



**IMPROVING THE STUDENTS' LISTENING SKILLS OF ELEVENTH  
GRADE STUDENTS OF MADRASAH ALIYAH TAHFIZHIL QURAN  
YAYASAN ISLAMIC CENTRE SUMATERA UTARA THROUGH  
COMPUTER ASSISTED LANGUAGE LEARNING (CALL) METHOD**

**SCRIPT PAPER**

*Submitted to the Tarbiyah Faculty UINSU Medan as a partial Fulfilment of the  
Requirement for S-1 Program*

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN  
2019**



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Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran saran perbaikan seperlunya terhadap skripsi saudara

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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## **PERNYATAAN KEASLIAN SKRIPSI**

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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Medan, July 1<sup>st</sup> 2019

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## **ABSTRACT**

**Lelly Auliani. 34153122. Improving the Students' Listening Skills of Eleventh Grade Students of Madrasah Aliyah Tahfizhil Quran Yayasan Islamic Centre Sumatera Utara through Computer Assisted Language Learning (CALL) Method. Skripsi. Faculty of Tarbiyah and Teachers Training. State Islamic University of North Sumatra Medan. 2019.**

The aim of this research was to improve the students' listening skill of Eleventh Grade students at Madrasah Aliyah Tahfizhil Quran Sumatera Utara in the Academic year of 2019 using CALL method. This research was classified into an action research. It was conducted in two cycles with two meetings for each cycle. The main subject of this research were 27 students of class Eleventh IPA I at Madrasah Aliyah Tahfizhil Quran Sumatera Utara. The data obtained were qualitative and quantitative. The qualitative data were gained from the observation, interviews and discussion with the collaborator. The data were transformed into interview transcript and field notes. Meanwhile, the quantitative data were gained from the listening tests that were conducted before the implementation and after the implementation in Cycle I and Cycle II. The action implemented in this research were using CALL method, giving more explanation in English, using LCD projector, laptop, speaker and providing activities that enable the students to enrich their vocabulary. The result of the research showed that the use of CALL method in the English teaching and learning process was effective to improve the students' listening skill. There was an increase in the means score from 11,1 % in Pre-Test, in Post-Test I 59,9 % and Post-Test II 88,9 %. There were some good improvements in some aspects such as their familiarity in listening to English words and their vocabulary. Moreover, CALL method successfully caught the students attention.

**Keyword: Listening Skill, Computer Assisted Language Learning (CALL)**

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1. The Background of the Study**

Education is something that must be carried out for all groups, with education every human able to change their mindset. Education is important to human who lives in the world. With advanced education will change the condition of country to be better in the future.

Education in Indonesia itself cannot be said as an advanced education because there are still many parents who pay less attention to education for their children. Lots of underage children have dropped out of schools and have to bear the burden of their parents to make a living. It is very unfortunate that many parents prefer not to send their children to school rather than having to go to school because of the lack of costs and lack of jobs that make them have to choose not to send their children to school.

For this reason, every parent has a responsibility for their children in education. Moreover the government also must pay attention the education in Indonesia, a country without having education that is like never going to advance. To meet the demands of the education age must be prioritized especially education that uses English, because language is the most effective communication tool to convey everything. And also English is an international language that has been studied and mastered by many countries. By mastering many languages everyone can change his life and it's easier to get a job. English is one language that will not fade into the times.

English is one of the languages that many people learn, there are some skills that must be mastered in English. Namely: speaking, writing, reading, listening, grammar, translation and etc. For this time the writer will focus on listening skills, listening is one of the most important parts in English, with listening someone will understand and be able to analyze the other person. In English listening is needed to make someone a good listener. To measure the extent to which a person's understanding in listening is needed tests in listening skill.

To make someone understand in listening skills, the first thing to do is to listen to English conversations and videos based on English as often as possible. Then songs that speak English will also help someone improve listening skills. Listening skill is one skill that is difficult to learn especially for some people who feel familiar with English, but do not have to worry that everything related to life problems must have a solution. By practicing every day and taking the time to learn it will be faster and easier to understand. In order to learn it all at once, then everyone that is heard is circled by vocabulary that doesn't know its meaning and is memorized and made a sentence to be easily remembered.

In Rost's book listening is defined as one of the process of communication which includes four types of orientation, which are receptive, constructive, collaborative and transformative orientations. The term "receptive orientation" means receiving what the speaker actually says while the terms "constructive orientation" means constructing and representing meaning. Meanwhile the term "constructive" means negotiating meaning with the speaker and responding while

the term “transformative” orientation means creating meaning through involvement, imagination and empathy.<sup>1</sup>

There are several techniques or methods that are widely used by experts in enhancing one's listening skills, one of several technique is the CALL method (Computer Assisted Language Learning) which this method uses the computer in its implementation. This CALL method is a method that is widely used for listening skills themselves. This method is a very effective method to improve one's listening skills. With this method it will be able to change someone from no listening skill to become available.

There are still many people who are unable to speak or listen to someone speaking in English. Why? Because it is difficult to get appropriate media or methods for those who go to school and still use traditional methods. For the CALL method itself is widely used in schools located in urban areas while for schools that are still in the countryside it is difficult to apply this method because there are still many schools that have not used projectors or computer.

So for that the government must give attention to schools that still have a lack of facilities and infrastructure. In order for the creation of human beings who can change their country into an advanced country, focus on their education first. The purpose of the CALL method is to help those who do not understand how to use English in listening skills. With the implementation of this method, it can improve one's listening skills.

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<sup>1</sup>Michael Rost. (2011). Teaching and Researching Listening. London: Pearson Education. P: 32.



The listening skill of the Eleventh Grade students at YAYASAN ISLAMIC CENTRE SUMATERA UTARA was still low. They had enough difficulties in understanding the material. It could be seen from their result of the listening test. Based on the observation in the classroom and interview with the teacher and the students, the researcher found that the teacher rarely gave the students listening exercise. In my opinion, the implementation of the CALL method will increase their knowledge and not get bored easily.

According to Vahdat, during a CALL class, the teacher can devote more time to communicating with the students and this creates an interest among the students. Personal relations in CALL classes solved the students' listening comprehension problems<sup>2</sup>. As a result, the students had more opportunity to develop personal cooperation as well as express their opinions in the class. Moreover, each student was able to communicate personally with the teacher while other students were listening to educational CDs.

Based on these problems, efforts needed to be done to help the students got more enjoyment and successful in developing their listening comprehension. Therefore the teacher needed an appropriate technique to stimulate the student motivation and interest in learning listening skill.

## **1.2. Identification of the Problem**

After knowing the problem above, it can be gathered that the problem in Eleventh Grade students of YAYASAN ISLAMIC CENTRE SUMATERA

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<sup>2</sup>Vahdat, S. (2009). Computer Assisted Reading (CAR) versus Traditional Print Format in EFL Academic Reading Comprehension .Journal of Education and Psychology. P: 56.

UTARA they are still confused when listening to other people when speak English. There are several problems found in listening skill problems. The first is students who do not understand the speaker when speaking English, lack of interest or motivation of students in learning English.

The second problem is the teacher who does not apply the strategies in listening skills to students. The teacher prefers to use media that makes them easily bored, such as listening using a sound system where students only use their ears. Listen to the speaker speak without seeing who is speaking.

### **1.3. The Limitation of the Problem**

From the discussion in the background of the study and the identification of the problem, the students got difficulties in learning listening. The researcher focused on the effort that helps the students improve their listening skill. The researcher decided to use CALL method to improve student's listening skill. CALL method is used by animation video or video make the students interesting when they studied listening skill. Using this CALL method in teaching listening solved the problem related to the teacher, students and learning activity.

### **1.4 Formulation of the Problem**

Based on the limitation of the problem above, the formulation in this study: How are CALL method conducted to improve students' listening skill in English lesson at Eleventh Grade Students of Yayasan Islamic Centre Sumatera Utara?

### **1.5 Research Objectives**

The objective of this research was to improve students' listening skill in English lesson by using CALL method at Eleventh Grade students Yayasan Islamic Centre Sumatera Utara.

### **1.6 Significance of the Study**

The Significance of the study are divided into:

#### **1. Theoretical of the Study**

The result of the study may give more information about improving student's listening skill using CALL method.

#### **2. Practical Significance**

- a. For the eleventh grade of the students YAYASAN ISLAMIC CENTRE SUMATERA UTARA, it would be an effort for them to improve their listening skill using CALL method.
- b. For the teacher, the researcher findings could be used to improve the success of teaching learning process.
- c. For the reader, it was hopefully that this research can give more information about how to improve the student's listening skill using CALL method.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **2.1 Literature Review**

##### **2.1.1 Listening Skill**

###### **2.1.1.1 Definition of Listening**

Listening is the activity of paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language we need to be able to work out what speaker means when they use particular words on particular ways on a particular occasions and not simply understand the words themselves.

Listening, as we know is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives. We listen to a wide variety of things, for example: what someone says during a conversation, face to face or on the telephone, announcements giving information, for example: at an airport or railway station, the weather forecast on the radio, a play on the radio, music, someone else's conversation (eavesdropping), a lecture professional advice, for example: at the doctor's in the bank instruction, for example, on how to use a photocopier or other machinery directions a taped dialogue in class.<sup>3</sup>

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<sup>3</sup>Lindsay, C. and Knight, P. (2006). Learning and Teaching English. Oxford: OUP. P: 76.

In Quran Allah says in surah az-Zumar verse 18:

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ ۚ أُولَٰئِكَ الَّذِينَ هَدَىٰ اللَّهُ ۖ وَآُولَٰئِكَ هُمُ الْوَلَوْنَ  
 الْآلَبِ

“Those who listen to the word (good advice La ilahailAllah (none has the right to be worshipped but Allah) and Islamic Monotheism) and follow the best there of (worship Allah alone, repent to him and avoid Taghut) those are (the one) whom Allah has guided and those are men of understanding.”

That is, they understand it and practice what is ordered by it, meaning what is mentioned in the word to Moses a.s. when given the law to him. So let the creature of God listen to the good and deliver the good.<sup>4</sup>

And those who stay away from statues and demons, then return to Allah in all their affairs, will get good news to my servants who listen to talk and follow the best talk and bring more towards the truth. They, not others, will be appointed by Allah to receive guidance, and they are who have brilliant minds.<sup>5</sup>

Listening skill is a key to receiving message effectively, it is a combination of hearing what another person says and psychology involvement with the person who is talking. Listening is one of skill of language. It requires a desire to understand another human being, an attitude of respect and acceptance and a willingness to open one's mind to try and see things from another's point of view.

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<sup>4</sup>Al Imam abu Fida Isma'il Ibnu Katsir ad-Dimasyqi. (2002). Terjemah Tafsir Ibnu Katsir Juz 23. Bandung: Sinar Baru al-Gensindo. P: 53.

<sup>5</sup>Ahmad bin Muhammad bin Ali Al Fayyumi Al Muqri (Imam Fayumi). (1986). Al Mishbahul Munir Fi Ghoribi Asy-Syarhul Kabir Lir-Rofi'i. Maktabah Lubnan: Beirut Lebanon. P: 75.

Besides, listening is a complex process due to its double psychological and social nature. Listening is a psychological phenomenon, which takes place on a cognitive level inside people's heads and a social phenomenon, which develops interactively between people and the environment surrounding them. It considers listening as complex process, which needs to be understood in order to teach it and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking.<sup>6</sup>

In Quran Allah says in surah Qaf verse 37:

إِنَّ فِي ذَلِكَ لَذِكْرٍ لِمَنْ كَانَ لَهُ قَلْبٌ أَوْ أَلْقَى السَّمْعَ وَهُوَ شَهِيدٌ ﴿٣٧﴾

“Verily, therein is indeed a reminder (and a lesson) for him who has a heart or gives ear while he is heedful or gives ear”.

