THE USE OF CALL IN TEACHING LISTENING: EXPLORING PRE-SERVICE EFL TEACHER PREPAREDNESS

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Bachelor Degree of English Language Education

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I certify that this thesis is my work; I am completely responsible for this project. Other writer's opinions of findings included in this thesis is quoted in accordance with ethical standards

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RATIFICATION

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had been ratified by the board of examiners of Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang and can be received as one of any requirements for gaining a Bachelor's Degree in English Education

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ADVISOR NOTE

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Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum, wr. wb.

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ABSTRACT

Title	:	The Use Of CALL in Teaching Listening: Exploring Pre-Service EFL Teacher Preparedness
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This research report is in titled "The Use of CALL in Teaching Listening: Exploring Pre-Service EFL Teacher Preparedness". The purpose of this study is to describe teacher preparedness in teaching English materials in classroom learning using CALL, it is explained the impact of using CALL and the reasons of preservice EFL teachers using CALL in their learning. In this study. This study used descriptive qualitative research methods. The participants of this study were four prospective language teachers who had taught using CALL media to teach listening skill. The participants were determined using a purposive sample. The data of this study were obtained through interviews then the transcripts of the prospective teachers' answers were analyzed by the researcher. The findings of this study show that pre-service teachers use several types of CALL in their learning such as laptop/computer, LCD, Speaker, Mobile phone and various applications such as WhatsApp, YouTube, Duolingo and BBC language learning. To improve preparedness, pre-service teachers make lesson plans/modules before learning. The teachers stated that it increases teachers' confidence in teaching and can increase students' enthusiasm for learning and increase teacher creativity. There are many reasons that make preservice EFL teachers choose CALL as their learning medium.

Keywords: *CALL, Learning media, Pre-service EFL Teacher, Teaching Listening.*

MOTTO

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اِنَّ مَعَ الْعُسْرِ يُسْرًا – ٦ ۚ

فَاِذَا فَرَغْتَ فَانْصَبْ – ٧ ۙ

وَاِلٰى رَبِّكَ فَارْغَبْ – ٨ ۙ

</div>

"Indeed, after difficulty there is ease (6) So when you have finished

(from one affair), work earnestly (on another) (7) And only to your

Lord should you hope (8)"

(QS Al-Insyirah : 6-8)

"There is always a price in the process. Enjoy all your tiredness.

Expand that sense of patience. Everything you invest to make

yourself the person you dream of being, may not always go

smoothly. But it's those waves that you'll be able to tell about

later."

(Boy Chandra)

DEDICATION

Alhamdulillah, praise be upon Allah SWT on His blessing. Greet greeting is highly dedicated to our prophet Muhammad SAW. I dedicated my deepest thanks and appreciation to the following people :

First of all, I dedicate this thesis to my beloved family, especially to my parents, Ibnu Sholeh Suyoto and Umi Salamah. Who always prays and encourages me during the completion of this study, For your endless love and support both materially and emotionally will not be forgotten forever. Thank you so much. not forgetting my two brothers, thank you very much for the financial support during this thesis work.

I would like to thank the government of Rembang Regency for providing financial support so that I can continue my studies to the undergraduate level.

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The researcher realized that this thesis would not be finished without advice, motivation, guidance, help, and encouragement from the people around her. Therefore, the researcher would like to express her wholehearted gratitude and appreciation to:

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Last but not least, I wanna thank you for me, myself. I wanna thank you for believing in me. I wanna thank myself for doing all this hard work. I wanna thank myself for having no days off. I wanna thank myself for never quitting. Finally, the researcher realizes that this thesis is still far from the perfect arrangement. The researcher will happily accept constructive criticism to improve this thesis, and the researcher hopes this research can be helpful for everyone who needs additional reading related to this research topic.

Semarang, 15 December 2023
The Researcher,

'Alimatul Mubarokah
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CHAPTER I
INTRODUCTION

This chapter consists of the background of research, reason for choosing the topic question of the research , objective of the research, and significance of the research.

A. Background of The Research

Communication is accomplished through language. People use it to speak with other people and to communicate their ideas and views. The Oxford Advanced Learner's Dictionary of Current English (2004) defines Communication as the act of conveying thoughts and feelings to others or providing them w Purposive sampling, which is a sampling technique with certain considerations ith information..(Fatimayin 2018) Prior to mastering the art of reading well, someone learning a language must first master the art of listening. This is so that they can connect most directly to the meaning while listening to the new language.

Listening, speaking, reading, and writing are four interrelated abilities that must be learned as part of mastering the English language. Several research indicate that listening is the language skill most frequently utilized in the classroom. To obtain any knowledge from spoken materials, one needs to have good listening

comprehension skills. The first language ability that children learn is how to listen. It establishes the groundwork for all linguistic and cognitive development components, and it has a minor impact on learning and communication processes. (smith &Mcdonald,2013). Overmyer stated that "Listening as the Cinderella skill in second language learning has been neglected by its sister-speaking.".(Etemadfar, Soozandehfar, and Namaziandost 2020)

In listening classes, instructional media or media with technology are rarely used to teach listening. In order to spark kids' curiosity, fervor, and motivation in the material covered in a given lesson, many teachers prefer using traditional teaching methods in place of engaging instructional materials. Interpersonal communication is at the center of EFL classroom activities. The primary responsibility of an EFL speaker or instructor is to impart concepts in the form of skills, information, and attitudes. To perform this vital function, an EFL instructor or lecturer needs to be proficient in communication. Knowing what to say, how to say it, to whom, where, and when are some examples of these abilities.(Rasyid 2016)

Nowadays,Many schools feature contemporary infrastructure, complete with a range of tech items.

Teachers and students can use these technological devices to aid in the teaching and learning process. One of the technology products that can be used as an innovation in English language teaching and learning is a computer. The term CALL (Computer Assisted Language Learning) refers to the teaching and learning of the English language with the use of computer programs and devices. This undoubtedly helps pupils' language abilities grow, particularly their listening comprehension, which calls for specialized teaching strategies, as explained by Egbert & Hanson-Smith (1999: 124) that: " a great deal of face-to-face communication is nonverbal, seeing while listening can be very helpful in preparing learners for encounter with real (i.e., actual, not virtual) native speakers". With Existing technological capacity, the CALL programme can be applied to listening learning.With the multimedia programme displayed, it will facilitate understanding of the teaching material listening to students than using reading text or audio alone. It is evident that this is highly beneficial for raising motivation and enthusiasm in learning English among pupils as well as helping them become better listeners.

From instruction through assessment, audio media like radio, tape, and CD players can be employed during the educational process. The mastery learning

system is highly supported by the utilization of this material. Lecturers can find listening skill material from recorded English conversations with native speakers by using a variety of resources, including the internet, music, and listening audio CDs.

Through the use of digital technologies , an environment for learning dynamic that can enhance teaching and learning has been created in the classroom. Pre-service teachers are under more demand and pressure than ever to have the skills necessary to integrate technology into their lessons. This study investigated the amount of CALL preparation among teachers, attitudes toward and perceived barriers to technology integration, and CALL experiences among a sample of pre-service EFL teachers. Despite having various amounts of CALL expertise, participants generally rated their own CALL usage as proficient. For self-directed and contextualized learning, a digital literacy checklist or questionnaire designed especially for language teachers could serve as a guide. It would give instructors and teacher educators diagnostic feedback regarding each person's level of digital literacy.

There are many articles written and researches that discuss the readiness of teachers in learning using computer assisted language learning. One of them is Pre-

Service EFL Teacher 's Readiness in Computer-Assisted Language Learning and Teaching by Moonyoung Park and Jong Bae Soon. Researchers examined how prepared pre-service EFL instructors were to use CALL in the Hong Kong environment in this discussion. In connection to the assessment of the present English teacher education curriculum for CALL at a university in Hong Kong, as well as the variables influencing the participants' acceptance and desire to utilize CALL, the study examined the experiences and self-efficacy of the participants.

This study investigated the ICT experiences of a group of pre-service EFL instructors, as well as their attitudes toward and perceived impediments to technology integration, in order to assess teachers' readiness for CALL. Despite varying degrees of ICT expertise, the participants self-rated as competent ICT users in general. The results of the interviews showed that, although the participants expressed great confidence in the integration of technology, they lacked motivation to introduce technology-enhanced EFL sessions, and there seemed to be very little use of ICT in the classroom. More required technology courses that use the target language must be offered if technology integration is to be successful. Additionally, in EFL teaching techniques

courses and practicums, pre-service teachers may need to have substantial practical experience integrating technology into their lessons, from lesson preparation to the actual execution of CALL activities. It is encouraged by classroom teachers to constantly promote and use ICT to improve their instruction.(Park and Son 2022).

Another article is written by Sijia Xue & Daniel Churchill (2020) Educational Affordances of Mobile Social Media for Language Teaching and Learning : A Chinese Teacher's Perspective. This study explores the relationship between a university instructor's usage of mobile social media and her views of technology integration. Specifically, it looks at how the teacher uses mobile social media to enhance language instruction and learning in mainland China. The study's findings revealed a variety of instructional benefits of mobile social media for language instruction and acquisition.

