

Online-based English Listening Skill Learning Model

Haryanto Atmowardoyo

haryanto@unm.ac.id

Universitas Negeri Makassar

Geminastiti Sakkir

geminastitisakkir@unm.ac.id

Universitas Negeri Makassar

Abstract

This article is part of a research entitled "Online-based Student English Learning Models in Facing Curriculum Changes in the New Normal Era". This research was conducted to see and identify online-based listening learning models for students. The research method used is a descriptive qualitative method using a questionnaire and the final assignment of the Project course (Lesson Plan and Instruction). The number of samples used was 52 students who took the Project course (Lesson Plan and Instruction). From the 52 students, 6 students chose to teach the listening skill. Data analysis includes observation, open coding, and axial coding. The results reveal that the media used by students in learning listening skills is divided into online and offline media each 50% (3 people). Applications used by students in learning listening skill are divided into the use of British Council Web (16.67%), YouTube (16.67%), Google Meet (16.67%) and offline learning/Face-to-Face (50%). The learning methods that students apply in learning listening are Audio-Lingual Method (66.67%), Scientific Approach Techniques (16.67%), and Community Language Learning (16.67%). The topics presented included: Listening, Procedure Text, Songs, Job Application Letter, and Listening to a short cut of film.

Keywords: Learning model, listening, online, curriculum, new normal.

INTRODUCTION

English learning methods have developed since the time of Ancient Greece until now. The grammar-translation method, the direct method, the reading method, the audiolingual method, the communicative method, and some more recent approaches like task-based language education and content-based language teaching, were some of the well-known types.

When teaching English to students, teachers must be able to select the most effective teaching strategy. In the process of teaching and learning, several methodologies are used and developed. Because speaking and writing have different objectives, different strategies will be employed to develop each ability. Speaking focuses on producing spoken language, whereas writing concentrates on the ability to produce written language. To get the desired results, the approach used to teach English skills needs to be customized for each skill. When requesting information from teachers, students must use the appropriate technique. The teacher's approach

must be based on the students' situations and skills. The teaching strategy used in grade seven will differ from that used in grades eight and nine. While students are highly motivated to learn, the teacher uses a different method than when they are less motivated.

In Indonesia, English is more frequently taught and studied as a foreign language. This suggests that classroom instruction and learning of English are more intensive than conversational instruction. English is still not widely available for Indonesian English language learners to use outside of the classroom for communication. According to Oxford and Shearin (1994), a language that is only learned through formal education qualifies as a foreign language in this context. Since English is not as often used in countries like Hong Kong, where it is, Indonesia presents unique difficulties for teaching and learning the language.

Research in the areas of teacher competence, curriculum, and English language instruction has raised some concerns about the Indonesian government's strategy on teaching EFL. The Indonesian government's proposed definition of professional competence, according to Halim (2013), is overly restrictive and needs to be understood in the social context of teacher professionalism. Additionally, there are a lot of different policies and practices in Indonesian EFL classes (Lie, 2007). In response to this issue, Lie (2007) stated that there is an urgent need to better inform and advise policymakers on the design, implementation, and evaluation of the EFL curriculum. The competency-based curriculum for teaching English in junior and senior high schools mentioned earlier seeks to provide exposure to English texts and develop English language competencies to help students access better jobs in the future.

In Indonesia, curriculum reform policies have been implemented frequently over a long period of time, and this also happened when the Covid-19 Pandemic happened. The Covid-19 pandemic is already beginning to have an influence on the educational sector. In an effort to stop the transmission of Covid-19, this was done. All educational institutions are urged to refrain from conducting business as normal. This can stop Covid-19 from spreading. As has been done by some countries exposed to this disease, lockdown or quarantine measures are developed to limit the interaction of various individuals who can provide access to the spread of Covid-19. Several inquiries regarding the transmission of the coronavirus and its impact on educational initiatives need to be answered.

Based on the description above, it is necessary to pay close attention to the teaching methods of English teachers in teaching EFL amidst the changes in the curriculum that have occurred in Indonesia. Therefore, this research needs to be conducted with the following focus: "How is the online-based learning model for students' English listening in dealing with curriculum changes in the new normal era?"