The meaning is a sound understanding with which he comprehends or a good mind and he hears the speech, comprehends and understands it in his mind and grasps its indications with his intellect, he does not talk to himself but listens with an attentive heart. The Arabs would say that someone has given ear when he hears with his ears, while his heart is present and not absent.<sup>7</sup>

Indeed what has been mentioned in this surah is their story (unbelievers) which is used as a warning and lesson for people who have the mind and consciousness to realize the truth and hearing to hear advice. That makes us able to think and understand and awaken the heart (who is sleep).<sup>8</sup>

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<sup>6</sup>Bueno, A, D. Madrid and N. McLaren, (eds). (2006). TEFL in Secondary Education. Granada: Editorial Universidad de Granada. P: 77.

<sup>7</sup><https://risalahmuslim.id/quran/qaaf/50-37/>

<sup>8</sup><http://tafsirweb.com/9843-surat-qaf-ayat-3.html>

The aim of teaching listening comprehension is (or should be) to help learner of English cope with listening in real life but there is a large variety of different types of listening in real life:

1. Listening to announcements in stations, airports and etc.
2. Listening to the radio
3. Participating in a conversation face to face
4. Watch Television
5. Participating in a meeting, seminar or discussion
6. Taking part in a lesson
7. Participating in a telephone conversations among others

Listening has a great importance in people's daily life and it is the most important essential skill in language learning. As well as, it is the most frequently used in the classroom because a great deal of the educational process is based on listening skill so students have to spend most of the time listening to what the teacher says, for example, listening to the lectures, explanations and directions given by the teacher.

People commonly misunderstood the terms of hearing and listening. Even though hearing and listening are different, they are in the same context of the part of the body used to performing many activities, which is ear. In simple way, hearing is dealing with senses but listening deals with minds or thinking. Hearing process occurs automatically without efforts or attention to understand what the speaker says, meanwhile listening is more complex than hearing, listening involves, context information and prior knowledge and requires attention and

consciousness from the listener individually and also requires information processing to understand the meaning behind the spoken language.<sup>9</sup>

Listening comprehension is an active complex process and it is considered one of the four skills necessary for learners to develop language competence. Listening comprehension has been described as an “interactive, interpretive process in which listeners engage in a dynamic construction of meaning.”<sup>10</sup>

In order to help learners bridge the gap from unskilled to skilled listening comprehension competence, we must thus supply what is missing in their training, namely:

1. A wide range of listening strategies, such as predicting, guessing, recognizing, discourse markers, using context clues, making use of nonverbal clues, recognizing how stress and intonation affect meaning.<sup>11</sup>
2. Instructions as to how to informed or find the information necessary to form schemata to comprehend fragments. This includes all sorts of valuable information regarding a) the fragment itself, such as its source, genre, year of release, names of presenters or actors who appear in it, cultural components; and b) the language used in the fragment, such as keywords, the importance of previous knowledge to second language aural text comprehension (especially cultural references) is thus brought to light.

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<sup>9</sup>Schneider and Shiffrin in Imhof, What is Going on in the Mind of a Listener? The Cognitive Psychology of Listening in Andrew D. Wolvin, (Ed.) Listening and Human Communication in 21<sup>st</sup> Century, (London: Blackwell Publishing Ltd, 2010). P: 25.

<sup>10</sup>Murphy, J. M. (1991). Oral Communication TESOL: Integrating Speaking, Listening and Pronunciation. TESOL Quarterly. P: 17.

<sup>11</sup>Buck G. (2001).Assessing Listening. Cambridge: University Press. P: 98.



3. The ability to summarize information. This may be enhanced by asking learners to provide the gist of fragment, for example by asking them to give a brief oral account of what they have heard; or asking them to outline the main ideas in the fragment; and teaching the differences between main (ideas) and secondary information(explanation, examples, anecdotes and automatization).
4. Focus on form, students may be asked to direct their attention to acoustically and graphically presented new or relevant second language items that need to be tackled, such as keywords, idioms, phrases, grammatical features; making sure learners repeat these items several times to enhance second language phonological memory and thus second language acquisition and automatization.

#### **2.1.1.2 The Listening Process: Importance and Difficulties of Listening in Language Learning**

It has taken many years to give the listening skill the importance it deserves in second and foreign language among the teaching profession.

“Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached”.<sup>12</sup>

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<sup>12</sup>Rivers, w. (1996).Listening Comprehension. Modern Language Journal 50(4): 196-204. P: 27.

However, “Perhaps an assumption that listening is a reflex, a little like breathing, listening seldom receives overt teaching attention in one’s native language has marked the importance and complexity of listening with understanding in a nonnative language”.<sup>13</sup>

On the other hand, to understand the people we must listen what they want to said, listening is the process of understanding people without listening we will get misunderstanding with the others.

Listening is a six staged process consisting of hearing, attending, understanding, remembering, evaluating and responding. These stages occur in sequence and rapid succession.<sup>14</sup>

The first one is hearing and has to do with the response caused by sound waves stimulating the sensory receptors of the ear, hearing is the perception of sound not necessarily paying attention, you must hear to listen but you need not listen to hear.

The second one is attention, it refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

The third stage is understanding, which consist of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause oreven sights, like a blue uniform that have

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<sup>13</sup>Morley, J. (1972). Improving Aural Comprehension. Ann Arbor: University of Michigan Press. P: 87.

<sup>14</sup>Nunan, D. (2001). Designing Task for the Communicative Classroom. Cambridge: CUP. P: 56.

symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our fast associations and of the context in which the symbols occur for successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender. After following with the next stage, it is necessary to make a remark as it has mentioned previously, the background knowledge important and people have to take into account several points, general factual information, local factual information, socio cultural knowledge and knowledge of context. With these factors, the information will be correctly received.

The next step, remembering is an important listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. But just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen.

In the penultimate stage, evaluating, the listener evaluates the message that has been received. It is this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process a message is completed results in no longer hearing and attending to the incoming message and as a result the listening process ceases.

Finally, we have responding a stage in which according to the response the speaker checks if the message has been received correctly. 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. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension.

### **2.1.1.3 Why Listening**

No model of second language acquisition does not avail itself of input in trying to explain how learners create second language grammars.<sup>15</sup>

It has been claimed that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening. Despite this, we often take the importance of listening for granted and it is arguably the least understood and most overlooked of the four skills (L. S. R and W) in the language classroom.<sup>16</sup>

Listening is the natural precursor to speaking, the early stages of language development in a person's first language (and in naturalistic acquisition for other language) are dependent on listening. Indeed, Gillian Brown and others showed that both oracy and literacy development needed ongoing attention in first language education. Prior to this, it was taken for granted that first language

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<sup>15</sup>Gass, S. (1997). *Input, Interaction and the Second Language Learner*. Mahwah, NJ: Lawrence Erlbaum. P: 23.

<sup>16</sup>Nunan, D. (1998). *Approaches to Teaching Listening in the Language Classroom* In *Proceedings of the 1997 Korea TESOL Conference*. Taejon, Korea: KATESOL. [http://www.kotesol.org/publications/proceedings/1997/nunan\\_david.pdf](http://www.kotesol.org/publications/proceedings/1997/nunan_david.pdf) (html version) (retrieved 15 November 2017). P: 15.

speakers needed instruction in how to read and write but not how to listen and speak because these skills were automatically acquired by native speakers.

This emphasis on listening was related to a corresponding drop in the importance given to speaking in the early stages of learning with several writers saying that speaking early in a course should be actively discouraged.

One of the strongest arguments for emphasizing listening and delaying speaking is based on a particular view of what it means to learn a language. Some approaches to language teaching have given a lot of importance to speaking. In the very first lesson learners did speaking drills involving repetition and substitution. The lessons involved almost as much speaking as listening, because listening was seen as a way to present models that learners immediately copied. the aim of learning a language was to speak and language was viewed as a type of behavior.<sup>17</sup>

Approaches that gave more importance to listening were based on different ideas Nord express this view clearly:

Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this

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<sup>17</sup>I. S.P. Nation jonathan Newton. (2008). Teaching ESL/IFL Listening and Speaking. New York: Taylor & Francis e-Library. P: 38.

“cognitive” map in the mind. To do this they feel the best method is to practice meaningful listening.<sup>18</sup>

In this view of language learning, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening only period is a time of observation and learning which provides the basis for the other language skills.

Gary and Gary described the many benefits of delaying speaking and concentrating on listening. These benefits include the following:

1. The learner is not overloaded by having to focus on two or more skills at the same time a cognitive benefit.
2. Speed of receptive knowledge grows faster than productive knowledge. It is possible to experience and learn much more of the language by just concentrating on listening. If learners had to be able to say all the material in the lesson, progress would be very slow.
3. It is easy to move very quickly to realistic communicative listening activities. This will have a strong effect on motivation.
4. Learners will not feel shy or worried about their language classes. Having to speak a foreign language, particularly when you know very little, can be a frightening experience. Listening activities reduce the stress involved in language learning a psychological benefit.

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<sup>18</sup>Nord, J. R. (1980). Developing Listening Fluency Before Speaking: An Alternative Paradigm. *System* 8 1: 1-22.

5. Listening activities are well suited to independent learning though listening to recordings.<sup>19</sup>

Others, such as Swain suggested that it is not sufficient to result in the kind of learning that is needed to produce the language. All these critics, however, agree that language learning courses should contain substantial quantities of receptive activity. They consider that this receptive activity alone, however is not sufficient for language learning.<sup>20</sup>

Certainly, most of the early research on comprehension approaches to learning was not well done, and both research and theory now consider that there is an important role for early spoken production in a language course. The effect of the comprehension approach on language teaching has been to highlight the importance of listening and to direct attention to the development of techniques for providing interesting, successful and sustained opportunities for listening early in a learner's language learning.

#### **2.1.1.4 Technique of Teaching Listening**

The teaching technique of listening should stimulate the pupils to respond physically and orally. An appropriate teaching technique will be help the teachers deliver materials and help the students to learn language effectively. An interesting and interactive teaching technique is needed to achieve the purpose of teaching listening. Paul purposes some technique to teach listening, they are:

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<sup>19</sup>Gary, J.D. and Gary, N.G. (1981). Caution: Talking May be Dangerous for your Linguistic Health. IRAL 19, 1: 1-3.

<sup>20</sup>Swain, M. (1985). Communicative Competence: Some Roles of Comprehensible input and Comprehensible output in its Development. In S. Gassand . Madden (eds), Input in Second Language Acquisition (pp. 125-144). Oxford: Oxford University Press. P: 21.

dictation, stories, comprehension, communication and TPR (Total Physical Response).<sup>21</sup>

Total Physical Response (TPR) is a method developed by James Asher to aid in learning in a foreign language. The method based its principle on the way a child learns the first language. In the process of the first language acquisition, the child listen to many language sounds before attempting to speak. In this process, the child follows commands. Asher and Linse (2005: 30) adds that TPR have several positive aspects. First, it utilizes the auditory, visual and tactile learning channel. Second, it helps to teach children to follow directions and listen attentively two important skills for academic success. Third, in keeping with developmentally appropriate notions or thoughts, children are allowed to listen and then choose when they feel comfortable to start speaking. Fourth, this method can easily be adapted in many different ways for young learners.

In the Total Physical Response, listening is the basis of the course. The teacher gives commands and orders while doing things. Asher as the developer of TPR elaborate the principle of this method, they are:<sup>22</sup>

1. Second of foreign language learning should be parallel the first language learning and reflect the same naturalistic process.
2. Children learn best by doing things.
3. Listening should be developed before speaking.

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<sup>21</sup>Paul, D. (2003). Teaching English to Children in Asia. Hongkong: Longman Asia ELT. P: 13.

