Students' Perceptions toward Lecturer's Strategies in Teaching Listening during Pandemic of Covid-19

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Abstract. *The aim of this research was to find out the students' perceptions toward the lecturers' strategies in teaching listening during pandemic of Covid-19. The research was conducted at English Literature Study Program, Faculty of Social Sciences, Muhammadiyah University of Gorontalo. There were 26 participants in this research who enrolled listening subject. This research used qualitative method and the data were collected by using questionnaire that was designed in Google Form which accomodates 2 aspects, materials and learning activities. The result of the research showed that most of students find difficulties in learning listening through online learning because they do not have high-speed internet to access the material. So, it affected the quality of listening audio-audiovisual because the materials were fully online accessed. But, the students also showed positive and well-motivated attitude during online learning in Listening Subject. Most of students revealed that the materials that the lecturer provided during the process of teaching and learning can significantly improve their understanding to the content of listening materials and also improve their listening skill.*

Keywords: *Perceptions; Teaching Strategies; Listening Subject; Pandemic of Covid-19*

INTRODUCTION

Covid-19 is an infectious disease caused by coronavirus which is originated from China. It has been declared as a global pandemic since most of people around the world are infected by this virus. The Covid-19 outbreak has influenced many sectors of human life, including education. The government policy about the implementation of social and physical distancing requires the educational institutions to carry out the rules. Teaching and learning model that was previously performed face-to-face is shifted to a full online learning. It refers to statement of Putri (2020: 57) that "Teaching and learning activities are shifted to online classes so as not to risk the lecturers and students' health." It indicates that conventional learning model (face-to-face) has to be sidestepped to reduce the transmission of coronavirus to both teachers and students.

In higher education, online learning is not a new model of teaching and learning. Since the young learners are considered as digital natives who live and coexist with technology, they are required to master digital competence. Ferrari (in Isaias et.al, 2020: 4) stated that "digital competence as sets of knowledge, skills and attitudes, strategies and awareness that is needed by using ICT and digital media." Lecturer has to be able to integrate technology to the process of teaching and learning. It helps the students who are in 21st century education to develop their skills, especially in mastering language skills. According to Hwee, Koh and Cai (in Cakrawati, 2017: 23), "21st century learning is characterized by students ability in developing social skills for collaboration, conflict resolution, and multicultural communication, cognitive skills to engage in self-reflection and self-learning, productivity skills to organize work effectively and efficiently, and technological skills to exploit ICT tools appropriately."

Due to the pandemic of Covid-19, English Literature Study Program, Faculty of Cultural Science, Muhammadiyah University of Gorontalo applied online learning system to continue teaching and learning process. There were challenges faced by the students and the lecturers due to the implementation of full online learning system in language and literature subjects. The internet access and peaceful learning environment have been the consideration when performing online learning.

The previous research that was conducted by Zebua (2020: 2452), showed that "the students' perceptions toward the online learning system in listening subjects were positive, cooperative, and motivated toward their learning process, eventhough there were several items were still need further improvements." It showed that full online learning was not the barrier for both students and lecturers to carry out online learning. Through regular and proper evaluation, the problems that encountered during online learning can be resolved. This is what makes the authors interested in conductiong the research about students' perceptions toward lecturer's strategies in teaching listening subject during pandemic of covid-19. The authors expected that this study will be beneficial for other researcher who are going to conduct the same topic of research. The authors also expected that the result of this research can be used as evaluations for teachers/lecturers who are involved in performing online learning to improve the quality of online teaching and learning to achieve the goal.

Some researches have been conducted by authors/researcher about the benefit of online learning system, one of it is to develop collaborative learning. Panitz (in Lamy & Hampel, 2007: 65-66) proposed the benefits of collaborative learning in online learning as follow: In academic: (1) Promoting critical thinking skills; (2) Involving students actively in the learning process; (3) Improved classroom results; (4) Modelling appropriate student problem-solving techniques; (5) Personalising large lectures; (6) Motivating students in spesific curriculum.

In Social (1) Developing social support system for students; (2) Building diversity understanding among students; (3) Establishing a positive atmosphere for modelling and practising cooperation; (4) Developing learning communities.

In Psychological (1) Increasing students' self-esteem; (2) Reducing anxiety; (3) Developing positive attitudes towards teachers.

It can be inferred that online learning system can build and develop the students' collaborative skills which are needed for their future carrier in 21st century.

METHODS

This research used qualitative method because the aim of the research was to describe the perceptions of the students about the lecturer's strategies in teaching listening subject during the pandemic of covid-19. The data were obtained by using questionnaire as the research instrument that accomodated 2 aspects of questions, they were material and learning activity.

The participants of this research were 26 students of English Literature Study Program, Faculty of Social Science, Muhammadiyah University of Gorontalo who enrolled Listening subject.

