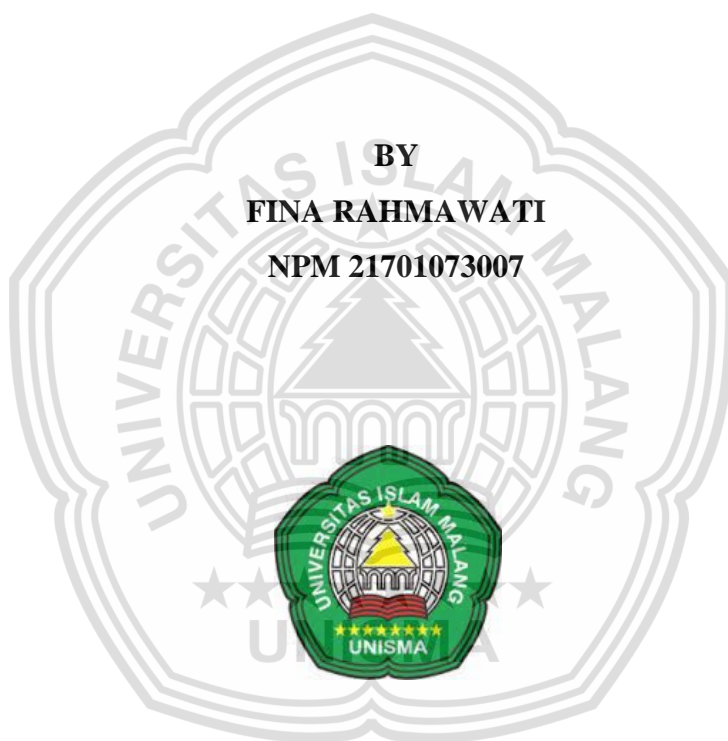




**TEACHING LISTENING OF UNIVERSITY LEVEL THROUGH ONLINE
LEARNING SYSTEM: A CASE STUDY**

SKRIPSI

**BY
FINA RAHMAWATI
NPM 21701073007**



**UNIVERSITY OF ISLAM MALANG
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FINA RAHMAWATI

NPM 21701073007

**UNIVERSITY OF ISLAM MALANG
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ABSTRACT

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Key words: Teaching listening, online learning system

Listening is the most important part of communication because we can understand to speak, read and write through listening first. As an input skill, listening plays a crucial role in students' language development. Accordingly, teaching listening becomes an important thing for students as well. Recently, the teaching and learning process should conduct by online learning. It was definitely not easy to make such kind of online learning for listening class with a sudden preparation.

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 conducted by the listening lecturer of second-semester of English Education Department of University of Islam Malang. For research design, this study used a case study method. The researcher chose one of the senior listening lecturers of University of Islam Malang who had a good quality in teaching listening. Additionally, to obtain the data, the researcher used observation sheet and interview as the main instruments, and some supportive instruments such as field notes, and documents. To ensure the data trustworthiness, triangulation was conducted by doing five times observations, and an interview of lecturer. Eight interviews of the students and some documents were selected as the supportive documents.

After analyzing the data, the finding of the study was indicated that the observed lecturer used some certain platforms to maximize the teaching listening through online learning system. The observed lecturer also divided the activities into three steps, namely in pre-, while-, and post-listening activities and implemented various activities to the students either using *Google Classroom* or *Zoom*. The researcher found out that the observed lecturer applied meta-cognitive strategy in teaching listening through online learning. Moreover, the lecturer also did summative and formative assessment in teaching listening online.

Based on the findings of the study, the present study was conducted in limited scope and areas, and it certainly consists of several limitations in its data. It is strongly demanded further exploration and investigation about teaching listening can be examined deeply in other research in future researchers. In this case, the suggestions were addressed to the lecturer for considering the strategy used in teaching listening especially in online learning. It was also needed to apply interactive and interesting activities for the students in order to enhance students' motivation in learning listening.

CHAPTER 1

INTRODUCTION

This introduction presented and discussed some important points, namely (1) background of the research, (2) research problem, (3) objective of the research, (4) significance of the research, (5) scope and limitation of the research, and (6) definition of key terms.

1.1 Background of the Research

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. As general, teaching listening is the active process of receiving and responding to spoken where is the teacher as the speaker and the student as the listener in the process of direct learning listening (Aryana & Apsari, 2018).

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". All of the previous studies correlate with the present study and it also used the same method, namely descriptive qualitative research. 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.

Additionally, the researcher wanted to describe the teaching listening skills in the area of the university because it is demanded to provide the students to master listening in specific terms. Moreover, University of Islam Malang is one of the educational institutions which provided English education. The researcher chose the University of Islam Malang as the setting because of several reasons. First, this university has many students who choose English as their major. Besides, the researcher chose the second semester of English Department because this is the basic grade of learning English in the university, so it was necessary to know how important aspects like teaching plan of listening class, listening material, teaching methods and strategy, and assessment carried out in the listening class.

