Teaching listening with e-learning model to promote students' learning independence

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ABSTRACT This research aims at promoting the students' independent learning by analyzing the lecturer's ways of implementing activities in listening class and knowing the students' responses toward the model. The research uses a mix-method approach; descriptive quantitative and qualitative design. The instruments used tolistening collect the data are interviews, observation and questionnaires. The research showed that the lecturer assigns the activities to build students' independent learning with e-learning models 60% of course time in synchronous and 40% for asynchronous activities provided with interesting digitalized materials, assignments, quizzes, discussion, guidance and evaluation. The applying of those models has been effective in supporting and enabling learners to become self-directed in their learning experiences and to have more autonomy and control over their learning. Although the use of the models has weaknesses, however, the students' responses to this learning model lead to a positive response.

1. INTRODUCTION

The development of science and technology today has a lot of influence in the world of education, especially in improving learning opportunity services by offering various alternative models of ICT-based teaching and learning. During the Covid-19 pandemic, until the post-pandemic has passed, many changes have occurred in the world of education (Ferri et al., 2020; Ryabova & Yelnykova, 2020). There are several decisions made by the Indonesian government, about how students should be taught. The Minister of Education and Culture of the Republic of Indonesia, among others, has instructed that teaching and learning activities for all levels of education in Indonesia had to learn remotely and independently from home and limited face-to-face (Djalante et al., 2004; Hadriana et al., 2017). As a result, in addition to collaboration and communication as part of the characteristics of 21st-century learning, teachers must accommodate online learning strategies that can develop students' independent learning (Yanti et al., 2021).

The fact that many new problems arise and are being faced by teachers and students during online learning in almost all parts of Indonesia (Ferri et al., 2020; Hadriana et al., 2017; Rulandri, 2020). Some of the problems are teachers cannot fully participate in developing the independent character because of the limitations that arise as the impact of distance learning, just like any other character building. Students feel that lack of community and technical problems are the main obstacles to online learning. Also, because students do not fully understand the use of the Learning Management System, so they are not ready to use it.

This situation can influence teachers or lecturers to think harder about the current educational model and they struggle to find options to deal with future situations (Dhawan, 2020; Thomas & Rogers, 2020).

Indeed, managing learners in distance learning using digital devices requires teachers to be technology literate and always up to date on learning models. They have to design alternative teaching methods or strategies than those used in conventional classrooms. This situation greatly affects the learning process in all subjects and disciplines (Dhawan, 2020). One of the learning activities that have an impact on this situation is the activity in the listening class at the university level. Listening comprehension is considered to be the heart of language learning but is the most difficult skill to learn (, therefore special preparation is needed regarding the materials, media, and methods used for online learning (Binti Abu Bakar, 2019; El-Dali, 2017; Hwaider, 2017; Renandya & Farell, 2011; Safranj, 2015). In addition, technical matters also need to be considered, including adequate facilities.

Because learning listening requires appropriate and effective methods in providing learning, then a teacher must be smart and creative in choosing methods, models, and strategies that are appropriate to the situation and conditions of students and schools. Classes can be conducted in asynchronous, synchronous, and hybrid environments using different devices (e.g., laptops, cell phones, etc.) with internet tools. In this environment, students can learn independently anywhere and interact with teachers and other students. (Borodzhieva, 2020; Dhawan, 2020)

Previous researches on the use of synchronous and asynchronous e-learning have been carried out by several researchers. There may be a preference for both e-learning methods, both synchronous and asynchronous e-learning methods when properly combined, can help teachers and students have successful courses and outcomes (Amiti, 2020). The implementation of both synchronous and asynchronous can create condusive environment for e-language learning in Pakistan (Perveen, 2016). Also, the research on the implementation of synchronous and asynchronous online Arabic learning in higher education shows that by understanding what students need, a lecturer may determine how important for students to learn Arabic through a synchronous or asynchronous approach (Nikmah & Azimah, 2020). Another study analyzes the effect of virtual classrooms on the listening skill of A1 (CEFR) students by using the Moodle platform of the university (GaArteaga& Rodas, 2018). The result shows that the use of virtual classes is a good tool when teaching a foreign language. Research on the challenges of virtual learning in the Listening class during the pandemic revealed that there are three problems in online listening class learning, such as a) the selection of appropriate technology devices, systems, and applications used during learning, b) method, model and strategy suit to online learning and c) material delivered should be relevant with listening class (Susilowati, 2020).