METHOD

The phrase "qualitative research" can be used to describe a range of study types, depending on the viewpoint from which the research is seen. This research is more accurately referred to as qualitative descriptive research from the perspective of the nature being researched. The qualitative experiment design is a qualitative research method that aims to identify and interpret data in accordance with reality. The descriptive technique was used since the data analysis was presented descriptively and the findings were compiled in writing rather than statistically.

Regarding this definition, this study seeks to find answers to how online-based students' English learning models deal with curriculum changes in the New Normal period, especially in English listening skills.

This research was conducted by providing a Questionnaire and a Final Project, consisting the Final Project of making lesson plans and video implementation of lesson plans based on online learning.

The subjects of this study were students in the sixth semester of the English Education Study Program, majoring in English because in that semester there were Project (Lesson Plan and Instruction) courses. Where this research wants to see how the online-based student English learning model is in the face of curriculum changes in the new normal period designed by students. Sixth-semester students of the 2021/2022 academic year who take the course 1 class consist of 52 students.

Data collection

Questionnaire

Many methods of data collecting can be used in qualitative descriptive research. Review of documents, interviews, and observation are some of the techniques. Another method to use this data-fishing technique is to offer tests and surveys. To fully understand the learning model developed by students for the English language instruction in junior and senior high schools, each of these strategies is used in combination with the others. Questionnaires are administered to determine the chosen school level, teaching strategies, and language skills to be covered in the classroom.

Final Test

The assignment of a final project in the form of a project is carried out to identify and identify the learning model designed by students in teaching English in schools. This information is needed to complete the data relating to the individual background conditions of the subject. This task was also carried out to adjust the results of the previous questionnaire with the type of Open-Ended Questions.

FINDINGS AND DISCUSSIONS

Based on the results of data collection and analysis that have been carried out on 6 students who choose to teach listening skills found media, applications, methods, topics, and learning objectives that are designed and will be applied to online-based English listening learning in the face of change curriculum in the New Normal era.

The media used in listening skill

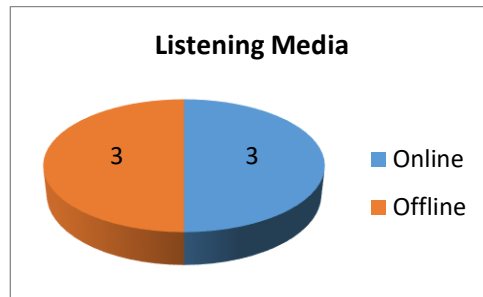


Figure 1. Listening Media

From Figure 1 it can be seen that students who choose to use online and offline media in listening skill are 50% each (3 people).

Applications used in listening skills

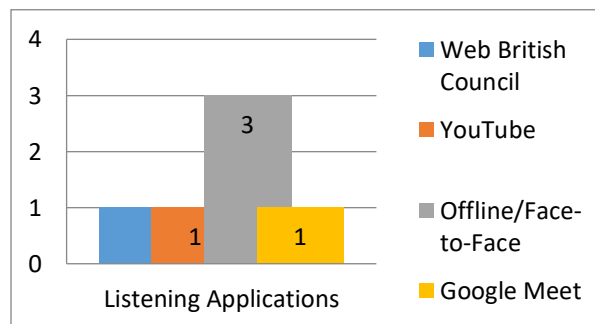


Figure 2. Listening Applications

As shown in Figure 2, it can be seen that the applications that students will use in learning English listening are divided into the use of the British Council Web (16.67%), YouTube (16.67%), Google Meet (16.67%), and offline learning/Face-to-Face (50%).

The learning method used in listening skills

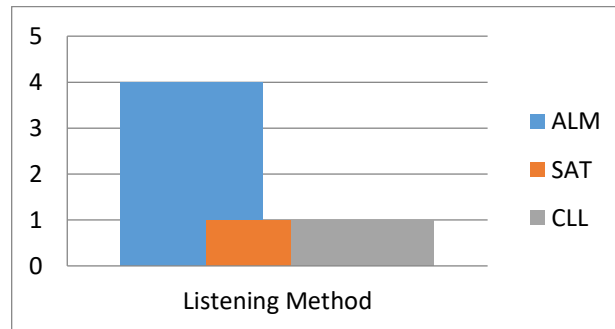


Figure 3. Teaching Listening Method

According to Figure 3, it can be seen that the methods that 6 students in learning English listening will use are divided into the Audio-Lingual Method (66.67%), Scientific Approach Techniques (16.67%), and Community Language Learning (16.67%).