Thus, in order to shift instructors' perspectives from instruction to construction, they require professional training in technology integration and suitable pedagogical interventions. Teachers should also acquire the skills necessary to address current issues with technology integration, such as low student engagement. There are some drawbacks to this study.. Firstly, Based on the participants' use of specially designed mobile

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social media apps, the data needed to address the research objectives was gathered. WeChat is a mobile social media platform with commonalities, but because every app has its own distinct features, the findings of this study cannot be applied to all mobile social media in terms of their educational potential.(Xue and Churchill 2022).

It is also crucial to investigate the matter from the perspective of teachers in order to have a comprehensive picture of how well any technique works for teachers' professional development. The teacher's point of view is discussed in regard to teachers' readiness to utilize CALL to teach listening skills in the classroom, in addition to the countless studies on the views of CALL professional development in particular and technology in general among instructors. To contribute to this body of information and meet the desire for more efficient CALL teacher education, lesson study was included as a component of the teacher preparation course in this study.. Three aspiring EFL instructors at UIN Walisongo Semarang were invited to share their thoughts on the function of CALL.(Nami, Marandi, and Sotoudeh Nia 2016)**.**

Therefore, it is imperative to re-examine the readiness of teachers in using CALL, to contribute to the 21st century education system in developing developing

countries such as Indonesia, as almost all the research that has been conducted has examined science teachers and teachers in general. Therefore, little attention has been paid to examining teachers' readiness towards CALL, especially the use of CALL in listening learning. This study aims to determine the effectiveness of CALL as a listening learning media in the classroom. Most of the studies utilized quantitative approaches in the teaching and learning sector. Therefore, a qualitative case study approach was used in this study to provide a more detailed and more systematic portrait by conducting interviews and observations after the distribution of the closed questionnaire. Since the effectiveness of CALL implementation in teaching and learning is highly dependent on teachers' readiness, this study aims to investigate teachers' readiness including teachers' knowledge, skills, and attitudes towards CALL focusing on some prospective language teachers who have conducted PPL in public high schools in Semarang City.

B. **Reason for Choosing the Topic**

There are many reason for writer in choosing this topic :

1. The topic is relevant with the major of the writer as one of the students in the English education department.

2. The writer thinks that this topic is important to investigate because it could help teachers and stakeholders a lot.

C. Research Question

From the explanation that has been presented in the background of the research, it can be taken research question which will be the object of discussion in writing this research as follow :

1. How is the pre-service EFL teacher's readiness in preparing for teaching listening using computer assisted language learning?
2. What is the impact of using CALL in English language learning by pre-service EFL teachers?
3. What are the reasons preservice EFL teachers choose CALL for their learning.

D. Research Objectives

Based on what has been described in the background of this research, the objectives of this study is :

1. To find out pre-service EFL teacher's readiness in teaching listening with computer assisted language learning.
2. To find out the impact of using CALL in English language learning by pre-service EFL teachers.
3. To find out the reasons preservice EFL teachers choose CALL for their learning

E. Significant of The Research

The Practical significance of this research is:

a. For teachers It is anticipated that the study's findings will inform and support English language instructors in their instruction. Additionally, the researchers believe that this study will inspire educators to use technology as a teaching tool in more innovative ways.

b. For students b. Students are intended to gain knowledge from the study's findings regarding listening as well as information about how to teach listening. Furthermore, it is believed that this research would inspire pupils to learn. since one of the often used learning media is CALL.

F. Limitation of The Research

In this research, researchers limited further problems to facilitate researchers to obtain precise , correct results, and accurate. Therefore the researcher limits the research by focusing only on the readiness, experiences and intention of pre-service EFL teachers in teaching listening using Computer Assisted Language Learning.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter describes a theory building used as a basis for research. This chapter contains Literature Review, Previous Research and Conceptual Framework.

A. Previous Research

The literature review is utilized in this phase to compare to the prior study, taking into account any excess or deficiency. There are some prior studies in this study that are either from international publications or are pertinent to this investigation. They are as follows:

Sijia Xue & Daniel Churchill (2020) Educational Affordances of Mobile Social Media for Language Teaching and Learning : An Asian Perspective from a Teacher. This study examines how a university instructor uses mobile social media to enhance language instruction in mainland China and how her use of these platforms aligns with her views of technology integration. From the results of this study, Mobile social media has shown to have a wide range of educational benefits for language instruction and acquisition. To shift teachers' teaching philosophies from instruction to construction, professional development in technology integration and relevant pedagogical interventions are therefore required.

Additionally, educators need to become knowledgeable about addressing current issues with technology integration, like low student engagement. There are certain drawbacks to this study. First, participant usage of mobile social media apps designed specifically for the study was the basis for data collection to address the research questions. WeChat shares certain characteristics with other mobile social media platforms, but because every app has different features, the study's findings cannot be applied to all mobile social media platforms in terms of their educational potential.(Xue and Churchill 2022)

Pre-Service EFL Teacher 's Readiness in Computer-Assisted Language Learning and Teaching by Moonyoung Park and Jong Bae Soon. In this, researchers talk about pre-service EFL teachers' preparedness in the use of CALL in the Hong Kong context. The study explored The evaluation of the present English teacher education curriculum for CALL at a university in Hong Kong, as well as the factors influencing the participants' acceptance and willingness to utilize CALL, were examined, along with the experiences and self-efficacy of the participants.

This study investigated the ICT experiences of a group of pre-service EFL instructors, as well as their

attitudes toward and perceived impediments to technology integration, in order to assess teachers' readiness for CALL. Despite varying degrees of ICT expertise, the participants self-rated as competent ICT users in general. The findings from the interviews indicated that, The participants didn't seem to be motivated to use technology in their improved EFL courses, even if they had a high level of trust in its integration, and there didn't seem to be much use of ICT in the classroom. Offering more required technology-related courses that use the target language is essential for the success of technology integration. Pre-service teachers may also need to complete EFL teaching methods courses and practicums with a great deal of practical experience integrating technology, from lesson design to actually executing CALL activities. In the classroom instruction.(Park and Son 2022)

Teachers' support in using computers for developing students' listening and speaking skills in pre-sessional English courses by Bin Zou. This article talking about Numerous studies on computer-assisted language learning (CALL) have shown that students may use computers to gain language abilities at their own pace when they have teacher guidance. The results show that professors must give students various forms of help when

they use computers/laptops in pre-sessional classes and other Computer Assisted Language Learning settings. Students' motivation to use computers for their language studies will rise when such support is made available. The conclusions from the literature that providing instruction and support from teachers is a beneficial method to use computers in learning are supported and developed further by this investigation of the pre-sessional setting. Examples from this study, such as models of inquiries and assignments, have been given to teachers to use as a guide while engaging with pupils inside the CALL framework. Different kinds of students in their language courses with CALL programs could use these broad suggestions for motivating elements of a teacher's assistant in speaking and listening. This implies that the study's findings might be relevant to the greater CALL community.(Zou 2013)

Implementing Computer-Assisted Language Learning in the EFL Classroom: Teachers' Perceptions and Perspectives by Chan Nim Park & Jeong Bae Son. This article talks about how to better understand the factors that influence how English as a foreign language (EFL) instructors employ computers in their educational settings. and how they view computer-assisted language learning (CALL), as well as to pinpoint methods for

improving CALL instruction in learning environments..
The results of the study discussed This article
demonstrates that EFL teachers in Korea have positive
attitudes regarding computer use in general and are aware
of the benefits of CALL for language learning. Because
computers are being used for both teaching and learning,
they think that CALL has a bright future. They
acknowledge that CALL can provide students with
extremely motivating learning environments and
opportunities for meaningful and authentic learning, but
they also make the point that the Internet can be a helpful
educational tool for inspiring students because it provides
a plethora of knowledge, teaching resources, and
materials in addition to a space where students can
interact with people in the target language and experience
different cultures..(Nim Park and Son 2009)

After reviewing all of the relevant literature
mentioned above, the researcher became interested in
studying English proficiency, particularly as it relates to
listening comprehension. Under the title "The Use of
Computer Assisted Language Learning (CALL) in
Teaching Listening: Exploring Pre-Service EFL Teacher
Preparedness," the researcher fearlessly conducted study
on the use of CALL in senior high school.

B. Literature Review

1. Teaching Listening

   Learning English is very important for students, especially for young learners because being fluent in the English language is very useful for the future both in education and work. One of four skills taught in English is listening skill. To understand the meaning of what they have heard, everyone must be able to listen with comprehension. Listening ability is the capacity to effectively absorb and comprehend messages during a conversation. According Abbas Pourhossein Gilakjani & Ahmadi(2011), It is necessary for someone to listen in order to accept something, and accepting something necessitates thinking and memory. Listening, thinking, and remembering cannot be separated..(Atmowardoyo 2022) The ILA definition It appears that hearing implies a unique psychological viewpoint. However, because "the listener is imbued with and constantly imbibes the sociocultural-linguistic environment," listening is considerably more than a psychological process that occurs alone in the individual (Purdy.1991:60-61).(Adelmann 2012) The capacity for receiving will influence the capacity for producing. Students that are adept in listening will

swiftly pick up facts, concepts, and ideas from the sources they heard.(Adi, Nasrullah, and Rosalina 2022) Therefore, listening skills are very important to learn in English classes.

