

CHAPTER IV

RESULT AND PRODUCT

A. Profile and Quality of The Existing Model

This observation is done on a class in English majors by researcher during the learning process is done, it's very obvious that students need something new in the learning model all due to the limited media that rely solely on a whiteboard, markers, LCD, and eraser, then learning situation only focused on educator's words and little enthusiasm from students who really want to master subjects it well. it can be concluded that the students need a new instructional media in the Department of English (Listening II) because this is particular foundation for the students in next Listening level process.

The researcher also interviewed the English listening teacher and the result showed that she needs a sightly material for teaching English, especially in listening. She needs a familiar material with students' daily life, and also allowing them to repeat it at home later, hopefully it can increase their ability in English. Then the questioner presented in appendices

B. Result of Need Analysis

1. Interview

An interview with English Listening teacher in English Department that have done in 16th of November 2019, at 10.00 – 11.00 o'clock. It show from dialogue that concluded by the researcher :

Basically teaching listening in the English department is quite difficult, but even with all that I still have to do my best. It can be said that when I explain the lesson it is easy because the students have enough skills. And, I concluded that not all of my students mastered perfectly even though I really wanted to get perfect results. The researcher craves a media that they can use in the classroom or at home so that they not only learn at the time that subject but also alone in home. (questionnaire can be found in appendix).

2. Syllabus

Syllabus was the first important thing for composing the material. From syllabus, the researcher could see what materials taught and applied it to the multimedia program. Whereas the syllabus used will presented below:

Table 4.1 The Syllabus of English Listening Learning at English**Department for the Students in 3rd Semester**

Objective	Topics	Indicators
The students should be able to comprehend the short conversation entitled “meeting people for the first time”	Meeting people for the first time a. I wouldn’t ask that! b. Friends or Strangers? c. What’s Seoul like? d. Where are you from?	The students are able to comprehend the short conversation on meeting people for the first time well
The students should be able to comprehend the short conversation on “Celebration”	Celebration a. Special Days b. Carnival time c. Celebrations d. A trip to forget e. Night market f. Tour of London	The students are able to comprehend the short conversation on celebration and vocation well

<p>The students should be able to comprehend the listening passage on environment</p>	<p>Environment</p> <ul style="list-style-type: none"> a. Helping the environment b. Recycling c. Environmental solutions d. What can we do? 	<p>The students are able to comprehend the listening passage about environment well</p>
<p>The Student should be able to comprehend the listening passage on similar sound</p>	<p>Similar Sound</p> <ul style="list-style-type: none"> a. Sensitive to letter differences b. Sensitive to word differences 	<p>The students are able to comprehend the listening passage about different letters and words well</p>
<p>The Student should be able to comprehend the listening passage about short conversation</p>	<p>Conclusion</p> <ul style="list-style-type: none"> - Drawing conclusions 	<p>The students are able to comprehend the listening passage about short conversation well</p>

The students should be able to use the skills of Listening Part A Questions of TOEFL Test	Negatives - Listen for Negative expressions	The students are able to use the skills of Listening Part A Questions of TOEFL Test
The students should be able to use the skills of Listening Part A Questions of TOEFL Test	Functions - Listen for emphatic expressions of surprise	The students are able to use the skills of Listening Part A Questions of TOEFL Test
The students should be able to use the skills of Listening Questions of IELTS Test	Introduction to IELTS Listening and Strategies to answer the test items IELTS Test (Pre Test) Target 1 : Making assumptions Target 2 : Understanding numbers	The students are able to use the skills of Listening Questions of IELTS Test
The students should be able to use the skills of Listening Questions of	Target 3 : Understanding the Alphabet	The students are able to use the skills of Listening Questions

IELTS Test		of IELTS Test
The students should be able to use the skills of Listening Questions of IELTS Test	Target 4 : Listening for Comparisons and Contrasts	The students are able to use the skills of Listening Questions of IELTS Test

3. Observation

After knowing the syllabus then the researcher given the questioners to the students (object of the research), The results show as follow:

a. Students' english background knowledge

This part aimed to reveal the students' background knowledge and their level competency of English. The result of questionnaire showed that 29 students (100%) had gotten English lesson from Previous School. Seeing the result, it could be said that most of students

ever got English lesson before becoming the campus students. Thus, the material developed for them should in intermediate level.

b. Students' interest in learning English

This part aimed to better understand students' interest in learning English. It would be useful to know how their attitude toward English. The result of questionnaire showed there are about 29 (100%) students' interest in listening lesson. Seeing the result, it could be said that almost all students like English. Thus, the material developed should be designed to maintain their motivation even to enhance it.

