

STUDENTS' PERCEPTION ON USING DIFFERENT ONLINE LISTENING ASSESSMENT METHODS: AUDIO ONLY AND VIDEO MEDIA

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Abstract

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 accomodate 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?”. 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. Most of students who like online listening assume that they have unlimited access to audio and video listening provided by the lecturer. 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.

Key Word: Students Perception, Online Listening, Audio Only, Video Media.

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.

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). 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.

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.

The research of the topic about which one is more effective between audio only and video media 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.

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. 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 are in the pandemic COVID-19 era, so the listening class or listening assessment is conducted online.

Dealing with the background of the research, the problem of the research is what are students' perceptions of using different online assessment methods in listening classes and how do learning styles affect the students' preference in online assessment methods. There are two kinds of significances that can be found from this research. The result of this research can be used for lectures. So the lecturers can take the right approach to make it easier for students in listening. On the other hand, the findings of this study can be used as a guideline for future studies.

Method

This study used a descriptive, which is a form of qualitative analysis. According to Ary, et al. (2010) qualitative analysis is research that focuses on the picture rather than breaking it down into variables in order to better understand a phenomenon.

The data in this research is the students perception on using different online listening assessment methods. Data were obtained from interviews, questionnaires (primary data) and documentation (secondary data) conducted by first year students at Muhammadiyah University of Jember, then this data were analyzed in depth by the researcher on the data obtained.

There were 18 students from inferential listening class who were sampled as respondents. Before conducting the study, the researcher had obtained permission for conducting the study as the observer.

In this study the researcher conducted a technique to obtaining valid data, there are 3 steps. It is interview, questionnaire, and documentation. In this analysis, the researchers chose interviews in an indirect manner by using Google Meet for media to ask a question. Respondents are free to answer questions in their own words during this interview. They will be given a link to a Googlemeet to enter the room one by one.

The second steps is questionnaire. This questioner adopt from academia.edu. Questions were asked in this questionnaire to obtain more information about the students' learning styles. There is a yes or no choices. There are 2 choices that reflect the students learning style.

In this study the documentation will be the score while students listening assessment both audio only and video media. The the score will be from test. The researcher conduct the Audio Listening Test (ALT) and Video Listening Test (VLT) because in the inferential listening class students not get two of it. Then the instrument is the interview sheet, the series of question in questionnaire and test.

There are four step in analyzing the data. It is data collection, data reduction, data presentation and conclusion. The first step is data collection. In this study the data will be from interview, quistioner and documentation. Then data presentation be performed which functions to compile the data into a complete description and narrative form compiled from the reduced data. The last conclusions can be made after the data has been presented. Since this study is descriptive qualitative, it will be carried out in conjunction with existing data, and the interpretation of the data must be in accordance with the context that exists in the research data.

Results and Discussion

Students' perceptions in the online listening class were obtained from the results of interviews with 18 students. Students' perceptions is that online listening class were very profitable. 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 given and collection time. Some others students also do not like online listening because they think that if they can repeat audio and video listening, it will make the task less challenging and discouraging. Students also complained about the difficulty of the network on their devices.

Based on the findings, students' opinions are divided into two parts: likes and dislikes. According to Purwanto (2020) the advantages of online learning are unlimited time, there is still a lot of free time, saving on transportation costs while the disadvantages are that the delivery of material is not clear, there is boredom and a monotonous atmosphere, lack of interaction between students and teachers. Students who prefer online listening classes state that online listening may be accessible at any time and from any place. According to Bassou and Mupinga (2007), the benefit of online learning is that students can

take classes from anywhere as long as they have an internet access. A student state in interview that proves this because the situation was quiet and peaceful, he said that home is a comfortable place for him to study.

Students are particularly satisfied that online learning allows them to work on tests delivered by the teacher on different deadlines /time. It is prove Purwanto's theory that students will have much time to do their task. Students has a long time between assessment given and submit is also very beneficial for students during online listening class.

On the other hand, to find out the effect of students' learning styles on their scores in different online listening assessments, first the researcher must know the learning styles of the participants. After knowing their learning styles, the researcher compares it with the results of their assessment (audio only and video media). In order to figure out wheter there is a chance for their learning styles to affect their scores in different online listening methods. The answers that students choose in the questionnaire will reflect the student's learning style. This depends on how many students choose an answer that reflects the audio and video.

The students learning style may not affect to their preference in different online listening assessment. This happen because students are preferred to the video media

assessment. Students were helped by the visualization/moving image in video media assessment. This is proven after conducting questionnaires, 11 students are visual learners and the other 6 students are auditory learners. This indicates that most students in the inferential listening class are visual learners. After that students tested a different online listening assessment to find out the impact of their learning style on their performance in the listening class.

The results of the student's performance test in the listening class, it tends to be high when listening is cared for using video rather than audio. From 17 students 11 student was higher in video listening assessment and 6 is audio listening assessment. After compare the students learning style and the resul of test, it tends that only 7 are matched and 10 is not matched. In other words, students are helped because there is a visualization in the video, it helps them to have a better understanding.

Conclusion

The students perception in different online listening assessment is they prefered in video listening assessment. The students stated that if assessment using video media is easy to understand. The students prefer video media because there is visualization. If the students can not understand the audio, then the video will help them. This not only makes

students focus on working on the task, but students can expand their knowledge by finding out for themselves the meaning of the audio/video listening given. Some students dislike online listening assessment using audio only because it is hard for them to understand. The reason is because their lack of vocabulary, lack of focus and lack of consentration.

On the other hand, by knowing students' learning styles, their potential can be known. This statement is refuted by the existence of this study that students tend to score better on video than audio.

Then it is clear that using video is more useful instead of using audio. Video is an effective teaching medium for listening assessment. Finally, video media has an influence on students. It can also be concluded that learning styles also have no effect on their listening skills. The finding that audio learners will also be very helpful when listening is carried out using video. Students also tend to be helped because videos can implement messages in audio.

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