THE IMPLEMENTATION OF MGLAB NETLUX SOFTWARE IN LISTENING FOR PROFESSIONAL CONTEXT CLASS

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Abstract

This study is aimed to investigate the students' perception of the implementation of MGlab Netlux Software in the Listening for Professional Context Class. This qualitative study used a personal interview method to collect the data. Nineteen English students at Listening for Professional context class in a private university in Yogyakarta were chosen as the subjects of this research. The results indicate that MGlab Netlux Software had already met the indicators of the class outline. The students also had positive responses toward the use of this Software. There were also several different perceptions on the weaknesses, difficulties in applying it. The researcher hopes that this research can be beneficial to readers, particularly English teachers who wish to seek out the students' perceptions on the use of certain Software related to Computer Assisted Language Learning in teaching students.

Keywords: *CALL, MGlab Netlux software, listening for professional context class*

Introduction

Graduation students are expected to be an agents for improving the condition of the country. To fulfill the demand of the learning outcome specified for each educational level, they are supposed to develop their specific competence through reading related literatures pertaining their field of study, including English (Permen No 19, 2015) and to communicate and publish their academic work in a formal forum, such as in the accredited journal (KPT 2015). Consequently, English becomes a compulsory subject in Indonesia.

English pedagogy in Indonesia requires innovations, improvements, and more efforts to achieve the expected result. Integrating technology in instruction for English language learners offer flexibility to extend learning both within and beyond that available in a formal program thus increase opportunities for language and literacy learning (Cumming, Brown, & Sayers, 2007). Technology also offers access to new, dynamic opportunities for interaction among students and between teachers and students (Kern, Ware, & Warschauer, 2004). In short, the use of technology with English language learners facilitate their progress towards proficiency in English (Petty Johnston, & Shafer, 2004).

The example of technology usage in English Teaching is Computer Assisted Instruction (CAI) which uses of computers to teach English skills such as reading, writing, speaking and especially listening. The focus is augmented by

computer-assisted language learning (CALL), which emphasize second language acquisition processes and provided opportunities for learners to work together on specific topics and projects (Egbert, Hanson Smith, & Chao, 2007). Today, CALL typically involves use of the computer, internet, or software programs to provide authentic and interactive opportunities for language learning. The example of software used in ESL settings are New Oxford Picture Dictionary, Cambridge Advance Learners Dictionary, Rosetta Stone, Learn to Speak, and Mglab Netlux.

Mglab Netlux is a learning package developed by PT. Arion Indonesia in order to support learning English in the language laboratorium. It helps the students to achieve the goals in English skills; writing, reading, speaking and listening. The software has been applied in many schools and campus in Indonesia (mglab.co.id). Namely, it is applied in the language laboratorium in particular university in Yogyakarta in the listening class. In the teaching learning process, the teacher should be concerned with the target language integrating with the Mglab Netlux software. In other word, the software should be integrated with the indicators of the course. The problem that can be mentioned in this explanations above are (1) how does the lecturer use the Mglab Netlux software for the teaching learning process in the listening class? (2) Does the Mglab Netlux software fulfill the indicators of the target language in the course?

Literature Review
MGlab Netlux Main Features

MGlab Netlux Software has some features to support in teaching learning process. The main features are able to help the teachers to conduct their teaching learning process more effective and efficient. Therefore, the main features are as follows:

Screen Broadcast

Screen broadcast is one of the main function of the software which is able to broadcast the teacher's screen to all of the student's computers.

Voice Broadcast

Voice broadcast is one of the main function of this software which is able to broadcast the voice of the microphone and computer in the teacher side to all of the students' computers.

Oral Training

Oral Training is the one of the main function of this software which is aimed at improving students' ability of listening, speaking, reading, writing when learning a new language. In this feature, it is able to open many videos and materials for reading. When the teacher applies this features, the materials are

automatically presented in all of the students' computers. Students' full screen will be launched automatically when the teacher launches this feature.

Speak

Speak is one of the main function of the software which is able to enhance the communication between the teacher and the students. Teacher can invite the students during class, and broadcast the voice to other students.

Intercom

Intercom is one of the main function of the software. It is different from speak. It can only be used between the teacher and selected students, other students cannot hear the voice.

Voice Monitor

The aim of the voice monitor is to help the teacher to know what the students are doing in the class. Speak and intercom will be stopped once beginning voice monitor.

Voice Chat

Voice chat is used as a tool to divide the students into several groups and the students in the same group can chat by voice. The teacher can monitor and join the voice chat.

Listening for Professional Context

Listening is an essential part of interaction – without it, interaction would not be a process in which meanings are created and shared. During the last decades the awareness of the importance of listening as engaged, purposeful behavior has increased and it has begun to gain more interest among scholars even though the interest has been mostly in seeing listening as a list of practical skills that can be quickly acquired (Wolvin, 2010).

