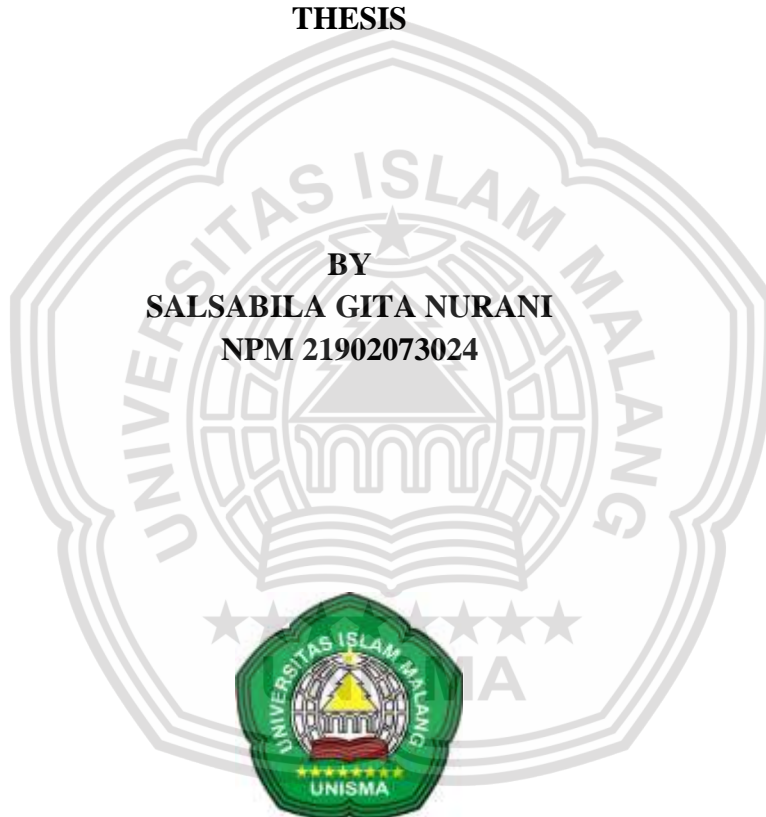




**A SURVEY OF UNISMA ENGLISH UNDERGRADUATE  
STUDENTS' PERCEPTIONS ABOUT THE ONLINE  
LISTENING COURSES DURING THE COVID-19 PANDEMIC**

**THESIS**



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## ABSTRACT

Nurani, Salsabila Gita. 2021. A Survey of UNISMA English Undergraduate Students' Perceptions about the Online Listening Courses during the COVID-19 Pandemic. Thesis, English Language Education Study Program, Graduate Program, University of Islam Malang. Advisor: Prof. Hj. Utami Widiati, M.A., Ph.D.

**Keywords:** undergraduate students, perceptions, online listening courses, the COVID-19 pandemic

The COVID-19 pandemic which has spread all over the world recently has changed many aspects of human life, even on the educational side. Since this pandemic requires every level of educations to conduct the teaching and learning classes in online courses, all aspects of educations perceived the benefits and even the difficulties through this online course method. The issues of advantages and disadvantages of online learning may also be found in a language learning context, especially in listening courses, since this course is usually done face-to-face in a silent and focused class' condition. Therefore, this study aimed at measuring the undergraduate students' perceptions on the online listening courses during this COVID-19 pandemic.

