

Using Oxford Smart Choice Multi-ROM to develop the students' listening ability

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Abstract

The objective of the research aims to investigate whether or not the use of CALL (Computer Assisted Language Learning) with Oxford Smart Choice Multi-ROM as an audiovisual learning software can develop the listening ability of the tenth grade students of SMA Negeri 1 Model Parepare. The research applied quasi-experimental design. The population of this research was the tenth year students of SMA Negeri 1 Model Parepare. The total number of population is 411 students and two classes of twelve classes were taken as sample by using cluster random sampling. The findings of this study as the effect of Oxford Smart Choice Multi-ROM to develop the student's listening ability, as shown by t-test value (4.6) that higher than t-table value (2.000). It means that the listening ability of the tenth grade students of SMA Negeri 1 Model Parepare develop significantly after they are taught by using CALL (Computer Assisted Language Learning) with Oxford Smart Choice Multi-ROM.

Keywords: Student's ability, CALL (Computer Assisted Language Learning), Oxford Smart Choice Multi-ROM, teaching listening.

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INTRODUCTION

Everyone knows that English is very important in this world because it becomes an international language and as a global language which is learned by many countries in this world to increase the prosperity of those country itself. It is no doubt that English is certainly important for all people to learn and also Indonesia people have to learn it because we know that the famous and modern books of science, knowledge, international business, healthy are in English so people of Indonesia must master English to improve the quality of educational and the quality of progression in Indonesia itself.

English is divided into four skills which must be mastered by the students. The four skills of English as a language are listening, speaking, reading and writing. All of the skills must be mastered by the students because it becomes the standard competencies which have to be mastered by the students.

In this research, the researcher observed the students' listening skill and the effect of using Computer Assisted Language Learning (CALL) using computer software. The researcher concerned on listening skill because it is one of the most important ability that we have to acquire. Furthermore, there are some other reasons why listening is important to students.

The students can learn new information through listening. The students can find it easier to get along with others. The students can avoid misunderstanding in their daily communication with other students. It is essential for business success. The students can get the right design specifications. The students can easily deal with client issues. The students can interact with others effectively. The students can build relationships.

There are some definitions about listening according to researchers and linguists. Hamouda (2013) defined listening as the ability to recognize and understand what others are telling. This process includes understanding a speaker's pronunciation, the speaker's grammar and vocabulary, and understanding of meaning. While Pourhosein Gilakjani & Sabouri (2016) told that listening is an active and important mental ability. It aids us to understand the world around us and is one of the necessary elements in creating successful communication. Furthermore, a reaserch using modern media in teaching listening skill named virtual environment has been conducted by Arteaga & Rodas (2018).

The listener needs to identify why the speaker cannot merely by speaking directly, such as the sentence above "the door is over there". The meaning is whether indirectly requests the listener to leave or it would be contextually inappropriate for the speaker to be merely reporting the location of the door (Akmajian, 1995). So the majority of utterances that we hear in daily life should be conceiving as carrying the different meaning in different circumstances. Additionally, we are actively involved in the communication process that we are generally able to relate them to a single appropriate meaning in different situation.

Computer-assisted language learning (CALL) came into view in the 1960s (Ahmad et al, 1985). The rapid growth in computer technology and the frequent use of computers among the linguists and literary researchers opened up the way for the introduction of computers in language teaching and learning.

In the early stages, CALL, according to Coughlin (1989), was little more than an imitation of older, more familiar media. As put by Underwood (1989), the tendency was rather to try to push and squeeze current language learning materials to fit the computer, to “computerize” our lab exercises, or imitate unabashedly the teaching machines or programmed instruction of the recent past.

Nowadays, the development of CALL has helped many teachers and students in learning English. Using CALL in teaching brings many benefits on both teacher and students. Numbers of researches has been conducted in using CALL particularly in teaching listening. One of those researches conducted by Arteaga & Rodas (2018) which focused on using virtual learning environment in teaching listening skill; they found that it was a good tool to teach a foreign language.

Through those conducted researches findings and pertinent ideas, the researcher concluded that teaching listening ability is an important aspect in learning English. It means that listening achievement of the students can make the students easier communicate. Therefore, the class was made more interesting for the students. It can be interest and motivate students to attend the process of teaching listening at classroom. The teacher chose to apply Oxford Smart Choice Multi-ROM in teaching listening namely teaching listening by using Computer Assisted Language Learning (CALL) by using Oxford Smart Choice Multi-ROM. It can help the student to improving their listening ability. By using this media, the researcher built students’ prior knowledge and the students’ confidence because using Computer Assisted Language Learning (CALL) with Oxford Smart Choice Multi-ROM can establish students’ prior knowledge.

