



**STUDENTS' PERCEPTIONS ON USING SYNCHRONOUS LEARNING
FOR LISTENING SKILL AT FOURTH- SEMESTER STUDENTS OF
UNIVERSITY OF ISLAM MALANG**

SKRIPSI

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ABSTRACT

Wakano, Marzita Glendia Rizky., 2023. *Students' perception on using synchronous learning for listening skill at fourth- semester students of university of Islam Malang.* Thesis, English Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisor I: Drs. H. Ali Ashari. M.Pd, Advisor II: Febti Ismiatun, S. Pd., M.Pd.

Key Words: Perception, Synchronous Learning, Listening skill.

Indonesia has undergone transition from offline to online, several institutions 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 is part of four Basic English language skills that focused on getting the meaning of something we heard. However, mastering listening skill in foreign language is not easy, each student has a different listening skill and there are limitation of teaching in online setting. 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 to answer the research questions. The participants in this study consist of 44 students from the 4th semester in English language department at the University of Islam Malang who fill the questionnaire and 3 of them participated in interview. The instrument used in this study is questionnaire and semi-structured interview about the implementation of synchronous learning in listening skill. The data analysed qualitative data analysis including, display data, reduction 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 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. The study suggested to ensure good control over the participants when they give information, so the information received is more valid.

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains some points. They are the background of the study, the research problem, objective of the study, significance of the study, the limitation of the study, and definition of key term.

1.1 Background of The Study

Due to the virus outbreak in early March 2020 in Indonesia, 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. Li and Lalani (2020) stated that online learning is increasing due to advancement of technological in the society. Moreover, the emergence of and covid-19 has changed the learning method in Indonesia from face to face to 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 learning in which the parties participate at the same time (caporali & trajkovik, 2012). 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). Synchronous learning is two- way learning process in real time where teacher and students are both online.

Synchronous learning is appropriate to be used in listening as it helps the interaction between teachers and students to conduct discussions effectively, similar to the teaching in the classroom where teacher can see the faces of students during the interactions.

Listening is part of four Basic English language skills (Lestary & Seriadi, 2019). As one of form of communication, listening is a language skill takes a bigger part in daily communication along with speaking, reading and writing (Fajri, 2016). Moreover, Mandarani (2016) stated that listening is the activity of giving attention get the message from something heard. The success of a conversation is determined by our ability to comprehend what we hear and the meaning of the words we hear.

Cahyono (2017) said that listening is considered as challenging skills in language learning especially for low competence students. Each student has a different listening skill, some students have good listening while others do not. The main reason for students having difficulty in listening is the difficult to understand the audio that is heard. Tyage (2013) there are several kinds of listening to be mastered, those are distinguishing sounds, recognition of word and comprehending heard messages, identifying structures, expressions and connecting linguistics cues to non-linguistics and paralinguistics cues, as well as using prior knowledge to confirm the context, and recalling important worlds and ideas.

In the previous studies, several researchers have observed students' perception in using synchronous learning. It was found that the use of

synchronous for learning was very effective as a medium for students learning during the pandemic.

Finally, from the previous study the novelty of this research wants to know the EFL students' perception of using synchronous learning for listening skill in university context. Therefore, this research was entitled: *“Students' perception on using synchronous learning for listening skill at the fourth- semester students of the English department at the University of Islam Malang”*.

1.2 Statement of the problems

Based on the background of the problems above, the researchers formulated the problems as follows:

1. What are students' perceptions on using synchronous learning for listening skill at the fourth semester students of University of Islam Malang?
2. What are the result of synchronous learning on listening skill at the fourth semester students of University of Islam Malang?

1.3 Objective of the study

The objectives of study are to:

1. Investigate students' perception on using synchronous learning for listening skill at the fourth semester students of University of Islam Malang?
2. Find out what the result of synchronous learning on listening skill at the fourth semester students of University of Islam Malang?

1.4 Significance of the study

The significance of the study can be considered into two, theoretically and practically. Theoretically, the result of this research can be additional information about the students' perception on using synchronous learning for listening skill at the fourth semester students of University of Islam Malang. The researcher also hopes that the result of this study can enrich knowledge in using synchronous learning in the teaching and learning especially in listening skill. Meanwhile practically, the researcher hope that this research can be useful for the teacher and students. For the teachers, this research will provide new information about students' perception on using synchronous learning for listening skill. So that it will be input and evaluation for future learning. As for students, students will know the synchronous learning method used in teaching and learning process and it is hoped that by knowing this method students will be more enthusiastic and improve their learning in the future.

1.5 Scope and Limitation of the study

1.5.1 Scope of the study

The scope in this research is the researcher focus to know the students' perception on using synchronous learning for listening skill at University of Islam Malang.

1.5.2 Limitation of the study

The limitations of this research is that the researcher uses English and Indonesian language to make it easier to participants to understand the questions.

And the questioners will be distributed online so that the researcher cannot control the participants when they fill out the questioners.