<sup>22</sup>Asher, J. J. (2000). Learning Another Language Through Action: The Complete Teachers Guidebook. Los Gatos, CA: Sky Oaks Productions, Inc. P: 18.



4. Once listening comprehension has been developed, speech develops naturally and effortlessly out of it.
5. Delaying speech reduces stress.

Regarding the principle of TPR, Linse develops listening activities by using TPR games, songs and finger plays, drawing, storytelling, yes/no cards, syllable clapping, rhyming word activities and minimal pairs.<sup>23</sup> Linse adds that whenever putting together a TPR activity, it is important to consider the complexity of the language being used as well as the interest level of the children.<sup>24</sup>

Brown states that teachers should be familiar with some practical principles for designing listening comprehension teaching techniques. Brown summarize some principle for designing listening teaching technique as the following:

1. In an interactive, four skills curriculum do not overlook the importance of technique that specifically develop listening comprehension competence.
2. Use intrinsic motivation techniques.
3. Utilize authentic language and contexts to make students realizes the relevance of classroom activity to their long term communicative goals.
4. Carefully consider the form of listeners' responses to see whether or not their comprehension has been correct.

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<sup>23</sup>Linse, T. C. (2005). *Young Learners: Practical English Language Teaching*. New York: McGraw-Hill Companies, Inc. P: 31-39

<sup>24</sup>ibid. P: 31.

5. Encourage the development of listening strategies, because most foreign language students are simply not aware of how to listen.
6. Include both bottom up and top down listening technique, because both of them can offer keys to determine the meaning of spoken discourse.<sup>25</sup>

Teachers are responsible for making good atmosphere in the classroom to promote the students motivation and better attitude towards listening. In line with this conditions, it is very important to seek what method is good for teaching English to children.

#### **2.1.1.5 Models of Listening**

Listening was traditionally seen as a passive process by which the listener receives information sent by a speaker.

More recent models view listening as a much more active and interpretative process in which the message is not fixed but is created in the interactional space between participants. Meanings are shaped by context and constructed by the listener through the act of interpreting meaning rather than receiving it intact. (Lynch and Mendolsohn, 2002: 194).<sup>26</sup>

#### **2.1.1.6 Types of Listening**

Wilson said there are four main types of listening, they are:<sup>27</sup>

1. Critical

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<sup>25</sup>Brown H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains, New York: Longaman/Pearson Education. P: 65.

<sup>26</sup>Lynch, T. and Mendelsohn, D. (2002). Listening in N. Schmitt (ed), An Introduction to Applied Linguistics (pp. 193-210). London: Arnold.

<sup>27</sup>Saundra Hybles. (2007). Communicating Effectively. America: Prentice. P: 99.

Listen for facts and supporting details to understand and evaluate the speaker's message.

Example: Informative or persuasive essays, class discussion and announcements.

## 2. Emphatic

Imagine yourself in the other person's position and try to understand what he or she is thinking.

Example: Conversation with friends or family

## 3. Appreciative

Identify and analyze aesthetic or artistic elements, such as character development, rhyme, imagery and descriptive language.

Example: Oral presentation of a poem or short story and dramatic performance.

## 4. Reflective

Ask questions to get information and use or reflect on the speaker's responses to form new questions.

Example: Class or group to form new questions

### **2.1.1.7 Listening Process**

#### *Bottom up process*

These are the processes the listener uses to assemble the message piece by piece from the speech stream, going from the parts to the whole. Bottom up processing involves perceiving and parsing the speech stream at increasingly

larger levels beginning with auditory phonetic, Phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretative.<sup>28</sup>

### *Top down process*

Top down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.

When we put these two types of processing together we see listening not as a single skill but as a variety of sub skills.

It is possible to make sense of a spoken message by drawing cues from context and picking up a few key words, but without attending to the grammatical form of the message. In other words, comprehension is possible without noticing. This problem with the comprehension approach was identified by Merrill Swain who investigated language development in French and English immersion programmes in Canada in the 1970s and 1980s, (Swain, 1985). She found that English students in French immersion classes were performing as well as French students in subject matter, but their writing and speaking was seriously flawed grammatically despite many hours listening to subjects taught in French.

On the other hand, when we have to say or write something we need to compose the sentence in our head and this involves more attention to grammar, to

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<sup>28</sup>Field, J. (2003). Promoting Perception: Lexical Segmentation in Second Language Listening. *ELT Journal* 57, 4: 325-334.

the syntactic layer of language. So although meaning focused listening is important, learners also those parts of the language system that may not be so important for basic communication but are important for accuracy.

Meaning focused listening typically emphasizes a top down approach to listening comprehension. However, Lynch and Mendelsohn report on a number of recent studies which have shown the importance of bottom up processing in second language listening.

Tsui and Fullilove found that more skilled listeners performed better on comprehension questions for which the correct answers did not match obvious content schema for the topic. The implication is that less skilled listeners relied too much on content schemata to assist with guessing.<sup>29</sup>

#### **2.1.1.8 Supporting Listening**

This support acts as a temporary bridge which learners use to reach the target. Over time, learners internalize the expertise required to meet the target independently and the bridge can be removed.

We can provide this support in four main ways:

1. By providing prior experience with aspect of the text (example: with language, ideas, skills or text type).
2. By guiding the learners through the text.
3. By setting up cooperative learning arrangements (example: shared reading approaches).

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<sup>29</sup>Tsui, A. and Fullilove, J. (1998). Bottom up or Top down Processing as a Discriminator of Listening Performance. *Applied Linguistics* 19, 4: 432-451.

4. By providing the means by which learners can achieve comprehension by themselves.<sup>30</sup>

### **2.1.2 CALL Method**

#### **2.1.2.1 Definition of CALL Method**

Graham Devis stated that CALL is perceived as an approach learning (CALL)<sup>31</sup>, many studies result showed that students taught foreign languages through CALL program gave better results than those thought using traditional program. (Asoodeh,<sup>32</sup> and Siribodhi,).

In a computer assisted language learning (CALL) class, teacher has more control over the class and establishes connection with students easily, without having to worry about time. This is because she/he can easily respond to students' questions while the CD is playing and other students are listening to it and answering to the given text.

The teacher played a crucial role in both classes, therefore the role of the teacher could not be ignored in either. In a CALL class, the teacher acts as a guide and a mentor and in the traditional class as a central figure, but neither role can be ignored. In both classes, the teachers' presence is required for answering the students' questions and keeping the class in order. In traditional class teacher has

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<sup>30</sup>Ibid. P: 46

<sup>31</sup>Davies, G. (2002). Article on Computer Assisted Language Learning (CALL) in the Good Practice Guide at the Website of the Centre for Languages, Linguistics and Area Studies (LLAS), University of Southampton. Also available here, with updated links: LLAS CALL. P: 18.

<sup>32</sup>Asoodeh, M. M. (1993). Static Visuals vs Computer Animation Used in the Development of Spatial Visualization. Unpublished doctoral dissertation, Texas A & M University, TX. P: 22.

more authority and a greater role than a CALL teacher who is mainly mentor and guide. This shows that teachers are not replaceable with computer as they maintain guiding, observing and instructing roles in every class and thus both types of classes need them. According to the obtained statistics from the data and the progress of traditional class students, the teacher relatively succeeded in improving students' listening comprehension. However, this improvement was higher in the CALL class.

#### **2.1.2.2 The Role of CALL in English Language Teaching**

The review of the literature on Computer Assisted English as a foreign Language (EFL) instruction revealed that most of the studies in this field were conducted in the western countries where English is the first language, whereas very few studies were conducted in countries where English is the second language.

According to Sokolik, the development of new technologies has awakened an interest in applying these new technologies in the educational domain, as well as in making predictions of how they would affect the educational future of our classrooms and students. When discussing the future of technological developments, one should take into account the potential of educational computing as well as classroom activities that will remain current irrespective of technological evolution. There is nothing certain about the future of technology,

except that it will no doubt become more ubiquitous and powerful (cited in Celce-Murcia).<sup>33</sup>

The topic of CALL has received considerable attention since the 1960s. Many studies have shown that the application of computer technology has brought about a positive effect on all for language skills.

### **2.1.2.3 Advantages and Disadvantages of CALL in Listening**

One of the major benefits of the growth of CALL in motivation. Motivation can be promoted in students by personalizing information, making use of animate objects on the screen and providing practice activities which incorporate challenges and curiosity within a specific context. Another benefit of CALL is the student oriented nature of the learning process, meaning that is the students who control the pace of learning and make decisions about what should be learned and how should they learn it, which in turn, makes them feel more competent in their learning. The third advantages of CALL is authenticity, the opportunity to interact by means of one or more of the four language skill, using or producing texts meant for a target language audience as opposed to for classroom evaluation purposes. Reduction of anxiety in the fourth advantages of CALL. An important factors in lessening anxiety during learning is privacy. Students feel less stressed and more confident in this language learning environment, partially due to surface errors being insignificant. The fifth advantages of CALL is the development of critical thinking skills. Use of computer technology in classrooms is generally reported to improve self-concept,

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<sup>33</sup>Celce-Mursia, M. (2002). Teaching English as a Second or Foreign Language (3<sup>rd</sup> Ed). U.S.A. :Heinle & Heinle Publishers. P:31.



mastery of basic skills and more active processing resulting in higher order thinking skills and better recall.

Educators have always considered the advantages of CALL, however CALL instruction still debatable. First, technology has its own limitations. For instance, computers are unable to effectively assess student's verbal communication with others, and what is pronounced by the machine is quite different from that of humans. Second, the stability and quality of CALL software is debatable. The commercial sources some teachers might rely on may not pedagogically produce the right result. Third, technical problems, such as teachers or student's lack of computer knowledge, can limit the learning process.<sup>34</sup>

Furthermore, based on the findings of a number of studies, too many multimedia features interfere with students' learning.<sup>35</sup> According to Brown, "listening comprehension is universally larger than speaking competence"<sup>36</sup>. Schmitt "maintains that, "Listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening"<sup>37</sup>. Because of the complexity involved in both teaching listening and assessing it, listening skill has been overlooked in comparison with other skills, speaking, reading and

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<sup>34</sup>Bas, G. (2010). Evaluation of DynEd Courses used in elementary Schools from the views of teachers in Turkey. *Journal of Language and Linguistics Studies*. P: 15.

<sup>35</sup>Mayer, R. E, Heiser, J. &Lonn, S. (2001). Cognitive Constraints on Multimedia Learning When Presenting More Material Results in Less Understanding. *Journal of Education Psychology*. P: 11.

<sup>36</sup>Brown, H.D. (2001). *Teaching by Principle an Interactive Approach to Language Pedagogy*, second edition. Addison Wesley: Longman.

<sup>37</sup>Schmitt, N. (2002). *An Introduction to Applied Linguistics*. Great Britain: Arnold Publication. P: 10.

writing. This problem is multiplied when listening is viewed within the context of English foreign language.

Naturally, English classrooms encounter limitations such as lack of proficient teachers, lack of sufficient time, insufficient sources and materials and anxiety in the learning environment for learners. Clearly, listening is very important but it too difficult for students to improve. One way to solve this problem is to try and make listening as interesting and pleasant and pleasant as a possible.

## **2.2 Conceptual Framework**

Listening is one of skill in language learning. In listening we need comprehension to interpret the message of spoken language. The listening decided to hear something because they have special purpose that is to get a piece of information. To understanding a foreign language, so the teacher as a guide in the class should prepare appropriate media for the students, because the media is very needed in listening to make students more interested, motivated and active in listening learning. And also make the students have capability for correctly pronunciation of vocabulary.

