THE USE OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) MODEL TO IMPROVE STUDENTS' LISTENING COMPREHENSION

A THESIS

Submitted to the FKIP University of Muhammadiyah Makassar
in Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan in English Department

NURHIKMA
10535 5481 13

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018

بِسْــــمِ اللّـه الرّحمن الرّحيــم

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Nurhikma

NIM : 10535 5481 13

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **The Use of Computer Assisted Language Learning (CALL)**

Model to Improve Students' Listening Comprehension (An

Experimental Study at The Second Year of SMAN 1 Belopa

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar

Makassar, November 2017

Yang Membuat Pernyataan

Nurhikma

بســـــم اللـه الرحـمن الرحيــــم

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Nurhikma

NIM : 10535 5481 13

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **The Use of Computer Assisted Language Learning (CALL)**

Model to Improve Students' Listening Comprehension (An

Experimental Study at The Second Year of SMAN 1 Belopa

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai daripenyusunan proposalsampai selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pemimpin fakultas.
3. Saya tidak akan melakukan penjiplakan (Plagiat) dalam menyusun skripsi.
4. Apabila saya melanggar perjanjian saya seperti pada butir 1, 2 dan 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, November 2017

Yang Membuat Perjanjian

Nurhikma

MOTTO

..La Tahzan innallaha Ma'ana..

"Be not Sad, Surely Allah is with Us"

(Q.s. 9:40)

Believe and do it

don't think too much for all the obstacles that you faced

Surely, all the obstacles born with their solution

(The Writer)

ABSTRACT

Nurhikma. 2017. The Use of Computer Assisted Language Learning (CALL) Model to Improve Students' Listening Comprehension (An Experimental Study at the Second Year of SMAN 1 Belopa, under the thesis of English Education Department, Faculty of Teachers Training and Education. Muhammadiyah University of Makassar. It was supervised by Sulfasyah and Nunung Anugrawati.

The research aimedto know whether CALL model has any effect in improving students' listening comprehension and students' motivation in listening at the Second Year of SMAN 1 Belopa.

This research employed pre experimental design with one group pre test and post test design. The population of this research was the second year of SMANBelopa in academic year 2017/2018 which consisted 160 students and 30 of them were takenas a sample by using purposive sampling technique. There were two instruments of this research those were listening comprehension testand motivation questionnaire.

The findings of this research indicated that the use of CALL model has any effect in improving students' listening comprehension. It was proved by the mean score of post test was 83.83 was greater then the mean score of pre test was 63.33. Then, the improvement of the students' listening comprehension was 32.38%. The result of improvement was also proved with t-test value. From t-test, the researcher found out that the value of t-test (11.32) was greater than t-table (2.045). Furthermore, the findings of the research also indicated that the use of CALL model has any effect in improving the students' motivation in listening. It was proved by the mean score of motivation questionnaire was 66.33%. It was categorized high motivationbased on the classification of intensities motivation that put category "high" in rate 61-80.

Based on the research findings above, it was concluded that the use of CALL model has any effect in improving students' listening comprehension andstudents' motivation in listening at the second year of SMAN 1 Belopa in academic year 2017/2018.

Keywords: CALL model, Listening Comprehension, Motivaton

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the Beneficent and Merciful

Allah praises be to Allah, Lord of the world, for the health and strength that Allah has given to the researcher started the process of this activity including the primarily observation, literature review, writing process, getting research, and consultation until the researcher could finish writing this thesis. Peace and salutation be upon the Prophet Muhammad SAW, his family, his companions, and his followers.

Firstly, the researcher also expresses sincerely unlimited thanks to her beloved parents, her sisters, her brother, and also her husband who always never stop teaching their precious meaning of live, giving their knowledge, giving their time and who always pray for her every time.

Secondly, the researcher would like to address her thank and great gratitude to Sulfasyah, M.A., Ph. D. and Nunung Anugerawati, S.Pd., M.Pd as the researcher advisors, who gives consultation with full of patience, help and guideness as valuable during developing this thesis and completing her work, may Allah SWT respond to their kindness much better.

Thirdly, the researcher thought that she would never finish this thesis fluently without their supports and their helps. Her gratitude also goes to:

1. Erwin Akib, M.Pd., Ph.D as the Dean of Faculty of Teacher Training and Education (FKIP).

2. Ummi Khaerati Syam, S.Pd., M.Pd as the Head of English Education Department.

3. Drs. Nurdin Muin, M.Pd., as the Headmaster of SMAN1 Belopa for giving permission to the researcher to do observation and conduct the research.

4. Rachmawati S., S.Pd as the English teacher of SMAN1 Belopa for all sincere, help, time, and guidence.

5. All the lecture of English Education Department for teaching precious knowledge and share wonderful experiences.

6. The students of SMAN1 Belopa especially class XI IPA 2 for being participant in this research.

7. All my friend in English Education Department and confidence class especially Rosmilawati, Saniasa, Reka, Aldi,Aan, and Rezky.

Finally, the researcher admits that her writing is still far from being perfect. Therefore she hopes some suggestions and criticism from the reader for this paper. Hopefully this thesis will have some values for her and the reader.

Makassar, November 2017

The researcher

LIST OF CONTENTS

LIST OF TABLE

LIST OF FIGURE

LISTOFAPPENDICES

CHAPTER I

INTRODUCTION

This chapter discussed some points: background of the study,statement of the problems,objective of the study,significance of the study, and scope of the study.

A. Background of the Research

In learning English as a foreign language, listening plays an important role in order to communicate well. Students should have enough sources of input for listening to enhance their listening skills. The first thing that a students needs to develop to be able to communicate in a foreign language is their listening comprehension skill.

The development of technology demand teachers to create effective and efficient learning by abandoning the conventional learning model that occurs in the classroom.

The application of conventional learning model is learning based on previous habits that are less innovative and without regard to the development of science and technology in the field of education. Teachers often ignore the selection and the use of media in the learning process, whereas the media is one of the sources of information that participate in determining the achievement of learning objectives.

Utilization of computers in the field of education is now beginning to be developed. According to Shafaei (2012:109) claimed that computer is one of

the most beneficial and useful tools in learning. The number of systems which help students to improve their language is increasing. Computer Assisted language Learning (CALL) is a system which aids learners to improve and practice language skills.

CALL model has several advantages, those are: 1) Fun: giving a sense of fun to learn for students, 2) Responsibility: giving students the opportunity to take responsibility for the mastery of the material, that is by doing the tasks done, 3) Active: Students will play an active role in every activity during learning, 4) Communicative: many imaginative things that are difficult to think of students can be presented through computer simulations so that such circumstances will facilitate and simplify the students' minds in understanding English(Khamkien ,2012 : in Widiawati,2013).

Teaching listening comprehension is one of the duties that have to be conducted by teachers of English to improve to the students listening ability. Many students complain that listening is a difficult subject, so they felt bored in learning it without motivation and variation in teaching and learning. So, we need new paradigm to teach listening by applying learning model based on technology that is CALL.

According to Bancheri (2006) in (Widiawati, 2013) stated that CALL is a method of teaching and learning language that uses technology as a means of presentation, aids and interpretation of taught material and usually incorporated elements of interaction with the use of the program. A computer program can provide a high level of comprehensible input in various media.

Actually we can use many interesting media in applying CALL model to teach reading, writing, speaking and especially listening comprehension skill. For example by using English songs, audio, video, software programs or maybe chats in interesting English language. Teachers can also modify and adopt many CALL learning materials and create relaxed atmosphere for learning as a result to suite the students' needs and level of competence.

By the fact above, that is one reason why the researcher expected to make a research under the title *"The Use Of Computer Assisted Language Learning (CALL) to Improve Students' Listening Comprehension."*

B. Research Questions

In this research, the following research questions are formulated into:

1. Does computer-assisted language learning (CALL) has any effect In improving students' listening comprehension?

2. Does computer-assisted language learning (CALL) has any effect in improving students' motivation in listening ?

C. The Objective of the Research

According to statement of the problems above,this research has some purposes they are:

1. To know whether computer-assisted language learning (CALL) has any effect in improving students' listening comprehension.

2. To know whether computer-assisted language learning (CALL) has any effect in improving students' motivation in listening.

D. Significance of the Research

There are some benefits in this research that can be useful for:

1. The teachers

    CALL can motivate the teachers in developing innovative learning, improving the teachers' insight in technological advancement and also it can help the teacher for creating authentic meaningful language learning environments.

2. The students

    It can be a positive effort to improve their listening comprehension with CALL model.

3. The researcher

    Teaching listening comprehension with CALL model will provides new educational research to improve the quality of education in the future.

E. Scope of the Research

This research will be focused on the use of Computer Assisted Language Learning (CALL) model to improve students' listening comprehension and also students' motivation at the second year of SMAN 1 Belopa.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

The researcher takes review of related literature from other thesis,There are several previous findings as follows:

Jauhara (2014) found that there was significant influence between the student's who was taught computer assisted language learning and without computer assisted language learning in students' listening skill. It can be shown by the results of t test formula the value of t_0 (t observation) was 8.74 and t –table, score degree of freedom 5% is 2.02. So, it can be concluded that t_0 is higher than t_t ($t_0 : t_t =8.74 > 2.02$).

Purwantini (2011) found that the application of CALL in English lesson makes students easy to understand English lessons and students are very enthusiastic in learning, so that students' learning interest can be motivated by watching video and can encourage students to speak in English even though the words are still lacking but the students can show their encourage to speak.

Nobar and Saeideh (2012) found that the impact of CALL on improving Iranian EFL Learners' listening comprehension and motivation can be shown by the following findings those were (1) There is significance difference impact of CALL on EFL learners' listening comprehension between experimental with computer access and control group without computer access, which can be shown by the mean score of experimental

group (8.95) was higher than the control group (6.00). it means that the experimental group outperformed the control group and obtained a higher everage.(2) There is any impact of CALL on motivating EFL learners, which can be shown by the mean score of experimental (78.28) was higher than the control group (69.07). It means that the motivation of the experimental group was higher than the control group.

From all above related research, the researcher interested to carry out a research dealing with the mastery of English especially in listening comprehension. To make different research with other researcher, the researcher has a bravely to do the research about using CALL in senior high school with title *"The Use of Computer Assisted Language Learning(CALL) Model to Improve Students' Listening Comprehension."*

B. **Understanding of CALL**

1. Definition of CALL

Levy (1997: 1) defined Computer-assisted language learning (CALL) is the search for and study of applications of the computer in language teaching and learning. CALL embrace the wide range of ICT application and approaches to the teaching and learning foreign languages. Pederson (1988) in Levy (1997) claimed that CALL can encourage the development of language learning skills and results in more learning.

The main aim of CALL is to find ways for using computers for the purpose of teaching and learning the language. More specifically, CALL is

represented by the use of computer technologies that promote educational learning, including word processing, presentation packages, guided drill and practice, tutor, simulation, problem solving, games, multimedia CD-ROM, and internet applications such as e-mail, chat and the World Wide Web (WWW) for language learning purposes.

CALL is a learning based on technology with computer devices. This learning based on technology in principle consists of *audio information technologies*, such as radio, audio tape, voice mail and telephone) and Learning through *video information technologies tools*, such as video, tape, video text, video messaging in the meantime, learning through technology Based web learning is basically *data information technologies*, such as bulletin board, internet, email and tele collaboration(Efendy, 2008: 135).

CALL model is a form of Computer Assisted Instruction (CAI) whose the application can help the teachers in the learning process such as multimedia application incorporating video, sound, and text in the presentation and demonstration in learning.

Benson and Voller (1997) in Nobar and Saeideh (2012:42) stated that the widespread availability of audio tape, videotape, CD-Roms, DVDs, educational softwares and internet downloads of sound and video files has vastly increased potential input material for language learning.

Technology improves motivation, engagement and interest when students use multimedia programs and software designed to develop skills

and knowledge. Using audio and video technologies brings content to life and stimulates learning.

2. The Development of CALL

The development of CALL those are:

a. Structural / Behavioristic CALL (1960s -1970s)

The view of language: *Structural* (a formal structural system). English teaching paradigm is *Grammar-Translation & Audio-lingual* with principal use of computers is *Drill and Practice* that principal objective that is *Accuracy.*

Characteristics:

1. Repeated exposure to the same material is believed to be beneficial or even essential to learning.
2. A computer is ideal for carrying out repeated drills, since the machine i) does not get bored with presenting the same material and ii) it can provide immediate non-judgmental feedback.
3. A computer is used as a tutor, presenting material and feedback on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities.

b. Communicative / Cognitive CALL (1980s -1990s)

The view of language: *Cognitive* (a mentally constructed system through interaction) . English teaching paradigm is *Communicative Language Teaching* with principal use of

computers that is *Communicative Exercises* (to practice language use; non-drill format) and principal objective: *Fluency*

Characteristics:

1. Grammar is taught implicitly rather than explicitly.

2. Computers are used to stimulate discussion, writing or critical thinking. Students are encouraged to generate original utterances rather than just manipulate prefabricated language.

3. The programs avoid telling students that they are wrong and are flexible to a variety of student responses.

4. Computers are used as a tool (e.g., word processors, spelling and grammar checkers, and concordancers) and the target language is used exclusively.

c. Integrative/Sociocognitive/Socioconstructive CALL (1990s - present)

The view of language: *Sociocognitive* (developed in social interaction through discourse communities). English teaching Paradigm is *Content-based & ESP/EAP* with Principal use of computers: *Authentic Discourse* (to perform real-life tasks) with principal objective: *Agency*

Two types: Multimedia CALL (CD-ROMs) and Web-based CALL (on the Internet)

1. Multimedia CALL

Characteristics:

1. They create a more authentic learning environment using different media.

2. Language skills are easily integrated through multimedia.

3. Students have a high degree of control over their learning through hypermedia.

4. It facilitates a principle focus on the content without sacrificing a secondary focus on language form.

2. Web-based CALL

Characteristics:

a) CMC

1. It provides authentic *synchronous* and *asynchronous* communication channels. Language learners can communicate directly, inexpensively, and conveniently with other learners or native speakers of the target language at any time and in any place.

2. CMC can be carried out in several forms; it can be one-to-one, one-to-many, or many-to-one.

b) The Web

1. Students can search through millions of files around the world within minutes to locate and access authentic materials exactly tailored to their own personal interests.

2. Students can use the Web to publish their texts or multimedia materials to share with partner classes or with the general public.

Based on the development of CALL above, intergrative/sociocognitive/socioconstructive CALL can adapt in the area of teaching English that can apply multimedia CALL or Web-based CALL. But, the researcher develop multimedia CALL for teaching listening comprehension.