For a variety of reasons, listening comprehension is a key component of foreign language training. One explanation for this is that learning cannot happen if we do not comprehend the input that we receive through the process of listening. .(Frimaulia and Pd 2022) teaching listening was guiding and facilitating the student in listening. The teacher should find authentic material to make the student acquire the listening skills. The utilization of students' past knowledge in listening courses is a crucial concept for improving listening comprehension in listening instruction.(Weinstock 1977) To make this point clear, this section presents a number of words related to the cognitive view of language learning, including top-down/bottom-up processing, scripts, and schema.

A teacher must be able to multitask mentally in order to be a great listener, therefore a variety of variables can interfere with listening. According Petty and Jensen (1981: 181) Provide the following four stages for the listening process:

Hearing : The actual words and sentences are heard by the listeners as a succession of sounds.

Understanding : The listeners comprehend these words' and phrases' meanings in light of the context in which they were presented.

Evaluating : Readers assess the meanings and decide whether to accept or reject the communication in its entirety.

Responding : The audience reacts to what they've heard. (Weinstock 1977)

In addition, Joseph DeVito has five stages of listening: receiving, understanding, remembering, remembering, and responding.. DeVito, J. A. (2000).

Receiving. Receiving was the first step. To ensure effective delivery of the message, the listener screens out the other source. The listener only hears the message at this point.

Understanding. Understanding was the second step. The listener attempts to understand the message at this point. If the listener lacks the necessary prior knowledge and expertise to support the system, even when they understand its concept, they may become confused.

Remembering. Remembering stages came next. Effective message retention is required of the

listener. There were some messages that were harder to comprehend and retain than others. High levels of depth and complexity in the communications require extremely skilled listening. Furthermore, when you start listening intently again, you can miss out on information that clarifies other new concepts you hear if something even momentarily diverts your attention.

Evaluating. Step four was to evaluate. Because the listener must assess the message's value, this step has also been referred to as the "judging stage." Since everyone possesses prejudices and viewpoints acquired from a wide range of life experiences, each listener may have a unique value. As a result, opinions on the same message can differ greatly throughout listeners.

Responding. The last process was responding. At this final stage, the listener gives feedback from what they have heard. It can be positive or negative based on the speaker's background and experience. There was no limitation in the responding stage, everything can be interpreted as feedback.

Additionally, listening is a complex process in which the listener interprets an acoustic signal as well as incoming data based on a wide range of linguistics (phonology, lexis, syntax, semantics, and discourse structure) and non-linguistics (topic, context, and general knowledge about the world and how it works) knowledge. As a result, when hearing, the listener actively interprets what they hear, makes use of all available information resources, including their worldwide knowledge, and may even respond to what they have heard.

The key to listening comprehension—which is a very challenging process—is the listener's capacity to understand the meaning of spoken materials. It requires knowledge of both languages and non-languages. According Rost (1994: 9-65) describes linguistic knowledge as follow(Gilakjani and Ahmadi 2011) :

Speed sound. The vocalizations that make up English words are known as speech sounds. Every time we speak aloud, we use them. To communicate with others and comprehend what they are saying, we must utter the appropriate sounds in the appropriate order.(No TitleWhat are speech sounds? n.d.) speech The foundation of

hearing and a crucial step in listening is sound perception. Listeners interpret speech as a collection of phonemes specific to a particular language. These phonemes can be distinguished from one another by the listener thanks to their slightly varied length, duration, and frequency characteristics.

Words. A word is an essential component of language that is uninterruptible, has an objective or practical meaning, and can be employed alone. Although language users frequently understand words intuitively, linguists cannot agree upon a definition for a word, and their repeated attempts to identify precise criteria have proven contentious.

Parsing Speech. Here, the term "parsing" describes how people break down a sentence or phrase (spoken language or written language) "in terms of grammatical constituents, identifying the parts of speech, syntactic relations, etc."

Discourse Processing. Here, discourse processing is defined as using many levels of structural descriptions to mark up a document. This can help with a variety of language processing and text mining jobs.

2. CALL for Teaching Listening

Definition CALL according (Levy, 1997:1) The exploration and investigation of computer-assisted language learning (CALL) applications in language instruction and acquisition.(Torat 2000) Information and communications technology-based applications and techniques for teaching and learning foreign languages are included under the umbrella of CALL.

Computer-assisted language learning, or CALL, is a method of instruction that uses computers and computer-based resources, such as the Internet, to present, reinforce, and evaluate learning objectives..(Computer assisted language learning n.d.) The field of CALL is the same whether it is referred to as computer-assisted language instruction (Davies), computer-enhanced language learning, or computer-aided language learning.

Finding methods for using computers to teach and learn the language is the fundamental goal of CALL. The use of computer technologies to support educational learning—including guided practice, word processing, presentation software, tutoring, simulation, games, and multimedia CD-ROM—as well as online resources like chat, email, and the World Wide Web (WWW) for language learning—is

a more specific example of CALL. The utilization of multimedia programs and software aimed at skill and knowledge development by students enhances their motivation, engagement, and interest through technology. The use of audio and video technologies enhances learning and gives content life.

According Felix, 2005; Pennington, 1996, CALL has been a significant factor in improving student achievement and the curriculum; as a result, it may prove to be a beneficial tool for accelerating second-language learners' acquisition of the English language.(Alvarez-Marinelli et al. 2016) There are many researchers who examine how the use of CALL in learning because this method is an interesting method for students and teachers. One study states that the use of CALL in teaching/learning English as a foreign language will increase students' motivation and hence their performance in listening has been confirmed. The teaching programme is only a part of the overall foreign language teaching. of the overall foreign language teaching. Nevertheless, many parameters indicate that progress has been made and is more significant in the group receiving CALL teaching.(Nachoua 2012)

Nowadays, the media has become one of the most important parts in teaching English. Not only to make the subject easier for students to understand but to give stimulus to the student so that they improve their skill in learning English. According to Yoestara (2018), As media may give access to real materials, encourage self-regulated learning, boost language confidence, and foster active learning, it was a useful medium for improving speaking and listening abilities among Indonesian students. Hakim's sole (2018) proposes the following three media formats for English language instruction:

Visual Media. A. There was visual media available. Visual aids for vocabulary learning include pictures, photos, flashcards, posters, charts, comic strips, and picture books. They can be helpful in various ways. Their application draws students and piques their interest. Visuals demonstrate how well these tools work to foster a calm learning atmosphere in the classroom and show how learners' vocabulary—especially that of beginners—has grown as a result of their incorporation.

Audio media. They were audio-visual materials with sound. Songs, music, and tape recorders

are examples of audio media that employ voice and sound to convey messages. These audio tools can assist educators in defining and introducing new terms. Since the new objects were provided in context, listening to stories, songs, or plays can help to explain their meaning even more. Additionally, these resources include information on how to pronounce a word correctly in addition to its definition.

Audio visual media. It offers visual and aural content in one medium. Due to their ability to satiate both the visual and auditory senses, audiovisual devices like projectors, computers, televisions, and video became more dependable. In this instance, students are able to see and hear the new terms either alone or in context. The incorporation of these tools may boost students' motivation and interest while facilitating easy word memorization. The advantages of teaching media must be taken into account by the teacher when instructing listening. According to the rationale given above, audiovisual media comprised both visual and audible elements that were thought to pique students' interest.

3. Pre-service EFL Teacher readiness teaching listening use CALL

According to Mohammed et al. (2016), preparedness in education is the capacity and willingness of educators and learners to adjust to a new learning environment. A teacher's capacity to communicate a certain aspect of their employment, like imparting learning, is demonstrated by readiness. The mastery of three teacher competencies—technological mastery, professional competence, and pedagogical competence—will serve as markers of this teacher preparation in this study.

The skills and information a teacher needs to be effective in the classroom are called competencies. To maximize student learning, teachers should be skilled in a variety of domains. In general, competency comes in three forms: knowledge, attitude, and skills. (Uztosun, 2018).

Knowledge. Professional competence and pedagogy are examples of knowledge. The ability of teachers to comprehend and oversee learning systems is known as pedagogy competence. It is anticipated of this competent teacher to be able to plan instruction, assess instruction, and help

students reach their full potential. The ability of educators to thoroughly understand the course materials is known as professional competency. Teachers that possess this ability should be able to create lesson plans, understand curriculum materials, and enhance their professionalism in the classroom in addition to comprehending the subject matter. These are competencies that educators need to be proficient in.

Attitude. Attitude is a synonym for personality intelligence. The capacity for self-reflection that each individual (personality) possesses is known as personality competency. The character traits include being authoritative, mature, setting a positive example, and having a positive outlook. A teacher ought to act and have a positive attitude. It's because pupils would try to emulate the attitude of their teachers. Above all, attitude is the most crucial factor. It will just take one positive attitude for someone to come to know us. Ability The use of technology in the classroom is referred to as this competency. It is anticipated that pre-service teachers of today will be more adept at utilizing technology in the classroom than their forebears (Park et al., 2020). Teachers

in the modern day need to be transparent about technology. Teachers might have had to rely solely on printed books as their instructional resources before technology advanced. However, the times have changed. The sophistication of technology is increasing in our day and age. It is imperative for educators to be receptive to technology. Students' attention will be drawn to learning through the use of technology.