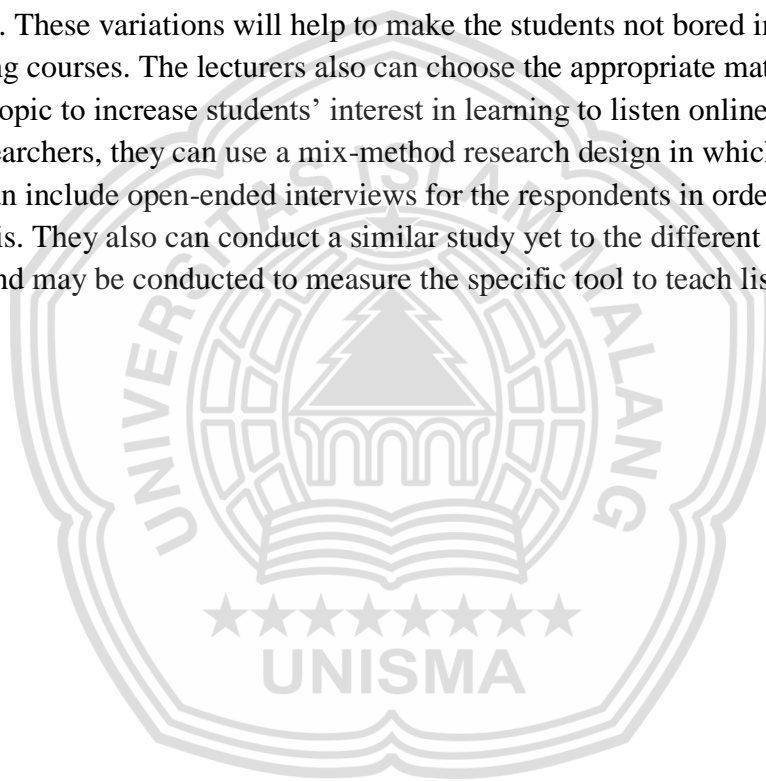
This study used a quantitative research design with the survey research method. Random sampling was used as the technique of determining the subjects of this study. The population here was all undergraduate students of the English Education Department UNISMA who had already attended the online listening courses. The instrument used in this study was online questionnaire consist of 30 statements with the 4-scales of the Likert scale. The validity and reliability of the instrument were measured before it was delivered to the real participants of the study. The samples who responded to the questionnaire in Google Form were 74 students from the first semester until the sixth semester of undergraduate English students of UNISMA.

In analyzing the data, the researcher used the average formula of Google Spreadsheet. The findings were analyzed by the whole average score from the highest to the lowest result. A high score indicates that the respondents perceive agreement with the questionnaire item whereas a low score implies that they do not agree with the statement in the item. Moreover, the average of every part of the questionnaire will also be analyzed to explore the respondents' perception of each item of the questionnaire. Then, the result of each number was compared to the total of 4 scores on the scale. If the result is higher than 2, which is half of the 4 scales, it means the good perception result of the item is high, and vice versa.

The main finding in this study showed that every item of the questionnaire got high response from the participants. All of them gained above 2 scores on the 4 scale. It can be concluded that the majority of the students agreed that online listening courses were suitable and comfortable to join the teaching and learning

process of listening in this pandemic era. However, the students' perceived difficulties towards this online listening method were also positive. It can be concluded that although the students feel that online listening courses were beneficial for them in the learning process in the pandemic condition, they still have difficulties in doing this kind of learning method. Therefore, online listening courses do have a positive side for the students, but the problems that they feel are also need to get more attention.

The suggestions were given to listening lecturers and to future researchers who want to conduct similar research for further studies. For the lecturers, they can apply some applications in the process of teaching listening online such as WhatsApp, YouTube, Google Classroom, Google Form, Zoom, Edmodo, Facebook, etc. These variations will help to make the students not bored in joining online listening courses. The lecturers also can choose the appropriate materials based on the topic to increase students' interest in learning to listen online. While for future researchers, they can use a mix-method research design in which the researchers can include open-ended interviews for the respondents in order to get deeper analysis. They also can conduct a similar study yet to the different participants and may be conducted to measure the specific tool to teach listening via online.



## ABSTRAK

Nurani, Salsabila Gita. 2021. A Survey of UNISMA English Undergraduate Students' Perceptions about the Online Listening Courses during the COVID-19 Pandemic. Thesis. English Language Education Study Program, Graduate Program, University of Islam Malang. Advisor: Prof. Hj. Utami Widiati, M.A., Ph.D.

