

A Survey on the Effectiveness of Online Listening Classes during the Covid-19 Pandemic at English Department of Universitas Riau

Dita Aulia Putri*, Afrianto Daud, Eliwarti

The Faculty of Teacher Training and Education, Universitas Riau, Pekanbaru, Indonesia

*dita.a1008@student.unri.ac.id

Article Info	Abstract
Received : 2022-12-14 Accepted : 2023-10-03 Published : 2023-10-16	This paper discusses a study that focuses on discussing the effectiveness of online learning for students of the English Education Study Program in learning Listening Comprehension 3 courses in online learning. This research is a quantitative descriptive study involving 118 English Department students taking the Listening Comprehension 3 subject at the Universitas Riau. The sample was selected through total sampling technique, in which the entire population that filled out the questionnaire was sampled in this study. Data was collected from a set of questionnaires which were distributed online in the form of a Google Form. The questionnaire was designed using a Like Scale and documentation in the form of student achievement from the Listening Comprehension 3 subject to support the research results. The results showed that the learning effectiveness of students of the English Department was high with a total average of 3.70 when studying Listening Comprehension 3 in online learning. In conclusion, the effectiveness of online listening classes during the Covid-19 pandemic at the English Department at the University of Riau was high.
Key words: effectiveness; online learning; listening; covid-19	

INTRODUCTION

The government has declared a policy to minimize activities outdoor activities and stay at home appeal until the Covid-19 pandemic has eased. The Covid-19 pandemic, has adverse effects on a range of sectors, including education. To prevent the spread of the coronavirus, the government imposed the Large-Scale Social Restriction (PSBB) policy, which required all activities outside the home to be reduced until the Covid-19 virus ends (Nafrin & Hudaiah, 2021). As a result, to limit the spread of Covid-19, the teaching and learning process resorted to online.

According to UNESCO (2020), the COVID-19 virus has affected more than 1.5 billion students and teenagers globally, resulting in the closure of schools and universities. The instructional process should proceed in these unprecedented circumstances and alternatively, the government has instructed teachers and students to switch from conventional to online learning. Teachers use online learning to allow students to meet teachers remotely during the learning process when they are learning and teaching from different locations through virtual meetings (Hardini et al., 2021).

Online learning is a system that allows students to learn more broadly and in a variety of ways. Students can learn whenever and wherever they want because of the system's features, which allow them to be unrestricted by distance, place, or time. According to Riyana (2015), the study resources are more diverse, not only in terms of textual form, but also in terms of visual, audio, and motion. Online learning is also known as internet-based experiential learning. It is intended that through using electronic-based learning, problems in learning such as access, quality, and social justice in the field of education will be solved. According to their learning requirements, lecturers and students can use a wide base of support and learning technologies (Suryaningsih, 2022). Students of the English Department of Universitas Riau used a conventional learning system in teaching and learning activities before the implementation of

the online learning system. Conventional learning is a teaching method that requires teachers and students to meet in one location at the same time. This conventional learning process takes place face to face with educators and students interacting directly. In conventional learning, educators tend to dominate learning activities, resulting in passive learning for students.

The facilities of online learning are a means that works as an intermediate in the transmission of content or information during the teaching and learning process. Laptops, computers, smartphones, tablets, mobile data, and Wi-Fi network are examples of the facilities for online learning. The facilities of online learning must be supported by applications or software that can be used throughout the learning process. There are several applications or software available now that can support the learning process, providing online learning more practical and accessible. The following are examples of applications or software that support the learning process such as Zoom Meeting, Google Classroom, Google Meet, YouTube, WhatsApp, some even use the Instagram application in online learning activities.

Several electronic programs are used by lecturers in the English Department of Universitas Riau to facilitate online learning. Educators use Google Classroom to share learning materials, conduct question-and-answer sessions, and as a channel for students to submit homework. Then, lecturers use Zoom Meeting and Google Meet to hold virtual meetings with students to deliver materials. Then lecturers used Google Forms to share attendance lists, quizzes, and post questions online. Next, lecturers instruct the students to use the YouTube software. Students can use this software to watch video-based media on their learning as well as also post videos related to what they have learned. Last but not least, lecturers communicate with students through the WhatsApp application. Lecturers can communicate with their students and deliver instructions or announcements about course material by using the Whatsapp group feature.

