

# Analysis of the Listening Ability of PGSD Students in Online Learning

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## ABSTRACT

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This study aims to analyze students' listening skills in online learning in language skills courses. In addition, this study also aims to find factors that affect students' listening difficulties. This study was designed using descriptive research with a quantitative and qualitative approach involving 86 students taking a listening skill test. The results showed that the students had very good listening skills, as indicated by the scores of listening skills, most of the students were in the 82,5-95 range. However, the result is still only on the ability to listen in simple texts, so that listening skills need to be improved again to understand more complex information. Factors that affect listening difficulties are internal factors, that is mental readiness in understanding the information being listened to, and external factors such as inadequate places and poor internet networks.

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## 1. INTRODUCTION

In essence, language skills become a single unit consisting of reading, writing, speaking, and listening skills. Each of these skills has a function to improve language skills. Language skills consist of several elements such as pronunciation, vocabulary, and grammar that are used to support language skills. These skills are not automatically possessed by everyone, but require practice and habituation. One of the most important skills to have is listening skills.

Listening is a receiving activity that involves the listener in capturing and understanding the sound of the language (Tuilan, Tuerah, Mewengkang, Paat, & Mege, 2018). Listening is a complex activity that is not easy to do without extensive mental direction (Ahmadi Safa & Rozati, 2017). Mental activity is carried out actively and consciously to receive and understand various verbal information (Firda Ariani, Dawud, 2019). In listening activities, a person must activate his mind to be able to identify the sounds of language, understand them, and interpret their meanings so that the message conveyed by the speaker is caught.

Communication activities involve more listening activities than other language skills (Saraswaty, 2018). Through listening activities, one can get a lot of information and it is easier to build good

communication with others (Jakob & Afdaliah, 2019). In addition, listening activities can help someone understand the surrounding environment which is one of the important elements in building communication. Listening skills also have an impact on other language skills such as speaking, reading, and writing (Yogaskara & Kurniawan, 2020).

Listening comprehension involves deciphering linguistic codes, extracting literal meaning from memory, and combining one's knowledge to create mental representations of spoken messages (Aryadoust, Ng, Foo, & Esposito, 2020). In general, spoken messages give rise to a series of processes including phonological analysis, word recognition, semantic retrieval, and syntactic decoding. Next, listeners make inferences about the auditory input by integrating the information conveyed by the speaker with their prior knowledge.

Listening activities can take place on various occasions, including in academic activities such as lectures, discussions, and seminars. A learner, especially college students, listening is a very important activity. Most of the student activities are used to listen to lectures in class, participate in discussions, seminars, and so on. By understanding and implementing listening activities, students can follow good lectures in the classroom. In line with current conditions, all learning activities are carried out online. Learning activities require more listening activities through various learning applications. Learning is no longer limited by space and time, so interactions between lecturers and students can take place anytime and anywhere (Syarifudin, 2020).

Online learning is the use of electronic technology and media to deliver, support, and improve learning and teaching and involve communication between learners and teachers using online content (Baticulon et al., 2021). Online learning is considered to be the only medium for delivering material during a pandemic emergency. Online learning provides many benefits for everyone in facilitating access to learning, so it is not limited to physical access in the application of learning in the classroom (Fitriyani, Fauzi, & Sari, 2020). However, not all learning can be brought into online classes. Many obstacles are experienced when implementing online learning, one of which is signal limitations.

The limitations of the internet network are one of the main obstacles in the implementation of online learning (Handarini & Wulandari, 2020). Especially in certain areas where internet access is still limited, so learning becomes hampered and late. Submission of material is not conveyed properly and students tend to be passive in the learning process (Anugrahana, 2020). In addition, environmental factors that are less supportive cause students to be unable to concentrate on learning. So it is necessary to conduct a study related to students' listening skills in online learning.