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*”.

1.2 Research Problems

Based on the background of the research, the concern of this research was to find out how the way of teaching listening skill is to the second semester English department students of University of Islam Malang through online system during Covid-19 pandemic. However, there were some aspects in teaching listening through online learning system. Accordingly, the research problems could be formulated as follows:

1. How does the listening lecturer plan the teaching of listening skill through online learning system at second semester of English Department University of Islam Malang?
2. What are the roles of the lecturer in listening activities through online learning system at second semester of English Department University of Islam Malang?
3. What types of the strategy used by the lecturer in listening class through online learning system at second semester of English Department University of Islam Malang?
4. What are platforms used by the lecturer in listening class through online learning system at second semester of English Department University of Islam Malang?
5. How are the listening activities through online learning system at second semester of English Department University of Islam Malang?
6. How is the listening assessment in listening class through online learning system at second semester of English Department University of Islam Malang?

1.3 Objectives of the Research

Based on the research problems above, the researcher aimed to describe as follow.

1. To describe how the listening lecturer plans the teaching of listening skill through online learning system at second semester of English Department University of Islam Malang.
2. To describe how the roles of the lecturer are in listening activities through online learning system at second semester of English Department University of Islam Malang.
3. To describe how the strategy is used by the lecturer in listening class through online learning system at second semester of English Department University of Islam Malang during Covid-19 pandemic.
4. To describe what platforms are used by the lecturer in the listening class through online learning system at second semester of English Department University of Islam Malang.
5. To describe how the listening activities are through online learning system at second semester of English Department University of Islam Malang.
6. To describe how the listening assessment is in listening class through online learning system at second semester of English Department University of Islam Malang.

1.4 Significance of the Research

The result of this research was expected into several significances to the teaching and learning listening. It had two major significances, namely practical and theoretical significances. Theoretically, this research gave much information about how the teaching and learning process of listening class through online learning system which was conducted during Covid-19 pandemic. Practically, the result of the study could be used by English lecturer as a reference how the way of teaching listening through online class. Moreover, it could help other lecturer to know how the listening lecturer implemented all the important aspects of the teaching listening class during Covid-19 pandemic which focused on Second semester of English Department of University of Islam Malang.

1.5 Scope and Limitation of the Research

This study focused on several points like teaching plan of listening skill, listening material, teaching methods and strategy, assessment carried out in the listening skill, and components in teaching listening skills at the second semester of English Department of University of Islam Malang. Moreover, in doing this research, the researcher had the limitations in its data. This research is conducted during Covid-19 which all aspects should be restricted especially the learning process which should be conducted from home. It meant that the learning process was conducted by online learning. Moreover, the sources of the data also became the limitation of the study

which the researcher gained the information only from the lecturer and eight students chosen.

1.6 Definitions of Key Terms

To avoid some mistakes and misunderstanding about the terms which were used in this research, it was important for the researcher to define some key terms as follows.

1. Teaching listening

Teaching listening refers to the way of the listening lecturer planned, prepared, and taught the listening class. It includes teaching planning, listening material, teaching methods and strategy, and assessment carried out in the listening skill at the second semester of English Department of University of Islam Malang. The goal of teaching listening is to make the students can understand the meaning of the audio and the related questions.

2. Listening

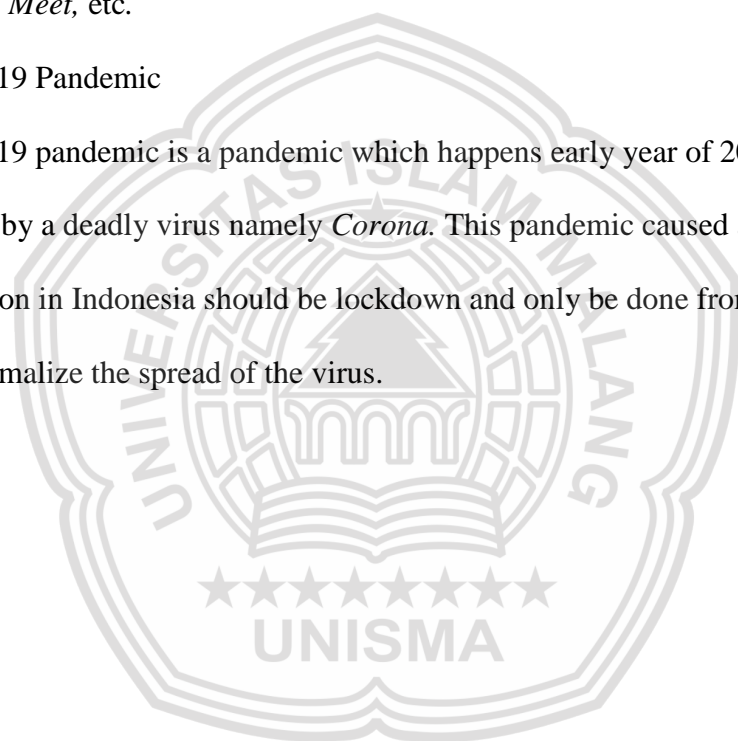
Listening is the ability to identify and understand what other people are saying. The study emphasized students at second semester students of English Department of University of Islam Malang. Specifically, there are some types of listening activities like identifying the picture, matching the picture, completion, ordering the picture, and answering the questions.