Regarding the factors that affect students' performance in virtual listening, effective use of technology platforms must be considered to accommodate acquisition in listening. The effect of using synchronous and asynchronous technology suggests that negotiation and dialogical-based processes will support listening acquisition (Ene & Upton, 2018). Meanwhile, asynchronous and synchronous e-learning modes also have a positive effect on students' academic achievement. Furthermore, the technical difficulty that occurs - on the teacher's part, namely the lack of communication between students and teachers which makes them uncomfortable. Nevertheless, despite these problems, most students are interested in continuing online learning combined with conventional courses in the classroom (Giannoulas et al., 2021).

Because to achieve high order thinking skills, students have to own independence as one of the essential attitudes if the teacher wants them to succeed while learning remotely, so independent learning is taught in the beginning. Independent learning can help students acquire the skills needed in the 21st century. Furthermore, this study intends to know how the lecturer designs the e-listening activities to build students' independent learning with synchronous and asynchronous online models and analyze the students' responses after joining the online listening class at English Language Education, University of Muhammadiyah Malang

2. METHOD

The design used in this research is a mixed-method; research combines quantitative and qualitative research methods in different ways to understand the phenomenon. It is not just quantitative and qualitative research mixed, but it incorporates and embraces a blend of paradigms, philosophical assumptions, and theoretical perspectives directly driven by the purpose of the study (Ary et al., 2010(@).

This qualitative research investigates the nature of phenomena that are the listening activities designed to develop students' independent learning. Meanwhile, the quantitative one used to know their response to using the platform. The instruments used to collect the data were observation, questionnaire and interview. Likert scale questionnaires (strongly agree, agree, disagree and strongly disagree) are used to measure the student's opinions about their knowledge, impact, and implementation of independent learning in an online Listening class (Emerson, 2017; Nemoto & Beglar, 2013). And to make the information consistent, observation and interviews were also needed. The setting of this research was in the English Department, University of Muhammadiyah Malang. The subjects of this research were 30 students of the second-semester who were taking a Listening class and one English lecturer. The 16 questionnaires are distributed to the students in google form to find out the students' point of view about listening courses online using a/synchronous during the pandemic. It is split into students' knowledge, the implementation and the perception of the model. The data from the questionnaire were analyzed using a Likert Scale. However, 10 students were randomly selected and interviewed to find out or evaluate their opinions, values, and attitudes about this model. The technique used to analyze the data was based on the theory starting with data reduction, data presentation, and concluding: withdrawal or verification (Ridder et al., 2014).

3. RESULT & DISCUSSION

Synchronous and synchronous are online learning models that can be applied in listening classes to build students' independent learning. Therefore, in teaching the English language, the lecturer must pay attention not only to the implementation of the model but also to the presentation of material under the curriculum, media, and interactive and effective strategies that involve cognitive, affective, and psychomotor aspects to achieve learning objectives. Lecturers must also be good motivators and facilitators for students in the process of learning listening. With the right activities, model, media, strategy and the application of adequate technology, it will make it easier for students to understand activities in virtual listening class.

The main concern of this research is building independence of learning out how synchronous and asynchronous models can train and motivate students to learn independently in Listening class and knowing students' responses toward the activity. The following is an explanation of the compilation of the data.