Topics and objectives of listening skill

Topics and learning objectives used by 6 students in learning listening English skills include:

Subject 2:

- Learning topic: *Listening*
- Learning objectives:
 - 1) Students can listen to the audio given by the teacher properly.
 - 2) After listening to the audio students can tell an outline of the topics discussed in the audio.

Subject 15:

- Learning topics: *Procedure Text*
- Learning objectives:
 - 1) Students can listen to and understand the contents of a procedural text in an audio/video.
 - 2) Students can fill in the gaps in the dialog sentences in the form of procedures.
 - 3) Students can sort sentences based on Audio listening/Video.

Subject 18:

- Learning topics: train students' listening skills through songs.
- Learning objectives: to improve students' listening skills.

Subject 28:

- Learning topics: Listening to songs and dissecting them.

- Learning objectives: To train students' listening skills by listening to songs.

Subject 32:

- The topic of learning: Job application letter
- Learning objectives: Analyzing job application letters related to language structure, vocabulary, and tenses used.

Subject 48:

- Learning topic: listening to a shortcut of a film
- Learning objectives: so that students can improve their listening skills and also give them a new vocabulary.

The learning strategies used by students in teaching their listening skills currently use a lot of electronic media or e-learning media. They take advantage of current technological developments. E-learning can provide motivation and encourage students to learn language skills, listening, speaking, reading, and writing English skills (Sakkir, 2016). The strategy they use in facilitating online-based listening teaching in the new normal era.

This is consistent with O'Malley and Chamot's classification of Language Learning Strategies (SBB) into metacognitive, cognitive, and social/affective strategies (1990: 197). Planning actions (like structuring spoken or written speech), observing actions, and evaluating acts are examples of metacognitive approaches. Paying attention to particular linguistic aspects like keywords or phrases is one of the planning actions (eg: re-check understanding after reading or listening to a discourse). Some cognitive strategy tasks include repetition, grouping, inference, summarizing, application, using visuals to understand the meaning, and applying linguistic competence. In addition, self-reinforcement, clarifying questions, and cooperative activities are all instances of social/effective techniques.

CONCLUSIONS

The media used by students in learning English listening skills are divided into online and offline. Of students who choose to use online media and offline each 50% (3 people) in learning listening skill. Applications used by students in learning listening skill are divided into the use of British Council Web, YouTube, Google Meet and offline learning/Face-to-Face. The learning methods that students apply in learning listening are Audio-Lingual Method, Scientific Approach Techniques, and Community Language Learning. The topics presented included: Listening, Procedure Text, Songs, Job Application Letter, and Listening to a short cut of film.

REFERENCES

- Atmowardoyo, H., Weda, S., & Sakkir, G. (2020). Information Technology used by Millennial Good English Language Learners in an Indonesian University to Improve their English Skills. *Solid State Technology*, 63(5), 9532-9547.
- Atmowardoyo, H., Weda, S., & Sakkir, G. (2021). Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar. *ELT Worldwide: Journal of English Language Teaching*, 8(1), 28-40.