A teacher should be proficient in each of these areas. These proficiencies will influence their instruction. In addition, Pre-service teachers play a crucial role in integrating technology into language education, particularly in the realm of teaching listening skills through Computer-Assisted Language Learning (CALL). As these future educators embark on their teaching journey, they are tasked with staying abreast of advancements in educational technology and leveraging digital tools to enhance language learning experiences. In the context of teaching listening skills, CALL provides a dynamic platform for pre-service teachers to create

interactive and engaging activities that cater to diverse learning styles.

Incorporating CALL into listening instruction allows pre-service teachers to design activities that simulate real-world language situations, providing students with authentic exposure to spoken language. These digital tools offer a plethora of resources, such as online audio and video materials, podcasts, and interactive exercises, enabling pre-service teachers to diversify their teaching methods. Moreover, these emerging educators can use CALL to personalize learning experiences, allowing students to progress at their own pace and receive instant feedback.

Furthermore, pre-service teachers are encouraged to explore various CALL applications and platforms that specifically target listening skills development. These may include interactive listening comprehension exercises, virtual language labs, and multimedia presentations. Through hands-on experiences with these tools during their pre-service training, educators gain the confidence and skills needed

to integrate technology seamlessly into their future classrooms.

In conclusion, pre-service teachers engaged in teaching listening skills through CALL are not only preparing students for the demands of a technologically driven world but are also cultivating a dynamic and interactive learning environment. By embracing the possibilities offered by CALL, these educators are poised to inspire language learners and foster a deeper appreciation for the intricacies of auditory comprehension.

CHAPTER III
RESEARCH METHOD

This Chapter Discusses the research method applied in this research. There are several research methods discussed in this chapter such as the research design, Type and source of data, participants, data collection methods, instrument and data analysis methods.

A. Research Design

In this study, the researcher used case study research. A methodical research methodology called study case research is used to gain a thorough grasp of a current issue or phenomena in a confined system..(Ellinger and McWhorter 2023)The researcher wants to investigate pre-service EFL teacher's readiness in teaching listening using computer assisted language learning. A research design is necessary in a study to aid in making the research more organized. The method used to cohesively and cogently integrate the many elements of research initiatives is known as research design.. According to Kerlinger defines 'a The plan, structure, and approach of an inquiry that aims to control variation and provide answers to research questions is known as research design.(Islamia 2016) **.**

This study employs qualitative research, which is multimethod in nature and takes an interpretive, naturalistic approach to its subject..(Aspers and Corte 2019) The study's qualitative methodology, consistent with the phenomenological viewpoint, sought to understand the direct experiences of people in order to gain information. (McMillan & Wergin, 2006). According to Creswell & Creswell, 2018 Qualitative research is a way for people or organizations to look into and comprehend the effects of social problems on humans.(Creswell and Creswell 2018)

The design of this study is case study research. A case study's objective is to discover as much as you can about a certain individual or group. so that it can be used in a variety of different contexts.(Cherry 2022) Researcher collected data using interviews. This approach was thought to be the most suitable since conducting interviews can be a useful method of gathering data., where their experiences can be inferred from their behavior, emotions, and attitudes. It focuses on how pre-service EFL teachers prepare, implement, and reflect teaching listening using computer assisted language learning.

B. Source of Data

The information that interested parties (sources) freely provide to researchers is referred to as primary data sources. The primary source of data for this study was interviews with 36 of preservice EFL teachers at UIN Walisongo Semarang who have completed their field experience practice as English teachers in various Semarang schools. from 36 participants, 4 participants were taken who used YouTube, WhatsApp, Duolingo and BBC language learning English in their English learning to improve their listening skills.

C. Participants

Information is created by processing data, which is the raw material. The information used in this study came from multiple participant interviews.. Participants consisted of pre-service English teachers who had taught using CALL. The participants pre-service EFL teachers from UIN Walisongo Semarang, who had done fieldwork practice in a vocational high school in Semarang.

The research aims to find out the experiences and perceptions about readiness pre-service EFL teacher teaching listening skill use computer assisted language learning. There are several criteria used to select participant in this research, as follows :

1. The participant are a pre-service EFL teacher at UIN Walisongo Semarang
2. The participant is an English pre-service teacher who has taught listening skills, using Computer Assisted Language Learning in the classroom.
3. Pre-service using Youtube, whatsapp, duolongo and BBC learning english apps for teaching listening skills.

In this study, The researcher used purposive sampling, a probability sampling technique, to select particular subjects. Researchers utilize purposive sampling to study specific topics. According to Sugiyono, 2013, Purposive sampling, which is a sampling technique with certain considerations.(Sugiyono 2011)

D. Data Collection

The data collection method involves recording events, objects, details, or qualities of some or all data components that will be useful for study. In this study, the method for acquiring data was through interviews. One or more people are questioned during interviews, a qualitative research technique, about their opinions, past experiences, or current perspectives on a certain issue or subject.(Interview in Research n.d.) An interview is a method of gathering data in which the researcher has the chance to directly listen to the respondents' motivations

or experiences. Furthermore, the investigator opted to obtain pre-service EFL instructor feedback through interviews. A semi-structured interview is a data collection method in which the interviewer prepares an interview guide prior to the interview but does not adhere to it rigorously in terms of the questions' sequence or their phrasing.

Interviews are a practical and adaptable method of collecting data, and they work especially well for discovering participants' experiences, attitudes, and behaviors..(Ryan, Coughlan, and Cronin 2009) Additionally, the researcher decided to interview Pre-service EFL teachers in order to gather their feedback. In semi-structured interviews, Before the interview, the interviewer drafts an interview guide; nevertheless, he or she does not precisely follow it in terms of the questions' order or their phrasing.

E. **Instrument**

All research involves collecting data to test the hypothesis that has been set in the study. Generally, researchers use instruments to collect research data. Research instruments are tools that are used to gather and gather research data in order to determine the research's findings or conclusions while adhering to the standards necessary to create high-quality instruments. In this study

using qualitative research methods the instrument used is Interview. Because interview instruments can reveal information throughout time, i.e., relating to the past, present, and future, they are utilized in qualitative research. Additionally, the information gathered from interviews is open, extensive, and limitless, allowing it to build full and thorough knowledge in illuminating qualitative research.. Before observation, the researcher made observation guidance as follow :

Variable	Aspect	Indicator
The readiness in teaching listening using computer assisted language learning	Learning preparedness	Knowing pre-service EFL teacher learning preparation in teaching listening use computer assisted language learning
	Learning Implementation	Knowing pre-service EFL teacher learning strategies use CALL Knowing students and teachers interact throughout educational activities Knowing application used by pre-service

		EFL teacher learning
	Learning Reflection	Knowing pre-service EFL teacher reflection after used CALL in teaching listening
		Knowing progress in how English is taught placement practice in language teaching
		Knowing the effectiveness of used CALL in listening leaning in future careers
The impact teaching listening using computer assisted language learning	Advantages using CALL	Knowing advantages teaching listening using CALL
	Disadvantages using CALL	Knowing disadvantages teaching listening using CALL
The intention of pre-service EFL teacher in teaching	Pre-service teacher reason about CALL	Knowing pre service EFL teacher reason are interested teaching using CALL
		Knowing the

listening using computer assisted language learning		integration of teachers with CALL in teaching Knowing the effect of utilizing calls in English language learning listening skill

Table 3.1 Observational Guide on the implementation CALL in listening teaching

F. Data Analysis

This research dealt with Descriptive case study. A descriptive case study is a source that provides context for an occurrence and highlights key findings from the case. The data analysis for this study took a qualitative approach and used a thematic analysis method. Thematic analysis is a qualitative research method widely used to identify, analyze, and report patterns (themes) within a dataset, often derived from interviews, focus groups, or textual sources. The process involves systematically organizing and interpreting qualitative data to uncover recurring patterns, concepts, or topics that are relevant to the research question. The interviewees' explanations were next scrutinized in light of real-world experience in order to confirm the accounts from the interviewers' experiences that mattered. To avoid erroneous tale

interpretation, we perform a thorough review of the entire study, which was built on credible data sources. Data analysis was done after the first data gathering.

The complete data analysis procedure then went through three stages:

a. To gather broad information from each transcript, the researcher went through the interview transcripts.

b. To extract individual communications, the general messages were assembled.

c. From these specific messages, The data's overall trend will be understood. In addition, the data can be categorized and typologically {Bibliography}depending on the order in which the events occurred. The analysis of Case Study data starts while the researcher is in the field, collecting data, and once all the data has been collected, as is customary in qualitative research.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter contains the finding and discussion regarding pre - service EFL Teacher's preparedness teaching listening skill use CALL.

A.   FINDINGS

This study was conducted with four English language education students who have taught English in several schools in Semarang. In order to accomplish the goals of this investigation, a methodical analysis and collection of data have been conducted in order to offer a significant interpretation of the findings. Pre-service teachers' interview transcripts were obtained through distributed questionnaires, which served as the data collection tool. . Then, the researcher reported the results of the data results based on the topic of the research problem.

