AN EFFECTIVE ONLINE LEARNING FOR LISTENING SKILL SUBJECT: STUDENTS' VOICE

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Abstract

This study aims to investigate the expectations of English Language Education students regarding effective online learning, with a focus on the listening subject. Qualitative research was conducted with 68 participants in the 2019 academic year, using online questionnaires to collect data. Results indicate that students anticipate clear communication, lecturer presence, an appropriate tone, and support from the online learning environment. They expect online courses to be challenging and offer opportunities for active learning, self-reflection, small group discussions, and practical application of theory. Positive social interactions are highly valued by learners, both online and offline. While time management and the home environment are concerns, participants' express confidence in their ability to complete online exercises and learn independently with effective time management, the flexibility offered by online courses, and support from family and friends. Findings suggest that students have high expectations for their online learning experience and believe that they can achieve their goals with the appropriate resources and support.

Keywords: Online Learning, Expectations, ListeningSkill.

INTRODUCTION

Online learning has become increasingly popular over the past few years, especially due to the COVID-19 pandemic. As more and more educational institutions switch to online learning, it is important to investigate the expectations of students for effective online learning in different subjects, including listening. Listening is one of the four main language skills, along with speaking, reading, and writing. It is crucial for language learners to develop their listening skills as it helps them understand spoken language and communicate effectively in real-life situations. Online learning presents unique challenges for teaching and learning listening skills compared to traditional face-to-face classes.

Online learning is a teaching and learning process that utilizes the internet and digital media to deliver educational material. It offers several benefits, including the ability to learn independently, increased memory retention, access to a wider range of learning experiences, and the use of multimedia (such as text, voice, video, and animation) to convey knowledge. Online learning also provides convenience in delivering and updating content and allows students to communicate directly with each other through email, discussion boards, chat rooms, and video conference links.

There are several advantages of online learning, which is a teaching and learning process that utilizes the internet and digital media to deliver educational material. Online learning allows learners to learn independently, access a wider range of learning experiences, and use multimedia (such as text, voice, video, and animation) to convey knowledge. It also provides the convenience of delivering and updating content, and allows students to communicate directly with each other through email, discussion boards, chat rooms, and video conference links ((Safitri & Tyas, 2022). Moreover, online education offers increased flexibility and self-paced learning, enabling students to learn at their own pace and on their own schedule. Online education is often more cost-effective than traditional in-person learning, resulting in reduced financial costs. Online learning can also enhance time management skills and self-motivation while improving virtual communication and collaboration skills that are crucial in the modern digital landscape. Lastly, online learning can encourage students to develop better habits,

such as greater discipline regarding healthy practices like time management and work-life balance (Gautam, 2020).

On the other hand, there are limited sources that discuss the disadvantages of online learning for listening. One potential disadvantage is that online instruction may not provide the same level of interaction and engagement as in-person teaching, which may impact students' motivation and attention. Another possible drawback is that online learning may require more self-discipline and self-motivation, which could prove challenging for some students (Idris et al., 2021). Furthermore, online learning may not offer comparable opportunities for practicing listening skills in real-life scenarios, such as face-to-face conversations or group discussions. However, it is essential to note that the degree of these drawbacks may vary depending on the specific online learning platform and the individual student's learning style and preferences (Tarigan & Pohan, 2022).

Numerous studies have examined students' expectations for effective online learning in different subjects. For instance, Cheng et al. (2021) studied students' expectations for online learning in a medical education context and found that students anticipate well-organized courses that are interactive and offer opportunities for communication and collaboration with peers and instructors. Similarly, Destianingsih and Satria (2020) conducted research to examine the requirements for effective online English learning for students at the State Polytechnic of Bengkalis during the COVID-19 pandemic. The study revealed that different online tools can be utilized for virtual classes, while considering the internet availability of both teachers and students. Zoom was identified as an efficient platform for delivering course material and serving as a virtual alternative to in-person meetings. Additionally, in a recent study by Madi (2022), the effectiveness of online classes in improving English language skills for EFL learners was examined. The participants of the study were EFL students from the Community College at King Saud University. It was found that online learning was beneficial in enhancing language skills, boosting concentration and confidence, and promoting self-directed learning.

