

**THE EFFECTIVENESS OF USING COMPUTER ASSISTED LANGUAGE
LEARNING (CALL) TO TEACH LISTENING SKILL AT THE EIGHTH
GRADE STUDENTS OF SMP N 2 KARTASURA IN ACADEMIC YEAR
OF 2015/2016**

(An Experimental Research)

THESIS

Submitted as A Partial Requirement

For the Undergraduate Degree in English Education



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2017

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Wassalamu'alaikum Wr. Wb

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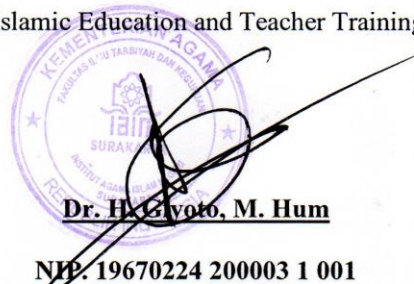
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DEDICATION

This thesis is dedicated for:

“My beloved father and mother

Mr. Suwanto and Ms. Sarti”

My Beloved uncle and aunty

Mr. Misman and Ms. Sarti”

My awesome sisters and brother

Maryanti, Desi and Muhtarom

Someone special in my future

All friends, relatives, and lecturers who stand beside me

MOTTO

وَلَا نُكَلِّفُ نَفْسًا إِلَّا وُسْعَهَا وَلَدِينَا كِتَابٌ يَنْطِقُ بِالْحَقِّ وَهُمْ لَا
يُظْلَمُونَ ﴿٦٣﴾

**And We task not any person except according to his capacity, and with Us is
a Record which speaks the truth, and they will not be wronged.**

(QS. AL MU'MINUN: 63)

فَاذْكُرُونِي أَذْكُرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُونِ ﴿١٥٢﴾

So remember Me; I will remember you.

And be grateful to Me and do not deny Me.

(QS. AL BAQARAH : 152)

PRONOUNCEMENT

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I hereby sincerely state thesis "The Effectiveness of Using Computer Assisted Language Learning to Teach Listening Skill at The Eighth Grade Students of SMP N 2 Kartasura in Academic Year of 2015/2016 (An Experimental Research)." is my real masterpiece. The things out of masterpiece in this thesis are signed by citation and refered in bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing in my thesis and academic degree.

Surakarta, January 10th, 2017




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ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, all praises to Allah SWT, the single power, the lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "The Effectiveness of Using Computer Assisted Language Learning to Teach Listening Skill at The Eighth Grade Students of SMP N 2 Kartasura in Academic Year of 2015/2016 (An Experimental Research)." Peace is upon prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. Mudhofir Abdullah, S.Ag, M.Pd. the Rector of the State Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M.Hum as the Dean of Islamic Education and Teachers Training Faculty, for his permission and his approval of this thesis.
3. Dr. Imroatus Solikhah, M.Pd as the Head of English Education Department of Islamic Education and Teacher Training Faculty for her permission and her approval of this thesis.
4. Zainal Arifin, S.Pd., M.Pd as the advisor for his precious advices, corrections and help to revise the mistake during the entire process of writing this thesis.

5. Surtinah, S.Pd. as the Headmaster of SMP N 2 Kartasura, thanks for giving permission to the researcher to do research.
6. Harcaryati, S.Pd. as the English teacher that helped the researcher in doing the research.
7. All the teachers and official employees of SMP N 2 Kartasura, thanks for helping.
8. All of the VIII G, VIII H, and VIII I students, thanks for the attention and help the researcher in doing the research
9. The researcher's beloved parents for the unlimited love, support, help, pray, and everything that they give to the researcher.
10. Her helpful guide, Qayyul, Dinnik, Wati and Fatin. Thanks for the help, guidance and support to researcher in doing the research.
11. Her amazing, everlasting, incredible, and motivational friends, Maya, Hafni, Kiki, Asih, Endang and Dian. Thanks for the help, love and support.
12. The researcher classmates "Delirium Class" unforgettable moment with all of you guys.
13. All of sisters in Hiro' boarding house, Mutiah, Nuril, Ika, Maria, Vero, Ilma, Alfi.
14. All of sisters in Haura boarding house, Main, Qhoir, Ayu, Mutia, and Mifta
15. All of sisters in Smart boarding house, Zul, and Lia.
16. All of sisters in Grey house, Ela, Ayu, and Dewi. Thanks for support to researcher in doing the research

17. The owner of *Gerai Imani Collection*, Mr. Jundan and Mrs. Utami. Thanks for the financial support given.

18. Everyone who has helped the researcher to conduct the research and write this thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis will be useful for the researcher in particular and reader in common.

Surakarta, January 10th, 2017

The Researcher

ABSTRACT

Intan Wahyuningsih. 2016. *The Effectiveness of Using Computer Assisted Language Learning (CALL) to Teach Listening Skill at The Eighth Grade Students of SMP N 2 Kartasura in Academic Year of 2015/2016 (An Experimental Research)*. Thesis. English Education Study Program. Islamic Education and Teacher Training Faculty. State Islamic Institute of Surakarta.

Advisor : Zainal 'Arifin, S.Pd. M.Pd

Key words : CALL and Listening Skill

The objective of this research is to find out whether there is the effectiveness of using CALL to teach listening skill at the eighth grade students of SMP N 2 Kartasura in the academic year of 2015/2016. The research was carried out on 3rd November 2016 until 2nd December 2016 and conducted in SMP N 2 Kartasura.

The population of this research was all the eighth grade students of SMP N 2 Kartasura in academic year 2015/2016 which the total is 280 students. Through random sampling technique, the samples were taken only 64 students. They are from VIII G and VIII I. The students of VIII I were chosen as experimental group and the students of VIII G were chosen

as control group. This research used an experimental design. This study involves independent variable (CALL) and dependent variable (listening skill).

To achieve the objective aforementioned, the researcher used test as instrument of technique collecting the data. The researcher compared both groups. The experimental group was taught by CALL while control group was taught by using Audio-lingual Method, the same as their teacher usually does. By applying true experiment pre-test and post-test design, the significance was clearly perceptible. The test was tryout first to find the validity and reliability of the instruments. The techniques which were used to analyze the data were T-Matching test.

The result of the research shows that there was a significant different between the experimental group and control group. It was obtained $t_{\text{obtained}} = 5.693$ and while $t_{\text{table}} = 2,042$. It was clearly perceptible that $5.693 > 2,042$ or $t_{\text{obtained}} > t_{\text{table}}$. Thus there was significant different between the students who were taught by using CALL and those who were taught by using Audio-lingual Method. The hypothesis was accepted.

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CHAPTER I

INTRODUCTION

A. Background Study

In modern era, English is regarded as international language. It means that it plays as an important role in international communication. Almost all of people use English to enter global world. It serves people as a bridge into the worlds of higher education, economics, culture, science, technology, politics, international trade, et cetera. In Indonesia, English as a foreign language to be taught at school, English is given to students of elementary school until university. The aims of mastering English are to develop Indonesian people in international trade and maintain good relationship with other countries. In learning English, there are four major skills to be learnt. They are listening, speaking, reading, and writing. Among four language skills, listening has more attention from teacher and learners in language teaching (Siegel, 2015:5). Listening also has great importance in foreign language classroom (Nunan in Richards and Renandya, 2002: 238).

In language learning process, listening provides input to students. If the students are unable to understand the input, the learning process is unable to begin (Rost, 1994: 141-142). Listening is an activity to get the important information as first input for students. As Sharma (2011:13) states that listening provides the aural input that serves the basic for language acquisition and enable learners to interact in spoken communication. Listening becomes the indicator of someone's knowledge in a language.

Before people learn to speak English, they should understand what they heard. It means that all of people should be mastered listening for the first. Without learning listening earlier, the learners are unable to speak the target language. In fact, many students have minimum listening proficiency. Students encounter difficulties that come from sound, words, classifying words, and sentences.

Rost (1994:119) states that most of students have trouble with factual or literal comprehension such as identifying what said or what facts were stated. The students also have problem with interpretation such as categorizing new information or seeing cause and effect relationship between facts. Therefore, teacher should actively explore the nature and process of listening comprehension in order to improve listening teaching outcomes and make students recognize that listening comprehension is the crucial aspect of English learning.

In this study, the researcher introduces a method to teach listening which used computer as an aid to the presentation, reinforcement, and assessment material. It represents challenge for the teacher and for students as a new medium of exploration, namely Computer Assisted Language Learning (CALL). Computer Assisted Language Learning (CALL) refers to any process in which the learner uses a computer to improve foreign language competence.

CALL provides drills and practice to students. In this phase, the computer is used as tutor, presenting drill exercises without feedback component. It gives students choices, control, and interaction. CALL based

on multimedia computers and the internet that combine text, graphics, sound, animation, and video.

According to Nachoua (2012: 1150), the use of CALL (Computer Assisted Language Learning) is effective method to enhance students' motivation hence their performance in listening. Students are prepared to face a difficulty in understanding native speaker's accent or pronunciation. In the most classes also motivated and act as active listeners. The students who learn listening skill using CALL reflect good scores and active listener in motivated classes because they were not just exposed to an aural environment but also a visual one. Therefore, CALL is a motivating method and computers are worthwhile tools to be used in foreign language classes to develop students' listening skill.