3. The Uses of CALL

The use of CALL for the purpose of language learning and teaching can be devided into six, they are computer as a drill and practice, computer as tutor, computer used for simulation / problem solving, computer as a game, computer as a tool for ELT teachers and learners, and the last the application of internet(TASEAP: 1999:7)

The uses of CALL in English language teaching those are:

a. Computer as a drill and practice

In this use of CALL, computers are viewed as a tool for saving time with the immediate feedback. The learning principles behind Drill and Practice is the Behaviorism Learning Theory and the

Audiolingual approach language to teaching. The main aim of Drill and Practice is to review the content / background knowledge, and to assist the learners to master separate language skills (such as reading, listening, etc.).

b. Computer as tutor

The role of the computer as tutor is to present to the learners the content of the lesson as text graphics, video, animation, or slides, including learning activities, drills and practice. The computer serves as a means for delivering instructional materials.

The program consists of the following stages: Introduction stage (stating aims, background knowledge), Presentation of the content, exercises and/or testing; and Giving the feedback.

c. Computer used for simulation / problem solving

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

d. Computer as a game

The main principle behind computer gaming is that "Learning is Fun." The main aim is to create a pleasurable learning

environment , and to motivate the language learner. However, good educational games should have clear educational objectives.

e. Computer as a tool for ELT teachers and learners

Teachers and students can use the computer as word processors, spelling and grammar checkers, concordances to search in huge databases to find all the uses of particular words, and the last collaborative writing to help the students to write collaboratively on computers.

f. Application of internet

Computers can be connected to the internet and can incorporate interactive multimedia: text, graphics, audio, video, and animation. Electronic mail (e-mail), File Transfer Protocol (FTP), World Wide Web (WWW) are the internet application that the teachers can use for language teaching. In WWW, both teachers and students can search the following materials such as texts that can be downloaded and saved as, pictures, audio and video files, chat and voice chat.

Based on the explanation above, the researcher uses CALL with computer as tutor for teaching listening comprehension to present the content of the material to the students.

4. The Advantages of CALL

There are some benefits of how CALL can be used for language teaching and learning such as: CALL can adapt the

students' abilities and preferences; CALL allows students to control their own learning process and progress; Some CALL features such as graphics, sounds, animation, video, audio are interesting and motivating for many students; CALL can improve students 'attitudes towards learning English; Integration of a variety of multimedia such as texts, graphics, sound, animation, and video, allowing for creating authentic meaningful language learning environments. CALL can provide an active and positive learning environment.

C. Understanding Of Listening Comprehension

1. The Meaning of Listening Comprehension

Listening Comprehension is one of the language skills, in this case, the researcher quoted the definition of listening comprehension from Oxford Advanced Learner's DICTIONARY:

"To pay attention to somebody says to you so that you follow their advice or believe them."

Listening comprehension is a very important part of learning English and also obtaining comprehensible input that is necessary for language development. It could be seen on the following statement by O'Malley,*et al (*1989): in (Gilakjani,M. Reza A., 2011):

" Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual

information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement''

Listening comprehension activities develop a wide variety of listening in details, and inferring meaning from context.

Hughes (1991) mentioned two skills of listening that work together and involve. They are :

1. Macro Skill

Macro skill simply means understanding waht someone says, but in this skill listener has to understand three essential things like getting main idea of the text, and listening for specific information, identifying reference, interference and vocabulary.

2. Micro Skill

Listening is not only getting main idea of the text, identifying specific information, identfying inference and vocabulary. Listening also means interpreting intonation, pattern (Stress and rhythm) and recognition of faction of structure, detecting sentence constituent, or recognizing discourse maker

Based on explanation above, listening comprehension is one of the language skill that is important for language development. There are two skills of listening such as macro and micro skill. In this case, the researcher will be focused on the macro skills of listening.

2. The Goal of Listening Comprehension

Listening Comprehension can be characterized as problem solving activities involving the formation hypothesis, the drawing of inference, and the resolution of ambiguities and uncertainties in the input thought the generation of "mages"(a set of items: sensory, emotional, temporal, relational, purposive or verbal in nature).

3. The Aims of Listening Comprehension

According to Rixon (1986:1), the aim of teaching listening comprehension is (or should be) to help learners of English to cope listening comprehension in real life, but there is a large variety of different types of listening comprehension in real life.

Rost (1991:4) has also argued that even through a person may have a good listening comprehension ability, he or she may not always be able to understand messages some conscious action is necessary to use this ability effectively in each listening situation.

Rost (1991:70) stated that there are four principle for developing listening comprehension ability:

a. Listening Comprehension ability develops trhrough face to face interaction.

By interaction in English, learner have the chance for new language input and the vhance to check their own Listening Comprehension ability.Face to face interaction

provides stimulation for development of Listening Comprehension for meaning.

b. Listening Comprehension develops through focusing on meaning and trying to learn new and important content in the target language.

By focusing on meaning and real reasons for Listening Comprehension in English, learners can mobiles both their linguistic and non-linguistic abilities to understand.

c. Listening comprehension ability develops through work on comprehesion activities.

By the focusing on spesific goals for Listening Comprehension. Learners can evaluate their efforts and abilities. By having well- defined comprehension activities, learners have opportunities for assessing what have achieved and revision.

d. Listening Comprehension ability develops through attention to accuracy and analysis of form.

By learning perceive sounds and words accurately as they work on meaning oriented activities, our learners can make steady progress. By learning to hear sounds and words accurately, learners gain confidence in Listening for meaning.

4. Listening Comprehension is an internal process

Like reading, Listening Comprehension is an internal process that cannot be directly observed. It's rather difficult to say what happens when we listen and understand others.

Persulessy (1986;3) say that listening comprehension and reading are both highly complex process that draw on the knowledge of linguistic code(language form), cognitive processing skill(the skill to process in the mind). Schome- based understanding (background knowledge), and contextual cues both with in and outside the text.

5. The Steps of Listening Comprehension

Persulessy (1994:40) mentioned that the model of the listening comprehension process includes the following steps:

a. The listener take in raw speech and holds and image of it in short-term memory.

b. The type of interactional act or speech event in which the listener is involved is determined.

c. An attempt is made to organize what was heard into constituents, identifying their content and function.

6. CALL in teaching Listening Comprehension

According to Davis (1998) stated that in teaching aid can be divided into three kinds namely:

a. Audio

Teaching aid through audio can be done through MP3 Player. In teaching process through MP3 Player is interesting to the students because the time there many students are interested to the method so there are probability to the material which is given by the teacher can be understood to the students.

b. Visual

Teaching aid through visual can be done through picture and map. The general students like to the picture so if the teacher use the picture in teaching process the students can improve their imagination.

c. Audio Visual

Teaching aid through Audio visual can be done through Television and video. The students are interested to the method because the students can get information, education, and entertainment.

Based on some theories above, the researcher concludes that teaching aid through audio, visual, and audio visual can stimulate and express students' motivation to improve their ability to listen in English.

According to Davis (1998) that the following ideas will help make your Listening Comprehension activities successful.

1. Noise

    Reduce distractions and noise during the Listening Comprehension segment. You may need to close doors or windows or ask the students in the room to be quiet for a few minutes.

2. Equipment

    If you are using tape recorder or MP3 player, make sure it produces acceptable sound quality. Bring extra batteries or check up the electricity in the class room.

3. Repetition

    Read or play the text a total of 2-3 times. Tell the students in advance you will repeat it. This will reduce their anxiety about not catching it all the first time. You can also ask them to listen to different information each time through.

4. Content

    Unless your text is merely a list of items, talk about the content as well as specific language used. The material should be interesting and appropriate for your class level in topic, speed, and vocabulary.

5. Recording Your Own Tape

    Write appropriate text (or use something from your textbook) and have another English speaker read it Into tape. Copy the recording three times so you don't need to rewind. The reader should not simply read three times, because students want to hear

exact repetition of the pronunciation, intonation, and pace, not just the words.

6. Video

You can play a video clip with the sound off and ask the students to make predictions about what dialog is taking place. Then play it again with sound and discuss why they were right or wrong in their predictions. You can also play the sound without the video first, and show the video after students have guessed what is going on.

Based on opinion above, the researcher concludes that Listening Comprehension by using CALL activities will be successful if we follow the ideas above. They are noise, equipment, repetition, content, recording your own tape, and video.

D. Motivation

1. Definition of Motivation

According to Mc. Donald's motivation is a change of energy in a person characterized by the emergence of "feeling" and preceded by a response toward the existence of a goal. So, with the motivation someone will be moved to perform an activity because driven by the goal, need or desire(Sardiman, 2014: 73).

In learning activities, motivation can be said as the overall driving of force within the students that leads to learning activities, which ensures

the continuity of learning activities, so that the students' goals can be achieved.

2. The Function of Motivation

Motivation can serve as a driver of effort and achievement. Someone does something for gaining the goals because of motivation. A good motivation in learning will show good results. In other words, with a diligent effort and motivation, someone who learns it will be able to gain a good achievement. The intensity of a students's motivation will greatly determine the level of learning achievement (Sardiman: 85-86).

3. The kinds of Motivation

a. Intrinsic Motivation

Students with intrinsic motivation have the goal of being an educated, knowledgeable person, an expert in a particular field of study. The only way to get to the goal to be achieved is to learn, without learning is impossible to gain knowledge, it is impossible to become an expert. The drives are driven by a need, a necessity that has to be an educated and knowledgeable person. Thus, that motivation arises from self-awareness with the goal essentially, not merely symbolic and ceremonial.

b. Extrinsic Motivation

Extrinsic motivation comes from the influence of the individual outside, whether it's because of an invitation, order or coercion from

others so that, under of such circumstances, the students want to do something or learn. Students are motivated by numbers, diplomas, levels, prizes, medals, opposition, and competition.

E. Conceptual Framework

In this conceptual framework an outline of the research is given in the following diagram:

Input	→	Process	→	Output

```
Input ──→ Process ──→ Output
  │          │          ╱    ╲
  ↓          ↓         ↓      ↓
Listening  Teaching   Students'  Students'
material   listening by listening  Motivation in
           Applying    comprehension listening
           CALL Model
                │
                ↓
           Computer

Pretest ──→ Treatment ──→ Posttest ──→ After post-test
```
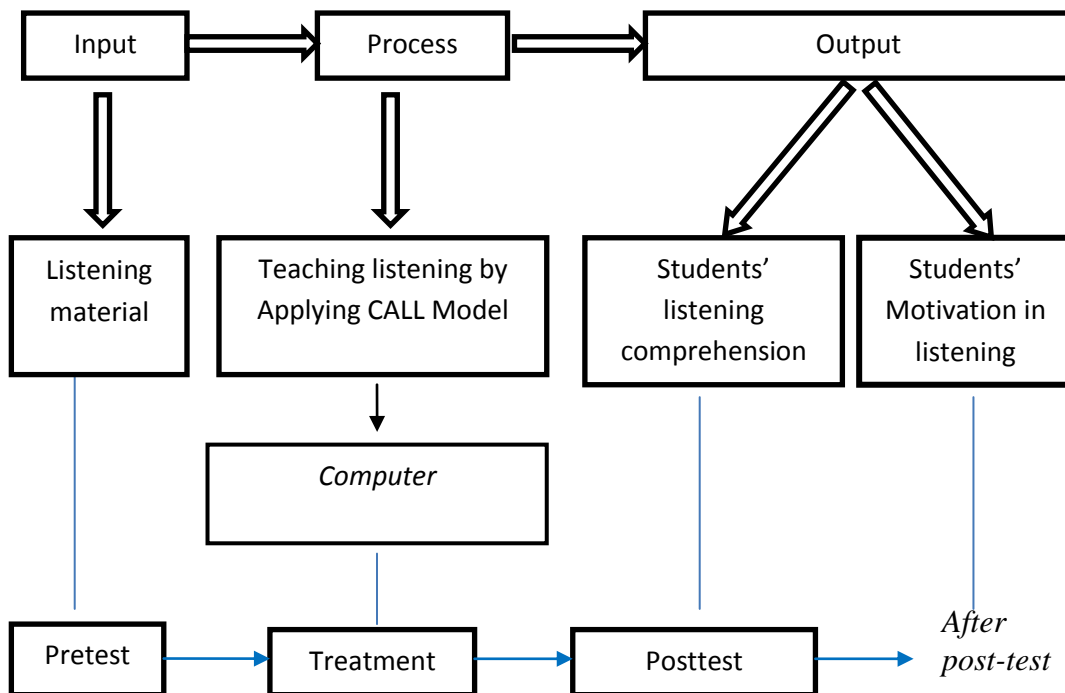
a. Input refers to the material provided for the students. The material will be package into flashdisk form and spread to students's personal computer that will be used by the students during the treatment.

b. Process refers to stimulation or presentation of the input in the classroom to teach listening comprehension by applying CALL Model which personal computer is available.

c. Output refers to stimulation to improve students' listening comprehension and also the student's motivational attitude toward CALL model in listening comprehension class.

d. Pretest is aim to find out the prior knowledge of listening comprehension,

e. Treatment is teaching listening comprehension by using CALL model.

f. Posttest is aim to find out the students score after treatment

g. After post-test, there will be questionnare about students' motivation after learning with CALL Model.

F. Research Hypothesis

There are two hyphothesis in this research. They are Ho (Null Hypothesis) and H1 (Alternative hypothesis).

1. H0 (Null Hypothesis): There is no effect of the use of CALL model in improving the students' listening comprehension

2. H1 (Alternative hypothesis): There is any effect of the use of CALL model in improving the students' listening comprehension

CHAPTER III

RESEARCH METHOD

This chapter presents the description of the research method used in the study. It consist the research design, research variable, population and sample, research instrument, technique for collecting data and data analysis.

A. Research Design

In this research, the researcher used pre-experimental research method with one group pre-test-posttest design. It involved one group which was pretested (O1), exposed to a treatment (X), and posttested (O2). The research design is presented as follows:

$$O1 \longrightarrow X \longrightarrow O2$$

Notes: O1   : Pretest

    X   : Treatment

    O2   : Post-test   (Gay, 2006:251)

1. Pre-test

Before doing the treatment, the students was given a pretest to measure the students' listening comprehension. The pre-test was conducted in language laboratory . After distributed the test paper with total questions was 20 items. The researcher giving instruction to the students for answering the test. There were three types of questions those

were type 1 (True/false questions), type 2 (multiple choice), type 3 (fill the gaps questions).

2. Treatment

The researcher applied CALL model in teaching listening comprehension. There were forth meetings in this treatment. Each meeting lasting for 90 minutes in the classroom. The researcher develop multimedia CALL to present the material and uses computer as tutor with audio visual application. The students used personal computer in order to understand the teaching material in form of audio and video files that was inputted in the students personal computer. The following stages in this treatment those were stating aims, background of the knowledge, presentation of the content and next students was doing excercise/testing in their personal computers that was compiled by Hot Potatoes software that was designed by the researcher. After testing, the researcher giving the feedback.

