

ABSTRACT

Fahrezy, Vian Ardi. 2021. *Students Perception on Using Different Online Listening Assessment Methods; Audio Only And Video Media In First Year Students*. Thesis. English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Advisor: (1)Nurkamilah, M.pd. (2) Widya Oktarini, M.A.

Key Word: Students perception, online listening, audio only, video media.

Listening is an important skill for students to master because it is for communication. However, knowing students perception in their listening assessment is equally important. If the teachers know their perception, it is expected that the teachers can accommodate the students with the right approach in listening assessment. The researcher wants to be connected with the students learning style.

In this research, the problem is “what are students’ perception of using different online assesment method in listening class?” and “how do learning styles affect the student’s preference in online assessment method?”. Based on the research problem and the relevant theory, the hypothesis of this research is learning style may affect their score in different online listening assessment.

The design of this research is decriptive qualitative. The subject is first year students/second semester consisting of 18 students in B inferential listening class. The data are collected using interview, questionnaire and documentation. Based on the research result, it can be concluded that learning style has no effect on their performance in audio / video assessment. The subjects preferred the video assessment no matter what their learning style. This happened because students, both the visual and auditory learners are helped by the moving image or visualization in video assessment.

The findings of this research revealed that students perceive online listening assessment as a very profitable class. Most of students who like online listening assume that they have unlimited access to audio and video listening provided by the lecturer. In addition, students can find what they need through other references on the internet. There is a long time between assignment gived and collection time. On the other hand, students also complained about the difficulty of the network on their devices. From the finding indicates that learning styles do not affect the students’ preferences in different online listening assessment methods. It seems that the video media assessment is more attractive for students than the audio only listening assessment.