

**STUDENTS' PERCEPTIONS ON USING SYNCHRONOUS LEARNING
FOR LISTENING SKILL AT FOURTH – SEMESTER STUDENTS OF
UNIVERSITY OF ISLAMAMALANG**

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Abstract: Education in Indonesia has shifted from offline to online, several institution adapted synchronous learning which all participants, including the teacher and students, take part in the learning process at the same time and interact directly with each other. Listening as fundamental English language skills is essential for receiving the meaning of something from hearing. Listening in foreign language is not easy, especially in online learning where the students and teacher have limited interaction. Therefore, in this study, the researcher aims to explore students' perception towards the implementation of synchronous learning on listening skill. This research is conducted using descriptive qualitative research on 44 students from the 4th semester in English language department at the University of Islam Malang. A Likert-scale questionnaire and semi-structured interview about the implementation of synchronous learning was used in this study. The data analyzed qualitatively using reduction data, display data, and conclusion. The result shows that synchronous learning is a good alternative to face to face learning due to its intractability adaptability, and usability. Synchronous learning found to be satisfactory in terms of facilitating, enabling direct learning, and maintain good communication between lecturer and students. However, connectivity and learning cost also became major problems that the students encounter. There are two students tend to choose classroom learning, as it does not require decent internet. The study suggested to ensure good control over the participants when they give information, so the information received is more valid.

Key Words: Perception, Synchronous Learning, Listening Skill.

INTRODUCTION

Online learning becoming more popular in the recent years following the advancement of technology and development of new learning methods. As stated by Li and Lalani (2020) that online learning is increasing due to development of technology in the society. In Indonesia, online learning also popularly adapted as

the primary education system following the Coronavirus outbreak in early March 2020, the teaching and learning process in schools experienced difficulties as an impact of Covid-19. As a result, face-to-face learning at school is prohibited and replaced with online learning. There are several variety of learning methods that can be used by educator in conducting the online learning process. One of the most widely used learning methods is synchronous learning. Synchronous learning is an online learning in which all participants, including the teacher and students, take part in the learning process at the same time and interact directly with each other (Gilbert, 2000).

Listening is fundamental language skills involving the act of giving attention get the message from something heard. According to Cahyono (2017) listening in foreign language is considered as challenging skills in language learning especially for low competence students. Success in listening can be seen from the strategies used by listening. Roost (2000) identifies the strategies by successful listeners. Specifically, they are: predicting, clarifying, responding, and evaluating. Therefore, in listening learning, that allows students to play an active role in the listening learning process.

In teaching listening, teacher must have basic knowledge to make learning successful. In learning listening must consist of several aspect. Helgesen and Brown (2007) said that proposes some principles for teaching listening to beginning learners that includes awareness of the goal of the task, implementation of variety of task, and the ability to differentiate spoken and writing language. Richard (2001) stated that the teacher is a key factor in the successful implementation of curriculum change. The teacher is an important subject of the learning process. Each student has different listening skill. In this case, teaching listening requires various practices that can be achieved effectively with the presence of direct interaction between teacher and students which is difficult in online asynchronous learning. Therefore, the implementation of synchronous learning is necessary for the success of teaching listening in online setting.

Synchronous learning implementation should facilitate direct interaction between teacher and students. As stated by Jackson (2012) that synchronous courses more closely resemble classroom-based course because they require students to be in the same virtual classroom as the teacher at a specified time in order to receive instruction. According to Nurul (2022) synchronous learning implementation is supported by media such as video conferencing that allows the students and teachers develop communication skills during the learning process. Students and teachers engage in synchronous learning by asking and answering questions in real time. In others words, synchronous learning allows students to participate in learning activities rather than feeling isolated. Moreover, Hrastinki (2008) stated that synchronous communication between students allowed them to get know each other better, created strong relationship, and was more interactive than asynchronous communication, all of which led to increased student participant in the online course. Furthermore, shahabadi & uplane (2015) stated that in synchronous learning students get the opportunity to ask questions to the teacher during learning and get answer it also directly allows students to connect relationship with their peers and develop learning communications.

