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INVESTIGATION STUDENTS' INTENSIVE LISTENING THROUGH CALL (COMPUTER ASSISTED LANGUAGE LEARNING) IN EFL CLASSROOM

Abdul Kodir Al-Baekani

Department of English Education, Universitas Singaperbangsa Karawang, Sukamakmur, Indonesia

akodir.albaekani@staff.unsika.ac.id

Abstract

Listening is known as the process of identifying the sound sequences and also the process of identifying the component of sounds, whereby the words is known (Asemota, 2015). It can be seen as the process which is not only involving the process of hearing the sounds and noises, it also include identifying, understanding and interpreting spoken languages (Harrowoth, 1966, as cited in Asemota, 2015). In teaching and learning listening as foreign language using Intensive Listening usually relate to media. Media which have been used in teaching and learning foreign laguage is facilitated by technology, such as CALL (Computer Assisted Language Learning). This research of this situation is essential to conduct by researcher because Intensive Listening is listening practice that most teacher use in the classroom as a basic learning skill by investigating the process of learning and practising in the classroom or Language Laboratory. The researcher used qualitative research approach because the data in qualitative approach indicated the phenomenon in the school. The result of this research found that listening activities is needed to be applied intensively because most of respondent argued that listening activities through CALL as media brought the atmosphere of the class being enjoy, fun, and interesting.

Keywords

CALL, EFL, Interactive Learning, Intensive Listening

1. Introduction

Listening is known as the process of identifying the sound sequences and the process of identifying the component of sounds, whereby the words is known (Asemota, 2015). It can be seen as the process which is not only involving the process of hearing the sounds and noises, it also includes identifying, understanding and interpreting spoken languages (Harrowth, 1966, as cited in Asemota, 2015). Listening is the complex process that have to be understood. According to Cheung (2010) in learning a new language, listening have to be a particular skill that must be gained. It is quite sure, listening is one of the important skill which students must be mastered in learning foreign language.

In mastering listening skill, it can through two approaches. They are Extensive and Intensive listening. In extend students' listening skill outside of classroom, Extensive listening has a big potential of it (Holden, 2008). In practice, Extensive Listening do not impose the time constraint (Holden, 2008). Thus, it allows students to learn foreign language outside of the class in the real world. While, Intensive listening is the process to build students' basic learning skill (Chang & Lu, 2013). In general perspective, learning language divide into two categories. Firstly, it can be called general English. Secondly, it can be called ESP (English as Specific Purpose). In learning ESP, most of student communicate each other using English (Gestanti et al., 2019).

The main objective of learning foreign language through Intensive listening is to teach the lesson about vocabulary and new grammar (Renandya, 2011). It assists students to understand the language and complex with vocabulary and grammatical structures.

In teaching and learning foreign language using Intensive Listening usually relate to media. Media which have been used in teaching and learning foreign language is facilitated by technology, such as CALL (Computer Assisted Language Learning). Some of the schools in Karawang have been facilitated by CALL in teaching and learning foreign language. It is expected that teaching and learning foreign language through CALL can raise students' understanding of their grammatical structures and raise their vocabularies. Thus, learning and teaching foreign language are using Intensive Listening has the purpose to support students in practice that is assisted by technology as a media and being a possible way to students in raising their vocabulary and grammatical structures.

The practicing of Intensive Listening through CALL brings some benefits both of teacher and students. Through CALL, teacher can represent new material to be authentic and be an interest as effectively and practically. For students, it helps them to build their understanding related the language and their comprehension in hearing the sound and can increase motivation for students in learning foreign language.

Although, Intensive listening has been supported by technology and gives some benefits for students and teacher, it becomes a problem for education, especially for EFL students. In fact, students are frustrated on listening because it is being a hard skill to be mastered. This situation occurs because teacher do not give abundant opportunities for students in practice listening. In the school, technology is rare to use to engage students in mastered listening skill. It is in line with Schmidt (2016) that most of the students are never learned about how to listen. There is also an assessment in learning listening to know their ability in answering question. One of them is peer assessment. It can be called a tool in teaching language especially teaching listening (Muniandy et al., 2019)

Related this situation, researcher interested to conduct the research on “Investigating Students’ Intensive Listening through CALL (Computer Assisted Language Learning) in EFL Classroom”. This study is focused on practice listening using Intensive Listening through CALL as a media in EFL classroom. This study conducted in the third grade of a Senior High School in Karawang. This research inspired from the research by Al-Baekani (2016) about “CALL (Computer Assisted Language Learning) as an Extensive

Listening Resource for Students’ College of English Education Department UNSIKA“. This research occurred in the third semester of students’ college and focused on investigate using CALL as an Extensive Listening. The research consisted of a comprehension test and vocabulary test based on recording in a computer.