The importance of listening skills is also supported by several studies including research conducted by (Hadijah, Shalawati, & Idayani, 2018), in his research revealing that listening is an ability that needs to be improved, because currently in some situations, communication is done using English and listening is the main step in communication. Having good language skills, especially in understanding information, can support effective communication. Then, (Pabumbun & Dalle, 2019) stated that listening skills, especially in learning foreign languages can provide opportunities to communicate with people from other countries. However, in its application, some things affect listening skills, namely internal and external factors. Next, research conducted by (Septyanti & Kurniawan, 2020) states the importance of listening skills in learning is a common concern, especially in the current Covid-19 pandemic. So the researchers identified the needs of students in listening and got the results that students needed teaching materials in the form of audio in the form of narrated voices to hone and test special listening skills for listening only. Then students also need to listen to audio-visual in the form of videos to hone and test the overall listening power of these students.

Based on several previous research studies, listening is a very important need in learning, especially in Indonesian which is an everyday language. Indonesian learning is often considered easy by some people. However, in practice, listening is not an easy activity to do, especially in the current state of online learning. To be able to provide the right innovations in improving listening skills, it is necessary to conduct a study of the abilities possessed by students in listening and find out the obstacles experienced in carrying out listening activities during online learning. Therefore, in this study, the

researcher wanted to examine students' listening skills in online learning and analyze the factors that influence listening difficulties in online learning.

## 2. METHODS

This research is descriptive research that uses quantitative and qualitative approaches to analyze: 1) students' listening skills in online learning, and 2) factors that influence students' listening difficulties in online learning. Data were obtained through listening ability tests and listening difficulty questionnaires. Test questions are given to determine students' listening skills during online learning. Furthermore, a questionnaire was given to obtain information about the factors of difficulty listening to students in online learning. The sample in this study was 84-second semester students at the Primary School Teacher Education Study Program, Ahmad Dahlan University, the academic year 2020/2021, which consisted of 44 students in class A and 40 students in class B. The listening ability test given is 40 questions that are played through audio consisting of multiple-choice tests and fill-in tests. The researcher used a collection of Indonesian Language Competency Test (ILCT) questions as a test instrument in this study. Furthermore, the data on the results of listening skills were analyzed using quantitative descriptive analysis to determine students' listening skills. Then, the researcher also gave 15 statements on the listening difficulty questionnaire and analyzed using qualitative descriptive analysis so that the factors that influenced listening difficulties were found.

## 3. FINDINGS AND DISCUSSION

In collecting listening ability data, listening ability test questions become the instrument used at this stage. Students complete 40 questions listening to simple texts in the form of dialogue and narration through audio. The purpose of the test is to obtain information on the results of students' listening skills in online learning. Furthermore, the data obtained from the listening test was assessed based on the rubric of the listening test assessment with a score range of 25-100 (25 = not good, and 100 = very good). The results of students' listening skills on the listening ability test are as follows.

