

Improving Students' TOEFL Listening Skills Through Online Learning During New Normal

Suharti Sirajuddin¹, Muhamad Yahrif²

¹ Universitas Megarezky, Makassar, Indonesia; e-mail: suhartisiradjuddin772@unimerz.ac.id

² Universitas Megarezky, Makassar, Indonesia; e-mail: muhyahrif@unimerz.ac.id

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ABSTRACT

This research aimed to know the improvement of listening skills in TOEFL tests through online learning during the new normal. The focus of this research was to improve students' Listening skills for the TOEFL test. The materials of this research focused on TOEFL listening by using a combination of three online applications, namely Zoom, Edmodo, and WhatsApp. This research used a mixed-method design, quantitative and qualitative data collection. The samples involved 47 students of the English Education study program at Megarezky University by using purposive random sampling. Pre and Post-test result, observation, and open-ended questions are used to collect data. Pre and post-test results of students were analyzed by using the T-test of the SPSS 20 version. Open-ended questions and observation are used as additional data from SPSS analysis. The results of this study showed that a mean score of 16.4 on pre-tests improved compared with a 33.5 mean score on the post-test. Based on students' open-ended questions, students wrote positively about the online learning process and claimed that it helped them to increase their skills in listening. Using several methods to optimized online learning during the new normal is essential, especially for improving students listening skills.

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Corresponding Author:

Muhamad Yahrif

Universitas Megarezky, Makassar, Indonesia; e-mail: muhyahrif@unimerz.ac.id

1. INTRODUCTION

The online learning system has been done since the beginning of Covid 19. The education system changed dramatically, and most Indonesians familiar with face-to-face interaction had to switch to entirely online. The users of online learning have been an exciting topic for the researcher to learn about the use of online learning during a pandemic. For instance, (Bahasoan et al., 2020; Fajri et al., 2021; Hongsuchon et al., 2022) used a different approach to apply in their online learning class and bring success. However, some researchers claim differently, as claimed by (Pratiwi, 2020; Sari & Wahyudin, 2019; Zahro, 2021), that there are several issues with effective online learning, especially in Indonesia which make online learning effective fully. In this case, adapting and innovating by using online learning is essential to achieve learning success, especially for Indonesians.

Pro and cons of the effectiveness of online learning are still debatable; however, the pandemic is not over yet. The use of online learning is still necessary, especially for higher institutions. Several

researchers stated they used a different method or application as (Taylor, King, & Nelson, 2012) used social media in their online learning, (Fajri et al., 2021) used the Zoom application (Rahmatika et al., 2021), and YouTube as an effective in the online learning process. However, the combination of several applications is still rarely used for online learning. The use of one single method cannot cover some of the issues related to online learning (Dhawan, 2020). In line with this, using several methods was hoped to eliminate several issues that appear in online learning for teachers and students.

Learning English online since the pandemic has been addressed in various recent studies. Listening is part of the skill in English which is challenging to learn, primarily online. As stated by Fadlilah (2022, p.92), "in the context of ELT, listening can be said to be a difficult skill, especially in online learning". The problem, in this case, is not only coming from the online learning method but also because of this skill, listening. According to (Silviyanti, 2014; Silviyanti et al., 2020), the main factor of listening difficulties is awareness of the audio topic, fast speed of the people speaking, and full concentration. These issues attempt to make listening is difficult to master, especially when having to teach or learn online. For this reason, direct interaction through luring is still assumed the best way to teach listening. It can help them to cope with the audio topic and the speed of people and give some hints related to the audio, which helps them to understand listening better. However, online learning for listening in the new normal cannot be avoided. Teachers or lecturers must find the best solution to teach listening through online learning effectively. This research integrated three applications used in online education, one of which used social media as part of the listening learning process. It was expected that integrating three platforms through an online listening course could work more effectively and efficiently, which all limitations of online learning could decrease significantly.