c. Students' opinion about how difficult it is to learn English

This section aims to better understand students about how difficult it is to learn English. It will be useful to know how to get out of the trouble of learning English. The results of the questionnaire showed that 22 (76%) agreed that it was difficult to learn English while 7 (24%) disagreed.

d. Students' Listen carefully during listening II

This part aimed to reveal the students' how well students listened to lecturers' explanations. The results of the questionnaire showed that 29 students (100%) had received English lessons from the previous school. Seeing these results, it can be said that most students do have good listening skills and are easy to understand lessons.

e. Students' knowledge of computer

This section aims to find out more about the student's ability to operate computers. This information is useful for finding out what kind of multimedia program is suitable for use by students. Then, it is helpful to design materials for new multimedia programs. The results of the questionnaire showed that there were 29 (100%) students who frequently used computers. Seeing the results, it can be said that every student can use a computer. So, it is not difficult to provide a new model program for students but it must be easy, simple and comfortable so that it can be used by everyone.

f. Student' who have computers or laptops

This section serves to identify students who have computers or laptops. The results showed that out of 29 (100%) students had this device. This information certainly makes it very easy to present Listening II teaching in the form of a multimedia program.

g. Students' allure of new multimedia programs

This section aims to find out more about students' attractions in the new multimedia program. This information is useful for knowing the extent to which students are attracted to learning using multimedia programs by operating computers. Then, it will be helpful to design materials for new multimedia programs. The results of the questionnaire

showed that there were 29 (100%) students who were interested in using a new multimedia program on a computer. Seeing the results, it can be said that every student is interested in using computers. So the new multimedia program will be very readily accepted by students to operate it.

- h. Students' opinion using multimedia programs is able to develop English language skills

In this section, we will find out the opinions of students in developing English using multimedia programs. The result shows that 28 (97%) students agree and 1 (3%) students disagree, in other words most students have an opinion and believe that multimedia programs can help students improve their English language skills. This information will be a reference in developing new multimedia programs and provide concrete evidence of the great influence of multimedia programs in improving English language skills.

- i. Students' fun English material at this time

In this section, students aim to measure the comfort and fun of listening II at this time. The results showed that 20 (69%) students agreed and 9 (31%) students disagreed. Therefore this will be a reference for optimizing listening II to make it more fun using new multimedia programs.

j. Students' watch English films to improve their skills

This section aims to better understand students' interest in learning English. It will be useful to know how they learn by watching English films. The results of the questionnaire show that there are about 25 (86%) agree and 4 (14%) disagree that students who are interested in the method of watching movies to listen. Seeing the results, it can be said that almost all students enjoy watching films in English. Therefore, the material developed must be designed to maintain their motivation and enjoyment in learning English and even increase it.

k. Students' listening to English songs

This section aims to better understand students' interest in learning English. It will be useful to know how they learn by listening to English songs. The results of the questionnaire show that there are about 25 (86%) agree and 4 (14%) disagree that students are interested in the method of listening to English songs. Seeing the results, it can be said that almost all students enjoy listening to English songs. Therefore, the material developed must be designed to maintain their motivation and enjoyment in learning English and even increase it.

l. Students' get software that discusses Listening (TOEFL and IELTS)

This section aims to better understand students' interest in learning English. It will be useful to find out their interest in learning by

using a multimedia listening program to get to know TOEFL and IELTS. The results of the questionnaire show that there are about 29 (100%) interested in the multimedia listening program to get to know TOEFL and IELTS. Seeing the results, it can be said that all students are interested in the new multimedia program to get to know the TOEFL and IELTS. Therefore, the material developed must be designed to make students able to learn TOEFL and IELTS through new multimedia programs.

m. Students' difficult to listen to everyday English conversations

This section aims to determine the difficulties of students in listening to everyday English conversations. It will be useful to know how difficult they are in learning to listen to everyday English conversations. The results of the questionnaire show that there are about 16 (55%) agree and 13 (45%) disagree with students who have difficulty listening to everyday English conversations. Seeing the results, it can be said that more than half have difficulty listening to everyday English conversations. Therefore, the material developed must be designed to make it easier to listen to everyday English conversations.

n. Students' difficulty distinguishing British and American accents

This section aims to determine the difficulties students experience in distinguishing between British accents and American accents. It would be helpful to know how difficult it was for them to learn to distinguish between a British accent and an American accent. The results of the questionnaire showed that there were about 16 (55%) agree and 13 (45%) disagree with students who had difficulty distinguishing between British accents and American accents. Looking at the results, it can be said that more than half had difficulty differentiating between British and American accents. Therefore, the material developed must be designed to make it easier to distinguish between British accents and American accents.

