

## STUDENTS' COMMUNICATION PERSPECTIVE IN ONLINE LISTENING SUBJECTS

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### Article Info

**Received:** November 10, 2022

**Revised:** November 12, 2022

**Accepted:** December 10, 2022

**Published:** December 10, 2022

**Keywords:** Students' perspective, Communication, online learning, listening.

### Abstract

This study aimed to discover students' communication perspectives in online listening subjects. The method used in this research was qualitative method in the kind of phenomenological research. The research instrument to collect the data was a semi-structured interview. Third-semester students of the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar participated as the subjects of this study. Based on the results of this study, the perspective of student communication in online listening classes, students stated that the way the lecturer conveys material in the online listening class is direct via Zoom or Google Meet. Meanwhile, in terms of interaction, some students answered that communication was done in writing on WhatsApp. Then, in terms of delivering feedback, almost all students mentioned that the lecturer delivered it in groups (one class). Whereas in terms of doing assignments, students prefer to do them individually. Most students have a good opinion after studying these topics, and it helps them understand many situations in real life. Furthermore, most students mentioned that these themes influenced their understanding of culture because they heard how languages are in other countries. especially on differences in accent and pronunciation.

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How to cite Eri Puspitasari, Ismail Sangkala, & Ariana. (2022). Integrating Gamification Strategy To Stimulate Students' Interest And Motivation On English Lesson At Smp Negeri 26 Makassar. *Journal of Computer Interaction in Education*, 4(2), 1-14. doi: <https://doi.org/10.22219/jpbi.vxiy.xxyy>

## INTRODUCTION

At the beginning of 2020, it was a challenging time not only for Indonesia but also for all nations around the globe. Based on the news broadcast on national television and irrefutable news media, Covid-19 already existed since August 2019 in Wuhan, China. This infectious disease is broadly known as the coronavirus. At that time, the condition in some places was getting more out of control, in which many countries were facing an alarming and increasing number of patients who were officially confirmed positive. Due to this frenzied

plague, World Health Organization (WHO) suggested doing physical and social distancing. In response, Indonesia's government then issued a new policy which is then called "stay home". This regulation was strictly enforced in some crucial provinces where people must work from home and also students need to study at home. Elementary schools up to colleges are implementing an online learning system.

In Indonesia, an online learning system was used in almost all schools and colleges. It serves as a barrier to stop the spread of this dangerous virus. Freshman students were required to begin their first year with an online learning system due to this pandemic in academic year 2021/2022. In order to ensure that pupils are not left behind, schools and colleges have no other option. The activities at schools and universities are all carried out with the assistance of numerous so-called programs, such as Webex, Zoom, Google Meet, Skype, Microsoft Teams, and others. The power of technology is used in every activity today. Technology, according to Khobas and Renzi (2009), should improve student connection and participation in an interactive style.

Additionally, this innovative classroom style gave first-year students new experiences in a world where they had to complete their first semester of college using an online learning platform. Therefore, while studying online, students have a lot of "ups and downs," as expressed by Limbong (2020), an agriculture student, who wrote in her article that not all students who have access to E-learning feel comfortable. Freshman students in all departments, including those majoring in English, experienced these emotions.

Inspirational and capable students in the English department who will soon become English teachers need to be proficient in four fundamental skills, namely Speaking, Reading, Writing, and Listening. Since they are all essential and interdependent, they cannot be separated. For instance, people need to realize that speaking is a useful skill in order to have a conversation that makes sense. On the other hand, people also need to have sufficient listening skills because speaking is impossible without the receptive capacity known as listening. Additionally, listening is a crucial part of language as well as communication. Students studying English as a Foreign Language (EFL) must accustom their ears to the English pronunciation as they learn to comprehend this global language. Rahman et al.