3. Posttest

After treatment, the researcher gave posttest to obtain data to see whether there was any progress or development of the students' listening comprehension after having treatment through the use of CALL model with audio visual application. Post-test was conducted in language laboratory. The number of questions was 20 item. Before testing, The researcher giving instruction to the students for answering the test. There

were three types of questions those were type 1 (True/false questions), type 2 (multiple choice), type 3 (fill the gaps questions).

After postest, the researcher distributed questionnaire to know the students' motivation after applying CALL model. The number of questionnaire was 15 items that was formulated in likert scale form checklist.

B. Research Variables

This research used two variables, they were independent variable and dependent variable.

1. Independent variable

The independent variable was the use of Computer Assisted Language Learning (CALL)

2. Dependent variable

The dependent variable was the students' listening comprehension .

C. Population and sample

1. *Population*

The population of this research was the second year students of SMAN 1 Belopa, majoring Senior high school occur 2017/2018. It consists of Eigth classes of XI IPA and forth calsses of XI IPS. So, totally there was 12 classes.They scattered into XI IPA (I,II,III,IV,V,VI,VII,VIII) and XI IPS (I,II,III,IV). Each class consists of 30 students. The total number of the second year students at SMAN 1 Belopa is 360 students.

2. *Sample*

In this research, the researcher used purposive sampling technique and the researcher chose class XI IPA 2 as the sample. There was 30 students as a sample of this research.

D. Research instrument

To obtain the data, the researcher used the following instruments those were:

1. Test

Listening Comprehension test, in the form of True/False question multiple choice and fill the gaps. The number of test were 20 items. There were a pre-test to find out the prior knowledge of students' listening ability and post-test after treatment to find out whether the use of CALL model have any effect in improving students' listening comprehension.

2. Questionnare

The researcher distributed a motivation questionnaire after the post-test to know the students' motivation after apllying CALL model. The researcher used closed questions. It consists of 15 questions and it was formulated into Likert Scale checklist. The answer of each item such as : **SS** (Strongly Agree), **S** (Agree), **R** (Uncertain), **TS** (Disagree) , **STS** (Sangat Strongly Disagree).

E. Technique for Collecting Data

Procedures of data collection involved the following steps:

1. The students was given pretest to the students. it was conducting in language laboratory. There were 20 items of questions. For each correct answer got score 1 and 0 for discorrect answer.

2. After the treatment, the students was given a posttest to see whether there is any progress of students' listening comprehension after applying CALL model. The total questions was 20 items. it was conducted in language laboratory.

3. After post-test, the researcher distributed the motivational questionnaire with total questions was 15 items in form of likert scale.

F. Technique of Data Analysis

1. Test

In analysing the data, the data was gathered through listening comprehension test.. There were 20 questions. Each answer was score 1 which based on scoring requirements, there were:

a. Add 1 point for correct answer.

b. Give 0 point for each incorrect answer.

Then, giving the total score for each worksheet. Since the test result were raw scores therefore it was neccessary to multiply them by 100 to get more meaningful numerical data. The steps to collect data was undertaken by quantitative analyses as follows:

a. Scoring the students answer.

b. Raw score using the following:

$$\text{Score} = \frac{\text{The correct answer}}{\text{Maximum score}} \times 100$$

(Pusat Kurikulum 2006: 40)

c. Classifying raw score of the students into seven levels:

Table 3.1 Scoring Classification

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
00-35	Very Poor

(Depdiknas: 2008)

d. Computing the frequency and the rate percentage of the students' scores:

$$P = \frac{FQ}{N} \times 100$$

Where:

P   = Percentage of questionnare

FQ = The frequency of items

N   = Total Students

(Sujana, in Wahyuniawati, 2011:22)

e. Calculating the mean score of the students' answer in pre test and post test by using formula:

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

Where:

$\sum x$: The total score of the students

N : the number of students

$\overline{X}$: The mean score.

<div align="right">Gay (2006: 320)</div>

f. Finding the information percentage of the students improvement in listening comprehension by the following formula:

$$P = \frac{x2 - x1}{x1} \ x \ 100 \ \%$$

Where:

P = The precentage

x_2 = Avarage Score of Post-test

x_1 = Avarage Score of Pre-test

<div align="right">(Gay, 1981: 32)</div>

g. Find out the sum of deviation of the students' Listening Comprehension.

$$\overline{D} = \frac{\sum D}{N}$$

Note: $\overline{D}$ = The mean deviation

$\sum D$ = The sum of deviation

N = The total number of the students

Gay (2006: 355)

h. To find out the significance difference between the students' pre-test and post-test , the researcher apply the formula as follow:

$$t = \frac{\overline{D}}{\sqrt{\frac{\Sigma D^2 - (\frac{\Sigma D}{N})^2}{N(N-1)}}}$$

Note :

   t   : Test of significance

   D   : Mean deviation

   $(\Sigma D)^2$: The square of the sum score for difference

   ΣD : The sum of total score for difference

   N   : The number of subject

Gay (2006: 355)

i. Hypothesis Testing

The criteria for the hypothesis testing is as follows:

Table 3.2 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above means (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

2. Questionnaire

The questionnare was distributed to the students after post test to find out the improvement of students' motivation after applying CALL model. The questionnare consists of 15 items and it was in the form of Likert Scale. For scoring the questionnare could be seen in the table below:

Table 3.3 Likert Scale Scoring

Positive statement score		Negative statement score
5	Strongly Agree	1
4	Agree	2
3	Uncertain	3
2	Disagree	4
1	Strongly Disagree	5

(Likert Scale in Ekawati, 2014)

The data collected through questionnares analyzed by using the following percentage:

a. $P = \dfrac{FQ}{N} \times 100$

Where:

P = Percentage of questionnare

FQ = The frequency of items

N = Total Students

<div align="right">(Sujana, in Wahyuniawati, 2011:22)</div>

b. Calculating the mean score by using formula as follows:

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

Where:

$\sum x$: The total score of the students

N   : the number of students

$\overline{X}$: The mean score.

<div align="right">Gay (2006: 320)</div>

c. The result summed into the total one, in order to determined the level of the students motivation. The researcher used the calssification as follows:

Intensities Motivation

Very High   81-100

High   61-80

Intermediate   41-60

Low   21-40

Very Low   0-20

<div align="right">(Widarini, 2012:30)</div>

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two section, namely the findings of research and the discussion of the research. The finding of the research covers the description of the result of data collected through test and questionnare that can be discussed in the section below.

A. Findings

1. The Students' Listening Comprehension Ability

This part presents the result of data analysis about the students' listening comprehension at The Second Year Students of SMAN 1 Belopa as the population and XI IPA II as the sample of this research. The findings are presented as follows:

a. The Rate Percentage of The Students' Score Obtained Through Listening Comprehension Test

Table 4. 2 The Percentage of the Students' Score

No.	Classification	Range	Frequency		Percentage	
			Pre Test (X_1)	Post Test (X_2)	Pre Test (%)	Post Test (%)
1.	Excellent	96-100	-	2	-	6.67 %
2.	Very Good	86-95	-	5	-	16.67%
3.	Good	76-85	5	17	16.67%	56.67%
4.	Fairly Good	66-75	7	6	23.33%	20%
5.	Fair	56-65	7	-	23.33%	-
6.	Poor	36-55	10	-	33.33%	-
7.	Very Poor	00-35	1	-	3.33 %	-
Total			30	30	100%	100%

Table 4.1 shows that in pre test none of the students got excellent score and very good score. There were five (16.67 %) students got good score, there were seven (23.33%) students got fairly score, there were seven (23.33 %) students got fair score, there were ten (33.33 %) students got poor and one (3.33%) student got very poor . While in the post test, there were two (6.67%) students got excelent, there were five (16.67%) students got very good score, there were seventeen (56.67%) got good score, and there were six (20%) students good fairly good score, and none of students got fair score, poor score, and very poor score.

The percentage of students' score in pre-test and post-test can be seen in the figure below:
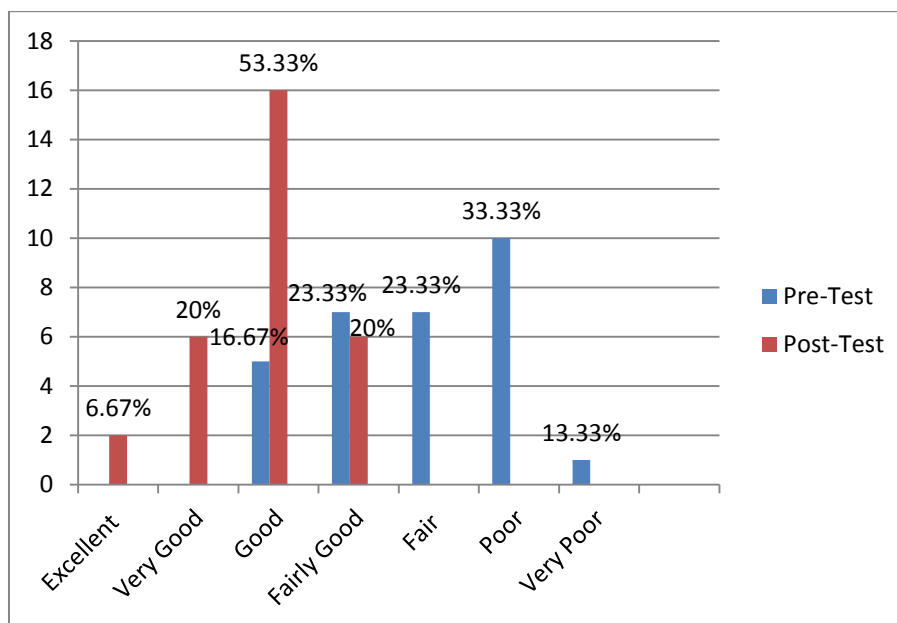
Figure 4.2 Percentage of the Students' Score in Pre Test and Post Test

The figure above shows that the percentage of the students score in pre-test and post test. in pre-test 13.33% got very poor score, 33.33% got poor score,

23.33% got fair score, 23.33% got fairly good score and 16.67% got good score. While in the post test,6.67% got excellent score, 20% got very good score, 53.33% got good score and 20% got fairly good score. The higher chart was in category good score.

b. The Students' Mean Score

After calculating the result of the students' pre test and post test, the mean score of the students by using CALL model to improve students' listening comprehension could be seen in the following table:

Table 4.1 The Students' Mean Score

Test	Mean Score
Pre Test (X_1)	63.33
Post Test (X_2)	83.83

Table 4.2 shows that mean score of the students' pre test is 63.33 and the mean score of the post test is 83.83. Therefore the mean score of the students' post test was higher than the mean score of pre test. It means that teaching by using CALL model can improve the students' listening comprehension.
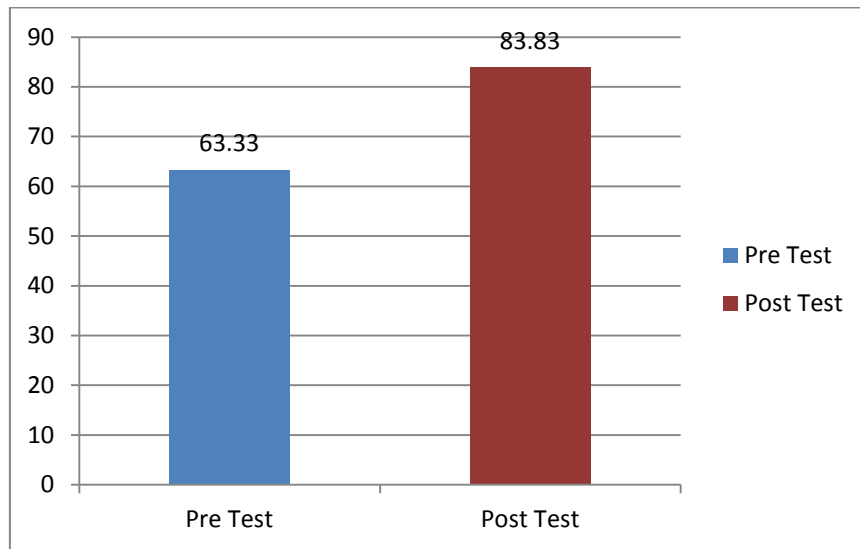
Figure 4.1 The Students' Mean Score

The figure above shows the difference between pre-test and post-test. In pre-test the students' mean score got 63.33 while in the post test the students' mean score got 83.83. It is indicated that there is any significant difference score of the students' listening comprehension.

   c. The Improvement of The Students' Listening Comprehension

The improvement of the students' listening comprehension can be shown by the table below:

Table 4.3 The Improvement of the Students' Listening comprehension

Test	Mean Score	Improvement
Pre Test	63.33	
		32.38%
Post Test	83.83	

Table 4.3 above indicates that the students' mean score in pre test is 63.33 and post test is 83.83. Therefore it can be calculated that the students' progress after using CALL model is 32.38 %.
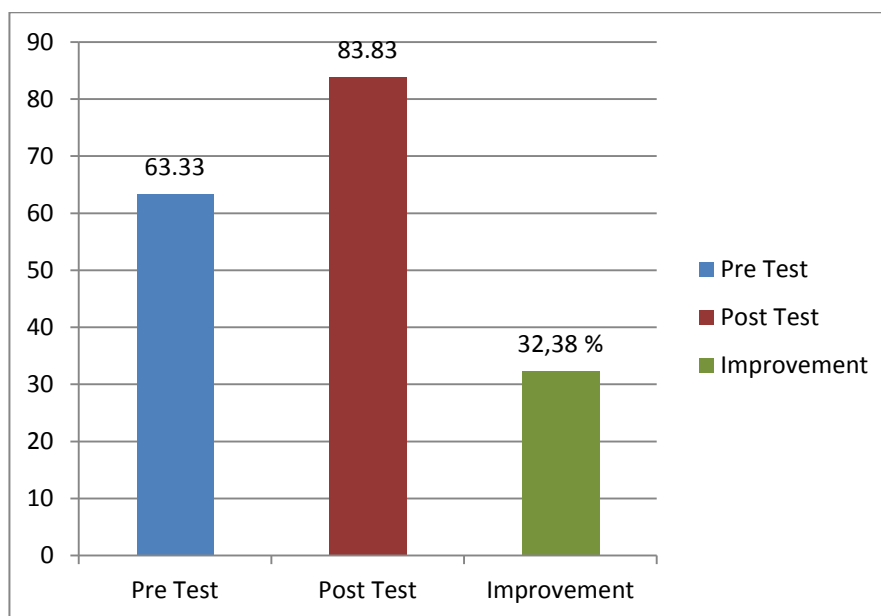
Figure 4.3 The Improvement of The Students' Listening Comprehension

The figure above shows that the improvement of the students listening comprehension in which post-test was higher (83.83) than that in pre-test (63.33) which significant improvement is 32.38%. it is indicated that there was improvement of the students' listening comprehension.

d. Hypothesis Testing

In order to know whether or not the difference between pre test and post test is statically significant, the t test statical analysis for non independent sample employed.