The findings include data on the preparation that pre-service teachers do to teach using CALL in the classroom. It also describes what types of computer assisted language learning are implemented by pre-service teachers in teaching English and pre-service teachers' perceptions of the use of CALL in teaching English.

1. The Preparedness of pre-service EFLteachers to teach using CALL

      Based on interviews with pre-service teachers in the English department at UIN Walisongo, it is clear that pre-service teachers often integrate various types of computer assisted language learning into their English teaching methods to enhance students' learning experience.

      The findings of the observation to find out how the pre-service teachers' readiness in implementing computer assisted language learning as a medium for listening learning. The observation was conducted by interviewing four pre-service English teachers at UIN Walisongo Semarang. The table below displays the information gathered from the observation

No.	Aspect	Indicator	Description
1.	Learning Preparation	Knowing pre-service EFL teacher learning preparation in teaching listening use computer assisted language learning	Before carrying out learning, pre-service teachers make several preparations such as preparing lesson plans that contain learning materials, learning methods, assessments and also ice breaking.

			Because learning uses CALL teachers also prepare tools such as laptops/computers, loudspeakers, internet and websites that are needed.
2.	Learning Implementation	Knowing application used by pre-service EFL teacher learning	Some applications that are often used by pre-service teachers in teaching singing skills include YouTube, Duolingo, WhatsApp and BBC Learning English.
3.	Learning Reflection	- Knowing pre-service EFL teacher reflection after used CALL in teaching listening	The use of CALL is very influential in learning, because the application used is familiar and understood in its use. The use of

		- Knowing progress in the process of teaching English placement practice in language teaching - Knowing the effectiveness of used CALL in listening leaning in future careers	various methods makes learning more active, interesting and fun so that students more easily grasp the material. This is evidenced by the increase in the results / average value of the defense.

Table 4.1 Pre-service EFL Teacher preparedness to use CALL

Based on the data in the table, the data shows the process that pre-service teachers must prepare before teaching in the classroom. In preparing for learning, teachers prepare the computer-based tools that will be used,

"Of course, tools such as laptops/computers, internet connections, loudspeakers, websites for listening lessons that have prepared material, and lesson plans for learning."

One participant mentioned some of the tools used to teach using computer assisted language learning in his listening lesson.

In preparation for learning, which can be called pre-learning, teachers prepare themselves before providing material. In addition to the media used for learning, teachers also prepare lesson plans / modules that contain learning steps that will be carried out in the classroom. The lesson plan/module also contains learning materials, student worksheets, assessments, ice breaking etc. From the results of data analysis, it is explained that the use of CALL as a learning media has a very positive effect on children's development in learning.

The use of CALL can make the atmosphere in the classroom more active and creative. Teaching English using CALL serves to enhance the learning experience for students. For example, the use of audio devices helps in improving students' listening comprehension through native speaker conversations, while computers and laptops facilitate interactive learning. Using mobile phones, in-service teachers can access websites or applications for learning purposes. One of them is YouTube. The most popular video website that pre-service instructors visit most frequently is YouTube.. Teachers turn to the video-sharing website YouTube to improve their listening skills and learn more about the subject matter.

In the interview one of the participants revealed how to increase their confidence regarding their readiness to teach listening using CALL:

"As a prospective teacher, I must continue to learn about updated materials and existing listening learning methods. One of them is CALL. I myself asked many senior teachers. In addition, I also participated in many educational training activities by many organizations, both government and private"

As pre-service teachers, we are required to update the latest technology. So that pre-service teachers can answer or help students who do not understand technology. By preparing learning materials and media carefully, it can increase the level of confidence of pre-service teachers in teaching listening in class. After preparing lesson plans/modules, student worksheets and assessments, supporting resources for teaching listening, including speakers, laptops, and websites like YouTube, pre-service teachers practice a lot and explore themselves so that when teaching they are not nervous, nervous and more confident.

2. The Advantages and the Disadvantages of using CALL the view Pre-service EFL Teacher.

In classroom learning using CALL has a big effect on the learning process. However, computer-based learning media also has some disadvantages. The following table of research results illustrates the advantages and disadvantages of using CALL as an English language learning media.

No.	Aspect	Indicator	Description
1.	Advantage using CALL to teach	Knowing advantages teaching	Developing students'

	listening	listening using CALL	computer-based learning abilities and knowledge is one benefit of utilizing CALL in listening instruction., while also increasing student activeness. Facilitate the delivery of instructional materials by teachers.
2.	Disadvantage using CALL to teach listening	Knowing disadvantages teaching listening using CALL	Some of the disadvantages of teaching listening using CALL is the reduced level of student accuracy, besides that it also causes students to copy and paste the tasks given by

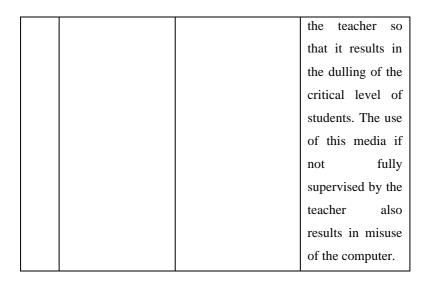|			the teacher so that it results in the dulling of the critical level of students. The use of this media if not fully supervised by the teacher also results in misuse of the computer.

Table 4.2 The Advantages and the Disadvantages of using CALL the view Pre-service EFL Teacher.

Based on the results of the research, it was found that some positive impacts of using CALL as a listening lesson are that students can more easily access learning materials anywhere. For example, teachers can share learning materials or student worksheets via whatsapp the day before learning so that students can study the material.

"The positive impact of using CALL for learning can build student motivation and interest because of the use of varied methods, with CALL, in addition to listening, students can also increase their ability to use computers. The negative impact is that it can result in reduced accuracy and divide the focus of students such as those who quietly open other

websites besides the website that has been determined by the teacher for listening learning. So the teacher must be extra in supervising the running of teaching and learning activities."

One participant mentioned that CALL has a big influence on student motivation and interest because of the varied methods. This is because nowadays students prefer modern technology to manual tools. The use of CALL helps pre-service teachers and students to explore themselves, listening learning becomes more fun besides that it is also more efficient and easier. In using this media, pre-service teachers must supervise students carefully so that students continue to follow the learning well, because if they are not supervised well, students will easily be distracted to open other applications that have nothing to do with the learning material.

In addition to the positive impact of CALL also has a negative impact and there are also obstacles in the application of this learning media. One of the negative impacts of using CALL is that students are easier to copy and paste assignments. Another challenge in using CALL as a listening learning medium is that many schools have not met the facility standards so that pre-service teachers will have difficulty preparing for CALL learning. Another challenge is if the application used is not common or

familiar pre-service teachers must provide an explanation of the use of the application until students can use it according to its maximum use.

3. The Pre-service EFL Teachers Reasons for UsingCALL to teach listening skills

In this element, researchers collected pre-service teachers' reason of integrating CALL in listening learning. To collect data, researchers interviewed four pre-service teachers.

From the results of these interviews, researchers found the data in the following table:

No.	Aspect	Indicator	Description
1.	Pre-service teacher perception about CALL	Knowing pre-service EFL teacher reason are interested teaching using CALL Knowing the integration of teachers with CALL in teaching Knowing the effect of the use of CALL in English language learning	Listening learning is learning that is not far from the use of audio/audiovisual aspects. Because it will certainly help if we utilize technology in learning. We will find many digital platforms, teaching materials, which can provide audio/audiovisual for listening learning. Platforms such as

			youtube, browser or chrome are very often used by teachers as listening learning media because from youtube students can access videos and audio as listening teaching materials.

Table 4.3 The Pre-service EFL Teachers Reasons for UsingCALL to teach listening skills

The results of the study show that some participants think the use of CALL learning media is very suitable for teaching listening. This is because listening and learning requires audiovisuals to understand the material being taught. Integrating CALL into teaching practice brings several opportunities for innovation, creativity, and improving learning outcomes. It enriches the learning environment, fosters teacher creativity, and ultimately benefits students by increasing their engagement and understanding of the material.

Pre-service teachers feel that the benefits of using CALL make it easier to transfer material to students. Material transfer is usually done using a smartphone through platforms such as

WhatsApp or Google Classroom that can be accessed using a smartphone. Students also benefit because they can easily access the material provided by the teacher. CALL plays an important role in modern education by making learning more enjoyable, aiding transfer and simplifying the assessment process. It enhances the teaching and learning experience by utilizing digital tools and resources to create an efficient and effective educational environment.

Participants also argue that the use of this media has positive and negative impacts, but according to them the negative impact is not more than the negative impact. So that the use of CALL as a listening learning media remains popular in use by pre-service teachers in their learning. They also said the use of CALL greatly eased the task of pre-service English teachers.

B.   DISCUSSION

The discussion is based on the data analysis preceding this chapter. The discussion's goal is to provide answers to the research questions. As a result, the data analysis focuses on how pre-service teachers are trained to use computer-assisted language learning to enhance English listening instruction. The results provide insight into pre-service teachers' motivations and perspectives on the use of CALL in English listening instruction. Researchers employed the technique of pre-service teachers'

perceptions through interviews to elucidate the application of CALL.