Lastly, learning listening through technology-mediated brings advantages and disadvantages to Indonesia's education system. Nurkhamidah (2021) finds out that students

at the university level have a positive effect on listening to material that is given in an online format. Additionally, she mentions that teachers have to use various learning activities to avoid boredom since, in her research, students' pre and post-online learning activities are helpful. In line with that, Rabbi et al (2017) state that virtual listening classes using applications such as Google Classroom are a "Time saver" strategy for both teachers and learners. This is possible because the application facilitates all the class activities such as making instructions, providing and spreading worksheets, handing in tasks, and giving feedback all in only one integrated application. However, Male et al. (2020) explain that students prefer traditional face-to-face classrooms because they want clear instructions from the teachers as well as direct communication with other classmates. In addition, students need social interaction with their environment.

Above all, the researcher thinks that students' perspectives must be impacted since the traditional classroom has been transformed into a virtual classroom. This is the premise behind the research study that the researcher has proposed, "An Analysis of Students' Perspective for Online Learning in Listening Subjects in the Second Year Students at English Education Department."

## LITERATURE REVIEW

### 1. Online learning

#### a. Definition

Online learning is a sort of educational system in which professors and students meet and conduct class concurrently via electronic media over an internet network from various locations. According to Singh and Thurman, mentioned in (Dhawan, 2020), in these classroom settings, students can attend the class from anywhere (independently) to learn, take part in, and engage with teachers and other students.

#### b. Types of Online Learning

There are three types of online learning: asynchronous, synchronous, and hybrid. Amiti (2020) states asynchronous online learning is an asynchronous learning method when teachers and students can be different. The synchronization method is the opposite, the teacher and student presence must be at the same time. You need to meet online. No matter what platform you work on, you need to work together as you would in the classroom. Instead, the hybrid method is a combination of synchronous and asynchronous methods of online learning.

### **c. Advantages of Online Learning**

Providing flexibility, interactivity, speed, visualization through various features of each media are the direct benefits of online learning. Suhery et al. (2020) and Axmedova & Kenjayeva (2021) pinpoint online learning several advantages, namely:

- 1) It's easier to absorb the lesson in the form of an image, text, animation, sound, and also video. Meaning that using multimedia facilities can help students understand the subject content and help the teacher to reach the class' goals.
- 2) Available 24 hours per day, meaning that the flexibility of online learning is a big "time saver" because it allows students access to the resources whenever they want and it enables learners to master the material depending on the motivation and also the absorption of students, can be monitored, can be tested with e-test.
- 3) Online classes can be personalized, students' backgrounds differ from one another and students' learning styles are also various. Some students are visual whereas some of them would prefer audio. All learning ways can be covered by online learning and teacher can utilize this opportunity to build a positive and supportive learning environment in order to meet students' needs.
- 4) It eliminates geographical boundaries; an online learning system enables students to join and participate in classes even though they live in remote areas. With a stable internet connection, learners can attend classes from the comfort of their living room.

### **d. Disadvantages of Online Learning**

Despite all of the positive sides of online learning, there are also several challenges Suhery et al (2020) and Axmedova & Kenjayeva (2021). The downsides of online learning are explained as follows:

- 1) The lack of interaction between learners, and virtual classes limit class communication which leads to students' misbehaving and lack of social interaction. The worst part of this problem is this possibly generates a sense of isolation.
- 2) Students cannot focus. Since students use technological devices such as smartphones, laptops, or personal computers, they have bigger opportunities to be sidetracked by games, social media, notifications, and so on.

- 3) Learning may be stressful and frustrating if one cannot get access to graphics, images, and videos due to insufficient equipment (software and hardware).
- 4) Increase students' health problems, another downside of online learning is that students' screen time. Spending many hours in front of the screen can be dangerous for student visibility and also can lead to bad posture.
- 5) Connectivity is the biggest problem of the virtual class. Some areas have already shown huge advancement in internet development while, on the other hand, some places are not fully touched. This gap can be a shortage of online classes.

## 2. Listening

### a. Definition

According to Brown (2001) in Rui'yah et al, listening skills are related to the receptive process of learning through the use of accurate representations of the speaker created through imaginative and intellectual processes. Vocabulary and English language components are the capacity issue in listening (Harmer, 2008).