Listening is not merely a sub-category of communication competence but also a distinct, complex concept. Traditionally, listening competence has been explained to consist of a combination of situationally and relationally appropriate cognitive, affective, and behavioral choices (Wolvin & Coakley, 1994). In order to fulfil their part in the communication process, the listeners should be aware of what they are doing, interested in being engaged in the communication, and ready to behave in a way that makes the communication relationship meaningful (Wolvin 2010). According to Halone et al. (1998), the original dimensions are cognitive (how do I understand listening), affctive (how do I value listening), and behavioral (what do I do when I listen), but to cover all the aspects of listening, Shotter (2009) later introduced a contextual (where do I listen) dimension and Beard (2009) suggested that ethical dimension (why

should I listen) should be taken into account as well when examining features of a competent listener.

Every class has the target languages that must be achieved in the end of the course. The target languages are the learning outcomes that students must achieve. In the listening for the professional context class, the learning outcome of the course is the students are required to be able to comprehend and restate messages and information in various genres: descriptive, procedural, narrative, recount, report, and exposition texts. there are 15 meetings to discuss those six genres. The learning outcome must be specified into some indicators.

The learning outcomes in this subject are divided into some learning outcomes in each meeting. The first learning outcome requires the students to be able in restating messages and information in descriptive texts, procedural texts, narrative texts, recount texts, and report texts. The second learning outcomes in this subject requires the students to be able to explain the speaker's intention in descriptive texts, procedural texts, narrative texts, recount texts, and report texts. Thus, the learning outcomes of each meeting have the indicators which should be fulfilled in the teaching learning process.

The indicators of every meeting are divided into 8 indicators. Thus, the indicators as follows:
   a. The students are able to summarize adjectives used to describe something and the description of thing.
   b. The students are able to identify things advertise, adjective used to describe the thing and the important information from ads.
   c. The students are able to identify the main steps in an instructions and things needed to make things and to sequence the steps in correct order.
   d. The students are able to identify people, settings, topic and events in a narrative, to sequence events in correct order, to identify people's feeling or emotion and to summarize the narrative using own words and to respond to the narrative.
   e. The students are able to distinguish the main events; identify time, location, and things happened in an event; sequence the events in correct order.
   f. The students are able to identify news items; comprehend the messages in news; summarize the news using own words.
   g. The students are able to identifying the important information; identify one's point of view on an issue; comprehend the messages in an issue.
   h. The students are able to identify important information; comprehend messages in a lecture; and record specific information.

Method

This research was aimed to describe the implementation of MGlab Netlux Software in teaching Listening for Professional Context Class. In this research, the researcher used a qualitative research method. The study belongs to a case

study (Stake, 1995) involving the first year students in a private university in Yogyakarta as the research participants. They are 19 students of Listening for Professional Purpose attending an English language laboratory. The data were collected by conducting recording, transcribing and analyzing. According to Lodico, Spaulding, and Voegtle, data collection technique generally includes observations, interviews, and document analyses (2010:164). The researcher analyzed the data by reducing irrelevant data, displaying data by coding the inferential information and summarizing the data based on Miles and Hubberman (1994).

Discussion

In order to find out the students' perceptions on the implementation of MGlab Netlux in Listening for Professional Context Class, the researcher conducted personal interviews to nineteen English Students in one of private university in Yogyakarta. The findings and discussion are as below.

The Implementation of MGlab Netlux

Students 12

Interviewer	: *Does the lecturer apply the Mglab Netlux?*
Student	: *Yes, he does.*
Interviewer	: *What do you think about Mglab Netlux?*
Student	: *I think, Mglab Netlux is very useful and efficient for student activity in listening class.*
Interviewer	: *What program does he usually use?*
Student	: *The teacher usually use oral training program.*
Interviewer	: *How does the lecturer use the software application?*
Student	: *First, he open MGlab Netlux, and then the monitor of student will be same with the monitor of lecturer with use oral training program. But the lecturer stills explain about the subject, so the students can still understanding the subject.*

From the questions and answers above, it can be seen that the students contended that the MGlab Netlux was a very useful and important software application to be used in the teaching and learning process in the Listening for the Professional Context Class. It is due MGlab Netlux is the software application to help the students learning English more effective because of the materials given by the teacher were integrated to the current technology.

Then, the students explained that the MGlab Netlux was applied almost every meeting. Mostly, the teacher used MGlab Netlux when he taught listening and when she asked students to pay attention to the audio given by the teacher. Oral Training is the most features which was used by the teacher in the teaching-learning process. It is proven by the conversation below.