There are several studies discussing the students' perception towards synchronous learning, for instance, a study by Ikhlas (2021) found that students' are able to adapt to any part of the online learning experience and their perception of online learning during the covid-19 pandemic was a positive perception. Another study by Nisa (2021) also indicated students' approval of the implementation of that synchronous and asynchronous e-learning methods during online learning. However, they provide more positive responses towards synchronous learning. Fitira (2021) indicate that students' difficulties in conducting synchronous learning are mostly due to internet connections problem as well as incompatibility of the students' device, technical issues with the device, and environmental factors. Finally, a study by Ginting (2021), show that EFL students had a favorable opinion of synchronous instruction's role in the improvement of language proficiency as it allows lecturers and students to communicate as though they were in a traditional classroom.

From these previous studies, the researcher found the gap that all of these studies rely only to survey research using questionnaire. In this case, the current study also involves interview to get more detailed data. Therefore, this research was entitled: “Students’ perception on using synchronous learning for listening skill.

METHOD

This study is conducted as descriptive qualitative research involving 4th-semester students of the English education department at the University of Islam Malang that consisted of four classes which consist of more than one hundred students. The researcher used random sampling to the population and acquired 44 students as participants of the research. The consideration of using random sampling is that all the population have the same chance of participating in this study, so the data reflected more about the condition of the whole population about the perception of synchronous learning. The study carried out using two kinds of instruments, those are closed- ended questionnaire and interview guideline. The questionnaire was adapted from Walgito (2001) and consisting of 16 questions with 4 items discussing about synchronous learning implementation, 3 items for the difficulties in the implementation, and 9 items for the benefits of synchronous learning on students’ listening skills. In the other hand, the interview guideline was in the form of semi structured interview consisted of 4 questions, aspects 1 is for confirming students’ knowledge about synchronous learning, aspects 2 is for students’ satisfaction on learning platform in synchronous learning, aspect 3 for students’ satisfaction towards current listening skill and aspect 4 for students’ choice between synchronous learning and face to face learning.

The data for this research was acquired from the students through Google form. Meanwhile, the interview session was conducted via call phone with 3 students. The interview was recorded to allow the researchers to rewrite it. The questions was focused on the result of synchronous learning on listening skill. To avoid misinterpretation and misunderstanding, the research using English and

Indonesian language to help students understand the questions. The data were analyzed descriptively based on the result of the student questionnaire and interview. The questionnaire is analyzed using Microsoft Excel by calculating the percentage of scales that corresponds to the students' perception about the implementation, difficulties and benefits of synchronous learning in listening skill. Meanwhile, the interview was analyzed by using data reduction, display data and conclusion. First, reduction was done by checking the data obtained regarding students' perception on using synchronous learning for listening skill to get accurate data from respondent, here the researcher compiled and summarized the important points that is relevant with the study and remove the points that unrelated with the study. After the points are compiled relevant to the study, the researcher grouped the data based on students' responses based on their perception which is positive, or negative opinion as well as the students' choice and preference. After the data has been arranged, the researcher displayed the data and explains the phenomenon descriptively. From the description of each phenomenon, the researcher draws conclusion to be presented in the result.

FINDING AND DISCUSSION

The result of this study indicates that synchronous learning was suitable learning method to replace face to face learning when it is necessary in the future due to its intractability adaptability, and usability. This is related to the statement of Nurul (2022) that synchronous learning can be implemented to make teacher and students easier to conduct learning effectively at home in real time and on a schedule basis. Furthermore Nisa (2021) explains that it is important to state that no matter how geographical distance is, synchronous learning gathers students together. However, in terms of how synchronous learning helps the communication between students with teacher and friends, the students tend to give negative responses as communication is easier in classroom learning.

These phenomenons shows that synchronous learning is more like classroom-based learning, as stated by Jackson (2012) that synchronous courses

more closely resemble classroom learning because they require students to be in the same virtual classroom as the teacher at a specified time in order to receive instruction. This enables the students to communicate directly with their friends and teacher or lecturer. According to Shahabadi and uplane (2015). Synchronous learning refers to the real time online learning which facilities students and teachers to interact at the same time or live.