The Minister of Education and Culture of Indonesia appealed through Circular No. 4 the Year 2020 concerning the implementation of education policies in the emergency period of the spread of coronavirus disease (Covid-19) that conventional learning activities are shifted to online learning. Because students are required to study independently at home, this is a new habit for students of the English Department of Universitas Riau. Students' difficulties in carrying out the learning process amid the Covid-19 pandemic will be caused by internal factors and external factors (Noviati, 2020). External factors include facilities such as electronic devices and the economy. Internal factors include students' enthusiasm and interest in the application of online learning.

According to Nurkhamidah (2021), Universities in Indonesia have quickly followed government directives and closed their campuses to protect their lecturers, students, and staff from the spread of Covid-19. Institutions must adapt their teaching strategies and materials to the current environment, including learning the four English skills, especially listening courses, because listening is a necessary skill to learn other English skills, listening is one skill that (Yunita, W., & Jumiyaniti, 2020). For teachers and students at this particular university, practicing students' listening skills in a comprehensive online format is a whole new experience. Teachers have difficulty choosing the best platform to support online listening teaching activities. Meanwhile, during face-to-face learning, live recordings are presented using audio technology to make it easier for teachers to manage classes. In contrast, audio for virtual meetings needs to be supplied to a specific platform. Then, students must download the learning material to access and listen to it, or the lecturer will play the recording in a virtual meeting, which will result in some students not being able to hear the audio properly due to poor internet connection.

There are some early researchers conducted studies related to the online listening classes during the covid-19 pandemic. The first research was done by Kuntarto (2017) This research uses the mixed approach or mix methods. Data were collected using questionnaires,

questionnaires, and tests. The results of this study show showed that Online Interactive Learning Model is effectively used in Indonesian language courses in S-1 programs and based on the results of the questionnaire, the subject argues that Online Interactive Learning Model has provided a more challenging new experience than the conventional or face-to-face learning model. The next study is conducted by Wijaya (2015). the result This study uses a descriptive qualitative approach with the research subject of school principals, teachers and students. The data collection techniques used are observation, interviews, and documentation. The results of the study show that the implementation of e-learning, in terms of Human Resources, is still minimal in terms of the use of e-learning learning, the implementation in terms of material is still lacking in learning materials, the implementation of e-learning in terms of infrastructure is good in terms of hardware and software owned by the school.

Previous researchers have conducted a lot of research on online learning during the Covid-19 pandemic, but the methods and locations used in this research are different from previous studies. The results in research findings that are definitely different from previous studies due to differences in methodology and research location. Then, data from previous research reveals that online learning is relatively low. Unfortunately, research on the effectiveness of learning English in universities, particularly in Listening courses, is still rare. Because there is still little research on this subject, researcher is motivated to pursue it so that it can be seen from various scientific angles and is predicted to be able to answer existing problems well so that they can contribute to academics, related parties and further researchers.

This topic is critical to investigate because researchers want to see the level of effectiveness of online listening classes during the Covid-19 pandemic so that researchers can find out the level of effectiveness of online learning, especially in listening comprehension courses at the English Department of Riau University. And also, by analyzing the formulation of the research, the focus of this research is on making a scientific contribution to the field of education.

LITERATURE REVIEW

Online Learning

Teaching and learning is one form of education. The interaction between teachers and students is influenced by educational values. Teaching is conducted to attain specific goals that have been established before the start of the class (Asrori, 2016). Online learning is a method that allows the student to learn more broadly, more extensively, in a more diverse manner (Riyana, 2015). Students can learn whenever and wherever they want because of the system's features, which allow them to be unrestricted by distance, place, or time.

A conventional learning system is not the same as an online learning system. According to Rofifah (2021), online learning has the following characteristics: (1) Interactivity, can be defined as human-to-human communication enabled by the internet network. Using the Zoom Meeting application, (2) Independence, someone who is willing to learn independently, with or without the help of others in the learning process. (3) Accessibility, course resources are easily possible to get in an internet connection, (4) Enrichment, the offering of a learning program for students who have achieved mastery in their studies based on predetermined success criteria, for example, giving practice questions as enrichment.