**Kata kunci:** mahasiswa S1 bahasa Inggris UNISMA, persepsi, mata kuliah Listening online, pandemi COVID-19

Pandemi COVID-19 yang merebak di seluruh dunia ini telah mengubah banyak aspek kehidupan manusia, termasuk sisi pendidikan. Karena pandemi ini mengharuskan setiap jenjang pendidikan untuk menyelenggarakan kegiatan belajar mengajar dalam jaringan (online), semua aspek pendidikan dapat merasakan manfaat serta kesulitan melalui metode kelas online ini. Masalah kelebihan dan kekurangan pembelajaran online juga dapat ditemukan dalam konteks pembelajaran bahasa, terutama dalam mata kuliah Listening, karena mata kuliah ini biasanya dilakukan secara tatap muka dalam kondisi kelas yang sunyi dan fokus. Oleh karena itu, penelitian ini bertujuan untuk mengukur persepsi mahasiswa S1 Bahasa Inggris terhadap mata kuliah Listening online selama masa pandemi COVID-19 ini.

Penelitian ini menggunakan desain penelitian kuantitatif dengan metode penelitian survei. Populasi di sini adalah seluruh mahasiswa S1 Jurusan Pendidikan Bahasa Inggris UNISMA yang sudah pernah mengikuti mata kuliah Listening secara online. Instrumen yang digunakan dalam penelitian ini adalah kuesioner online yang terdiri dari 30 pernyataan dengan 4 skala Likert. Validitas dan reliabilitas instrumen diukur terlebih dahulu sebelum disebarkan kepada peserta penelitian yang sebenarnya. Jumlah sampel yang menjawab angket di Google Form adalah 74 mahasiswa S1 Bahasa Inggris UNISMA semester I sampai semester 6.

Dalam menganalisis data, peneliti menggunakan rumus Average di Google Spreadsheet. Temuan dianalisis dengan skor rata-rata keseluruhan dari hasil tertinggi hingga terendah. Skor yang tinggi menunjukkan bahwa responden setuju dengan item kuesioner, sedangkan skor yang rendah menunjukkan bahwa mereka tidak setuju dengan pernyataan dalam item tersebut. Selain itu, rata-rata setiap bagian kuesioner juga dianalisis untuk menggali persepsi responden terhadap setiap item kuesioner. Kemudian, hasil setiap item dibandingkan dengan total 4

skor pada skala. Jika hasilnya lebih besar dari 2, yaitu setengah dari 4 skala, maka hasil persepsi yang baik dari item tersebut tinggi, begitu juga sebaliknya.

Temuan utama dalam penelitian ini menunjukkan bahwa setiap item kuesioner mendapat respon yang tinggi dari partisipan. Semuanya memperoleh skor di atas 2 dari skala 4. Dapat disimpulkan bahwa mayoritas mahasiswa setuju bahwa mata kuliah Listening online cocok dan nyaman untuk diikuti dalam proses belajar mengajar Listening di era pandemi ini. Namun, kesulitan yang dirasakan siswa terhadap metode pemberlajaran online ini juga positif. Dengan demikian, dapat disimpulkan bahwa meskipun mahasiswa merasa bahwa mata kuliah Listening online bermanfaat bagi mereka dalam proses pembelajaran dalam kondisi pandemi, mereka masih mengalami kesulitan dalam melaksanakan metode pembelajaran semacam ini. Oleh karena itu, mata kuliah Listening online memang memiliki sisi positif bagi siswa, tetapi masalah yang mereka rasakan juga perlu mendapat perhatian lebih.

Saran peneliti ditujukan kepada dosen mata kuliah Listening dan peneliti selanjutnya yang ingin melakukan penelitian serupa untuk penelitian selanjutnya. Bagi dosen, mereka dapat menerapkan beberapa aplikasi dalam proses pembelajaran Listening online, seperti WhatsApp, YouTube, Google Classroom, Google Form, Zoom, Edmodo, Facebook, dll. Variasi aplikasi ini akan membantu mahasiswa menjadi tidak bosan dalam mengikuti mata kuliah Listening online. Dosen juga dapat memilih materi yang sesuai dengan topik untuk meningkatkan minat mahasiswa dalam belajar mendengarkan secara online. Sedangkan untuk peneliti selanjutnya mereka dapat menggunakan desain penelitian metode campuran di mana mereka dapat memasukkan wawancara terbuka kepada responden untuk mendapatkan analisis yang lebih dalam. Mereka juga dapat melakukan penelitian serupa kepada peserta yang berbeda dan dapat dilakukan untuk mengukur alat khusus untuk mengajar mendengarkan melalui online.