Listening skill comprehension is one material in the TOEFL test for students. University is required to pass the test for a specific minimum score. This score was obligatory as one of the graduation requirements from the University. It became compulsory for every student, especially for the English study program students, who had to achieve higher score standards than the standard that the University requires for all students. Since listening is a part of the TOEFL test, mastery of listening increases TOEFL scores. Based on data from Language center of Megarezky University in 2021 and 2022, three skills were tested in TOEFL; listening, structure, and reading. Listening was the only skill that most of students at Megarezky university get low score. In 2022, there was a slight improvement of listening, around 7% from 60% in 2021. It is related to the previous research before most of the students at Megarezky University found it difficult to listen to sessions rather than other skills.

Listening can be categorized as the most complex skill in learning English. Awareness of the audio topic, fast speed of the people speaking, and complete concentration (Silviyanti, 2014; Silviyanti et al., 2020;) are the main reasons for the difficulty in listening. While Nushi & Orouji (2020) categorized three learners' difficulties in listening, namely, "pronunciation-based, Individual characteristic-based, and content-based difficulties". Moreover, listening skill is part of every English test to measure English proficiency (Golubovich, Tolentino, & Papageorgiou, 2018), and the TOEFL test is not excluded. TOEFL is a standardized test known as the Test of English as a Foreign Language, the official assessment requirement for overseas universities (Golubovich et al., 2018). According to (Arifuddin, 2018; Sujana, 2018; Fitria, 2021; Siradjuddin et al., 2021), listening is one of the skills. The difficulties of listening part in the TOEFL test are dominant because of accent, speed, intonation, complex sentences, unclear audio/sound, pause in pronouncing, vocabulary range, and mishearing. These difficulties make listening a challenge in every learning process for both students and teachers. Finding new techniques or methods is necessary to make success the learning process of listening.

During the COVID-19 pandemic and the term "new normal" was stated by the Indonesian government for economic recovery, online learning was still the best option for organizing the learning process in school and campus. Several schools had been permitted to use the "shift" system. It means one day online and other days offline (face-to-face interaction in a school) (Nuryatin, 2020). However, the higher institution continued to use online learning systems as their platform in the learning process. Online learning was still the central point for both situations when the pandemic still existed. In online

learning, using an internet connection and technology devices was essential. Both teachers and learners must know how to use the technology devices and several platforms. Rahiem (2020) revealed four technology barriers and challenges in using ICT; "Device issues, internet connectivity, technology costs, and lack of technology skills", while students' problems revealed that "incompatible devices, sharing devices with other family members, unstable internet connection, restricted or unviable internet access, data costs, purchasing new devices, new program or apps, inexperience with ICT, lack of ICT skills, and inadequate learning platforms"(Rahiem, 2020). This research proved that several issues were caused because inadequate technology skills affect the online learning process.

Furthermore, the capacity to adjust and alter the utilisation of educational platforms and social media proved vital for learning. According to Lestari et al. (2018), Sudrajat (2018), and Zahro (2021), virtual meetings can be facilitated by platforms such as Google Meet and Zoom, while E-learning and WhatsApp are commonly used for discussions. Gunawan et al. (2020) asserted in their study that a range of platforms, including applications, websites, social media, and learning management systems (LMS), can contribute to enhancing the efficacy of online learning. Nevertheless, despite the existence of free platforms, educators want assistance in utilising them to establish proficient and impactful platforms, hence making the attainment of successful online learning a challenging endeavour.

Innovation in learning by combining the platforms has been exemplified by (Banggur et al., 2018), which combined the use of face-to-face and Edmodo and showed a successful result. In this case, relying on single platforms, especially online learning could have been more effective. In line with Yudha et al. (2021), research which combined WhatsApp groups and Zoom proved that most students agreed and claimed the use of these applications was influential in online learning. The combination of the learning process was able to motivate, be responsible, and encourage students to achieve their learning goals (Sriwichai, 2020). It assumes that the used of several applications or the combination in it can achieve learning success.

