

CHAPTER I

INTRODUCTION

This chapter presents the discussion of some issues related to the topic of study. There are background of the research, problem of the research, purpose of the research, the significance of the research, the operational definition and scope of the research.

1.1. Background of the research

In Indonesia, English as a foreign language (EFL) has become a subject taught at all levels of education. All languages especially English is learned because it is for the communication. Communication starts with the ability to listen. The ability to recognize and comprehend what others are thinking is known as listening. It is the most fundamental of the four main fields of language learning and communication skills (listening, speaking, reading, writing). It is backed up by Nunan's comment (1998). Students must first hear sound, speech, and words before they can comprehend and begin to communicate. In other words, EFL students face a challenge when it comes to listening. Since their classes are taught in English, it is important that they have great listening skills. Learners or students who do not listen will never learn to communicate effectively. Listening is the most generally used communication ability, according to Hamilton and Parker (1997), since we spend 80 % of the total of our working hours listening. That is why the ability to listen is such an important communication skill.

According to Lu (2005) listening skill is a very important branch of communication and leaders should talk less and listen more in order to clarify and justify the needs of other people. Without an ability to listen well, it would be difficult to understand the need as well as the student's mastery level. Brown, et al. (2010) go on to state that listening is an important factor of academic and professional performance, therefore good listeners can perform better than their counterparts. Meanwhile, Thomas (2000) emphasizes the importance of good listening skills in establishing better relations as well as increasing awareness and information.

In general, learning listening skills in Indonesia is considered a difficult one but it is often ignored, because teachers in schools are usually more concerned with teaching speaking, reading, and writing skills (Adnan, 2011). Meanwhile, Harmer (1988, p.49) emphasizes that, in addition to mastering grammar and having a sufficient vocabulary, the ability to predict well in learning is also needed in listening learning activities. Many factors make listening subject challenging for students. Many accents in English, a lack of vocabulary and grammar mastery, a loss of focus, and incorrect learning techniques are among them. When students watch English films or hear foreigners talking, they may notice a variety of English accents from different countries. It would be difficult for students to understand the accent if they are not used to hearing it. When they try to understand what the speaker is saying, their lack of English vocabulary and ability to pronounce it would be a barrier. As students must listen to what the speaker is saying and capture crucial information with only one listening, listening is a task that needs complete focus. As a result, if a student is practicing

listening and loses focus, the ability to correctly answer the questions is also lost. It is not appropriate to interpret sentences from English to Indonesian word for word. In one sentence, students should understand what the speaker is saying in English. Harmer also adds some sub skills of listening, such as understand the meaning of the conversation and be able to summarize what other learned in a more clearly and concisely manner.

According to Ni Chang (2006), online learning, both individually and in a structured manner, would be very useful in various learning activities in the new digital technology era, with several choices of flexible learning activities. In this digital era, learning can take place in an infinite amount of space and time. Such as learning from surrounding events and listening to stories both from music and movies. In addition to lessons designed by teachers at schools or lecturers at universities. There are many ways to learn wherever and whenever such as trying various kinds of exercises that are readily available and accessible. For example in libraries, learning centers, or via the internet. Likewise, learning in listening skill. Students can learn listening in the library or online via the internet.

Students should use the variety of content available with varying levels of complexity to develop their listening skills, whether in groups of peers or by learning individually. An immense amount of information is already available in textbooks and material. In addition to commercial and paid instructional materials, such as Ruang Guru applications, Quizziz and many more, there are a variety of free learning resources available on the internet. So, if students are willing to take a chance, they can get the free materials and use them to learn to improve their skills.

Synchronous and asynchronous are the two forms of online listening way. Synchronous is a shared learning contact between lecturers and students that uses video conferencing or chat technology. For example Zoom and Google Meet , because teachers and students can interact in real time. Meanwhile, asynchronous is a telecommunications term. This term applies to data transmission without synchronizing the clock, indicating that the data comes from a sharing mechanism that is transient and does not flow in a continuous stream. Google form is one of many examples in asynchronous, because students have delay time to post their work.

The research of the similar topic had been conducted by Prihandani (2019) entitled *Using English Discoveries Online Program to Boost Listening Skills*. This study attempts to answer questions about how to improve students' listening skills using the English Discoveries Online Program (EDOP), as part of Computer Assisted Language Learning (CALL). Involving 32 students and applying classroom action research. The result showed a result that listening instruction in the second language classroom could be enhanced with the inclusion of technological materials that emphasize the use of audio and audiovisual stimuli. It show that from the student learning outcomes from the questionnaire's answers in the journal, all students enjoy the class and are motivated to learn and improve their scores in listening skills. None of them responded to disapproval.

Moreover, as it is stated by Frommer (2006) that the use of audio and audiovisual benefits listening skills, the finding of this study shows that technology has switched learners' active participation in the listening activity.