## CHAPTER I

### INTRODUCTION

Chapter one discusses today's pandemic situation which requires the process of teaching and learning to be done in online ways. This chapter includes the background of the study, research questions, objectives of the study, scope and limitation, significance of the study, and definition of key terms.

#### 1.1 Background of the Study

The COVID-19 pandemic which has spread all over the world recently has changed many aspects of human life even on the educational side. Since this pandemic requires every level of education to conduct the teaching and learning classes in online courses, all aspects of education perceived the benefits and even the difficulties through this online course method. The benefits that may the students get in online learning are joining the class everywhere, do not have to prepare to go to schools or campus, and can freely choose their comfort area to follow the online classes. Ritonga, Ritonga, Nurdianto, Kustati, Rehani, Lahmi, Yasmadi, and Pahri (2020) argued that online learning provides flexibility for both teachers and students since they can do this kind of teaching and learning process anytime and anywhere. On the other hand, the difficulties which are usually found in online learning are students cannot follow the teacher's teaching fluently, students cannot focus on the material given in the class, and an internet connection and power failure. These were in line with Agung, Surtikanti, and

Quinones (2020) who stated that the major problems in the online learning process are unavailability and unsustainability of internet connection.

The issues of advantages and disadvantages of online learning may also be found in the language learning context, especially in listening classes. There were several studies about online learning in listening English courses. Cigdem, Ozturk, and Topcu (2016) surveyed vocational military college students' perceptions on the web-based listening comprehension test. Their study proved that the students perceived positive attitudes towards this web-based listening comprehension test. Besides, they perceived low usefulness as the direct impact on their learning of listening. On the other hand, Amir and Kang (2018) reviewed some alternative tools for developing students' listening English skills. They found that computer-assisted language learning (CALL) and the online resources-based listening program can help students to gain their knowledge about the subject matter, accent of the speaker, and also make them easier to adjust the program based on their interest. Yet, their study was only reviewing some online learning tools which may have a positive effect for developing students' listening skill, but it had not been proved by examining students' perceptions about the effectiveness of the tools.

Karthikeyan and Dinesh (2019) conducted experimental research by using ICT to develop engineering students' listening English skills in India. They combined offline and online ICT tools in their study which were podcast, YouTube, websites, computers, projector, interactive whiteboard, and audio speakers. The results showed that the students' listening skills were developed by

this method. Yet, this study limited in the students' scope which focused on engineering students and did not specify the percentage of students' perceptions toward the use of ICT tools. Furthermore, Al-Shamsi, Al-Mekhlafi, Busaidi, and Hilal (2020) conducted quasi-experimental research about the effect of mobile learning on listening English skills and attitudes of EFL adult learners in a military training institute in Oman. Here, the control group was treated by using the conventional learning of listening method, and the experimental group was treated by using mobile learning of listening method via Google Classroom. The results of the posttest showed that mobile learning has a statistically significant effect on the students' listening skills. For the attitude toward the mobile learning of listening using Google Classroom, the experimental group generally had positive perceptions. Then, the researchers of this study stated that mobile learning would not be possible without an internet connection which means that internet connection was also a factor of successful mobile or online learning. However, this study was limited in the participants' gender that was all male.

In the Indonesian context, the research about online learning in listening classes was rarely conducted. Yoestara and Putri (2018) reviewed some literature about improving EFL students' listening and speaking skills by using podcasts. Podcasts here were in form of an online version and a downloaded version. After reviewing the literature, they concluded some reasons why podcasts can be beneficial in improving students' listening skills. Yet, the researchers of this study only reviewed literature and did not conduct actual research on the students. On the other hand, Saputra (2018) organized action research to change students'



perception in learning extensive listening through online media, YouTube. The results showed that the students' argued that studying extensive listening through YouTube was very astonishing, could help them to increase their vocabulary, and get new information. However, this study focused on listening through YouTube only and was not conducted in the context of the COVID-19 pandemic. The research about online listening courses needs to be developed based on today's pandemic condition to get the newest result of online listening research development.

