

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

The results of this research were obtained through interviews with the participant's observations, with the source of research being one lecturer who taught the third semester listening subject. Before conducting interviews, researcher have prepared interview guidelines related of online learning where it was explained about type of listening assessment used in listening subject during online learning, the lecturer's perspective in listening assessment during online learning. The interview and observation techniques were carried out in a structured. Based on the results of data collections by researcher, the types of listening assessment and lecturer's perspective in listening assessment during online learning were carried out as follow.

1. The Types of Listening Assessment during Online Learning

From the observation obtained, subject revealed that there were several types of listening used for listening assessment during online learning. The detail was presented in table 4.1.

Table 4.1

Types of Listening Assessment Based on the Types of Listening Skill (adapted by Brown, 2013)

Type of Listening	Types of Assessment	Example
Responsive	Command	SECTION 2 <i>Write NO MORE THAN THREE WORDS OR A NUMBER for each answer</i>
	Question	SECTION 2 QUESTION 19 Which TWO groups of patients receive free medication? a. People over 17 years old b. Unemployed people c. Non- UK residents d. People over 60 years old e. Pregnant women
Selective	Conversation	SECTION 3 QUESTION 21-27 NOTES ON APPLICATION Name : Jonathan Briggs Degree : Economics and 21..... Teaching Experience : Volunteer Teacher Location: 22..... Dates : 23..... Volunteer Organization: 24..... Type of School: 25..... Subjects Taught: 26..... From 1,2 and 3 • English From 27..... • Agriculture Science From 6
	Monologue	SECTION 4 QUESTION 32-35 32. According to the speaker, the main cause of back pain in women is a. Pregnancy b. Osteoporosis c. Lack of exercise 33. As treatment for back pain the Clinic mainly recommends

		<ul style="list-style-type: none"> a. Pain killers b. Relaxation therapy c. Exercise routines
		34. The back is different from other parts of the body because
		<ul style="list-style-type: none"> a. It is usually better at self-repair b. A back injury is usually more painful c. Its response to injury often results in more damage
		35. Bed rest is advised
		<ul style="list-style-type: none"> a. For a maximum off two days b. For extreme pain only c. For pain lasting more than two days

	Communicative	SECTION 2
		QUESTION 11 – 12
Extensive	Stimulus	- <i>Write NO MORE THAN THREE WORDS FOR EACH ANSWER</i>
	Response	11 Who is Mrs Sutton worried about?
		12 what is the name for a group of family doctors working in the same building together?

As shown from table 4.1, 4 type of listening were found when lecturer used during online learning. There are some type of listening for assess of listening course.

a. Responsive listening

This study has found that lecturer have used the responsive listening type used to obtained listening assessment during online learning the form of a question format between lecturer and students, by doing tests on students, they will capture the meaning of the materials that have been delivered by the lecturer at several meetings. In this type of responsive listening, when you want to do a listening assessment, the lecturer gives several questions sheets as well as answer sheets and sends audio to answer from the question sheets that have been distributed in the course group.

In table 4.1, examples of questions from several types of listening assessment have been presented in this type of responsive listening. In each question on the pdf sheet that the lecturer distributes, the contained in each question must be in the form of a command sentence to ask student to answer the question, and each question must also contain question words, to ask a place, person, time, etc.

b. Selective listening

Type of selective listening used to obtain listening assessment in the form of practice questions when the lecturer has finished delivering the material. In this listening assessment, it has to do with other types of listening that have been mentioned above. The listening assessment were carried out so that it is easier for lecturer to see the limits of student achievement during online learning

After several meetings to discuss the material presented, at the next meeting in this type of selective listening, the lecturer gave several questions sheets and answer sheets and sent audio to answer from the question sheets that had been distributed in the course group.