o. Students' difficulty listening to native speakers speak

This section aims to determine the difficulties experienced by students in listening to native speakers speak. It would be helpful to know how difficult it was for them to learn to listen to a native speaker speak. The results of the questionnaire show that there are about 20 (69%) agree and 9 (31%) disagree with students who have difficulty listening to native speakers speak. Looking at the results, it can be said that most of them have difficulty listening to native speakers speak. Therefore, the material developed must be designed to make it easier to listen to native speakers speak.

p. Students' difficulty in understanding English songs

This section aims to determine the difficulties experienced by students in understanding English songs. It would be helpful to know how difficult it was for them to learn to understand English songs. The results of the questionnaire show that there are about 12 (41%) agree and 17 (59%) disagree with students who have difficulty understanding English songs. Seeing the results, it can be said that almost half have difficulty understanding English songs. Therefore, the material developed must be designed to make it easier for students to understand English songs.

4. Prototype of English Listening Material Using CALL Instructions

As Surahsimi Arikunto said, to view the results of a study required the data analysis; therefore the techniques of data analysis were extremely important in a study. Data analysis includes all activities to clarify, analyze, and draw conclusions from all collected data.

The data that collected from experts consisting of three aspects namely: Learning, Display, and Program. The analysis was done by comparing each indicator to the standard minimum score. The score are:

4 = Excellence

3 = Good

2 = Adequate

1 = Poor

0 = Not Applicable

Indicator with a score under 2.0 should be revised.

At this stage the researcher tried to make a draft of learning that will be tested on students in English Department, especially for learning Listening II class.

This software made in portable media, in order to facilitate the students to use it anywhere actually at home (PC or Notebook). The program contains Listening material that the researcher has adapted to the syllabus of English Department in UIN Antasari Banjarmasin.

On the other hand, the researcher required a multimedia expert to check and validated the courseware, and the results show that:

Learning with the average **3.37** from 11 of questionnaire classifications (questionnaire can be found in appendix).

Display with the average **3.50** from 12 of questionnaire classifications (questionnaire can be found in appendix).

Program with the average **2.75** from 8 of questionnaire classifications is (questionnaire can be found in appendix).

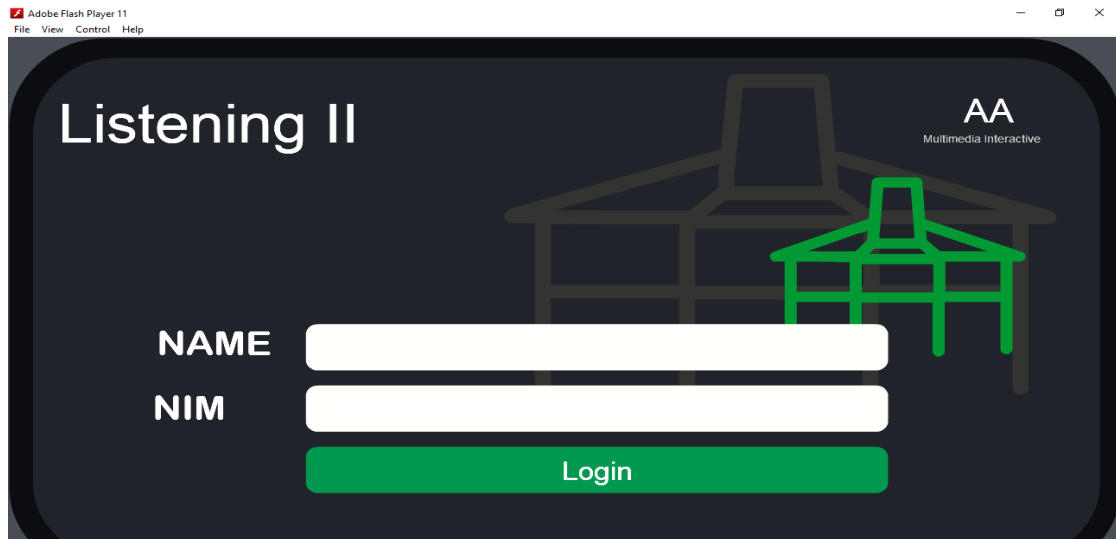
This software development used Adobe Flash Professional CS6, CorelDraw 2019. The step will be described below:

After all the data is collected by the researcher, he developed the material that appropriate with draft (described in Chapter III).