Table 4.4 T-test of the Students' Listening Comprehension

Variabel	T-test Value	T-table Value
Listening Comprehension Test	11.32	2.045

Table 4.5 shows that the t-test value (11.32) is greater than t-table value (2.045). Based on this result, it is concluded that difference of both t-value is statically significant.

After calculating the t-test value, then it is compared with the value of t-table with the level of significance $p = 0.05$ with the degree of freedom (df = 29), because the total number of the students 30 students (N-1 = 29) therefore df (29). The value of t-test is greater than t-table value.

These findings are used to determine whether or not the hypothesis stated in this research is statically proved. As being stated in previous chapter that the null hypothesis (H0) is rejected when the value of t-test is greater than t-table and alternative hypothesis (H1) is accepted. Therefore based on the above result where the value of t-test is greater than than the value of t-table the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected this means that the hypothesis *"There is any effect of the use of CALL model in improving the students' listening comprehension"* is accepted.

2. The Students' Motivation in Listening through CALL Model

The second research question is to know whether Computer Assisted Language Learning (CALL) Model has any effect in improving students' motivation in listening   . The likert scale questionnaire was given after post-

test. The number of questions in this questionnare is 15. The result of the questionnaire can be shown by the following explanation above:

a. The Students' Questionnaire

In this part of the questionnaire, there were ten positive statements and five negative statements. Here are the following explanation:

Table 4.5 Learning Listening by Using CALL Model is Really Interesting

No.	Classification	Frequency	Percentage
1.	Strongly Agree	16	53.33%
2.	Agree	14	46.67%
3.	Uncertain	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

There were 16 students (53.33%) said "Strongly Agree", 14 students (46.67%) said "Agree", 0 student said "Uncertain", 0 student said "Disagree" and 0 student said " Strongly Disagree". So, we could conclude that mostly students are really interested in learning listening by using Call Model.

Table 4.6 Learning Listening by Using CALL Model is Effective and Creative in Improving Listening Skill

No.	Classification	Frequency	Percentage
1.	Strongly Agree	24	80%
2.	Agree	6	20%
3.	Uncertain	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

There were 24 students (80%) said "Strongly Agree", 6 students (20%) said "Agree", 0 student said "Uncertain", 0 student said "Disagree" and 0 student said " Strongly Disagree". So, we could conclude that mostly students strongly agree with learning listening by using CALL model is effective and creative in improving listening skill.

Table 4.7 CALL Model Can Attract Me to be Active in Learning Process

No.	Classification	Frequency	Percentage
1.	Strongly Agree	11	36.67%
2.	Agree	19	63.33%
3.	Uncertain	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

There were 11 students (36.67%) said "Strongly Agree", 19 students (63.33%) said "Agree", 0 student said "Uncertain", 0 student said "Disagree" and 0 student said " Strongly Disagree". So, we could conclude that mostly students can attract to be active in learning process.

Table 4.8 CALL Model Motivate Me in Learning Listening

No.	Classification	Frequency	Percentage
1.	Strongly Agree	15	50%
2.	Agree	15	50%
3.	Uncertain	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

There were 15 students (50%) said "Strongly Agree", 15 students (50%) said "Agree", 0 student said "Uncertain", 0 student said "Disagree" and 0 student

said " Strongly Disagree". So, we could conclude that mostly students are motivated in learning listening by using Call Model.

Table 4.9 The Use of CALL Model in Learning Process is Really New for Me

No.	Classification	Frequency	Percentage
1.	Strongly Agree	16	53.33%
2.	Agree	14	46.67%
3.	Uncertain	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

There were 16 students (53.33%) said "Strongly Agree", 14 students (46.67%) said "Agree", 0 student said "Uncertain", 0 student said "Disagree" and 0 student said " Strongly Disagree". So, we could conclude that mostly students stated that the use of CALL model in learning process is really new for them.

Table 4.10 After Attending The Learning Process by CALL Model through Audio Visual Application Forced Me to Improve My Listening Skill

No.	Classification	Frequency	Percentage
1.	Strongly Agree	18	60%
2.	Agree	11	36.67%
3.	Uncertain	1	3.33%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

There were 18 students (60%) said "Strongly Agree", 11 students (36.67%) said "Agree", 1 student (3.33%) said "Uncertain", 0 student said "Disagree" and 0 student said " Strongly Disagree". So, we could conclude that

mostly students stated that the use of CALL model through audio visual application forced them to improve their listening skill.

Table 4.11 CALL Model Can Improve My Interest in Doing Tasks of

Listening

No.	Classification	Frequency	Percentage
1.	Strongly Agree	14	46.67%
2.	Agree	16	53.33%
3.	Uncertain	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

There were 14 students (46.67%) said "Strongly Agree", 16 students (53.33%) said "Agree", 0 student said "Uncertain", 0 student said "Disagree" and 0 student said " Strongly Disagree". So, we could conclude that mostly students stated that CALL Model can improve their interest in doing tasks of listening.

Table 4.12 Learning Listening Through CALL Model Make Me to be

More Focus in Learning Process

No.	Classification	Frequency	Percentage
1.	Strongly Agree	5	16.67%
2.	Agree	23	76.67%
3.	Uncertain	2	6.67%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

There were 5 students (16.67%) said "Strongly Agree", 23 students (76.67%) said "Agree", 2 students (6.67%) said "Uncertain", 0 student said "Disagree" and 0 student said " Strongly Disagree". So, we could conclude that

mostly students agree with learning listening through CALL model make them to be more focus in learning process.

Table 4.13 Learning Listening Through CALL Model is Easy in Capturing Materials

No.	Classification	Frequency	Percentage
1.	Strongly Agree	8	26.67%
2.	Agree	20	66.67%
3.	Uncertain	2	6.67%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

There were 8 students (26.67%) said "Strongly Agree", 20 students (66.67%) said "Agree", 2 students (6.67%) said "Uncertain", 0 student said "Disagree" and 0 student said " Strongly Disagree". So, we could conclude that mostly students are easy in capturing the materials through CALL model.

Table 4.14 CALL Model Gave a New Knowledge about The Use of Technology in Learning

No.	Classification	Frequency	Percentage
1.	Strongly Agree	17	56.67%
2.	Agree	12	40%
3.	Uncertain	1	3.33%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

There were 17 students (56.67%) said "Strongly Agree", 12 students (40%) said "Agree", 1 students (3.33%) said "Uncertain", 0 student said "Disagree" and 0 student said " Strongly Disagree". So, we could conclude that

mostly students stated that CALL model gave a new knowledge about the use of technology in learning.

Table 4.15 Learning by CALL Model is Really Boring

No.	Classification	Frequency	Percentage
1.	Strongly Disagree	5	16.67%
2.	Disagree	24	80%
3.	Uncertain	1	3.33%
4.	Agree	-	-
5.	Strongly Agree	-	-
	Total	30	100%

There were 5 students (16.67%) said " Strongly Disagree". 24 students said "Disagree" , 1 students (3.33%) said "Uncertain", 0 student said "Agree" and no one student said "Strongly Agree.   So, we could conclude that mostly students stated that CALL model is not really boring.

Table 4.16 Learning by CALL Model is Not Enjoyable

No.	Classification	Frequency	Percentage
1.	Strongly Disagree	16	53.33%
2.	Disagree	14	46.67%
3.	Uncertain	-	-
4.	Agree	-	-
5.	Strongly Agree	-	-
	Total	30	100%

There were 16 students (53.33%) said " Strongly Disagree". 14 students (46.67%) said "Disagree" 0 student said "Uncertain", 0 student said "Agree" and no one student said"StronglyAgree". So, we could conclude that mostly students is enjoyable in learning by CALL model.

Table 4.17 CALL Model is Not Appropriate in Improving Listening Skill

No.	Classification	Frequency	Percentage
1.	Strongly Disagree	15	50%
2.	Disagree	15	50%
3.	Uncertain	-	-
4.	Agree	-	-
5.	Strongly Agree	-	-
	Total	30	100%

There were 15 students (50%) said " Strongly Disagree". 15 students (50%) said "Disagree" 0 student said "Uncertain", 0 students said "Agree" and no one student said "Strongly Agree". So, we could conclude that mostly students stated that CALL model is appropriate in improving listening skill.

Table 4.18 I am Not Interested in Learning Listening Through CALL Model

No.	Classification	Frequency	Percentage
1.	Strongly Disagree	13	43.33%
2.	Disagree	17	56.67%
3.	Uncertain	-	-
4.	Agree	-	-
5.	Strongly Agree	-	-
	Total	30	100%

There were 13 students (43.33%) said " Strongly Disagree". 17 students (56.67%) said "Disagree" 0 student said "Uncertain", 0 students said "Agree" and no one students said "Strongly Agree". So, we could conclude that mostly students is interested in learning listening through CALL model.

Table 4.19 Learning by CALL Model is Really Hard

No.	Classification	Frequency	Percentage
1.	Strongly Disagree	6	20%
2.	Disagree	22	73.33%
3.	Uncertain	2	6.67%
4.	Agree	-	-
5.	Strongly Agree	-	-
	Total	30	100%

There were 6 students (20%) said " Strongly Disagree". 22 students (73.33%) said "Disagree" 2 students (6.67%) said "Uncertain", 0 students said "Agree" and no one students said "Strongly Agree". So, we could conclude that mostly students stated that learning by CALL model is not really hard.

b. The Students' Mean Score of Questionnaire

After calculating the score of students' questionnaire with total questions is 15 from 30 students, the researcher got mean score of students' questionnaire is *66.33*. it is indicated that students' motivation was categorized *high motivation*. It is logically with the classification of intensities motivation in the previous chapter that classify high in rate (61-80).

B. Discussion

In this part, the discussion covers the interpretation of the research findings derived from the result of the students' listening comprehension ability and also the students' motivation in listening.

1. The Students' Listening Comprehension Ability

The first objective of this research is to know whether Computer Assisted Language Learning (CALL) has any effect in improving students'

listening comprehension. For gaining the data, the researcher conducted pre-test to see the students' listening comprehension ability at the beginning of the meeting. As the result of pre-test, none of the students got excellent and very good score. There were 5 students got good score, 7 students got fairly score, 7 students got fair score,10 students got poor and just one student got very poor score.

After that, the researcher was giving the treatment by applying CALL model.Some activities that the students did in the classroom during the treatment those were watching video material in their personal computer that was inputed by the teacher and next some students mentioned some vocabulary that they got in the video and next they described the video. After that, the researcher asked the students to completed the task that was available in their personal computers in form of audio and visual excercise compiled by hot potatoes software application that was designed by the researcher to enhance the students' interest to do the task.

After the researcher gave the treatments there was no students got very poor score and none students got fair score, there were 6 students got fairly good score, there were 17 students go good score, 5 students got very good score and 2 students.

The mean score of pre test was 63.33 and the mean score of post test was 83.83. It shows that there is a significant improvement in students' listening comprehension after giving treatment with the percentage of it was 32.38%. The result of this research showed that the students' listening

comprehension at the second year of SMAN 1 Belopa in the academic 2017/2018 has improved. The students' listening comprehension was significantly improve after applying CALL model and the students' score was better than before the treatment was given to the students. It means that CALL model has any effect in improving students' listening comprehension. The result can be supported by Pederson (1988) in Levy (1997) claimed that CALL can encourage the development og language learning skills and results in more learning.

The result of this research also supported by Nobar and Saeideh (2012) There is significance difference impact of CALL on EFL learners' listening comprehension between experimental with computer access and control group without computer access, which can be shown by the mean score of experimental group (8.95) was higher than the control group (6.00). it means that the experimental group outperformed the control group and obtained a higher everage.

The resul of improvement was also proved by t-test value. The value of t-test (11.32) and t-table (2.045). It means that the t-test is greater than t-table. The result can be supported by Jauhara (2014) found that there was significant influence between the student's who was taught computer assisted language learning and without computer assisted language learning in students' listening skill. It can be shown by the results of t test formula the value of t_0 (t observation) was 8.74 and t –table, score degree of freedom 5% is 2.02. So, it can be concluded that t_0 is higher than t_t ($t_0 : t_t$ =8.74 > 2.02).

Based on the result above, hypothesis test showed that Null Hypothesis (H0) was rejected and Alternative Hypothesis (H1) was accepted. Therefore the researcher concluded that *"there is any effect of the use of CALL model in improving students' listening comprehension"*.

2. The Students' Motivation in Listening

The result of this research showed that the students' motivation in listening has any effect. the data was collected through motivation questionnaire as explained in previous finding sections showed that the students' motivation in listening was categorized high motivation. It can be supported by Purwantini (2011) found that the application of CALL in English lesson makes students easy to understand English lessons and students are very enthusiastic in learning, so that students' learning interest can be motivated by watching video and can encourage students to speak in English even though the words are still lacking but the students can show their encourage to speak.

The mean score of the students' questionnaire is 66.33. it was categorized as high motivation. It is suitable with the calssification of intensities motivation that categorized Very high in rate 81-100, High in rate 61-80, Intermediate in rate 60-50, Low in rate 41-51 and Very low in rate 20-40. From the result of mean score is 66.33 showed that the students motivation in rate *high*. It means that CALL model improve the students' motivation in listening.

It can be supported by Nobar & Saeideh (2012) There is any impact of CALL on motivating EFL learners, which can be shown by the mean score of experimental (78.28) was higher than the control group (69.07). It means that the motivation of the experimental group was higher than the control group.

Based on the result above, it can be stated that *" there is any effect of the use of CALL model in improvig students' motivation in listening".*

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclussion

Based on the finding and discussion of the study the researcher concludes namely:

1. By using CALL model as the learning model at the second year of SMAN 1 Belopa can improve students' listening comprehension.

2. CALL model has significant effect in improving students' listening comprehension .It was proven by the result of the students' pre test and post test where the mean score of post test (83.83) was greater than the mean score of pre test (63.33). It was also proven by the test value of the post test (11.32) which was bigger than t-table (α) = 0.05. It means the hypothesis of this research is accepted.

3. CALL model can improve the students' motivation in listening.

4. The effect of the use of CALL model as the learning model in teaching listening comprehension has given effect to the students motivation in listening . The students are more motivated, more active, focus, enjoy, and more fun in learning. It was proven by the result of the mean score of students' motivation questionnaire was 66.33 that categorized as *high motivation*.

B. Suggestion

Considering to the previous conclussion the researcher proposes some suggeestion as follows:

A. For the teacher :

1. The application of technology in teaching is very important for teachers in teaching English effectively to changes the usual method that teachers used. In usual method they usually speak in front of the class to explain the material of learning.