1.6 Definition of Key Terms

To avoid misunderstanding or misinterpretation for readers about the keyword, the research wants to explain the meaning of the key term in this study

1.6.1 Perception

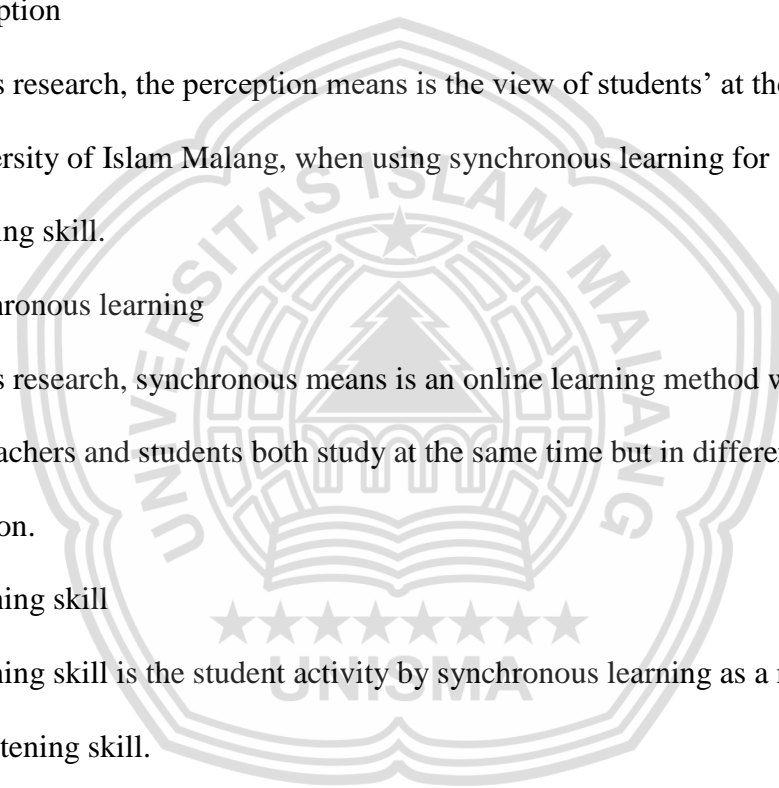
In this research, the perception means is the view of students' at the University of Islam Malang, when using synchronous learning for listening skill.

1.6.2 Synchronous learning

In this research, synchronous means is an online learning method where the teachers and students both study at the same time but in different location.

1.6.3 Listening skill

Listening skill is the student activity by synchronous learning as a medium for listening skill.





CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the conclusion based on the findings and discussion as well as suggestion to the teacher and lecturer, learning institution and the next researcher.

5.1 Conclusion

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 understands 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.

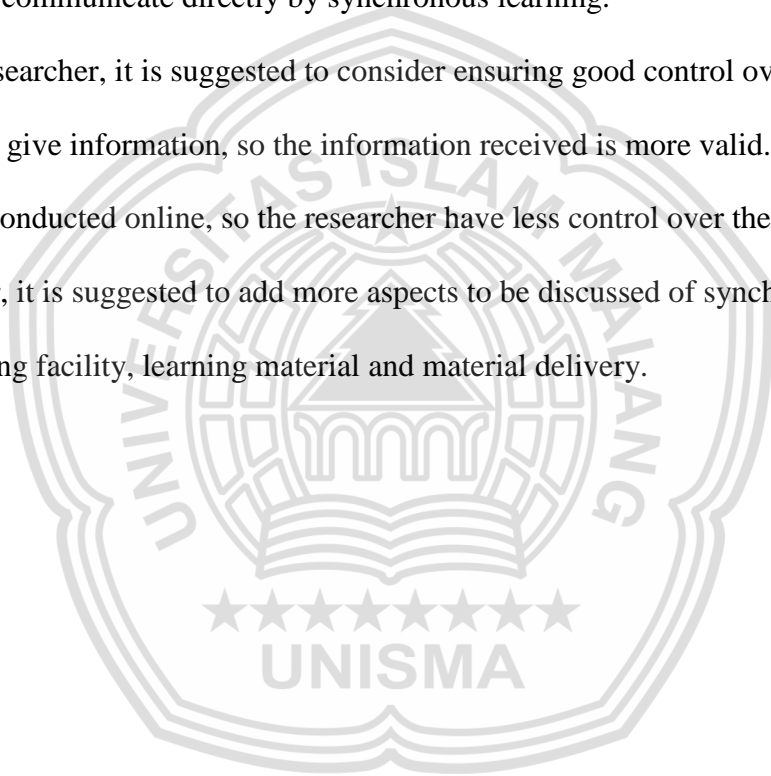
5.2 Suggestion

Based on the result and the conclusion of this study, the researcher formulates the suggestions as follows.

For the teacher and lecturers, it is suggested at the time online learning is necessary to implement synchronous learning instead of asynchronous learning because it is easier to communicate and discuss in direct learning.

For learning institutions, it is suggested to emphasize synchronous learning at the times of need for distant learning because as the students' learning already limited by the distance, they can still communicate directly by synchronous learning.

For the next researcher, it is suggested to consider ensuring 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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