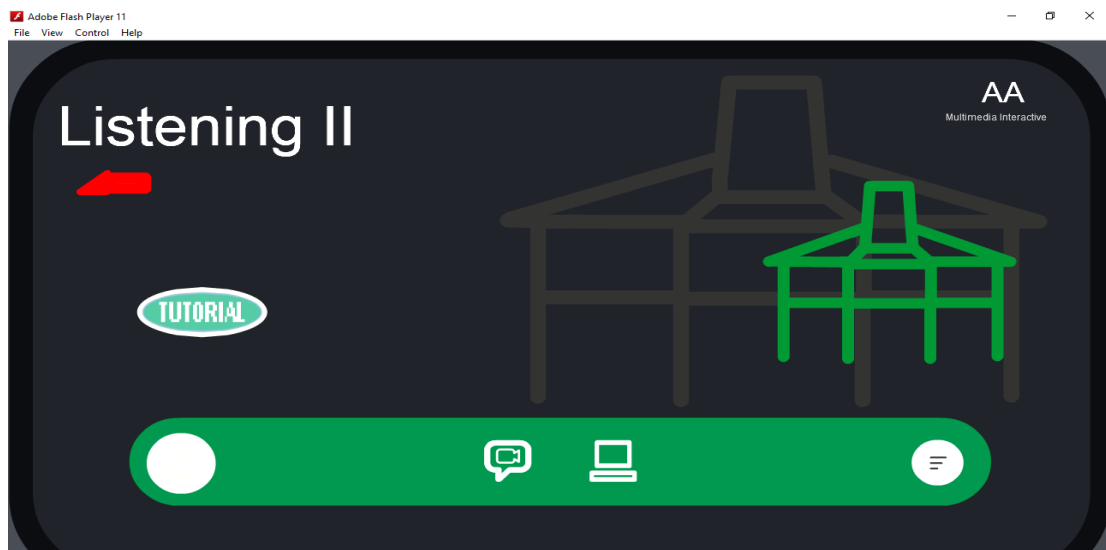
Initially, the researchers designed the main page that consists of an opening page or can be called with the main screen on the draft (flowchart).



At the beginning of opening the application, users will be presented with a glimpse of INTRO in the form of the logo of the LISTENING II application.



Students or users must log in first before proceeding to the next stage, at the stage of filling in the NAME and NIM must use according to the SID (Student Identity Card), everything must be filled in and cannot be empty to proceed to the next stage. After completing the logging on stage, the display will be as shown below:



At this stage the main menu will appear with a three-line menu button on the lower right side which when pressed will display the option buttons, namely the quiz button and the theory button. Then in the top right corner there is an application icon, the red arrow button points to the left as the back button, and the tutorial button is in the middle left. If you click on the tutorial, it will look like the image below:



If we click the button above, it will look like the image below:

Adobe Flash Player 11
File View Control Help

Listening II SYLLABI

Course Name : Listening II
Course Code/Credit : TEI 3402/2 Credit Hours
Semester : III
Status : Compulsory
Prerequisite : Basic Listening
Course Description : This course is designed to equip students with the skills and strategies in listening. The students listen to short monologues and dialogues for finding main ideas and details and for making inferences.
General Objectives : On completion of the course, students will have gained an understanding and be able to employ strategic skills to identify main ideas and details, make inferences, and comprehend simple extended discourse with different varieties and accents of English.

THE MEANING OF THE BUTTON

Enter [Three-line menu icon]

Enter [Laptop icon]

Enter [Speech bubble icon]

Enter [Red arrow icon]

Enter [Close Application icon]