According to Rofifah (2021), the following are the benefits of online learning: firstly, student can learn more flexibly with online learning because they can access learning materials or information wherever and whenever. This is in stark contrast to face-to-face learning, in which the learning process must be brought to class. Secondly, for lecturers, the advantages of online learning are: (1) faster updates on the content to be presented, (2) more time to investigate and enhance their knowledge, and (3) the ability to monitor student learning patterns. Lastly, for Universities, the college is implementing learning that complies with the

criteria of the online learning system, and it supports a cooperative attitude between lecturers and lecturers, as well as lecturers and students, in dealing with learning problems.

Listening Comprehension

Listening is the most crucial aspect of learning a foreign language, which is how people communicate everyday life to grasp what the speaker is trying to convey to others (Harmer, 2001). Listening is understanding what the other person is saying and being able to identify. This process includes knowing the speaker's accent or pronunciation, grammar and vocabulary, and understanding meaning. These four actions can all be performed at once by a skilled listener (Hamouda, 2013). Meanwhile, Gilakjani & Sabouri (2016) said that listening is the ability to understand native speakers at an average speed. Listening is the process of understanding what is heard and organizing it into lexical elements whose meaning can be understood. Xu (2011) said that active listening is also an interpretive process. Listening used to be thought of as the exact decoding of a message. According to Akmal et. al (2022), listening is a crucial skill for learning English and is used frequently in daily life

Gilakjani & Sabouri (2016), the understanding of listening as a process of interaction in which the listener is involved in constructing meaning. Students can understand the subject through sound identification, prior knowledge, grammatical structure, stress and intonation, and other linguistic or non-linguistic indicators. Similarly, Idrissova et. al., (2015) explained that listening comprehension is being aware of what the other person is saying and understanding it. This process includes comprehending the speaker's accent or pronunciation, grammar, vocabulary, and meaning. According to Seyedeh (2016), listeners participate in the continuous production of meaning as part of the complicated, interactive process known as listening comprehension. According to Ha & Ngo (2021), there are a number of difficulties that students may face across while learning to listen, such as: (1) Accent. According to Goh (1999), 66% of students believe that an accent severely influences how effectively someone is received. Students will experience various listening difficulties when they hear an accent for the first time—the uniqueness of native speakers' accents and speaking patterns. (2) Speed. Wang & Chuang (2015) said that speed is the essential factor that makes the listening aspect complicated. (3) Technological Devices. Susilowati (2020) regarding technology, lecturers should pick simple gadgets for students to use. Lecturers must use the most effective and efficient technology, equipment, or system, keeping in mind that not all Indonesian students reside in urban regions. (4) Attitude. Purwanto et. al (2021) assumed the students' enthusiasm is one of the most critical aspects affecting listening comprehension. Even the slightest distraction will impair learning when it comes to listening comprehension.

According to Ma'fiah et al. (2021), learning listening via online learning offers several advantages which are divided into two factors; internal and external. The internal factors include students' physical condition and motivation as well as interest. Meanwhile, the external factors involve learning materials, methods, and media. In online learning, there are many platforms online that provide listening materials as attractive as possible so that it helps increase students' mood during lessons and keeps them from feeling bored quickly.

METHODS

Research Design

The design of this research is descriptive quantitative. A survey is one of the quantitative research method (Sugiyono, 2017). The survey approach was used to ask the respondents about their views, opinions, and behavior regarding the study. When respondents respond to questions using the desired variables, these questions become more specific.

Setting and Participants

The population of this research is the sixth semester students of the English Department, Faculty of Teacher Training and Education, Universitas Riau. The sample is part of the population that is used as the object of direct observation and for concluding (Nuryadi et al., 2017). Using a total sampling technique, all of 118 sixth semester students of the English Department of Universitas Riau were taken as samples of this research.

Data Analysis

To collect the data, there are two instruments were used : a questionnaire and documentation. The questionnaire was adopted from Nurani & Widiati (2021) and specifically to discover the effectiveness on online listening classes. The documentation was utilized as the second instrument as a supporting of research data. The data was collected through online questionnaire in the form of Google Form. The procedures of this study were the following: first, the researcher provided a questionnaire in the form of a Google Form. Next, the researcher distributed the questionnaire to 118 respondents via WhatsApp. Then, the researcher directed respondents to read and fill out the questionnaire by the statement items provided. Subsequently, the researcher waited for 118 respondents to finish filling out the questionnaire. After that, the researcher reviewed the responses that respondents sent. Last, The researcher analyzed the data according to the statement items provided.

