

Using English Discoveries Online Program to Boost Listening Skills

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Abstract: Listening skills are essential for interaction among human beings. However, the teaching of listening skills using conventional media and materials has created problems for the students. This study tries to answer the question on how to improve students' listening skills using English Discoveries Online Program (EDOP), as a part of Computer Assisted Language Learning (CALL). Engaging 32 students and applying classroom action research, this study revealed that EDOP could improve the students' listening skills.

Key Words: listening, english discoveries online, increase

Abstrak: Keterampilan mendengarkan sangat penting kaitannya dengan interaksi diantara manusia. Namun, pembelajaran keterampilan mendengarkan dengan menggunakan media dan materi tradisional telah menimbulkan beberapa masalah bagi siswa. Penelitian ini mencoba untuk menjawab pertanyaan tentang bagaimana meningkatkan keterampilan mendengarkan siswa menggunakan *English Discoveries Online Program* (EDOP), sebagai bagian dari Pembelajaran Bahasa dengan Bantuan Komputer (CALL). Melibatkan 32 siswa dan menerapkan penelitian tindakan kelas, penelitian ini mengungkapkan bahwa EDOP dapat meningkatkan keterampilan mendengarkan siswa.

Kata kunci: mendengarkan, penemuan bahasa Inggris *online*, meningkat

INTRODUCTION

It is crucial to provide students with integrated language skills since almost none of them leave no reply on the email they have read or given no response while listening to one's story. This integration permits the students to involve more in the language in a real context. (Holmes, 2016). Oxford (2001) argues that integrating language skills allows learners to be exposed more to authentic language so that they can figure out the complexity of the language both as an object of academic interest and as a means of communication, interaction and sharing among people. In line with those theories, Putra (2014) argues that listening skills are taught in an integrated way as it is stated in Curriculum 2013. From the preliminary test, there were 3 out of 32 students, who got above the minimum passing grade (75).

After distributing mini questionnaires to the students, the writer found that there are some problems faced by the students. First, since the audio has only a

single speech rate, they make the students get confused about what is saying on the tape. As beginners, they cannot tune in the spoken text stated on the audio since it runs too fast and they cannot control the speed. The second problem is that students' lack of vocabulary. It is followed by the third problem, that is both the topic and the form do not fit them. The topics provided are not the ones they are interested in.

Moreover, the material is in the form of audio and picture on the paper. Vandergrift and Goh (2012) promoted prior knowledge, which is useful for the listener, especially the ones with a limited vocabulary. Then, Beatty (2010) argued that using multimedia provides a lot of information which affects on the decreasing teacher-centredness portion in the classroom. Beatty (2010) defines CALL as any efforts which are done by a learner through the uses of computer and applied to enhance his or her language. Barani (2011) found out that CALL has a significant effect on the listening skill of Iranian learners. Tatiana (2013)

believes that language interaction between the teacher and the learners can be stimulated through computer and that learners have chances to learn language through animation. Greenleaf (2011) conducted research which resulted that listening instruction in the second language classroom can be enhanced with the inclusion of technological materials that emphasize the use of audio and audiovisual stimuli. Kasper (1996) reported that English Discoveries Online Program fit students of secondary schools and adults of any age. Pham (2012) conducted research and suggested that learner-instructor interaction does not have a particular role in the learning process, and learners are more concerned about the content of the online course.

METHOD

The design of the study is Classroom Action Research, which is a helpful way in improving not only the quality of the English teacher's performance in instruction but also students' achievement in learning English. This study was conducted in SMK Negeri 6 Malang, located on Jalan Ki Ageng Gribig 28 Malang, East Java. Living in a suburb area, most of the students have some difficulties dealing with exposure to English. Furthermore, the students' scores on the previous National Examination, which are used as the main of the requirement in the registration process to high school, range widely. It can be said that the students have various abilities in English and different backgrounds of English exposure.

The subjects of this study are students of XI RPL during the first semester of the 2018/2019 academic year. There are 32 students in the class, 21 female and 11 male students. They come from various family backgrounds, which later on will show the variety of English abilities. A preliminary study is carried out to diagnose the students' problem. Held on November 1st, 2017, it was done by analyzing students' scores in their mid-term test and students' response on the mini questionnaires distributed by the writer.