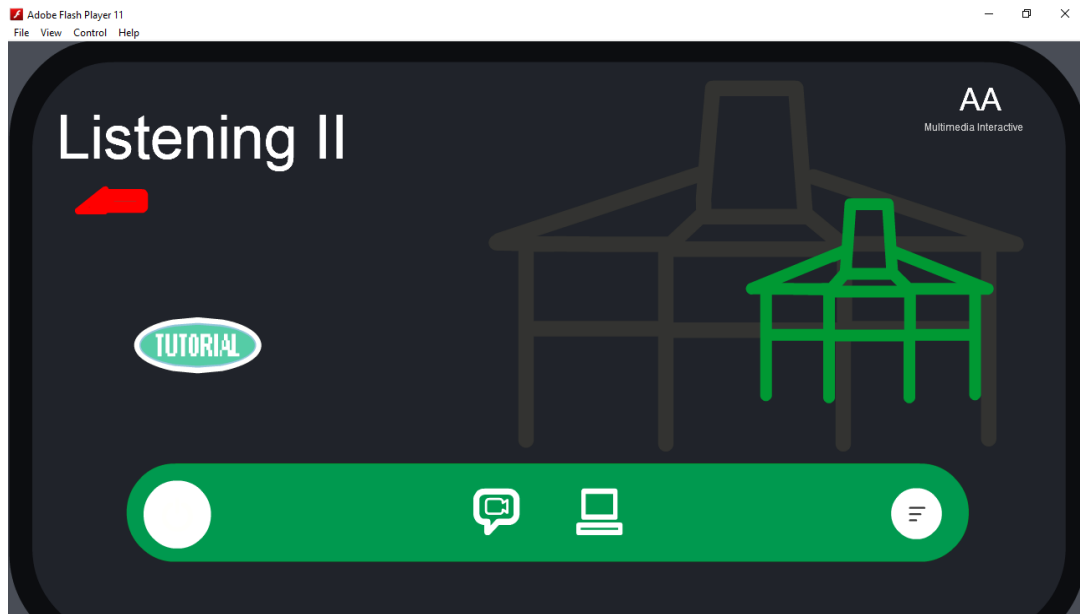
Specific Objectives

1. The students should be able to comprehend the short conversation entitled "meeting people for the first time"
2. The students should be able to comprehend the short conversation on "Celebration"
3. The students should be able to comprehend the listening passage on environment
4. The students should be able to comprehend similar sound
5. The students should be able to comprehend conclusion
6. The students should be able to comprehend negative expressions
7. The students should be able to comprehend emphatic expressions
8. The students should be able to comprehend numbers of IELTS
9. The students should be able to comprehend alphabet IELTS
10. The students should be able to comprehend compare and contrast

Topic

1. Meeting people for the first time
2. Celebration
3. Environment
4. Similar sound
5. Conclusion
6. Negative expression
7. Emphatic expression
8. IELTS numbers
9. IELTS alphabet
10. Compare and contrast

In the next stage click the back button on the screen, then we should be back on the main menu as shown below:



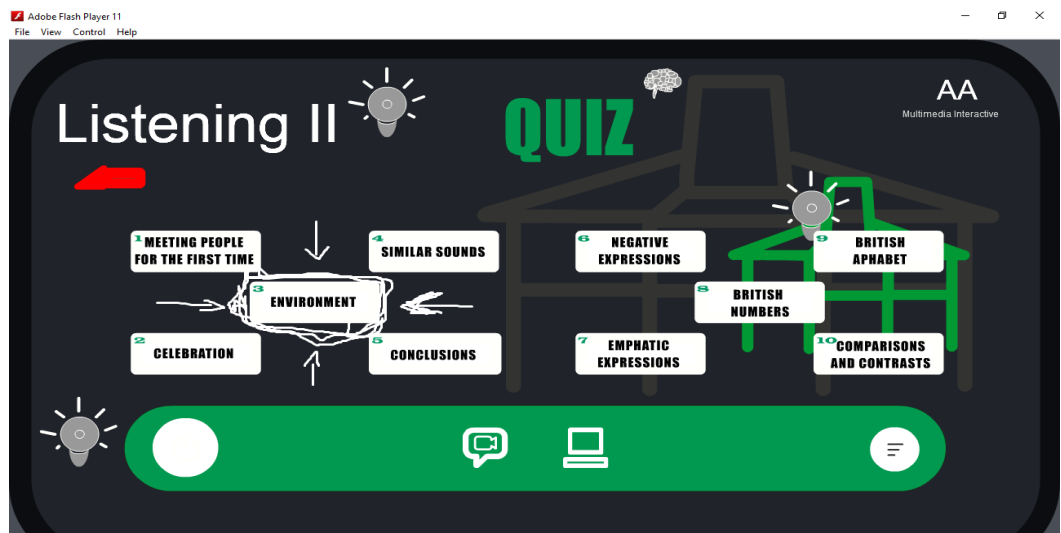
In the next stage, students can immediately select the menu according to the material available on the main screen, if we click the theory button, the display will be as shown below:

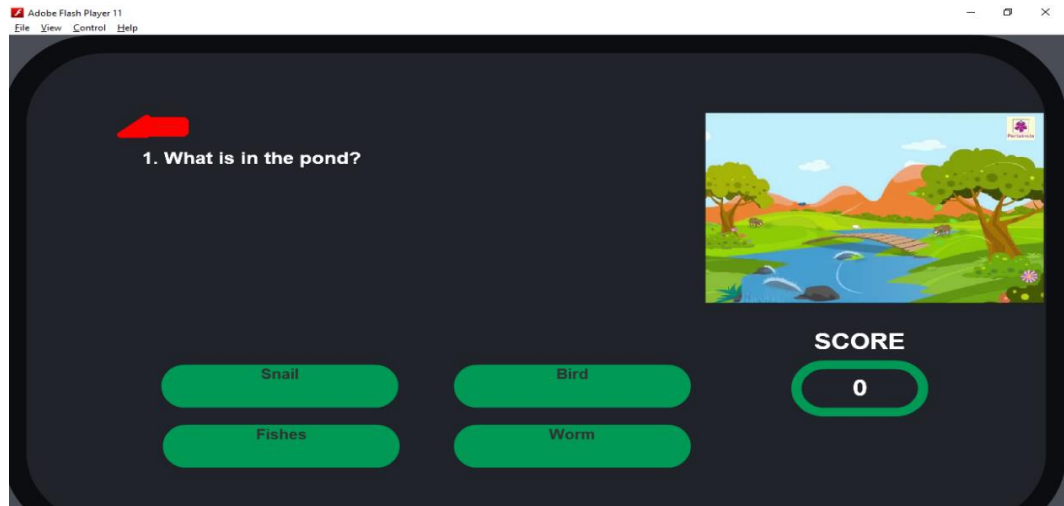


In the next stage, students will find an explanation presenting a simple explanation using video, simply by clicking the button below, the video explanation will be displayed on the screen, as shown below:

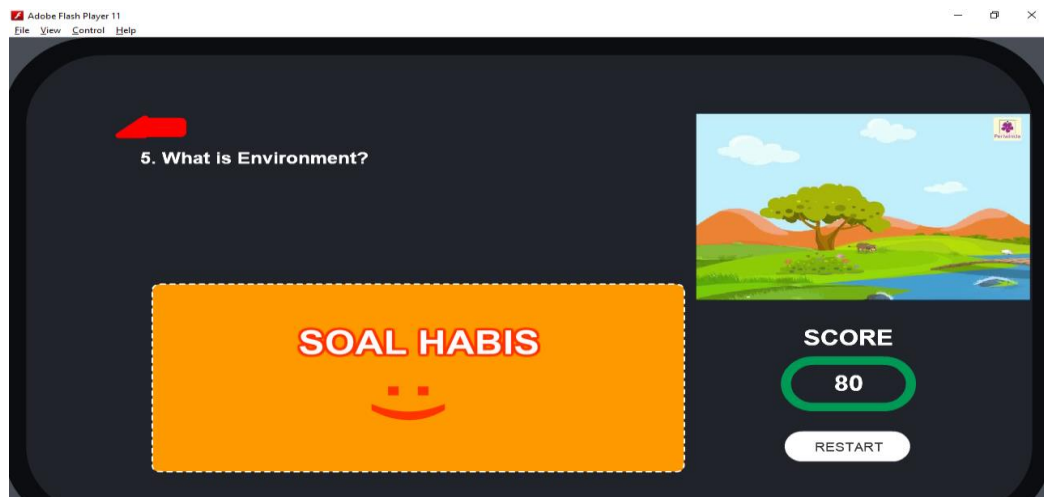


At this stage students find the quiz button related to the theory that has been selected by the student by clicking the button in the display below:

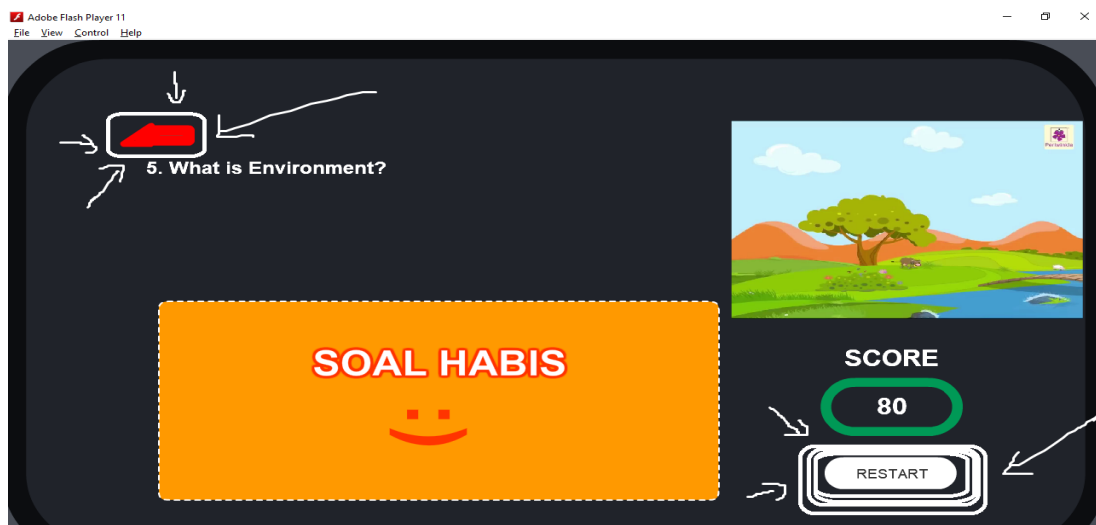




Furthermore, students will fill out a quiz with answers that have been provided, it will eventually get a result or value if it has finished working on the quiz as attached image below:



In the next stage, students must complete the quiz stage to be able to proceed to the next material by clicking the red arrow button. If the student wants to repeat the problem again then click the restart button as shown below:



That's a brief overview of the software that researchers should develop in this study. If you want to close the application, just click the cross button in the upper right corner.

5. Developing Result

Based on comments and suggestions from experts, researchers made the following improvements:

- a. To avoid the necessary files being changed / damaged when transferred to another computer, Multimedia programs need to be published to Google Drive or Flashdisk.
- b. The file and folder extensions associated with the program also need to be included on the CD to be consistent with the look.
- c. So that the file is not separated before publishing the file is converted to ZIP.
- d. After the file is downloaded from Google drive or received from the Flashdisk, the file in the form of a ZIP must be extracted and the file can be run unless sending it directly without being converted to a ZIP file first.

Based on the results of the analysis, English material was developed to help teachers develop activities in teaching listening. They are served in ten units. The author decided to write ten units based on interviews with the teacher he taught. The author's consideration in writing the material

into ten units is also based on syllabus analysis. Students must be able to master the type (Listening II) before facing (Listening III). Hopefully, these goals can be achieved effectively.

The development material is compiled into multimedia software and manuals for teachers, manuals equipped with manual software and answer keys. Teacher guidance and answer keys are made as a guide for teachers to describe how the software should be and the answers to the exercises provided in it.

Material development is divided into six levels consisting of ten explanatory videos and tests, the competencies at each level can be categorized as follows:

- a. Meeting people for the first time
- b. Celebration
- c. Environment
- d. Similar sound
- e. Conclusion
- f. Negative expression

g. Emphatic expression

h. IELTS numbers

i. IELTS alphabet

j. Compare and contrast

6. Collection

At this stage, the researcher collected the materials that suits with the syllabus such as video explanation (www.youtube.com). If the material sought is not found, recording own video or audio is required.

**Table 4.2 Listening Development Material of
Computer Assisted Language Learning**

Nu	File Types	Subject	Material
1.	Video	Meeting people for the first time	Introducing yourself and meeting people for the first time

2.		Celebration	Travel guide
3.		Environment	What is Environment And How To Keep It Clean?
4.		Similar sound	Similar sound and sound alike
5.		Conclusion	Optimus Prime Ending Speeches in Transformers 5
6.		Negative expression	Lenka - Trouble is a friend
7.		Emphatic expression	Avril L. - Imagine
8.		IELTS numbers	IELTS Listening Numbers 2
9.		IELTS alphabet	IELTS Listening spelling
10.		Compare and contrast	Learn how to compare and contrast anything

7. Field Try Out Student Questionnaire Results

The trials were conducted in the English Department of UIN Antasari Banjarmasin. The test subjects were third semester students majoring in English, they were tested with material that was in accordance with the curriculum. The total number of participants in the trial was 29 students. The test implementation technique is as follows: The English teacher teaches English in the PBI class online with the Computer Assisted Language Learning (CALL) product, students are given 30 minutes to run the software on the computer, the researcher helps the teacher to observe teaching activities and to answer questions. if there is a problem. The try out was conducted in the PBI class on December 24, 2020, after which students were asked to fill out a questionnaire. The data obtained from this trial are as follows:

Table 4.3 Questionnaire Percentage

From students

Aspect	Indicators	4	3	2	1	0
Display	Menu display	72,4%	24,1%	3,4%		

	Use of key / button	69%	27,6%	3,4%		
	Type and size of text	58,6%	31%	6,9%	3,4%	
	Color composition	62,1%	27,6%	10,3%		
	Quality photographs, pictures, graphics	55,2%	37,9%	6,9%		
	The quality of video/audio/narration	58,6%	37,9%	3,4%		
	The quality of animation	62,1%	34,5%	3,4%		
	Ease of understanding the language	55,2%	44,8%			
	Quality of interaction	58,6%	37,9%	3,4%		
	User familiarity	65,6%	31%	3,4%		
	Stages of / sequential / contents	65,5%	27,6%	6,9%		
	The attraction and motivation	82,8%	13,8%	3,4%		
Present ation	Clarity of targets and indicators of basic competencies	72,4%	27,6%			