SMP N 2 Kartasura was the subject of this research. It was based on the researcher's pre-observation. The researcher found many students seem boredom in Teaching Listening. They prefer talked to their friends to pay attention to the teacher. The teacher still used Audio-lingual Method. The teacher explained the material and then gave students listening exercise to be finished. Actually, the result was not good.

Based on the explanations aforementioned, the researcher was curious to know whether using Computer Assisted Language Learning (CALL) is more effective to teach listening than using Audio-lingual Method. Thus, the research was carried out by the researcher entitled "The Effectiveness of Using Computer Assisted Language Learning (CALL) to Teach Listening

Skill at The Eighth Grade Students of SMP N 2 Kartasura in Academic Year of 2015/2016 (An Experimental Research).”

B. Problem Identification

Based on the research background mentioned earlier, the problems that be identifiable are:

1. The teacher has difficulties in transferring their knowledge to students because they do not understand their students' interest.
2. Using conventional method in teaching listening cannot boost the students' interest in this sophisticated era and therefore the teacher has to find a new method.
3. Students' interest on learning English influences their score.

C. Problem Limitation

To focus on the topic, the researcher makes limitations to both the object and subject of research:

1. Listening is the language skill that is used most frequently, because without learning listening earlier a little words or vocabulary can be understood. The students will get difficulty in interpreting what they heard. It is visible from the researcher's experience when the researcher did pre-observation in SMP N 2 Kartasura. Some students encountered difficulties in listening activity. According to syllabus of the School-Based Curriculum (KTSP) 2006, listening skill is explicitly taught in the eighth grade students. Those are the reasons why the researcher decides to take

the eighth grade students of SMP N 2 Kartasura in academic year 2015/2016 as the subject of this research and listening is chosen to be object of this research as dependent variable.

2. There are some method found nowadays, CALL is one of them. It is a method to language teaching and learning in which the computer is used an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a substantial interactive element. CALL can play three different roles in language acquisition, while the computer can act as a tutor (e.g. for delivering instructional materials to the learner), as a stimulus (e.g. to stimulate discussion, writing, or critical thinking), or as a tool (e.g. word processors, spelling and grammar checkers, and concordances). When using CALL, the students's interest are expected to be boosted in learning. Based on the description and benefit of CALL afore explained, the researcher decides to use this method as the treatment to experimental class. CALL is chosen to be independent variable that will influence the dependent one. Meanwhile, the researcher uses Audio-lingual Method (ALM) to control class.

D. Problem Statement

Based on the problem identification and problem limitation aforementioned, problem is formulatable as follows as “Is using CALL effective to teach listening skill at the eighth grade students of SMP N 2 Kartasura in the academic year of 2015/2016?”

E. The Objective of Research

The objectives of this research was to find out the effectiveness of using CALL to teach listening skill at the eighth grade students of SMP N 2 Kartasura in the academic year of 2015/2016.

F. The Benefit of Research

By doing this research, there are many benefits can be reached. The significance of this research is theoretically and practically.

1. Theoretically

Proving the result of listening scores between experimental and control classes of students at the eighth grade of SMP N 2 Kartasura in academic year 2015/2016 are different.

2. Practically

a. For the teachers

The teachers can improve the teaching learning activities by choosing appropriate method as a tool to improve the students' listening, in order to create interesting and motivating atmosphere within the activities.

b. For the students

1) They will get new experience by using CALL in learning listening English. It will be easier for the students to listen English well, so the students are interested in learning listening.

2) The teaching learning activity will be enjoyable because the students are taught by using interesting method. Therefore, they can be more active in listening class.

3) The students will be able to listen the sounds correctly, classifying word, and interpret correct sentences.

c. For the school

This research is expected to be held at SMP N 2 Kartasura so that more advanced and developed in the improving of teaching listening process.

d. For the other researchers

The research can be beneficial references for next researchers when they want to study the same case.

G. The Definition of Key Terms

The researcher classifies the term of the study make easy to understand and avoid misinterpretation. The key terms for this title **“The Effectiveness of Using Computer Assisted Language Learning to Teach Listening Skill at The Eighth Grade Students of SMP N 2 Kartasura in Academic Year of 2015/2016 (An Experimental Research)”** are follows:

1. Experimental Research

Creswell (2012:295) explains that experimental research is a research which tests an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.

2. Listening

Sharma (2011:13) defines listening is a communication method that requires the listener to understand, interpret, and assess what they hear. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding.

3. CALL

Scott and Beadle (2014: 19) states that Computer Assisted Language Learning (CALL) refers to any process in which the learner uses a computer to improve foreign language competence.

H. Previous Related Research

There have been several researchers and journal conducted on Computer Assisted Language Learning (CALL). The first research is conducted by Mursidin, the student of Sebelas Maret University. The research is about the implementation of CALL in teaching vocabulary acquisition. The title is “Implementing Computer Assisted Language Learning (CALL) to Improve Students’ Vocabulary Acquisition at the Seventh Grade SMP N 1 Jaten Karanganyar in Academic Year 2010/2011”. The research was conducted in order to improve the students’ vocabulary acquisition through CALL.

The second research is “Improving Students’ Speaking Skill Using Computer Assisted Language Learning (CALL) in Third Semester Students of STMIK AMIKOM Purwokerto in the Academic Year 2011/2012”. This thesis is conducted by Puspita Mayaratri, the student of Sebelas Maret University, to know whether using CALL is able to improve students’ speaking skill.

The third journal is “Implementing Computer Assisted Language Learning in the Teaching of Second language Listening Skills”. This journal is conducted by Jesse Gene Greenleaf, the student of Minnesota State

University, Mankato to know whether the implementation of Computer Assisted Language Learning improve the students' listening skills.

Based on the researches and journal aforementioned, they have similarities and differences with this research. The similarities: (1) using CALL as independent variable that will affect the dependent one similar to this research. (2) Using listening as dependent variable of research. The differences are: (1) the researches and journal apply Classroom Action Research (CAR) design that emphasizes the improvement of dependent variable as the result of the implementation of dependent variable different with this research applies Experimental design that emphasizes the effectiveness of the implementation of dependent variable in this case is CALL. (2) The dependent variables of the researches conducted by Mursidin and Puspita Mayaratri are vocabulary and speaking skill different with this research that focuses on the listening. (3) The subject of both researches are different with this research, Mursidin took the Seventh Grade SMP N 1 Jaten Karanganyar in Academic Year 2010/2011, Puspita Mayaratri took Third Semester Students of STMIK AMIKOM Purwokerto in the Academic Year 2011/2012, while the researcher will take the eighth grade of SMP N 2 Kartasura in academic year 2015/2016.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching Listening

Before the researcher discusses about teaching listening, the researcher will explain about:

a. The Nature of Listening

Listening is a combination of hearing what another people said and psychological involvement with the person who is talking (Tyagi, 2013: 1). This includes the understanding of someone's accent and pronunciation, his vocabulary and grammar, and catching his meaning. Thus, Rost (2002: 3-4) states listening is a process of receiving what the speaker actually says; constructing and representing meaning; negotiating meaning with the speaker and responding; and creating meaning through involvement, imagination and empathy.

Based on the definitions above, it can be concluded that listening is a combination of hearing what speaker said and psychological involvement to understand someone's speech with selection and interpretation information from auditory and visual clues. Aspects of listening include speech perception, word recognition, sentence processing, construct the literal meaning of

sentence, hold the information, infer the implied meaning and intention, predict what is to be said, and decide how to respond.

b. Teaching Listening

Teaching can be defined as helping someone to learn how to do something, giving instruction, guiding in certain study, providing with knowledge, causing to know or understand. As Brown (2007: 8) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It means that teaching provides us to understand how to learn will determine the philosophy of education, teaching style, approach, methods and classroom approach.

Siahaan (2008:221) also states that teaching is the way an instruction is organized, how much the students are involved actively in learning, how much the students are responsible for the learning, and how learning is assessed. Meanwhile, Sharma (2011: 13) states that listening is a communication method that requires the listener to understand, interpret, and assess what they hear. So, it can be concluded that teaching listening is helping the listener with guiding and facilitating learning in order for the listener to understand, interpret and assess what they hear.

In teaching listening, there are several activities that can be conducted in teaching listening based on Ur (1996: 35-148):

a. Listening for perception

1) At word-level

2) At sentence-level

b. Listening for comprehension

1) Listening and making no response

Some activities consist of following a written text, listening to a familiar text, listening aided by visual, etc.

2) Listening and making short responses

Some activities are such as obeying instruction, ticking off items, true/false exercise, detecting mistakes, guessing/definition, etc.

3) Listening and making longer responses

Several activities here are repetition and dictation paraphrase, translation, answering questions, predictions, filling gap, etc.

4) Listening as basis for study and discussion

Some activities here are such as problem-solving, jigsaw listening, interpretive, listening, evaluative, and stylistic analysis.