3. Online learning system

A system of learning which requires the students and the teacher or lecturer not to be able to meet face to face in the classroom so that learning can use certain digital applications that suit learning needs. There are several platforms which is usually used in online learning system, such as *Google Classroom*, *Zoom*, *Google Meet*, etc.

4. Covid-19 Pandemic

Covid-19 pandemic is a pandemic which happens early year of 2020 which is caused by a deadly virus namely *Corona*. This pandemic caused all level of education in Indonesia should be lockdown and only be done from home in order to minimalize the spread of the virus.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter would present some (1) conclusions and (2) suggestions based on the findings and the discussions in the chapter IV dealing with the teaching plan of listening skill, the roles of teacher in listening activities, strategy used in listening class, the activities of listening skill, and the assessment of listening skill.

5.1 Conclusions

Related to the findings and the discussions presented in the previous chapter, the researcher drew some conclusions regarding to the teaching listening through online learning as follows.

Dealing with the teaching plan, same as when it was made for offline class, the listening lecturer of second semester of English Department of University of Islam Malang used the lesson plan by making the syllabus and made it once for a semester. Completely, the teaching plan generally consisted of the course objectives, time allocation, material, and the assessment. In terms of the role of teacher in listening activities, the lecturer played several roles in teaching listening through online learning. The roles were lecturer as an organizer, as a controller, as an evaluator, as an investigator, and as a prompter or motivator.

Dealing with the strategy used in listening class, the lecturer implemented metacognitive strategy to teach the listening skill to the second semester. Meanwhile,

dealing with how the lecturer organized the classroom, the lecturer used individual technique for the students. The lecturer also tried to organize by setting the platform used in order the teaching process especially in online learning could be done effectively. 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 or application 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. Moreover, the lecturer also divided the activities into three phases like pre-listening activities, while-listening activities, and post-listening activities. Regarding with the listening assessment carried out, the lecturer combined both summative and formative assessment to measure the progress of the students' achievement in listening skill.

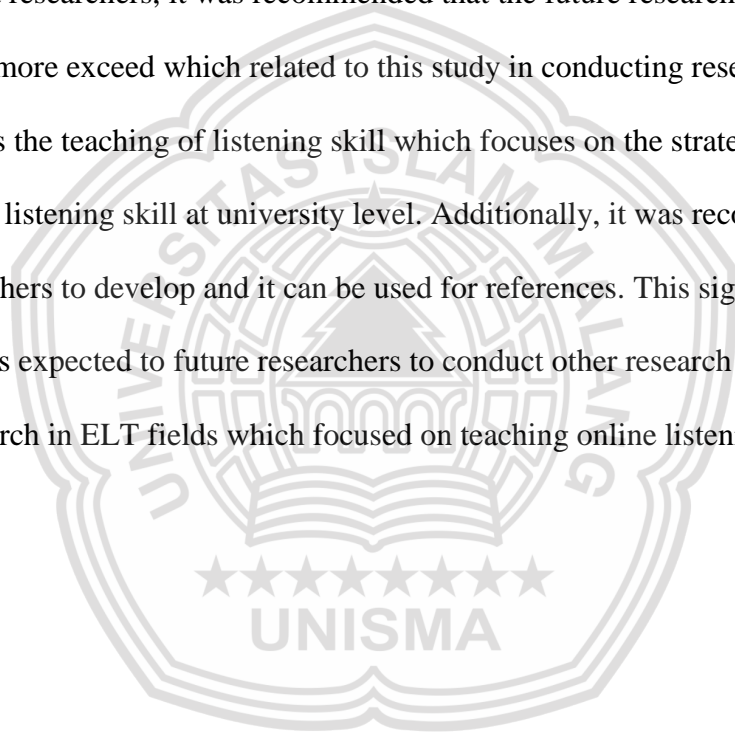
5.2 Suggestions

Based on the findings and the discussions in this research, some suggestions were suggested to listening lecturer, students, and the future researchers for improvement of teaching listening through online learning in particular.

For listening lecturer, related to the strategy of teaching listening and the material, 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 English students, it was suggested to have more practice and implement in order to be able to improve the students' listening skill.

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. This significance of research was expected to future researchers to conduct other research studies related to this research in ELT fields which focused on teaching online listening.



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