Materials are chosen based on reasons, i.e., they can be comprehended by using students' prior knowledge, and the topics are suitable or relevant for students. In applying the strategy, there are some steps which are involved by the writer. Among the steps, there is an innovation which the writer applied. The writer employed videos, as the spoken texts, which were taken both from English Discoveries and other sources related. Such a step has never been applied

before since previously, the spoken texts were only in the form of audio.

The instruments are students' listening test, used to check students' scores improvement; questionnaires used to collect students' opinion towards the treatments, and observation sheets used to check how the teaching and learning activities run. The listening test is held at the final meeting while the questionnaires are distributed to the students after the listening test was done. The writer invites an observer to record the learning and teaching activities in the observation sheet.

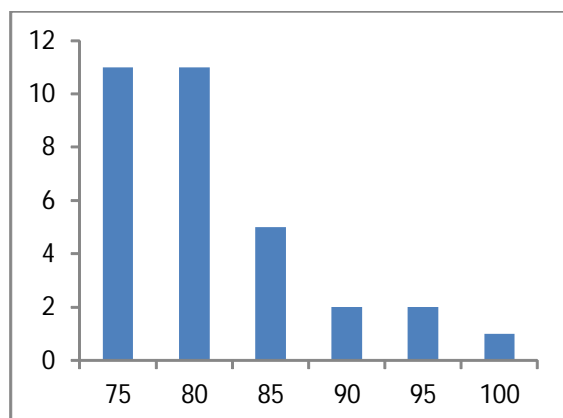
There are two aspects in the criteria of success, namely students' listening scores and students' perception of the strategy. The first aspect is the students' achievements on the listening test, which is conducted at the end of the cycle. The required score to pass is 75. The writer decides to apply this passing grade on this study because having at least 75 percent out of 100 percent correct answer is logical to be categorized as passed. Seventy-five means that the student correctly answers 75 percent of the total questions. It is rational then to classify it as passed. If ninety percent of the students score at least 75 or more on the listening test, it is not necessary to plan the second cycle. Otherwise, if the percentage of the students scoring at least 75 or more is less than ninety, let say 85, then the writer is necessitated to plan and conduct the second cycle. The second aspect is the students' opinion towards the treatment. It covers how the students feel during the procedure. Enjoying the treatment and being motivated to learn is very necessary for the students to feel during the treatment to get the score improvements. If ninety percent of the students enjoy the class, feel motivated to study, and are highly spirited to do both the individual and group work, it is not necessary to plan for the second cycle.

RESULTS

From the observation sheet taken during the treatment, it can be concluded that the writer had applied the strategy well in meeting two up to five. The topic of the material during the treatment fitted the students. Meanwhile, the use of electronic and non-electronic media was optimized and had attracted the students to be curious. The students actively involved in the learning and teaching activities, both in individual and group works. Table 1 and Figure 1 displays the results of the listening test.

Table 1. Result of Listening Test

Mean	Min	Max	SD
81.25	75	100	6.72

**Figure 1. Result of the Listening Test**

The result of the Listening test showed that all students scores were equal or more than the passing grade. It means the first criteria for success is fulfilled.

Tabel 2 shows from the result of the students' responses on the questionnaires explained above, it can be concluded that all the students enjoy the class and are motivated to learn and to increase their score in listening skill. None of them respond disagreement. This fact satisfies the second criteria of success, which require ninety percent of the student's participation in learning and teaching activities

DISCUSSION

As it is stated in the first chapter of this study, there are some theories about Computer Assisted Language Learning and how it benefits language learners. In the way how CALL and multimedia aid language learners, the result of this study has supported the theory which Beatty and Hoogeven (2010) had

argued. Employing a computer application in language learning and teaching, as a part of technology development, has enhanced students' language skills. It can be seen from the previous part that the students listening scores increased after the treatment. It shows that computer application benefits students' listening skills. Moreover, as it is stated by Frommer (2006) that the using of CALL benefits listening skills, the finding of this study shows that there is no need to debate the theory. Technology has switched learners' active participation in the listening activity. Besides, the students had more fun learning activities. They were not merely acquiring information, but also they were part of the information. This result has supported a theory which had been argued by Levy (1997).