In an effort to overcome some of the obstacles inherent in e-learning—including a lack of face-to-face interaction between teachers and students, sluggish network connections, and limited data plans—this research makes use of three online platforms. It is less likely that a student will fall behind in their education simply because they missed a meeting for one of the platforms when multiple platforms are used. Teaching listening online can be challenging if students are not provided with the resources they need to improve their listening comprehension, but using various platforms for online education is hardly innovative. Finding efficient and effective listening strategies that may be implemented in virtual classes throughout the epidemic is critical for ensuring that students continue to make progress towards their goals.

2. METHODS

This research used a mixed method, which combines quantitative and qualitative by Creswell (2003). Quantitative data was collected from pre-test and post-test results of students and analyzed by using the T-test of the SPSS 20 version. While, for qualitative data was collected from observation and open-ended questions by using descriptive qualitative analysis. The respondents of this study were 43 students of the English education program at Megarezky University. They were at the first semester until the seventh semester by using purposive random sampling.

This research was conducted by using an online application that integrated three free online applications: WhatsApp, Zoom, and Edmodo. There were 12 meetings, including pre and post-test sessions. Also, at the end of the post-test session, students gave their responses through open-ended questions. Pre-test and Post-test were aimed to measure students' ability before and after listening to TOEFL training for English Education students at Megarezky University. Open-ended questions were presented in Bahasa Indonesia to minimize misinterpretation between the questions and answers from participants. The use of open-ended questions to explore students' perspective of learning

listening through online learning, the effectiveness of three online applications in the learning process, and the obstacle during the learning process.

This research procedure was to invite students in an English education study program to join this research and training listening program. Forty-three students as volunteers participated in this research. These participants joined the WhatsApp group and Edmodo. All the information was sent through the WhatsApp group, including the Zoom link for an online meeting. The research began with a pre-test, and it was ended with a post-test session. Every student had 50 multiple-choice questions of listening parts from TOEFL ITP from <https://www.englishtestexercises.com/>, which was chosen as one of them. There is a training session for ten meetings between the pre and post-test. After the participants filed the post-test, it was continued by filling in the open-ended questions to gather students' perceptions of using three online platforms in online learning, which, the questions had been assessed by several experts, referring to the standards of creditability, transferability, dependability, and confirmability.

The treatment was used in this research that applied three different platforms (Edmodo, Zoom, and WA group) for every meeting. Edmodo was used to send the materials used for every meeting. zoom was used for direct interaction with the teacher, while Group WA was used for exchanging the latest information about the course, linking Zoom, updating material in Edmodo, or students' questions. The research procedure used in this research which adapted from analysis technique from (Milles & Hubberman (1992). This analysis model was started from data collection which used students' results from Pre and Post-test, observation and open-ended questions. Next, data reduction is used for separating important, relevant and meaningful data. Then, Data display is used to present the data in several ways, for instance, narrative, visual or tables with a logical flow of presentation. Verification or conclusion from the result was presented to answer the effectiveness of online learning by using three online platforms. This analysis model can be described below:

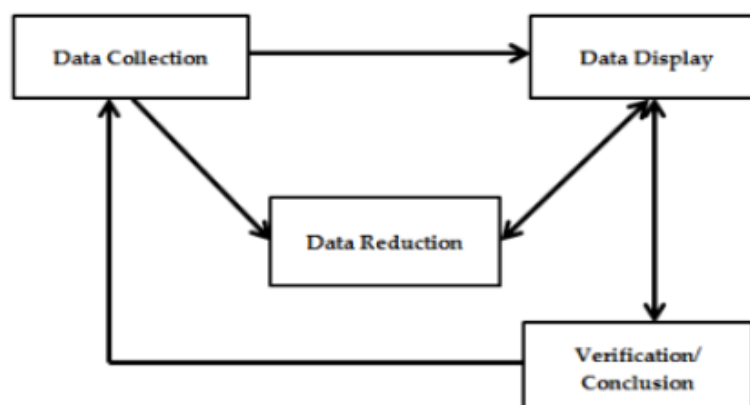


Figure 2. Miles & Huberman Data Analysis Model

3. FINDINGS AND DISCUSSION

Students who used various online applications for listening courses were evaluated before and after treatment. The following shows the TOEFL listening exam results and the students' impressions of using a combination of online learning applications.