The researcher has held a previous observation with the students at SMA Negeri 1 Model Parepare and he found that the students were still lack in the listening skill. It could be seen from the examination’s score that the students get was under the criteria from DIKNAS. It can be categorized as poor score according to criteria from DIKNAS is 75. When the learning process was under way many students not focus in learning because of the students were just play and talking with their friends. It meant they need a new media as an approach to learn English. To develop the listening ability, teachers need to use appropriate technique and a new media as well, both directly and indirectly.

Based on the explanation above, the researcher was interested to make a research on the problem with the listening ability. The conventional teaching method made them difficult to understand what the content of the topic. Conventional learning that the researcher mean was the learning that using a single medium textbooks. A textbook only gave a description of the words which cause less attention to the conditions and principles of effective and efficient learning. Students will feel bored and tired in the following study presented by the teacher. Students can only memorize a number of words without understanding something properly and the possibility of forgetting is enormous. It is the cause of student learning outcomes is still very low.

Oxford Smart Choice Multi-ROM is a four-skills American English course with personalized speaking on every page, plus a range of digital components to use in class and at home. Smart Choice Second Edition makes teaching

easier for you. It is flexible. Teacher can teach lessons exactly as they are, straight off the page. More speaking and listening activities offer new opportunities for extra challenge and expansion.

In this research, the researcher applied audiovisual learning software named Oxford Smart Choice Multi-ROM as a solution to improve the students' listening ability in the process of teaching and learning. This software was one of the ways to overcome listening problem. The use of the media aimed at developing the students' listening ability and to know the students' responses in English learning process by the application of Computer Assisted Language Learning (CALL) with Oxford Smart Choice Multi-ROM.

The aim is to find out if teaching the listening ability in a particular unit Oxford Smart Choice Multi-ROM is more effective using it or no computer at all by looking at the post-test scores of the students. In order to find out if the post-test scores are related to treatments applied or to ability grouping, the researcher uses some topics from Oxford Smart Choice Multi-ROM.

Oxford Smart Choice Multi-ROM is an English teaching package that contents the teaching materials, the teaching method, and the teaching strategies for preparing the students to comprehend the listening ability. It helps the nonnative speakers in improving their English abilities especially in listening ability. That is why the English teaching material of the Oxford Smart Choice Multi-ROM is provided for the tenth grade students. The model of listening of Oxford Smart Choice Multi-ROM uses videos that will help the learners to comprehend the speakers talk easier. Then all videos related to the curriculum materials that available for the tenth grade students.

Oxford Smart Choice Multi-ROM is used as either a self-study course or class course. It is an English teaching material for preparing the learners to comprehend the listening ability. In a class situation, this will provide an excellent structure for helping the students improve their English language skills especially listening and reading abilities (Lougheed, 2000). This also gives the teachers what they want: a scheme to help them improve the English language ability of their students.

The researcher applied Oxford Smart Choice Multi-ROM in teaching listening namely teaching listening by using Computer Assisted Language Learning (CALL) by using Oxford Smart Choice Multi-ROM. It can help the student to improving their listening ability. By using this media, the researcher built students' prior knowledge and the students' confidence because using Computer Assisted Language Learning (CALL) with Oxford Smart Choice Multi-ROM can establish students' prior knowledge. The statement is supported through the research conducted by Jakob (2018) who focused on teaching listening using CALL media called digital story; he found that using computer aided media in teaching listening can help students learn better and attract their interest in the process of teaching and learning English.

METHOD

This research applied quasi-experimental method with two classes as the sample. This research used cluster random sampling technique to choose two classes from the population which represented the experimental and control

class, because the population was relative homogeny and the amount of the sample was large. It is because sometimes it is just not possible to randomly assign subjects to groups. In order to receive permission to use school in a study, for example, a researcher often has to agree to use existing classrooms. When this occurs, however, there are still a number designs available to the researcher that provide adequate control of sources of invalidity; this design is referred to a quasi-experimental design (Gay, 2006:369).