3.1 Implementation of a/synchronous Model in Interpretive Listening Class

The activities of building students' independent learning with the e-learning model in the Interpretive Listening class are designed into a) planning and preparation b) implementation consists of pre-activity, whilst activity and post-activity, and c) reflection and evaluation. The stages of the activity are presented in Figure 1

LMS-elmu UMM provides the teaching listening with a/synchronous based activities. The lecturer designed the virtual listening activities to develop independent learning into three main parts: a) plan and preparation, implementation consists of pre-teaching, b) whilst teaching and post-teaching. c) post teaching. The followings are
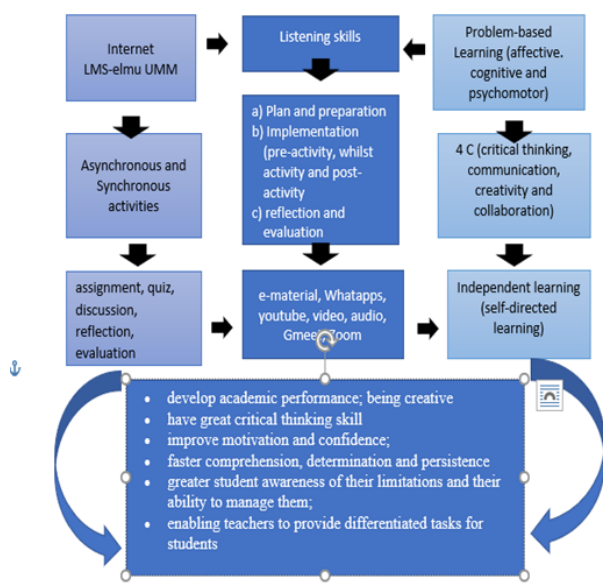
FIGURE 1. The stages of teaching Listening with a/synchronous activities

the activities of teaching and learning Listening to improve the students' independent learning with e-learning a/synchronous model

3.1.1 Plan and Preparation

This research was conducted in the era of a pandemic and post-pandemic where the best possible work was done at home and to maintain boundaries so that the researcher conducted online interviews. Interviews were conducted via video calls so that they could be conducted like face-to-face interviews. The researcher uses observation, WhatsApp application to communicate and conduct interviews and provide open questionnaires to respondents.

Based on the observation and interview with the English lecturer that in one semester, the learning activities are designed into 16 meetings by compiling 2 lesson plans. In each meeting, learning activities are carried out with a combination of synchronous and asynchronous models. The allocation is 60:40, meaning 13 meetings for the combination of synchronous and asynchronous models and 3 encounters with synchronous models only. The platforms used for asynchronous activities in the classroom are LMS elmu-UMM, WhatsApp groups, videos/YouTube, and discussion boxes. Synchronous activities with audio-visual media, video/YouTube connected to Gmeet or Zoom, and PowerPoint presentations. The resources needed to support virtual classes are WIFI internet access and websites for students such as LMS elmu-UMM.

For preparation, the lecturer designs virtual classroom activities using synchronous in the beginning, followed by question and answer, and reflection activities. The platforms used for these activities are Gmeet or zoom and LMS elmu-UMM. Meanwhile, asynchronous activities use LMS-elmu in the discussion forum, email, and WhatsApp chat sections. For the teaching and learning process, the lecturer prepares the syllabus, lesson plan, e-materials, video and audio records. Furthermore, the lecturer designs assessment in online classes. The lecturer maintains class control through participation in activities when she takes material from elmu-UMM and Google drive, directly and indirectly.

3.1.2 Implementation

The activities assigned by the lecturer were divided into 3 stages; pre-activity, whilst activity and post-activity

Pre Activity The class starts with greetings, giving apperceptions and brainstorming by writing the intended learning goal of the lesson, then asking the students to look back at their feedback on previously written work. This activity is to promote an independent attitude such as confidence and motivation. Q and R are applied to open their mind by listening to short dialogues from a video.