2. CALL model as the learning model can be used for listening, speaking, writing and reading with appropriate application. CALL model can give opportunity for teacher for designing the apllication for teaching material.

3. CALL cannot replace the teacher although the development of computer increase.

B. For the students

1. The students should improve their realize toward technological advancement for learning and practicing many aspects of English skill especialy listening skill.

2. The student should be more active in producing English in all skill especially in listening skill.

C. For the future research

The researcher is suggested to conduct another similar research in other language skills or other language fields to know how far CALL model can use in teaching learning process in order to improve students' listening skill.

BIBLIOGRAPHY

Davis, Randall. 1998. *ESL Cyber Listening Comprehension Lab.*. http://www.esl-lab.com/handouts/esl-lab.pdf. Retrieved May 18, 2017

Depdiknas. 2008. *Garis-Garis Besar Program Pengajaran Bahasa Inggris*. Jakarta: Departemen Pendidikan dan Kebudayaan. s

Efendy, Nursalam Fery. 2008. *Pendidikan Dalam Keperawatan*. Jakarta: Salemba Medika.

Ekawati. 2014. *The Effectiveness of Using Audio Visual Media to Develop Students' Pronunciation in Speaking Skill*. Makassar: Universitas Muhammadiyah Makassar.

Gay, l.R., Millis, Geoffry E., Airasian, Peter.2006. *Educational Research: Competencies for Analysis and Application 8th Edition*. New Jersey: Pearson Prentice Hall.

Gay, l.R.,1981. *Educational Research: Competencies for Analysis and Application 2nd Edition*. London: Publishing Company.

Gilakjani, A. Pourhossein, Ahmadi,M.R. 2011. *A Study of Factors Affecting EFL Learners' English Listening Comprehension and The Strategies for Improvement*. Journal of Language Teaching and Research, 2 (5): pp. 977-988. Retrieved on May 20th, 2017.

Hornby, A. S 1985. *The Oxford Advanced Learner's Dictionary*; New York: Oxford University Press.

http://www2.nkfust.edu.tw/~emchen/CALL/unit1.htm

http://english-language-testing.blogspot.co.id/2011/05/chapter-9-listening-comprehension-tests.html

Hughes, A. 1991. *Testing for Language Teacher*. Cambridge: Cambridge University Press.

Jauhara, Naila. 2014. *The Influence of Computer Assisted Language Learning on Students' Listening Skill*. FITK UIN Syarif Hidayatullah Jakarta. http://repository.uinjkt.ac.id/dspace/handle/123456789/25271(Accessed on April 21th 2017)

Levy, M. 1997. *Computer assisted Language Learning:Context and Conceptualization*. Oxford: Clarendon Press.

Nobar, Abdolreza Ghalami. & Saeideh, Ahangari. 2012.*The Impact of Computer Assisted language Learning on Iranian EFL Learners' Task-Based*

Listening Skill and Motivation. Journal of Academic and Applied Studies, Vol 2(5): pp. 39-61. Retrieved on June 21th, 2017.

Persulessy,G.H..1988. *Listening Comprehension Improvement Exercise for Students of English*. Jakarta: Depdikbud Dirjen Proyek Pengemangan Lembaga Pendidikan dan Tenaga Pendidikan.

Purwantini, Anak Agung. 2011.*Penerapan CALL dalam Meningkatkan Hasil Belajar Berbicara dalam Bahasa Inggris di SMKN Kubu Bangli*. http://www.pps.unud.ac.id/thesis/pdf_thesis/unud-428-1004071627-tesis.pdf (Accessed on April 2o[th] 2017)

Pusat Kurikulum. 2006. *Model Penilaian Kelas*. (http://file.upi.edu/Direktori/FIP/JUR._PEND._LUAR_BIASA/19520 2151983011-M._UMAR_DJANI_MARTASUTA/B_UPI/8_Model-Model_Kurikulum/Model_Penilaian_Kelas/05_PLB/Penilaian_Pendid ikan_Khusus-Januari.pdf. Downloaded at 04 July 2017)

Rixon, Shelagh, 1986. *Developing Listening Comprehension skills*, London and Basinstoke: Mac Millan Publisher Ltd.

Rost, Michael. 1991. *Listening Comprehension in Action*. Prantice Hall International (UK) Ltd.

Sardiman. 2014.*Interaksi dan Motivasi Belajar Mengajar Ed. 1*.Jakarta:Rajawali Pers

Shafaei, Azadeh. 2012. *Computer Assisted Learning: A Helpful Approach in Learning. Frontiers of Language and Teaching vol. 3.* Retrieved on May 20th, 2017.

Thailand-Australia Science & Engineering Assistance Project (TASEAP). 1999. *CALL: A Guide for English Language Teachers.* SAGRIC International Pty Ltd.

Wahyuniawati.2011.*Improving the Students' Motivation in learning English through Buzz Group Technique.* Makassar:Universitas Muhammadiyah Makassar.

Widiawati, D.N., Sukadi., Warpala. 2013. *Penerapan Computer Assisted Language Learning Berbantuan Media Video untuk Meningkatkan Hasil Berbicara.* E-Journal Program Pascasarjana Universitas Pendidikan Ganesha Vol. 3. Retrieved on May 20th, 2017.

Widiardini. 2012. *Upaya Peningkatan Hasil Belajar dan Motivasi Belajar Siswa melalui Metode Demonstrasi.* repisitory.uksw.edu.Retrieved on December 6th, 2017.

APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran **:** Bahas Inggris

Kelas / Semester **:** XI /1

Topik Pembelajaran : Expression of complaint

A. STANDAR KOMPETENSI

Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari.

B. KOMPETENSI DASAR

Merespon dan mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal resmi dan berlanjut secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur menyatakan keluhan.

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, diharapkan siswa dapat :

- Menentukan topic/tema atau gambaran umum dari dialog tersebut
- Menentukan informasi tersurat dari dialog tersebut
- Dapat mendeskripsikan orang / tempat dengan tepat

D. MATERI PEMBELAJARAN

Expression of complaint

- I want to make a complaint
- I don't like...
- I'm dissatisfied with this....

E. MODEL PEMBELAJARAN

Computer Assisted Language Learning (CALL)

F. LANGKAH-LANGKAH PEMBELAJARAN

➢ Kegiatan Awal (15 menit)

1. Guru membuka pelajaran dengan salam
2. Guru memeriksa kehadiran siswa
3. Guru memberikan penjelasan tentang tujuan pembelajaran
4. Motivasi

➢ Kegiatan inti (65 menit)

- Explorasi
  1. Memberikan stimulus tentang ungkapan mengeluh
- Elaborasi
  1. Siswa diperlihatkan video
  2. Siswa mengamati dan mempelajari video tersebut
  3. Siswa menyebutkan minimal lima kosakata yang diddapatkan dari video tersebut
  4. Siswa diminta mendeskripsikan gambar dari video tersebut dengan singkat berdasarkan apa yang dilihat dan didengarkan
  5. Guru mengkonfirmasi jawaban siswa
  6. Selanjutnya siswa diperlihatkan video kedua terkait dengan materi
  7. Sambil mendengarkan, siswa menjawab pertanyaan
  8. Siswa diberikan kesempatan sekali lagi mendengarkan untuk mengkonfirmasi jawaban mereka
  9. Siswa bersama guru mendiskusikan jawaban dari tes tersebut
- Konfirmasi
  1. Memberikan kesempatan kepada siswa untuk menanyakan hal yang belum dimengerti terkait materi

➢ Kegiatan Akhir (10 menit)

1. Memberikan resume/rangkuman secara bersama tentang berbagai hal/informasi penting dari materi tersebut
2. Mengakhiri pembelajaran dengan ucapan hamdalah

G. SUMBER/ BAHAN AJAR/ MEDIA

- Computer/Laptop
- Projector
- Internet
- Rekaman audio/video

Listening Script:

The Apartement

Jack was moving to a new city. He needed to find a place to live. He decided to look for an apartement. Jack called a Landlord.

Jack : Hello, do you have any apartement for rent?

The Landlord : Sure, come over and I will show you what's available

The Landlord took Jack to an apartement.

The Landlord : This apartement has a nice view

Jack : Yes, but it's to small for me. I need two bathrooms. Do you have anything

else?

The next apartement was on the tenth floor

Jack : I don't like being up so high and I need something closer to public transportation. Could I see another one?

The Landlord show Jack a third apartement

The Landlord : This apartement is within walking distance of the train station. The library, a park, and a grocery story are also nearby. It has two bedrooms and nice view of the park.

Jack was pleased with the apartement

Jack : Looks good. I would like to sign the lease.

1. what did the jack want to find?

2. Was Jack satisfied with the first apartement?

3. What did Jack needed for an apartement?

Complaining About Hotel Room

Receptionist : This is the Front Desk, How can I help you?

Janet : This is Janet Lee from room 112

Receptionist : Hello, Ms. Lee. How can I help you?

Janet : I paid for a room with an attached office, but this hotel room has no office

Receptionist: I'm sorry about that. I will change your room right away

Janet : Great! I'm on a business trip, so an office is important to me

1. Mrs. Janet Lee room is 112 (T/F)

2. Mrs. Janet Lee make a complaint to hotel manager(T/F)

3. Mrs. Janet Lee want a hotel room with an office(T/F)

4. Mrs. Lee is a bussiness women(T/F)

5. The receptionist unrespond Mrs. Janet Lee complaint(T/F)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran **:** Bahasa Inggris

Kelas / Semester **:** XI/ 1

Topik Pembelajaran : Expressions (ordering)

A. STANDAR KOMPETENSI

Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari.

B. KOMPETENSI DASAR

Merespon dan mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal resmi dan berlanjut secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari.

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, diharapkan siswa dapat :

- Menentukan topic/tema atau gambaran umum dari dialog tersebut
- Menentukan informasi tersurat dari dialog tersebut
- Memahami penggunaan ungkapan beserta respon secara tepat

D. MATERI PEMBELAJARAN

Ordering:

- Would you like to drink with your meal, Sir?
- Are you ready for me to take your order
- Can I get you anything else

E. MODEL PEMBELAJARAN

Computer Assisted Language Learning (CALL)

F. LANGKAH-LANGKAH PEMBELAJARAN

➢ Kegiatan Awal (15 menit)

1. Guru membuka pelajaran dengan salam

2. Guru memeriksa kehadiran siswa
3. Guru memberikan penjelasan tentang tujuan pembelajaran
4. Motivasi

➢ Kegiatan inti (65 menit)

- Eksplorasi
  1. Memberikan stimulus tentang materi ordering di restaurant
- Elaborasi
  1. Guru memperlihatkan video terkait materi
  2. Siswa memperhatikan video secara seksama dan mencatat salah satu ungkapan ordering
  3. Guru memberi penjelasan singkat terkait video
  4. Guru memutar kembali video dan sambil mendengarkan siswa menjawab pertanyaan dalam bentuk pilihan ganda
  5. Bersama dengan guru siswa mendiskusikan jawaban dari tes tersebut
  6. Siswa dibagi kedalam kedua kelompok yaitu kelompok A sebagai waiter/waitress dan kelompok B sebagai Guest
  7. Siswa mempraktikkan ungkapan expression at the restaurant
  8. Siswa diberi penilaian dengan memberikan reward untuk waiter/ waitress terbaik dan guest terbaik
- Konfirmasi
  1. Memberikan kesempatan kepada siswa untuk menanyakan hal yang belum dimengerti terkait materi

➢ Kegiatan Akhir (10 menit)
  1. Memberikan resume/rangkuman secara bersama tentang berbagai hal/informasi penting dari materi tersebut
  2. Mengakhiri pembelajaran dengan ucapan hamdalah

G. SUMBER/ BAHAN AJAR/ MEDIA

- Computer/Laptop
- Projector

- Internet
- Rekaman audio/video

At the Reastaurant

Waiter : Hello, Sir, are you dining alone?

The Man : table for one, please.

Waiter : Smoking or non smoking?

The Man : Non smoking, please.

Waiter : I have a table for you. Please follow me.

Waiter : Would you like to drink with your meal Sir.

The Man : Can I see the wine list, please?

Waiter : I can recommend the House Red. It's a dry wine from the hunter

valley in New South Wales.

The Man : Ok. I'II have a bottle of the House Red, please.

Waiter : Certainly, Sir. Here's tonight's menu to take your order

The Man : Ok. Thank you.

Waitress : Here is the wine that you ordered Sir. Would you like to breathe

for a little while or shall I pour it now?

The man : I'II have a glass now

Waitress : Are you ready for me to take your order?

The Man : Yes, I'II have the T-bone steak,please.

Waitress   : How would you like it cooked?

The Man   : Medium rare

Waitress   : Ok. That is served with seasonil vegetables and your choice of

                 jacket potato or chips

The Man   : Jacket potato, please. I haven't had a jacket potato for a long time.

Waitress   : Ok, that's one T-bone steak, medium rare with seasonil

                 vegetables and jacket potato.

The Man   : Yes, thank you.

Waitress   : Is everything OK, Sir?

The Man   : Yes, that was delicious. Thank you.

Waitress   : Would you like some dessert? We have cheese and biscuits, fresh

                 apple pie and chocolate eclairs.

The man   : Ah, yes. I'II have a chocolate eclair, please.

Waitress   : Can I get you anything else?

The Man   : Yes, I'd like a cafelatte, please.

Waitress   : I'II bring it to you in a moment.