In addition, to interpret the data on the effectiveness of online learning classes, the researcher used a 5-point Likert Scale and each scale had a descriptive interpretation or descriptive equivalent. Descriptive interpretation or descriptive equivalent can be seen below:

Tabel 1. The Description Interpreting of the Data

score	Range	Descriptions
	4.5 - 5	Very high effective
	3.5 – 4.49	High effective
	2.5 – 3.49	Quite Effective
	1.4 – 2.49	Less effective
	0.5 - 1.49	Not Effective

(Santiago, A. C., & Somera, 2010)

RESULTS

In this section, the researcher describes the findings of the research that had been carried out to determine the effectiveness of online listening classes during the Covid-19 pandemic at the English Department, Universitas Riau.

Tabel 2. The Descriptive Statistic of Learning Process Indicator

	N	Minimum	Maximum	Mean	Std. Deviation
Learning Process Q1	118	2	5	4.24	.912
Learning Process Q2	118	1	5	2.38	1.256
Learning Process Q3	118	1	5	3.38	1.015

Learning Process Q4	118	2	5	3.33	1.148
Learning Process Q7	118	1	5	3.80	.911
Learning Process Q8	118	2	5	4.05	.761
Learning Process Q12	118	1	5	3.86	.972
Learning Process Q13	118	1	5	4.17	.777
Learning Process Q15	118	2	5	4.05	.726
Learning Process Q20	118	1	5	3.09	1.198
Learning Process Q21	118	1	5	3.15	1.224
Learning Process Q30	118	1	5	3.23	1.222
Valid N	118				

As can be seen from Table 2, item number 1 has the highest average value on the learning process indicator (4.24), indicating that online listening classes operate very effectively during the COVID-19 pandemic because online learning encourages students to pursue independent study. Meanwhile, the lowest average value found in statement item 2 (2.83), denoting online learning, was quite effective because of the lack of interaction between students. Thus, it can be inferred that most students agreed that online listening classes during the Covid-19 pandemic were highly effective, especially regarding the learning process.

Tabel 3. The Descriptive Statistic of Technical Indicator

	N	Minimum	Maximum	Mean	Std. Deviation
Technical Q5	118	2	5	3.86	1.020
Technical Q6	118	1	5	4.09	.996
Technical Q17	118	2	5	4.20	.746
Technical Q18	118	2	5	4.18	.780
Technical Q23	118	1	5	3.18	1.099
Technical Q24	118	1	5	3.26	1.250
Technical Q25	118	1	5	3.99	.901
Technical Q26	118	1	5	2.89	1.190
Technical Q29	118	1	5	2.84	1.233

Valid N	118
----------------	-----

From Table 3, it can be seen that the highest average value on the technical indicator is statement of item 17 (4.20), while the lowest one is statement of item 29 (2.84). Technically, students can access learning materials and recordings easily because the internet quota provided by the government or campus can be used optimally. So, the students agreed that online listening classes during the pandemic were highly effective.

Tabel 4. The Descriptive Statistic of Support Indicator

	N	Minimum	Maximum	Mean	Std. Deviation
Support Q9	118	1	5	4.21	.836
Support Q10	118	2	5	4.23	.871
Support Q11	118	1	5	4.06	.860
Support Q12	118	1	5	4.09	.906
Support Q16	118	1	5	3.06	1.200
Support Q19	118	1	5	3.32	1.226
Support Q22	118	1	5	4.32	1.093
Support Q27	118	1	5	3.14	1.127
Support Q28	118	1	5	3.69	1.130
Valid N	118				

Table 4 exhibits that the highest average value on the support indicator is the statement of item 22 (4.32) whereas the lowest is that of item 16 (3.06). Therefore, it can be seen that students get incentives from the government or campus in the form of internet quotas for education, which aids them to obtain learning materials and recordings and helps them take virtual meetings easily. In short, it can be concluded that the students got high support to take online listening classes during the Covid-19 pandemic, encouraging the learning to be highly effective.

Tabel 5. The Recapitulation Findings of All Indicators

No.	Indicators	Mean
1	Learning Process	3,63
2	Technical	3.61
3	Support	3.78
	Average	3.70

According to Table 5, the total agreement of the students regarding the survey is 69%, resulting in an average score of 3.70. Using the classification by Santiago and Somera (2010), this score is included in the range of 'highly effective'. Therefore, the researcher concluded that the effectiveness of online listening classes at the English Department at Universitas Riau

during the Covid-19 pandemic is high. In other words, these online classes were highly effective for learning listening skills.