Even though there are many activities that can be used, the teacher should consider some factors such as the students ability, students age, the tools, the material needed.

c. The Role of Teacher and Students in Teaching Listening

Teacher plays important role in teaching listening to affect students' achievement. The roles (Badi, 2012: 17) consist of:

1) Teacher modifies methods and techniques from one activity to another.

- 2) The teacher should be flexible in their way of teaching to reach students' needs.
- 3) The useful and applicable teaching listening strategies and materials give teaching and learning its value.
- 4) The variation of teacher's strategies and the teaching used materials considered as one of the well known factors that affect learning process positively and negatively.
- 5) Teacher gives students the opportunity to listen to talk which includes grammar, vocabulary and pronunciation and then produce those aspects.
- 6) If teacher varies the strategies in order to fit the objective in accordance with nature of the task itself.
- 7) Teacher should not be hesitated in using new material, because using a book and read it for students is traditional way teaching.
- 8) Using multimedia or recorded materials becomes famous method of teaching which aims to help teachers and to give students the opportunity to benefit from the advanced technology of nowadays.
- 9) Teacher recognizes the importance of their role and their responsibilities toward their students' achievements through the well organized preparation.
- 10) Teacher should be care about students' awareness because it helps students and teacher to exceed the obstacle in listening skill sessions.

Besides that, the students have also important role to help teacher in teaching listening. Listening lessons often make students boredom and careless. If students feel bored, whatever teacher does, they will never succeed in promoting students' listening skill. Therefore, students' awareness has important role in process of teaching. Students' awareness is a very effective factor in progress of lesson itself and in process of teaching listening. Briefly, if students are being involved and aware about what the teacher says or instruct, students facilitate the role of teacher and get progress in their learning promotion.

d. The Listening Principles in The Classroom

Teacher needs to do a variety of things to make the students capable in listening learning. As Harmer (2007:135) states:

- 1) Encourage the students to listen as often and as much possible.
- 2) Help students prepare to listen. Students need to be made ready to listen.
- 3) Play an audio track only once may not be enough.
- 4) Encourage students to respond to the content of a listening, not just to language.

e. Listening Process

The process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding (Tyagi, 2013:1-3).

HEARING. It is referred to the response caused by sound waves stimulating the sensory receptors of the ear. Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

UNDERSTANDING. This step helps to understand symbols we have seen and heard, we must analyse the meaning of the stimuli we have perceived. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

REMEMBERING. Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening, our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

EVALUATING. Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message.

RESPONDING. This stage requires that the receiver complete the process through verbal or nonverbal feedback because the speaker has no other way to determine if a message has been received.

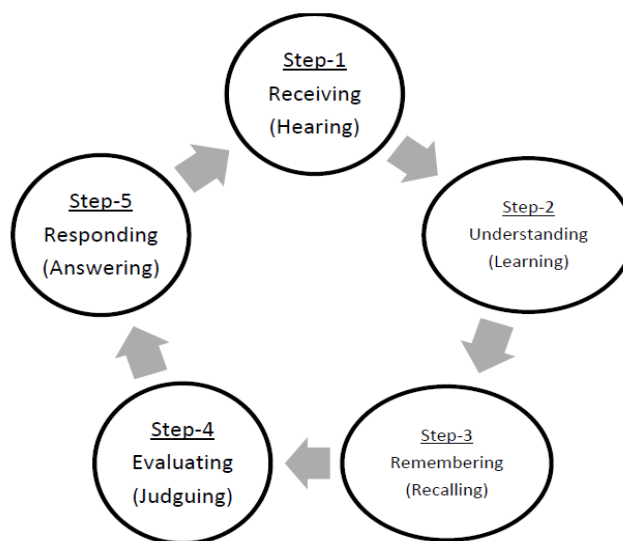


Figure 1.1:

The process of listening

f. Listening Procedure

The teacher should focus on the procedure of listening to achieve the goal in teaching. As Sharma (2011: 15-16) states that teacher should:

1) Before listening: Plan for the listening task

- Decide the purpose in advance what one wants to listen.
- Decide if more background information is needed.
- Determine to attend to the overall meaning or focus on the words and phrase.

2) During and after listening: Monitor comprehension

- Confirm predictions and check for inaccurate guesses.
- Decide what is important to understand and what is not important to understand.

- View again to ensure comprehension.
- Ask for help if needed.

3) After listening: Evaluate comprehension and strategy use

- Assess comprehension in particular area.
- Evaluate overall students' progress in listening and in particular types of listening tasks.
- Come to a decision if the strategies used were suitable for learning.
- Modify learning strategies if necessary.

g. Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Tyagi, (2013: 3) classified listening strategies by how the listener processes the input.

- 1) Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. The background knowledge activities a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include listening for the main idea, predicting, drawing inferences, and summarizing.
- 2) Bottom-up strategies are text based. The listener relies on the language in the message that is the combination of sounds, words, and grammar that create meanings. Bottom-up strategies include

listening for specific details, recognizing cognates, and recognizing word-order patterns.

Based on the explanation above, there are two strategies of listening. They are top-down strategies and bottom-up strategies. Top-down strategies go from listeners' background in understanding the meaning of message. Meanwhile, bottom-up strategies begin by constructing message from the combination of sounds, words, grammatical relationship, and lexical meaning in order to arrive at the final message.

h. Listening Assessment

Assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of teaching course on the basis of various sources of evidence. Assessment may be done by test, interview, questionnaire, observation, etc. (Richard & Schmidt, 2002: 35). As Brown (2004: 122-139) provides some format that can be applied in assessing listening. In this section focus on the micro skills, they are:

1) Intensive Listening

a. Recognizing Phonological and Morphological Elements

In classic task test, the test-takers are given spoken stimulus to identify from two or more choices.

Example:

Phonemic pair, consonants

Test-takers hear: He's from California

Test-takers read: a) She's from California.

b) He's from California.

Phonemic pair, vowel

Test-takers hear: Is he living?

Test-takers read: a) Is he living?

b) Is he leaving?

Morphological Pair, -ed ending

Test-takers hear: I missed you very much.

Test-takers read: a) I missed you very much.

b) I miss you very much.

Stress pattern in can't

Test-takers hear: My girlfriend can't go to the party.

Test-takers read: a) My girlfriend can't go to the party.

b) My girlfriend can go to the party.

One word stimulus

Test-takers hear: Vine

Test-takers read: a) Vine

b) Wine

b. Paraphrase recognition

Words, phrases, and sentences which are frequently assessed by providing stimulus sentence and asking the test-takers to choose the correct paraphrase from number of choices is the

text step up to the scale of listening comprehension micro skills.

Sentence paraphrase

Test-takers hear: Hello, my name is Keiko. I come from Japan.

Test-takers read: a) Keiko is comfortable in Japan.

b) Keiko wants to come to Japan.

c) Keiko is Japanese.

d) Keiko likes Japan.

Dialogue Paraphrase

Test-takers hear: Man : Hi Maria, my name's George.

Woman : Nice to meet you, George. Are you
American?

Man : No, I'm Canadian.

Test-takers read:

a) George lives in the United States.

b) George is American.

c) George comes from Canada.

d) Maria is Canadian.

2) Responsive Listening

Responsive Listening is a question and answer format. This can provide some interactivity in these lower-end listening tasks.

Example:

Appropriate response to a question

Test-takers hear: How much time did it take you to do your

deleted. In listening cloze tasks, test-takers see a transcript of the passage that they are listening to and fill in the blanks with the words or phrases that they hear. Example:

Test-takers hear: Ladies and gentlemen, now I have some connecting gate information for those of you making connections to other flights out of San Francisco. Flight seven-oh-six to Portland will depart from gate seventy-three at nine-thirty P.M. Flight four-forty to Monterey will depart at nine-thirty-five P.M from gate sixty. And flight sixteen-oh-three to Sacramento will depart from gate nineteen at ten-fifteen P.M.

b. Information Transfer

Multimedia-picture-cued selection and/or single picture cued verbal multiple choice. Example:

Test-takers hear: Choose the correct picture. In my back yard have a bird feeder. Yesterday, there were two birds and a squirrel fighting for the last few seeds in the bird feeder. The squirrel was on top of the bird feeder while the larger bird was sat as the bottom of the feeder screeching at the squirrel. The smaller bird was flying around the squirrel, trying to scare it away.

Test-takers see four different pictures with one correct answer.

4) Extensive Listening

a. Dictation

Dictation is a widely researched genre of assessing listening comprehension. Brown (2004: 131) states that in dictation, test-takers hear a passage, typically of 50 to 100 words, recited three times: first, at normal speed; then, with long pauses between phrases or natural word groups, during which time test-takers write down what they just heard; and finally, at normal speed once more so they can check their work and proofread.

b. Communicative Stimulus response Tasks

Dialogue and multiple choice comprehension items, example:

Test-takers:

Directions: Now you will hear a conversation between Lynn and her doctor. You will hear the conversation two times. After you hear the conversation that second time, choose the correct answer for the questions 11-15 below. . .

Doctor : Good morning, Lynn. What's the problem?

Lynn : Well, you see. I have a terrible headache, my nose is running and I'm really dizzy.

