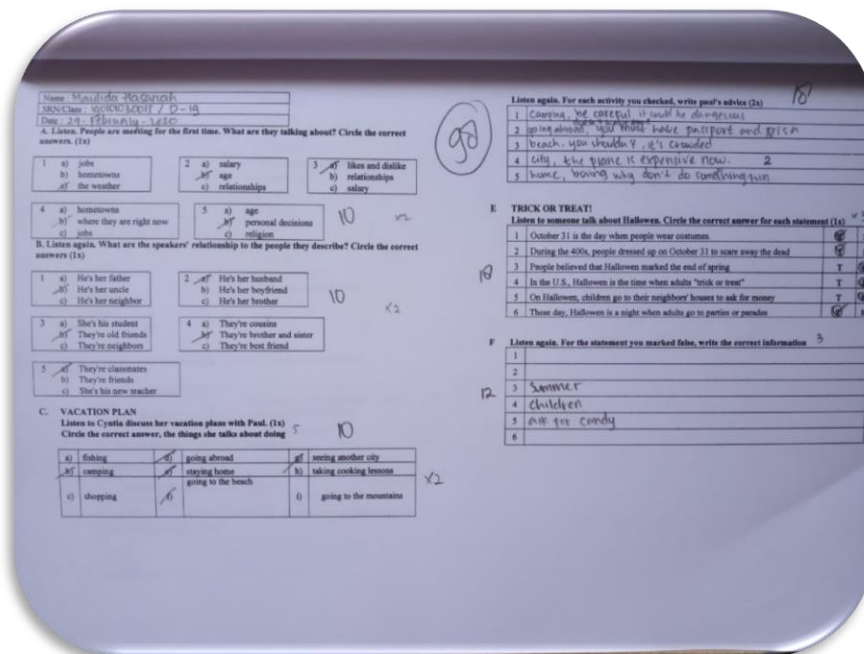


(Picture.4.12: Provide Key Answer)

j. The end of the class



(Picture.4.13: Correction section )



(Picture.4.14: Result one of the student )

When conducting interviews with Teacher T, the writer found that Computer Assisted Language Learning was used for various things in learning, including pre-listening activity to giving warming up from internet, audio section, while-listening activity to provide learning materials, post-listening activity to showing key answer, and also to help between students and teachers in learning activity. But when the writer made an observation, Computer Assisted Language Learning was only used by teacher to teach listening in daily activity, also to middle test and final test that focuses on play audio using earphones, In which this given task was in the form of a multiple choice and essay in their handbook. In addition, When making observations, the writer saw that Computer Assisted Language Learning was used only to play audio, video, and showed key answer because the learning material used by Teacher T when teaching was found in the student and teacher's handbook, so the material used was only in the book. In addition, the writer also found when observing that Computer-Assisted Language Learning was not used as a communication tool. But only used for discussions between students and teachers, Computer-Assisted Language Learning was used from the beginning to the end of the class intensively. Therefore, the researcher also did find when making observations that the Computer-Assisted Language Learning was used as a communication tool or discussion between students and teachers, because for four observations, the Computer-Assisted Language Learning was used from beginning until the end of the class.

## **2. Students' perceptions about Promoting Computer Assisted Language Learning (CALL) as Media in Teaching Listening**

In using Computer Assisted Language Learning for learning English in english education department especially listening II, the writer also want to know how students perceive Promoting Computer Assisted Language Learning. To identify the perceptions of these students, the writer collected data by distributed google form as replaced for a face to face interview because of pandemic of Covid-19 and teaching and learning activity are closed, therefore the writer conducted interviews with this form for all the students. The writer distributed google form to all students in this class, and conducted interviews using Indonesian language for make it understand easier. The writer conducted interviews with 24 students, of which 24 were students who were anthusiasm to be interviewed by the writer. The writer conduct interviews using google form website when their stay at home.

The writer distributed google form to all students in this class and asked them seven question to answer the question based on what they knew and what they experienced. The writer distributed this google form on Sunday March 1<sup>st</sup>, 2020, the writer asked the students to be able to return or finish answering the questions on the google form on the tuesday March 31<sup>st</sup>, 2020. About promoting computer assisted language learning as media, the writer tried to identify more about how students perception it. The writer interviewed 7 questions to

students of D class batch 2019. Based on the interview with students of D class batch 2019 consisted of 29 students. But, only 24 students more active and anthusias followed interview by the writer. Here was the result of the interview of D class batch 2019, as follow:

The first question is do you know the purpose of listening lesson in the class? According to the interview result, most of students from D class batch 2019 said that *“Ya saya mengetahui, tujuannya untuk melatih pendengaran bagaimana seharusnya native speaker berbicara dalam bahasa Inggris (agar pronunciation kita baik) serta bisa semakin banyak vocabulary yg kita ketahui”*. When the writer read the first question of interview using google form there was not the student answer “no”. Besides, excited by all of the student opinion, by knowing of these purpose, they hope learning listening can learn a lot of new vocabulary and pronunciation especially mentioned by native speakers. They believe started from the listening can understand to get increase their listening skill. Therefore, all of the student to know the purpose of listening lesson.