Whilst Activity The lecturer turns on a video, and ask the students to listen to the dialogues individually. She then asks the students to investigate the topic for the question and answers with problem-based learning. The main activities in the a/synchronous learning process are practice. The lecturer presents the problem to be solved in groups. The issues raised should be contextual. Problems can be found by students themselves through listening dialogues and activity sheets; the lecturer provides ongoing guidance for each student activity. The lecturer helps the involvement of students in collecting data/materials during the investigation process. Students learn gradually step by step as it is not a fast process, and lecturers support them as they become independent. Keep the instructions simple and consistent so as the learning to learn skills become a habit. Students and lecturer are involved in synchronous activities with the Zoom or Gmeet platform by explaining, discussing, and presenting e-materials. The lecturer monitors the discussion and guides the preparation of reports so that the work of each group is ready to be presented. In asynchronous activities, the lecturer continues the problem-based model. She instructs students to participate in the discussion forum by presenting topics, answering questions and giving the assignment to promote independent learning. Explain with PowerPoint and video tutors (e.g., discuss and demonstrate how content can be used in real life, provide live feedback during an activity) and the lecturer observes student engagement. The lecturer guides the presentation and encourages the group to give appreciation and input to other groups.

Post activity Post Teaching covers discussion and Q&A. It is a kind of sharing and commenting on students with opportunities to receive immediate feedback on their work. The students together with the lecturer evaluate the discussion and presentation by identifying their weaknesses and afterwards practice solving the problem. With the guidance of the lecturer, the students can conclude the material. Before closing the class, the lecturer gives the students assignment to watch and listen to another video and read the e-material based on the following topic.

3.1.3 Reflection and Evaluation

Student involvement in presentations, discussions, and learning materials is always reviewed and evaluated at the last meeting. In this case, during the teaching and learning process, the lecturer provides feedback and reflection to students about their performance as an evaluation. E-learning materials must also be reviewed by lecturers to get e-materials that are suitable for students

TABLE 1. Students' responses of using the platform

No	Items	1	2	3	4
1	During the pandemic e-learning is suitable to implement and to deliver the material in the learning process			3	4
2	E-learning is a kind of need during and after the pandemic in the learning process				4
3	The students have already been familiar with a/synchronous learning			3	4
4	The students used the LMS elmu-UMM model in the learning process				4
5	E-learning with a/synchronous is important to apply in listening class			3	4
6	The implementation of the model influence the students' ways of thinking			3	4
7	The teacher creates various exercises with the model				4
8	The model provided in the LMS elmu-UMM help students understand the content of e- Listening materials				4
9	The use of platform Gmeet or Zoom in teaching listening virtually can facilitate the student's creativity and communication				4
10	Doing online listening activities individually practice student independent learning				4
11	The students find no difficulties in doing the activities with the modern technology than the simple one			3	4
12	The students find disadvantages or weaknesses in learning to listen virtually			3	4
13	The students have the confidence to deliver the assignment online				4
14	The activities provided on the board of the platform LMS-elmu UMM help students improve their critical Thinking, collaboration and self direct learning			3	4
15	Giving feedback upon the previous work can give motivation and confidence				4
16	Giving assistance and feedback is important in developing self-direct or independent learning				4

3.2 Responses about a/Synchronous E-learning

The items of the students' questionnaire to the Listening activities can be seen in Table 1.

Table 1 shows that the students are asked whether they recognize or not the synchronous and asynchronous model and whether or not it is important for them to have asynchronous and synchronous learning in listening. The questions about their awareness of a/synchronous model show that 24 students (80%) strongly agree with the term a/synchronous e-learning means that they have already been familiar and that of 6 students (20%) do not know it (disagree).