Doctor : Ok. Anything else?

Lynn : I've been coughing. I think I have a fever, and my stomach-aches.

Doctor : I see. When did this start?

Lynn : Well, let's see. I went to the lake last weekend and after I returned home I started sneezing.

Doctor : Hmm. You must have the flu. You should get lots of rest, drink hot beverages, and stay war. Do you follow me?

Lynn : Well, uh, yeah, bt...should I take some medicine?

Doctor : sleep and rest are as good as medicines when you have the flu.

Lynn : Okay, thanks Dr. Brown.

Test-takers read:

11. What is Lynn's problem?

- a) She feels horrible.
- b) She ran too fast at the lake.
- c) She's been drinking too many hot beverages.

12. When did Lynn's problem start?

- a) When she saw her doctor.
- b) After she came home from the lake.
- c) Before she went to the lake.

c. Dialogue and Authentic questions on details

You will hear conversation between a detective and a man. The tape will play the conversation twice. After you hear the conversation the second time, choose the correct answer on your test sheet.

Detective : Where were you last night at eleven P.M. the time of murder?

Man : Uh, let's see. Well. I was just starting to see a movie.

Detective : Did you go alone?

Man : No. Uh, well. I was with my friend, uh, Bill. Yeah, I was with Bill.

Detective : What did you do after that?

Man : We went out to dinner then I dropped her off at her place.

Detective : Then you went home?

Man : A little before midnight.

5. Where was the man at 11:00 P.M.?

- a. In a restaurant
- b. In a theatre
- c. At home

6. Was he with someone?

- a. He was alone.
- b. He was with his friend.
- c. He was with a friend.

7. The man is probably lying because (name two clues)(requires inference)

- 1).....
- 2).....

i. Listening Skills

As Harmer (2007: 135) states that the students need to be listen to variety of things in number of different ways. In the first place, they need to be able to recognise paralinguistic clues such as intonation in order to understand mood and meaning. They also need to be able to listen for specific information (such as times, platform numbers, etc), and sometimes for more general understanding (when they are listening to story or interacting in a social conversation). So, most students are perfectly capable of listening to different things in different ways in their own language.

2. Computer Assisted Language Learning (CALL)

a. The Nature of CALL

Computer Assisted Language Learning (CALL) refers to any process in which the learner uses a computer to improve foreign language competence (Scoatt and Beadle, 2014:19). CALL includes the sets of instructions which need to be loaded into the computer for it to be able to work in the language classroom (Gunduz, 2005: 193). Futher, Morales (2014:14) also states that CALL is a method that used computers or electronic devices to teach or learn a language. Devices are used as tools to promote and enhance the learning of language. The devices include smart phones, tablets, MP3 players, and et cetera.

So, it can be concluded that CALL is several process which the students use computers or electronic devices with the set of instructions to teach and learn language.

CALL can play three different roles in language acquisition, while the computer can act as a tutor (e.g. for delivering instructional materials to the learner), as a stimulus (e.g. to stimulate discussion, writing, or critical thinking), or as a tool (e.g. word processors, spelling and grammar checkers, and concordances).

b. Steps of CALL in Teaching Listening

According to Levy, et.al (2011:216-217), the procedure of CALL is follows as:

- 1) Experience CALL as a part of preparation to train their students. It is important for students who have not learned languages through computer based activities to have that experience. This can lead to profound changes in what is trained and how the training conducted.
- 2) If learners are going to make informed choices regarding material and strategies for going through it, take on part of the teacher's role. It is helpful for them to have some of the same base knowledge that professional language teachers have.
- 3) Use a cyclical approach. Both the general concept of learner control and the mastery of specific techniques often take time and repeated exposure.
- 4) Allowing students to discuss their individual homework experiences in groups during the next class promotes reflection and allows them to learn from one another rather than just from the instructor.

5) Materials can be used in ways beyond those intended by the designer. For instance, any material with an accurate transcript can use for dictation practice and to support vocabulary development.

c. The Use of CALL in Language Teaching

Bamrung Torut (1999:7) suggests that the use of CALL can be divided as follows:

1) Drill and Practice

Drill and practice is to review the content/background knowledge, and to assess learner to master separate language skills (such as reading, listening, etc.).

Drill and practice consist of three steps:

- 1) Providing stimulus
- 2) Receiving active response from the learner, and
- 3) Giving immediate feedback

There are several types of *Drill and Practice* activities or exercise, such as paired associate (matching); sentence completion; multiple choice; part identification; true-false; and short answer questions.

Well-designed *Drill and Practice* programs can record the learner's progress and scores and the time a student spend on each exercise. Some programs add timing features to help the learners to control their speed while practicing. *Drill and Practice* CALL programs in the early years focus on practicing language skills and

components separately, for instance, vocabulary, grammar (such as irregular verbs, past tense, and articles), reading, and translation.

2) Computer as Tutor

The role of the computer as a tutor is to present to the learners the content of the lesson as text graphic, video, animation, or slides, including learning activities, drill and practice. The computer serves as a means for delivering instructional materials, The programs consist of the following stages: 1) Introduction (stating aims, background knowledge), 2) Presenting of the content, exercise and/or testing, and 3) Giving the feedback.

3) Computer as Simulation/Problem-Solving

Simulations and problem solving are used to foster analysis, critical thinking, discussion, and writing activities. The computer is not used much for tutorial purposes. The program is designed to create language interaction through problematic situations, conditions, or problems challenging the learner to solve. Many simulation programs are problem-solving games, which are both entertaining and educational in nature and purpose (“edutainment”).

4) Games and Computers

CALL games and simulation games are similar in that both are designed to motivate students to learn through entertainment. However, they are different in certain ways. Simulation games always use simulations (real-life situations) in the presentation of a game,

while CALL games focus on providing fun but challenging environment to the learner. Though CALL games have clear learning objectives, they are different from Tutorials and Drills and Practice. The main function of CALL games is not so much to present the language content as Tutorials do but to provide entertainment to the learner.

5) Computers as Tools for ELT Teachers and Learners

The most common tool used by teachers and learners in CALL is word processors which are tools for creating documents, for making handouts, sheets, desktop, publishing, letters, and flyers for language teaching and learning.

6) Internet Application

Computers can be connected to the internet and can incorporate interactive multimedia: text, graphics, audio, video, and animation. It can be said that the explosive growth of the internet has given new life to interactive media and CALL.

d. Advantages of CALL

The current computer technology has many advantages for foreign language learning. Computer and its attached language learning programs could provide students more independence from classrooms and allowing learners the option to work on their learning material at any time of the day. Lee in Lai & Kritsonis (2006: 2-3) stated that the reason why we should apply computer technology in

foreign language instruction, include computer and its attached language learning programs can:

- 1) Prove practices for students through the experiential learning
- 2) Offer students more the learning motivation
- 3) Enhance student achievement
- 4) Increase authentic materials for study
- 5) Encourage greater interaction between teachers and students or students and peers
- 6) Emphasize the individual needs
- 7) Regard independence from a single source of information
- 8) Enlarge global understanding.

Taylor in Lai & Kritsonis (2006: 2-3) also expresses that CALL can be wonderful stimuli for foreign language learning. Currently, computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and anxieties, and provide repeated lessons as often as necessary. Those abilities will promote foreign language learners' learning motivation.

e. Disadvantages of CALL

Gips, DiMattia, & Gips in Lai & Kritsonis (2006: 3-4) states the current computer technology still has its limitations and disadvantages.

- 1) CALL will increase educational costs and harm equity of education.

- 2) Teachers and learners should have basic technology knowledge before they apply computer technology to assist foreign language teaching and learning.
- 3) CALL is still imperfect.
- 4) Computers cannot handle unexpected situations.

f. The Role of Teacher

According to Levy, et al (2011:202-216), the roles are as follow as:

- 1) Teacher is as facilitator that gives students materials to determine their level of interest and to develop their effective study skills.
- 2) Teacher develops students' self-expression based on their individual needs in class.
- 3) Teacher gives students positive reinforcement, including attention, empathy, respect, and praise.
- 4) Teacher uses positive reward to encourage students to attend class and to express themselves so that they can simultaneously pursue their studies and develop self-esteem, confidence, and motivation.
- 5) Teacher develops each student's ability to deal with life's challenges and become whole person.
- 6) In this way, teacher only can play a role as facilitator because teacher should not analyze a student's thought and behavior from her/his own perspective but from that of the student. A

teacher comprehends a students' interest, assess their development stage, and devises an educational path for each individual.

- 7) Teacher gives to students to foster their interest and build their motivation should be real-world examples.
- 8) Teacher uses CALL as appropriate method to provide materials for students and to understand each individual student's needs.

g. The role of Students

According to Levy, et al (2011:202-205), the roles are as follow as:

- 1) Students use many methods for improving listening, including pausing the media, slowing the playback speed, expanding the player size, doing background research for pre-listening, and listening materials.
- 2) Students use other method specifically to improve their proficiency, including listening for meaning, written dictation, and oral summarization.