RESULTS AND DISCUSSION

The researcher used a close-ended questionnaire to find out the students' perceptions toward lecturer's strategies in teaching listening during covid-19 pandemic. The result of the analysis of questionnaire were descriptively interpreted. The result of statistical analysis of questionnaire were presented in the following table.

No	Aspects	Questions	Responses			
			Always	Frequently	Rarely	Never
1	Material	I enjoy learning Listening Subject	73,07%	15,38%	11,53%	0%

No	Aspect	Statement				
		Lecturer provides interesting topics in each meeting	88,46%	11,54%	0%	0%
		Lecturer provides different types of learning materials	92,30%	7,70%	0%	0%
		The materials provided by the lecturer help me improve my listening skill	96,15%	3,85%	0%	0%
		I face difficulties in listening subject during online learning	88,46%	11.54%	0%	0%
		The materials (dialogues, monologues, songs, etc) that are provided by the lecturer through online application or link are all clear	38,46%	7,70%	50%	3,85%
2	Learning Activities	Lecturer gives clear instruction before listening	96,15%	3,85%	0%	0%
		Lecturer uses links or online application during online learning	100%	0%	0%	0%
		I can easily access the link to get listening materials during online learning	23,08%	34,61%	42,31%	0%
		Lecturer provides enough time to comprehend the materials	92,30%	7,70%	0%	0%
		Listening through online learning is stressful than other subjects	26,92%	23,08%	50%	0%
		I have peaceful learning environment at home	19,23%	26,92%	46,15%	7,70%

Based on the table above, it can be seen that there were about 73% of participants enjoy learning listening subject. It means that the lecturer has succeeded in getting the student enjoy the listening subject. During the process of teaching and learning, 88,46% stated that the lecturer always provide interreresting topics. There were 92,30% participants stated that the lecturer always provide different types of learning materials and about 7,70% who said that the lecturer frequently did it. It means that the lecturer was far from monotonous in providing learning materials. Providing different and interesting learning materials to students can lead them enjoy the teaching process and directly help them to understand the content of materials. It can be seen that there were 96,15% participants felt that the materials that the lecturer provide to them can

improve their skill in listening. Eventhough the range was not highly improved, but they can feel the differences. They can grasp the meaning increasingly by the guidance from the lecturer.

After the pandemic of Covid-19 arose and required the students to study online at home, they met the difficulties in accessing the materials of listening. The lecturer used liveworksheets.com and required the students to access the link, listening to audio-audiovisual in the link and answer the questions. There were 88,46% participants always find difficulties in listening. The main reason of this is that they do not have high-speed access to internet in their area. It directly affected the quality of listening materials. It can be proven by 50% of the number of participant who revealed that the learning materials they get are unclear. This is the biggest challenge for lecturers to overcome problems that occur during online learning to achieve the goal of learning.

In learning activities aspect, around 96,15% participants revealed that the lecturer gave clear instruction before listening activities. It helped them to understand the content of each material. Teacher should provide simple, obvious and proper instructions about what to do, how to do it and where the students must submit their works (Atmojo & Nugroho, 2020:70). Activities should be determined by considering objectives and arranged sequentially in task-reflecting real life situations to gain students' interest and make thme motivated (Gonzales & Louis (in Atmojo & Nugroho, 2020: 70). Through online learning, there were only 23,08% participants who were easy to access the material through the link that is given by the lecturer and 42,31% participants were difficult to access the link because of the problem of internet access. One pleasant thing that the students felt was the opportunity that the lecturer gave them to understand the materials. There were 92,30% participants who revealed that the lecturer always provide enough time to comprehend the listening materials and did not force them to instantly understand. But, there were 50% of research participants revealed that listening through online learning is more stressful than learning other subjects. Some students thought that using language laboratory for listening activities is more effective than accessing the material in online learning. In this case, lecturer has to be able to get the students' interest and motivation by applying appropriate methods and strategies in teaching English. Moreover, peaceful learning environment at home also important to support online learning. There were only 19,23% of participants had a good and peaceful learning environment that help them focus on their online classes and the rest of research participants experienced distractions while online learning takes place.

CONCLUSIONS

Based on the result of the research, the researchers concluded that the students of English Literature Study Program, Faculty of Social Sciences, Muhammadiyah University of Gorontalo showed positive feedbacks in experiencing online learning. Eventhough, there were some students who felt stress during the proces of online learning because of the problem of internet access and learning environment at home, but they showed well-motivated attitude during the process of online teaching. There were also some aspects that need improvements, such as learning strategies applied by the lecturer in teaching listening subject.

The implementation of online learning as the main teaching strategy during pandemic of Covid-19 should be maximized. The challenges that the students and the teacher encountered during online learning have to inspire them to improve the quality of teaching.

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