The result also indicated that the majority of the students were burdened with the learning cost but connectivity and learning environment did not bother them in synchronous learning. Moreover, the students tend to be dissatisfied because of internet connection. This findings is in contrast with the previous study by Ikhlas (2021) where the students can adapt well without any problem in synchronous learning. As for learning media, the results shows that the majority of the students believed that media used in synchronous learning motivates their learning, helps them to communicate, and practical material delivery. Other than that, the students stated that they have more confidence and feel more active in synchronous learning. This result is in consistent with the study by Guci and Siahian (2021) that online learning media facilitates a long-distance communication by combining video conference features with online textual conversation or chat, and it is not affected by distance or time.

In terms of the implementation of synchronous learning in listening class, the students mostly gives positive responses especially in the benefits, and audio material quality also increases their listening skill. However, students are disagreed that material uploaded in the platform helps them in learning listening. These findings have similar result to both previous studies by Ikhlas (2021) and Nisa (2021) where most of the students have positive response regarding the implementation of synchronous learning. Students' understanding about synchronous learning shows that the students understand that synchronous learning is still considered as bidirectional direct learning but all activities are carried out via online as the students and the lecturers are in different place. The learning is done with the help of platform, media and internet connection to

communicate. This is in line with Nurul (2022) that synchronous learning allows direct communication between students and teacher, thus makes the learning activities more interactive. Moreover, all students agreed that synchronous learning is satisfactory for various reasons. The first reason is synchronous learning allows the learning activities to be carried out even the students and the lecturer are in different place. Secondly, it allows the learning activities to be carried on even in the pandemic situation when public interaction in one room is restricted. Lastly, it helps the interaction between students and lecturers. This is in line with Hratstinski (2008) statement that in synchronous learning, teacher and students can conduct direct discussion and question and answer making students directly involved in the learning process instead of being isolated. Moreover, Shahabadi and Uplane (2015) stated that synchronous learning is one method that can be used to make easier for teacher and students to learn effectively at home in real time and on a schedule basis.

The result also indicated that there are two students tend to choose classroom learning, the first student choose classroom learning because it does not require decent internet connection. Moreover, the other student chose classroom learning because it is easier to interact and discuss with other students. Meanwhile, one student tend to choose synchronous learning because the student is preserved person and in synchronous learning, social activities that might disturb preserved individual is more restricted. However, this is in contrast with the statement of Nurul (2022) that synchronous learning allows the students to communicate directly even in distant learning to build strong relationship, which is more interactive compared to asynchronous communication.

CONCLUSIONS AND SUGGESTIONS

From the findings and discussion, it can be concluded that according to the students, synchronous learning is a good alternative to face to face learning due to its intractability adaptability, and usability. Moreover, in terms of learning media the students finds it satisfactory as it facilitates well in terms of communication

and material delivery. For its implementation, synchronous learning receives positive remark from the students as it helps them to learn better in real time learning. The students also understand well about the concept of synchronous learning that it is still considered as direct learning but all activities are carried out via online with the help of platforms and internet connection which makes their opinion about synchronous learning reliable. Furthermore, synchronous learning found to be satisfactory in terms of facilitating communication in distant learning, enables direct learning in pandemic situation, and maintain good communication between lecturer and students. However, it is also true that the interaction in the classroom is still limited. Connectivity and learning cost also became major problems that the students encounter in synchronous learning. There are two students tend to choose classroom learning, as it does not require decent internet connection and it is easier to interact and discuss with other students. While one student choosing synchronous learning is due to preserved character and did not like social interaction very much. From these conclusions, the study suggest that it is necessary to ensure good control over the participants when they give information, so the information received is more valid. This study is limited to be conducted online, so the researcher have less control over the participants. Moreover, it is suggested to add more aspects to be discussed of synchronous learning such as learning facility, learning material and material delivery.

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