Knowledge readiness is scientifically the teacher is able to know the things needed during the educational process. The actions that must be taken in advance are: first, Make Lesson Planning. Lesson Plan or what we commonly refer to as RPP (Rencana Pelaksanaan Pembelajaran) is the preparation work an instructor does before starting a lesson or leading a class. As stated by Reski Pilu, 2013 that A lesson plan is a teacher's comprehensive outline of the curriculum for a single class. A teacher creates a daily lesson plan to direct instruction in the classroom (Trigueros 2014). Details will change according to the teacher's preferences, the subject being addressed, and the students' needs and/or curiosities. The process of rationally selecting particular learning objectives and goals, such as behavioral modifications and a sequence of tasks that must be completed in order to accomplish these goals while making the most of all available learning resources, is known as learning planning.

The teacher creates the lesson plan as an extension of the KI and KD, which are meticulously organized in the syllabus in accordance with the chosen central theme. Depending on how much time is needed for a certain theme, the teacher's lesson plan may be used for one or many meetings. The lesson plan itself contains learning resources, instructional strategies, LKPD

(Lembar Kerja Peserta Didik), instruments for the learning process, and icebreaker activities.

Through a careful and accurate planning process, we will be able to predict how much success will be achieved. The importance of creating a Lesson Plan is that it helps the teacher to think about the lesson before it is taught so that learning difficulties can be foreseen and solutions can be found.(Mohanty et al. 2016) Because planning is arranged to obtain success, thus the possibility of possible failure can be anticipated by each teacher so that the results will be better and optimal. With careful learning planning, an educator will understand what goals students should achieve, as well as what strategies are appropriate in accordance with the objectives. Learning can be organized, methodical, and deliberate with the help of planning. As a result, educators can make the most use of their time to ensure that students learn.

Second, Prepare learning tools using CALL. Knowledge readiness is scientifically able to know things about CALL, the benefits and steps in using CALL itself. As state by Lee, 2000 that CALL technologies can help learning in many ways: they can give feedback, allow for pair and group work, encourage global and exploratory learning, improve student achievement, give access to real materials, encourage more interaction, individualize instruction, and create opportunities for people to benefit from multiple sources rather than just one. Additionally, technology

can give us the resources we need to take advantage of the chances to improve the effectiveness, efficiency, and enjoyment of language acquisition.(Kiliçkaya and Seferoğlu 2013) While skill readiness is the mastery of using CALL media such as computers, telephones, speakers, LCDs and others. In general, if pre-service teachers are skilled and known that the intensity of their use is quite good in using CALL media, their knowledge or mastery will be good too. A computer or laptop is a mandatory requirement for the learning process today. In the computer we can access learning materials through various applications such as google, youtube, whatsapp and other applications needed.

Teaching equipment is an important component that must be fulfilled by every teacher in providing the direction and basis of a learning process (Hapsari., 2018).(Yeni Verawati Wote and Oxianus Sabarua 2020) The internet network is crucial to the learning process as a computer link with other computers. In the global scope, the internet network facilitates data service communication such as file transfer, searching for learning references, electronic mail and others. The internet network can also connect computers / laptops / telephones with various applications such as youtube, whatsapp, duolingo, BBC learning English, google and others. From the two preparations above, pre-service teachers can increase their confidence in teaching English, especially listening skills. If a pre-service teacher is really ready for The knowledge that will be applied, the percentage of learning

material understanding by students will be greater so that learning can be said to be successful.

The Impact of Pre-service EFL teacher teaching listening using CALL.To find out the advantage and disadvantage of pre-service EFL teachers in utilizing CALL in listening comprehension, researchers analyzed the results of interviews. According to Garret (1982) Students can use one of the four key abilities to engage with an external audience through computers, especially in listening skill. With the use of computers, students may access a wealth of real-world information and resources for language acquisition, something that can be challenging for teachers to accomplish on their own. Students consequently take an active role in their education.(Syafryadin, Pratiwi, and Wardhana 2021) Pre-service teachers pay attention to the classroom environment when a teacher utilizes a laptop and speakers to teach listening skills, ensuring that all students can focus on paying close attention to the material being played over the speakers.

As a result of the interview, The study discovered that when the speakers were used to playing the content, the pupils' enthusiasm increased.. This shows that pre-serviceEFL teachers are very worried about student involvement in learning activities. Pre-service teachers are very concerned about involving students in the discussion as a whole in order to guarantee that every pupil comprehends the information being presented. Students'

involvement in learning is necessary so that they do not become passive learners.

Pre- service Teachers' reasons of the use of CALL as a listening learning media.As a result of this study, According to Benyamin 2017, CALL and technology in the classroom is essential.(Hashmi 2016) The researcher made five main conclusions regarding pre-service teachers' perceptions of pre-service EFL teacher's perceptions when utilizing CALL. First, pre-service EFL teachers think that CALL can improve students' understanding in learning English listening skills. Pre-service teachers feel that students can quickly understand the learning materials provided by the teacher. They are able to understand word by word what is said in the video that has been distributed to students.

Secondly, Pre-service teachers and students now engage more interactively in the teaching and learning process thanks to CALL. The pre-service EFL teachers felt that CALL made the environment fun with interactive teaching. With multimedia resources and platforms, it positively impacts English language learning by forming a more interesting, diverse and more engaging, and motivating learning environment.

Third, CALL makes teaching methods more diverse. CALL provides learning with a variety of methods, not just listening to explanations from the teacher or recording material written by the teacher on the blackboard. According to Cem

Chudar, 2018 It would be very useful to create facilities that allow pre-service EFL teachers to practice, after what they have gained through learning about ICT-related knowledge and skills, in the schools where they serve.[Cem Chudar, "Investigation of Pre-service Teachers' Levels of Readiness to Technology Integration in Education".(2018)] An example is when the teacher plays a video using LCD and speakers for students to listen to then students can listen to the material.

Fourth, CALL makes the transfer of materials for students easier. CALL simplifies the process of transferring educational materials, materials are more accessible, adaptable, and interesting for students. The move to digital resources is a very noticeable advance in modern education, offering a variety of benefits for educators as well as learners.

Fifth, pre-service teachers become more innovative and creative in conducting the learning process. The use of CALL in pre-service teacher education empowers future educators to be more flexible, creative, and innovative in their teaching approaches. It equips them with the skills and knowledge to effectively utilize technology for the benefit of their future students' learning experience.

Based on the data analysis about how some pre-service teachers view the use of CALL technology in the instruction of English listening skills, it is evident that all participants use CALL in their teaching practices. This statement is backed up by

the outcomes of interviews carried out by researchers, where their learning outcomes are said to be successful by integrating CALL. CALL allows students to access many resources through several platforms such as the internet and educational videos on platforms such as YouTube. In addition, students can improve their listening skills through educational videos accessed on their mobile devices..

CALL makes learning more diverse, CALL helps aspiring educators develop their ability to listen creatively and innovatively in the classroom. By using computers/laptops/LCDs, pre-service teachers find it easier to teach listening skills. By interviewing four pre-service teachers, some key insights emerged. First, pre-service teachers recognised the substantial benefits of CALL in improving the learning process of English listening skills. They believe that CALL helps visualize complex material, which ultimately leads to better understanding among students. This positive impact comes from the interactive, visually interactive, engaging, and efficient nature of CALL. CALL can also create a fun learning environment.

CALL fosters engagement, increases interest in learning, and provides easy access to engaging lessons and videos. Platforms like YouTube enrich the learning experience for students. In addition, the use of CALL facilitates easier delivery of materials to students. Through platforms like WhatsApp,

teachers can share resources efficiently, making learning more accessible and convenient for students.

Overall, the findings show that pre-service teachers strongly agree with the use of CALL as a powerful medium that significantly enhances the process of teaching and learning in the classroom, especially listening skills. A teacher is a professional who needs to always develop his competences to meet the requirement of ideal teaching in his age (Dewi, 2021). It increases comprehension, engagement, creativity, and the overall quality of education as a whole. CALL integration has great benefits and potential to change the educational landscape and prepare students for a technologically advanced future.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions for the following finding of the study. The research findings were used to achieve this outcome. EFL pre-service teachers and researchers will benefit from these recommendations as they offer some new ideas for the teaching process of the teaching process.

A. CONCLUSION

In this subchapter, the researcher concluded based on the research problem as follow :

Based on the findings of observations about the readiness of pre-service teachers in implementing the use of CALL in learning listening comprehension in class students, pre-service teachers think that CALL is one of their favorite media for teaching English, especially listening. Some of the preparations that pre-service teachers make before teaching are making lesson plans / modules that contain learning materials, student worksheets, assessments and tools that support learning, namely CALL.

The researcher concluded based on the research findings by showing the results of the interviews. The use of CALL to teach listening skills has emerged as a transformative practice.

The pre-service EFL teachers are utilizing a variety of CALL to create immersive and dynamic language learning experiences for their students.