3. Audio-Lingual Method

a. Definition

The Audio-lingual Method is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the training techniques. In ALM,

teacher gives stimuli through shaping reinforcement (Larsen-Freeman, 2002: 35). Richard and Roger (2002:66) state that point out of the whole audio-lingual paradigms are pattern practice, drilling, and memorization. So, it can be concluded that ALM is a learning-language method that emphasizes on giving stimuli through reinforcement, shaping, practice, drilling, and memorization.

b. Steps of ALM

According Richard and Roger (2002: 57-58), the following procedure or steps are as follow as:

1) The students listen to the model dialogues.

The students listen the dialogue by teacher's reading or tape recorder.

2) The students repeat each line of the dialogue.

The dialogue is read aloud in chorus, one half saying one speaker's part and the other half responding.

3) The teacher pays attention to pronunciation, intonation, and fluency.

Teacher gives correction of mistake directly and immediately.

4) Follow up activities may take place in the language laboratory, where further dialogue and drill works is carried out.

Besides that, the teaching steps of ALM are as follow as:

1) Giving response

- a) Teacher reads the dialogue to the whole class
- b) Students listen to the model dialogue

- c) Teacher explains the lesson. Students listen to the teacher's explanation.
 - d) Teacher asks students to listen some commands from the tape recorder.
 - e) Students give the response by choosing the best answer on the worksheet.
- 2) Discriminating the distinctive sounds of English
- a) Teacher gives some words orally. Students just listen to the teacher.
 - b) Teacher says the words again and asks the students to repeat the words.
 - c) Teacher writes some words which have same phone on the white board.
 - d) Teacher uses the word in a sentence orally and the students listen to the teacher. Teacher stresses on a word and says it twice.
 - e) Teacher asks the students to find the word on the board.
 - f) Student who knows the answers can raise her/his hand and give the mark 'checklist' on the board.
- 3) Recognizing words in stressed position
- a) Teacher prepares the worksheet.
 - b) Teacher explains the rule while the students just listen.

- c) Teacher says a sentence; the students just listen and then repeat it at about twice. Teacher repeats the sentence again.
 - d) Students indicate the syllable which carries the main stress by putting an across on the worksheet.
- 4) Recognizing the communicative function of situation/ participant
- a) Teacher prepares worksheet.
 - b) Teacher gives a simple dialogue by turning the tape recorder.
 - c) Teacher turns it twice.
 - d) The students guess the situation of the conversation (about the place, the time or the participant) on the worksheet.
- c. Advantages and Disadvantages of ALM
- 1) Advantages
- a) ALM is effective to the beginners
 - b) ALM is suitable to teach listening and speaking skill
 - c) ALM is easy to vocabulary learning
 - d) ALM is quickly communicate
- 2) Disadvantages
- a) ALM makes advanced students bored
 - b) ALM has limited language environment
 - c) ALM involved many students in the class

B. Rationale

There are several reasons that make the listening process complicated. First, the students need to pay attention to some elements that influence the processing of speech such as pronunciation, intonation, and stress. Second, the students tend to talk with their friend if they feel bored and do not attend listening class. Teaching listening using conventional method should be avoided in modern era because technology plays important role in many aspects, especially education. Therefore, the teacher should modify the appropriate method for teaching listening in order to get students' interest in listening process.

Based on the reasons, the research used a method to deliver teaching listening. It is Computer Assisted Language Learning (CALL) which compared with Audio-lingual Method. CALL was expected to be able to enhance the students' interest in listening. CALL Computer Assisted Language Learning (CALL) is the method to language teaching and learning in which the computer is used an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a substantial interactive element. CALL gives set instructions to the students and they do what the instruction given. The students become more interest and active in listening activity. CALL also gives students directly feedbacks in listening test. So, it seems reasonable that CALL is suitable for listening.

Meanwhile, Audio-lingual Method is more emphasized on structure rules and ignores communication or interaction. In other words, the students are passive in class activity. Teacher has to prepare laboratory of tape

recorder in teaching listening. The students just listen some conversation from the tape recorder and repeat it together. The students usually have little attention to the teacher and material in learning listening process. So, the students have low level of interest tend to have no curiosity in teaching and learning process. ALM also does not give students directly feedbacks in listening test until the teacher gives assessment in listening test. So, they will not get a satisfying result in listening comprehension. It is assumable that CALL is effective to teach listening than Audio-lingual Method.

C. Hypothesis

Based on the underlying theory cited above, the hypothesis can be formulated as follows: using CALL is effective method to teach listening for students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental research. There are several definitions of experimental research suggested by some experts. Darmawan (2013: 226) defined experimental research as research that attempts to investigate the influence of treatment or action to students' role. Creswell (2012: 295) explained that experimental research is a research which tests an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.

Azwar (2011:9-10) defined experimental research is the research about relationship between cause and effect one or more variables. Based on the statements above, it said that the purpose of experimental research is to find out the influence of a treatment to a certain group compare to other group with different treatment.

The design that used in this research was true experimental with pre-test post-test control group design. Creswell (2012:309) stated that in true experiments, the researcher randomly assigns participants to different conditions of the experimental variable. Individuals in the experimental group receive the experimental treatment, whereas those in the control group do not. He also added that the average or mean scores on pre-test and post-test used to investigate the effectiveness of the treatment given.

The true experimental research with pre-test post-test control group design as follows:

G1 (random)	T1	X	T2
G2 (random)	T1		T2

Adapted from: Creswell (2012:310)

Note:

T1: The pre test

X: The treatment

T2: The post test

G1: The experimental group

G2: The control group

B. Research Setting

1. Place

This research was conducted at the eighth grade students of SMP N 2 Kartasura in academic year of 2015/2016. It was located in Jl. Ahmad Yani No. 320 Pabelan, Kartasura, Sukoharjo, Central Java. This junior high school had been a national standardize school. It meant that SMP N 2 Kartasura had implemented that standard of education service as the government's rule.

2. Time

The research was conducted from November 3th until December 2th, 2016 at the eighth grade students of SMP N 2 Kartasura in academic

year of 2015/2016. The detail of research schedule was visible in appendix 19.

C. Population, Sample, and Sampling

The researcher used experimental research, consisted of population, sample, and sampling. Those were as follows:

1. Population

Bungin (2008:99) stated that population is the entire group of people, events, or things of interest as the object of research that the researcher wishes to investigate. Darmawan (2013:137) said that population is source of the data of a research which has total number and space. As the conclusion, population is the entire group of people, events, or things as source of data in a research.

In this case, the population of this research was the eighth grade students of SMP N 2 Kartasura in the academic year of 2015/2016. The total students were 280 students that consisted of 9 classes.

2. Sample

Bungin (2008:102) defined sample as representative of the whole strata unit in population. Darmawan (2013:138) explained that sample consists of respondents that become the source of data as the result of sampling technique. Based on the theories above, it can be concluded that sample is representative of whole strata unit in population which is used as the source of data.

The sample of this research was two classes. The first class was experimental group and the second class was control group.

3. Sampling

Sugiyono (2010:62) defined sampling as the technique for taking sample. In this case, the researcher uses simple random sampling to take the sample. Darmawan (2013:146) explained that simple random sampling is sampling technique that gives the same opportunities to the population to be chosen as sample. In this case, all members of selected groups had similar characteristic or homogeneity. Therefore, the researcher took two classes as the sample of the research. The first class (VIII I) was the experimental group and the second class (VIII G) was the control group.

D. The Technique of Collecting Data

The researcher used research instrument and prerequisite test to collect the data.

1. Research Instrument

The researcher used test as research instrument to collect the data. According to Djiwandono (2011:15), test is an instrument of measuring a person's ability, knowledge, or performance in a given domain. It is useful to measure the students' achievement and students' progress. Besides that, it used to evaluate the teaching learning process. In this research, the researcher used listening test that adopted from Let's Talk English for Junior High School, EOS Erlangga, and English in Context. The kind of

listening test was multiple choices. The researcher conducted test twice, pre-test and post-test in order to know the effectiveness of using CALL to teach listening.

1) Pre-test

Creswell (2012:297) says that pre-test provides a measure on some attribute or characteristic that is assessed for participants in an experiment before they receive a treatment. Before the treatment was given, the researcher gave the students a pre-test about listening to know the students' grammar comprehension.

2) Post-test

Creswell (2012:297) says that post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. After conducting pre-test and treatment, the researcher gave a post-test to the students to know whether their listening comprehension was increasing.

