

CHAPTER 4

RESEARCH RESULTS

In this chapter the researcher attempts to answer the three research questions of whether CALL has enhanced the English listening and speaking skills of the students, how CALL enhances their English listening and speaking skills, and CALL motivates them to develop their English listening and speaking skills. The program of Statistical Package for the Social Science (SPSS) for Windows was used to calculate the data and the research results are presented as follows.

Table 4.1: An illustration of the students' pre-test and post-test (n=20)

	Total Scores	Mean(μ)	Standard deviation(σ)
Pre-test	60	27.73	6.04
Post-test	60	47.60	5.41

Table 4.1 shows the difference of the means (μ) with the standard deviations (σ) of the pre-test and the post-test of the students. The mean of the pre-test is 27.73 and that of the post-test is 47.60. The standard deviation of the pre-test is 6.04 and that of the post-test is 5.41. Thus, the mean of the post-test is higher than that of the pre-test.

Table 4.2: An illustration of the t-test (n=20)**Paired Samples Test**

	Paired Differences					t	df	Sig.(2-tailed)
	Mean(μ)	Standard deviation(σ)	Standard Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 pre-test-post-test	-19.86	6.39	1.43	-22.85	-16.86	-13.889	19	0.0098

p < 0.05 *

To test the effectiveness of CALL in enhancing English listening and speaking skills of the students, the t-test was used. The level of significance was set at <0.05. Table 4.2 shows the result of the t-test at 0.0098. That indicates a significant effectiveness of CALL in enhancing English listening and speaking skills of the students.

Table 4.3: An illustration of the students' pre-test and post-test scores to show the progress of each student in percentage

Students	Pre-test score (30)	Percentage %	Post-test score (30)	Percentage %
1	19.25	32.08	38	63.33
2	29.25	48.75	45.25	75.41
3	29	48.33	52	86.66
4	27.5	45.83	42.25	70.41
5	20.25	33.75	48.25	80.41
6	21	35	48	80
7	25.25	42.08	35	58.33
8	27.25	45.41	48.25	80.41
9	27.25	45.41	54.25	90.46
10	33.25	55.41	46	76.66
11	21.75	35.41	52	86.66
12	43.75	72.91	56	93.33
13	19.25	32.08	48	80
14	33.25	55.41	50	83.33
15	27.25	45.41	43.5	72.5
16	33.25	55.41	51.75	86.25
17	28.5	47.5	43.5	72.5
18	24.5	40.83	49.5	82.5
19	33.75	56.25	45.75	79.58
20	30.25	50.41	54.75	91.25

Table 4.3 shows the students' pre-test and post-test scores to show the performance progress of each student in percentage. By comparing the scores and percentages of the pre-test and the post-test of each student, this table supports a significant effectiveness of CALL in enhancing English listening and speaking skills

of the students and indicates that every student significantly improves their listening and speaking skills.

Table 4.4: An illustration of listening and speaking scores of the students in the pre-test and the post-test to show the development of their listening and speaking skills

Students	Pre-test score listening (30)	Pre-test score Speaking (30)	Post-test score Listening (30)	Post-test score Speaking (30)
1	13(43.33%)	6.25(20.83%)	20(66.66%)	18(60)
2	19(63.33%)	10.25(34.16%)	23(76.66%)	22.25(74.16%)
3	18(60%)	11(36.66%)	27(90%)	25(83.33%)
4	18(60%)	9.5(31.66%)	22(73.33%)	20.25(67.5%)
5	11(36.66%)	9.25(30.83%)	24(80%)	24.25(80.83%)
6	12(40%)	9(30%)	23(76.66%)	25(83.33%)
7	18(60%)	7.25(24.16%)	23(76.66%)	12(40%)
8	22(73.33%)	5.25(17.5%)	27(90%)	19.25(64.16%)
9	18(60%)	9.25(30.83%)	28(93.33%)	26.25(87.5%)
10	19(63.33%)	14.25(47.5%)	19(63.33%)	27(90%)
11	13(43.33%)	8.75(29.16%)	28(93.33%)	24(80%)
12	22(73.33%)	21.75(72.5%)	28(93.33%)	28(93.33%)
13	14(46.66%)	5.25(17.5%)	25(83.33%)	23(76.66%)
14	21(70%)	12.25(40.83%)	28(93.33%)	22(73.33%)
15	17(56.66%)	10.25(34.16%)	24(80%)	19.5(65%)
16	19(63.33%)	14.25(47.5%)	27(90%)	24.75(82.5%)
17	16(53.33%)	12.5(41.66%)	24(80%)	19.5(65%)
18	13(43.33%)	11.5(38.33%)	26(86.66%)	23.5(78.33%)

Table 4.4 (Continued)