The study's conclusions emphasize the significance of a few CALL gadgets, namely cellphones, laptops, PCs, and LCD projectors. These resources promote a deeper comprehension of English topics in addition to improving the presentation of knowledge and the dissemination of information. They also increase students' drive to study, which promotes involvement and engagement in the educational process. The opinions of pre-service teachers highlight their trust in themself

Some technologies offer a wide range of resources through platforms such as the internet, YouTube, duolingo, whatsApp, BBC Learning english. These platforms empower students to enrich their English skills through educational videos and audios that can be accessed on their mobile devices.

Based on respondents' experience, There are benefits and drawbacks to CALL. The benefits include the ability to give students actual learning experiences, boost their drive to learn, enhance their learning outcomes, provide more authentic learning materials, promote self-learning, offer alternate knowledge, and present a variety of learning opportunities.. Learning does not only focus on the teacher, thus reducing the teacher's duties in the classroom.

The disadvantages or obstacles to using CALL according to respondents are the absence of equipment available at school, students become lazy to write, students' focus is easily distracted to open platforms that are not related to learning. However, so far these obstacles can be found by pre-service teacher candidates. So that teaching using CALL is still recommended to be used as an effective and efficient learning medium.

B. SUGGESTION

This subsection provides recommendations or comments that are pertinent to the study's results or discoveries. An explanation of this recommendation includes justifications or arguments from the researcher offering guidance for this investigation. The best suggestions are those that look for a solution to the issue that has already been identified. In light of the above conclusions, the researcher gives several suggestion as follow :

a. For student

For the students, the potential for students to engage in English language learning through the use of CALL was seen as a positive development. The idea is that students need to make an effort to achieve academically. Students have the ability to utilize their technology. If students have functional understanding, Both within and outside of the classroom, they can make use of the

technology at their disposal for learning. It is advised that they use technology to sharpen their English language abilities.

b. For teacher

Considering the conclusions above, the researcher makes a few suggestions. For teachers/educators, researchers recommend using a variety of computer assisted language learning (CALL). CALL can help to teach listening skills. Many applications can help teachers to deliver listening material using CALL. The integration of CALL into teaching methods will add an element of involvement and enthusiasm to the learning process. Whether online or offline, technology simplifies the process for teachers to produce the necessary learning materials that can be reached through the CALL platform.

c. For next researcher

Studies on pre-service teachers' preparedness in using CALL for listening teaching media is a fascinating research that will provide an overview of some of the application and technology tools used by pre-service teachers to teach listening.. further researchers may find some of the more recent technologies for teaching listening. because every year technology is developing which may have a positive impact on the world of education, especially in listening learning in the future. so that learning is more interesting and efficient.

d.   For the Reader

Readers who are interested in the use of CALL to teach listening skills are suitable for reading this research to add to their references. This research discusses several English language teaching tools and applications.

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APPENDICES

APPENDIX I

QUESTION OF INTERVIEW

1. Apakah sajakah yang anda lakukan untuk mempersiapkan pembelajaran listening skill menggunakan CALL (Computer Assisted Language Learning)?
2. Bagaimana cara anda meningkatkan kepercayaan diri dan kompetensi anda sebagai calon guru bahasa inggris selama pembelajaran listening menggunakan CALL?
3. Menurut anda apa dampak positif dan dampak negatif penggunaan CALL dalam praktik pembelajaran bahasa inggris di kelas?
4. Apa hambatan dan keuntungan yang anda temukan dalam penggunaan CALL dalam praktik pembelajaran bahasa inggris di kelas?
5. Aplikasi online apa yang anda gunakan untuk mengajar bahasa inggris khususnya listening? jelaskan!
6. Mengapa anda tertarik menggunakan CALL dalam pembelajaran bahasa inggris? mohon jelaskan!
7. Apakah penggunaan CALL dalam pembelajaran listening di kelas memilki pengaruh besar terhadap pembelajaran di kelas? Jelaskan!
8. Berikan saran dan kesan anda tentang cara meningkatkan kesiapan calon guru bahasa inggris dalam menggunakan CALL sebagai media pembelajaran listening!

TRANSCRIPT OF INTERVIEW
Interview 1

Role	Interview
Ima	Apakah sajakah yang anda lakukan untuk mempersiapkan pembelajaran listening skill menggunakan CALL (Computer Assisted Language Learning)?
Rini	Tentu saja alat seperti laptop/komputer, koneksi internet, pengeras suara, website untuk pembelajaran listening yang sudah di persiapkan materinya, serta lesson plan untuk pembelajaran.
Ima	Bagaimana cara anda meningkatkan kepercayaan diri dan kompetensi anda sebagai calon guru bahasa inggris selama pembelajaran listening menggunakan CALL?
Rini	Sebagai seorang calon guru, saya harus terus belajar mengenai materi materi terupdate dan metode pembelajaran listening yg ada, salah satunya CALL. Saya sendiri banyak berlatih dan belajar melalui berbagai macam media, seperti internet dan juga banyak bertanya kepada guru guru senior. Selain itu, saya juga banyak mengikuti kegiatan pelatihan pendidikan oleh banyak organisasi, baik pemerintah maupun swasta.
Ima	Menurut anda apa dampak positif dan dampak negatif penggunaan CALL dalam praktik pembelajaran bahasa inggris di kelas?
Rini	Dampak positif, ini dapat mengakses berbagai materi pembelajaran, lebih beragam,dan lebih menarik dampak negatif, semuanya serba ada di internet, ini akan membuat siswa hanya copy past, tumpulnya kreatifitas.
Ima	Apa hambatan dan keuntungan yang anda temukan dalam penggunaan CALL dalam praktik pembelajaran bahasa inggris di kelas?
Rini	Hambatannya ialah banyak sekolah yang belum memenuhi standar fasilitas untuk menyelenggarakan pembelajaran CALL. Sedangkan keuntungannya adalah bagi saya, sebagai calon guru yg sudah mengenai CALL, akan lebih mudah mengaplikasikan.

Ima	Aplikasi online apa yang anda gunakan untuk mengajar bahasa inggris khususnya listening? jelaskan!
Rini	Saya menggunakan duolingo dan YouTube. Dua aplikasi tersebut sangat efektif untuk pembelajaran listening. Mudah digunakan dan mudah dijumpai.
Ima	Mengapa anda tertarik menggunakan CALL dalam pembelajaran bahasa inggris? mohon jelaskan!
Rini	Karena mudah di pelajari dan di aplikasikan.
Ima	Apakah penggunaan CALL dalam pembelajaran listening di kelas memilki pengaruh besar terhadap pembelajaran di kelas? Jelaskan!
Rini	Saya kira berpengaruh. Karena media yang di gunakan sudah sangat di kenal dan di pahami penggunaannya.
Ima	Berikan saran dan kesan anda tentang cara meningkatkan kesiapan calon guru bahasa inggris dalam menggunakan CALL sebagai media pembelajaran listening!
Rini	Saran saya harus lebih banyak lagi pelatihan bagi Mahasiswa pendidikan dalam menyelenggarakan pembelajaran. Sehingga pada akhirnya kami mempunyai banyak pengalaman dan portofolio. Selain itu, kami juga harus diberi banyak mata kuliah praktik untuk setiap topik, seperti reading, listening, dsb. Kesan saya dalam mengaplikasikan CALL adalah seru dan lebih mudah diaplikasikan.

Interview 2

Role	Interview
Ima	Apakah sajakah yang anda lakukan untuk mempersiapkan pembelajaran listening skill menggunakan CALL (Computer Assisted Language Learning)?
Arina	Materi pembelajaran, Media pembelajaran, Ice breaking
Ima	Bagaimana cara anda meningkatkan kepercayaan diri dan kompetensi anda sebagai calon guru bahasa inggris selama pembelajaran listening menggunakan CALL?
Arina	Saya perlu memahami lebih teknologi, supaya saya dapat menjawab atau membantu siswa yang kurang paham tentang teknologi
Ima	Menurut anda apa dampak positif dan dampak negatif

	penggunaan CALL dalam praktik pembelajaran bahasa inggris di kelas?
Arina	Dampak positif dari penggunaan CALL adalah memperkenalkan (jika baru digunakan) dan mengembangkan pengetahuan serta keterampilan siswa dalam menggunakan komputer sebagai media pembelajaran. Tidak dapat dipungkiri bahwa komputer HP dsb akan selalu ada di kehidupan sehari-hari siswa. Zaman semakin berkembang, dan penggunaan alat alat digital harus diperkenalkan. Dampak negatif adalah berkurangnya tingkat ketelitian siswa. Penggunaan komputer, pada umumnya mempermudah tugas atau aktivitas belajar, namun mengurangi antusias siswa seperti mencatat secara konvensional dan teliti.
Ima	Apa hambatan dan keuntungan yang anda temukan dalam penggunaan CALL dalam praktik pembelajaran bahasa inggris di kelas?
Arina	Tayangan saya, saya terkadang memerlukan waktu yang lebih banyak untuk dapat memahami teknologi baru. Keuntungannya ketika sudah memahami kerja saya lebih efesien dan mudah
Ima	Aplikasi online apa yang anda gunakan untuk mengajar bahasa inggris khususnya listening? jelaskan!
Arina	Dongluo, di aplikasi tersebut banyak beragam audio, dan kita dapat mengulangi beberapa kali, kita juga dpt memperlambat audionya
Ima	Mengapa anda tertarik menggunakan CALL dalam pembelajaran bahasa inggris? mohon jelaskan!
Arina	Saya tertarik karena ini dapat membuat pekerjaan saya dan cara saya mengajar menjadi lebih beragam dan menjadi menarik siswa untuk memperhatikan penjelasan saya.
Ima	Apakah penggunaan CALL dalam pembelajaran listening di kelas memilki pengaruh besar terhadap pembelajaran di kelas? Jelaskan!
Arina	Saya kurang paham, namun pasti ada pengaruhnya, karena ini menggunakan metode yang lebih beragam.
Ima	Berikan saran dan kesan anda tentang cara meningkatkan kesiapan calon guru bahasa inggris dalam menggunakan CALL sebagai media pembelajaran listening!