2. Prerequisite Tests

The researcher had to consider validity and reliability to make good and acceptable instruments. A good instrument should qualify two important things: validity and reliable (Arikunto, 2013:72).

a. Validity

Arikunto (2013: 30) states that validity is a measure shows whether an instrument is valid and its degree of validity. To measure the validity of instrument item, the researcher used the formula of *product moment* correlation as follow:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{n \sum X^2 - (\sum X)^2} \sqrt{n \sum Y^2 - (\sum Y)^2}}$$

Where:

r_{xy} : the coefficient of the correlation between variable X and Y

$\sum X$: the sum of the scores of each item

$\sum Y$: the sum of the scores of each student

n : the number of the students

(Arikunto, 2013: 87)

The test items are valid if r_{obtained} is higher than r_{table} or $r_o > r_t$ and invalid if r_{obtained} is lower than r_{table} or $r_o < r_t$. From the result of the data, it was found that 30 items of listening test were valid while 20 items were invalid. The computation of validity test was visible in appendix 6.

b. Reliability

Buungin (2008: 178) says that reliability is an instrument testing tool that is used to know whether an instrument is credible enough to be applied as data collecting tool because it has good quality. The researcher used Sperman Brown to examine the reliability of the test instrument because total of instrument items made were even. The formula was as follow as:

$$r_i = \frac{2r_{1_2} r_{1_2}}{1 + r_{1_2} r_{1_2}}$$

Where:

r_i = instrument's reliability

r_{12} = Correlation of *Product Moment* between the first half and second half

(Arikunto, 2013:107)

The instrument is reliable if r_{obtained} is higher than r_{table} or $r_o > r_t$ and unreliable if r_{obtained} is lower than r_{table} or $r_o < r_t$. The result of reliability test was that $r_o = 0.901$ while $r_t = 0.361$. Because $r_o > r_t$ or $0.901 > 0.361$ the items of listening test were reliable. The computation of reliability test was visible in appendix 7.

E. The Technique of Analyzing the Data

There was a problem statement in this research. The instrument used was test. To analyse the data, the researcher used t-test of independent sample. Arikunto (2006:309) stated that t-test was used to find the effectiveness of the treatment, the prerequisite tests, normality test and homogeneity test, should be done earlier.

a. Normality test

Test statistic that used to seek population normality (z) is *chi square* normality test (X^2). The steps of normality test by *chi square* method are:

1) Change the data into group data form

a) Seek the range

$$R = X_{\max} - X_{\min}$$

(Subana *et.al.*, 2000:38)

b) Seek the class total (k)

$$k = 1 + 3, 3 \log n$$

(Subana *et.al*, 2000:39)

c) Seek the length of the class (C)

$$P = \frac{\text{range}}{k}$$

(Subana *et.al*, 2000:40)

2) Count the mean of the test (X)

$$Me = \frac{\sum fix_i}{f_i}$$

(Subana *et.al*,

2000:65)

3) Count the deviation standard (Sd)

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}}$$

(Bungin, 2010:189)

4) Take the significance level (α), 5%

5) Determine the hypothesis

H_a = the sample is form normal distribution population

H_0 = the sample is not form normal distribution population

6) Count chi square (X^2)

a) Seek obtained chi square ($X^2_{obtained}$)

$$X^2_{obtained} = \frac{f_o - f_h}{f_h}$$

b) And $X^2_{table} = [dk; a]$ with the degree of freedom ($dk = k-1$)

7) Test result

If $X^2_{obtained} \leq X^2_{table}$, H_a is accepted. It can be concluded that sample is from the normal distribution population.

b. Homogeneity Test

Arikunto (2006:321) argues that homogeneity testing becomes very important if the researcher intends to generalize his research result and the research that its data are taken from separated groups of a population.

The steps of homogeneity testing are:

1) Count the mean of the test (\bar{X})

$$Me = \frac{\sum fixi}{f_i}$$

(Subana *et.al*, 2000:65)

2) Count the variant (S^2)

$$S^2 = \frac{\sum fi xi - x^2}{n-1}$$

3) Take the significance level (α), 5%

4) Test statistic

$$a) F_{obtained} = \frac{S_1^2}{S_2^2}$$

$$b) F_{table} \rightarrow F_{(n_1-1; n_2-1; \frac{\alpha}{2})} \text{ (right), and } \frac{1}{F_{n_1-1; n_2-1; \frac{\alpha}{2}}} \text{ (left)}$$

It is consulted to the F distribution table

5) Test result

If $\frac{1}{F_{n_1-1; n_2-1; \frac{\alpha}{2}}} < F_{obtained} < F_{(n_1-1; n_2-1; \frac{\alpha}{2})}$, the sample is homogenous.

(Soehardjo, 2001:144-145)

c. Hypothesis Test (t - test)

Hypothesis testing 3rd design was using t-test with the formula as follow:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Notes:

X_1 = the mean score of experimental group

X_2 = the mean score of control group

s_1^2 = the total square of experimental group

s_2^2 = the total square of control group

N_1 = the total subjects of experimental group

N_2 = the total subjects of control group

(Sugioyono, 2010:138)

If the t-obtained score was higher than t-table score by using alpha of significance 0.05, Ho was rejected and Ha was accepted

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Implementation of CALL

The researcher taught experimental and the control groups the same material (asking, giving, and refusing). What made it different was the method used. The experimental group was taught by using CALL while the control was taught by using ALM. There were steps in teaching listening using CALL:

1. Making material and exercise to be applied in CALL.
2. Introducing CALL to the students in teaching listening.
3. The researcher had to give the instructions on how to learn using CALL.
4. Try outting CALL to the students until they understand to learn listening using CALL.
5. Applying CALL to teach listening in experimental group.
6. Supervising students when they were learning using CALL and helping them when they found trouble.
7. Reviewing material to ensure that the students comprehend it.

B. The Data Description

The objective of this research was to know whether there is significance difference in listening achievement between the students who are taught by using CALL and those who are taught by using ALM. This research was

conducted at SMP N 2 Kartasura in academic year 2015/2016. In this research, the researcher used test as the instrument to collect the data. The data was analyzed after collecting the data. They were in the form of scores on Listening test, namely pre-test and post test in both of group. Before the test was conducted in both of class, the researcher early gave tryout test to the students in other class to know the validity and reliability of the test. Tryout was done to make the test valid and reliable.

The researcher conducted pre-test in both of sample before gave the treatment in experimental and taught in control class. The pre-test was to know how the students' listening proficiency before the teaching listening by using CALL was began. After the students got pre-test, the researcher taught the experimental and the control group with the same material such as asking, giving and refusing something. What made both of samples different was the method used. The experimental group was given treatment. The experimental group was taught by using CALL while the control was taught by using ALM.

After the treatment was done in experimental group and teaching process was done in control group six. The researcher conducted post-test in both of class. After that, the data was analyzed. The description of data included the mean, the mode, the median, the standard deviation, and frequency distribution followed by histogram.

The detailed description of the students' score from two groups can be seen as follows:

1. Pre-test scores

a. Experimental Group (X_1)

The data of test shows that pre-test score of students' listening skill in experimental class at intervals of 53-58 as many as three students, at intervals of 59-64 as many as five students, at intervals of 65-70 as many as thirteen students, at intervals of 71-76 as many as four students, at intervals of 77-82 as many as six students, and at intervals of 83-88 there are one students. The mean of the score is 69. The median is 67. The mode is 67, and the standard deviation is 7.7709. The following are tables of frequency distribution and figures of histogram of the pre-test score in experimental group.

Table 4.1

Frequency Distribution of Pre-Test Score in Experimental Class

NO	INTERVAL	X_i	f_i	$X_i.f_i$
1	53-58	55.5	3	166.5
2	59-64	61.5	5	307.5
3	65-70	67.5	13	877.5
4	71-76	73.5	4	294
5	77-82	79.5	6	477
6	83-88	85.5	1	85.5
Σ			32	2208
Mean				69

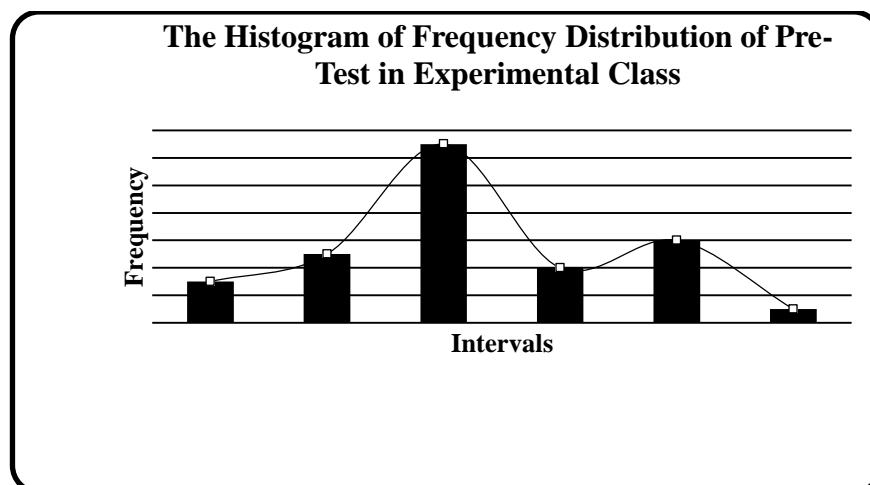


Figure 4.1

Histogram of Pre-Test Score in Experimental Class

b. Control Group (X_2)

The data of the test shows that the pre-test score of students' Listening skill in control class at intervals of 43-49 as many as one student, at intervals of 50-56 as many as four students, at intervals of 57-63 as many as twelve students, at intervals of 64-70 as many as five students, at intervals of 71-77 as many as eight students, and at intervals of 78-84 there are two students. The mean of the score is 64.59. The median is 63. The mode is 63, and the standard deviation is 8.8203. The following are tables of frequency of distribution and figures of histogram of the pre-test score in control group.