On the other side, there are limited research results that directly address investigating students' expectations for effective online learning in listening subject. However, In the context of listening, there have been several studies that have investigated the effectiveness of online listening instruction and the challenges that students face. For example, in his study on creating an Arabic speaking and listening skills e-course, Mohammed (2022) presents a complete online course model that utilizes technology-enhanced activities and resources on the NEO learning management platform. The research also examines the feedback from 31 participants towards the course, which was shown to be positive and significant. The course's design and approach can be used in various language teaching settings, and the technology-enhanced activities can be adjusted to suit different virtual learning environments. Moreover, a study by Idris, et.al (2021) The study indicated that students acknowledged the advantages of online learning, finding it engaging and offering flexibility in terms of pace. However, their level of enthusiasm was not strongly evident, possibly due to various factors. The study aimed to underscore the benefits of using online teaching methods as an alternative to the conventional approach for listening and speaking instruction. Moreover, Idris et al. (2021) investigated the use of online learning to facilitate interactive learning for listening and speaking skills. The study involved 102 university students at UiTM Perak who completed a questionnaire via Google Doc. The results showed that students recognized the benefits of online learning and found it interesting and conducive to self-paced learning, although some factors may affect their eagerness to engage in online learning. The study aims to emphasize the positive aspects of online learning as an alternative to traditional teaching methods for listening and speaking skills.

The research of an effective online learning for listening skill subject is a novel and exciting area of inquiry. This research is unique in that it focuses specifically on exploring what students expect from online language learning in the listening subject. While there is some existing research on online language learning, there is limited research on this specific aspect of language instruction. As the world has shifted towards online learning due to the COVID-19 pandemic, there is an increased interest in investigating the effectiveness of online language learning. This research is timely and relevant in addressing the challenges and opportunities of online language learning, especially in the area of listening instruction.

Taking a student-cantered approach, the research aims to understand what students expect from online listening instruction, which is essential for designing effective instruction that meets the needs and expectations of learners. The findings of the research can be applied to improve the design and implementation of online courses for listening instruction, ultimately leading to better outcomes for language learners.

METHOD

The research attempted to use quantitative method. According to Sugiyono (2012) defines descriptive quantitative method as a way for representing data in both numerical and descriptive formats in order to demonstrate the characteristics of a population or phenomenon under inquiry. This method is used to identify the characteristics, frequencies, trends, and classifications within a demographic group without getting into the causes of a given phenomenon. To achieve this goal, the researchers employed a descriptive qualitative research pattern to gather data on the students' expectations in online learning.

Participant

The research will take place on the campus of the English Language Education Study Program and will involve 68 undergraduate students who volunteered. These students were in the third semester of their Bachelor's degree program during the 2019 academic year and were recruited for the study.

Technique of Data Collection

The data collection instrument used in this study was a closed-ended questionnaire comprising 30 questions. The questionnaire was developed based on the Student Expectations of Online Learning Survey (SEOLS) created by Harris et al. (2011).

Technique of Data Analysis

The methodology for data analysis in this study comprised three parts, namely data reduction, data display, and conclusion drawing, as per the framework by Miles and Huberman (2014). To analyse the data collected through the questionnaire, the researchers utilized the Likert scale procedure, which involved respondents rating each statement as strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD).

FINDINGS AND DISCUSSION

Findings

This section presents the findings of the study and their analysis, which are categorized into five themes: Students' expectation of the lecturer, Students' expectations of the online content, Students' expectations for social interaction, Students' expectations regarding time management and convenience, and Students' expectation of facilitators of successful online learning. The subsequent paragraphs will provide a more detailed discussion of each theme.