The next previous study about online learning of listening in Indonesia comes from Nurhayati (2020). She conducted mix-method quantitative and qualitative research during the COVID-19 pandemic to know the students' perspectives about the use of phonology and online media to enhance their listening skills. The results showed that the students agreed that online media used in listening courses gave many benefits for their learning. It also found the positive effects of using online media in teaching listening courses. Though, this study was limited to third-semester English students, the researcher of this study realized that the results may be different if it were conducted on other semester students. In contrast, Susilowati (2020) found that online learning of listening classes during the COVID-19 pandemic has several challenges to the listening lecturers. The challenges were in applying the suitable technological devices, preparing the suitable materials, and applying suitable methods and strategies. However, this study was descriptive research from the lecturers' point of view, not from the students' views.

As there were issues of advantages and disadvantages of online listening classes, the researcher in this study especially wants to measure the EFL university students' thoughts about the use of online learning in listening courses. Before the regulation of distance learning due to avoiding the spread of Coronavirus, listening courses were usually done in listening laboratory and need for concentration and focus while doing this type of learning. Therefore, this present study tries to contribute to the research about students' perceptions of online listening courses whether they feel the benefits or the difficulties of online learning in listening courses.

In this study, the researcher conducted quantitative research with a survey research design. This type of method is used because this study wants to measure the undergraduate students' perception towards the difficulties and benefits of online listening course which they feel during this COVID-19 era. There were several gaps between the previous studies and this study. The first gap is the condition of COVID-19 pandemic. Several previous studies were not conducted in the pandemic period which may give different results when doing the research. The second is the different research method which was used to conduct the research. The previous studies mostly used experimental research whereas the present study use online survey research due to the regulation of work and/or learn from home and physical distancing. Then, the last gap is the survey research about students' perceptions on the online listening courses during the COVID-19 pandemic is still rare in Indonesia.

Because the pandemic requires the students to study from home with online learning courses, they may face several difficulties in following listening courses. The difficulties that may be found by the students are bad connections when they join the online class, power failure, uncomfortable places that may because of noise in their home, etc. On the other hand, some students may feel the benefits of an online listening course. For example, they may feel comfortable because the learning process is done in their homes and they may be flexible both in time and place. Therefore, this study wants to know their perceptions so that the listening teachers or lecturers can consider the appropriate methods or activities that can be suitable for the students' listening online courses. For this reason, the researcher proposed the present study's title as "A Survey of Undergraduate UNISMA Students' Perceptions on the Online Listening Courses during COVID-19 Pandemic".

### **1.2 Research Question**

In line with the introduction above, the research question of this study was formulated as "What are the students' perceptions on the online listening course during the COVID-19 pandemic?"

### **1.3 Objective of the Study**

Based on the research question above, the objective of this study was to know the undergraduate students' perceptions of the online listening course during the COVID-19 pandemic.

#### 1.4 Scope and Limitation of the Study

As the scope, this study focused on surveying undergraduate students of the English Education Department in UNISMA. As we know that the COVID-19 pandemic affects the teaching and learning processes in all levels of educations, these teaching and learning processes have to be done in online media. Likewise, as the limitation, due to the regulation of the COVID-19 pandemic, the survey of this study was done via online media. The researcher could not meet directly with the subjects so that it limited the deeper interaction between the researcher and the subjects of the study. Therefore, the result of this study was only from the online questionnaire results which consisted of the subjects' perceptions toward the listening courses which are done online.