3.1 Pre and Post-Test Results

Below are descriptive statistics from pre-test and post-test students' results of listening TOEFL test, which was calculated by using SPSS 20 to analyze the descriptive statistics of each test.

Table 1. Descriptive statistics

		Pre Test	Post Test
N	Valid	43	43
	Missing	0	0
Mean		16.4651	33.5814
Median		16.0000	33.0000
Mode		17.00	32.00
Std. Deviation		7.53199	4.40364
Minimum		7.00	25.00
Maximum		40.00	47.00
Sum		708.00	1444.00

It was seen from the table above that the post-test obtained higher scores in mean, median, mode, minimum, and maximum scores than pre-test. It assumes that listening training online by using three platforms showed significant results from students' performance on the listening test for TOEFL. As the data shows, the minimum score from the pre-test gets 7. In contrast, in the post-test result, the minimum score of students was 25. The maximum score also increases from 40 to 47. It indicated that the progress of students' achievement before and after listening training increased significantly.

Next, the table shows the normal parameters value of the One-Sample Kolmogorov-Smirnov Test to determine whether the residual value is usually distributed.

Table 2: Normal Parameters value
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		43
Normal Parameters ^b	Mean	0E-7
	Std. Deviation	3.08729226
	Absolute	.144
Most Extreme Differences	Positive	.098
	Negative	-.144
Kolmogorov-Smirnov Z		.945
Asymp. Sig. (2-tailed)		.334

a. Test distribution is Normal.

b. Calculated from data.

Table 2 shows the Kolmogorov-Smirnov Test above shows the normal distribution. It is seen from the Sig. (2-tailed) the value results in .334, which is higher than >0.05. It indicates normal distribution. In Addition, the table below the T-test value, to observe the relation between two variables; pre-test and post-test.

Table 3. T-test Value

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pre-Test								
Pair 1 - Post Test	-17.11628	5.36838	.81867	-18.76842	-15.46414	-20.907	42	.000

The analysis of the t-test value above shows the Sig. value .000 which is lower than < 0.05 . This result indicates the significant value between two variables, in this case, pre and post-test. There was a significant result between the online training and students' achievement in Post-test.

3.2 Responses of the Students

At the end of the pre-test, the author asked students to answer the questionnaire, which had five open-ended questions. Students were instructed to express their thought and opinions freely related to the learning process online. The first question asked for students' views and perspectives on learning to listen online. The majority of the students responded positively to this online learning process. The students' responses as follows:

"learning listening in these circumstances online is nice because it can increase my knowledge in English and avoid the spread of Covid-19" (S1)

"It very helps me in listening" (S2)

"I think whether online or offline, I still love this lesson"(S4)

Most students understood the circumstances of the pandemic, and the learning process through direct interaction between students and teachers must be changed into complete online learning. They tended to believe the learning process must still exist, whether the situation is in a pandemic. They shared their positivity and believed online education was a solution to keep them learning, especially in learning to listen. However, some students reacted to the opposite point of view. They thought that online learning was ineffective, especially for listening because for these reasons:

"I think it is ineffective because there were a lot of obstacles during the process" (S5)

"I think learning to listen online is difficult because first, it is hard to understand when the lectures explain. Second, I think learning listening should be offline, so we can direct practice with the lecture. (S7)

"Ineffective, because of poor connectivity and students cannot buy quota for internet connection". (S10)

Mostly, the obstacles that participants found were poor connectivity and internet quota impact unclear audio during the interaction session with the teacher or practice session of the listening section. Playing the audio in Zoom meetings had limitations for vague or suddenly unconnected, which impacted the ineffective learning listening process. Providing the listening material through Edmodo or WhatsApp group had no guarantee participants followed the instructions correctly. This made several students complain and state that learning to listen online was ineffective.