Tabel 6. Students' Score of Listening Comprehension 3 Subject

No.	Grade	Score	Total Students	SUM
1	A	4.00	8	32
2	A-	3.75	9	33.75
3	B+	3.50	32	112
4	B	3.00	49	147
5	B-	2.75	18	49.5
6	C+	2.50	2	5
AVERAGE			118	3.21

To support the findings, the researcher also used secondary data which is the students' score of listening comprehension 3 subject. As can be seen from the table, in the listening comprehension class, there are 49 students who achieved B, 32 students got B+, 18 students got B-, 9 students got A-, 8 students got A, and only 2 students got C+. Overall, the mean score of the students' achievement in Listening Comprehension class is 3.21. This value is in the range B+, classified as 'good'.

DISCUSSION

In this section, the researcher discussed the research findings and related them to previous studies. Firstly, for the indicator of learning process, the highest score is item 1 with 56 students (47.5%) strongly agreeing with the statement that online listening classes increase their learning desire. Then it is also discovered that the total mean score of the indicator is 3.63, which is included in the range of 'highly effective' (Santiago, A. C., & Somera, 2010). Therefore, the English Department students of Universitas Riau agreed that the effectiveness of the learning process of online listening classes was high. In short, they found the learning process to be highly effective to help them study English listening. This was reflected on their learning achievement in the Listening Comprehension class, where the mean score is 3.21, categorized as B+ (good).

This finding is similar to that of the research by Kuntarto (2017) entitled The Effectiveness of Online Learning Models in Indonesian Language Lectures in Higher Education. He also found that the online learning system was running successfully because the online learning model had been able to increase student absorption of course material and give a new experience that was more challenging than the conventional or face-to-face learning. Additionally, Hariyati (2020) discovered that teachers and students have positive perceptions about online learning during the pandemic. Teachers and students responded that the process of learning English with an online learning system ran more easily and fostered students' independent learning attitudes. Owing to this, it can be claimed that this study backs up the results of previous studies and shows that online learning during the Covid-19 pandemic was carried out successfully.

Secondly, for the technical indicator, item 17 gained the highest value with 66 students (55.9%) agreeing that learning materials and recordings of listening courses could be accessed easily. Then it is discovered that the total mean score of this technical indicator is 3.61.

Following the classification by Santiago and Somera (2010), this number is in the range of 'highly effective'. Thus, the English Department students of Universitas Riau agreed that the effectiveness of online listening classes was high in terms of its technicalities. Fatimah (2020) says students can repeat the material anytime and anywhere with online learning. By accessing the internet, students found it easier to get additional information related to the teaching materials they are studying, which in this case related to listening.

Lastly, for the support indicator, the highest value was obtained at item 22, which contains a statement about getting an internet quota for education facilitated by the government and campus. Around 72 (61%) students strongly agreed with this statement because most Riau University English Education students did get an internet quota for education from the government. Also, the total mean score of this indicator is 3.78, categorized as 'highly effective' according to Santiago and Somera (2010) classification. As a result, it can be determined that the students had high support and aid in learning online listening classes during the Covid-19 pandemic, making the learning process to be highly effective. Pham (2012) stated that the implementation of online learning required accommodation, either at a low level that requires intensive or at a high level that requires training on student skills. Based on the findings, online listening classes during the Covid-19 pandemic at the Universitas Riau's English Department were highly effective.

Of all the indicators of online learning effectiveness, the indicator of support has the highest mean score of 3.78. This denotes that the students believed that online learning is effective for listening classes because of the support they got particularly from the lecturer and the government. From the lecturer, the students claimed that virtual meetings that the lecturer conducted to explain the lessons are interesting and managed to motivate them to study listening (Ma'fiyah et al., 2021). Then from the government, the students received the internet subsidy to carry out online learning. This program of internet subsidy by the government was able to overcome the need for internet quota which was required in online learning (Bramastia, 2021). As a result, this distribution of quotas in stages in education made the process of teaching and learning activities run smoothly. Moreover, the provision of internet quota managed to ease the economic burden on students and their parents in purchasing internet packages (Sajida & Ranjani, 2020).