### b. Learning Material on Listening Class

Nurkhamidah (2021) learning materials are used by teachers to distribute messages to create an effective and efficient learning environment. Teaching to listen to English in an online environment is complex and you need to implement a selection of materials to suit your students' needs and requirements. English songs, news, podcasts, movies, conversations, and conversations are common types of the material taught in English classes. Büyükahıska & Uyar in Nurkhamidah (2021) also notes that it is necessary to introduce students with different accents. If you hear only the same accent, it is difficult to understand the speakers with different accents. For this reason, teachers need to present materials with different types of accents so that they can recognize the variety of English accents.

### c. Learning Activities in Listening Class

In addition to the type of material, the technique and method of the material should also be considered. Various instructions are available in the classroom, such as transferring information, answering questions, paraphrasing, translating, and summarizing (Nor, 2014). We also encourage you to use the game to develop your students' skills. Teachers can develop their own digital games and adapt the games to their listening activities. There are also many free or paid websites where teachers can download worksheets for listening practice.

Djabborova (2020) describes three major phases of listening activities: 1) pre-listening activity, 2) listening activity, and 3) post-listening activity as a strategy for engaging students in listening learning. It states that there is. During the pre-listening, the teacher checks the student's vocabulary comprehension and encourages the student to predict what is being taught. In listening activities, students listen to the interview materials prepared by the teacher and perform the main activities. In the final post-listening activity, students review their work and summarize their lessons.

### 3. Perspective

#### a. Definition

Perspective is the personal level capability of looking over a problem that occurs or is the point of view needed in seeing a phenomenon (Martono, 2010). Perspective Study not only see context, but also learn to expand student knowledge and become a new place to prepare for the future. In the perspective of students can provide opportunities for themselves to strengthen and broaden their insight and perspectives on work-based experiences in their lives.

#### b. Communication Perspective

Communication is the "sharing" of information between two or more people or within a group in order to reach a common understanding. The word communication comes from the Latin word "communis" which means "together". According to Rogers and Shoemaker (1971), "Communication is the process by which a message is sent from a source to a receiver. It defines it as the process of exchanging, showing how each can reach a common understanding of the meaning, intent, and use of messages.

#### c. Elements of Communication Perspective

Communication is the two-way exchange of information. Giving and receiving. Talking or writing to someone is an example of giving information. Listening and reading are examples of receiving information. All communication consists (at least) of a sender, a message, and a recipient. According to Dhingra (2021) in his book he explains that the communication perspective considers how messages are conveyed, how they influence individual and collective behavior, and how these messages create and sustain cultures and communities. and transform by examining the form, content, medium, and patterns of communication. This is done by looking at aspects such as the creation of the message, its dissemination, and its interpretation,

taking into account the message's significant consequences. Sometimes we cannot communicate clearly because of barriers that prevent us from sharing and understanding our message.

Brooks (2014) stated that a communication perspective looks at communication as something that in terms of communication People are always creating together, not just ideas that exist sent by one person and received by another. This approach also Communication aims to create meaningful dialogue, as opposed to other One-way communication, such as presentations and participation in court hearings. I call my approach to communication a perspective that emphasizes the focus on communication as a path to develop better self-esteem and more meaningful relationships. in that term, it also reflects that this approach involves several different relationship communication models.

## **METHODS**

The data for this study was gathered using qualitative methodologies. A qualitative approach is one that uses text and visual data, has distinctive data analysis stages, and incorporates a variety of designs (Creswell & Creswell, 2017). Additionally, this study investigated the viewpoints of English students who participated in and were instructed in online learning during COVID-19. By encouraging students to discuss what they were doing, how they felt, and what they afterwards perceived, a phenomenology design was used to capture the essence and significance of the experience of a phenomenon. Everything that occurs while learning online as a means of continuing to learn throughout the pandemic is referred to in this study as a phenomenon. Covid-19.