The description of students' expectation in effective online learning in listening subject

The information presented in the table below explains what the students are expecting from online learning to be effective in the listening subject.

Table 1. Students' Expectation of the Lecturer

Statements	SA (%)	A (%)	D (%)	SD (%)
I expect the lecturer to be clear in communicating the goals of the online learning	33,8	61,8	4,4	0
I expect the lecturer to be clear in communicating expectations of me.	30,9	60,3	7,4	1,5
I expect that the course requirements will be posted within an agreed upon time	25	67,6	5,9	1,5

I expect that the assignment feedback will be delivered to me in a constructive manner	32,4	58,8	5,9	2,9
I expect the lecturer to have a consistent presence in the discussion forum	35,3	54,4	10,3	0
I expect the lecturer to promote a supportive online learning environment.	39,7	57,4	1,5	1,5
I expect the lecturer to have an appropriate online tone	27,9	64,7	4,4	2,9
I expect the lecturer to be responsive to students' online tone in all communication formats.	32,4	58,8	5,9	2,9
I expect the lecturer to provide contact information to students.	33,8	57,4	7,4	1,5

The data provided suggests that individuals have clear expectations of the lecturer in an online learning environment. The majority of respondents expect the lecturer to be clear in communicating the goals of the online learning (61.8%) and expectations of students (60.3%). Furthermore, a significant majority (67.6%) expect that course requirements will be posted within an agreed-upon timeframe, indicating the importance of timely and transparent communication. Respondents also value constructive feedback, with 58.8% expecting assignment feedback to be delivered in a constructive manner. Additionally, a consistent lecturer presence in the discussion forum is important to 54.4% of respondents. The promotion of a supportive online learning environment is also highly valued, with 57.4% of respondents expecting this from the lecturer. Respondents also expect the lecturer to have an appropriate online tone (64.7%) and to be responsive to students' online tone in all communication formats (58.8%). Finally, the provision of contact information to students is expected by 57.4% of respondents. Overall, it is evident that clear communication, constructive feedback, lecturer presence, support, and an appropriate online tone are highly valued by individuals in an online learning environment.

Table 2. Students' Expectations of the Online Content

Statements	SA (%)	A (%)	D (%)	SD (%)
I expect this online learning to be as rigorous as face to face courses.	25	58,8	13,2	2,9
I expect this online learning to provide me with opportunities for active learning.	27,9	67,6	2,9	1,5
I expect this online learning to provide me with opportunities for large group discussion.	22,1	69,1	8,8	0
I expect this online learning to provide me with opportunities for small group discussion.	29,4	55,9	13,2	1,5
I expect this online learning to provide me with opportunities for self-reflection.	27,9	61,8	7,4	2,9
I expect this online learning to provide me with opportunities to relate theory to real life.	35,3	61,8	2,9	0

I expect this online learning to require substantial and thoughtful postings and discussions from students	25	66,2	7,45	1,5

These responses from the participants reflect their anticipated levels of rigor and various aspects of online learning. Concerning the rigor of online courses, 58.8% of participants agreed that online learning can be as rigorous as face-to-face courses, while 13.2% disagreed and 2.9% strongly disagreed. Expectations for opportunities for active learning were generally high, with only 1.5% strongly disagreeing, 2.9% disagreeing, and the majority (67.6%) agreeing. Participants expected online learning to provide opportunities for large group discussions, with 69.1% agreeing and 8.8% disagreeing, and for small group discussions, with 55.9% agreeing and 13.2% disagreeing. Opportunities for self-reflection and relating theory to real-life were also anticipated, with only 2.9% and 7.4% disagreeing with these expectations, respectively. Finally, the participants expected online learning to require substantial and thoughtful postings and discussions from students, with only 1.5% strongly disagreeing, 7.4% disagreeing, and 66.2% agreeing.