Questions:

1. What does the man order at the beginning?

    a. Wine
    b. Water
    c. Juice
    d. T-Bone steak

2. What does he eat with his Read House Wine?

   a. T-bone steak
   b. Apple pie
   c. Biscuit
   d. cheese

3. What does the man want for his T-Bone steak?

   a. It cooked with medium rare with seasonil vegetables and jacket potato
   b. It served with chocolate eclair
   c. It served with small rare with vegetables and jacket potato
   d. It served with small rare with vegetables and chips

4. What dessert that the man order?

   a. Biscuits
   b. Fresh apple pie
   c. Chocolate eclair
   d. Cheese

5. What does he have to drink next?

   a. Coffe
   b. Wine
   c. Caffelatte
   d. Moccalatte

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran **:** Bahasa Inggris

Kelas / Semester **:** XI/1

Topik Pembelajaran : Narrative Story

A. STANDAR KOMPETENSI

Memahami makna teks fungsional pendek dan monolog berbentuk narrative story

B. KOMPETENSI DASAR

Mengungkapkan makna teks fungsional pendek dan monolog berbentuk narrative story

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, diharapkan siswa dapat :

- Menentukan topic/tema atau gambaran umum dari cerita tersebut
- Mengetahui alur cerita dari cerita narrative
- Mengetahui tokoh yang ada dalam cerita narrative tersebut

E. MATERI PEMBELAJARAN

Narrative story that happened in the past time and it's purpose to entertain or amuse the reader and to give norm massage to the reader. One of the kinds of narrative story is " The Little Red Riding Hood"

F. MODEL PEMBELAJARAN

Computer Assisted Language Learning (CALL)

G. LANGKAH-LANGKAH PEMBELAJARAN

➢ Kegiatan Awal (15 menit)

1. Guru membuka pelajaran dengan salam
2. Guru memeriksa kehadiran siswa
3. Guru memberikan penjelasan tentang tujuan pembelajaran
4. Motivasi

➢ Kegiatan inti (65 menit)

- Eksplorasi

    1. Memberikan stimulus tentang narrative story
    2. Memberi penjelasan singkat terkait materi

- Elaborasi

    1. Guru bertanya kepada siswa tentang cerita favorite atau yang pernah dia dengar atau baca
    2. Guru memperlihatkan judul sebuah video
    3. Siswa diminta untuk mendeskripsikan atau memberi pendapat terkait judul video tersebut
    4. Guru memperlihatkan video tersebut secara keseluruhan
    5. Guru bertanya kepada siswa seputar cerita yang ada didalam video tersebut
    6. Siswa diminta untuk mendengarkan kembali tanpa melihat video tersebut dan menjawab pertanyaan yang telah guru sediakan
    7. Siswa diperdengarkan kembali untuk mengkonfirmasi jawaban mereka
    8. Siswa bersama dengan guru mendiskusikan hasil tes tersebut

- Konfirmasi

    1. Memberikan kesempatan kepada siswa untuk menanyakan hal yang belum dimengerti terkait materi

➢ Kegiatan Akhir (10 menit)

1. Memberikan resume/rangkuman secara bersama tentang berbagai hal/informasi penting dari materi tersebut

2. Mengakhiri pembelajaran dengan ucapan hamdalah

H. SUMBER/ BAHAN AJAR/ MEDIA

- Computer/Laptop
- Projector
- Internet
- Rekaman audio/video

Listening script

The Little Red Riding Hood

Little red riding hood lived in a hut near a forest with her mother, she always wore a beautiful red hood while going out. One day she went to see her grandmother. On her way, she met a wolf

The wolf : hello ! where aro you going

the girl : i'm going to see my granny. She lives behind that hill

The wolf got the wicked idea. The wolf ran to granny's house and ate her up. And got into granny's bed. After sometime. Little red riding hood reached the house. She saw the wolf lying in her granny's bed

The girl : oh granny, what big eyes you have ?

The wolf : So that I can see you better

The girl : granny, what big ears you have ?

Wolf : so that I can hear you better

The girl : granny, what a big nose you have ?

The wolf : so that I can smell you better

The girl   : oh granny, what big teeth you have ?

The wolf   : so that I can eat you better

The girl   : oh my good. Help me. Help me

Nearby, a woodcutter was in the forest and he heard the scream. He ran to the house, just to see the wolf attacking the little girl. He hit the wolf over the head and this made the wolf open his mouth and shout. The granny jumped out. The wolf ran away and the little red riding hood never saw the wolf again

Comprehensible Questions:

1. what does the sroty talk about?

2. who is the main character of this story?

3. what did the wolf do in granny's house?

4. what is the good description for the wolf?

5. who helped the little red riding hood when the wolf was chasing her?

1. was little red riding hood in her mother's house (T/F)

2. An axe was a tool that the woodcutter use to help the little red riding hood(T/F)

3.A policeman helped the little red riding hood when the wolf chasing her(T/F)

4.The wolf is a wicked animal(T/F)

5. The wolf globbed up the granny (T/F)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran   **:** Bahasa Inggris

Kelas / Semester   **:** XI / 1

Topik Pembelajaran : Outstanding People

A. STANDAR KOMPETENSI

Memahami makna dalam esei pendek sederhana secara berbentuk recount

B. KOMPETENSI DASAR   :

Memahami makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, diharapkan siswa dapat :

- Menetukan tokoh yang diceritakan dalam cerita tersebut
- Menentukan informasi-informasi penting terkait tokoh tersebut
- Mengetahui tenses yang digunakan

D. MATERI PEMBELAJARAN

Recount is a text that has social function to tell the reader a story had happened for the purpose of informing and enetertaining. Recount text can be from of personal letters, diary, history, biography or autobiography and the similar.(ex: recount of outstanding people Benjamin Franklin)

E. MODEL PEMBELAJARAN :

Computer Assisted Language Learning (CALL)

F. LANGKAH-LANGKAH PEMBELAJARAN

- ➢ Kegiatan Awal (15 menit)
  1. Guru membuka pelajaran dengan salam
  2. Guru memeriksa kehadiran siswa
  3. Guru memberikan penjelasan tentang tujuan pembelajaran

4. Motivasi

➢ Kegiatan inti (65 menit)

- Eksplorasi
    1. Memberikan stimulus terkait materi
    2. Memberi penjelasan singkat terkait materi
- Elaborasi
    1. Guru bertanya kepada siswa tentang tokoh terkenal dunia
    2. Guru memperlihatkan judul sebuah video
    3. Siswa mendengarkan audio terkait materi
    4. Guru meminta siswa untuk mencatatat informasi dari yang didengarkan
    5. Guru meminta siswa untuk memberi penjelasan terkait informasi yang didengarkan
    6. Siswa diminta untuk melihat video terkait materi untuk mengkonfirmasi informasi yang telah mereka dapatkan
    7. Guru meminta siswa untuk mengidentifikasi past tenses
    8. Siswa diperlihatkan video baru terkait materi
    9. Siswa menyimak video tersebut dengan seksama
    10. Siswa diperdengarkan sebuah audio terkait video yang telah mereka tonton kemudian mengerjkan excercise yang telah disediakan
    11. Siswa bersama dengan guru mendiskusikan hasil tes tersebut
- Konfirmasi

    1. Memberikan kesempatan kepada siswa untuk menanyakan hal yang belum dimengerti terkait materi

➢ Kegiatan Akhir (10 menit)

1. Memberikan resume/rangkuman secara bersama tentang berbagai hal/informasi penting dari materi tersebut

2. Mengakhiri pembelajaran dengan ucapan hamdalah

H. SUMBER/ BAHAN AJAR/ MEDIA

- Computer/Laptop
- Projector
- Internet
- Rekaman audio/video

Listening Script:

Benjamin Franklin

Benjamin Franklin was one of the most famous people in American history. He was never a president of United States, but he made great achievements in many areas of life, including bussiness, literature, science and politics. Benjamin Franklin was born in the city of Boston, during the year 1706. In this early years, Franklin was very poor. As a young man, he worked for his older brother, who was a printer. However, the two brothers soon argued with each other. Benjamin decided to leave, and he moved to the city of Philadelphia. He worked very hard and soon become a successful printer. He published his own newspapers, and he also published books called almanacs, which contained many wise of sayings. Many of the wise sayings in Franklin's almanacs are still repeated today. Franklin's printing bussiness was very successful, but he was also very interested in science. He performed experiments on the topic of electricity. Some of these experiments were very dangerous. In one experiment, Franklin was almost killed when he went outside during a lightning storm. And flew a kite that had a metal key attached. However, Franklin was lucky enough to avoid injury, and he learned new facts about electricity. In addition to scientific research, Franklin was also an inventor. He invented a new kind of eye-glasses called "Biffocals".

The following specific information:

1. He was never a president of the United States, but he made great achivements in many areas of life, including bussiness, literature, science and politics.

2. He published his own newspapers, and he also published books called

almanacs, which contained many wise of sayings.

3. He performed experiments on the topic of electricity.

4. In one experiments, Franklin was almost killed when he went outside during a lightning storm and flew a kite that had a metal key attached.

5. He invented a new kind of eye-glasses called " bifocals".

Louis Pasteur

Louis Pasteur was one of the greatest scientists of all time. Pasteur made very important discoveries in biology and chemistry and the technique he developed helped greatly to develop medical science and the agricultural and food industries. Pasteur was born in a small town in France during the year 1822. When he was a young man, pasteur studied science at a University in the city of Paris. He soon did some excellent work in chemistry, and later began his famous study of germs. Pasteur was one of the first scientists to understand that many deseases could be caused by extremely small, invisible organisms. Only a few other scientists had believed this before Pasteur. He advised doctors to wash their hands throughly before treating patients. Pasteur also demonstrated that life forms did not arise spontaneously. His research confirmed the idea, developed by previous scientists, that living organism would not appear unless other individuals of its kind were present. One of Pasteur's most important contributions was a technique that has been named: pasteurization. Pasteurization kills the germs that are found in drinks such as milk or beer. Because of Pasteur's technique , people are no longer infected with deseases by drinking these liquids. Just as important as pasteurization was a technique called immunization.

Listen to the information about Louis Pasteur and fill the gaps below!

1. Louis Pasteur is one of the greatest _____ of all time.

2. Pasteur was one of the first scientists to understand that many deseases could be caused by axtremely small, invisible _____

3. Pasteur also demonstarated that life forms did not arise _____

4. One of Pasteur's most important contributions was a technique that has been named after him taht is called _____

5. Just as important as pasteurization was a technique called _____

PRE-TEST

Name :

Class   :

Type 1: see the picture and listen carefully!(5 Questions)

In this type a picture is used in conjunction with spoken statements. The statements are about the picture but some are correct and others incorrect. The testees have to pick out the true (correct) statements and cyrcle T and cyrcle F if the statements are false (in correct statements) at the side of the numbers.

1. The jack's tent was good (T/F)

2. Jack went to the discount store, but he cannot check out the tents because they're all in boxes (T/F)

3. Jack went to a Goose Mountain store with hunting and fishing gear (T/F)

4. Jack was looking for a tent and someone asked to jack (T/F)

5. Jack say"it looks nice and he wanted to buy it with his money (T/F)

Type 2: Listen carefully the following dialogue and narrative story and answer the questions!(10 questions)

- *Dialogue (1-5) At the Restaurant*

1. Where does the man order the food?

     a. Happening Restaurant
     b. Heavenly Pie Restaurant
     c. Heaven Restaurant
     d. Hidden Pie Restaurant

2. What does the man order?

     a. T-bone steak
     b. Chicken fried steak
     c. Broiled chichen
     d. Pasta

3. What does he have to drink?

     a. A Small juice
     b. Medium juice
     c. Large juice
     d. Extra large juice

4. What kind of dressing does he ask for?

     a. French
     b. Italian
     c. Ranch
     d. Blue cheese

5. Why is the restaurant's baker is not serving pies today?

     a. The baker is tired
     b. The open is broken and hasn't been repaired
     c. The restaurant has decided to only sell ice cream
     d. The baker slipped on the kitchen and hurt in his leg.

- **Narrative story : The Little Red Riding Hood (6-10)**

6. Who did Little red riding hood visit in the story?

     a. Her mother

     b. Her grandee

     c. Her grandmother

     d. Her grandfather

7. Who reached the granny's house before Little red riding hood?

a. The woodcutter

b. Her sister

c. The wolf

d. Her mother

8. What did the wolf do to granny when he go to Granny's house?

a. Made a cake

b. Ate her up

c. Watching TV

d. Eat some food

9. What are the questions that little red riding hood ask to the granny ? *Except..*

a. what big eyes you have?

b. what big ears you have

c. what big head you have?

d. what big teeth you have

10. Who helped the little red riding hood when the wolf was attacking her?

a. A wood Cutter

b. A carpenter

c. Her Mother

d. Her Granny

Type 3: Fill the Gaps (5 Questions)

Listen carefully about the information and fill the gaps below!

1. Louis Pasteur is one of the greatest [   ] of all time.

2. Pasteur was one of the first scientists to understand that many deseases could be caused by axtremely small, invisible [   ]

3. Pasteur also demonstarated that life forms did not arise [   ]

4. One of Pasteur's most important contributions was a technique that has been named after him that is called [   ]

5. Just as important as pasteurization was a technique called [   ]

Listening Script (Type 1)

Jack Goes Window Shopping

Jack's tent was so old. It was falling a part.

Jack : I guess I'm going to have to get a new tent one of these days.

First, Jack went to a discount store. The selection of tents was poor.

Jack : This isn't good. Ican't check out tents when they're all in boxes.

So, Jack went to a store with hunting and fishing gear.

Seller : May, I help you?

Jack : That's all right. I'm just window shopping for a tent.

Seller: Well, we have this one on sale for 25% off.

Jack : it looks nice, but it's still a bit out of my price range. Maybe next season, after I save up some money.

Listening Script (Type 2)

- *Dialogue*

At the Restaurant

Waiter : Hi. Welcome to Heavenly Pies. May I take your order?

Man   : Uh...Yes, I'd like the chicken fried steak

Waiter : Okay. Would you like fries, bread, or rice with your meal?

Man   : Umm, I'II take the rice.

Waiter : would you care for anything to drink?

Man   : Yeah, I'II take a medium orange juice

Waiter : I'm sorry. We only have large or small

Man : Well, in that case, uh, I'II have a small one

Waiter : Okay. A small juice. And what kind of dressing would you like with your salad. It comes with the fried steak.

Man : what dressing do you have?

Waiter : We have french, Italian, blue cheese,a nd ranch.

Man : Oh! Ranch, please.

Waiter : Would you like anything else?

Man : Well, I'd like to see you pie menu. That's the main reason why I like to dine here.

Waiter : Oh! I'm so sorry, But we aren't serving pies today

Man : Huh? I thought this was Heavenly pies Restaurant.

Waiter : Well, it usually is. But, Dave, our bakers, slipped in the kitchen on a banana two days a go, and hurt his leg. (oh) He'II be out for at least two weeks. In the meantime, we're serving ice cream sundaes instead. Sorry.

Man : Wow. I'm sorry to hear that. Well, in that case. Well in this case, I'II have an ice cream sundaes.

Waiter : I'II be back with your order in a few minutes.

- *Narrative Story*

THE LITTLE RED RIDING HOOD

Little red riding hood lived in a hut near a forest with her mother, she always wore a beautiful red hood while going out. One day she went to see her grandmother. On her way, she met a wolf

The wolf : hello ! where aro you going

the girl   : i'm going to see my granny. She lives behind that hill

The wolf got the wicked idea. The wolf ran to granny's house and ate her up. And got into granny's bed. After sometime. Little red riding hood reached the house. She saw the wolf lying in her granny's bed

The girl   : oh granny, what big eyes you have ?

The wolf   : So that I can see you better

The girl   : granny, what big ears you have ?

Wolf   : so that I can hear you better

The girl   : granny, what a big nose you have ?

The wolf   : so that I can smell you better

The girl   : oh granny, what big teeth you have ?

