

STUDENTS' PERCEPTION TOWARDS LISTENING STRATEGIES IN ONLINE LISTENING CLASS

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Abstract: Many academic institutions has implemented online learning to ensure the spread of Covid-19 pandemic caused by learning activities. However, not all learning strategies in face to face learning is compatible to be used in online learning. In this case, it is necessary to utilize suitable learning methods and strategies that suitable for online learning. Listening skills is considered as difficult skill to learn in online learning, thus, the researcher aims to study students' perception towards online listening and learning strategies used in online listening class. This study applied qualitative research method with Likert scale questionnaire as instrument. The study involves 72 participants from third semester students of English department at University of Islam Malang. The data was collected online via of google form and analyzed using Microsoft Excel to measure the perception percentage and listening strategies utilized by students in online listening class. The result shows that most of the students disagreed with many aspects of online listening such as material, assignment, time management, facility, and learning media online listening class. The participants disagreed with all aspects except for learning media and platforms. In terms of to learning strategies, there are more students who are using cognitive than metacognitive strategies. However, the mean score indicates that the students utilize more meta-cognitive strategies than cognitive strategies. For the next research it is suggested to conduct more about listening strategies by measuring the effectiveness of using metacognitive and cognitive strategies.

Key Words: English Entertainment, Benefits, Language Acquisition

INTRODUCTION

The spread of Covid-19 pandemic rapidly affect many aspects of human activity. The rapid spread of coronavirus poses a great danger for all layers of society and immediate action to stop the spread of the virus is needed. In the attempt to stop the spread of Covid-19 to anticipate more infection many governments around the world are commencing large scale of social distancing and isolation. As safety of the people comes first, many academic institution adopted online learning that allows studying at home and facilitation of online learning becomes the safest method to protect students from the danger of Covid-19 pandemic. According to Susilowati, (2020) the government of many countries in the world are unwilling to take the risk of more spread of Covid-19 virus at schools and universities. In order to ensure the continuation of education Indonesian government decided to change all learning activities into online.

In the attempt to maintain learning activity in the midst of pandemic, online learning is a suitable choice as online learning enables the learners to learn without having direct interaction like face to face meeting. The materials are delivered indirectly and teacher and students communicate and interact through network access using technological devices or application (Milliner, 2017). Understanding the significance of distant learning implementation during Coronavirus pandemic, it is vital to facilitate students with suitable learning method and strategies to overcome this learning limitation (Susilowati, 2020). In the context of ELT, listening is considered as difficult skill that receives the impact of the sudden shift to online learning. As stated by Renandya & Farrel (2011), one university level learning application that receive the most impact from the spread of coronavirus was listening class where the implementation of such kind of online with a sudden preparation is not an easy task.

Listening is the beginning skill in learning foreign language as people begin to learn language from how it sounds before learning how it is written and spoken. According to Richard (2005), In the term of second and foreign language, listening has two purposes to gain an understanding of the input and to support the other development of language skills. As receptive skill, listening has been shown to assist in the acquisition of pronunciation, vocabulary and syntactic knowledge (Lanning, 2015). Listening skill is about receiving the message that was originated from sound and voice. According to Adnan (2014) listening involves a process of getting the message and meaning from taking attention to the information we hear. Brown (2001) stated that listening involves receptive process in obtaining information by representing meaning from the speaker through imagination and mental process.

Listening have an important influence towards daily communication and the implementation of language; however, listening is known to be challenging skill especially for EFL learners (Adnan, 2014). Listening is very complex skill compared to other skills for ESL and EFL learner; it is caused by lack of practice and limited knowledge to follow listening activity in the class (Schmidt, 2016). In this case, effective teaching and learning strategies are necessary to develop students listening skill and comprehension more efficiently. Milliner (2017) stated that in developing effective listening activity, it is necessary to discuss the trials of online and distant learning in listening course such as getting the gist of fast-talking speaker, lack of vocabulary and length of speech. In regular face to face meeting, these kinds of listening problems have many solution (Susilowati, 2020). ‘

The main purpose of listening is to be understand auditory input from oral communication. Cole & Flexer (2015) stated that listening and comprehension refer to complex mental process that is considered as a difficult skill to learn and master. Vandergrift (2007) stated that listening is considered as undistinguishable thinking process that is hard to explain as the listener is involved in many processes such as distinguishing between sounds, understanding vocabulary and grammar as well as

interpreting stress and intonation in the interpretation within context of the utterance. Moreover, Anderson (1985) stated that the aspect of comprehension consisting of awareness, analyzing and application.

There are two respective model of processing information namely bottom-up and top-down processing. Rumelhart (1980) added that these two models interconnect to develop an interactive information processing as the third model of processing information. According to Richards (2008) Top-down processing goes from the prior knowledge about the meaning of language to predict what will be uttered by the signal while bottom-up process refers to textual strategy that requires the listener to be dependent on the language stated in the text, that is a amalgamation of auditory, lexical, and syntactic aspect that create meaning,

Listening strategies are defined as summary of both metacognitive and cognitive strategies which aims to get information to comprehend the spoken material (Gilakjani, & Ahmadi, 2019). According to Holden (2004) metacognitive strategy encompasses understanding about learning where language learners are involved in thinking about the learning process while they are arranging a plan, monitors, and evaluating their own learning. The cognitive strategies involve the ability to comprehend and store language input in long-term memory for future memory retrieval. Based on Vanderfrift (2012) cognitive strategies are divided in two main aspects, those are bottom-up and top-down strategies.