Table 4.2

Frequency Distribution of Pre-Test score in Control Class

NO	INTERVAL	X_i	f_i	$X_i \cdot f_i$
1	43-49	46	1	46
2	50-56	53	4	212
3	57-63	60	12	720
4	64-70	67	5	335
5	71-77	74	8	592
6	78-84	81	2	162
Σ			32	2067
Mean				64.59

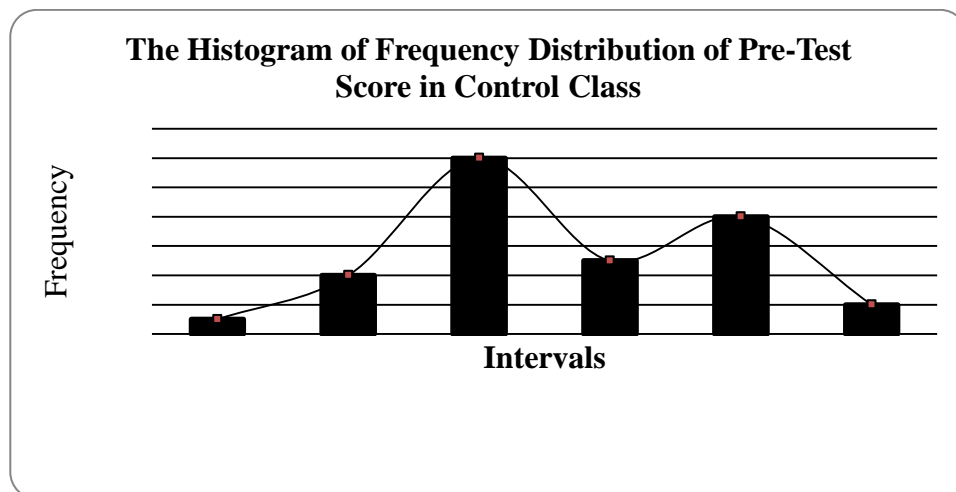


Figure 4.2

Histogram of Pre-Test Score in Control Class

2. Post-test scores

a. Experimental Group (X_1)

The data of the test shows that the post-test score of students' Listening skill in experimental class at intervals of 63-68 as many as two students, at intervals of 69-74 as many as four student, at intervals of 75-80 as many as ten students, at intervals of 81-86 as many as seven students, at

intervals of 87-92 as many as six students, and at intervals of 93-98 there are three students. The mean of the score is 81.25. The median is 81.5. The mode is 83, and the standard deviation is 8.1715. The following are tables of frequency distribution and figures of histogram of the post-test score in experimental group.

Table 4.3

Frequency Distribution of Post-Test Score in Experimental Class

NO	INTERVAL	X_i	f_i	$X_i \cdot f_i$
1	63-68	65.5	2	131
2	69-74	71.5	4	286
3	75-80	77.5	10	775
4	81-86	83.5	7	584.5
5	87-92	89.5	6	537
6	93-98	95.5	3	286.5
Σ			32	2600
Mean				81.25

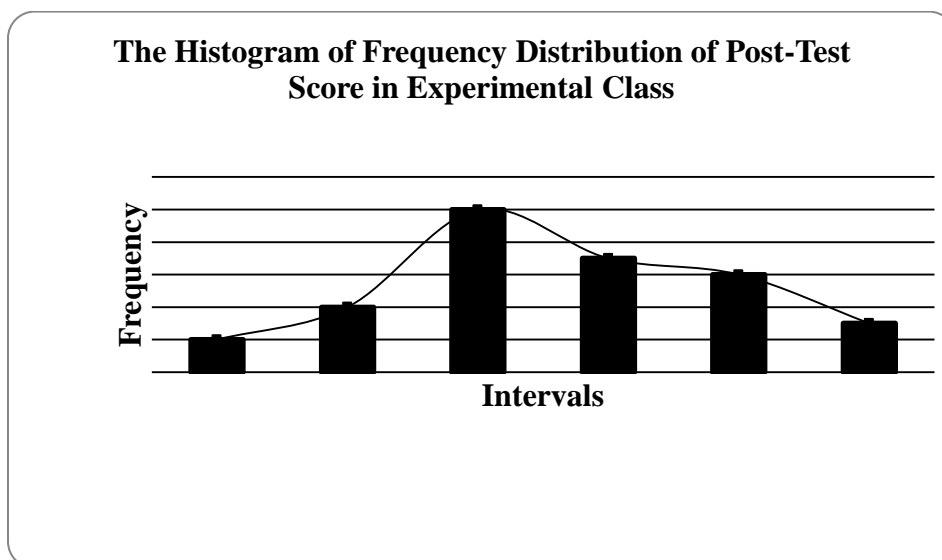


Figure 4.3

Histogram of Post-Test Score in Experimental Class

b. Control Group (X_2)

The data of the test shows that the post-test score of students' Listening skill in control class at intervals of 60-63 as many as three students, at intervals of 64-67 as many as six students, at intervals of 68-71 as many as seven students, at intervals of 72-75 as many as eight students, at intervals of 76-79 as many as six students, and at intervals of 80-83 there are two students. The mean of the score is 71.25. The median is 71.5. The mode is 73, and the standard deviation is 5.651. The following are tables of frequency distribution and figures of histogram of the post-test score in control group.

Table 4.4

Frequency Distribution of Post-Test Score of Control Group

NO	INTERVAL	X_i	f_i	$X_i * f_i$
1	60-63	61.5	3	184.5
2	64-67	65.5	6	393
3	68-71	69.5	7	486.5
4	72-75	73.5	8	588
5	76-79	77.5	6	465
6	80-83	81.5	2	163
Σ			32	2280
Mean				71

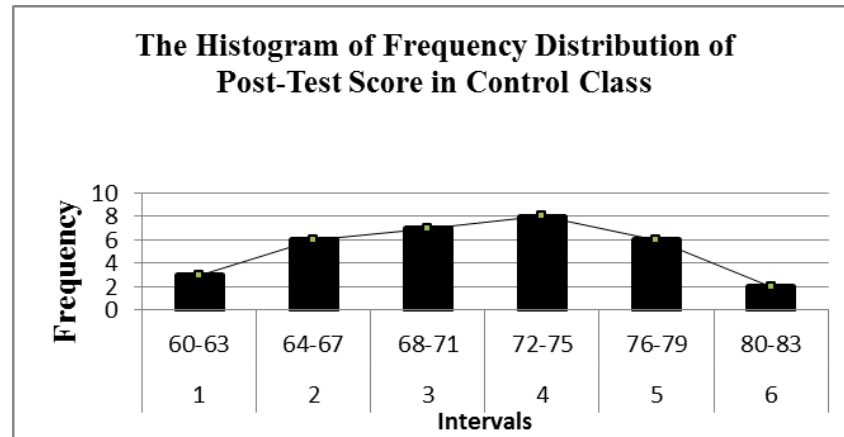


Figure 4.4

Histogram of Post-Test in Control Class

C. Prerequisite Testing Analysis

Before conducting t-test to test the hypothesis, there are prerequisite tests that should be done earlier: Normality test, Homogeneity test, and t-matching test. Each test is presented in following section:

1. Normality Test

Test of normality was used to find out whether data of control and experimental group which had been collected from the research come from normal distribution normal or not. The normality test used Chi Square formula. The detail computation of normality test is visible in appendix 10. The result computation of significant value of Chi-Square in pre-test score then was compared with χ^2_{table} with dk (degrees of comparison) $6-1=5$ and significant alpha (α) is 0,05, the value of χ^2_{table} with dk (degree of comparison) $6-1=5$ and significant alpha (α) is 0,05, the value of χ^2_{table} is 11.070. If $\chi^2_{obtained} < \chi^2_{table}$ the distribution population is normal. If $\chi^2_{obtained} > \chi^2_{table}$ the distribution population is abnormal.

Table 4.5
The Summary of Normality Test

No	Data	The Number of sample	χ^2_{obtained}	χ^2_{table}	Distribution of population
1	Pre-test score of listening test in experimental class	32	10.068	11.070	Normal
2	Pre-test score of listening test in control class	32	8.364	11.070	Normal
3	Post-test score of listening test in experimental class	32	7.546	11.070	Normal
4	Post-test score of listening test in control class	32	9.273	11.070	Normal

Based on the table 4.5, it can be seen that the data of both experimental group and control group are in normal distribution. In the data of pre-test in the experimental group, it can be seen that χ^2_{obtained} is 10.068. It is then consulted with $\chi^2_{\text{table}} = 11.070$. Because χ^2_{obtained} is lower than χ^2_{table} ($10.068 < 11.070$), it can be concluded that the data of pre-test score in the experimental group are in normal distribution. Meanwhile, the data of pre-

test score in the control group shows that χ^2_{obtained} is 8.364. Because the value of χ^2_{obtained} is lower than χ^2_{table} ($8.364 < 11.070$), it can be concluded that the data of pre-test score in the control group are also in normal distribution.

