

Teaching Listening of University Level through Online Learning System:

A Case Study

Fina Rahmawati

21701073@unisma.ac.id

Universitxas Islam Malang

ABSTRACT

This study aimed to provide broader insight about teaching listening process through online learning and all of its aspects such as planning, ways of teaching, and assessments of listening skill. This study used a case study method. The researcher chose one of the senior listening lecturers of University of Islam Malang as the subject of the research. Observation, interview, field notes and documents were used to collect the data and triangulation method were used to ensure trustworthiness of data. The finding of the study was indicated that the observed lecturer used some certain platforms such as *Google Classroom*, *Zoom*, *Google Meet*, and *Google Form* to maximize the teaching listening through online learning system. The observed lecturer also implemented various activities. Besides, the observed lecturer applied meta-cognitive and cognitive strategy and did summative and formative assessment in online teaching listening. It was demanded further exploration and investigation about teaching listening deeply in future research regarding all those findings.

Key words: *Teaching listening, online learning system*

INTRODUCTION

Listening becomes the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Moreover, as an input skill, listening play a crucial role in students' language development. Students actively engage in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to support the information contained in the oral text (Nuryadi, 2013). Accordingly, teaching listening becomes an important thing for

the students as well. Recently, the spread of *Novel Coronavirus* all over the world has changed many aspects in human life. Especially at education field, the learning activities were banned to be done directly in the classroom. In other words, the teaching and learning process could only be done by online learning. Therefore, it also made the teaching listening quick to move into online class.

It is definitely not easy to make such kind of online learning for listening class with a sudden preparation (Susilowati, 2020). Considering that creating effective online learning for listening class is triggering some challenges, the teacher or the lecturer should pay more attention in preparing the teaching of listening through online system. Cooperman (2017) stated that it is important to online teachers to know about technology or the ability of technical background to use new technology which can be delivered in teaching online both effectively and efficiently. Teaching English especially in listening skill through online learning system becomes more challenging than ever. Moreover, to make teaching listening effectively, the lecturer should also consider the appropriate strategy which can be used in the listening class. The lecturer should think well what the appropriate technique and activities which is also suitable with the students' condition especially through online learning system.

In relation to online teaching listening, some related studies described the students' and the teachers' perception. First, Putri (2020) conducted her research entitled "The Teaching of Listening in a *Pesantren*-based University during Covid-19 Pandemic." Second, Fitria (2020) conducted the research under the title "Teaching English through Online Learning System during Covid-19 Pandemic". The result of the first research showed that the students respond tend to choose offline learning than online learning in listening class. Meanwhile, in the second research, the result showed that most of the teacher mostly used one online learning system, namely *Google Classrooms*. The English lecturers' opinion toward implementing an online learning system showed two responses between positive and negative responses.

After reviewing the environments of the university level combined with several research studies, the researcher arranged the study related to the university

level. Then, the researcher wanted to describe and gained the information by describing some aspects of the teaching of listening class through online learning system in the second semester which focused on the second grade of English students at UNISMA. Therefore, related to those reasons, the researcher determined to take the title of this research as *“Teaching Listening of University Level through Online Learning System: A Case Study”*.

METHODS

The research design of this study was a case study. The subject of this study was one of listening lecturer who taught two classes at second semester of English Department (2020-2021). There were fifteen questions which were asked to the lecturer. Moreover, a total of eight students were interviewed based on active participants during the class. The researcher interviewed the students using Bahasa in order to make the students easier in answering the question, and then translated the data into English. Ten questions were given to the students.

The researcher used some instrument to gain the data through observation, interviews, field notes, and document. The researcher developed the format of the observation sheet based on the problems and objectives by taking in other sources like in Purnama (2016). In making the interview guidelines, the researcher took some sources as in Putri (2020) and Purnama (2016) about teaching listening for interviewing the lecturer. The researcher then organized and familiarized the data, combined the data, coded and reduced, and then interpreted and presented the data. It was done by the researcher to make easy to understand, interpret, and make sense out of the collected data.