The second question related to the benefits of implementing three online platforms (Zoom, WhatsApp group, and Edmodo). The students commonly responded positively in using three platforms in online learning, especially in learning listening. The statements from the students' responses as following:

"These three applications make easier in the learning process because sometimes poor connection, especially for Zoom, so using WhatsApp is one of the solutions" (S13)

"Very helpful, if one application doesn't work, another application can use" (S27)

"yes, because our quota is limited."

The respondents admitted that using three online platforms benefits their online learning experience. They also understand that the users of these different platforms can support other applications, especially if one has trouble; other applications can replace it; thus, the learning process cannot disturb. One of the respondents stated that they had a limited quota which indicated that the use of Zoom application is quite hard for them because Zoom application for video meetings spent 540MB to 1,62 GB, which means, it spends 9 MB to 27 MB to 27 MB for a minute (Pribadi & Julianto, 2021).

Third questions, the students were asked about their opinions from three platforms (Zoom, WhatsApp group, and Edmodo) that can help them the most in the learning process. Most of the students realized that Zoom application was the most helpful in learning listening through online learning. This is in line with the student's statement below.

"I think Zoom is very helpful because I can face to face with lecture and I kind of person who can understand if I can see the lecture's talking during the learning process" (S17)

"Zoom because I can freely talk."

Most students preferred the Zoom application from three different platforms because the interaction between the lecturer and students were almost the same as direct interaction in the class by performing video call for all the participants. The Zoom application accommodated the feeling of learning through video call interaction.

However, some students needed clarification about the use of Zoom than WhatsApp groups. Their statement can be seen in the following:

"Zoom because I can hear and see directly lecture's explanation, but internet quota and poor connection were the obstacles for this application"

"I prefer zoom, but if I forget, I cannot repeat. If we used WA group, If I forget the material, I can rehear and learn again". (S20)

From the above information, other participants were given additional information about using the Zoom application, and he agreed that zoom is the best application for online learning. However, the use of Zoom application had limitations because it expanded much internet quota and needed robust connectivity rather than using other applications. At the same time, other participants felt sceptical about using Zoom because if they missed the class, they automatically missed the information from that subject. Compared to other applications such as Edmodo and WhatsApp group, all the information was available in the application as long the materials still existed in the group.

While some students were convinced that WhatsApp group was the most effective educational tool in comparison to other platforms. The following statement is provided by a student:

"WA Group because the lecture's explanation can be through voice notes dan written message. It can help us with a poor connection."

Another participant responded that they preferred WhatsApp groups to other online applications, such as Zoom or Edmodo. The reason behind this because of simply the convenience of this application. Students who had a problem with poor connectivity were still able to follow the learning process simply because WhatsApp group had features for sharing messages by writing and voice recording. Thus, all

materials and lecturer explanations can be communicated through messages by writing or voice recording.

The fourth question was about students' perspectives on the limitations of three platforms (Zoom, Edmodo, WhatsApp) during the learning process. The students responded to these three platforms differently, as illustrated below.

"First, Zoom is very helpful but needs much quota and drains the handphone battery. Especially if there is a poor connection, the lecture's explanation sounds unclear. Second, the WA group is inefficient because I hear the explanation without any feedback. If I want to write through message, I am afraid it can disturb you. Third, Edmodo is an application for receiving materials and learning by ourselves" (S1)

"Zoom application needs strong connectivity, Edmodo cannot use direct explanation, while WA cannot receive the video for the long duration" (S2)

"Zoom needs a lot of quotas, WA is ineffective because there is no direct interaction, while Edmodo, I am hard to understand to used it properly". (S3)

The response above indicated that every online learning had limitations which stated that using a single application or platform could not cover the issues of teaching through online learning. However, the use of different platforms can minimize the limitation of each online platform if other platform cannot used in learning process. In this case, if the Zoom application had trouble or students cannot attend through Zoom meeting, WhatsApp group and Edmodo can help students to keep on track of the lesson.