The data of post-test score in the experimental group, it can be seen that χ^2_{obtained} is 7.546. It is then consulted with $\chi^2_{\text{table}} = 11.070$. Because χ^2_{obtained} is lower than χ^2_{table} ($7.546 < 11.070$), it can be concluded that the data of post-test score in the experimental group in normal distribution. Meanwhile, the data of post-test score in the control group shows that χ^2_{obtained} is 9.273. Because χ^2_{obtained} is lower than χ^2_{table} ($9.273 < 11.070$), it can be concluded that the data of post-test score in the control group also in normal distribution.

2. Homogeneity Test

Test of homogeneity was used to find out whether data of control and experimental group which had been collected from the research homogeneous or not. The homogeneity test was used to determine a suitable t-test formula. In this research, the researcher used F-test to test the homogeneity of the both groups. If $\frac{1}{F_{\text{table}}} < F_{\text{obtained}} < F_{\text{table}}$, the both groups are homogeneous. The detail computation of homogeneity test is visible in appendix 11.

a. Pre-test

The homogeneity test used F-test. The researcher took the level of significance 5% in homogeneity test.

$$\begin{aligned}
 F_{obtained} &= \frac{S_1^2}{S_2^2} \\
 &= \frac{8.820}{7.7709} \\
 &= 1.135
 \end{aligned}$$

The result of homogeneity showed $F_{obtained} = 1.135$. Then it was compared with χ^2_{table} with $dk_{numerator} = (32-1)$ and $dk_{denominator} = (32-1)$ with significant alpha (α) is 0, 05. The value of F_{table} is 1, 84 and $\frac{1}{F_{table}} = 0, 5435$. It is clearly seen that $\text{If } \frac{1}{F_{table}} < F_{obtained} < F_{table} = 0.543 < 1.135 < 1.84$ Thus, it is can concluded that the both of groups are homogeneous.

b. Post-test

The homogeneity test used F-test. The researcher took the level of significance 5% in homogeneity test.

$$\begin{aligned}
 F_{o \square tained} &= \frac{S_1^2}{S_2^2} \\
 &= \frac{8.17155}{5.65115} \\
 &= 1, 446
 \end{aligned}$$

The result of homogeneity showed $F_{obtained} = 1, 446$. Then it was compared with χ^2_{table} with $dk_{numerator} = (32-1)$ and $dk_{denominator} = (32-1)$ with significant alpha (α) is 0, 05. The value of F_{table} is 1, 84 and $\frac{1}{F_{table}} = 0, 5435$. It is clearly seen that $\text{If } \frac{1}{F_{table}} < F_{obtained} < F_{table} = 0.543 < 1.446 < 1.84$. Thus, it is can concluded that the both of groups are homogeneous.

D. The Result of Hypothesis Test (T-test)

Hypothesis test can be done after the result of normality and homogeneity test are fulfilled. Hypothesis test that used in this research was t-test formula. Its caused the data that in accrued qualifies $n_1 = n_2$ and the varians is homogen, then used *t-test (Sparated Varians or Polled Varians)*. The criteria as follows: Null hypothesis (H_0) states that there is no significant difference between the students who are taught by using CALL and those who are taught by using ALM at eighth grade students of SMP N 2 Kartasura in the academic year of 2015/2016, while alternative hypothesis (H_a) states that there is a significant difference between the students who are taught by using CALL and those who are taught by using ALM at eighth grade students of SMP N 2 Kartasura in the academic year of 2015/2016. H_0 is rejected if $t_{obtained}$ higher than t_{table} ($t_{obtained} > t_{table}$) for degree of freedom ($df = n_1 + n_2 - 2 = 62$) and at the level significance $\alpha = 0,05$, it means that alternative H_a is accepted.

The researcher counts the t-test of post-test result between the experimental and control group in order to know a significant difference both of two groups. The procedure of independent test in post test can be seen in appendix 10.

The result of the independent t-test is 5.693. While t_{table} for $n = 62$ in level of significant $\alpha = 0,05$ is 2,042. Because $t_{obtained} > t_{table}$ ($5.693 > 2,042$) for level significant of 0,05, H_0 is rejected. It means that there is significant difference between the students who are taught by using CALL and those are taught by using ALM.

E. Discussion

This section presents about the discussion of the research finding that contained the important point from the computation of the data analysis to the hypothesis testing. The data were obtained from the pre-test scores and post-test scores in experimental class and control class. The data of pre-test score in both of the class are to know the students' listening skill before the treatment. The data of pre-test score in experimental class shows that the score is 53 up to 83. It means that the lowest score is 53 and the highest score is 83. The mean of the score is 69. The median is 67. The mode is 67, and the standard deviation is 7.7709. The data of pre-test score in control class shows that the score is 43 up to 80. It means that the lowest score is 43 and the highest score is 80. The mean of the score is 64.59. The median is 63. The mode is 63, and the standard deviation is 8.8203.

The data of post-test score is to know the students' listening skill after the treatment. The data of post-test score in experimental class is 63 up to 93. It means that the highest score is 93 and the lowest score is 63. The mean of the score is 81.25. The median is 81.5. The mode is 83, and the standard deviation is 8.1715. The data of post-test score in control group is 60 up to 80. The mean of the score is 71.25. The median is 71.5. The mode is 73, and the standard deviation is 5.6512.

Before the data was analyzed, normality and homogeneity must be done. The normality and homogeneity were obtained from the pre-test and post-test score in both of the class. In the data of pre-test in the experimental group, it can be seen that χ^2_{obtained} is 10.068 lower than χ^2_{table}

(10.068<11,070), it can be concluded that the data of pre-test score in the experimental group are in normal distribution. Meanwhile, the data of pre-test score in the control group shows that χ^2_{obtained} is 8.364. Because the value of χ^2_{obtained} is lower than χ^2_{table} (8.364<11,070), it means that the data of pre-test score in the control group are also in normal distribution.

The data of post-test score in the experimental group is also in normal distribution, it can be seen that χ^2_{obtained} lower than χ^2_{table} (7.546<11.070). Meanwhile, the data of post-test score in the control group shows that χ^2_{obtained} is 9,273 lower than χ^2_{table} (9,273<11.070), it can be concluded that the data of post-test score in the control group are also in normal distribution.

The data in pre-test and post-test in both of the class was also homogeneous. It was provided with result of the value in F_{obtained} is lower than F_{table} (1.135<1.84) so that H_0 is accepted, hence the data of pre-test in both of the group is homogeneous. Meanwhile, the data of post-test in both of group shows that F_{obtained} is 1.446 lower than F_{table} . (1.84). It means that the data of pre-test and post-test in both of the class is also homogeneous.

From the computation of independent t-test, it shows that the result of the independent t-test is 5.693. While t table for n= 62 in level of significant $\alpha = 0,05$ is 2,042. Because $t_{\text{obtained}} > t_{\text{table}}$ (5.693>2,042) for level significant of 0,05, H_0 is rejected and H_a is accepted. It means that there is significant different between students who are taught by using CALL and those who are taught by using ALM. The students who are taught by using CALL had higher score than those who are taught by using ALM.

The student's condition in experimental class who were taught by using CALL was more interested with the teaching learning process. It make the student's motivation is higher. They were looked more focus with the material. It makes their listening achievement are better. It was provided with the mean of the score of pre-test was 69 then their score of post-test was 81.25. The student's condition in control group were taught in conventional way. They were taught by using unusual method that used by the English teacher. Sometimes, the students felt bored when they listen to teacher in teaching because there was no variation and different challenge in study. Their average score in pre-test and post-test was not change significantly. It was provided with the mean of the score of pre-test was 64.59 then their score of post-test was 71.25. It can be concluded that students in experimental class have higher score that the students in control class. It is provided with the mean score in experimental class is 81.25 while the mean score in control class is 70.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of this research shows that there is significant different between the students who are taught by using CALL and those who are taught by using ALM. It can be seen from the computation of independent t-test. It shows that the result of the independent t-test is 5.693. While t table for $n=62$ in level of significant $\alpha = 0,05$ is 2,042. Because $t_{obtained} > t_{table}$ ($5.693 > 2,042$) for level significant of 0,05.

The students in experimental group who are taught by using CALL have better achievement in learning listening than the students in control group who are taught by using ALM. It can be seen that the mean score of post-test in the experimental group is 81.25 while the mean score of post-test in control group is 71.25. It can be concluded that CALL is an effective method that can be used in teaching listening. It proved that CALL is more effective than ALM.

B. Suggestion

Based on the conclusions earlier, there are some suggestions proposed.

1. For teachers

Selecting of teaching method will influence the student`s interest in teaching learning process. The use of appropriate method makes the

students more interested with the material that be taught. The students also have higher motivation to study better. Hence, the teacher must choose appropriate method for their students.

2. For Students

CALL is a method that can be used in teaching listening. CALL requires persistence and precision in learning. The students have to focus and careful to use CALL in learning. So, the students must not be passive in learning.

3. For Other Researchers

The writer hopes that finding of this study will be used as an additional reference for a similar research with different variables or in different research design. There are still many other methods that could be studied to find out the effectiveness of using method in teaching listening.

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