The students then were asked if they had ever used platforms such as zoom, Gmeet, or google classroom to study or do activities and to find out the advantages or disadvantages of using these platforms. The fact that 20 students (66.67%) strongly agree to participate in their online courses using Gmeet or Zoom and several other platforms during their online learning, the term a/synchronous is not clearly defined, and 10 students (33.33%) agree to participate with the platform. However, they view that this kind of learning is following the current situation and conditions where technology plays an important role in daily life and activities. Also, they can learn the content easily and be interesting to listen to. While the question sought students' opinions on whether e-learning could be better a/synchronous learning or not, 30 participants (100%) agree and supported the language learning model. Regarding technology issues, 24 students (80%) assessed that technology supports and increases their creativity, productivity, collaboration, critical thinking, and communication even developing their confidence in learning towards the use of simple technology, even though they found obstacles, especially in terms of the connection and the media used (laptop or mobile phone). In the whilst activity, students get the opportunity to deliver their work individually, and the lecture guided them by giving feedback. According to the students, they need to see the strength and the weaknesses, as a result, they have the competence of self-confidence to solve the problem further. In short, the students get a lot of advantages in terms of affective, cognitive and psychomotor domains.

3.3 E-Listening Class in Model A/Synchronous

This part is to find out students' responses to whether listening skills can be learned better simultaneously or not through virtual situations. Regarding virtual learning situations, among 30 participants, 26 (86.67%) preferred the blending based-activity for their academic performance and 4 (13.33%) find difficulties because the tools did not support it. The preference for implementing the a/synchronous platform arises from the positive attitude of their learning style. Meanwhile, 26 students (86.67%) agree that the blended-based synchronous e-learning through Gmeet or zoom and the WhatsApp group platform accommodated them to interact, to communicate difficulties with work. In addition, in these activities, students are trained to work and formulate answers to open assignments independently, also they talk and work together. Virtual learning equips students with independent learning.

Based on the opinion of these students, it can be concluded that 26 students (86.67%) gave positive responses to the model, and 4 of them (13.33%) agreed that this model still has weaknesses, especially poor connections in certain fields and a lack of lecturer's attention in carrying out an activity. However, this model is still considered an effective teaching method that can develop students' listening skills and self-directed learning. Lecturer and students can overcome their difficulties in group discussions that allow peer learning between students.

3.4 Discussion

E-learning is becoming a demand and as a strong response to the increasing need for educational learning that can bring together students and lecturers to conduct learning interactions with the help of the internet (Alfaro et al., 2021; Atmojo & Nugroho , 2020; Mahdum & Hadriana, 2019). In short, online learning can be used as a medium that can facilitate the teaching-learning process to be more innova-

tive, creative, interesting, student-centred, and even more flexible (Dhawan, 2020; Ichim & Sava, 2018).

21st-century learning puts students at the centre of learning and demands high-level thinking skills. The ability to reach the skills can be done and obtained through online learning activities. Meanwhile, higher-order thinking skills can be obtained at school through discussion activities, demonstrations, presentations, questions and answers and other methods for deepening the material. To be able to follow and succeed in learning with a model like this, it is clear that independence is needed.

Meanwhile, doing listening activities in the context of EFL for non-native students is not easy to do. This activity would be more difficult to do without direct or face-to-face meetings where students can freely ask their lecturers about the problems encountered during these activities (Aryana & Apasari, 2018). Previous researches found that several problems arise if the design of online listening is not appropriate, causing ineffective learning (Kamalitdinovna, 2021; Susilowati, 2020). Things that need to be considered include a) lecturers must choose exactly what technological devices can be accessed easily by students, b) provide appropriate materials with the situation and condition of students who learn through online learning, c) apply effective and appropriate methods or strategies in providing teaching and learning, d) delivery of materials, selection of media and methods used to deliver learning activities using internet access and e) materials must be selected selectively so that it can facilitate learning to run as expected. Therefore, its implementation needs to be evaluated regularly

Referring to the complexity of the teaching listening process, lecturers must prepare appropriate materials and media that can build independent activity according to virtual learning conditions and situations during the pandemic outbreak and the new normal context. Of course, in this case, the teacher facilitates by sending learning materials, in the form of a summary of the material, a problem, worksheets, video recordings of material and so on. In addition, the actual source of knowledge can be obtained from anywhere by surfing in cyberspace.