### **Instrument**

The researcher used interviews as an instrument to collect the data. Contains general questions related to the formulation of the problem and the objectives of this study. The interview used was a semi-structured interview where the researcher had prepared several questions, but still had the flexibility to ask other questions outside of the questions that had been prepared. Therefore, the researcher determined the scope of students' perspectives on communication perspective in online listening subjects during the pandemic. And of course, all the theories in the previous chapters were the basic arguments in favor of the interview questions.

## Data Analysis

In this study, the researcher used qualitative data analysis. According to Bogdan & Taylor (1992:26), there are three data analysis processes, including the following stages: conducting the analysis, finding themes and formulating the research findings, and working with hypotheses

## RESULT AND DISCUSSION

### Students' communication perspective in online Listening subjects

The first student communication perspective according to Dhingra (2021) is about how messages are conveyed in online listening classes. Learning as a communication process is the delivery of a number of messages from the sender (lecturer) to the recipient of the message (student). In the learning process what is meant by the message is the content/learning material. So, it is hoped that the material can be understood by students.

Based on the interview results, the researcher found that the process of delivering material by lecturers was carried out directly. Such as displaying material (share screens, share files) being told to listen to audio, giving directions and explanations about the audio, and so on. This is in accordance with the initial hypothesis of the researcher that the material is conveyed directly.

In terms of how students interact with lecturers or with friends in online listening classes. The interview results, it indicated that the way students interact in online listening classes was done orally and in writing, this is in line with the researcher's initial hypothesis. One opinion that the interaction was conducted verbally was that students express it by activating the microphone, if they did not know what they have heard they could ask a friend or lecturer directly or could ask for the audio to be repeated.

Then one opinion that the interaction was took place in writing format was that students said that on Zoom there was very little interaction with friends or lecturers because we needed to turn off the microphone feature so we could hear the lecturer deliver the material. Because if two "mics" were turned on at the same time then the audio was really bad, so usually the audio was sent on WhatsApp when it's Zoom. This was also supported by the answers of other students who said that from Google meet there was no interaction, but on WhatsApp there was interaction. From this communication perspective, there are also some differences in the process of delivering messages. According to Sujarwo et al (2020) with the title "An analysis of



university students' perspectives on online learning in the midst of the covid-19 pandemic" in his research it was stated that students and lecturers enjoy using WhatsApp during online learning. This is of course different from the results found by researchers that in online listening classes, the process of delivering material is carried out directly in Zoom/Google meet and as previously mentioned the interaction process itself is carried out in writing on WhatsApp.

Second, students' communication perspective on how messages affect individual and collective behavior in online listening classes. In the second stage according to Dhingra (2021), the researcher focuses on how the lecturer delivers feedback. From the results of the interviews, the researchers found that in the process of delivering feedback in the online listening class, there were several differences of opinion. There were those who answered individually and in groups, according to the researcher's initial hypothesis. students answer individually because if someone asks a question it is explained individually and is indeed addressed to the student himself, other students also answered individually because they were given instructions and reviewed one by one where the mistakes were. While some students answered in groups because many did not know and did not listen so they repeated it again. Apart from that, because usually they were asked to guess if they were wrong, then they were corrected and given an understanding by the lecturer because sometimes there were indeed some additional inputs that the lecturer gave, indeed not for one student but for all.

Further related to how to do the assignment, the researcher found that in doing the assignment students also had differences of opinion, some liked to do it individually, and some did it in groups. Students think that assignments must be done individually because some other students did not do their assignments, and if done individually it will be more optimal. then the reason other students chose to work on assignments in groups was that sometimes there was input from friends that could not be heard properly. This is in accordance with the initial hypothesis of the researcher that students work on assignments individually and in groups.