FINDINGS AND DISCUSSIONS

After all data had been accomplished well, the researcher found some findings which had categorized based on the problems and objectives of the study which cover teaching plan for listening, the roles of teacher in listening class, the use of strategy in

listening class, teaching online in listening class, listening activities, and listening assessment.

a. Teaching Plan for Listening

The researcher found that the observed lecturer made preparation by looking at the syllabus and her lesson plan. The lesson plan is really needed for effective teaching and it is also to give good impact for students' learning achievements (Yusnida, Muslem, & Manan 2017). Besides, the lecturer also had prepared the material or the topic included the platform used in each meeting. Teaching online system is related to the use of technologies in constructing the system's infrastructure with adequate performances (Lee, 2009). Therefore, the lecturer not only should prepare the material, the audio, and the assessment for the students, but also considered what appropriate platform which is suitable for the students.

b. The Roles of Teacher in Listening Class

Based on the data result, the lecturer played several roles in the teaching listening through online learning. First, the lecturer played as an organizer in the teaching and learning process. According to Harmer (2007), the teachers, as the organizer, often involve giving the students information, explaining them how they are going to do the activity, setting them into pairs or groups, and finally closing the class. The next role was the lecturer as controller. Harmer's theory (2007) stated that when the teachers acted as controllers, they are in charge of the class and of the activity taking place. Then, the observed lecturer acted as an evaluator. In the end of the class, the lecturer always discussed and reviewed the task with the students. It was really important for the students as it was stated by Harmer (2007) that what students are expected from the teacher or the lecturer are feedback and correction since the students should know what they are looking for and what success looks like so they can measure themselves later.

The fourth role was the lecturer as an investigator. When the students were asked to listen to the audio, the lecturer always monitored the students' activity and assessed their learners' performance. The lecturer appreciated the active students by

giving them added score. The last role of the lecturer was as a prompter or motivator. Before closing the class, the lecturer usually motivated the students and encouraged the students to active participate in the learning process by stimulating the students with the oral questions. The role that should be played by the teachers is the teacher encourages students to participate in the learning process by making suggestions on how to proceed in an activity (Obilişteanu & Niculescu, 2015).

c. The Use of Strategy in Listening Class

From the collecting data in the result of interview, the researcher found that the lecturer used meta-cognitive strategies in teaching listening two through online learning system because the lecturer planned the class, monitor and evaluate the class. Strategies focusing on students' learning progress by doing good planning, monitoring, and evaluation are needed because listening needs good lecturer's assistance (Susilowati, 2020). It is quite evident that metacognitive strategies could make the learning more effective, hence, the students are able to maximize the information received and thus this can be used to improve their listening skills (Renukadevi, 2014). Moreover, the observed lecturer also implemented cognitive strategy in teaching listening online. The lecturer gave the students activities which required students in problem solving that required direct analysis, transformation or synthesis of learning material. Typical cognitive strategies for listening comprehension include rehearsal, organization, inferencing, summarizing, deduction, imagery, transfer, elaboration, etc (Bao, 2017).

d. Teaching Listening Online

Based on the data, the researcher found that lecturer combined several platforms which were used in the teaching listening through online system, namely *WhatsApp (WA)*, *Zoom*, *Google Classroom (GC)*, *Google Meeting*, and *Google Form*. The lecturer usually shared the task by using *WA* or *Google Classroom* because those applications were easy to be used especially on online learning. *WhatsApp (WA)* is one of the popular applications found in smartphones which is easy to be used and accessed, for instance sending pictures, word file, PDF files, videos, and other things

Susilowati (2020). The observed lecturer also explained that conducting teaching by online learning was more challenging especially in teaching listening. It was similar with what Susilowati (2020) stated that creating effective online learning for listening class triggering some challenges.

e. Listening Activities

Based on the data result, the researcher found that the observed lecturer did sequence activities in teaching listening through online learning. First, in the pre-teaching, the lecturer tried to introduce the topic to the students. The lecturer also gave the students some vocabularies related to the topic as the clues for the students to predict what the students would be learnt. These activities include task types such as in Leon (2009) and Pospieszynska (2000): setting the context, generating interest, activating current knowledge, activating vocabulary / language, predicting content, pre-learning vocabulary, checking / understanding the listening task, etc.

