USING COMPUTER ASSISTED LANGUAGE LEARNING (CALL) SOFTWARE LTS ENGLISH DELUXE 10 MEDIA IN TEACHING LISTENING TO EFL STUDENTS

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Abstract
This paper is intended to investigate the effect of using LTS English Deluxe 10 media of CALL software in teaching listening. The alternate hypothesis in this study was significant differences of listening score before and after treatment. The second-grade students of SMPN 19 Percontohan Banda Aceh, as many as 132 students, were used as the population in this study. The samples were the students of the experimental class, taught by using CALL software LTS English Deluxe 10 media, as many as 35 students, and control class, taught by means of convetional audio, also 35 students. The data were collected by distributing a set of listening test derived from CALL software LTS English Deluxe 10 (2007). Then, the data were analyzed by using Statistical Package for Social Sciences (SPSS) Version 20. The findings showed that the mean score of the experimental class and increased significantly and the control class's mean score only raised slightly after the treatment process. Furthermore, the result of t-test revealed that there was a significant difference between the mean scores of the experimental class and the control class. The findings attest that the students taught by using CALL software LTS English Deluxe 10 media achieved a better score in listening significantly than those taught by using MP3 player. As a result, the alternate hypothesis was accepted, and the null hypothesis was rejected.

Keywords: Teaching listening, CALL, LTS English Deluxe 10.

INTRODUCTION

Based on initial observation done by the authors along with English teachers, it was found that many students at State Junior High School (*SMPN) 19 Percontohan Banda Aceh* had difficulties in listening. There were two problems identified; first, the students tended to be passive and unmotivated in listening class activities. They were reluctant to participate in activities made by teachers. Listening was something scary and boring. Second, the students, based on the teachers' opinion, had low English proficiency that leads them to have a score below the minimum achievement criteria (KKM). The KKM is the level of achievement of the basic competencies that must be achieved by the student. It was proven by the result of the assessment of second-grade students in 2016; only 30% of the students passed the KKM in which the students should obtain a minimum score of 75 points.

To deal with the problems, the teachers used audio media, such as cassette and mp3 player, to attract students' attention and, hopefully, to improve their score in listening test. However, this

effort did not seem to work well in the teaching-learning process; few students still achieved low scores, and they did not enjoy the activities in class.

It is expected that the students would be able to sharpen their listening skill using different media and hoped to motivate them to have a good attitude in learning to listen. As stated by Smaldino (2005, p. 12), "teaching and learning English should be equipped with sophisticated media and tools such as computers (including desktop and notebook) to enhance English language teaching and learning." Computer Assisted Language Learning (CALL) software LTS English Deluxe 10 as a new approach has opened the new way of the use of learning media, for it combines various media (such as text, sound, picture, numerical, animation, and video) in one digital software (Chiang, 1996, as cited in Ihsanuddin, 2009, p. 3). Related to this, Taylor (1980) and Nachoua (2012) stated that CALL appears as wonderful stimuli for second language learning for it promotes students' learning motivation. Similarly, Çakir (2006) asserted that the students concentrate better in language class when teachers use various audio-visual resources. Moreover, Indonesian Government has recommended the implementation of information technology (IT) in the classroom by establishing the planning of national education development (Rencana Strategi Pembangunan Pendidikan Nasional, 2003).

LTS English Deluxe 10 of CALL software supports students to learn independently both in and outside the classroom and increases their interest and motivation (Warschauer & Healey, 1998). According to Beatty (2003, p. 10), "CALL presents opportunities for learners to study on their own, independent of a teacher". It can also offer opportunities for learners to direct their learning. It means that the students can decide where and when to learn and choose what materials they are interested in. Furthermore, every word, phrase, and sentence in the course is presented by native speaker models, so the students get a language experience that is similar to living in a foreign country. Lee (2000), cited in Lai and Kritsonis (2006, p. 2), stated that there were many advantages of CALL to improve speaking and listening skills (and other elements of a language), such as enhancing students' motivation and achievement and being independent in learning. The hypothesis that could be formulated from the listening problem faced the the students at SMPN Percontohan Banda Aceh Aceh is that the CALL software LTS English Deluxe can sharpen the listening skill, for it combines visual and audio assistance for students.

METHODS

This study used experimental research, establishing a cause-effect relationship of variables (Gay, *et al.*, 2006, p. 233). The population, as the largest group of people, wished to learn something about (Slavin, 1984, p. 287), of this study was students at *SMPN 10 Percontohan Banda Aceh* as many as 132 students. For the sample, the authors selected two classes randomly, experimental and control class, which had 35 students for each class. The instrument used to collect the data was a set of a listening test (pretest and posttest) adapted from CALL software LTS English Deluxe 10. Five different topics of conversation consisting five questions for each test were provided in the pre-test and another five in the post-test. *Fill in the blank* and *Drag and Match* are the types of the tasks. For the pretest, both classes were provided the materials adapted from the CALL Software by using the conventional audio; however, in the post-test, both of classes used the same tasks but different media. The experimental class used CALL software LTS English Deluxe 10, while the control class used conventional audio, mp3 player. Then SPSS version 20 was used for data analysis. To accomplish the aim of the study, the authors carried out the following procedures:

Table 1. The steps and procedures of data collection.