Therefore, this research of this situation is essential to conduct by researcher because Intensive Listening is listening practice that most teacher use in the classroom as a basic learning skill by investigating the process of learning and practicing in the classroom or Language Laboratory.

2. The Nature of Listening

2.1 Listening Concept

Listening is the significant skill in ELT as important challenges for Non-English speaker (Fauzanna, 2017). It shows listening is being a challenge for Non-Native English.

Listening plays the listeners as an active role in distinguishing between sounds, comprehending vocabulary and grammatical structures, construing intonation and stress, using the skill which is mentioned above, construing utterance within socio-cultural context in a complex process (Vandergrift, 1999, as cited in Wei 2013). It means that learning listening has many aspects to understand.

Vandergrift and Harris in Arono (2014) explained that listening is focus on metacognitive knowledge from planning, direct attention, selective interest, monitor, then evaluation. According to the theory, it indicates that listening must be did by the stages that is mentioned above.

According to Nor (2015) listening is essential for language because the vocabulary that students get from listening can produce language such as writing and speaking. It is quite sure, practice listening can affect another language skills because students can not understand what people speak or write without listen it first.

The first step for students in understanding the language especially English is using listening (Nor, 2015). It is very important skill for foreign language classroom.

According to Hidayat (2013) the important of mastered listening skill gives the benefit in building good communication. It is needed to understand the message of what people say.

2.2 Teaching Listening

The listening practice should be followed with some exercise and reinforcement activities to master the message that students heard (Cahyono & Widiati, 2009). Teacher can help students to comprehend what students heard through focusing on the word and sounds with sufficient exercise and activities.

Teacher brings some medias such as audio or video into the classroom and guides students to through listening practice in three phases including the activities before, while, and after listening (Mayora, 2016). Through this phases teacher can be able to support and encourage students in improving their listening skill that is provided by teacher. As a teacher, it is needed to know what students have to belong in listening or what students need to increase their understanding about listening.

According to Nor (2015) the most difficult task for teacher is teaching listening. It is said difficult task because most of students are frustating in practising listening.

The most English teacher have been acknowledged music work well in the classroom (Murphey, 1990, in Hidayat, 2013). Music can increase students' motivate in practising listening. Teacher should be creative to teach language particularly English and song can be the alternative to build students's attractive.

There are some approaches of listening, as follows: 1). Intensive Listening, it is activity that more emphasize and control in language component perspective (Arono, 2014). It allows students to hear some variety of different voices that provide many kinds of conversation types. Intensive listening allows to hear various kinds of people accent in some countries, as follow as British, American, and Australian (Nawangasasi, 2015). Listen to teacher voice is not enough for students, they need have much experiences in listening much accent. According to Renandya

(2011) state that the main objective of learning foreign language through Intensive listening is to teach the lesson about vocabulary and new grammar. Intensive listening has the purpose to train students in learning vocabulary and also grammar; 2). Extensive Listening, it is all kinds of listening activities which provide students to accept listening input that is enjoyable and comprehensible (Renandya & Farrell, 2011, as cited in Povey, 2016). It can be said that Extensive Listening is a kind of approach which is easy for students to be done. It is in line with Chang & Millet (2013) as cited in Meier (2015) state that Extensive listening can be defined as listening activities that easy, enjoy, and comprehensible practice. According to Duckers & Saunders (2014) as cited in Povey (2016) state that :*“EL is not concerned with drawing attention to details, vocabulary, or form, but rather places fluency, meaning, and understanding ahead of all else”*. Extensive listening pressing in fluency and meaning than give details to learning foreign language.

3. The Nature of Computer

3.1 Computer

In the development of science and technology, it brings some benefits for learning and teaching language. The various kinds of technology have formed teacher in teaching language (Cahyani & Cahyono, 2012). It shows that technology has a strong power in affecting education world.

According to Arono (2014) learning with media can be said as a good one, but if it can present the message and can be understood by students. In this case the media that is used is computer, it aims to help both of students in learning language or teacher as a facilitator in presenting the material.

3.2 CALL (Computer Assisted Language Learning)

The one of technology for learning language is CALL. CALL was being popular in several institutions and several of softwares are designed for English language classroom (Roger, Phillips, & Walters, 2009). This program also to require students in building and encouraging their listening activities.