The previous research finding shows independent learning is no longer a reflection on post-activity because there is no feedback (Yanti et al., 2021). Accordingly, interesting material, exciting and effective learning activities are badly needed. Comparing with the result of the research shows that due to the importance of technological devices, material, method and the media used to build independent learning, the lecturer assigns the listening activities by providing interesting digitalized materials in LMS elmu-UMM synchronized with platform Gmeet or zoom. When the a/synchronous model was implemented in the Listening class, the student's response was quite surprising. Well-prepared e-materials, understandable and accessible methods and media can stimulate learning outcomes to be maintained. E-materials themselves can be obtained from several available sources and lecturers can access various kinds of e-materials equipped with video, audio from the internet.

The existence of new technology is one step further and is a major advance that can add to the current trend in teaching listening comprehension. Several discussions, assignments, quizzes, discussion, guidance, reflection and evaluation are also available on the resource. Teachers can

have access to a variety of quality e-materials that can help them address students' needs, interests, preferences, and learning styles. Many e-materials can also be developed from internet resources that offer attractive packaging, audio and visual (Gomez Martinez, 2010). Otherwise, learning activities will not be monotonous and students will not feel bored.

Synchronous online environments help promote a deeper understanding of the content presented in asynchronous activities, and this will include deep learning (Riwayatiningsih & Sulistyani, 2020). Meanwhile, the a/synchronous mode provided in the LMS-elmu UMM platform is considered to be able to deliver learning materials and also serves to build independent learning among students. The activities designed by using the platform and e-material facilitate students to learn independently by encouraging and enabling them to be independent in their learning experience and have more autonomy and control over their learning. So far, this strategy aims to build individual initiative, independence, and self-improvement of students' abilities. In addition, this independent learning strategy aims to enable students to learn independently with the encouragement from within students to learn on their own accord, of their own choice and sense of responsibility that exists in students. In practice, most learning accommodates independent elements such as a) finding and gathering information, b) making decisions about what to learn and when, c) carrying out investigations or projects, d) learners learn at their own pace using ICT, and e) completing homework, additional work or assignments (Healey, 2014; Hockings et al., 2018).

In short, without any creativity and any activities created, the class will be boring and not interested anymore. The activities proposed in learning Listening through the e-learning model is one of the examples that can build and develop integrated skills. It does not only promote students' independent skill but also critical reading, critical thinking, creativity, communication and also problem-solving.

4. CONCLUSION

Based on the results of the study, it can be concluded that the lecturer designs a learning model of 60% synchronous lecture time and 40% for asynchronous activities by providing interesting materials and digital media to build student learning independence. Lecturers design and develop an a/synchronous model in listening learning to foster student independence, among others with the following activities: a) planning using the Gmeet platform, Zoom with LMS elmu-UMM facilities with board discussions, assignments, quizzes, and reflection and evaluation., b) The application begins with pre-teaching through questions and answers and video shows to display problems, whilst teaching with activities applying a problem-based learning model by combining the application of technology to explore the affective, cognitive and psychomotor aspects of students. activities such as presentations, discussions, and assignments that are designed to train students' independent learning in addition to fostering communication skills, creativity, collaboration and critical thinking skills, c) post activity is an activity to provide feedback from activities that have been carried out. Feedback and assistance are needed to foster students' self-confidence as the basis for fostering learning independence.

In addition to the use of media in the teaching and learning process, the model used by the teacher is also important and effective. These factors will affect the presentation of material to students, d) one way we can support students to have positive perceptions of who they are and what they can do is by creating an environment that fosters and nurtures independent and independent learning. Despite its advantages, students still think about big problems using this model such as internet connectivity, lack of attention that can interfere with their concentration, and the ability to understand the content of interpretive listening directly.

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