The procedures of collecting data were conducted with three steps: pre-test, treatment and post-test. The pre-test intended to know and check the prior knowledge of English writing ability of students before treatment. The pre-test is about listening test which consists of true-false sentences (5 items), synonym match (10 items) and gap fill (15 items). The treatment conducted into four meeting, each meeting is run during 2 x 40 minutes. Every meeting used descriptive text as material in teaching and learning process with difference theme. Post-test was given after treatment to know the result of teaching and after the students' getting the treatment. It is given to know the significant difference between the students' improving before and after applying Computer Assisted Language Learning (CALL) with Oxford Smart Choice Multi-ROM.

The instrument of the research was listening test; in experimental class which consist of multiple choices (15 items) and fill the blank space (5 items). In control classes consists of multiple choices and fill the blank space (15 items). The pre-test was intended to find out the student's listening comprehension after treatment is given. The content of the pre-test was the same as the post test.

RESULTS AND DISCUSSION

The findings were obtained through the listening test in the tenth year students of SMA Negeri 1 Model Parepare in academic year 2017/2018. The researcher applied all of procedures that had been showed in the last chapter. In addition, the researcher gave to the students both of pre-test and post-test. After that, it was continued by analyzing their score between pre-test and post-test both of the classes, experimental class and control class. It aims to find out the significant different of the student from both of the classes, the researcher collected data from the tests which has been given to the students after analyzing the data, the researcher found the students' score.

The pre-test score of experimental class shows that 9 (28,12%) students obtained very good, 1 (3,03%) students obtained good, 6 (18,75%) students obtained fair, 13 (40,62%) students obtained poor, 3 (9,38%) students obtained very poor, while in the post-test 17 (53,13%) students obtained very good, 12 (37,05%) students obtained good, 3 (9,78%) student obtained fair, 0 (0,00%) student obtained poor, and 0 (0,00%) student very poor for experimental class.

While the score of control class shows that 0 (0,00%) student obtained very good, 1 (3,03%) student obtained good, 27 (81,82%) students obtained fair, 5 (15,15%) students obtained poor, and 0 (0,00%) student obtained very poor, but in the post-test shows that 0 (0,00%) student obtained very good, 18 (56,25%) students obtained good, 13 (40,63%) student obtained fair, 2 (6,25%)

students obtained poor, and 0 (0,00) student very poor. The table above shows that most students obtained very good and good score in listening test after being taught by using Computer Assisted Language Learning (CALL) with Oxford Smart Choice Multi-ROM.

The mean of the total scores for two classes were different. This score shows that t-test value (4,6) was higher than t-table value (2,000) for $\alpha = 0,05$ level of significance. Based on the data analysis above, it was found that there is a significant difference achievement between experimental class and control class. Therefore, the alternative hypothesis says that developing the listening ability of the Tenth Grade students of SMA Negeri 1 Model Parepare by applying Computer Assisted Language Learning (CALL) with Oxford Smart Choice Multi-ROM as media can develop the students' listening ability.

Computer Assisted Language Learning (CALL) with Oxford Smart Choice Multi-ROM was able to develop the listening ability. In teaching and learning process the teacher did some process, such as: the teacher introduced and gave explanation about what is descriptive text and how to learn by using Computer Assisted Language Learning (CALL) with Oxford Smart Choice Multi-ROM. After that, the students were classified in some groups to watch and listen to the video that contained in the Oxford Smart Choice software and the teacher gave instructions about how to answer the question from the software.

In this stage, the teacher tells about descriptive text in teaching and learning process and gave the students general instruction how they can learn through Computer Assisted Language Learning (CALL) with Oxford Smart Choice Multi-ROM. The teacher also gave some themes about descriptive text which is contained in Oxford Smart Choice Multi-ROM to the students, such as: Music, My Room, Family, and Hobbies. Before the students watched and listen to the themes above, the teacher gave a chance to understand about generic structure in descriptive text and then analyzed the identification/introduction and description of each video.

In the next section, the teacher gave the worksheet to the students and they analyzed the videos that they have watched and listened. Then, the students watched the cartoon movies for three times while teacher walk around to check and control the students' activities. The first time they only watched the videos in the software. The second time, the students analyzed the identification/introduction and description of the video in Oxford Smart Choice Multi-ROM that they have watched. In the third times, the students complete the worksheet that given before.

In the end, before closing the teaching and learning process the teacher asked the difficulties that students found during the listening process. Some of the students said that in analyzing the video was very difficult. To solve this problem, the teacher gave advices such as: the students should study more about how to analyze the generic structure of descriptive text in a video and read some references about descriptive text in their English course book. Finally, the teacher gave conclusion about the material.