Indicators and the achievement of basic competencies	69%	27,6%	3,4%		
Clarity of instructions to learn	58,6%	31%	10,3%		
Ease of understanding the sentence in the text	65,6%	31%	3,4%		
Ease of understanding of the subject material (content)	69%	27,6%	3,4%		
The accuracy of the order of presentation	82,8%	10,3%	6,9%		
Adequacy of training	79,3%	17,2%	3,4%		
Clarity of feedback / response	79,3%	20,7%			
Benefits program	82,8%	17,2%			

8. Assessment of Draft Model

As Surahsimi Arikunto said, to view the results of a study required the data analysis; therefore the techniques of data analysis were extremely

important in a study. Data analysis includes all activities to clarify, analyze, and draw conclusions from all collected data.

9. Data Analysis from Expert Validation

The data that collected from experts consisting of three aspects namely: Learning, Display, and Program. The analysis was done by comparing each indicator to the standard minimum score. The score are:

4 = Excellence

3 = Good

2 = Adequate

1 = Poor

0 = Not Applicable

Indicator with a score under 2.0 should be revised.

Aspects	Indicators	4	3	2	1	0
Learning	The accuracy of the material with the competency standards contained in the applicable curriculum		√			
	Suitability of the material with the basic competencies contained in the applicable		√			

	curriculum		√			
	Clarity of instructions to learn the use of multimedia products		√			
	Suitability of the order of the material contained in a multimedia product with the scientific concept		√			
	Clarity of the target user of multimedia products		√			
	Adequacy of the description of matter in explaining scientific concepts		√			
	Adequacy of the examples given for explanation		√			
	Adequacy of training given in the learning		√			
	Adequacy of feedback for the implementation		√			
	Sufficiency in learning interactions cause		√			
	Conformance tests with the material		√			
Display	Menu display		√			

	Use of key / button		√			
	Type and size of text			√		
	Color composition		√			
	Quality photographs, pictures, graphics		√			
	The quality of video / audio / narration		√			
	The quality of animation		√			
	Ease of understanding the language		√			
	Quality of interaction		√			
	User familiarity		√			
	Stages of / sequential / contents		√			
	The attraction and motivation		√			

Program	Consistency is the key / button		√			
	Clarity of instructions for use		√			
	Navigation		√			
	Efficient use of screen			√		
	The efficiency of the narrative		√			
	Technical efficiency		√			
	The accuracy of the response to student responses		√			
	Speed of response to student responses		√			

a. There are 3 aspects in Expert Validation :

- 1) **Learning** consist of : the accuracy of the material with the competency standards contained in the applicable curriculum, suitability of the material with the basic competencies contained in the applicable curriculum, clarity of instructions to learn the use of multimedia products, suitability of the order of the material contained in a multimedia product with the scientific concept, clarity of the target user of multimedia products, adequacy of the description of matter in explaining scientific concepts, adequacy of the examples given for explanation, adequacy of training given in the learning, adequacy of feedback for the implementation, sufficiency in learning interactions cause, conformance tests with the material. And the result for learning aspects **3.00**.
- 2) **Display** consist of menu display, use of key / button, type and size of text, color composition, the quality of video / audio / narration, quality photographs / pictures / graphics, the quality of animation, ease of understanding the language, quality of interaction, user familiarity, stages of / sequential / contents, the attraction and motivation and the result of display aspects : **3.00**

- 3) **Program** consist of : navigation, consistency is the key / button, clarity of instructions for use, efficient use of screen, the efficiency of the narrative, technical efficiency, the accuracy of the response to student responses, speed of response to student responses. And the result of program aspect : **3.00**

The result show that the software can be used for English department students. There are some weaknesses of the material developed in the try out process. Therefore, based on the findings it should be revised again. The revisions are as follows:

- a. The display button had to be more better,
- b. Adding the guideline in evaluation page
- c. The guideline must be displayed in one of sub menu

The product of computer assisted language learning is a developmental English learning development; therefore what happens is the iteration process which means it's never perfect in every test of a media product. The steps that have been implemented by the researcher, allowing the product of listening material development program are applicable for instructional media.