In addition, the participants in the study shared their expectations of online learning in terms of rigor and various aspects. The majority of participants agreed that online learning can be as rigorous as face-to-face courses and expect opportunities for active learning, group discussions (both large and small), self-reflection, and relating theory to real-life situations. They also anticipate that online learning will require substantial and thoughtful postings and discussions from students. Overall, the responses indicate that the participants have high expectations for online learning.

Table 3. Students' Expectations for Social Interaction

Statements	SA (%)	A (%)	D (%)	SD (%)
I expect my classmates to be respectful.	52,9	39,7	5,9	1,5
I expect that online interactions with my classmates will be as frequent as face to face interactions.	41,2	52,5	5,9	1,5
I expect to feel positive about interacting online	47,1	47,1	2,9	2,9

Based on the data provided, it appears that individuals have relatively high expectations for social interaction, particularly when it comes to respect and frequency of interaction. A majority of respondents (52.9%) strongly agree that they expect their classmates to be respectful, indicating a desire for mutual consideration and kindness in social situations. Similarly, over half of respondents (52.5%) agree that they expect online interactions with classmates to be as frequent as face-to-face interactions, suggesting that people value the opportunity to connect with others and maintain social relationships. Finally, nearly half of respondents (47.1%) expect to feel positive about interacting online, highlighting the importance of enjoying social interactions and finding them fulfilling. Overall, it seems that people place a high value on positive social interactions, both online and in person.

Table 4. Students' Expectations Towards Management and Convenience

Statements	SA (%)	A (%)	D (%)	SD (%)
I feel concerned that I may not manage my time well.	25	48,5	22,1	4,4
I am an independent learner.	17,6	52,9	26,5	2,9
I feel that this online course provides me with flexibility to complete the exercise.	38,2	52,9	5,9	2,9

I am confident that my family members and friends will be supportive.	44,1	50	4,4	1,5
My home environment is conducive to getting my online exercise completed.	26,5	54,4	13,2	5,9

The data provided indicates that individuals have various expectations regarding their ability to manage their time and complete their online course exercises. A significant portion of respondents (48.5%) expressed concern that they may not manage their time well, suggesting that time management may be a challenge for some students. However, a majority of respondents (52.9%) feel that this online course provides them with the flexibility they need to complete the exercise, indicating that they value the convenience and adaptability that online learning provides. Additionally, over half of respondents (52.9%) believe that they are independent learners, suggesting that they have confidence in their ability to take charge of their learning experience. Respondents also express confidence in the support they will receive from their family and friends, with 44.1% strongly agreeing that they expect their loved ones to be supportive. However, some respondents express concern about their home environment, with 26.5% indicating that their home may not be conscious of completing online exercises. Overall, it appears that while individuals have some concerns about time management and their home environment, they generally feel positive about their ability to complete online exercises and are confident in their ability to learn independently.

Table 5. Students' Expectations of Facilitators Associated with Successful Online Learning

Statements	SA (%)	A (%)	D (%)	SD (%)
I feel that effective time management will enable me to succeed in this subject.	41,2	54,4	1,5	2,9
I feel that being an independent learner will enable me to succeed in this subject..	27,9	55,9	14,7	1,5
I feel that this online course provides me with flexibility to succeed in this subject..	20,6	66,2	10,3	2,9
I feel that having the support of my family will enable me to succeed in this subject..	38,2	58,8	1,5	1,5
I feel that having the support of my friends will enable me to succeed in this subject..	32,4	61,8	4,4	1,5
I feel that having a positive home environment will enable me to succeed in this subject..	44,1	50	4,4	1,5