The wolf   : so that I can eat you better

The girl   : oh my good. Help me. Help me

Nearby, a woodcutter was in the forest and he heard the scream. He ran to the house, just to see the wolf attacking the little girl. He hit the wolf over the head and this made the wolf open his mouth and shout. The granny jumped out. The wolf ran away and the little red riding hood never saw the wolf again

Listening Script (Type 3)

Louis Pasteur

Louis Pasteur was one of the greatest scientists of all time. Pasteur made very important discoveries in biology and chemistry and the technique he developed helped greatly to develop medical science and the agricultural and food industries. Pasteur was born in a small town in France during the year 1822. When he was a young man, pasteur studied science at a University in the city of Paris. He soon did some excellent work in chemistry, and later began his famous study

of germs. Pasteur was one of the first scientists to understand that many deseases could be caused by extremely small, invisible organisms. Only a few other scientists had believed this before Pasteur. He advised doctors to wash their hands throughly before treating patients. Pasteur also demonstrated that life forms did not arise spontaneously. His research confirmed the idea, developed by previous scientists, that living organism would not appear unless other individuals of its kind were present. One of Pasteur's most important contributions was a technique that has been named: pasteurization. Pasteurization kills the germs that are found in drinks such as milk or beer. Because of Pasteur's technique , people are no longer infected with deseases by drinking these liquids. Just as important as pasteurization was a technique called immunization.

POST-TEST

Name :

Class :

Type 1: See the picture and listen carefully!(5 Questions)

In this type a picture is used in conjunction with spoken statements. The statements are about the picture but some are correct and others incorrect. The testees have to pick out the true (correct) statements and cyrcle T and cyrcle F if the statements are false (in correct statements) at the side of the numbers.
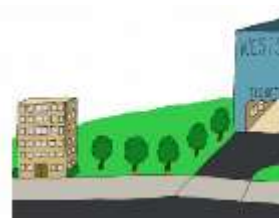
1. Jack needed to find a job (T/F)

2. Jack Called a Landlord for asking about rent (T/F)

3. Jack didn't like the apartement because it's too small for him(T/F)

4. Jack liked the apartement on the tenth floor because being so high (T/F)

5. This apartement was within walking distance of the train station(T/F)

Type 2: Listen carefully the following dialogue and narrative story and answer the questions! (10 Questions)

- *Dialogue (1-5) At the Restaurant*

1. What does the man order?

    a. T-bone steak
    b. Chicken fried steak
    c. Broiled chichen
    d. Pasta

2. What does he eat with his meal?

    a. Fries
    b. Bread
    c. Rice
    d. Salad

3. What kind of dressing does he ask for his salad?

    a. French
    b. Italian
    c. Ranch
    d. Blue cheese

4. Why is the restaurant is not serving pies today?

    a. The baker was hurt in his leg and can't prepare them
    b. The oven is broken and hasn't been repaired
    c. The restaurant has decided to only sell ice cream
    d. The restaurant have many orders outside

5. What dessert that the man order?

    a. Ice cream Sunday
    b. Ice cream cones
    c. Ice cream sundae
    d. Pies

- **Narrative Story (6-10): The Little Red Hen**

6. Where did the story take place?

    a. A forest
    b. A home
    c. A farm
    d. A park

7. Who were involved in the story?

    a. A smart red hen, a sleepy cat, a noisy yellow duck and the diligent dog
    b. A smart red hen, a sleepy cat, a noisy yellow duck, and the lazy dog
    c. A smart red hen, a smart cat, a noisy yellow duck and the lazy dog
    d. A sleepy cat, a noisy yellow duck, a smart dog and the lazy red hen

8. What did the red hen plant in the farm?

    a. Watermelon
    b. Seek
    c. Seeds
    d. Corn

9. What did the red hen do with the wheats?

    a. Red hen carried it into flourmill and grinded into flour and made the breads with all friends
    b. Red hen carried into her friends and made the breads together
    c. Red hen carried it into her family and made the breads
    d. Red hen carried it into flourmill and grinded into flour and made the breads by herself

10. Who didn't eat the delicious bread? *Except...*

    a. The dog
    b. The duck
    c. The cat
    d. The red hen

Type 3: Fill the Gaps (5 Questions)

Listen carefully about the information and fill the gaps below!

1. George W. Bush Jr. was inaugurated as the 43rd president of the United States on _____ 20, 2001

2. He had also governor of _____ since 1994.

3. Many republicans thought that the democrats could be defeated in _____

4. By now, Bush was the leading republican candidate in _____

5. As Governor, he pushed ahead with an energetic program, which reflected _____ values.

Listening Script (Type 1)

Jack Goes Window Shopping

Jack's tent was so old. It was falling a part.

Jack : I guess I'm going to have to get a new tent one of these days.

First, Jack went to a discount store. The selection of tents was poor.

Jack : This isn't good. Ican't check out tents when they're all in boxes.

So, Jack went to a store with hunting and fishing gear.

Seller : May, I help you?

Jack : That's all right. I'm just window shopping for a tent.

Seller: Well, we have this one on sale for 25% off.

Jack : it looks nice, but it's still a bit out of my price range. Maybe next season, after I save up some money.

Listening Script (Type 2)

- *Dialogue*

At the Restaurant

Waiter : Hi. Welcome to Heavenly Pies. May I take your order?

Man   : Uh...Yes, I'd like the chicken fried steak

Waiter : Okay. Would you like fries, bread, or rice with your meal?

Man   : Umm, I'II take the rice.

Waiter : would you care for anything to drink?

Man   : Yeah, I'II take a medium orange juice

Waiter : I'm sorry. We only have large or small

Man   : Well, in that case, uh, I'II have a small one

Waiter : Okay. A small juice. And what kind of dressing would you like with your salad. It comes with the fried steak.

Man   : what dressing do you have?

Waiter : We have french, Italian, blue cheese,a nd ranch.

Man   : Oh! Ranch, please.

Waiter : Would you like anything else?

Man   : Well, I'd like to see you pie menu. That's the main reason why I like to dine here.

Waiter : Oh! I'm so sorry, But we aren't serving pies today

Man   : Huh? I thought this was Heavenly pies Restaurant.

Waiter : Well, it usually is. But, Dave, our bakers, slipped in the kitchen on a banana two days a go, and hurt his leg. (oh) He'II be out for at least two weeks. In the meantime, we're serving ice cream sundaes instead. Sorry.

Man   : Wow. I'm sorry to hear that. Well, in that case. Well in this case, I'II have an ice cream sundaes.

Waiter : I'II be back with your order in a few minutes.

- ***Narrative Story (The Little Red Hen)***

The Little Red Hen

Once upon a time a little red hen lived in a farm with a lazy dog, a sleepy cat and a noisy yellow duck.

Red Hen : "Hey guys!Look! I found some seeds. Let's go and plant them!. Who will help me?"

Dog : "Not I"

Cat : "Not I"

Duck : "Not I"

So, the little Red Hen went and plnted the seeds by herself. When the seeds had grown into wheat crop, the hen asked her friends.

Red Hen : "The seeds have grown, who will help me harvest the crop?"

Dog : "Not I"

Cat : "Not I"

Duck : "Not I"

So, the little red hen went and harvested the crop by herself. The wheat needed taken to the mill and ground into flour.

Red Hen : "The wheat is heavy. Who will help me taken it to the mill and grind it into flour?"

Dog : "Not I"

Cat : "Not I"

Duck : "Not I"

So, the little red hen carried the heavy wheat to the flourmill by herself. She alone grinded into flour. Filled it into a sack and brought it back to the farm.

Red Hen : "Friends, I am very tired, who will help me bake the bread?"

Dog : "Not I"

Cat : "Not I"

Duck : "Not I"

The poor tired hen baked all the bread by herself. Once, she was done, she asked yet again.

Red Hen : "The bread smells so great, who will help me eat it?"

Dog : "I will "

Cat : "I will "

Duck : "I will"

Red Hen : " No way! I will eat the delicious bread by myself.

And so the little red hen ate all the bread by herself and enjoyed it completely.

Listening Script (Type 3)

George W. Bush Jr.

George W. Bush Jr. was inaugurated as the 43rd president of the United States on January 20, 2001. Of courese, people knew that he was the son of the 41st president,George W. Bush. He had also governor of Texas since 1994. However, aside from this, he was not very well known outside of Texas. Why then did so many people want him to run for president in 2000?. Many republicans thought that the democrats could be defeated in 2000, but they themselves lack a candidate with strong appeal. As the election approached, leading publicans worried about whom to support. Some of the most powerful republicans were state governors. They began to look around at each other for a possible candidate. Most eyes turned to George W. Bush, the governor og Texas. In November 1998, Bush was re-elected as governor by an impressive margin. By now, Bush was the leading republican candidate in the polls. Of course, one advantege that governor Bush had was a familiar name. In fact, when he did well in some early polls, it is likely that some people really voted for his father. They thought that George H. W. Bush was running again. The Bush family was able to swing a lot of support to George W. It also helped that his brother, Jeb was now Governor of Florida. In 1994, he surprised the political world by defeating the incumbent Governor of Texas. As Governor, he pushed ahead with an energetic program, which reflected neo-conservative values.

KEY ANSWERS

Pre-Test

- *Type 1:*

1. F

2. T

3. T

4. T

5. F

- *Type 2:*

1. B

2. B

3. A

4. C

5. D

6. C

7. C

8. B

9. C

10.A

- *Type 3:*

1. Scientists

2.Organisms

3.Spontaneously

4. Pasteurization

5. Immunization

KEY ANSWERS

<u>**Post-Test**</u>

- *Type 1:*

1. F

2. T

3. T

4. F

5. T

- *Type 2:*

1. B

2. C

3. C

4. A

5. C

6. C

7. B

8. C

9. D

10. D

- *Type 3:*

1. January

2. Texas

3. 2000

4. The Polls

5. Neo-conservative

Questionnare Motivation

Name   :

Class   :

Berikan tanda checklist (√)terhadap pilihan jawaban yang telah di susun dalam format likert scale berdasarkan pendapat anda tentang penggunaan Computer Assisted Language Learning (CALL) model dalam pembelajaran Listening Comprehension.

Pilihan Jawaban:

SS   **:** Sangat Setuju

S   **:** Setuju

R   **:** Ragu-Ragu

TS   **:** Tidak Setuju

STS   **:** Sangat Tidak Setuju

No.	Statement	SS	S	R	TS	STS
1.	Belajar listening dengan menggunakan CALL model sangat menarik					
2.	Pembelajaran listening dengan menggunakan CALL model sangat efektif dan kreatif dalam membantu meningkatkan kemampuan listening					
3.	CALL model dapat dapat memancing saya aktif dalam proses pembelajaran					
4.	CALL model ini memotivasi saya untuk belajar listening					
5.	Penggunaan CALL model dalam proses pembelajaran sangat baru buat saya					
6.	Setelah mengikuti pembelajaran melalui CALL model dengan aplikasi audio visual ini saya merasa terdorong untuk meningkatkan kemampuan listening saya dengan cara ini.					
7.	CALL model dapat meningkatkan ketertarikan saya dalam mengerjakan tugas listening					
8.	Belajar Listening dengan CALL model ini					

	membuat saya lebih terfokus pada pembelajaran					
9.	Belajar listening melalui CALL model ini sangat mudah untuk menangkap materi					
10.	CALL model ini memberi pengetahuan baru tentang penggunaan teknologi dalam pembelajaran					
11.	Belajar dengan CALL model membosankan					
12.	Belajar dengan CALL model tidak menyenangkan					
13.	Call model tidak cocok digunakan dalam pembelajaran listening					
14.	Saya tidak tertarik untuk belajar listening dengan CALL model					
15.	Belajar dengan CALL model sangat susah					

APPENDIX D

The Student's finding score

Table 1: Pre-test

No.	Nama	Pre-test	Classification
1.	Abd. Rahman	70	Fairly Good
2.	Abd. Syukur Mallawa	35	Very Poor
3.	Achmad Farid Aldin	85	Good
4.	Afifah Azzahra Syam	85	Good
5.	Ahmad Fauzi Yusri	55	Poor
6.	Andi Anita	50	Poor
7.	Andi Esti Ananta	80	Good
8.	Andi Ery Vebrikahasri	45	Poor
9.	Ayu Andira	50	Poor
10.	Elva Amrin	60	Fair
11.	Fadliah	75	Fairly Good
12.	Fajar Sidiq	80	Good
13.	Fikri	80	Good
14.	Ismail Syamsuddin	70	Fairly Good
15.	Ismayanti Rais	65	Fair
16.	Marwa	65	Fair
17.	Monika Nir Prisilia	65	Fair
18.	Nirwana	50	Poor
19.	Nurjannah	55	Poor
20.	Nurul Azizah	75	Fairly Good
21.	Owend Aryadhy	55	Poor
22.	Pebiyanti	75	Fairly Good
23.	Poppy Melati	65	Fair
24.	Pratiwi Sukri	40	Poor
25.	Raodah Hasman	40	Poor
26.	Rio Rezki Mustamin	55	Poor
27.	Sailendra Al Afgani f.	75	Fairly Good
28.	Sarmila	65	Fair
29.	Syahrul Ramadhan S.	70	Fairly Good
30.	Unita Awalia	65	Fair

Table 2: Pos-test

No.	Name	Pos-test	Classification
1.	Abd. Rahman	90	Very Good
2.	Abd. Syukur Mallawa	75	Fairly Good
3.	Achmad Farid Aldin	100	Excellent
4.	Afifah Azzahra Syam	100	Excellent
5.	Ahmad Fauzi Yusri	80	Good
6.	Andi Anita	80	Good
7.	Andi Esti Ananta	90	Very Good
8.	Andi Ery Vebrikahasri	80	Good
9.	Ayu Andira	80	Good
10.	Elva Amrin	85	Good
11.	Fadliah	90	Very Good
12.	Fajar Sidiq	90	Very Good
13.	Fikri	95	Very Good
14.	Ismail Syamsuddin	85	Good
15.	Ismayanti Rais	80	Good
16.	Marwa	80	Good
17.	Monika Nir Prisilia	80	Good
18.	Nirwana	85	Good
19.	Nurjannah	75	Fairly Good
20.	Nurul Azizah	85	Good
21.	Owend Aryadhy	75	Fairly Good
22.	Pebiyanti	85	Good
23.	Poppy Melati	75	Fairly Good
24.	Pratiwi Sukri	75	Fairly Good
25.	Raodah Hasman	85	Good
26.	Rio Rezki Mustamin	75	Fairly Good
27.	Sailendra Al Afgani f.	90	Very Good
28.	Sarmila	85	Good
29.	Syahrul Ramadhan S.	80	Good
30.	Unita Awalia	80	Good