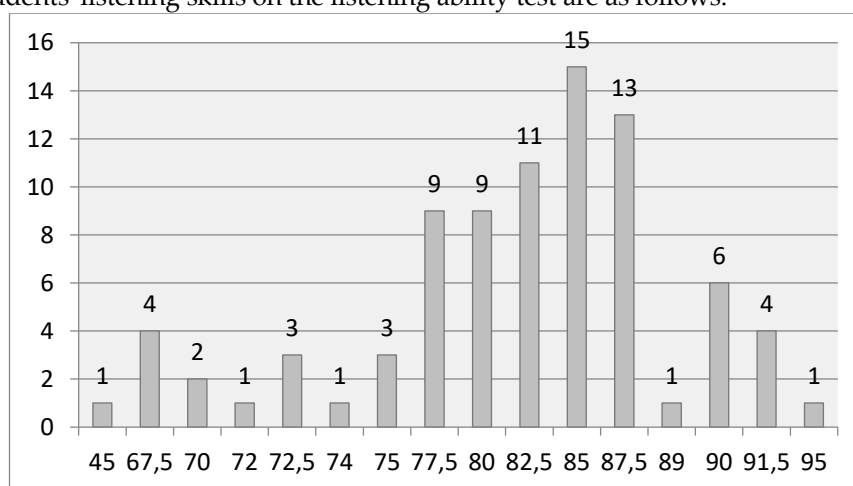


Fig. 1. Listening ability test results

From the results of the listening test above, it can be seen that 51 students are very good at listening with a score range of 82.5-95, which consists of 11 students with a score of (82.5), 15 students with a score of (85), 13 students with a grade of 85. grades (87.5), 1 student with grades (89), 6 students with grades (90), 4 students with grades (91.5) and 1 student with grades (95). Then 32 students were good at listening with a score of 67.5-80, consisting of 4 students with a score of (67.5), 2 students with a value of (70), 1 student with a value of (72), 3 students with a value of (72, 5), 1 student with a grade (74), 3 students with a grade (75), 9 students with a grade (77.5), 9 students with a grade (80). Only 1 student is still lacking and needs guidance to improve listening skills, with a score of 45.

Based on the description of the data on the results of the listening ability test, it can be said that most of the students are very good at listening to simple texts in the form of dialogue and narration through the audio they listen to. This can be seen from the highest number of students in the very good category. Only one student still needed further study to improve listening skills. While some other students are in a good category, meaning that their listening skills are already good.

Most students can understand the information well, but most of them are only able to understand the information in simple contexts. This means that it is easier for them to understand the information in the form of a short dialogue or narrative. The listening test used in this study is still in the form of short narrations and dialogues that are still easy to understand. Students still need to continue to improve their listening skills, because in some situations they need good language skills for effective communication (Hadijah et al., 2018). Meanwhile, students who are still lacking or in the low score range should try to improve their listening skills to understand the information they hear well.

The activity of listening and understanding information is an inherent need for each individual (Ting & Shiqi, 2020). In everyday life, especially in the lecture process, students will be faced with quite complex listening activities. Start from understanding the material presented by the lecturer to the discussions held by fellow students. Having good listening skills will determine the quality of student communication. Someone who has a high listening ability can understand and interpret the information that is heard (Aryadoust et al., 2020). This listening ability can be improved by practicing and getting used to listening and understanding the information that is being listened to. Listening to simple dialogues or texts is part of practicing listening skills. However, in some situations, such as listening to lecture materials and discussions with fellow students, good listening skills are required.

#### Factors Affecting Difficulty Listening to Students

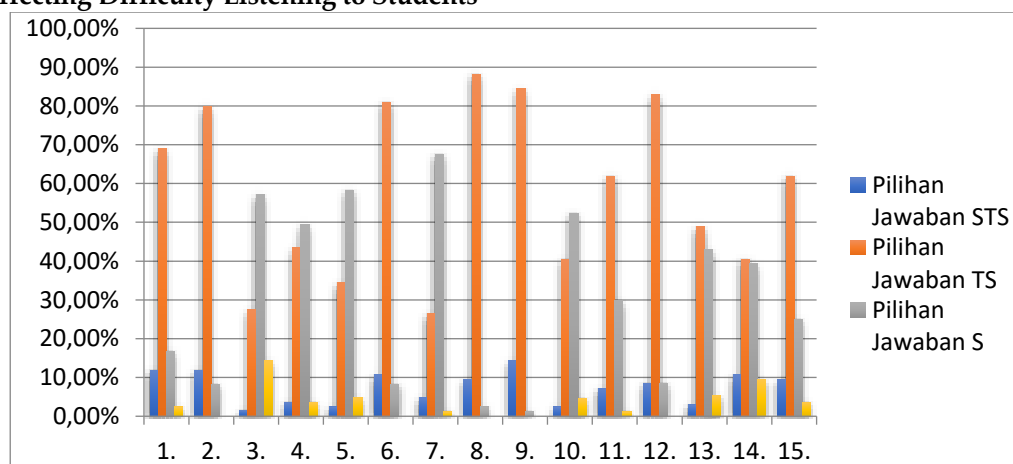


Fig. 2. Difficulty listening questionnaire results

Two factors affect listening ability, namely internal factors, and external factors. Internal factors are factors contained in the listener in the form of physical factors, linguistic competence, knowledge of the topic, and mental factors. Mental factors consist of psychological conditions, motivation, and the attitude of the listener. External factors are factors from outside the listener in the form of the place for listening activities, the media used in listening, and the quality of the speaker (Firda Ariani, Dawud, 2019). These factors can be used as a reference in analyzing students' listening difficulties in online learning.