Fifth questions, the students were asked about obstacles during the online learning process. The majority of the students complained about poor connectivity and internet quota, as student's statement below.

"The limitations are poor connectivity and less internet quota" (S23)

"Poor connectivity and quota which cause listening process or material explanation are unclear" (S24)

"Main problem is internet quota and very difficult to focus, and the audio is buffering"(S15)

Even though the limitation of all applications is necessary, based on the respondent above, most of the problems among students appeared because of poor connectivity and internet quota, which indicated the application used in online learning needed to be fixed.

The transcription above implied that most students enjoy online learning using three different platforms. They had a positive point of view that using three platforms can solve the online learning problem. Mainly if one of the platforms cannot be used, other platforms can replace it. So, the learning process was still ongoing. Nonetheless, a few students had an opposing point of online learning. They tend to prefer direct interaction face-to-face in class, especially in listening.

Additionally, students claimed the zoom application was the most convenient in the listening-learning process. However, poor connectivity and wasted high quota were why several students preferred something other than that application. They tend to prefer WhatsApp groups because less allocation was used.

Discussion

The quantitative data analysis showed that the students had a positive point of view about learning listening through three platforms. It showed the improvement of students' results pre-test and post-test; from an average of 7 correct answers on the pre-test increased to 25 correct answers on the post-test. The mean score on the pre-test was 16.4651, while the post-test achieved 33.5814 for the mean score. The analysis of the t-test value also showed the Sig. value .000 which was lower than < 0.05 . This result indicated the significant value between two variables, in this case, pre-test and post-test. In this

case, there was a significant result between the online training and students' achievement in Post-test. These data showed improvement before and after listening to training online.

The qualitative data analysis from students' interviews with five questions showed that the first question related to their opinion about learning to listen online and got results from two different points of view. The majority of students agreed to learn to listen online primarily because of the pandemic, and there was no option for direct interaction in the class. While the opposite point of view states that learning to listen online is ineffective because the recording from listening sometimes has problems namely of low internet connection and internet quota. And also, they still need direct guidance from the teacher, especially to do some listening practice.

It is in line with Nurani et al. (2021) that although the students enjoy the online learning process, they feel more difficulty when doing it. The students' difficulties were they cannot focus on learning or listening to the materials. Their statement supported that they felt annoyed by the crowd around them when they joined the online listening courses. Besides, they had technical issues when joining these online listening courses, such as lousy internet connection, power failure, and nonoptimal use of the internet quota for education from the government and/or campus. It supports the study from Fojtik (2018), who argued that technical issues might appear in the online teaching and learning process. Those problems showed that the students' difficulties need more attention from the teachers and lecturers.

In terms of the second question, their opinion of the benefits of using three different platforms for listening online learning. All students responded positively that using three platforms can help them minimize the effect of online learning if one cannot work fully. If they depended on one single platform, for instance, the use of Zoom meetings which needed an internet quota and a good internet connection, only several students could attend the learning process, who had a problem with internet quota or connection.

Another point of view from students' preference from three different platforms used for listening online learning and result that most students preferred zoom rather than other applications. This was because direct interaction in a class can replace more or fewer zoom meetings. Zoom applications gave them direct guidance from lecturers or teachers, even online. However, the Zoom application also had some limitations. For instance, if students cannot attend simultaneously, they will miss consultation sessions or direct teaching by the lecturer. While faint voice, buffering, or lost connection were still issues of using the Zoom application for online learning.