CALL method made the students more fun and interesting when they study listening skill. The teacher also easy to teach the students if they used this method, CALL method is too easy to use for the beginner to study English.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The type of this research was classroom action research. It was used to carry out actions to improve the students' listening skills of Eleventh grade students of YAYASAN ISLAMIC CENTRE SUMATERA UTARA. This research focused on improving students listening skill used CALL method. The process in this researched was continuous and cyclical. Classroom action research is portrayed as a cyclical which of these activities being systematically and self critically implemented and interrelated. Thus, it involved for step, namely planning, action, observation and reflection. This research applied by classroom action research. It only took one class in which the treatment would be given.

#### **3.2 Place and Participants of the Research**

This research was conducted in YAYASAN ISLAMIC CENTRE SUMATERA UTARA the academic year 2019/2020 second semester of Eleventh grade students. This school is located in Jl. William Iskandar Pasar V beside State University of Medan. The participants of this research are Eleventh grade of YAYASAN ISLAMIC CENTRE SUMATERA UTARA in academic year of 2019/2020 one class consisted of 27 students.

#### **3.3 Procedure of the Research**

Classroom action Research is a way for teacher to discover what works best in their own classroom situation, thus allowing informed decision about teaching. In addition Kemmis and Mc. Taggart stated that action research is

deliberate, solution oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data driven action taken and finally problem redefinition.<sup>38</sup> Arikunto model follows the cycle of: planning, implementing, observation and reflection.

### 1. Planning

The researcher prepared lesson plan in each cycle, selected materials from textbook and prepare listening test for the students and also observation sheet that was filled out by collaborator when the researcher was teaching. In order to get the data, the researcher taught the students, got the collaborator observe, and asked students do listening task process of teaching including test taking took one meeting and the process of analyzing and discussing the result of the observation and the test took three days in each cycle.

### 2. Implementing

In this step, the researcher taught the material by using CALL method in listening skill with the lesson plan and materials prepared.

### 3. Observing

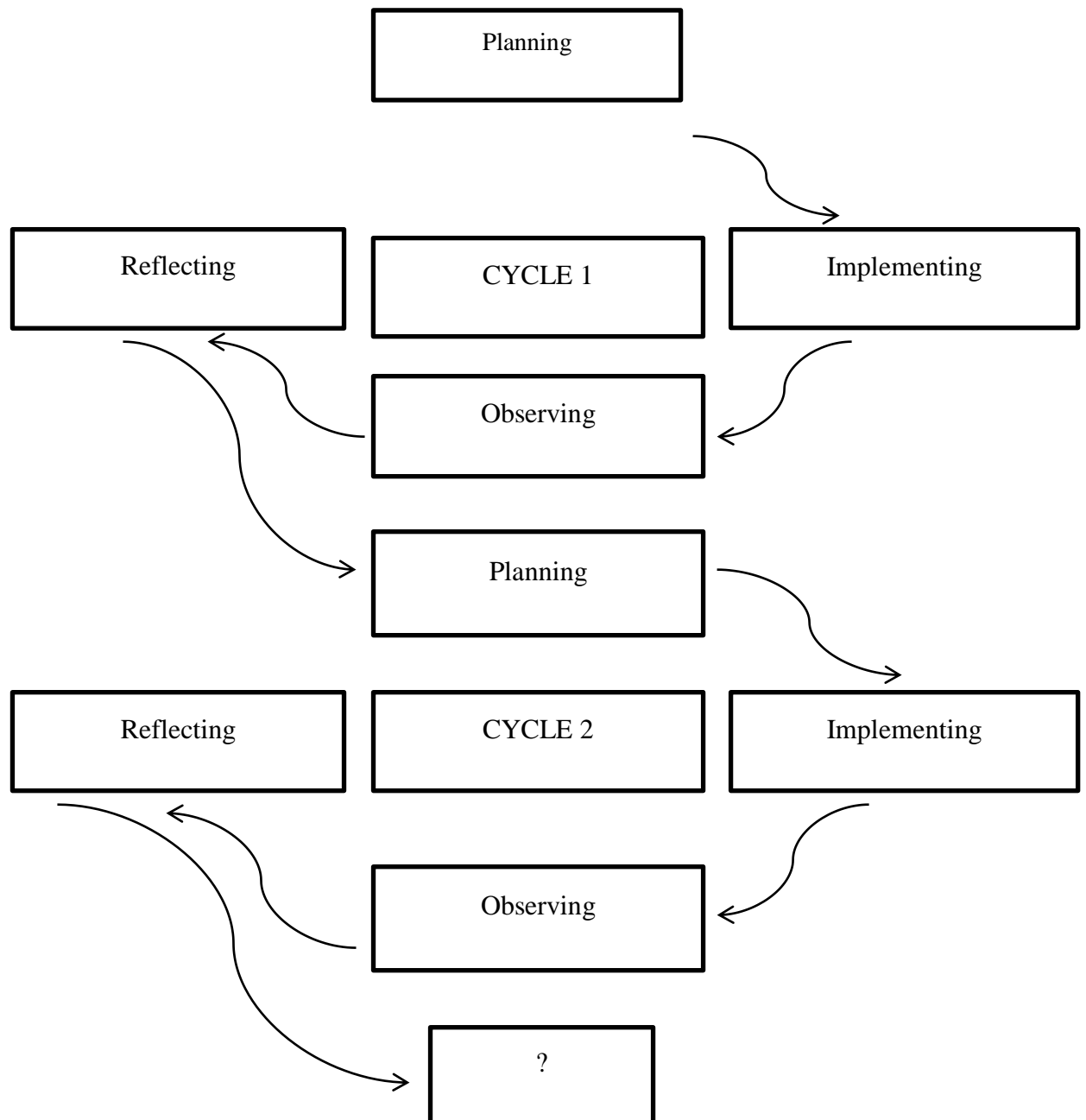
Observation was done by collaborator and the researcher during the teaching and learning process. The collaborator and the researcher observed students' activities and then the result of the observation was filled out in the observation sheet.

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<sup>38</sup>Kemmis, S. & Mc Taggart, R. (1992). *The Action Research Planner*. Australia: Deakin University Press. P: 37.

#### 4. Reflecting

Here, the researcher thought about the strength and the weakness of a cycle to determine what to do in the next cycle and to determine whether or not the result of the cycle is satisfactory.



This figure Action Research Model Arikunto<sup>39</sup>

### **3.4 Instrument of Data Collection**

There were two types of the data in this study namely quantitative and qualitative data. Quantitative research is research that uses data analysis and is more related to numbers. And the results of research in the form of research and testing or proving theory. Qualitative research is to issue a new theory, this research might be able to see the social symptoms in the field and immediately see the object in question. And researchers might be able to uncover hidden data through language speech, behavioral, body language and so on. Qualitative research is obtained in the form of words, images and not numbers.

#### **1. Qualitative Data**

The qualitative data was taken from the interview, observation and diary note that used to describe the situation when teaching and learning process is taking place.

##### **1) Interview**

Interview was use to get the information from the students and teachers. And to see how far they understand about listening skill. The researcher would interview the teacher and the students and the result of this interview would make a solution of the problem being the students.

##### **2) Observation**

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<sup>39</sup>Arikunto, Suharsimi. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. P: 125.

The researcher would be observed the students in teaching and learning process in study English, especially in listening skill and the researcher observed the problem and the ability of the students in listening skill.

### **3) Diary Note**

Diary note was done to write and report the moments or events and daily activities, to express their feeling when they study listening skill using CALL method and before using this method.

### **4) Documentation**

Documentation was proof that researcher has proven that she has researched at the school. Documentation also helps researcher in researching schools.

## **2. Quantitative Data**

The quantitative data was collected by giving pre-test and post-test to the students. The researcher knew how far they understand about English especially in listening skill.

### **1) Test**

Arikunto stated that tests are questions or exercises and that are used to measure skills, intelligence, abilities or talents needed by individuals or groups. The tests conducted in this study consisted of pre-test and post-test. Pre test was done to learn the initial knowledge about the discussion that would be invited, while the post test was conducted with the aim to see the results of students after

the aid of learning action. After the questions are done, all answer sheets are collected and corrected and then analyzed by the researcher.<sup>40</sup>

### **3.5 Data Analysis**

The qualitative data was collected from interview, observation, diary note and documentation. The researcher would analyze the data by using data display technique. All of the information from observation and interview would be arranged and took conclusion as the final qualitative data.

In analyzing the numerical data, the researcher gained the average of the students listening score per action in one cycle.

The quantitative data used the formula:

$$x = \frac{\sum x}{\sum N}$$

Note:

X = the mean of the students

$\sum x$  = the total score

$\sum N$  = number of the students

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<sup>40</sup>Ibid. P: 133



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the processes of the research, findings and discussion. There are two sections in this chapter. The first section presents the research findings and the second section presents discussion.

#### **4.1 Research Findings**

This section explains some activities of the research in the class. The researcher did implementation starts from the beginning to the last of the research. The researcher did the implementation to the last step.

##### **4.1.1 Finding of Before Actions**

For the first time I set in class of the eleventh grade of Science 1 I saw the room was very comfortable to use for learning but it was unfortunate that the hot room made students less concentrated in learning. For the room itself, I as a researcher was very comfortable doing research even though sometimes I feel hot. The first time I entered their class, they welcomed me warmly and they wondered what my purpose was in their class, their subject teachers introduced me in front of them, I introduced myself and explained what my purpose was in their class, Alhamdulillah, they were very excited in answering all my questions and accepting me to do research. There are some of them asking me questions and I answer them with great joy because my choice in this school to do research is not a wrong choice. I was told by the teacher to stand behind and watch them do teaching and learning activities, I saw there were still many of them who did not

understand if their teacher used English when interacting, some shouted at the teacher to use Indonesian only in the teaching and learning process because it was easier to understand. There are also some students who look bored when the teacher delivers the subject matter in a foreign language and they rarely hear it. But not all of those who do not understand there are some of them who understand what the teacher says even though sometimes they are still confused and ask the teacher to explain what the teacher said.

When I saw the teacher conveying the subject, it was seen that there were many students who were bored and preferred to talk with their peers rather than listen to their teacher deliver the subject matter. Therefore as a teacher we must understand the subject matter in advance and what media or strategies are suitable for use in the class, because each class is different in its intelligence abilities. For English language learning itself must use a method more understood by students, as professional teachers must see the characteristics and abilities of each student in capturing lessons to be delivered in order to see their abilities and also to facilitate the teacher in delivering subject matter in each class that the teacher enters. If the strategy is right the teacher will find it easier to understand her students in the teaching and learning process. After I lived my life in several years English was a language that everyone had to learn and had to understand. For this reason, the teacher must understand what methods should be used so that students do not get bored and give up in following the learning process, especially English lessons. I see the teacher just sit in a place and explaining subjects without using the right method or strategy. The teacher reads the textbook and the

students listen to it without asking whether they understand or not with the material.

#### 4.1.2 The Result of Pre-Test

**Table 4.1 Students Score**

<b>No</b>	<b>Initial Name</b>	<b>Score</b>	<b>Criteria</b>
1.	SWD	80	<b>Successful</b>
2.	YPS	80	<b>Successful</b>
3.	NF	53,3	Unsuccessful
4.	RP	60	Unsuccessful
5.	CL	53,3	Unsuccessful
6.	BAP	80	<b>Successful</b>
7.	RNA	53,3	Unsuccessful
8.	WM	60	Unsuccessful
9.	AS	40	Unsuccessful
10.	HA	60	Unsuccessful
11.	MIP	53,3	Unsuccessful
12.	MAR	46,6	Unsuccessful
13.	GS	40	Unsuccessful
14.	PH	60	Unsuccessful
15.	MIP	66,6	Unsuccessful
16.	FB	53,3	Unsuccessful
17.	KZ	60	Unsuccessful
18.	DR	66,6	Unsuccessful

19.	YN	53,3	Unsuccessful
20.	AAK	46,6	Unsuccessful
21.	HM	60	Unsuccessful
22.	FH	60	Unsuccessful
23.	NY	53,3	Unsuccessful
24.	NL	66,6	Unsuccessful
25	AR	46,6	Unsuccessful
26.	SW	66,6	Unsuccessful
27.	LA	53,3	Unsuccessful
<b>Total</b> $x = \frac{\sum x}{N}$		1565,9	
<b>The Mean Score</b>		57,9	

From the table of Pre-Test, the total score of students was 1565,9 and the number of students who took the test was 27 students, so the students' mean was:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1565,9}{27}$$

$$X = 57,9$$

From the table above, students listening skill in English lesson was still low. The mean of the students was 57,9. To know the students who were competent was calculated by applying the formula below:

**Table 4.2 Distribution on Students' Listening Skill in English Lesson for Pre Test**

<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
Unsuccessful	24	88,9 %
Successful	3	11,1 %

From the table analysis above, the students' listening skill in English lesson was still low. From the criteria 3 students got successful score or it was only 11,1 %. In other side 24 students got Unsuccessful score or it was 88,9 % it could be concluded that the students' listening skill in English lesson was still low.