They were not merely acquiring information, but also they were part of the information. One of the benefits of using multimedia in the learning and teaching process is that students do more than just receive information; they also experience it. It contributes to the fun of learning.

The research of the topic about which one is more effective between them was actually conducted by Sulaiman (2017) entitled *A Comparison of Students' Performances Using Audio Only and Video Media Methods*. Based on the students' results, their performances were found to be significantly different in the two tests. The majority of the participants performed better in video media assessment as compared to audio only assessment. It is proven that the use of video as a tool of assessment can greatly help students in their listening performance. There is a need for improvement in the ways of assessing students in order to test their actual ability in this 21st century era. The advancement of technology has given a huge impact to the learners in their learning process and thus, the instructors have to be alert with this change in order to keep up with the current learning styles.

It can be concluded that video media has a greater impact on listening performance in face-to-face offline classes. However, none of the studies discussed about have tried to see whether different learning styles affect their transfer of the listening knowledge through different types of media. Therefore the researchers want to know how learning styles influence performance in online listening courses, which is unusual in today's age. This study assumes that students' individual learning styles in online listening class is important in the teaching and learning process.

Scaracella (1990) says that learning styles are cognitive and interactional patterns which affect the ways in which students perceive, remember, and think. And as per Oxford (1990), learning styles include an array of cognitive, affective (emotional and attitudinal), and social aspects. A learning style is a person's natural, habitual, and preferred method of learning, processing, and maintaining new knowledge and skills that is independent of teaching methods or subject field. Everyone has a learning style, but it is different and individual as a fingerprint. There are many types of learning styles that students use while learning this ability. The most common learning styles are visual, auditory, and kinesthetic.

In previous studies, many researchers have studied about students perception in listening assessment but there is no linking with students learning style and because now we in pandemic covid19 era, so the listening class or listening assessment conduct by online.

In the other words, it is important for teachers to consider their students learning styles. Students should configure their learning patterns to suit their interests and hobbies. Then the teachers can create a learning experience for students that is both suitable and fun for students. Knowing ones personal learning styles is important because it allows students to recognize their potential during the learning process, especially when it comes to listening.

1.2.Problem of the research

Dealing with the background of the research, the problem of the research is as a follow

1. “What are students’ perception of using different online assesment method in listening class?”

2. “How do learning styles affect the students’ preference in online assessment method?”

1.3. Focus of the research

Focus of this research is to analyze student’s perception on using different online listening assessment methods: audio only and video media in first year students.

1.4. The Objective of the research

According to problem of the research, the purpose of the research is to know how students perception on using different listening assessment and how learning style affect the score of students in listening.

1.5. The significance of the research

There are two kind of significances that can be found from this research, that are :

1.5.1. For Teachers

The result of this research can be use for lectures. So the lectures can take the right approach to make it easier for students in listening.

1.5.2. For Others Researchers

The findings of this study can be used as a guideline for future studies.

1.6. The Operational Definition of Key Terms

1.6.1. Online Assessment Method

1. Listening

Listening is the act of comprehending what we hear in English from other people directly or from media such as music or movies. Listening is a crucial skill in English since we must be able to understand what others are talking to us. To master listening, we must be able to comprehend the words we hear. In this study, the context will be inferential listening class given to the second semester/first year students. This course expects students to be able to conclude an information from what has been heard.

2. Audio Only

Audio only is something or content delivered with voice and needs the sense of hearing. This media is audio (sound) without visualization. In this study audio only in listening is a teaching material from teachers that contains only audio without any pictures or video.

3. Video Media

Video media is a form of media that combines audio and visual elements. It includes two types of media: both an image and a sound component. This form of media has greater capabilities. On the other hand, video media in this study is a set of instruments or teaching materials that can project moving images and sound.

1.6.2. Learning Style

Learning style is how the individual characteristics of learning which are able to differentiate one learner to another. Learning style refers to how fast and effectively a person receives, absorbs, regulates, and processes information. Learners who know their learning style would be easier in the process of learning because they are able to choose the appropriate way of their learning. Visual,

auditory, and kinesthetic learning styles are the three forms of learning styles. In the inferential listening class, first year students get two types of learning experiences which may satisfy the auditory learner and visual learner.

1.6.3. Students Perception

Perception is the process of recognizing and interpreting the information received by the sensory system, so as to realize and know what is in the senses as a response from an individual or an event. In this study needs the individual's students perception. The perception in this study is the students preferences in different online assessment method (audio only and video media). It is important to know their perception in listening class. It makes teachers easy to choose the best approach to their students.

1.7.Scope of the research.

The scope of the research concern in knowing how learning style impact to their perception of different online listening assessment in a inferential students or first year students in Universitas Muhammadiyah Jember.