Steps	Procedure	Aim
Step 1	Pre-test (listening test)	To measure the degree of the dependent variable before the treatment
Step 2	Treatment (4 meetings of instruction on listening to a new media	To influence the dependent variable
Step 3	Post-test (listening test)	To measure the degree of change on the dependent variable

RESULTS AND DISCUSSION

As the starting point, the authors needed to do the normality test in data analysis process; it was to see if the scores from both groups were not lying too far away from the mean score of the group. The normality test and the homogeneity test from the pretest data of Experimental Group and Control Group are initially provided as below.

Table 2. Tests of normality.

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest EG	,139	35	,085	,962	35	,266
Pretest CG	,143	35	,067	,960	35	,232

From the table, the significant value of Experimental group pretest is 0.085 which is higher than α=0.05 (p>0.05), and the significance value of Control group pretest is 0.67 which is also greater than α=0.05 (p>0.05). Therefore, the distribution of the pre-test data for both experimental and control groups was normally distributed.

The next step was the homogeneity test. Homogeneity test was carried out to see whether both groups are homogenous.

Table 3. Test of homogeneity of variances.

Levene Statistic	df1	df2	Sig.
1,343	6	26	,274

The data are considered normal if the significant value is higher than α=0.05. The table shows that the significant value of the pretest score from both Experimental and Control group is 0.274 which is clearly greater than α=0.05. In conclusion, the data were homogeneous. Since data were both normal and homogeneous, so the treatment process was carried out straightly knowing that both groups had similar, even though not identical ability.

Then for hypothesis testing, the hypothesis is considered granted if the t-value lies in the critical area. The key sectors for degree of freedom (df) 68 for 70 samples with two-tailed (α=0.05) test are 1.98 and -1.98 as drawn in the following curve:
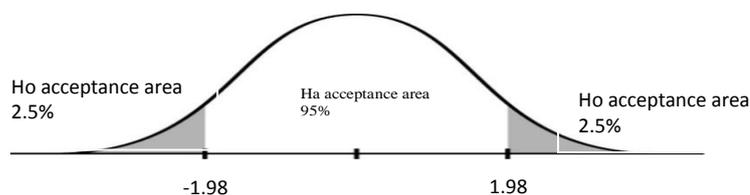
Figure 1. Critical area for df=68.

The *df* is calculated based on the number of samples using the following formula (Gay, et al., 2006, p. 347).

$$df = N1+N2-2$$
$$= 35+35-2$$
$$= 68$$

While the testings are shown in the following table:

Table 4. Statistics of hypothesis testings.

No	Testing	Mean	t-value	Critical value	t-value significance
1	Pretest-EG	64.5			
	Pretest-CG	65.3	-2.4	-1.66 until 1.66	0.8
2	Pretest-EG	64.5			
	Post-test-EG	78.2	-0.3		0.4

Table 4 continued…

3	Pretest CG	65.3			
	Post-test-CG	65.6	-4.1		0.9
4	Post-test-EG	78.2	0.5		
	Post-test-CG	65.6			0.3

To prove the hypothesis, testing 4 confirms that the mean's score of posttest of Experimental group is higher than the posttest of control group, that is, 78.2 and 65.6 respectively. The t-value 0.5 lies in the critical area which means that Ha is accepted and Ho rejected. Also it shows the t-value significance of 0.3 which is greater than α=0.05.

We can clearly see that EG score increases significantly after the implementation of the CALL software LTS English Deluxe 10. Meanwhile, the CG score remains the same as a pre-test. We can understand that EG enhances the score from 64.5 to 78.2. Meanwhile, CG increases the score only from 65.3 to 65.6. It leads to the fact that CALL software LTS English Deluxe 10 media does help students in enhancing their listening ability.

CONCLUSION

Using CALL software, LTS English Deluxe 10 as a media successfully enhanced the students listening ability in SMPN 19 *Percontohan* Banda Aceh. It can be investigated from the experimental students' post-test scores, which unearthed the students' listening scores who were taught using CALL software LTS English Deluxe 10 improved significantly compared to the students' scores in the control group. From this study, it was also identified that CALL software LTS English Deluxe application was able to increase the students' listening achievement by increasing the students' familiarity toward the normal rate utterances of English. It is also introducing the authentic speech pattern used in the real communication, familiarizing the ESL students with some typical colloquial vocabulary, encouraging the students to learn the English listening, and introducing the students to the target language (English) culture. Additionally, applying authentic video in teaching listening for the students seems to promote learner autonomy.

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