

## **Students' Perception of Using Randall's ESL Cyber Listening Lab in the Interpretive Listening Class**

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### **Abstract**

This present study aims to explore the students' perception of applying Randall's ESL cyber listening lab in the interpretive listening class. To do so, 40 students in the second semester in a state university at Banten province, Indonesia, took part in this study. This research implemented qualitative research method. Then the data analysed by using descriptive statistics. Data taken from questionnaire that distributed to 40 students. The questions in the questionnaire sheet consists of ten questions and divided into three part in order to achieve the maximum results about the students' perception of using Randall's ESL cyber listening lab. The results showed that option yes was chosen by most of the students as the samples of this study. It means that the students were agree that Randall's ESL cyber listening lab gave positive effects in the teaching learning process in the language laboratory and can be used as one of the source in the listening class that make the listening class interesting and challenging. Moreover, Randall's ESL cyber listening lab is really recommended for other teachers and students who want to learn listening in and out of the class room since in this research the students' gave positive perception after applied the Randalls' ESL cyber listening lab.

**Keywords:** *Listening Class; Randalls' ESL Cyber Listening Lab; Students' Perception*

### **INTRODUCTION**

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994). In the academic area, especially in the English department, listening is one of the skill that learnt by the students in the first semester. Brown (2001:247) states that the importance of listening in language learning can hardly be overestimated. Brown adds that through reception, we internalize linguistics information without which we could not produce language. Moreover, in classrooms, students always do more listening that speaking, Brown (2001:247). However, for the listening class, it needs a special place and some equipments such as: speaker active, in focus, internet access, too. The use of the internet access is to listen, download and analyse the listening materials from the internet, so hopefully the students could be more focus, interested in the materials and able to master the materials given and able

to communicate after they listened the materials given.

Listening of all kinds can be practised in the language laboratory, Harmer (2001: 145). Harmer adds that activities such as as note-taking, dictation, finding differences between a written text and a taped account of the same events, and answering comprehension questions can all be performed succesfully in the laboratory setting. Then, effective teaching can be defined as teaching that sucesfully achieves the learning by pupils intended by the teacher. In sense, there are two simple elements to effective teaching, they are: the teacher must have a clear idea of what learning is to be fostered and a learning experience is set up and delivered that achieves this, Kyriacou (2009:7).

Therefore, in order to have balancing between teacher and students, and to know the sudents' responses about the materials, sources and activities in the interpretive listening class, the researcher conducted a research about the students' reponses of materials that taken from the internet access. Moreover, one of the source for listening class from the internet was Randall's ESL cyber listening lab. And the listening class that used for this reasearch was interpretive listening since in this course the students should be able to communicate and gave interpretation about the materials given from the teacher. From the explanation above, it can be concluded that the teacher should know the students' responses whether it was positive or negative responses after using Randall's ESL cyber listening that used in the interpretive listening class.

In relation to the research background above, the formulation of the problem is: how is the students' responses of using Randall's ESL cyber listening lab in the interpretive listening class?

## **RESEARCH METHODOLOGY**

This research was a qualitative research. It means that in this research used descriptive qualitative from data statistics and used Randall's ESL Cyber listening lab as the source of the materials that used in the interpretive listening class. The data collection techniques taken from questionnaire, that consist of **Yes** and **No** as the options given. Then, to analysis the data from questionire, it was calculated with Excell 2010 and Microsoft Word 2007 then

made a descriptive analysis.

Data within this research was taken from questionnaire sheet that distributed to the students in interpretive listening class. The students were from the second semester of English Education Department of Sultan Ageng Tirtayasa University in the interpretive listening class. After that, questionnaires were distributed, analysed and ended by the researcher's explanation from percentage of students' response from each question in questionnaire sheet.

## **FINDINGS AND DISCUSSIONS**

### **Findings**

The materials that given in this research were used in the teaching-learning process was used in the last semester and taken from Randall's ESL cyber listening lab, they were: Friday Night Mishaps, Personal Problem, Video Rental Shop Version A, Trivia Game Show, Where is the Movie Theatre?, Summer Camp, Home Repairs, Furniture Store, The Ideal Woman, Breakfast Recipes, College Textbook, Leisure Activities, Medical Advice, Moving Company. And for the grammar that discussed, there were: Singular and Plural Nouns, Action Verbs, Comparative and Superlative Adjectives, Irregular Verbs, Gerunds and Adverbs. Some of the materials were given in the same time, since the materials have the same issues to be discussed.