On table 4.1 presents examples of several types of assessments included in the practice questions given to students. Each practice question that the lecturer presents contains sentences related to conversations, monologues and stories. Questions related to these conversations are usually found in the audio that the lecturer sends and students listen to the audio,

which can be in the form of conversations, monologues or stories, when students want to answer on the question sheet, the question asked was closely related to the content of the audio that was heard well, in the form of conversation, monologue and story.

c. Extensive listening

This study has found that the extensive listening type used when conducting listening assessment during online learning to obtain results to what extent students' achievement in understanding the listening course materials is. When the listening assessment will be carried out, the lecturer of the course provides several practice questions for students to answer, and in the practice questions there are several question sheets as well as answer sheets and when students will answer the question, each student must listen to the lecturer in the course group.

On table 4.1 provides examples of types of assessments included in the practice questions given to students. In each practice question that the lecturer presents contains sentences related to communicative stimulus – response the answer asked in the question sheet. Each student must also provide the main answer from the audio they hear in the question sheet.

2. Lecturer's Perspective in Listening Assessment during Online Learning

From the interview data obtained, lecturer revealed that in the current situation and condition of the pandemic in Indonesia, all activities carried out outside the home the government requires that all these activities be carried out from home, as well as schools. Schools will continue to run using an online learning system.

In the listening assessment during online learning, there were 16 meetings in the course, at 7 meetings the lecturer gave the material and was also interspersed with giving questions after the material was delivered. At the 8th meeting the lecturer conducted a mid-semester test during several types of listening to obtain the literacy assessment, at the 9th meeting onwards the lecturer only gave practice questions in the group of subjects.

However, this study conducted a search in the Whatsapp group the fact was that when a listening assessment were carried out all the results they got were very good, online listening assessment was no different from the offline listening assessment. It's just a different situation.

In lecturer views, listening assessment during online learning has positive elements that lecturer and students have never experienced during their education. With this online learning, lecturer is very creatively guided in conducting listening assessments using technology.

The scopes of online listening assessment are of course the same as offline listening assessments. The positive thing that can be seen from the online listening

assessment is the listening assessment process which can be measured both during offline and in online learning. The students' grades when the lecturer gave the practice questions also looked very well. So that online listening assessment is able to measure student achievement in learning that does not have to be offline.

The questions that the lecturer sent in the course group when doing the listening assessment were also very varied and were able to open students' horizons in answering them. From these results, that is why the listening assessment is successful even though it was carried out online with technological assistance owned by each lecturer and students.

Listening assessment during online learning is also able to reach students in a broad scope, this makes it easier for students to get grades without having to repeat the tests they have not taken. In addition, when a listening assessment was carried out, the acquisition scores that students get on each test they take during online learning are not able to underestimate them. Not only is the listening assessment done offline which is good, but the online listening assessment also looks very good.

Thus, the lecturer's perspective in listening assessment during online learning is that listening assessment does not have to be done when offline learning, but listening assessment can be done in online learning with technology that supports them to conduct listening assessments during online learning and the enthusiasm of every student where there are many who live far away, it will make it easier for them to do online learning. Comparison of listening assessment scores during

offline and online learning can be seen that each students gets good grades and listening assessments can also be measured online and the results are in accordance with what the lecturer in charge of course expects.

This shift in learning methods also forces various parties to follow the path that can be taken so that learning can take place, and an option is to use technology as an online learning medium, actually it doesn't matter but in the world of education it also has positive and negative things.

- a. Positive thing in the lecturer's perspective on listening assessment during online learning

From the data obtained by the researcher, according to the participant, the positive thing on listening assessment during online learning is a process where the achievement of a student who is fostered has good grades, both in terms of knowledge, skills, and morals or ethics. At the same time, lecturer has broad insight when solving any problems both academically and outside of academics.

The lecturer added the students were a problem that appeared in their life and had a good way to solve every problem that existed. Among the positive things relayed to the lecturer's perspective on listening assessment during online learning are; 1) the listening assessment process that can be measured during online learning, 2) students and lecturer make more use of technology widely so that listening assessment are achieved during online learning, 3) reaching out to students in a broad scope makes it easier for lecturer to conduct

listening assessment and 4) facilitating refinement and storage of learning materials so that students get good listening assessment results during online learning.