#### **4.1.3 Causes of Failure**

General subjects are not emphasized at the school, they prioritize memorizing the Qur'an rather than general learning. For English lessons themselves only once a week, Friday, in the last two months I have researched once a week due to their schedule in the morning having to deposit memorization of the Qur'an and the methods or strategies used by the teacher are general or often used by the teacher so that they quickly get bored and do not enjoy in following the teaching and learning process. For English lessons, especially listening, they had never done this semester because they were more emphasized to learn the questions in their books. Listening itself has never been done by the teacher because it a very short time in pursuing learning material. They also were not stressed to speak using English both in the classroom and in the dormitory. They are more focused on memorizing the Qur'an than learning general subjects.

#### **4.1.4 The Results of Interviews**

After interviewing some students, they did not understand when we interviewed by using English, when I asked some of them to introduce themselves

there were still unable to introduce themselves. Learning English in their minds is a lesson that is very difficult to understand because the foreign language is heard. They said they did not understand when their teacher explained using English and they were more willing to talk to their peers and not pay attention to the teacher explaining the subject matter. They think that English lessons are the most difficult lesson in the world, They are better off memorizing other subjects than having to learn English. For their own school facilities, it is possible to learn to listen regularly because the facilities they have are more enough to do listening tests. The teacher sometimes makes them bored and misunderstood in delivering subject matter so they don't like learning English. Their teacher said not to give difficult questions due to their poor ability in learning English. English is a lesson that is only held once a week so that they do not understand English lessons the teacher tries to understand her students in understanding English lessons. Because the teacher is still new and does not understand the students he has taught, students still consider the ability of the teacher to be trivial. For the hours of entering the class it is also very short and must pursue subject matter therefore the material taught is not understood by students.

## **4.2 Finding of Cycle I**

### **4.2.1 Planning**

Some efforts were planned to solve the problem identified above. The efforts are focused on improving the students' listening skills using CALL method. Based on the results of the discussion on collaborators in democratic atmosphere on April 19<sup>th</sup> 2019.

#### **a. Using English in the teaching and learning process**

When I entered to their class I required them to speak and ask using English because I felt that when we were used to using English we would not be difficult to learn. When they don't understand what I'm saying, I use body language while talking to them. There are some students who want to ask questions but do not know the English vocabulary so I help them by writing it on the white board along with the pronunciation method. To explain the subject matter myself I use a mixture of languages namely English and Indonesian but to open classes, read prayers, ask questions and closed my class using English.

**b. Using CALL method in the teaching and learning process**

I used this method to make them easier to understand listening skills, for example I give them videos by using their eyes and ears when working on listening skills. I show the video in front of the class using LCD, laptop and speaker so that they have no trouble hearing or seeing the video. After I displayed the video I gave a few questions that they had to answer when looking at and listening to the video.

**c. Asking the students to bring a dictionary**

The students were required to bring a dictionary to make easier for them to understand the English vocabulary that they have never heard or known. When a student forgets to bring a dictionary, I ask to go out to borrow a dictionary in the other class.

**4.2.2 Action**

**a. Meeting I**

In the first meeting they were very enthusiastic about learning listening skills because they had never been listening in second semester because the time

did not allow them to learn listening test. On April 26, 2019, which coincided with Friday, I conducted a research in the first meeting of the first cycle at 2:00 p.m. until 3:00 p.m. In that meeting I brought projectors, laptops and speakers to make it easier for them to learn listening skills. I explained that I would give them videos and the material was narrative text. So I opened the equipment that I had brought to play the video and when I plugged in the electrical cable it turned out the electricity could not live I was desperate at the time and decided not to continue the lesson that day. But apart from all that, students in the class asked why the video had not been played, so I answered that the electricity was turned out, the electricity did not turn off, but the switch had to be pressed so that the electricity was on. One of the female students helped me to revive the dead switch and Alhamdulillah the light was on and I was able to play the video and continue the teaching and learning process as usual. They also look happy in following the lesson and focus more on listening skills. I played the video no more than three times and gave them a story-shaped question and filled in the blank of the question.

#### **b. Meeting 2**

The second meeting was more able to control them because I had known a little more about the character some of the students. I forgot to bring the equipment needed to do the listening test, which is the connecting cable, so I immediately told their class teacher that I needed, not long after the teacher told his students to help me lend the tool to the office. As usual, I play the video only three times.

#### **4.2.3 Observation**



In conducting observations I brought collaborators to help me do research. My goal is to bring collaborators to make it easier for me to do research. Collaborator takes pictures or certain moments to be immortalized and used as documentation or leftover for the researcher. Collaborators also assist in taking videos and recording every moment the researcher conducts in conducting research.

For the first meeting, I played the video with animated characters that were rarely performed by English teachers in conducting listening tests. I chose this video because I knew that listening skill was a very bored skill to do. Therefore I chose this method to invite students to be comfortable and enjoy when learning listening test. Evidenced by using this method students are more enthusiastic and easier to understand the subject matter presented.

For the second meeting they were even more enthusiastic in conducting listening tests because they rarely learned to listen by using LCDs or laptops, they were more likely to learn listening using speakers alone which made them quickly bored and did not enjoy participating in the teaching and learning process. When I played the video in the first meeting they were very happy and very excited to hear it. In addition to feeling comfortable in attending the teaching and learning process, it was seen from their faces that they began to understand the material presented in the video.

For the first meeting I also played videos with narrative text themes but with different videos and different tasks. For this first meeting the task they are working on is to repeat the story of the video that I have played using English.

After I played the video several times in the first meeting, I gave the task to students to see how far they understood the contents of the video. I gave the task of filling in the points contained in the paper.

#### **4.2.4 Reflection**

The obstacle faced by researcher in conducting research is the hours of English language learning which are too short to make researchers difficult to provide subject matter to be delivered. Because of its short meetings and only one day a week, it is difficult for researchers to conduct research. But it was not a problem that was so complicated for the researcher, I took the initiative to play one video and immediately assign the task to the students. LCD or projector that is very difficult to borrow at the office because I only conduct research and not a teacher who teaches in that class, it is not a reason for the researcher not to continue his research so I rent a projector at the place that rents the item. Alhamdulillah, the research at the school went according to the plan that was previously expected. There were some students who did not pay attention to me in presenting their subject matter. They were more focused on talking to their fellow students, but I tried to reprimand them and told them to listen to me first to avoid their friends being disturbed who were serious in participating in the teaching and learning process.

#### **4.2.5 The Result of Post-Test I**

**Table 4.3 Students Score**

<b>No</b>	<b>Initial Name</b>	<b>Score</b>	<b>Criteria</b>
1.	SWD	86,6	<b>Successful</b>

2.	YPS	86,6	<b>Successful</b>
3.	NF	73,3	<b>Successful</b>
4.	RP	66,6	Unsuccessful
5.	CL	80	<b>Successful</b>
6.	BAP	86,6	<b>Successful</b>
7.	RNA	66,6	Unsuccessful
8.	WM	60	Unsuccessful
9.	AS	53,3	Unsuccessful
10.	HA	80	<b>Successful</b>
11.	MIP	80	<b>Successful</b>
12.	MAR	73,3	Unsuccessful
13.	GS	80	<b>Successful</b>
14.	PH	60	Unsuccessful
15.	MIP	80	<b>Successful</b>
16.	FB	53,3	Unsuccessful
17.	KZ	60	Unsuccessful
18.	DR	80	<b>Successful</b>
19.	YN	80	<b>Successful</b>
20.	AAK	53,3	Unsuccessful
21.	HM	66,6	Unsuccessful
22.	FH	60	Unsuccessful
23.	NY	80	<b>Successful</b>
24.	NL	80	<b>Successful</b>

25	AR	73,3	Unsuccessful
26.	SW	80	<b>Successful</b>
27.	LA	60	Unsuccessful
<b>Total</b> $x = \frac{\sum x}{N}$		1939,4	
<b>The Mean Score</b>		71,8	

From the table of post test I, the total score of students was 1939,4 and the number of students who took the test was 27 students, so the students' mean was:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1939,4}{27}$$

$$X = 71,8$$

From the table above, the students of Eleventh grade of Madrasah Aliyah Tahfizhil Quran improve their listening skill. The mean of the students was 71,8. To know the students who were competent was calculated by applying the formula below:

**Table 4.4 Distribution on Students' Listening Skill in English Lesson for Post Test I**

<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
Unsuccessful	13	48,1 %
Successful	14	51,9 %

From the table analysis above, the students' listening skill in English lesson was increase on the topic Narrative text through CALL method. From the

criteria 14 students got successful score or it was 51,9 %. In other side 13 students got Unsuccessful score or it was 48,1 % it could be concluded that the students' of Eleventh Grade in Madrasah Aliyah Tahfizhil Quran improve their listening skill through CALL method.

### **4.3 Finding of Cycle II**

#### **4.3.1 Planning**

After I discussed with the collaborator, the implementation in Cycle II would be still focused on the same problems found in Cycle I. To make the teaching and learning process more enjoyable, I would like to improve the videos and doing some new actions. New materials and topic would also be implemented. However, some problems in Cycle I would be considered at the implementation in Cycle II. The same way of teaching in Cycle I would be used in Cycle but with some improvements. It was hoped that Cycle II would be more interesting for the students in learning listening.

##### **a. Using English in the teaching and learning process**

Using English in the learning process is something that must be done by an English teacher so students do not feel foreign to hear conversations using English. Similarly in cycle I, I also did it in Cycle II, which is using English when opening classes, praying, explaining lessons and closing classes.

##### **b. Using CALL method in teaching and learning process**

There are some problems I found in cycle I when I play videos, there are some students who don't pay attention when the video has been played, they prefer to talk and grab it with their friends. So from that in cycle II, I have to act

harder and rebuke them when the teaching and learning process takes place. I brought a projector, speaker and laptop to make it easier for me to do research.

**c. Ask students to bring a dictionary**

I oblige them to bring a dictionary of each person to one dictionary because I assume that not all of our vocabulary can be written down even though it is often memorized and practiced.

**4.3.2 Action**

**a. Meeting 1**

On May 10<sup>th</sup> 2019 at 11:25-12:15 wib I conducted a research in the first meeting of Cycle II. I gave them new material with the same method, namely the material for Describing text. They seem to enjoy when I play a video about describing someone or a place that makes them look curious about the video. Some of them laughed at the video I was playing and one of them pointed to the hand to ask when the video was still playing so I firmly refused to respond and did not look at him.

**b. Meeting II**

This second meeting was the key to the previous meetings, in this meeting I will carry out my Post-Test II. To answer this question they must be more concerned about answering because in this meeting I did not give them a video to answer listening test but I gave a test using only their hearing senses, the question of this test is not difficult because there are some people who will have conversations and vocabulary the word they say is a vocabulary that is often heard by them.