Different from this research, a study by Dong & Liu (2020) entitled *An Investigation into Students' Agentic Engagement in Online English Listening Learning* found the involvement of student agents in e-learning courses is at a moderate level. There is a lack of teacher-to-student interaction and student-to-student interaction. Moreover, student engagement is not correlated with their online test scores. Similar to this research, Wijaya (2015) discovered that there were limitations in the ability of teachers to apply e-learning in schools, human resources that were not optimal in implementing e-learning implementation, the absence of an e-learning website, and awareness of all parties. In short, their studies found that the importance of e-learning in advancing education in schools was still low.

CONCLUSIONS AND SUGGESTIONS

Conclusion

After conducting the research, there were several conclusions that can be drawn by the researcher. Firstly, the learning process of online listening classes was highly effective. In other words, the students agreed that online classes had an effective process to help them learn English listening. Secondly, the technicalities of online listening classes were high. In short, online classes offered easier and more effective facilities to aid the students learn English listening. Thirdly, the online listening classes provided high support and aid for students. To put it simply, the students received much help in online learning to study listening effectively. In conclusion, to answer the research question, the effectiveness of online listening classes during Covid-19 pandemic at the English Department of Universitas Riau is high. This also reflects on

the students' learning achievement in the listening comprehension class, which is classified as 'good'. Therefore, these online listening classes were highly effective for students to study English listening.

Suggestion

After analyzing the study's findings, the researcher wants to make some recommendations based on this research. Students need to increase their desire to learn more because it can improve student learning performance, especially when studying learning materials that are difficult to learn in online learning situations. The next recommendation is for lecturers to comprehend the challenges that online learning may present for students. In order to make students feel comfortable and to enhance the effectiveness of online learning, lecturers should develop instructional materials and a pleasant, innovative learning environment, especially for online listening classes. To assist their learning activities during online learning, universities as institutions responsible for providing adequate education must provide support in the form of learning modules, infrastructure, internet data etc. By taking this action, the university or institution can increase the effectiveness of online education for studying listening classes. For other researchers, this research can be one of the references for further research regarding online learning, especially about its effectiveness, to listening classes. Also, as there are still many other abilities that needed to be learned in order to master English language, it is suggested to further researchers to conduct a study concerning the effectiveness of online learning for other parts of English skills. In this study it was found that the effectiveness of online listening classes during the Covid-19 pandemic was at a high level. Therefore, this research contributes to enriching the literature regarding the effectiveness of online learning, especially at universities. Thus, researchers hope that students will increase their motivation to study online even more actively and lecturers at universities need to find more creative ideas to make online learning reach a very high effective level.

REFERENCES

- Ahmadi, Seyedeh, M. (2016). The Importance of Listening Comprehension in Language Learning. *International Journal of Research in English Education*, 1(1), 7–10.
- Akmal. (2022). Teaching Advance Listening during Covid-19 Pandemic: Lecturers' Strategies Explained. *Jurnal As-Salam*, 6(2), 122–133. <https://doi.org/https://doi.org/10.37249/assalam.v6i2.392>
- Arnesti, N., & Hamid, A. (2015). Penggunaan Media Pembelajaran Online – Offline Dan Komunikasi Interpersonal Terhadap Hasil Belajar Bahasa Inggris. *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan*, 2(1). <https://doi.org/10.24114/jtikp.v2i1.3284>
- Asrori, M. (2016). Pengertian, Tujuan Dan Ruang Lingkup Strategi Pembelajaran. *Madrasah*, 6(2), 26. <https://doi.org/10.18860/jt.v6i2.3301>
- Barron, S. (2020). *Everything You Need to Know About Using Zoom*. OWL LABS. <https://resources.owllabs.com/blog/zoom>
- Belawati, T. (2019). *Buku pembelajaran online*. Universitas Terbuka.
- Bramastia, B. (2021). Penggunaan bantuan kuota belajar kemendikbud di masa pandemi. *Epistema*, 2(1), 11–22. <https://doi.org/10.21831/ep.v2i1.40367>
- Christine C. M. Goh. (1999). Learning to listen. In *Academic Medicine*. National Institute of Education. <https://doi.org/10.1097/01.ACM.0000306540.07697.f0>
- Dong, C., Cao, S., & Li, H. (2020). *Young Children's Online Learning during Covid-19*

Pandemic: Chinese Parents' Beliefs and Attitudes. January.