Student 14

Interviewer	: *How does the lecturer use the software application?*

Student 14 : *Firstly, he open the MGlab Netlux. Then, automatically the lecturer and students computer are in same show. Then, the lecturer open Oral Training but he is still explain the material. So the students are easily understand the materials.*

Thus, it can be concluded that the students told us about how the teacher use Oral Training. The lecturer opened MGlab Netlux in the computer server. Then, he chose Oral Training which made all of the students' computer in the same displays with the computer server. When he was explaining the materials, the students could not make any changes in their computers. The lecturer used the feature in order to make the students to achieve the goal in listening. It can be proven by the conversation below:

Student 14
Interviewer : *Can Mglab Netlux help the students achieving goal in listening?*
Student : *Yes, it can. It is very helpful in achieving good listening score because it is an easy access app and easy to understand.*

Student 16
Interviewer : *Can Mglab Netlux help the students achieving goal in listening?*
Student : *Yes, it is because we can improve skill in listening subject.*

Thus, it can be concluded that Besides Mglab Netlux can help the students in achieving goal in listening, it also can improve their listening skill.

Benefits from the Implemetation of MGlab Netlux
In relation on language skills, most learners' willingness to participate the Listening Class increased because the students taught that the software was interesting and made the students attractive to learn the material. It can be proven by the conversation below.

Student 17
Interviewer : *Are the students able to learn independently and in group?*
Student : *Yes, because using this program makes students not bored while in groups even this program is very useful.*

From the conversation above, it can be concluded that MGlab Netlux interesting and useful in learning English. Second, MGlab can help the students to be able to Learn English independently and in group. It can be proven by the conversation below.

Student 7

Interviewer : *Are the students able to learn independently and in group?*

Student : *Sure, in Mglab the students are able to learn indepedently and in group because the student can communicate with the other students through the speaker, headset and computer.*

From the conversation below, it can be concluded that MGlab Netlux helps the students to communicate each other. It provides the headset for each computer which are connected each other. So, the students are able to self-evaluate and self-correct themselves using the headsets.

Student 9

Interviewer : *Are the students able to self-evaluate and self- correct themself?*

Student : *Yes, I think because with MGlab, we can hear or we can correct our conversation/ pronunciation in headset.*

Student 5

Interviewer : *Are the students able to self-evaluate and self- correct themself?*

Student : *I think, it can help me to self my pronounciation and I can corsrect my friends' pronounciation using headset.*

From the conversation above, it can be concluded that MGlab Netlux help the students to correct their pronunciation. They can hear their own voice and their friends' voice using headset. So, they can correct their own pronunciation and others' pronunciation.

Difficulties Encountered

On the other hands, the researcher found some difficulties which the students encountered during applying this software. The first difficulty was that the students who did not know the use of the software because it was the first time he/she learnt English using MGlab. It can be proven by the conversation below.

S**tudent 6**

Interviewer : *Do you think that Mglab is easy to use? Why?*

Student : *I don't know, because this semester I just used MGlab.*

The second difficulty was that the using of MGlab needs improvements in the side of the lecturer. The lecturer should be more competence with the MGlab. He must be able to use all of the main features of the MGlab Netlux. It is proven by the conversation below.

Student 5

Interviewer   : *How does the lecturer use the software application?*

Student   : *I think the lecturer uses it well and I hope that he can be better in using it.*

Mglab Netlux Related to The Indicators of The Course Outline.

English pedagogy requires indicators to achieve the target language. They put in the course outline. In teaching-learning process of the Listening Class of Professional Context class, the teacher should integrate the indicators in the course outline with the technology which is the software named MGlab Netlux. In this class, the teacher had successfully applied the indicators using the software. It is proven by the conversation below:

Student 6

Interviewer   : Are the materials given by the lecturer realted to the course outline?

Students   : *Yes, in the class we are identifying the text. I remember when the teacher play an audio about how to make something and we have to listen carrefully the steps.*

Thus, it can be concluded from the explanation above that the students did the same activities which were mentioned the indicators in the course outline such as identifying the procedural text, explaining the speaker's intents in procedural texts, explaining the contexts of situation (speaker's involved subject matter, place, etc), and summarizing sequenced steps in procedural texts.

Conclusion

After implementing Mglab Netlux in the Listening for Professional Context Class related to the learning outcomes and indicator, it can be concluded as follows:

1. The implementation of MGlab Netlux Software in the Listening for Professional Context Class receive positive responses as English language learning tools for classroom activities both individual and group. The points of utilizing the Software integrated with the indicators help the students to be able to fulfill the target language related to the indicators.
2. The use of technology motivates the students to become competence in technology. The students will be able to integrate the technology in English learning.
3. Computers platforms have progressed rapidly in the recent years. It will be increasing useful, affordable and accessible applications and tools for language learning. Teachers using technology to provide the better progress in the teaching learning process. For further research is needed on the

impact f different uses of technology that support the teaching learning process in English language learning.

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