- Atmowardoyo, H., & Sakkir, G. (2021). Effects of best-practice based materials in receptive language learning behaviours in improving receptive language skills. *Linguistics and Culture Review*, 5(S1), 1313-1334.
- Brown, H. Douglas. (1987). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall.
- Brown, H. Douglas. (1994). *Teaching by Principles*. Englewood Cliffs, New Jersey: Prentice Hall Regents.
- Carrel, Patricia L., Moneta S. Prince, dan Gusti G. Astika. (1996). "Personality Types and Language Learning in an EFL Context", *Language Learning* No. 46:1, pp. 75-99.
- Ellis, Rod. (1986). *Understanding Second Language Acquisition*, Oxford: Oxford University Press.
- Ellis, Rod. (2003). *Second Language Acquisition*. Oxford: Oxford University Press.
- Griffith, Carol (ed.). (2008). *Lessons from Good Language Learners*, Cambridge: Cambridge University Press.
- Gunarwan, Asim. (2000). "Globalisation and the Teaching of English in Indonesia," *Language in the Global Context: Implications for the Language Classroom* (ed.) Kam, Ho Wah dan Ward, Christopher, 312-325. Singapura: SEAMEO Regional Language Centre.
- Handayani, R., Sakkir, G., & Kasman, R. (2021). The Influence of Verbal-Linguistic Intelligence on Students Learning Outcomes in English at SMA Negeri 1 Sidrap. *EduLine: Journal of Education and Learning Innovation*, 1(2), 141-148.
- Haryanto. (1999). *Motivasi dan Strategi Belajar pada Pembelajar Bahasa Inggris yang Berhasil di SMA*, Disertasi S3, Jakarta: IKIP Jakarta.
- Lenneberg, Eric H. (1967). *Biological Foundations of Language*, New York: John Willey & Sons, p. 142.
- Naiman, N., Maria Frolich, dan H.H. Stern. (1978). "The Good Language Learner", *Research in Education* No. 7, Toronto: Ontario Institute for Education, sebagaimana dikutip O'Malley dan Chamot, 1990, p. 5.
- O'Malley, J. Michael dan Anna Uhl Chamot. (1990). *Learning Strategies in Second Language Acquisition*, Cambridge: Cambridge University Press.
- Oxford, Rebecca dan David Crookall. (1989). "Research on Language Learning Strategies: Methods, Findings, and Instructional Issues", *The Modern Language Journal* Vol. 73 No. 4, pp. 404-419.
- Reiss, Ann. (1985). "The Good Language Learner: Another Look." *Canadian Modern Language Review* 41: 511 – 23.
- Robert C. Gardner dan Peter D. McIntyre. (1995). "An Instrumental Motivation in Language Study: Who says It Isn't Effective?", dalam H. Douglas Brown dan Susan T. Gonzo, *Readings on Second Language Acquisition* (New Jersey: Prentice Hall Regents, pp. 206-225.

- Rossier, R. (1986). "Extroversion-Introversion as a Significant Variabel in the Learning of Oral English as a Second Language", Disertasi Doktor, University of Southern California.
- Rubin, Joan. (1975). "What the 'Good Language Learner Can Teach Us." *TESOL Quarterly* 9, pp: 41 – 51.
- Sadtono, E. (1986). "Wanted: Good Language Learners", *TEFLIN Journal* Vol. VIII No. 1.
- Sakkir, G. (2020). The Effectiveness of Pictures in Enhance Writing Skill of Senior High School Students. *Interference: Journal of Language, Literature, and Linguistics*, 1(1).
- Sakkir, G., Dollah, S., & Ahmad, J. (2020). Students' Perceptions toward Using YouTube in EFL Classrooms. *Journal of Applied Science, Engineering, Technology, and Education*, 2(1), 1-10.
- Sakkir, G., Dollah, S., Arsyad, S., & Ahmad, J. (2021). Need Analysis for Developing Writing Skill Materials Using Facebook for English Undergraduate Students. *International Journal of Language Education*, 5(1), 542-551.
- Saputra, U. R., Maulina, M., Nasrullah, R., & Sakkir, G. (2021). Students' Sentence Errors on WhatsApp Daily Status: A Literature Review. *Celebes Journal of Language Studies*, 23-31.
- Schumann, John H. (1978). *Understanding Second and Foreign Language Learning*, Massachussets: Newbury House Publishers, Inc., pp. 163-178.
- Snow, C dan Hofnagel Hohle. (1978). "The Critical Age for Language Acquisition" sebagaimana dikutip oleh M.F. Baradja, 1994, "Memperkenalkan Pemerolehan Bahasa Kedua", *Journal Pendidikan Humaniora dan Sains* No. 1, p.6.
- Stern, H.H. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press. (1983).