CALL is constantly attaining territory in the field of foreign language (Padurean, 2017). Through this media, EFL students can be existed in practice foreign language, particularly English. This facilitation can be found in Language Laboratory in the school. According to Dashtestani (2014) state that: *“CALL materials are a facilitator for improving students’ digital literacy, fostering communication, collaboration and sense of community among students, and helping students to create their identities.”*

It shows that CALL may offer some benefits for students. Briefly, CALL be faced with the use of computer, also software and online material for the process of learning-teaching language (Chapelle & Jamieson, 2008, in Mali, 2017). It is about the use of computer and the program for teaching and learning foreign language.

4. Research Methodology

In this research, the researcher used qualitative research approach because the data in qualitative approach indicated the phenomenon in the school. It is in line with Cresswell (2009) that qualitative research approach is used to explore and understand the meaning of human problem and individuals or group in social. Based on the problem, researcher was looking for the process of teacher in teaching Intensive listening using CALL in EFL classroom. This qualitative approach is used to describe how is the process of teaching Intensive listening through CALL by teacher and to know the students' responses of this case.

5. Discussion of the Result

5.1 The Process of Teaching and Learning Intensive Listening through CALL



Figure 1: *Learning process using CALL in Intensive Listening*

The researcher concluded the process of learning Intensive listening through CALL, it has the purpose in students' Listening skill and to know how far students' vocabularies was increasing. In line with Chand & Lu (2013), they stated Intensive listening is the process to build students' basic learning skill.

In this case, lesson plan used Kurtilas. Teacher taught listening activities through 3 steps such as pre-activities, main activities, and post-activities. The listening activities is doing in the

classroom. The process of learning and teaching spent 60 minutes which is divided 10 minutes for pre-activity, 40 minutes for main activity, and 10 minutes for post-activity.

In the first observation, researcher found that the material is song and the audio is played 3 times and teacher kept control the classroom while listening activity occurred. Teacher did the process of teaching and learning referred to lesson plan. Teacher gave motivation to students before class began and finished the meeting by giving the feedback and making a conclusion of the lesson. The result that students got are 4 until 7 averagely.

In the second observation, the researcher found that material is about conversation of expressing surprise. The audio is played until 4 times. Teacher asked for the readiness of students to begin the meeting and finished the meeting with giving feedback and also making the conclusion related the material. Teacher also asked for the students' feeling related the material and listening activity. Students got 5 until 8 correct point as averagely.

Most of students felt that listening activity is really enjoyable and needed to be taught at school, also learning with media is fun to do, but students still get confuse about how to write the word out after they listened the audio.

5.2 Students' responses of teaching and learning Intensive Listening through CALL in EFL classroom

Based on the interview, researcher found the information from the respondents that listening activities through CALL were brought motivation, advantages, also problem. Students' motivations are really important when they learned foreign language because they said that English is difficult to understand, but listening activities is successfully made them curious of English. If they felt curious, they always want to find more about English. Also, motivation is need for students in learning foreign language.

In addition, listening activity brought many advantages. Listening activities could increase students' English skill and add several vocabularies. Students' believed that teaching and learning English should be variated and listening activity should be applied as intensively and variatively at class because it was enjoyable and fun to do. Most of students be attractive learning English through listening activity by using CALL as media. For teacher, it can serve new materials as effectively and practicaly in teaching English..

In the other's view, listening activity through CALL still be a problem for students and teacher. It can be seen from the lackness of vocabulary that students have. Also, the facilitation of teaching-learning process that sometimes didn't support for learning-teaching English at school.

Therefore, it can be conclude that through media CALL in teaching and learning listening is helping students in increasing the vocabulary and also enhance their English skill. It is in line with what Renandya (2011) that stated the main objective of learning foreign language through Intensive listening is to teach the lesson about vocabulary and new grammar.

This is evidence that through CALL is successful to increase students' listening skill and increase students' vocabulary.

6. Conclusion

In this study, the researcher also found informations that listening activities is needed to be applied intensively because most of respondent argued that listening activities through CALL as media brought the atmosphere of the class being enjoy, fun, and interesting. Moreover, if the school has good facilitate in supporting teaching-learning process, particularly English. Listening activities made students enthusiastic to follow process of learning foreign language. Listening activities through CALL as media was successful enhance students' English skill and it can increase students' vocabularies. In this case, most of school in Karawang should apply listening activity as intensively because it can support students in receiving abundant practice of listening skill.

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