Listening activity is a complex task that not only involves bottom-up but also top-down learning progressions (Nunan, 2002). According to Khoironi & Hadi (2018), bottom-up process of listening begins from decoding sounds for the understanding of words, phrases, sentences, and finally to whole texts in a linear fashion. Meanwhile, top-down listening process involves the ability of students to actively comprehend the speaker's messages with prior knowledge, which may include an experience of the topic, knowledge of the content of speaking, or

knowledge of previous events. These two processes are necessary to achieve listening.

There are studies that focused on listening class in online learning, for instance, Susilowati (2020) with the title tried to explain various challenges in the implementation of online learning in listening class. The study found three significant challenges in the implementation of online learning in listening class such as choosing suitable technological platform devices, system and application, material preparation and the application of suitable method and strategies suited for online learning. Moreover, a study by Bao (2017) found positive correlation between both strategies with learning. The study also shows some limitation, the author can't grasp the dynamic procedure that influence learners' interest and implication to learning strategies that they partake on their linguistic development. There are many methods of teaching listening; however, as online learning becomes mandatory in this kind of situation, it is necessary to design suitable teaching method for online learning by understanding what students' need and what students' feel and think about the teaching strategies. A study about students' perception in online listening class as well as listening strategies employed by students in online listening is needed. Therefore, the researcher decided to conduct the research about listening learning strategies in online class.

METHOD

This study was carried out by using descriptive qualitative method to utilize data based on factual and detailed data to explain specific phenomenon. In this study, the researcher chose Likert scale analysis qualitative research model to describe phenomenon using generalized numerical data to get the overview of the finding. In this research, The research begins with the construction of the research methodology that was formulated in accordance with the background of the study as well as literature review to get suitable method to conduct the research. With the research design, the research continues with the data collections. In this study, data collection

is carried out by using questionnaires, one for students. The multiple-choice question is used to cover the required information in detail to ensure all details of data are gathered by students.

The data are collected using questionnaire about the perception of online listening and online listening strategies from participants originated from third semester students of English department students at University of Islam Malang with the total number of 128 students. The target of research data is 60 students from three listening classes that is randomly selected from the population.

The questionnaire consists of 28 items that used to collect the data about the perception of online listening as well as listening strategies in online listening class. The items consist of Name, Class, 9 items of students' perception about online listening class and 18 items of listening strategies used in online listening class. The questions about students' perception are based on Likert scale with the interpretation of 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree. Meanwhile, the values in the questionnaire about listening strategies were distributed in the following score of 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often, 5 = Very often. The researcher has administered the questionnaire through online media of Google form due to Covid-19 pandemic and consideration of social distancing to ensure health and safety for both researcher and participants. The data were collected from three classes of students originated from 3rd semester students.

The data analysis in this study is based on Likert scale basic analysis that only based on index percentage and Interpretation of score analysis. The analysis of index percentage formula is aimed to get the percentage score with the formula in excel. And the total scores are received through multiplying the Likert scale options with the participants who chose it. After the index value are found the researcher will then continue to interpret score analysis. The interpretation of score analysis is based on the formula of 100% divided with the number of options of the items in

questionnaire. And from the result the researcher will gain interval to measure which the index value of Likert scale belongs.

FINDINGS AND DISCUSSION

The result of the research was provided through table data acquired from students' response in the questionnaire. The data shows that from the data collection in 3 classes, the researcher received 72 responses from the participants consisting 21 responses from class A, 24 responses from class B and 27 from class C. The calculation of the data is based on each class for the perception of online learning and a whole of total participants for learning strategies in online listening class.

In the attempt to answer the first research question about the perception of online listening class activities, the researcher conducted survey with the result as follows.

Table 4.1 The Result of Student's Perception on Online Listening Class

Statement	1	2	3	4	5
The material provided in the class are easy to comprehend	1.4%	63.9%	16.6%	9.7%	8.3%
The material provided in the class are relevant with the learning topic	8.3%	38.9%	26.4%	22.2%	4.2%
The lecturer gives time for discussion session	12.5%	38.9%	29.2%	16.6%	2.8%
The lecturer gives suitable feedback	8.3%	38.9%	37.5%	12.5%	2.8%
The lecturer gives assignment in online listening class	8.3%	43%	31.9%	12.5%	4.2%
The assignment provided in the class are relevant with the learning material	6.9%	40.3%	31.9%	18%	2.8%
Learning platforms are suitable for learning activities in online listening class	11.1%	33.3%	38.9%	11.1%	5.5%
The facility is sufficient in online listening class	8.3%	50%	30.5%	8.3%	2.8%
The material is easy to access	8.3%	52.8%	23.6%	12.5%	2.8%
Total	8.17%	45.07%	28.99%	13.72%	4.06%

The result shows that the overall score from all three classes are identified as disagree (tidak setuju) as the overall score of students' perception in online listening are 45.07% at disagree level, and acceptable with 28%, agree at 13%, 8.17% that extremely disagree and 4.06% that really agree with online listening class. The overall result is taken from the material, assignment, time management for discussion section, facility, learning media as well as easy of access material that most aspects are dominantly received disagreement from the students except for platforms and learning media.