Then, after materials given and discussed for one semester or in other word in 16 meetings. The questionnaire sheet was given at the end of this research. It was consists of ten questions. And for options given in the questionnaire sheets were yes an no. The contents of the questions were divided into three issues , they were: students' interpretive listening class, materials in the Randall's ESL cyber listening lab, and class discussion that conducted after the students listened the Randall's cyber listening lab.

The questions in the questionnaire sheet consist of 10 questions that distributed to the students. The reasons to distributed the questionnaire was to answer the research question about the students' response of using Randalls' ESL cyber listening lab. This questionnaire was distributed on April 2th, 2017 on Thursday morning. There were 40 students as the participants in this session. Then, it was calculated by using Excell 2010 and interpreted from the first until the last questions in the questionnaire sheet. From the finding itself, it can be

concluded that most of the students chose yes from the options given, got advantages from Randall's ESL cyber listening lab, and the most important thing was the students gave positive responses after using Randall's ESL cyber listening lab in the laboratory in the interpretive listening class.

### **Interpretation**

The content of questionnaire was consist of three parts, they were: the students' responses about the materials, sources and activities in the interpretive listening class. For the first question, there were 40 students (100%) chose yes since they liked their interpretive listening class. It means that all the students got advantages, such as: able to listen and discussed the materials given after they joined with the interpretive listening class. For the second question, there were 40 students (100%) chose yes since they liked the materials given in the listening class. It means that Randalls's ESL cyber listening gave positive effect and the students gave positive response and like the materials given in the interpretive listening class. For the third question, there were 40 students (100%) chose yes since they liked when the lecturer discussed the materials in the class. It means that the students liked to discussed after they listened the materials from Randall's ESL cyber listening lab and had discussed with the teacher.

For the fourth question, there were 32 students (80%) chose yes that they liked when the students' discussed the materils in the group before the lecturer explained the materials. It means that Randall's ESL cyber listening can be downloaded and listened before the students came to the laboratory. So, the students knew about the materials and later on they could joint with the discussion the teaching-learning process. For the fifth questions, there were 38 students (95%) chose yes since the students like listened the materials from Randalls' cyber listening lab. It means that the students happy and liked to download and listened the materials from Randall's ESL cyber listening. Since it could help them to understand the material before teaching learning process conducted.

For the sixth question, there were 40 students (100%) chose yes since the students like to discuss the materials after they listened from the audio about the social issues. It means that social issues that they listened from Randall's ESL cyber listening lab were able to motivated them to be more

concerned about social issues in their life and in the teaching learning process. The seventh question, there were 40 students (100%) chose yes since the students liked the materials that added with grammar related to the materials given. It means that grammar that discussed in the interpretive listening class made the students easier to understand both the materials from Randalls' ESL cyber listening lab and the grammar itself.

The eight question, there were 38 students (95%) chose yes since the students liked when the materials from Randall's ESL cyber listening lab was added and discussed about grammar. It means that the students gave positive response since they got advantages from Randall's ESL cyber listening lab and grammar was easier to be understood. For the ninth question, there were 37 students (92.5%) chose yes since the students liked when the materials from Randalls' cyber listening lab correlated with students' future orientation. It means that when the teacher discussed the materials about several issues in the life, the students got the information and able to be implemented in their life and future. Then for the last question, there were 40 students (100%) chose yes since the materials from Randalls' cyber listening lab added with pictures to support the materials given. It means that pictures made the students easier to understand the material and motivate them to listened the materials and gave positive response about using Randall's ESL cyber listening lab.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the explanation above and the percentages from each question in table 2 about the calculation from the questionnaire sheet, it can be concluded that the students gave positive responses after using Randall's ESL cyber listening in the interpretive listening class. It can be seen from the percentage of each question on table 2. And also because most of the students chose yes option and it means that they got many advantages, enjoyed the teaching learning process, enjoyed the of using Randalls' ESL cyber listening lab. Then, related to the explanation above, Randall's ESL cyber listening lab can be used as the sources for listening class for many level of the learners not only in the laboratory but also out of the laboratory

because the students are able to download and listen the material out of the classroom and listen it before having teaching-learning process. And the last, the students got many advantages after listened the materials from Randall's ESL cyber listening lab such as: able to discussed the materials given and able to understand the material easier than before.

### **Suggestion**

The researcher suggests that Randall's ESL cyber listening lab can be used in other classes such as speaking, writing and reading. Since the materials from that source is interesting for all skills in the teaching learning process. The English teacher should be able to operate the internet access in order to support the students in the teaching learning process that challenging and interesting. Then, the last suggestion is students should be able to spent their time to access the materials from many souces such as: books, journals and from the internet. In order to make them have many experiences and sources in teaching learning process, especially in the listening class.

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