Arina	Pahami teknologi yang akan anda gunakan, Terus berinovasi jangan hanya terpaku dgn 1 teknologi

Interview 3

Role	Interview
Ima	Apakah sajakah yang anda lakukan untuk mempersiapkan pembelajaran listening skill menggunakan CALL (Computer Assisted Language Learning)?
Akmali	Menyiapkan atau membuat media apa saja yang diperlukan dalam pembelajaran listening berbasis CALL. Karena dalam metode pembelajaran CALL berhubungan dengan teknologi. Otomatis saya media-media yang saya perlukan tersebut tidak jauh dari teknologi. Yang kedua adalah menyiapkan materi, penilaian, dan sumber daya lainnya yang diperlukan dalam pembelajaran listening berbasis CALL.
Ima	Bagaimana cara anda meningkatkan kepercayaan diri dan kompetensi anda sebagai calon guru bahasa inggris selama pembelajaran listening menggunakan CALL?
Akmali	Dengan melakukan persiapan yang sangat matang sebelum mengajar. Dengan persiapan yang matang inilah akan membuat saya semakin menguasai berbagai hal. Baik materi, media, maupun metode pembelajaran. Selain itu, saya juga mencoba untuk sering menggunakan metode CALL dalam pembelajaran. Jika saya sering menggunakan, saya akan terbiasa. Akibatnya, saya tidak lagi gugup, grogi, dan lebih percaya diri.
Ima	Menurut anda apa dampak positif dan dampak negatif penggunaan CALL dalam praktik pembelajaran bahasa inggris di kelas?
Akmali	Dampak positifnya adalah meningkatkan keaktifan siswa, karena pembelajaran tidak berpusat pada guru. Pembelajaran semakin menyesuaikan dengan perkembangan zaman. siswa akan lebih mudah menangkap materi, karena kebanyakan siswa lebih suka pembelajaran berbasis teknologi daripada tradisional. Dan terkahir, guru juga terbantu dengan adanya komputer sebagai media pembelajaran. Dampak negatifnya adalah jika siswa tidak mendapatkan

	pengawasan dari guru, maka siswa dapat menyalahgunakan media komputer tersebut untuk hal yang tidak baik. Menjadi tantangan bagi guru maupun sekolah untuk bisa menyiapkan teknologi yang diperlukan untuk pembelajaran.
Ima	Apa hambatan dan keuntungan yang anda temukan dalam penggunaan CALL dalam praktik pembelajaran bahasa inggris di kelas?
Akmali	Hambatannya adalah kurangnya fasilitas teknologi yang memadai dari sekolah. Keuntungannya adalah, pembelajaran listening lebih menyenangkan, siswa juga lebih aktif dan mudah menangkap materi.
Ima	Aplikasi online apa yang anda gunakan untuk mengajar bahasa inggris khususnya listening? jelaskan!
Akmali	Duolingo, youtube, BBC learning english
Ima	Mengapa anda tertarik menggunakan CALL dalam pembelajaran bahasa inggris? mohon jelaskan!
Akmali	Karena pembelajaran listening merupakan pembelajaran yang tidak jauh dari penggunaan aspek audio/audiovisual. Karena hal tersebut tentu akan sangat membantu jika kita memanfaatkan teknologi dalam pembelajaran. Kita akan banyak menemukan platform digital, bahan ajar, yang dapat menyediakan audio/audiovisual untuk pembelajaran listening
Ima	Apakah penggunaan CALL dalam pembelajaran listening di kelas memilki pengaruh besar terhadap pembelajaran di kelas? Jelaskan!
Akmali	Sejauh ini memiliki pengaruh yang besar dalam pembelajaran saya. Pembelajaran lebih aktif, menarik, dan menyenangkan. Siswa juga lebih mudah menangkap materi. Hal ini dibuktikan dengan meningkatnya hasil/nilai rata-rata pembrlajaran
Ima	Berikan saran dan kesan anda tentang cara meningkatkan kesiapan calon guru bahasa inggris dalam menggunakan CALL sebagai media pembelajaran listening!
Akmali	Saran saya, guru harus bisa beradaptasi dengan perkembangan zaman saat ini. Bahkan saat ini, teknologi sudah memasuki dalam kurikulum pembelajaran. Kurikulum saat ini tidak terlepas dengan pemanfaatan teknologi. Oleh karena itu, guru harus lebih melek akan

Role	Interview
	teknologi. Dengan mengikuti berbagai pelatihan, membiasakan diri menggunakan teknologi, dll.

Interview 4

Role	Interview
Ima	Apakah sajakah yang anda lakukan untuk mempersiapkan pembelajaran listening skill menggunakan CALL (Computer Assisted Language Learning)?
Azza	Yang saya siapkan untuk pembelajaran listening menggunakan CALL tentu saja dimulai dengan membuat RPP/Modul, dan alat² yang dibutuhkan untuk mengajar seperti Laptop/komputer, jaringan koneksi internet, speaker, dan materi untuk pembelajaran listening yang sudah disiapkan sebelumnya.
Ima	Bagaimana cara anda meningkatkan kepercayaan diri dan kompetensi anda sebagai calon guru bahasa inggris selama pembelajaran listening menggunakan CALL?
Azza	Cara meningkatkan kepercayaan dan kompetensi saya sebagai calon guru adalah dengan banyak berlatih dan berani mengeksplor diri untuk mencoba dan belajar berbagai metode serta media pembelajaran, salah satunya seperti CALL.
Ima	Menurut anda apa dampak positif dan dampak negatif penggunaan CALL dalam praktik pembelajaran bahasa inggris di kelas?
Azza	Dampak positif dari penggunaan CALL untuk pembelajaran bisa membangun motivasi dan minat siswa karena penggunaan metode pembelajaran yang bervariatif, dengan CALL, selain untuk listening, siswa juga sekaligus dapat menambah kemampuan mereka dalam menggunakan komputer. Dampak negatifnya adalah, dapat terjadi berkurangnya ketelitian dan membagi fokus siswa, seperti ada yang diam-diam membuka website lain selain website yang telah ditentukan oleh guru untuk pembelajaran listening, jadi guru harus extra dalam mengawasi berjalannya kegiatan belajar-mengajar.
Ima	Apa hambatan dan keuntungan yang anda temukan dalam penggunaan CALL dalam praktik pembelajaran bahasa inggris di kelas?

Azza	Hambatannya adalah terdapat di banyaknya sekolah yang belum memiliki fasilitas yang memadai untuk diterapkan dan diselenggarakan pembelajaran dengan CALL. Keuntungannya bagi calon guru seperti saya yang sudah mengetahui mengenai CALL, fasilitas yang mendukung akan membantu untuk mengeksplor diri baik untuk guru maupun untuk murid.
Ima	Aplikasi online apa yang anda gunakan untuk mengajar bahasa inggris khususnya listening? jelaskan!
Azza	Saya menggunakan aplikasi Duolingo dan Youtube, karena dua aplikasi tersebut mudah untuk diakses dan digunakan, selain itu juga efektif untuk digunakan dalam pembelajaran listening.
Ima	Mengapa anda tertarik menggunakan CALL dalam pembelajaran bahasa inggris? mohon jelaskan!
Azza	Karena pembelajaran menggunakan media yang bervariatif (komputer) diharapkan dapat memotivasi tingkat belajar siswa dalam memahami materi, selain itu juga mudah diaplikasikan untuk pembelajaran listening.
Ima	Apakah penggunaan CALL dalam pembelajaran listening di kelas memilki pengaruh besar terhadap pembelajaran di kelas? Jelaskan!
Azza	Menurut saya iya, berpengaruh. karena media yang digunakan sudah umum dan mudah untuk diaplikasikan
Ima	Berikan saran dan kesan anda tentang cara meningkatkan kesiapan calon guru bahasa inggris dalam menggunakan CALL sebagai media pembelajaran listening!
Azza	Saya harus lebih banyak mengeksplor dan melatih diri untuk meningkatkan kompetensi saya sebagai calon guru, dengan mengikuti pelatihan ataupun seminar² yang berkaitan dengan tenaga pendidik untuk menambah ilmu dan pengalaman. dan kesan saya dalam pengaplikasian CALL dalam pembelajaran listening adalah mudah diaplikasikan dan juga mudah dipahami siswa

DOCUMENTATION

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