**4.3.3 Observation**

Every meeting I always bring a collaborator to ascertain whether I do research well or not. After the teaching and learning process has been completed, I and my collaborator will conduct an evaluation to ensure the teaching and learning process runs well. The first meeting on Cycle II students paid more attention and many of them understood the material presented. They look very happy when I ask the method I did in their class. In the second meeting I did a Post-Test II, which was several conversations without seeing who spoke because in the previous tests I gave the test using their audio visual. Thank God, the value of their listening tests increased compared to the post test I.

#### **4.3.4 Reflection**

The obstacle I faced when doing this cycle II was that there were some students who left the class because they were called by the office to complete the administration that they had not yet completed.

#### **4.3.5 The Result of Post-Test II**

**Table 4.5 Students Score**

<b>No</b>	<b>Initial Name</b>	<b>Score</b>	<b>Criteria</b>
1.	SWD	100	<b>Successful</b>
2.	YPS	91,6	<b>Successful</b>
3.	NF	83,3	<b>Successful</b>
4.	RP	75	<b>Successful</b>
5.	CL	83,3	<b>Successful</b>
6.	BAP	91,6	<b>Successful</b>
7.	RNA	75	<b>Successful</b>

8.	WM	75	Successful
9.	AS	75	Successful
10.	HA	83,3	Successful
11.	MIP	91,6	Successful
12.	MAR	75	Successful
13.	GS	83,3	Successful
14.	PH	75	Successful
15.	MIP	86,6	Successful
16.	FB	66,6	Unsuccessful
17.	KZ	66,6	Unsuccessful
18.	DR	83,3	Successful
19.	YN	83,3	Successful
20.	AAK	75	Successful
21.	HM	83,3	Successful
22.	FH	75	Successful
23.	NY	83,3	Successful
24.	NL	83,3	Successful
25.	AR	75	Successful
26.	SW	83,3	Successful
27.	LA	66,6	Unsuccessful
<b>Total</b> $x = \frac{\sum x}{N}$		2169,2	
<b>The Mean Score</b>		80,3	



From the table of post test II, the total score of students was 2169,2 and the number of students who took the test was 27 students, so the students' mean was:

$$X = \frac{\sum x}{N}$$

$$X = \frac{2169,2}{27}$$

$$X = 80,3$$

From the table above, the students of Eleventh Grade of Madrasah Aliyah Tahfizhil Quran improve their listening skill. The mean of the students was 80,3. To know the students who were competent was calculated by applying the formula below:

**Table 4.6 Distribution on Students' Listening Skill in English Lesson for Post Test II**

Criteria	Total Students	Percentage
Unsuccessful	3	11,1 %
Successful	24	88,9 %

From the table analysis above, the students' listening skill in English lesson was increase on the topic Narrative text through CALL method. From the criteria 24 students got successful score or it was 88,9 %. In other side 3 students got Unsuccessful score or it was 11,1 % it could be concluded that the students' of

Eleventh Grade in Madrasah Aliyah Tahfizhil Quran improve their listening skill through CALL method.

#### **4.4 Report of Interview Sheet**

When I conducted an interview with some of their students, they said that they rarely did listening because the material was not too emphasized in learning English. They say they don't understand when learning to listen because the writing and reading are different. The method used by their teacher is also not interesting using only recording audio which makes them bored to learn it. They are also very difficult to understand English language lessons, especially listening because they are not used to implementing it.

After I conducted cycle I and cycle II in their class I conducted an interview to find out whether they understood the listening learning material using the method that I used. So I interviewed some of them, they were very interested in learning to listen to this method because it didn't make them bored and sleepy when the teaching and learning process began. I, as a researcher, was very happy when I heard that many people understood the subject matter presented. Many of them started to like listening, which at first they did not like it and Alhamdulillah, thanks to the method I used they were happy and understood better when the listening material was delivered.

#### **4.5 Report of Observation Sheet**

Before I conducted an interview with students and teachers I first made observations in the classroom. I saw how their teacher delivered the subject matter and the method used by their teacher. Many of them look bored and lack enthusiasm in participating in the teaching and learning process. The teacher

explains the learning material using Indonesian which makes students not accustomed to listening to conversations using English. The teacher does not instruct students to use English in the classroom when the learning process takes place and does not tell to open the dictionary when there are vocabulary words that are not understood by students.

#### 4.6 Report of Listening Test

**Table 4.7 Students Score**

No	Initial Name	Pre-Test		Post-Test I		Post-Test II	
		Score	Criteria (>75)	Score	Criteria (>75)	Score	Criteria (>75)
1.	SWD	80	Successful	86,6	Successful	100	Successful
2.	YPS	80	Successful	86,6	Successful	91,6	Successful
3.	NF	53,3	Unsuccessful	73,3	Successful	83,3	Successful
4.	RP	60	Unsuccessful	66,6	Unsuccessful	75	Successful
5.	CL	53,3	Unsuccessful	80	Successful	83,3	Successful
6.	BAP	80	Successful	86,6	Successful	91,6	Successful
7.	RNA	53,3	Unsuccessful	66,6	Unsuccessful	75	Successful
8.	WM	60	Unsuccessful	60	Unsuccessful	75	Successful
9.	AS	40	Unsuccessful	53,3	Unsuccessful	75	Successful
10.	HA	60	Unsuccessful	80	Successful	83,3	Successful
11.	MIP	53,3	Unsuccessful	80	Successful	91,6	Successful

12.	MAR	46,6	Unsuccessful	73,3	Unsuccessful	75	<b>Successful</b>
13.	GS	40	Unsuccessful	80	<b>Successful</b>	83,3	<b>Successful</b>
14.	PH	60	Unsuccessful	60	Unsuccessful	75	<b>Successful</b>
15.	MIP	66,6	Unsuccessful	80	<b>Successful</b>	86,6	<b>Successful</b>
16.	FB	53,3	Unsuccessful	53,3	Unsuccessful	66,6	Unsuccessful
17.	KZ	60	Unsuccessful	60	Unsuccessful	66,6	Unsuccessful
18.	DR	66,6	Unsuccessful	80	<b>Successful</b>	83,3	<b>Successful</b>
19.	YN	53,3	Unsuccessful	80	<b>Successful</b>	83,3	<b>Successful</b>
20.	AAK	46,6	Unsuccessful	53,3	Unsuccessful	75	<b>Successful</b>
21.	HM	60	Unsuccessful	66,6	Unsuccessful	83,3	<b>Successful</b>
22.	FH	60	Unsuccessful	60	Unsuccessful	75	<b>Successful</b>
23.	NY	53,3	Unsuccessful	80	<b>Successful</b>	83,3	<b>Successful</b>
24.	NL	66,6	Unsuccessful	80	<b>Successful</b>	83,3	<b>Successful</b>
25.	AR	46,6	Unsuccessful	73,3	Unsuccessful	75	<b>Successful</b>
26.	SW	66,6	Unsuccessful	80	<b>Successful</b>	83,3	<b>Successful</b>
27.	LA	53,3	Unsuccessful	60	Unsuccessful	66,6	Unsuccessful
$\Sigma x$		1565,9		1939,4		2169,2	
X		57,9		71,8		80,3	

X = the mean of the students score

$\Sigma x$  = the total score

The mean of the students' skill in listening increased on pre test, post test I in Cycle I and Post test in Cycle II.

**Table 4.8**

**The Result of Students' Score for Pre test, Post Test I and Post Test II**

	<b>Meeting</b>	<b>Students Who Get Score &gt;75</b>	<b>Percentage</b>
Pre-Test	I	3	11, 1 %
Post-Test I	III	14	51,9 %
Post-Test II	V	24	88,9 %

The result showed the increasing of students' score from the pre-test to post-test II. In the pre-test , there was only 11,1 % (3 students) who got point >75, in the post-test I there was 51,9 % (14 students) who got point >75. The post-test II there was 88,9 % (24 students) who got point >75. It can be concluded that action learning strategy worked effectively and efficiently in helping students' skill in listening at Eleventh Grade of Madrasah Aliyah Tahfizhil Quran Sumatera Utara and this learning has applied successfully and able to increased students' in listening skill.

#### **4.7 Discussion**

As a head stated before, the implementation of using CALL method successfully improved the students' listening skill and also the teacher's performance during two Cycle. The observation of the teaching and learning process and interviews with the students and the English teacher were inferred findings during the research. The researcher assessed the students' listening skill as the product of the teaching and learning process. The students' listening scores before and after the use of CALL method was provided to support the findings. After using CALL method in every meeting the students of Eleventh Grade of Madrasah Aliyah Tahfizhil Quran Sumatera Utara increased their listening skill.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The research findings and discussion in Chapter IV showed that the listening skills of the Eleventh Grade students of Madrasah Aliyah Tahfizhil Quran Sumatera Utara improved through the use of CALL method. The students were more active and participated in the teaching learning process, therefore action learning strategy can be alternative strategy for teacher in teaching listening which can improve and keep their listening skill. In the Pre-Test the students who passed the KKM 75 were 3 students of 27 students (11,1 %). In the Post-Test I the students who get score up 75 or passed KKM were 14 students of 27 students (51,9 %). In Post-Test II The students passed KKM were 24 students of 27 students (88,9 %).

#### **B. Suggestion**

##### **1. To the Students**

To improve their listening skills, the students of Eleventh grade should listen more of English words. Moreover they should not be afraid of making mistakes and errors when they are participating. They also keep their motivation in learning English.

##### **2. To the English Teacher**

It was important for the teacher to know the technology and to maximize the facility. She had to give the students more listening exercises. The use of various media must be improved so that the English teaching and learning process would be interesting.

### 3. To Other Researchers

Other researcher who want to conduct similar studies should explore the knowledge related to the principles of using CALL method to improve students listening skills.

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## **APPENDIX I**

### **LESSON PLAN**

(Experimental Class)

School Name : Madrasah Aliyah Tahfizhil Quran (Islamic Centre)  
Subject : English Language  
Class/ semester : XI / II  
Time Allocation : 2 X 40 Minutes  
Text Type : Narrative  
Theme : Animal  
Skill : Listening

#### **A. Core Competencies**

- K1 respect and appreciate the teachings of religion.
- K2 Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.
- K3 Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and events that appear to the eye.
- K4 Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

#### **B. Basic Competencies**

- 1.1 Being grateful for the chance that they able to learn English as an International Language that is accomplished in the learning enthusiasm.

1.2 Showing responsibility, care, cooperation and peace in doing the functional communication.

1.3 Analyzing social function, text structure, and language feature in narrative text.

1.4 Grasping the meaning of spoken and written narrative text, by paying attention to social function, text structure, and language feature.

### **C. Indicators of Competence Achievement**

1. Explain about the definition of narrative.
2. Mention the information about narrative.
3. Identifying the characteristics of a narrative.
4. Identifying the difficulties words on the video.

### **D. Learning Objectives**

After students learning is expected to be :

1. Mention the information about narrative.
2. Mention the conclusion about narrative in the video.

### **E. Learning Materials**

#### **1. Definon of Narrative Text**

Narrative text is a text which is written to entertain people and to tell a story, contains about story fiction, non fiction, tales, folktales, fables, myths, epic and its plot consists of climax of the story (complication) then followed by the resolution.

#### **2. Purpose of the text/social function**

To amuse/entertain readers with a story that deals with complications or problematicevents.

#### **3. Generic structure/text organization**

- a. Orientation : when and where the story happened and introduce the participants of the story.
- b. Complication : telss the beginning of the problems which lead to the crisis (climax) of the main participant.
- c. Resolution : the problem (the crisis) is resolve, either in happy ending or sad ending.