The result of this study is in line with Susilowati (2020) which indicates several difficulties in online listening that consist of insufficient facility, lacking active interaction between teacher and the students in designing learning and teaching method suitable for online learning. Moreover, the study conducted by Kongchan (2012) revealed that the students mostly gives negative responses in regard to the sufficiency of facility.

The overall perception shows that the majority of the students that consisted of 45.07% of the participants disagree with online listening class, followed by acceptable with 28% of the participants and agree at 13% of the participants. Moreover, there are 8.17% that extremely disagree with online listening and 4.06% that really agree with online listening class. Additionally, Yang and Cornelius (2008) identified the perception on the quality of online education and found that students have negative experience caused by the delayed feedback, inaccessible technical support from instructors, lack of self-regulation, self-motivation, and monotonous teaching approaches, and badly designed course content. The study by Putri (2019) also found that the class is lacking facilities to support listening activities and the students have to find another class or bringing their own support system to be able to follow the class effectively.

In answering the second research question of learning strategies use in online listening class, the researcher divided the strategies into 2 variables that is cognitive and meta cognitive strategies and found that from 72 participants, 37 or 51.4% of the

participants use cognitive strategies and 33 or 45.8% of the participants use meta cognitive strategies.

Table 4.2 The Frequency of Learning Strategy Use

Strategies	Mean	Frequency	Percentage
Cognitive	2.48	37	51.4%
Metacognitive	2.55	33	45.8%
Neutral	2.5	2	2.8%
Total	2.51	72	100%

The result of the total score above indicates that most students learning strategy are in the average score. This is shown by the choice taken by students that mostly in the mid-point of rarely and often that results in average mean score. Based on the data, the meta cognitive strategies got 2.55 total points and cognitive strategies received 2.48 mean score. This implies that the students deployed more the use of metacognitive strategies than cognitive strategies.

Based on the data above, the frequency of students that are dominant in using meta cognitive strategy is 33 or 45.8% of the participants and those who are dominant in cognitive learning strategies are 37 or 51.4% of the participants and 2 or 2.8% of the participants have equal score in cognitive and meta cognitive strategies in online listening classes. This indicates that there are more cognitive dominant students than meta cognitive strategy user in online listening class.

This is supported by the finding of another study in Indonesian university level by Putri (2019) which shows similar result in which most participants use cognitive strategies in listening like bottom up and top down method and only few of them use metacognitive strategies. However, in applying cognitive learning strategies there are difficulties encountered by learners such as difficulties to keep up with native speakers and lack of student's vocabulary. The study also indicates strong frequency of using meta cognitive strategy by students. This finding is in contrast

with the result of the study by Wijaya and Yuniarti (2019) that has the similar result in slightly different use of cognitive and meta cognitive that is shown by 10 students that are categorized as learners who use more cognitive strategy and 13 for metacognitive. In this study, the slightly different is shown by only 3% higher percentage from metacognitive.

Aside from the difference between cognitive and metacognitive strategies, Flowerdew and Miller (2005) stated that strategic approach must include the use of both cognitive and meta cognitive process. Moreover, a combination of cognitive and metacognitive strategies is also necessary for effective listening instruction (Vandergrift 2010). In overall, the data indicates that the participants disagree with all aspects except for learning media. Susilowati (2020) found many negative responses of the students caused by difficulties in online learning such as lacking technical support, motivation, monotonous teaching, and poorly-designed learning activities. In terms of learning strategies in online listening class, it is indicated that there are more students who prefer to use cognitive strategies but based on the mean score, the students who use meta cognitive strategies utilize more strategies than those with cognitive strategies. Bao (2017) also found that students use both cognitive and metacognitive equally. Therefore, this study have the result which is in line with previous studies.

CONCLUSION

Based on the result of this study, it can be concluded that the students of perception of online learning shows that most of the students disagree with online listening class because of many factors such as material, assignment, time management, facility, and learning media. In regards to learning strategies in online listening class, the students have difference in the frequency of using cognitive strategies with 37 students and metacognitive with 33 students. It is indicated that there are more students who prefer to use cognitive strategies but based on the mean

score, the students who use meta cognitive strategies utilize more strategies than those with cognitive strategies.

SUGGESTIONS

Based on the result and conclusion of the study, the researcher points out some suggestions as follows:

5.2.1 It is suggested for the students to utilize more strategies in online listening as there are benefits and potential of using listening strategies.

5.2.2 For the lecturers, it is suggested to introduce more about meta-cognitive and cognitive strategies in online listening so the students can choose what strategies suitable for them.

5.2.3 For the next researcher it is suggested to conduct deeper research about listening strategies by measuring the effectiveness of using metacognitive and cognitive strategies.

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