- Dong, Y., & Liu, S. (2020). An Investigation into Students' Agentic Engagement in Online English Listening Learning. *Journal of Language Teaching and Research*, 11(3), 409. <https://doi.org/10.17507/jltr.1103.09>
- Edward, L. (2021). *What is Google Classroom?* Wwww.Techlearning.Com. <https://www.techlearning.com/features/what-is-google-classroom>
- Fatimah, D. (2020). Analisis Proses Pelaksanaan Pembelajaran Daring Di Sekolah Dasar Pada Masa Pandemi Covid 19. *DIKDAS MATAPPA: Jurnal Ilmu Pendidikan Dasar*, 3(2), 166. <https://doi.org/10.31100/dikdas.v3i2.649>
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123. <https://doi.org/10.5539/elt.v9n6p123>
- Ha, I.-I.; C. J., & Ngo, G. L. (2021). Challenges in learning listening comprehension via Microsoft Teams among English majors at Van Lang University. *International Journal of TESOL & Education*, 1(3), 142–175.
- Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 113–155.
- Hardini, T. I., Setyarini, S., & Harto, S. (2021). Remote Learning Implemented By BIPA Teachers During Covid-19 Pandemic. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, 5(1), 122–136. <https://doi.org/10.21831/jk.v5i1.35050>
- Hariyati, S. (2020). *An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School*. Universitas Muhammadiyah Sumatera Utara.
- Harmer, J. (2001). *How to Teach English: An Introduction to The Practice of English Language Teaching*. Pearson Education Limited.
- Idrissova, M., Smagulova, B., & Tussupbekova, M. (2015). Improving Listening and Speaking Skills in Mixed Level Groups (on the Material of New English File). *Procedia - Social and Behavioral Sciences*, 199, 276–284. <https://doi.org/10.1016/j.sbspro.2015.07.517>
- Jahroh, N. N. (2018). Pengembangan Tes Tertulis Pendidikan Agama Islam Berbasis Online Menggunakan Google Form pada Materi Kewajiban Menuntut Ilmu Dan Haji Kelas X Sma Swadhipa Natar. *UIN Raden Intan Repository*, 7(2), 44–68.
- SKB 4 Menteri tentang Panduan Penyelenggaraan Pembelajaran di Masa Pandemi Covid-19, Pub. L. No. 05/KB/2020, Pengelola Web Kemdikbud 1 (2020). <https://www.kemdikbud.go.id/main/blog/2021/12/keputusan-bersama-4-menteri-tentang-panduan-penyelenggaraan-pembelajaran-di-masa-pandemi-covid19>
- Kuntarto, E. (2017). Keefektifan Model Pembelajaran Daring Dalam Perkuliahan Bahasa Indonesia Di Perguruan Tinggi. *Journal Indonesian Language Education and Literature*, 3(1), 100–110. <https://doi.org/http://dx.doi.org/10.24235/ileal.v3i1.1820> 99
- Li-ling Chuang, C. W. (2015). Listening Enhancement: Converting Input into Intake. *American Journal of Educational Research*, 3(9), 1091–1097. <https://doi.org/10.12691/education-3-9-5>
- Ma'fiah, I., Sitoresmi, U., & Yulianto, I. (2021). EFL students' perception of virtual learning