Before giving treatment, the students listening ability was categorized as fair level, the researcher looked at the students' ability in listening was low and the method that their teacher used to develop their listening was not effective and less attractive to students. It can be seen from the frequency and

percentage result of pre-test. It was because the teacher in teaching listening only gave the same old teaching materials to the students without considering that not all of the students have the same ability to understand the teaching materials. Furthermore, the teacher instruct the students to answer the questions that are provided without using any attractive media, so the result of listening material is unsatisfied and it was not develop their ability in listening significantly.

From the comparison of the students pre-test and post-test, the researcher concluded after giving treatment for four meetings, the students' achievement in listening ability has developed. It can be showed in the post-test, the researcher found that in Experimental class 17 (53,15%) students were in very good classification, 12 (37,05%) students was in good classification, 3 (9,78%) students were in fair classification, and 0 (0,00%) students were in poor and very poor classification. The students achievement in listening for Control class was 18 (56,25%) students were in good classification, 13 (40,63%) student was in fair classification, 2 (6,25%) students were in poor classification, and no students were in very good and very poor classification.

The result of discussion above indicates that the students' achievement in listening ability was increased especially in experimental class. It is influenced by treatment which has given to the students. It can be seen from the students score in pre-test and post-test of both the classes. Firstly in pre-test, for experimental class and control class in content part, the researcher found only some students not understanding about the material.

In answering the question, the researcher found some mistakes in finding the identification and description from the descriptive text. In language use part, the researcher found some errors about grammar in answering the questions, but many errors are found in control class. Secondly in post-test, the researcher found that the students composition mostly easy to understand in experimental class after thought by using the treatment. While in control class, there was a little increased.

During the study conducted by the researcher by using Oxford Smart Choice Multi-ROM, the researcher saw an increase in the learning primarily from interest and motivation of the students and is in accordance with one of the advantages of learning that CALL (Computer Assisted Language Learning) forward by Kuang-Wu and Lee Johny (2002), that one of the advantages of CALL (Computer Assisted Language Learning) is able to improve the students motivation.

In the same way, Mandasari (2012), stated that teaching listening using CALL (Computer Assisted Language Lering) can excite students to be active, creative, and innovative in learning English. Furthermore, the research compiled by Yusof (2012) also supported the benefits of using software in teaching listening. She stated that the effective uses of computer-based software in teaching the listening skill in English as a second language (ESL) at higher education institutions. The results of the study revealed that the way computerized material was used made a considerable effect on the achievement of the students.

Based on the description given above, the researcher would like to conclude that teaching listening using CALL (Computer Assisted Language

Learning) with Oxford Smart Choice Multi-ROM as media is able to improve the listening ability of the Tenth Grade students of SMA Negeri 1 Model Parepare.

CONCLUSION

The researcher concludes that the students in experimental group who are taught listening by using Oxford Smart Choice Multi-ROM in listening process are better than the students in control group who are taught by using audio player. It can be seen from the result of the pre-test and post-test for level significance ($\alpha = 0,05$), the post-test was higher than pre-test. It means that, the use of CALL (Computer Assisted Language Learning) with Oxford Smart Choice Multi-ROM in listening comprehension can develop the students' listening ability of the Tenth Grade Students of SMA Negeri 1 Model Parepare.

Suggestion

Based on the conclusion above, the researcher give some suggestions as follows. For the English teacher, they need to know that English language learning process so far has been good, but less attractive to students, giving rise to boredom. Most teachers still tend to prefer to use conventional teaching model, namely the techniques and methods of teaching the old way which is already out of date and no longer appropriate. Although they have started to recognize the communicative way of teaching, but it seems they do not develop, so that classroom teaching often monotonous. As for the methods use here is CALL (Computer Assisted Language Learning) with Oxford Smart Choice Multi-ROM as the media in teaching listening.

By using this teaching media, students can be more active, creative, and innovative in learning English. For the students, After following the process of learning English by using CALL (Computer Assisted Language Learning) with Oxford Smart Choice Multi-ROM, students are expected to enjoy and feel enthusiastic in learning English and also develop the listening ability in particular and the other skills in English, namely speaking, reading and writing.

For the next researcher, By looking at the results of the application of the method of learning through CALL (Computer Assisted Language Learning) with Oxford Smart Choice Multi-ROM as media is very good when it was developed with innovation and integration of various other communicative techniques and methods in the process of learning English and other subjects which in turn can be used as a vehicle and an opportunity to constantly improve the professionalism of the teachers as well as the existence of its institutions maintain.

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