Second, in the whilst-listening phase, the students were in real-time processing of the input and now on-task. Whilst-listening activities are directly correlated to the listening text and the students do the task either during the listening process or immediately after the listening (Solak & Erdem, 2016). These types of activities focus on the main listening, and actual listening tasks take place at this point (Eken & Dilidüzgün, 2014). The lecturer gave some types of listening activity, for instance completion, true or not, making summary, and ordering the pictures. Moreover, the lecturer also gave the students time to fix and submit the answer using several platforms, for example by *Google Classroom*, *Google Form*, or *WhatsApp*. Third, based on the observation, the researcher found that in the post-teaching, the lecturer always discussed and reviewed the material or the task with the students. This activity was really important for the students in enhancing the learners to be active participant and enlarging the learners' knowledge. Post-listening activities are necessary to enhance the learners' knowledge about the listened topic focusing on both surface and deep structure of the text (Eken & Dilidüzgün, 2014).

Moreover, regarding with classroom management, the lecturer tried to combine several platforms in order to organize the classroom properly by maximizing the use of technology in online learning. The lecturer also tried to set the setting of the application to be restricted for the students. It attempted to make the students more focus on the listening audio and to minimize the chance of the students to cheat with other students. The lecturer also arranged the students to work individually in order to make the learning activity more effective since they could not directly meet each other.

f. Listening Assessment

Based on the collecting data, the researcher found that the lecturer used two kinds of assessments, namely formative and summative assessment. The lecturer was not only focus on the students' achievement test, but also focus on their listening progress. In summative assessment, the observed lecturer assessed the students from attendance (15%), assignments & quizzes (30%), mid-term test (25%), and final test (30%). During the observation, it can be concluded that about 85% of the students who attended the listening class, 98% students who joined mid-term test, and 75% of students who always submitted the assignment and quizzes.

In formative assessment, the lecturer usually discussed the task with the students and the lecturer would give the additional score for students who active participated in the class. The lecturer also checked the progress of the students' understanding by giving some questions related to the task. In each class, the amounts of active students were varied which the average 35% of the students who were active participate in the classroom.

CONCLUSIONS AND SUGGESTIONS

Dealing with the teaching plan, the listening lecturer used the lesson plan by making the syllabus and made it once for a semester. In terms of the role of teacher in listening activities, the lecturer played several roles, namely as an organizer, as a controller, as an evaluator, as an investigator, and as a prompter or motivator. The

lecturer also implemented metacognitive strategy to teach the listening skill to the second semester. Moreover, in terms of teaching online, both the lecturer and the students suffered some difficulties in conducting the teaching class. However, the lecturer tried to solve the obstacles by using several platforms to the listening class.

Related to the listening activities, the lecturer implemented several main activities like ordering the pictures, identifying the pictures, true or false, summarizing, and answer the questions. The lecturer used individual technique and divided the activities into three phases like pre-listening activities, while-listening activities, and post-listening activities. Regarding with the listening assessment, the lecturer combined both summative and formative assessment to measure the progress of the students' achievement in listening skill.

The suggestion for listening lecturer, the lecturers need to emphasize on the technique and strategies of teaching listening skill especially in online learning by considering the different students' abilities or levels and giving more information to the students in using contextual material. Moreover, the lecturer also need to find and implement an interesting activity in order to attract more the students to be more active in participating in the class. In addition, for the next researchers, it was recommended that the future researchers could investigate more exceed which related to this study in conducting research in ELT field such as the teaching of listening skill which focuses on the strategies and activities of listening skill at university level. Additionally, it was recommended to next researchers to develop and it can be used for references.

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Approved by,

Advisor I

Dr. Muhammad Yunus, S.Pd., M.Pd

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