- b. Negative thing in the lecturer's perspective on listening assessment during online learning

From the data obtained by researcher both through interview, according to respondents the negative thing on listening assessment during online learning is a component of the lack of process of mastering technology, experience, and strategies that must be mastered by a lecturer when the lecturer want to do online learning so that when an assessment was carried out they are able to obtain results. Among the negative things related to the lecturer's perspective on listening assessment during online learning are; 1) lack of student interest, thus hampering the listening assessment process during online learning, 2) lack of student activity so that it hinders the listening assessment process during online learning, 3) technology that is less supportive when assessing the results becomes less during online learning and 4) online learning considered practical and relaxed during online learning so that students underestimate the assessment process.

B. Discussion

Based on the results of interview and observation that have been carried out in the findings, the next step is data analysis so that it is easy to draw conclusions. Therefore, there are two things that need to be analyzed along with its parts; about the

type of listening assessment that lecturer use during online learning and also the lecturer's perspective in listening assessment during online learning.

1. The Types of Listening Assessment during Online Learning

Of the 3 types of listening used by lecturer in listening assessment during online learning, it is closely related to Brown (2013) theory that regarding listening assessment in this type of listening responsive, selective and extensive, including the following.

Type of listening is responsive to listening assessment during online learning, students are very fast in responding to questions and sentences that the lecturer asks, they also respond skillfully in answering the questions on the question sheet. Thus the type of responsive listening in conducting listening assessment is very effective in seeing student achievements in order to be able to increase the level of vocabulary mastery, skill in responding to questions that lecturers give in the form of question sheets and direct questions during online learning. With this type of selective listening at the time if the listening assessment, they can filter or phrase the sentence answering the questions contained in the question sheets that the lecturer poses, and the sentence can be pronounced correctly are able to read them with good monologues to answer the question. As well as the type of extensive listening when a listening assessment carried out, lecturer can provide questions that are easy to take in carrying out the communicative stimulus – response from what they hear in the audio in order to get good results on the listening assessment during online learning.

2. Lecturer's Perspective in Listening Assessment during Online Learning

Based on the finding that has been stated, the lecturer's perspective in listening assessment during online learning, the current pandemic situation makes everything done from home, school learning is done online, the benchmarks in offline listening assessment and online listening assessment are the same, the only difference between the two are the situation where the learning process face-to-face.

The process of delivering the material was smooth without any obstacles, the results of the assessment scores at the time of the final exam, it was seen the scores they got were very satisfactory, although some of them lacked vocabulary mastery. It is possible, every online learning that is carried out, the material presented is able to catch them even though some of their places of residence have inadequate internet network connectivity.

Thus, if it is associated with Suatini (2020) the role of lecturer is very important in making students grow and develop both in education and technology. The role of the lecturer. Students will have their own skills in listening courses, both in mastering vocabulary and being able to answer every sentence that the lecturer proposes in English, so that they have progress in science as stated in the Tri Dharma of higher education to the public.

In addition, there are several positive things in the lecturer's perspective on listening assessment during online learning, from the presentation of data to be analyzed and linked to existing theories.

a. Positive thing in the lecturer's perspective on listening assessment during online learning

Based on the data presentation presented by the researcher, the positive thing thing in the lecturer's perspective on listening assessment during online learning is the process of achieving a student in measuring to the extent that the student is able to provide responsibility and good results and is able to solve any existing problems both in terms of academic and non-academic.

Among the analysis of positive things related to the lecturer's perspective on listening assessment during online learning, namely

1) The listening assessment process that can be measured during online learning from the lecturer's perspective

Based on the presentation of the data presented by the researcher, learning activity is also very influential in that assessment process, they are active in participating when the material is delivered by the lecturer, only a few are lacking. However, every online learning in their absence is always present and active, the process of delivering material is also very smooth and there are no obstacles, in listening assessment when their final test gets well grades.