-
- in listening class: A classroom implementation. *English Review: Journal of English Education*, 10(1), 149–158. <https://journal.uniku.ac.id/index.php/ERJEE/article/view/5365>
- Mendelsohn, D. J. (1994). *Learning to listen: A strategy-based approach for the second language learner*. Dominie Press.
- Mujianto, H. (2019). Pemanfaatan Youtube Sebagai Media Ajar Dalam Meningkatkan Minat Dan Motivasi Belajar. *Jurnal Komunikasi Hasil Pemikiran Dan Penelitian*, 5(1), 135–159. www.journal.uniga.ac.id
- Nafrin, I. A., & Hudaidah, H. (2021). Perkembangan Pendidikan Indonesia di Masa Pandemi Covid-19. *Edukatif: Jurnal Ilmu Pendidikan*, 3(2), 456–462. <https://doi.org/10.31004/edukatif.v3i2.324>
- Noviati, W. (2020). Kesulitan Pembelajaran Online Mahasiswa Pendidikan Biologi di Tengah Pandemi Covid19. *Jurnal Pendidikan MIPA*, 10(1), 7–11.
- Nurani, S. G., & Widiati, U. (2021). Students' Perceptions about the Online Listening Courses during the Covid-19 Pandemic. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8(1), 126–139.
- Nurkhamidah, N. (2021). University Students' Perspective on Material and Activities in English Listening Class During Pandemic. *Elsya : Journal of English Language Studies*, 3(2), 94–105. <https://doi.org/10.31849/elsya.v3i2.6777>
- Nuryadi et al. (2017). *Buku Ajar Dasar-Dasar Statistik Penelitian* (1st ed.). SIBUKU MEDIA.
- Pham, H. L. (2012). Differentiated Instruction and the Need to Integrate Teaching and Practice. *College Teaching & Learning*, 9, 8.
- Pujiasih, E. (2020). Membangun Generasi Emas Dengan Variasi Pembelajaran Online Di Masa Pandemi Covid-19. *Ideguru: Jurnal Karya Ilmiah Guru*, 5(1), 42–48. <https://doi.org/10.51169/ideguru.v5i1.136>
- Purwanto, D., Fadhly, F. Z., & Rahmatunisa, W. (2021). Listening Comprehension Study : Difficulties and Strategies Used By College Students. *Indonesian Journal of Learning and Instruction*, 4(1), 55–62.
- Pustikayasa, I. M. (2019). Grup WhatsApp Sebagai Media Pembelajaran. *Widya Genitri: Jurnal Ilmiah Pendidikan, Agama Dan Kebudayaan Hindu*, 10(2), 53–62. <https://doi.org/10.36417/widyagenitri.v10i2.281>
- Riyana, C. (2015). Produksi Bahan Pembelajaran Berbasis Online. *Modul Pembelajaran Universitas Terbuka Tangerang Selatan*, 1–43.
- Rofifah, A. B. (2021). Pengaruh Sistem Pembelajaran Online Terhadap Hasil Belajar Mata Pelajaran IPS Siswa Kelas VIII selama Pandemi Covid-19 DI MTs SA Ar-Rohman Blawirejo-Lamongan. 1–116. <https://www.google.com/url?sa=t&source=web&rct=j&url=http://etheses.uin-malang.ac.id/27162/&ved=2ahUKEwiJxtP8s7rxAhXJWisKHSEKDfkQFnoECACQAQ&usg=AOvVaw1-37dJyv35HoQ8PVEhL9x1>
- Santiago, A. C., & Somera, J. D. (2010). *Emotional Intelligence Academic Performance of Intermediate Pupils in CDLS Elzbieta Biernat The Moderating Influence of Trait Emotional Intelligence and Self-Efficacy on Academic Achievement*.
-

- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (26th ed.). Penerbit Alfabeta.
- Suryaningsih, S. I. (2022). *Pemanfaatan Teknologi Pembelajaran dalam Adaptasi Pandemi Covid-19*. Pusat Data Dan Teknologi Informasi Kementerian Pendidikan Dan Kebudayaan. <https://pusdatin.kemdikbud.go.id/pemanfaatan-teknologi-pembelajaran-dalam-adaptasi-pandemi-covid-19/>
- Susanto, A. (2013). Teori Belajar dan Pembelajaran di Sekolah Dasar. In *Prenada Media Group* (p. 185).
- Susilowati, R. (2020). The Challenge Of Online Learning In Listening Class During Covid-19 Pandemic. *Jurnal Elsa*, 18(2).
- UNESCO. (2020). *Global Education Coalition*. UNESCO. <https://www.unesco.org/en/global-education-coalition>
- Wijaya, D. P. (2015). Impelentasi E-Learning di SMP Negeri 10 Yogyakarta. In *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis* (Vol. 53). Universitas Negeri Yogyakarta.
- Xu, F. (2011). The Priority of Listening Comprehension over Speaking in the Language Acquisition Process. *International Education Studies*, 4(1), 161–165. <https://doi.org/10.5539/ies.v4n1p161>
- Yunita, W., & Jumiyan, J. (2020). Exploring the Correlation Between Students' Interest in Listening and Listening Comprehension in English Context. *Utamax: Journal of Ultimate Research and Trends in Education*, 2(3), 133–139. <https://doi.org/https://doi.org/10.31849/utamax.v2i3.6162>