#### **4. Language features**

- a. Past tense, e.g. we went to the zoo, she was happy, and etc.
- b. Time connectives and conjunctions, to sort the events (then, before that, soon, and etc.
- c. Adverbs and adverbial phrases to show the place of event, e.g. here, in the mountain, happily ever after, and etc.
- d. Action verbs in past tense, e.g. stayed, climbed, and etc.
- e. Saying verbs, e.g. said, told, promised, and thinking verbs, feeling verbs, verbs of senses, e.g. thought, understood, felt, and etc.
- f. Adjectives that form a noun phrase, e.g. long black hair, two red apples, and etc.
- g. Noun as pronoun, stepsisters, housework, and etc.

## F. Learning Methods

Presentation

Practice

Production

## G. Learning Media, Tools, and Sources

1. Media : An animation video that show the example of a narrative.
2. Tools : whiteboard markers and eraser.
3. Lesson sources : You Tube, Rangkuman Bahasa Inggris, and dictionary.

## H. Learning Activities

### Pre-test

Teacher conducts pre-test. Students are given a pre-test before getting treatment. The test is answer the listening test.

No.	Stages	Activity		Time
		Teacher	Students	
1.	Activity Introduction	1. Greetings, ask to take a prayer and check the presence of the students. 2. Doing introduction. 3. Delivering the material to be discussed. 4. Deliver the objectives of today's meeting learning.	1. Greetings, take a prayer, and answer the teacher. 2. Doing short introduction. 3. Listen to the explanation from teacher.	10 minutes
2.	Core Activity	5. Deliver the text in the form of narrative. 6. Give the example of narrative text. 7. Give the animation video to the students. 8. The students comprehend and identified narrative text based on the strategy.	4. Pay attention to the teacher's explanation. 5. Pay attention to the teacher. 6. The students comprehend the text.	60 minutes
3.	Closing Activity	9. Give the chance to the students to ask about narrative. 10. Summarize the material that have been discussed. 11. Close with greetings.	7. Ask about narrative text. 8. Pay attention to the teacher's explanation. 9. Answer the greetings	10 minutes

## I. Assesment

1. Technique of assessment : test

Assessment	Result
Listening Test	0-100

**Medan, April 26<sup>th</sup> 2019**

Be cognizant of  
English Teacher

Researcher

**Affifah, S.Pd.I**

**Lelly Auliani**

## **APPENDIX II**

### **LESSON PLAN**

(Experimental Class)

School Name : Madrasah Aliyah Tahfizhil Quran (Islamic Centre)  
Subject : English Language  
Class/ semester : XI / II  
Time Allocation : 2 X 40 Minutes  
Text Type : Describing People  
Skill : Listening

#### **A. Core Competencies**

- K1 respect and appreciate the teachings of religion.
- K2 Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.
- K3 Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and events that appear to the eye.
- K4 Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

#### **B. Basic Competencies**

- 1.1 Being grateful for the chance that they able to learn English as an International Language that is accomplished in the learning enthusiasm.
- 1.2 Showing responsibility, care, cooperation and peace in doing the functional communication.



1.3 Analyzing social function, text structure, and language feature in narrative text.

1.4 Grasping the meaning of spoken and written.

### **C. Indicators of Competence Achievement**

1. Explain about the describing people.
2. Mention the information about describing people.
3. Identifying the difficulties words on the video.

### **D. Learning Objectives**

After students learning is expected to be :

3. Mention the information about describing people.
4. Mention the conclusion about describing people in the video.

### **E. Learning Materials**

#### **Oral descriptive text, about people.**

##### *social function*

Boast, introduce, identify, praise, criticize, promote, etc.

##### *text structure*

- (1) The mention of names of people, places of interest, and famous historic buildings and the name of the selected parts to be described
- (2) The mention of the nature of people, sights and famous historic buildings and parts thereof, and
- (3) The mention of or related actions by people, tourist attractions, and famous historic buildings.

all of which are in accordance with the social functions to be achieved.

##### *Elements of language*

- (1) Noun associated with the person, tourist attractions, and famous historic buildings
- (2) The adjective associated with the person, tourist attractions, and famous historic buildings
- (3) Spelling and handwriting and print clear and neat
- (4) Speech, said stress, intonation, when presented orally.

(5) referral word

*Topics*

Exemplary of tolerant behavior, entrepreneurship, nationalism, self-confident.

*Extended Materials:*

**People describing**

## **F. Learning Methods**

Presentation

Practice

Production

## **G. Learning Media, Tools, and Sources**

1. Media : An video that show the example of a describing people.

2. Tools : whiteboard markers and eraser.

3. Lesson sources : You Tube, Rangkuman Bahasa Inggris, and dictionary.

### **1. Learning Activities**

#### **Pre-test**

Teacher conducts pre-test. Students are given a pre-test before getting treatment. The test is answer the listening test.

No.	Stages	Activity		Time
		Teacher	Students	
1.	Activity Introduction	1. Greetings, ask to take a prayer and check the presence of the students. 2. Doing introduction. 3. Delivering the material to be discussed. 4. Deliver the objectives of today's meeting learning.	1. Greetings, take a prayer, and answer the teacher. 2. Doing short introduction. 3. Listen to the explanation from teacher.	10 minutes
2.	Core Activity	1. Deliver the text in the form of narrative. 2. Give the example of narrative text. 3. Give the video to the students about describing people. 4. The students comprehend and identified describing people based on the strategy.	1. Pay attention to the teacher's explanation. 2. Pay attention to the teacher. 3. The students comprehend the text.	60 minutes
3.	Closing Activity	1. Give the chance to the students to ask about describing people. 2. Summarize the material that have been discussed. 3. Close with greetings.	1. Ask about narrative text. 2. Pay attention to the teacher's explanation. 3. Answer the greetings	10 minutes

## **2 Assesment**

1. Technique of assessment : test

Assessment	Result
Listening Test	0-100

**Medan, May 10<sup>th</sup> 2019**

Be cognizant of  
English Teacher

Researcher

**Afifah, S.Pd.I**

**Lelly Auliani**

### **APPENDIX III**

#### **The Question of Pre-Test**

##### **Fill in the blank of this test!**

Last week Jason ..... (1) to a big party at his friend's house. The party ..... (2) at 1. am and he got home at 1.30. After he got home he watched TV and ..... (3) on the sofa. Suddenly he fell off the sofa and he ..... (4). It was 9 in the morning! He ..... (5) to the kitchen and had a cup of tea. He ..... (6) breakfast. At 9.15 he ..... (7) his bicycle out of the garage.

Oh, No! It ..... (8) broken. He ..... (9) his bicycle and ran to school. He got to school at 9.50 but the school was very quiet.

He was really worried because nobody was at school, he ..... (10) to go back home.

His parents ..... (11) still in bed when he ..... (12) then he ..... (13) the calendar and he ..... (14). He ..... (15) that it was Sunday.

## **APPENDIX IV**

### **The Question of Post-Test I**

#### **Fill in the blank of this test!**

Last week Jason ..... (1) to a big party at his friend's house. The party ..... (2) at 1. am and he got home at 1.30. After he got home he watched TV and ..... (3) on the sofa. Suddenly he fell off the sofa and he ..... (4). It was 9 in the morning! He ..... (5) to the kitchen and had a cup of tea. He ..... (6) breakfast. At 9.15 he ..... (7) his bicycle out of the garage.

Oh, No! It ..... (8) broken. He ..... (9) his bicycle and ran to school. He got to school at 9.50 but the school was very quiet.

He was really worried because nobody was at school, he ..... (10) to go back home.

His parents ..... (11) still in bed when he ..... (12) then he ..... (13) the calendar and he ..... (14). He ..... (15) that it was Sunday.

## **APPENDIX V**

## **The Question of Post-Test II**

### **Afternoon Picnic**

1. Where does Cathy want to have a picnic?
  - a. At the park
  - b. By the lake
  - c. At the beach
  - d. In her backyard
2. What is her mom making for lunch?
  - a. Ham sandwiches
  - b. Potato salad
  - c. Neither A or B
  - d. Both A and B
3. What does Mom tell Cathy not to forgot?
  - a. Life jackets
  - b. Inner tubes
  - c. Shoes
  - d. Change of clothes
4. What is Cathy's brother doing?
  - a. Studying at the library
  - b. Taking a nap on the couch
  - c. Washing dishes
  - d. Watching TV

### **Picnic by the Lake**

1. Where is Joe going today?
  - a. To beach
  - b. To the amusement park
  - c. To the mountains
  - d. To the lake
2. What did Joe tell Mike to bring?
  - a. Swim trunks
  - b. Life jacket
  - c. Neither A or B
  - d. Both A and B
3. What time is Joe leaving?
  - a. 8:30
  - b. 9:30
  - c. 10:30
  - d. 11:30
4. What does Mike have to do today?
  - a. He has no plans
  - b. He has a doctor's appointment
  - c. He has a soccer game
  - d. He is visiting his grandparents

### **Fishing with Dad**

1. How did Timothy know that the wrapped gift was a fishing pole?
  - a. His dad told him
  - b. His mom told him



- c. By its shape
- d. By the sound
- 2. Who did Timothy's father go fishing with when he was child?
  - a. Timothy's uncle
  - b. Timothy's grandfather
  - c. Timothy's mom
  - d. He went alone
- 3. What does Timothy need to wear on a boat?
  - a. A life jacket
  - b. Fishing boots
  - c. Fishing hat
  - d. Swimming trunks
- 4. Why do they need bait?
  - a. Because Timothy and his dad are hungry
  - b. To attract fish to the hook
  - c. To attract birds
  - d. To keep the fish away

## **APPENDIX VI**

### **The Answer of Post-Test I**

- 1. Went
- 2. Finished
- 3. Fell sleep
- 4. Woke up

5. Ran
6. Didn't have
7. Took
8. Was
9. Left
10. Decided
11. Was
12. Got home
13. Looked to
14. Smiled
15. Remembered

## **APPENDIX VII**

### **The Answer of Post-Test II**

#### **Afternoon Picnic**

1. b
2. d
3. a
4. b

#### **Picnic by the Lake**

1. d
2. d
3. c
4. a

#### **Fishing with Dad**

1. c
2. b
3. a
4. b

## APPENDIX VIII

### OBSERVATION SHEET CYCLE I

Date : April 26<sup>th</sup>, 2019  
Meeting : Cycle I  
Observer : Rahmi Azmami  
Aspect : Teaching Process of Researcher

	Observation Items	Yes	No	Description
<b>A.</b>	<b>Pre-Teaching</b>			
1.	Researcher opens the class by greeting the students	√		
2.	Researcher checks students' attendance		√	
3.	Researcher introduces the topic to the students	√		
4.	Researcher delivers the aim of the lesson	√		
5.	Researcher informs the video that will be learned	√		
<b>B.</b>	<b>Whilst-Teaching</b>			
1.	The students are ready to learn the material	√		
2.	Researcher uses LCD and speaker	√		
3.	Researcher Play the video	√		
4.	The students listen to the video	√		
5.	The students answer the question in listening test	√		
6.	Researcher checks the students' understanding	√		
7.	The students use dictionary	√		
.				
<b>C.</b>	<b>Post-Teaching</b>			
1.	Researcher summerizes the lesson		√	
2.	Researcher gives reward and motivates the students to participate more I the next meeting	√		
<b>D</b>	<b>Class Situation</b>			
1.	Researcher gives feedback	√		
2.	Researcher concludes today's lesson	√		
3.	Researcher tells the students about the material on the next meeting		√	
4.	Researcher closes the lesson	√		

Medan, April 26<sup>th</sup>, 2019

Observer/Collaborator

Rahmi Azmami

# OBSERVATION SHEET

## CYCLE II

Date : May 10<sup>th</sup>, 2019  
 Meeting : Cycle II  
 Observer : Rahmi Azmami  
 Aspect : Teaching Process of Researcher

	Observation Items	Yes	No	Description
<b>A.</b>	<b>Pre-Teaching</b>			
1.	Researcher opens the class by greeting the students	√		
2.	Researcher checks students' attendance	√		
3.	Researcher introduces the topic to the students	√		
4.	Researcher delivers the aim of the lesson	√		
5.	Researcher informs the text that will be learned	√		
<b>B.</b>	<b>Whilst-Teaching</b>			
1.	The students are ready to learn the material	√		
2.	Researcher uses LCD and speaker	√		
3.	Researcher Play the video	√		
4.	The students listen to the video	√		
5.	The students answer the question in listening test	√		
6.	Researcher checks the students' understanding	√		
7.	The students use dictionary	√		
.				
<b>C.</b>	<b>Post-Teaching</b>			
1.	Researcher summerizes the lesson	√		
2.	Researcher gives reward and motivates the students to participate more I the next meeting	√		
<b>D</b>	<b>Class Situation</b>	√		
1.	Researcher gives feedback	√		
2.	Researcher concludes today's lesson	√		
3.	Researcher tells the students about the material on the next meeting	√		
4.	Researcher closes the lesson	√		

Medan, May 10<sup>th</sup>, 2019

Observer/Collaborator

Rahmi Azmami

## **APPENDIX IX**

### **DIARY NOTES**

#### **First Meeting (Saturday, April 20<sup>th</sup> 2019)**

The first meeting of the research was the Pre-Test. The researcher gave the students the Pre-Test to know how far their capability in English especially listening. The researcher gave them the question about listening test to fill in the blank. The students seemed too difficult to answer the question. Some of them confused to listen the native speaker and try to cheat their friends.