Students	Pre-test score listening (30)	Pre-test score Speaking (30)	Post-test score Listening (30)	Post-test score Speaking (30)
19	19(63.33%)	14.75(49.16%)	24(80%)	21.75(72.5%)
20	20(66.66%)	10.25(34.16%)	26(86.66%)	28.75(95.83%)
Mean	17.1(56.99%)	10.63(35.45%)	24.8(82.66%)	22.7(75.64%)

Table 4.4 shows listening and speaking scores of the students in pre-test and post-test to show the development of their listening and speaking skills. The mean of the listening pre-test is 17.1 which is 56.99%, while that of the listening post-test is 24.8 which is 82.66%. The mean of the speaking pre-test is 10.63 which is 35.45%, while that of the speaking post-test is 22.7 which is 75.64%. That means the students have developed their English skills both in listening and speaking in the same direction. However, the mean of the listening post-test is 24.8 which is 82.66%, while that of the speaking post-test is 22.7 which is 75.64%. That is their listening skill is slightly higher than their speaking skill. On the other hand, the difference between the means of the speaking scores of the pre-test and the post-test (17.1 or 56.99% vs. 24.8 or 82.66% = 7.7 or 25.67%) is more than that between the means of the listening scores of the pre-test and the post-test (10.63 or 35.45% vs. 22.07 or 75.64% = 12.07 or 40.19%). That indicates that the students have developed more in their speaking skill than listening skill.

Table 4.5: An illustration of the motivation of the students (n=20)

	Minimum	Maximum	Mean (μ)	Standard deviation (σ)
1. I liked studying English.	1	5	3.35	1.08
2. I would like to communicate with foreigners.	1	5	4.35	1.08
3. I was really willing to study through CALL.	3	5	4.20	0.89
4. I was interested in English native speakers' culture.	2	4	3.35	0.81
5. I liked the teacher to make compliment when I paid attention to CALL lesson.	1	5	3.25	0.96
6. I thought CALL visual and audio activities were interesting.	3	5	3.80	0.69
7. I wanted to be able to listen and speak English more than got more scores.	3	5	4.50	0.68
8. I was willing to listening many times until I understood the dialogue or message.	3	5	3.95	0.68
9. I enjoyed practicing and repeating after CALL activities.	2	5	3.55	0.75
10. I was delighted when my group video clips got higher scores than others'.	1	5	3.65	1.13
11. I was delighted when my pair could memorize and recite the dialogue faster than others.	1	5	3.85	1.08
12. I wish I could get higher scores in English.	1	5	4.65	0.98
Total	3	5	3.87	0.51

Table 4.5 shows the means of the motivation of the students toward CALL in developing English listening and speaking skills from the questionnaire answered after finishing the post-test. The total mean of the level of motivation is 3.87. This indicates that the overall level of motivation of the students is “very good” according

to the interpretation of the motivation level stated in table 3.1 page 43. In detail, the interpretation of the level of motivation is as follows. On the excellent level of motivation, the students thought that *they wish they could get a higher score in English (4.65) and they wanted to be able to listen and speak English more than simply wanted to get higher scores (4.50)*. On the very good level of motivation, the students thought that *they would like to communicate with foreigners (4.35); they were really willing to study through CALL (4.20); they were willing to listen many times until they understood the dialogue/message (3.95); they were delighted when their pair could memorize and recite the dialogue faster than others (3.85); they thought CALL visual and audio activities were interesting (3.80); they were delighted when their group video clips got higher scores than others (3.65) and they enjoyed practicing repeating after CALL (3.55)*. On the good level of motivation, the students thought that *they liked studying English (3.35); they were interested in English native speakers' culture (3.35) and they liked the teacher to make a compliment when they paid attention to CALL lessons (3.25)*.

In addition, to illustrate that CALL motivates the students to enhance their listening and speaking skills, it is evident that the students responded in supporting the use of CALL as follows: *I was really willing to study through CALL (4.20 or 84%); I was willing to listening many times until I understood the dialogue/message (3.95 or 79 %); I thought CALL visual and audio activities were interesting (3.80 or 76%); I was delighted when my group video clips got higher scores than others' (3.65 or 73%). I enjoyed practicing and repeating after CALL activities (3.55 or 71 %); and I liked the teacher to make compliment when I paid attention to CALL lessons (3.25 or 65%)*. The responses above reflect the direct influences of CALL on the motivation of the students in developing their English listening and speaking skills. On the other hand, the indirect influences of CALL on the students' motivation are reflected in the following responses: *I wanted to be able to listen and speak English more than got more scores (4.50 or 90%); I would like to communicate with foreigners (4.35 or 87%; and. I was interested in English native speakers' culture (3.35 or 67%)*. This indicates that CALL plays an important part in motivating the students to enhance their listening and speaking skills both directly and indirectly.