- 2) Students and lecturer use technology more widely so that listening assessments are achieved during online learning

Based on the presentation of the data presented by the researcher, every online learning conducted by the lecturer in the student whatsapp group forum tries to solve any problems that the lecturer poses when the material has been delivered. During online learning, students and lecturer both use various digital platforms to obtain different theories in developing learning materials that the lecturer delivers each time. When the assessment is carried out, the theories included by students are very helpful for them in solving these problems. In addition, lecturers and students also use applications related to listening courses to add insight, knowledge, and vocabulary mastery, so that the assessment process is appropriate and achieves the targets set by the department.

- 3) Reaching a wide range of students makes it easier for lecturer to conduct listening assessment

Based on the data presented by the researcher, online learning is able to reach all students, who are near or where or where they live far away. Submission of material, giving listening assignments, as well as assessing the assigned tasks can be done anywhere except for adequate internet network connectivity in each area where they live or vice versa.

- 4) Make it easier to perfect and store learning materials so that students get good listening assessment results during online learning

Based on the data presented by researcher, every material that the lecturer conveys during online learning is the preparation of material that will be delivered sequentially and programmed, the use of cell phones in online learning makes it easier for lecturer and students to save important files so that when an assessment is carried out by lecturer, students can repeat the material they want to test.

In this case, the listening assessment will continue to run well and according to the direction of the lecturer who is in charge of the course itself. Discussed about the difference between assessment and evaluation, the assessment is more directed to the orientation of the student's process in understanding each listening material itself and the extent to which the benchmarks for each student develop during online learning were carried out while evaluation is more directed to standard results that have been determined from the course. Listen to it and to what direction the purpose of the material that is conveyed every time during online learning and produces a product at the end of the learning delivered.

Thus if it is associated with Sari (2015) from this listening assessment will be able to direct both students and lecturers to overcome various problem of distance and time to continue to carry out listening assessment well, students will be more active during the listening assessment, in the listening assessment,

students will also pay more attention to on creasing their scores in listening course and improving the technology they master. The realization of listening assessment during online learning very well, without worrying about distance and time does not hinder the educational process regardless of the circumstances and conditions, education can be done anywhere and can encourage them to be active in science so that in the future they have high innovation and creativity in building education.

b. Negative thing in the lecturer's perspective on listening assessment during online learning

Based in the data presented by the researcher, the negative things on listening assessment during online learning in the lecturer's perspective is the process where the lack of achievement of listening assessment in terms of student participation is lacking, students interest, and mastery of technology that is less developed and less able to solve every problem both in terms of academic and non-academic.

Among the analysis of the negative things related to the lecturer's perspective on listening assessment during online learning, namely:

1) Lack of student interest so that it hinders the listening assessment process during online learning

Based on the presentation of the data put forward by the researcher, some of the students did not participate in online learning forums, their interest was also lacking because some of them were less responsive to every material that the lecturer conveyed, online learning is indeed less fun than

offline learning, but it does appear when on online learning forums when given the task they get good results, only a few are not good some of them are also exited at the start of online learning.

- 2) The lack of student activity hinders the listening assessment during online learning

Based on the presentation of the data put forward by the researcher, student activity during online learning lacks participation at the start of learning because there are problems with unstable internet network connectivity so that it becomes their delay in being activity and downloading the material that the lecturer conveys. In addition they are also less responsive when invited to a discussion, it affects the mastery of the material and the vocabulary they have only little.

- 3) Technology that is less supportive when the results are assessed becomes less during online learning

Based on the presentation of the data presented by the researcher, online learning is very influential on the high signal of the internet network. In each area where students live, internet network connectivity is different and inadequate, the devices they use are not sophisticated or cannot accommodate too much data. Because the devices they have lacking and constrained the process of downloading files becomes slow and less effective.

- 4) Learning is considered practical and relaxed during online learning so that students underestimate the assessment process

Based on the presentation of the data put forward by the researcher, the lecturer assessed that online learning was too practical and relaxed as well as when the delivery of student material was more relaxed and paid less attention to the delivery process. So that the interaction process between lecturer and students become less because online learning is considered too relaxed. The lack of mastery of technology for online learning lecturer is less fun and less attractive to students to participate in online learning.