Mental is one of the determinants of success in listening, one of which is a readiness in understanding the information being listened to. Reducing anxiety, showing confidence, and maintaining a high level of motivation to maximize listening are all part of listening readiness (Al-Malki, 2018). The lack of student readiness in listening can be seen in statement number 4. Almost half of the second-semester PGSD students as much as 49.4% can't understand the text that is listened to in a

limited time. This is also in line with statement number 5, which is as many as 58.3% of students cannot concentrate on listening to material or texts in a limited time. Then in statement number 7, as many as 67.5% of students stated that they could not remember information in a limited time.

In addition, knowledge of the topic is also included as an internal factor in listening skills. Lack of background knowledge and experience of the topic can make it difficult for students to interpret the language they hear (Putri, Ningsih, & Refnaldi, 2019). To achieve good learning outcomes, one needs to have awareness and independence in learning (Manurung, 2020). Awareness and independence in learning can help students in knowing and understanding the topics discussed. This can be seen in statement number 6, more than half of the 2nd-semester PGSD students, as many as 81% have no difficulty in understanding the material or text being listened to. Only 8.3% of students stated that it was difficult to understand the meaning of the material or text they were listening to. Meanwhile, 10.7% of other students stated that they understood the material or text they were listening to.

The quality of the speaker or teacher in delivering the material is one of the important factors in listening activities. The clarity of the material or text delivered by the teacher must be precise by using vocabulary that is easy to understand. The use of unfamiliar words can distract listeners from figuring out the meaning of difficult vocabulary so that they fail to reach the next section (Al-Malki, 2018). In statements number 1 and 11, more than half of the respondents or as much as 69% and 61.9% stated that they heard the lecturer's voice during learning. Then in statement number 2, as many as 79.8% of respondents understand or understand the explanation of the material from the lecturer. Furthermore, in statement number 9 as many as 84.5% stated that the lecturer used vocabulary that was easy to understand during learning. In line with statement number 8 that most of the respondents as much as 88.1% stated that every word spoken by the lecturer during teaching was not difficult or easy to understand. In addition, half of the 2nd-semester PGSD students as much as 61.9% stated that the lecturer delivered the material not too quickly so it was easy to accept.

The clarity of material delivery is also inseparable from a place that supports listeners in listening to the information conveyed by the speaker. A comfortable and quiet place to study can help students concentrate on listening. Online learning currently requires learning to be done at home. Not all students have a good place to study in their respective homes. More than half of the students or respondents in statement number 10 as much as 52.4% could not concentrate on listening to the explanation of the material because they were disturbed by disturbing sounds around them. In line with statement number 13, as many as 42.9% of respondents feel disturbed by overlapping letters when they want to ask questions or want to express opinions. However, the other 48.8% are not bothered by the overlapping noise.

Learning activities carried out online require media as an intermediary for learning. The use of this media requires good internet access so that learning runs smoothly. Availability of good devices and internet access can support online learning (Annur, 2020). More than half of the respondents in statement 3 as much as 57.1% do not have good internet access, so the lecturer's voice sounds intermittent during learning. In addition, in statement number 15 as many as 25% of respondents could not follow the lesson until it was finished because of the limited internet quota. However, another 61.9% of students did not experience problems with internet quotas, even 9.5% of respondents did not have problems with internet quotas.

#### 4. CONCLUSION

After completing the listening test stage, it can be concluded that most students are very good at listening skills, it can be seen that the largest population is in the 82.5-95 range. However, the results they get are only limited to understanding simple texts, so this listening ability needs to be improved again to be able to understand information at a more complex level. Mental readiness is an internal factor that hinders students from listening. In addition, listening difficulties also come from external factors, namely inadequate places and poor internet networks which are very influential factors in listening. These factors of listening difficulties are also limitations in conducting this research, such as

network constraints when listening to learning materials and doing tests. This research can be a lesson about the importance of improving listening skills in understanding various information. For other researchers, they can conduct further research on listening skills at a more complex stage by paying attention to the factors that become obstacles in listening. In addition, research on improving listening skills also needs to be done.

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