APPENDIX E

The Percentage of Student's Score

Table 1: Pre-test

No.	Classification	Range	Frequency	Percentage
	Excellent	96-100	-	-
	Very Good	86-95	-	-
	Good	76-85	5	16.67%
	Fairly Good	66-75	7	23.33%
	Fair	56-65	7	23.33%
	Poor	36-55	10	33.33%
	Very Poor	00-35	1	3.33 %
	Total		30	100 %

Table 2: Pos-test

No.	Classification	Range	Frequency	Percentage
	Excellent	96-100	2	6.67 %
	Very Good	86-95	6	20%
	Good	76-85	16	53.33%
	Fairly Good	66-75	6	20%
	Fair	56-65	-	-
	Poor	36-55	-	-
	Very Poor	00-35	-	-
	Total		30	100 %

APPENDIX F

The Result of the Students' Listening Comprehension

in Pre Test and Post Test

Number of Students	Score of Pre Test	Score of Post Test	Gain (X_2-X_1)	X_1^2	X_2^2	D^2
S01	70	90	20	4900	8100	400
S02	35	75	40	1225	5625	1600
S03	85	100	15	7225	10000	225
S04	85	100	15	7225	10000	225
S05	55	85	30	3025	7225	900
S06	50	80	30	2500	6400	900
S07	80	90	10	6400	8100	100
S08	45	80	35	2025	6400	1225
S09	50	80	30	2500	6400	900
S10	60	85	25	3600	7225	625
S11	75	90	15	5625	8100	225
S12	80	90	10	6400	8100	100
S13	80	95	15	6400	9025	225
S14	70	85	15	4900	7225	225
S15	65	80	15	4225	6400	225
S16	65	80	15	4225	6400	225
S17	65	80	15	4225	6400	225
S18	50	85	35	2500	7225	1225
S19	55	75	20	3025	5625	400
S20	75	85	10	5625	7225	100
S21	55	75	20	3025	5625	400
S22	75	85	10	5625	7225	100
S23	65	75	10	4225	5625	100
S24	40	75	35	1600	5625	1225
S25	40	85	45	1600	7225	2025
S26	55	75	20	3025	5625	400
S27	75	90	15	5625	8100	225
S28	65	85	20	4225	7225	400
S29	70	80	10	4900	6400	100
S30	65	80	15	4225	6400	225
$\sum$	1900	2515	615	125850	212275	15475
X	63.33	83.83	20.5	4195	7075.83	515.83

APPENDIX G

Total Scoring

1. Calculating the Mean Score of the Students in Pre Test and Post Test

a. Mean score of pre-test

$$\bar{X} = \frac{\sum X_1}{N}$$

$$\bar{X} = \frac{1900}{30}$$

$$= 63.33$$

b. Mean score of post-test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{2510}{30}$$

$$= 83.83$$

2. Percentage of the Students Improvement in Listening Comprehension

$$P = \frac{X_2 - X_1}{X_1} \; x \; 100$$

$$= \frac{83.83 - 63.33}{63.33} x 100$$

$$= \frac{20.5}{63.33} \; x \; 100$$

$$= \; 32.38 \; \%$$

3. Finding out the significant difference between the pre-test and post-test by calculating the value of the test by using the formula:

$$\bar{D} = \frac{\sum D}{N}$$

$$= \frac{615}{30}$$

$$= 20.5$$

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{\left(\sum D^2\right)}{N}}{N(N-1)}}}$$

$$t = \frac{20.5}{\sqrt{\frac{15475 - \frac{(615)^2}{30}}{30\,(30-1)}}}$$

$$t = \frac{20.5}{\sqrt{\frac{15475 - \frac{378225}{30}}{30\,(30-1)}}}$$

$$t = \frac{20.5}{\sqrt{\frac{15475 - 12607.5}{30\,(30-1)}}}$$

$$t = \frac{20.5}{\sqrt{\frac{2867.5}{30\,(30-1)}}}$$

$$t = \frac{20.5}{\sqrt{\frac{2867.5}{30\,(29)}}}$$

$$t = \frac{20.5}{\sqrt{\frac{2867.5}{870}}}$$

$$t = \frac{20.5}{\sqrt{3.29}}$$

$$t = \frac{20.5}{1.81}$$

$$t = 11.32$$

APPENDIX H

Distribution Critical value of T-Table

Df	Level of Significance for one-tailed test					
	0,25	0,10	0,5	0,025	0,01	0,005
	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0.01
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0. 703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	**2.045**	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

APPENDIX I

The Student's Tabulating Score in Questionnare

Students	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
1.	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4
2.	5	5	4	4	4	4	4	4	4	4	5	5	4	4	5
3.	4	5	4	4	5	5	5	3	4	4	4	5	4	4	5
4.	5	5	4	5	5	5	4	4	4	5	4	5	5	4	3
5.	4	5	5	4	5	5	5	4	3	4	5	5	4	5	4
6.	4	5	4	5	5	4	4	4	4	4	5	4	4	4	4
7.	5	5	4	5	5	5	4	4	3	3	4	5	4	4	4
8.	5	5	4	5	4	5	5	4	5	5	4	5	5	4	5
9.	4	5	4	4	5	4	5	4	4	4	4	4	4	4	4
10.	4	5	5	5	5	5	5	4	4	5	4	4	5	4	4
11.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
12.	4	5	5	4	5	5	4	5	4	5	4	5	4	4	4
13.	4	4	4	5	4	4	5	5	4	5	4	5	5	4	3
14.	5	5	4	4	5	4	4	4	5	5	5	5	5	4	5
15.	5	5	5	5	4	3	4	4	4	5	4	5	5	4	4
16.	4	5	4	4	4	5	4	4	4	4	4	4	4	5	4
17.	5	5	4	5	4	5	4	4	4	5	4	4	5	5	5
18.	4	4	4	4	5	4	5	5	4	4	4	4	4	4	4
19.	4	4	4	4	5	5	4	5	5	4	3	4	4	5	4
20.	4	5	4	5	4	4	4	4	4	5	4	5	4	5	4
21.	5	5	5	5	5	5	5	4	4	5	4	5	5	5	4
22.	5	5	4	5	4	5	4	4	5	5	4	4	4	5	4
23.	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4
24.	5	5	5	4	5	5	5	4	5	5	4	4	5	4	4
25.	5	5	5	5	4	5	5	5	5	4	5	5	5	5	4
26.	5	5	5	5	5	5	5	4	4	5	4	5	5	5	4
27.	5	5	5	4	4	4	5	4	5	5	4	4	5	5	5
28.	5	5	4	5	4	5	4	4	5	5	4	4	4	5	4
29.	5	5	5	5	5	5	5	4	4	5	4	5	5	5	4
30.	5	5	5	4	5	5	5	4	4	5	4	5	5	5	4
TOTAL	136	144	131	135	136	137	134	123	126	136	124	136	135	133	124

Number 1-10 =Positive Statements

Number 11-15= Negative Statements

Percentage of Students' Questionnare

Positive Statements

1. Questionnare number 1

No.	Classification	Frequency	Percentage
1.	Strongly Agree	16	53.33%
2.	Agree	14	46.67%
3.	Uncertain	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

Q1: $P = \dfrac{FQ}{N}$ x 100

Strongly Agree: $\dfrac{16}{30}$ x 100 = 53.33

Agree: $\dfrac{14}{30}$ x 100 = 46.67%

2. Questionnare number 2

No.	Classification	Frequency	Percentage
1.	Strongly Agree	24	80%
2.	Agree	6	20%
3.	Uncertain	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

Q2: $P = \dfrac{FQ}{N}$ x 100

Strongly Agree: $\dfrac{24}{30}$ x 100 = 80%

Agree: $\dfrac{6}{30}$ x 100 = 20%

3. Questionnare number 3

No.	Classification	Frequency	Percentage
1.	Strongly Agree	11	36.67%

2.	Agree	19	63.33%
3.	Uncertain	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

Q3: $P = \dfrac{FQ}{N}$ x 100

Strongly Agree: $\dfrac{11}{30}$ x 100 = 36.67%

Agree: $\dfrac{19}{30}$ x 100 = 63.33%

4. Questionnare number 4

No.	Classification	Frequency	Percentage
1.	Strongly Agree	15	50%
2.	Agree	15	50%
3.	Uncertain	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

Q4: $P = \dfrac{FQ}{N}$ x 100

Strongly Agree: $\dfrac{15}{30}$ x 100 = 50%

Agree: $\dfrac{15}{30}$ x 100 = 50%

5. Questionnare number 5

No.	Classification	Frequency	Percentage
1.	Strongly Agree	16	53.33%
2.	Agree	14	46.67%
3.	Uncertain	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

Q5: $P = \dfrac{FQ}{N}$ x 100

Strongly Agree: $\dfrac{16}{30}$ x 100 = 53.33%

Agree: $\frac{14}{30}$ x $100 = 46.67\%$

6. Questionnare number 6

No.	Classification	Frequency	Percentage
1.	Strongly Agree	18	60%
2.	Agree	11	36.67%
3.	Uncertain	1	3.33%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

Q6: $P = \frac{FQ}{N}$ x 100

Strongly Agree: $\frac{18}{30}$ x $100 = 60\%$

Agree: $\frac{11}{30}$ x $100 = 36.67\%$

Uncertain: $\frac{1}{30}$ x $100 = 3.33\%$

7. Questionnare number 7

No.	Classification	Frequency	Percentage
1.	Strongly Agree	14	46.67%
2.	Agree	16	53.33%
3.	Uncertain	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

Q7: $P = \frac{FQ}{N}$ x 100

Strongly Agree: $\frac{14}{30}$ x $100 = 46.67\%$

Agree: $\frac{16}{30}$ x $100 = 53.33\%$

8. Questionnare number 8

No.	Classification	Frequency	Percentage
1.	Strongly Agree	5	16.67%
2.	Agree	23	76.67%
3.	Uncertain	2	6.67%

No.		Frequency	Percentage
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

Q8: $P = \frac{FQ}{N}$ x 100

Strongly Agree: $\frac{5}{30}$ x 100 = 16.67%

Agree : $\frac{23}{30}$ x 100 = 76.67%

Uncertain: $\frac{2}{30}$ x 100 = 6.67%

9. Questionnare number 9

No.	Classification	Frequency	Percentage
1.	Strongly Agree	8	26.67%
2.	Agree	20	66.67%
3.	Uncertain	2	6.67%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

Q9: $P = \frac{FQ}{N}$ x 100

Strongly Agree: $\frac{8}{30}$ x 100 = 26.67%

Agree : $\frac{20}{30}$ x 100 = 66.67%

Uncertain: $\frac{2}{30}$ x 100 = 6.67%

10. Questionnare number 10

No.	Classification	Frequency	Percentage
1.	Strongly Agree	17	56.67%
2.	Agree	12	40%
3.	Uncertain	1	3.33%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	30	100%

Q10: $P = \frac{FQ}{N}$ x 100

Strongly Agree: $\frac{17}{30}$ x 100 = 56.67%

Agree : $\frac{12}{30}$ x 100 = 40%

Uncertain: $\frac{1}{30}$ x 100 = 3.33%

Negative Statements

11. Questionnare number 11

No.	Classification	Frequency	Percentage
1.	Strongly Disagree	5	16.67%
2.	Disagree	24	80%
3.	Uncertain	1	3.33%
4.	Agree	-	-
5.	Strongly Agree	-	-
	Total	30	100%

Q11: $P = \frac{FQ}{N}$ x 100

Strongly Disagree: $\frac{5}{30}$ x 100 = 16.67%

Disagree : $\frac{24}{30}$ x 100 = 80%

Uncertain: $\frac{1}{30}$ x 100 = 3.33%

12. Questionnare number 12

No.	Classification	Frequency	Percentage
1.	Strongly Disagree	16	53.33%
2.	Disagree	14	46.67%
3.	Uncertain	-	-
4.	Agree	-	-
5.	Strongly Agree	-	-
	Total	30	100%

Q12: $P = \frac{FQ}{N}$ x 100

Strongly Disagree: $\frac{16}{30}$ x 100 = 53.33%

Disagree : $\frac{14}{30}$ x 100 = 46.67%

13. Questionnare number 13

No.	Classification	Frequency	Percentage
1.	Strongly Disagree	15	50%
2.	Disagree	15	50%
3.	Uncertain	-	-
4.	Agree	-	-
5.	Strongly Agree	-	-
	Total	30	100%

Q13: $P = \frac{FQ}{N}$ x 100

Strongly Disagree: $\frac{15}{30}$ x 100 = 50%

Disagree   : $\frac{15}{30}$ x 100 = 50%

14. Questionnare number 14

No.	Classification	Frequency	Percentage
1.	Strongly Disagree	13	43.33%
2.	Disagree	17	56.67%
3.	Uncertain	-	-
4.	Agree	-	-
5.	Strongly Agree	-	-
	Total	30	100%

Q14: $P = \frac{FQ}{N}$ x 100

Strongly Disagree: $\frac{13}{30}$ x 100 = 43.33%

Disagree   : $\frac{17}{30}$ x 100 = 56.67%

15. Questionnare number 15

No.	Classification	Frequency	Percentage
1.	Strongly Disagree	6	20%
2.	Disagree	22	73.33%
3.	Uncertain	2	6.67%
4.	Agree	-	-
5.	Strongly Agree	-	-
	Total	30	100%

Q15: $P = \frac{FQ}{N}$ x 100

Strongly Disagree: $\frac{6}{30}$ x 100 = 20%

Disagree   : $\frac{22}{30}$ x 100 = 73.33%

Uncertain: $\frac{2}{30}$ x 100 = 6.67%

APPENDIX K

Mean Score of Students' Questionnaire

The mean score of students' motivation questionnaire formulated into:

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

$$\bar{X} = \frac{1990}{30}$$

$$= 66.33 (High\ Motivation)$$

DOCUMENTATION

CURRICULUM VITAE

The researcher, **Nurhikma,** She was born on December, 28th, 1995 in Makassar, South Sulawesi. She is the third child of Sudding and Hj. Sumiati. She has two sisters namely Amrina and Andriani and one brother namely Habibi Saputra.

In 2001, she began her education in Elemantary school namely SDN. 525 Labembe and graduated in 2007. She continued her study in SMPN 1 Bua Ponrang and graduated in 2010. She registered her school Senior High School in 2010 at SMAN 08 Makassar during one year and continued her study at SMAN 1 Belopa and graduated in 2013. And then in 2013,she continued her study and she was accepted as a student in English Department Faculty of Teacher Training and Education of Makassar Muhammadiyah University. She could finished her study under the title "The Use of Computer Assisted Language Learning (CALL) Model to Improve Students' Listening Comprehension and graduated in 2018. She joined in several organizations such as UKM Bahasa (internal organization) and one of social community that is Komunitas Akar Pelangi (KAP), it is an external organization.