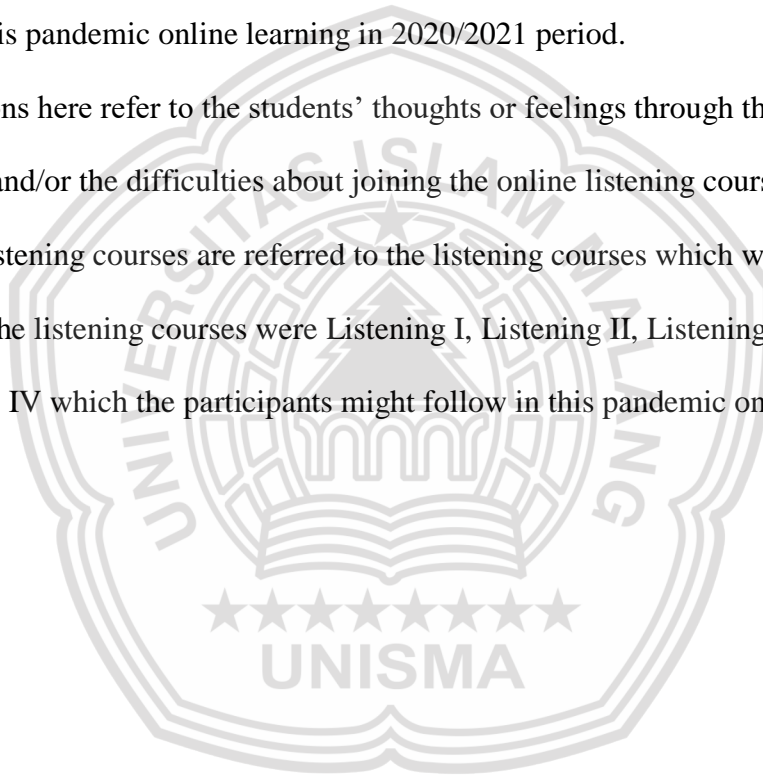
#### 1.5 Significances of the Study

There were three kinds of significances of the study which are for the lecturers of English listening, for the university students, and the future researchers. For the lecturers, this study aimed to give a reference to develop the teaching-learning process especially in the listening course which was affected by online classes. Then for the students, this study is expected to give the chances for them to share their opinions about the online listening courses whether they enjoy or not in joining the listening class via online media. Finally, for the researchers, the results of the study are expected to be a reference for the further researchers who want to do such research about the online listening course.

## 1.6 Definitions of Key Terms

Terms that are used in this study were UNISMA English students, perceptions, and online listening courses.

- a. UNISMA English students are referred to the undergraduate university students of the English Education Department at the University of Islam Malang. It was all students who already attended the online listening courses during this pandemic online learning in 2020/2021 period.
- b. Perceptions here refer to the students' thoughts or feelings through the benefits and/or the difficulties about joining the online listening courses.
- c. Online listening courses are referred to the listening courses which were done online. The listening courses were Listening I, Listening II, Listening III, and Listening IV which the participants might follow in this pandemic online learning.



## CHAPTER VI

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of this study and provides some suggestions for teachers and future researchers.

#### 6.1 Conclusions

The present study got several results from the respondents' answer. The main finding showed that all items of the questionnaire got positive responses from the students. All the results' scores performed higher than the 2 scores of the Likert 4-scales measurement which means the students perceived positively on the online listening courses and felt its benefits and enjoyments during this COVID-19 pandemic. However, the last part of the questionnaire was about the students' perceived difficulties towards this online listening method, and their perceptions were also positive. It can be concluded that although the students feel that online listening courses were beneficial for them in the learning process of the pandemic condition, they still have difficulties in doing this kind of learning method. These results have answered the research question of this study which wanted to know what the undergraduate students' perceptions on the online listening courses are. From these results, it can be concluded that online listening courses do have a positive side for the students, but they also have problems in doing this online listening method which need to get more attention.

## 6.2 Suggestions

Suggestions below were given to the listening lecturers and to the future researchers who want to conduct similar research for further studies.

### 6.2.1 Suggestions for Lecturers

The following are the suggestions for the lecturers in conducting online listening courses during the COVID-19 pandemic.

- a. Lecturers can apply some applications in the process of teaching listening online such as WhatsApp, YouTube, Google Classroom, Google Form, Zoom, Edmodo, Facebook, etc. These variations will help to make the students enjoy and not bored during online listening courses.
- b. Lecturers can choose the appropriate materials based on the topic to increase students' interest in learning to listen online. If the materials are not suitable for the topic, the students will be confused and may lose their interest in learning.
- c. Lecturers should guide the students in the process of online learning. Always be approachable by them is the key of successful online listening courses.

### 6.2.2 Suggestions for Future Researchers

Here are some suggestions for future researchers.

- a. This present study used a survey research design which was only conducted via online questionnaire. In order to gain deeper analysis, the researcher suggests future researchers use a mix-method research design in which the researchers can include open-ended interviews for the respondents.

- b. Future researchers can conduct a similar study yet to the different participants and may be conducted to measure the specific tool to teach listening via online.





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