The second question is how does teacher role and media when listening lesson in the class? According to the interview result, most of students from D class batch 2019 said that *“Dosen berperan sebagai fasilitator dan motivator juga sebagai pengarah pada saat proses pembelajaran, dan juga peran media sangat penting dan membantu, terutama speaker dengan suara yang jelas, serta*

*layar didepan kelas*”. When the writer read the second question of interview using google form there was not the student answer “ no”. Besides, excited by all of the student opinion the teacher acted as a motivator and also facilitator, because the teacher motivated the students to learn English continually. Meanwhile, due to the teacher adjustment of study which allow the students to to utilize it in the lesson. The meaning of giving facilitator was the teacher applied the computer-assisted language learning as media elaborate with other media that the students like, support for the students to do the task well, feel comfort, and had strengthen to study English. Therefore of this question indicate the quality of the teacher very good to encourage them to learn listening in the class.

The third question is how do you follow listening lesson in the class? According to the interview result, most of students from D class batch 2019 said that “*Ketika saya mengikuti pembelajaran listening di kelas yaitu menikmati pembelajaran dan selalu fokus mendengarkan audio saat diputar serta menyimak dan memahami semuanya dengan baik*”. When the writer read the third question of interview using google form there was not the student answer “ no”. Besides, excited by all of the student opinion, the statement showed that the students really enjoyed to follow the learning process. Meanwhile of this question indicate that the quality of the call as media very good for listening

subject help to work the task in their handbook. Therefore, all of the student to follow listening lesson easily.

The forth question is in listening lesson using computer. Do you be informed at meeting before while next meeting to use it? Give your reason! According to the interview result, most of students from D class batch 2019 said that *“Ya. Diberitahu oleh dosen. Penggunaan komputer biasanya dipakai untuk middle dan final test, karena ada beberapa komputer tidak aktif. kemudian mahasiswa dibagi menjadi beberapa sesi karena jumlah komputernya masih belum cukup untuk digunakan oleh semua mahasiswa”*. When the writer read the forth question of interview using google form there was not the student answer “ no”. Besides, excited by all of the student opinion explain the teacher always given announcement for the students to use computers. Because, total unit of computers is not enough with total of the students. Therefore the teacher used it during middle and final test in language laboratory.

The fifth question is besides using computer, does your teacher also use another supporting media in listening lesson? According to the interview result, most of students from D class batch 2019 said that *“iya, contohnya seperti speaker, earphone, LED TV, mikrofon, papan tulis, buku pegangan, dan kertas”*. When the writer read the fifth question of interview using google form there was not the student answer “ no”. Besides, excited by all of the student opinion mention that supported media of CALL usually used the teacher in



teaching listening. Therefore, all of the student to know another supporting media in listening lesson.

The sixth question is If you have used a computer in listening lesson. What is the obstacles you find when using computer in the class? Give your reason! According to the interview result, most of students from D class batch 2019 said that *“kendala nya adalah kurangnya komputer di laboratorium bahasa sehingga tidak bisa digunakan secara bersamaan dan harus bergiliran, tetapi juga terkadang ada komputer yang tidak bisa dipakai/komputernya mati”*. When the writer read the sixth question of interview using google form there was not the student answer “ no”. Besides, excited by all of the student opinion explain the problem in listening lesson. They were complained about the problems of computer as media during the learning process. Therefore, all of the student deliver this message using computer in listening lesson.

The last question is In your opinion, what is the right solution to overcome this obstacles? According to the interview result, most of students from D class batch 2019 said that *“Menurut saya solusinya adalah menambah unit komputer dengan mengganti atau memperbaiki komputer yang tidak berfungsi”*. When the writer read the last question of interview using google form there was not the student answer “ no”. Besides, excited by all of the student opinion showed they want given solution for the language laboratory will be better needed more total unit computer to learn and teach according to the times at this time.

Therefore, all of the student to think the right solution to overcome this problem using computer in listening lesson.

## **B. Discussion**

After the data has been obtained and in the process like the description above, the writer has written and analyzed the data that has been obtained in the writer at the above findings. The writer also describe how to promoting Computer Assisted Language Learning and identify how students perception about promoting Computer Assisted Language Learning. The writer try to analyze the following factors for discussion to reveal a significant amount of detailed information of importance for the study.