The data provided indicates that individuals have positive expectations regarding their ability to succeed in this subject through effective time management, independent learning, the flexibility provided by the online course, and support from family and friends. A significant majority of respondents (54.4%) strongly agree that effective time management will enable them to succeed in this subject, indicating the importance of planning and prioritizing their work. Similarly, over half of respondents (55.9%) agree that being an independent learner will enable them to succeed in this subject, suggesting that they feel confident in their ability to take charge of their learning experience. A significant majority (66.2%) believe that the flexibility provided by the online course will enable them to succeed, emphasizing the importance of being able to learn at their own pace and on their own schedule. Furthermore, respondents' express confidence in the support they will receive from both family and

friends, with 58.8% and 61.8%, respectively, agreeing that this support will enable them to succeed in the subject. Finally, nearly half of respondents (44.1%) strongly agree that a positive home environment will enable them to succeed, highlighting the importance of having a conducive and supportive environment for learning. Overall, it appears that individuals feel positive about their ability to succeed in this subject through various factors such as effective time management, independence, flexibility, and support.

Discussion

It's interesting to see that the data suggests that students have clear expectations of their lecturer in an online learning environment. The results show that students value timely and transparent communication from their lecturer, as well as constructive feedback and a consistent presence in the discussion forum. It's also notable that students value the promotion of a supportive online learning environment and an appropriate online tone from their lecturer. These findings suggest that effective communication and engagement are crucial to students' success in online learning environments.

The participants' expectations for online learning reflect their belief that this mode of education can be as rigorous as face-to-face courses. This is an important point, as it counters the perception that online courses are easier or less demanding. The expectation for active learning, group discussions, and opportunities for self-reflection indicates a desire for interactive and engaging learning experiences, rather than just passive consumption of information. Additionally, the expectation that online learning will require substantial and thoughtful postings and discussions from students highlights the importance of student participation and engagement in online courses. Overall, In line with Tarigan & Pohan (2022), these expectations collectively highlight participants' aspirations for online learning experiences of exceptional quality, comparable to those found in traditional face-to-face courses.

Based on the provided data, it appears that individuals have high expectations for social interaction in online learning environments. Participants in the study indicated a desire for mutual respect and kindness in social situations, with over half of the respondents strongly agreeing that they expect their classmates to be respectful. Additionally, respondents valued the opportunity to connect with others and maintain social relationships, as shown by over half of respondents agreeing that they expect online interactions with classmates to be as frequent as face-to-face interactions. Finally, nearly half of respondents expected to feel positive about interacting online, indicating that they find social interactions fulfilling and enjoyable, this statement is in line with Madi's (2022) research results. These results suggest that positive social interactions are highly valued in online learning environments and that individuals have expectations regarding the frequency and quality of these interactions.

Based on the data provided, it seems that individuals have different expectations regarding their ability to manage their time and complete online course exercises. While some express concern about their time management skills, many feel that online learning provides them with the flexibility they need to complete exercises. Respondents also express confidence in their ability to learn independently and the support they will receive from loved ones. However, some respondents express concerns about their home environment and the level of support they will receive there. Overall, the data suggests that individuals have mixed feelings about their ability to manage their time and complete online exercises, but they are generally optimistic about their ability to learn independently and receive support from their loved ones.

The data provided suggests that individuals have positive expectations regarding their ability to succeed in the subject through effective time management, independent learning, flexibility, and support from family and friends. A majority of respondents strongly agreed that effective time management and being an independent learner will enable them to succeed. Additionally, respondents believed that the flexibility provided by the online course will enable them to succeed in the subject, emphasizing the importance of being able to learn at their own pace and schedule. The respondents expressed confidence in the support they will receive from family and friends, highlighting the role of a positive home environment in enabling success. Overall, the responses suggest that individuals feel positive about their ability to succeed in the subject and are aware of the importance of various factors that contribute to their success.

CONCLUSION

Finally, the use of successful online learning practices designed to improve students' listening skills while raising their voices in the educational process has enormous promise. A flexible, accessible, diversified resource set, and individualized feedback strategy provide students with not only increased listening comprehension but also the confidence to actively interact and contribute to their own learning path. While there are challenges, online

learning may serve as a dynamic platform where students' views are not only heard but acknowledged as key components of a modern and inclusive educational landscape with continual refinement and adaptation.

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