One of some advantages of applying multimedia through the learning and teaching process is that learners are more than just receiving information; they experience the information. It makes learning more fun. In the way how prior knowledge exposure utilizes the language learners, as it was argued by Vandergrift and Goh (2012). The result of this study has proved that applying the strategy at the beginning of the lesson has focused the students more on the materials which were going to be listened to at the next session. It helps so much for the students with limited vocabulary (Vandergrift & Goh, 2012). This study is intended to improve students listening skills by using English Discoveries Online Program. Employing the strategy, which belongs to CALL, the students scored better in the final listening test than the previous in the preliminary test.

Furthermore, students' involvement throughout the treatment was found very good. In the background of the study, there were some previous studies presented. Some results of the studies showed similarities with this study. Meanwhile, the rest are in contrast to the findings of this study. Both are presented below. Besides supporting those above mentioned previous theories on CALL, the result of this study is

Table 2. Results of the Students' Responses towards the Questionnaires

No	Statements	Responses			
		Agree	%	Strongly Agree	%
1	Students' ability to follow the class instruction	6	18.75%	26	81.25%
2	Students' involvement in the strategy	8	25%	24	75%
3	Students' interest in listening to the material	5	15.62%	27	84.38%
4	The usage of the prior knowledge	9	28.12%	23	71.78%
5	Students' vigor in doing the class work	10	31.25%	22	68.75%

equal to some previous studies below in the way how listening skills are improved by the employment of CALL and multimedia. The first is that the study conducted by Barani (2011), which engaged sixty Iranian students into the experimental study. The result indicated that there is a significant divergence on listening skill of control group, using hard copy materials, and of the experimental group, using CALL materials. The null hypothesis that there is no relationship between CALL and listening skill of Iranian EFL learners is rejected, then. The other research conducted by Tatiana (2013) is supported by the findings of this study. The result revealed that one of some advantages of using CALL is students can learn language through animation. Furthermore, the result of this study is in line with the one conducted by Greenleaf (2011), which researched two Spanish second language classes.

The results showed a result that listening instruction in the second language classroom could be enhanced with the inclusion of technological materials that emphasize the use of audio and audiovisual stimuli. In the way how English Discoveries Online Program benefits language learners, the results of this study supported the other study conducted by Kasper (1996). The results showed that English Discovery Online Program suits the students of secondary schools and adults. It is in line with this study whose results showed that the material taken from English Discoveries Online Program suited the students of SMKN 6 Malang.

There are some implications of the results of the study. Since the findings of the study confirm the importance of using English Discoveries Online Program, as a part of CALL, in improving students' listening skills, therefore, theoretically it strengthens the CALL theories in students' listening skills. Pedagogically, the results of this study indicate that the use of English Discoveries Online Program, as a part of CALL, can improve students' listening skills. The other English teachers might find it as an alternative to increasing the listening skills of their students. Because the students of XI RPL of SMKN 6 Malang found it difficult in listening to English spoken texts, practically the above-mention strategy can help them, especially in biography texts.

CONCLUSION

From the entire parts of this study, it can be concluded that English Discoveries Online Program, as a

part of CALL can improve the listening skills of students of XI RPL of SMKN 6 Malang. There are some reasons for that statement. First, the materials on the program are in the form of videos, which employ sound and moving picture. Such forms of materials steal students' attention. Second, the topics of the video are updated and close to the real context. Instead of just receiving information, the students process the information, since the topic of the information is the ones around them. Third, the employment of technology in language learning, which makes a technological and futuristic class, attracts the students whose major are Software Application.

The suggestions work for future researchers who are willing to conduct a similar study. The subject of this study was XI RPL students of SMKN 6 Malang. Thus, it is suggested that for future research to be conducted at students in different grade and department by evaluating the limitations of this study.

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