### **1. Promoting Computer-Assisted Language Learning (CALL) as Media in Teaching Listening**

The most important thing when conducting the computer-assisted language learning in the language teaching and learning listening process is reaching the purpose needs. In this study, the qualitative data reveals that teacher agreed that the already complete and appropriate with the students promoting computer-assisted language learning needs?. According to Sharma (2011) listening is a communication method that requires the listener to understand, interpret, and assess what they hear. This statement similarities from what the writer found when making observations and

findings. In four observations the writer only found promoting computer assisted language learning used pre-listening activity to given warming up, while-listening activity to given the task, to play audio and video, post-listening activity to given assessment, and showed key answer to students. Supported Computer assisted language learning is only used as a tool to do teaching activity.

In addition, in the eyes of teacher. Without computer-assisted language learning as media, learners think their learning is not taken seriously, and a computer-assisted language learning as media is out of focuses provide the task and help the student answer from their handbook. Therefore, teachers should know students' need and select the materials based on it in order to make interesting teaching and learning process in classroom.

For topic and exercise inside the teacher has her own perception. The teacher mention that the computer-assisted language learning and exercise in student handbook for the detail main idea topic is still too general and it can serve a complete material and knowledge for the students. While the teacher believed that the computer-assisted language learning only help the student answer in their handbook and exercise inside is already enough. From these findings it could be inferred that the computer-assisted language learning the teachers used as media could provide what

them with the materials they really needed. Despite of that one of characteristic of CALL according to Rusman (2013, p.186) there is the learning material that will be presented is not in the form of a text-only but it can be in the form of a video, animation, sound, and etc. It means to depends on the teacher's decision about which form that will be suitable to present the material effectively.

Dealing Kemp (in Sugeng, 1997, p.21) also offers eight components that are claimed to be applicable for any level of education. These are the components are Goals, topics, general purposes, Learners characteristics, Learning objectives, Subject content, Pre-assessmentt, Teaching-learning activities and resources, Support services, Evaluation. This statement similarities from what researcher found when making observations and findings in four observation.

Furthermore, in addition to adapt the computer-assisted language learning used the teacher should consider a view things that might can help them reflected the reality of today's uses of CALL in teaching listening. In order to make a good quality adaptation to the computer-assisted language learning there are seven characteristics of what is called a CALL.

## **2. Students' perceptions about Promoting Computer Assisted Language Learning (CALL) as Media in Teaching Listening**

The discussion discusses the result of the research related to promoting CALL as media in teaching listening. Based on the finding result, students perception in D class batch 2019 it can be seen than promoting CALL as media in teaching listening gives many advantages to the students. It can encourage the students' in learning.

Dealing with Mutlu (2013), technology can contribute to the development of learners. Language learning strategies by exposing learners to the digitals social environment. they also motivated to accomplish the task given by the teacher. This statement CALL has been taking advantage of advanced technological facilities to create the highest interactive language learning environments for activities that develop listening skills. In the developed world, all language centers agree that it is not possible to make progress without high technology and computers.

The data of the interview showed that the student gave positive perception related to promoting CALL as media in teaching listening. The research reported that the students encouraged in learning English because the material given through this media helped them to learn easily and also help the student to work the task on their handbook properly. CALL created the stimulated situation in learning and it did not make the students feel

bored in learning. The students could get audio which did give by the teacher in the classroom. Then, they also could find new words and experience in learning by a native speaker using it. They could train themselves in learning and mastering their listening skills. The students had time to learn the material when the teacher asked them to learn in the language laboratory.

The result of the study also informs that the students could finish the task given by the teacher on time. It is caused the time to finish it was determined. Therefore, the students managed time effectively. They worked seriously and tried to answer as right as possible. It can be seen that the students got the opportunity to express their ability in learning English. By using CALL they could train all of their listening skills. Therefore, they agreed to use it in learning.

In this case the quality of computer-assisted language learning used the teacher is good to explain the material and help the student to work the task on their handbook. Sometimes the teacher also explain the material with her own language.

The other aspect that become the main concern on teaching listening was related to the computer assisted language learning as media in teaching and learning process. The student claimed the teachers' difficulties when conducted computer-assisted language learning in middle and final test,

because there was total unit of computer as media not enough to used. To anticipate this difficulty, the teachers sometimes divided the student into 3 group to used computer-assisted language learning in class.

In conclusion, based on several theories that explain promoting computer assisted language learning, it is explained that promoting computer assisted language learning can be promoted for several things including pre-listening activity to given warming up from youtube, play audio and video, while-listening activity to given the task, post-listening activity to given assessment, and showed key answer from LED TV. This is similarities from the results of the writer research, which computer assisted language learning as media in teaching listening. In addition, from various theories, it was also explained that from the various results of previous studies on promoting computer assisted language learning, positive results were obtained from students. This theory is the same as the results of research in which most students of D class batch 2019 in English education department responded positively of promoting computer assisted language learning or agreed and were anthusiasm, active with the promoting computer assisted language learning.