#### **Second Meeting (Friday, April 26<sup>th</sup> 2019)**

In second meeting, the researcher explained the material about the narrative text and did the treatment CALL method. I play the video was talking about animation video, they fell enjoyed when I play the video and too serious to follow teaching and learning process. Some of them asked the researcher to learned listening what the researcher did.

#### **Third Meeting (Friday, May 03<sup>th</sup> 2019)**

In this meeting, the researcher gave the students Post-Test I after giving the treatment in second meeting. The researcher gave the question same in Pre-Test and they answer the question better than the answer in Pre-Test. They can increase their listening after giving the treatment CALL method.

#### **Fourth Meeting (Friday, April 10<sup>th</sup> 2019)**



The researcher gave the students the video about describing people and they fell to serious although some of them made noisy and disturbed their friends, immediately the researcher gave the punishment to move their seat in front of me.

#### **Fifth Meeting (Friday, May 17<sup>th</sup> 2019)**

In this last meeting, the researcher gave the students motivation to make them struggle in teaching and learning process. The researcher also gave them some of personality experience and they felt enjoy when the researcher told the story. After giving motivation and personality experience the researcher gave them Post-Test II and did it too serious.

## **APPENDIX X**

### **INTERVIEW SHEET I**

After conducting the observation, I interviewed some students, the interview aimed to collect information about the student perspective of the teaching learning process. The following interview transcript showed the problems that the researcher found.

R : Apakah pelajaran listening menarik? (Is the listening already interesting?)

S : Biasa aja kak, karena miss Afifah jarang ngasih listening gitu. (Its not too interesting sis, Miss Afifah rarely give us the listening)

R : Kapan terakhir miss Afifah ngasih listening? (When did Miss Afifah give the listening?)

S : Semester 1 dulu kak. (In semester 1).

R : Bagaimana pemberian materi ataupun tugas listening dari guru? (How was the listening material from the teacher?).

S : Ya cuman gitu-gitu aja kak, paling pakek speaker aja itu pun materi yang dikasi kalo ada pelajaran singing aja kak. (Its just like that sis, only playing recordings and the material also singing).

R : Gak pernah video atau gambar gitu? (Was she never used a video or picture?)

S : Gak pernah kak kalo belajar listening. (Never sis).

R : Berarti listening gak pernah pakek proyektor atau laptop gitu? (So she never used proyektor or laptop?)

S : Nggak pernah kak. (Never sis)

## **INTERVIEW SHEET II**

R : Bagaimana menurut kamu tentang listening menggunakan CALL method?

S : Senang kak

R : Apa kamu merasa terbantu belajar listening menggunakan CALL method?

S : Merasa terbantu kak

R : Terbantu gimana contohnya?

S : Terbantu gitu aja pak, biasanya listening itu membosankan dan susah kalau jawab soalnya tapi kalau metode yang kakak gunakan ini sangat membantu saya karena nampak langsung gitulo kak siapa yang ngomong.

R : Ada kesulitan yang kamu temui ketika listening menggunakan metode ini?

S : Ada sih kak, kadang-kadang ngomomgnya kecepatan jadi kurang jelas gitu kak.

### INTERVIEW SHEET III

R : Bagaimana menurut miss kegiatan belajar mengajar Bahasa Inggris di kelas secara keseluruhan?

T : Ya... sudah cukup baik ya. Anak-anak bisa mengikuti dengan baik walaupun terkadang ada beberapa anak terutama laki-laki yang agak ketinggalan.

R : Seberapa sering miss mengajarkan listening pada siswa?

T : Saya itu jarang sekali mengajarkan listening miss.

R : Metode atau model pembelajaran seperti apakah yang miss gunakan saat mengajarkan listening?

T : Apa ya, saya itu kalau mengajar listening ya Cuma pakai rekaman-rekaman saja miss.

R : Bagaimana dengan penggunaan LCD miss?

T : Sebenarnya pengen miss, tapi ya itu, bahan untuk mengajarkan listeningnya gak ada miss.

R : Bagaimana keadaan kelas saat miss mengajar listening?

T : Ya tenang, anak-anak berkonsentrasi mendengarkan rekaman itu.

R : Kesulitan apa yang miss hadapi ketika mengajarkan listening?

T : Speakernya miss kurang jelas, kalau kita mau pinjam speaker sekolah harus rebutan dulu miss karena bukan kelas saya aja yang menggunakan speak

## APPENDIX XI





## APPENDIX XII

### Pre-Test

53,3

Fill in the blank of this test!

Last week Jason ..... (1) to a big party at his friends house. The party ..... (2) at 1. am and he .....  
got home at 1.30. After he got home he watched TV and ..... (3) on the sofa. Suddenly he .....  
fell off the sofa and he ..... (4). It was 9 in the morning! He ..... (5) to the kitchen and had a  
cup of tea. He ..... (6) breakfast. At 9.15 he ..... (7) his bicycle out of the garage.  
Oh, No! It ..... (8) broken. He ..... (9) his bicycle and ran to school. He got to school at 9.50 but  
the school was very quiet.  
He was really worried because nobody was at school, he ..... (10) to go back home.  
His parents ..... (11) still in bed when he ..... (12) then he ..... (13) the calendar and he  
..... (14). He ..... (15) that it was Sunday.



Raudhastin Yusuf

669

Fill in the blank of this test!

Last week Jason <sup>went</sup> (1) to a big party at his friends house. The party <sup>finished</sup> (2) at 1. am and he got home at 1.30. After he got home he watched TV and <sup>fell</sup> (3) on the sofa. Suddenly he fell off the sofa and he <sup>woke up</sup> (4). It was 9 in the morning! He <sup>ran</sup> (5) to the kitchen and had a cup of tea. He <sup>didn't have</sup> (6) breakfast. At 9.15 he <sup>took</sup> (7) his bicycle out of the garage.

Oh, No! It <sup>was</sup> (8) broken. He <sup>left</sup> (9) his bicycle and ran to school. He got to school at 9.50 but the school was very quiet.

He was really worried because nobody was at school, he .... (10) to go back home.

His parents <sup>were</sup> (11) still in bed when he <sup>got home</sup> (12) then he <sup>looked at</sup> (13) the calendar and he <sup>smiled</sup> (14). He <sup>remembered</sup> (15) that it was Sunday.

## Post Test I

73,3

Fill in the blank of this test!

Last week Jason <sup>went</sup> (1) to a big party at his friends house. The party <sup>finished</sup> (2) at 1. am and he got home at 1.30. After he got home he watched TV and <sup>fell sleep</sup> (3) on the sofa. Suddenly he fell off the sofa and he <sup>wake up</sup> (4). It was 9 in the morning! He <sup>ran</sup> (5) to the kitchen and had a cup of tea. He ~~didn't have~~ (6) breakfast. At 9.15 he <sup>took</sup> (7) his bicycle out of the garage.

Oh, No! It <sup>was</sup> (8) broken. He <sup>left</sup> (9) his bicycle and ran to school. He got to school at 9.50 but the school was very quiet.

He was really worried because nobody was at school, he <sup>exit</sup> (10) to go back home.

His parents <sup>was</sup> (11) still in bed when he <sup>got home</sup> (12) then he <sup>look</sup> (13) the calendar and he <sup>smiled</sup> (14). He <sup>remember</sup> (15) that it was Sunday.

harhar aswatdi

93,3

Fill in the blank of this test!

Last week Jason ..... (1) to a big party at his friends house. The party ..... (2) at 1. am and he ..... (3) on the sofa. Suddenly he ..... (4). It was 9 in the morning! He ..... (5) to the kitchen and had a cup of tea. He ..... (6) breakfast. At 9.15 he ..... (7) his bicycle out of the garage.

Oh, No! It ..... (8) broken. He ..... (9) his bicycle and ran to school. He got to school at 9.50 but the school was very quiet.

He was really worried because nobody was at school, he ..... (10) to go back home.

His parents ..... (11) still in bed when he ..... (12) then he ..... (13) the calendar and he ..... (14). He ..... (15) that it was Sunday.

## Post-Test II

### The Question of Post-Test II

#### Afternoon Picnic

- ✓ 1. Where does Cathy want to have a picnic?
  - a. At the park
  - Ⓐ By the lake
  - c. At the beach
  - d. In her backyard
- ✓ 2. What is her mom making for lunch?
  - a. Ham sandwiches
  - b. Potato salad
  - c. Neither A or B
  - Ⓓ Both A and B
- ✓ 3. What does Mom tell Cathy not to forget?
  - Ⓐ Life jackets
  - b. Inner tubes
  - c. Shoes
  - d. Change of clothes
- ✓ 4. What is Cathy's brother doing?
  - a. Studying at the library
  - Ⓑ Taking a nap on the couch
  - c. Washing dishes
  - d. Watching TV

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### Picnic by the Lake

- ☒ 1. Where is Joe going today?
  - a. To beach
  - ☒ b. To the amusement park
  - c. To the mountains
  - d. To the lake
- ☒ 2. What did Joe tell Mike to bring?
  - a. Swim trunks
  - b. Life jacket
  - c. Neither A or B
  - ☒ d. Both A and B
- ☒ 3. What time is Joe leaving?
  - a. 8:30
  - b. 9:30
  - ☒ c. 10:30
  - d. 11:30
- ☒ 4. What does Mike have to do today?
  - ☒ a. He has no plans
  - ☒ b. He has a doctor's appointment
  - c. He has a soccer game
  - d. He is visiting his grandparents

### Fishing with Dad

- ✓ 1. How did Timothy know that the wrapped gift was a fishing pole?
- a. His dad told him
  - b. His mom told him
  - ✓ c. By its shape
  - d. By the sound
- ✓ 2. Who did Timothy's father go fishing with when he was child?
- a. Timothy's uncle
  - ✓ b. Timothy's grandfather
  - c. Timothy's mom
  - d. He went alone
- ✓ 3. What does Timothy need to wear on a boat?
- ✓ a. A life jacket
  - b. Fishing boots
  - c. Fishing hat
  - d. Swimming trunks
4. Why do they need bait?
- ✓ a. Because Timothy and his dad are hungry
- ✓ b. To attract fish to the hook
  - c. To attract birds
  - d. To keep the fish away