Third, students' communication perspectives on how these messages create and sustain culture and community in the online listening classroom. In online listening classes, there are several themes/topics to be studied. Based on the results of the interviews, the researcher found out that some students answered that the themes studied were stories and conversation,

this resonates with the researcher's initial hypothesis. And other students answered other material such as listening to a song and then filling in the song's continuation for a comprehension test. Based on the results of the study it was also found that after studying the themes/topic themes in the online listening class, students had good opinions and not about them. Some students thought it was good because learning English themes became more honed, got a lot of new vocabulary, listening increased, and pronunciation, some said it was interesting because before entering the English department listening skills were still lacking and there was still much that was not known about listening so according to students it was enough interesting. Then there are also those who answer no to that question.

Furthermore, regarding whether the theme helps to understand situations in real life, the researcher's initial hypothesis is that there are students who answer helping and not. From the results of the interviews, the researcher discovered that some students said it helped and some said it did not. They answered that it helps because if you listen a lot you know a lot. There were also those who answered that previously they themselves had attended an English debate class and from listening to it slowly they began to get used to understanding the intent of the English videos they listened to. This statement was also supported by other students who said it helped them learn things, especially words they might not have heard before. Meanwhile, other students answered that it did not help. Regarding the influence of the topic on cultural understanding, there were various statements among students on this matter. Some say there was no influence of the topic on cultural understanding. Meanwhile, there were also those who mentioned that it had influence because in listening they hear differences in how languages are in other countries, especially in accent or pronunciation, so they know better.

Finally, in this study, the researcher found similarities in the methods used, namely qualitative. Similar research was conducted by Ghonivita et al (2021) with the title *Improving Students' Listening Skill and Vocabulary Mastery through Contextual Teaching and Learning*. In his research, he conducted non-classroom research and stated that implementing CTL through online learning strategies can improve listening skills and vocabulary mastery. This is similar to the findings of researchers in that the strategy emphasizes the process of involving students to find the material being studied and connecting it with real-life situations.

## **Differences in the number of students' communication perspectives in online listening subject**

Basically, all students provide their perspectives on the perspective communication in online learning in the listening subject. The difference only lies in the number of students who have different answers from the perspective of the question.

The first is the communication perspective considers how the message is conveyed. The researcher wants to know how lecturers convey material in online listening classes. There were 9 students who answered directly. Besides that, from a communication perspective, the researcher also wants to know how students interact in online listening classes (with lecturers/friends). There were 3 students answered orally and 7 students answered in writing.

The second is the communication perspective considering how the message influences individual and collective behavior. In this case, there were two things that the researcher wants to know, the first is how the lecturer gives feedback and the second is how students do the listening task. In delivering feedback to the lecturer, there were 4 students answered individually, and 6 students answered in groups. While the way students do the listening task, there are 9 students answering individually, and 1 student answers in groups.

The third is a communication perspective that considers how these messages create and sustain culture and communities. In this case, the researcher wants to know what themes were in the online listening class. There were 5 students who answered Story and conversation and 5 students answered with other types of audio. In addition, the communication perspective considers how these messages create and sustain culture and communities. In this case, the researcher wants to know 3 things. The first is the opinion of students after studying the themes, there were 9 students who answered well and 1 student answered no. The second is whether the topic helps to understand the situation in real life, there were 9 students who answered that they helped and 1 student who answered no. Third, does the topic affect the understanding of culture, there were 6 students who answered that they were influenced and 4 students who answered no.

## **CONCLUSION**

The Conclusion is presented based on the data that the researcher has collected from the previous chapter from all data analysis from the perspective of student communication in

online listening classes. The previous chapter provided information about the three parts from a communication perspective.

The perspective of student communication in online listening class. First, consider how the message is conveyed, the way the lecturer delivers material in online listening classes is direct via Zoom/Google Meet. The second is how the messages influence individual and collective behavior. At this stage, the researcher discussed how the lecturer conveyed feedback and how students carried out listening assignments. In terms of giving feedback, most of the students answered that the lecturer delivered it in groups. In an online listening class, there are many topics to learn, some students answer stories and conversations and others answer other types of audio. Most students have a good opinion after studying this topic, and it helps them understand many real-life situations.

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