According to Gunawan et al. (2021), zoom meeting is a communication tool used for face-to-face remote meetings with a high number of participants. This app may be accessed from a variety of devices, including mobile phones and desktop computers. There are a number of features in the Zoom meeting app, like as video and audio conferencing, screen sharing, breakout rooms, password protection, and event scheduling, that aid in the education and training of users. Meanwhile, Anugrahana (2020) claims that one of the issues with the zoom meeting app is that the network might become an impediment to collecting tasks when interacting via zoom and vice versa. Haqien et al. (2020) agree that there are a number of problems associated with using the zoom meeting app, including the fact that it doesn't work well for students without a wifi signal and that there are often strange sound disturbances that disrupt students' ability to focus on their studies when the voice feature is activated. The most common usage of the Zoom meeting app in online lectures is a signal that is sometimes less encouraging, leading one to the conclusion that there are challenges in employing this software.

In terms of students' perception related to the limitations of each three different platforms for the use of online learning. The students responded that every only platform had loads, especially if they were used as media for online learning. In terms of the accessibility for direct interaction between lecturers and students or students with peers, Zoom application is the most favourable. However, regarding the convenient online learning application, WhatsApp was the most advantageous. In the end, most students preferred WhatsApp group application rather than Zoom. This finding is in line

with Sujarwo et al., (2020) research that found WhatsApp application was the most favourable for students in online learning rather than other application such as Instagram, Facebook, google classroom, YouTube, zoom, telegram, and other applications, because it need more internet quota. Thus, rather than using Zoom meetings, they prefer to use WhatsApp groups with less internet quota and can still update the lesson if they have a good internet connection.

In addition, the obstacle in the online learning process was primarily because of internet quota and connection, especially in using the zoom application. This result is similar to the findings of Sari & Wahyudin (2019) on students' perception toward blended learning through Instagram, who claimed that internet connection and its speed were the obstacles to learning. The combination of these three platforms helps them follow the learning process online since the new normal. The use of WhatsApp groups and Edmodo could minimize the complaints about using internet quota and connection. This is because the use of those platforms spent less internet quota rather than the use of Zoom only. Then, the problem related to the internet connection of the students who do not have an internet quota or internet connection because of low accessibility can solve by the use of those platforms (WA and Edmodo). This is simply because all the activities of the online learning process will still exist in those platforms as long the materials still exist in the platforms. The use of different platforms is believed to cope students issues related with learning process, instead of using a single platform as a learning media. Variety platforms are the best solutions if one platform cannot solve students' situations and condition at that time.

4. CONCLUSION

A study was conducted to examine the utilisation of online learning in the context of students' listening skills during the new normal age at Megarezky University. Utilising online learning platforms such as Zoom, Edmodo, and WhatsApp Group has been observed to enhance students' performance in the listening component of the TOEFL examination. The students exhibited a favourable response towards the online learning modality, asserting that it facilitated the enhancement of their listening skills, predominantly utilised in the context of remote education throughout the pandemic. The integration of many platforms can effectively address the constraint of relying solely on a singular platform for online educational purposes. Nevertheless, a portion of the student population expressed scepticism about online learning, regardless of the specific platform utilised. These individuals held the belief that acquiring listening skills through online means was useless, and instead favoured traditional in-person instruction. Furthermore, it has been argued that the utilisation of three platforms can be advantageous for pupils. It was posited that in the event that one application proved infeasible, alternative applications could serve as potential solutions. However, among the applications available for students to utilise in the learning process, the WhatsApp group emerged as the most preferred option due to its lower data consumption compared to the Zoom programme. One of the primary challenges faced by students, particularly in Indonesia, during online learning was to inadequate connectivity and limited internet quotas. This research has the potential to be implemented in several educational settings, such as higher education, senior high school, or junior high school. The strategy taken by teachers may vary depending on the specific circumstances, conditions, and characteristics of the students involved. Further investigation into the adaptation of these strategies, as they are implemented in various contexts, would be a compelling area of study, particularly in relation to enhancing students' listening proficiency.

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