Investigating The Use of Technology in Listening Instruction Amidst Covid-19 Outbreak: The EFL Lecturer's Viewpoint

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ABSTRACT

The Covid-19 pandemic has emerged as a new obstacle for Indonesian education by replacing educational activities into online learning model. The purpose of this study is to examine the types of media, benefits, drawbacks, and challenges of the technology utilized by the lecturer to teach listening during the pandemic. This study employed qualitative research and was carried out at Institut Agama Islam Negeri Kudus. Researchers employed documentation, interview, and observation techniques to get the data. The findings indicated that during the COVID-19 pandemic, the lecturer used a variety of technologies, including Google Meet, WhatsApp, and the Learning Management System (LMS) supported by the institution, to teach listening. The benefits include time savings, a simple learning model, and the promotion of autonomous learners. Meanwhile, the drawbacks are the lecturer's inability to closely examine students' abilities as well as characteristics and the internet connection's inadequacies. The challenges arise from the lack of students' vocabulary and the students' inability to distinguish between words and pronunciation.

KEYWORDS:
Technology;
Listening Instruction;
EFL Lecturer's
Viewpoint;
Covid-19 Outbreak;

Introduction

English is very important for humans right now. As we know that most of the aspects of the daily life of humans use English, such as technology and the internet that requires English as their language program. Besides that, English is an international language in Indonesia (Alrajafi, 2021). There are so many aspects we must pay attention to in learning English such as speaking, listening, reading, and writing. In the scope of listening skills, there are also specific points that should be noticed as the methods in teaching style in teaching English listening. English, if we want to speak English, we should understand how the words are spelled. To train our English listening skills better, people must create and use the best method and learning style for listening. It can make our learning process comfortable, and we can understand it in a fun way. In the common situation, English listening learners are also still confused with native speakers in understanding their conversation.

Listening is basic competence in learning a language. It is a receptive skill that means new language learners get the new words based on what they heard. Their ability to receive new vocabulary will affect their ability to speak. If they are good at listening, they will be good at competence too (Hendrawaty & Nurhayati, 2019). According to Brown listening is an oral

written response of students who demonstrate correct (or incorrect) hearing processing. In order to become better listeners, learners must think actively when they listened. Listening is involved in a lot of language learning activities, both inside and outside the language classroom. The improvement in listening will provide a basis for the development of other language skills (Brown, 2004).

Unfortunately, when covid-19 has spread in Indonesia, some problems appeared in teaching listening caused by the covid-19 pandemic. This becomes the new challenge in giving English material, especially in listening skills. As we know that listening material is easier to teach in the offline learning situation. In response to the outbreak of covid-19 which resulted in learning activities that initially took place face-to-face, the system must be replaced with online learning. By implementing online learning, the teacher can still deliver the material easily. It is expected that the student didn't miss the material they should get. In this case, teachers and lecturers also must be looking for the appropriate methods that will apply their way in teaching online learning or E-learning (Zami & Nuha, 2020).

Before the introduction of online learning, blended learning—which involved both in-person and online instruction had been carried out. Teaching listening through blended or hybrid learning has been investigated by some previous studies (Rizal, 2017); (Aji, 2017). However, our listening abilities can be improved in a variety of ways nowadays, including online. In light of the COVID-19 outbreak, lecturers used technology-based learning to improve students' listening abilities at IAIN Kudus. There are numerous tools available, like WhatsApp, Zoom, Google Meet, etc., that can assist lecturers in providing listening material. In order to teach listening skills, Maulina et al. utilized technology-based media, and they specifically emphasized five of these media (Maulina et al., 2022).

Media is increasingly being used to teach English, particularly listening skills, in addition to online study. There have been several past studies that looked into the use of media to teach listening skills. Surayatika and Ovalina employed a website for teaching listening skills (Surayatika, 2017); (Ovalina & Adnan, 2018). In addition, Talia also used the website as media for teaching listening skills particularly Elllo website (Talia, 2021). Other studies also underlined the use of several media in teaching listening skills namely video, YouTube, Podcast, and audiobooks (Ardiansyah, 2018); (Pratama et al., 2020); (Rahayuningsih et al., 2021); (Rizal et al., 2022). The previous study also reported that the use of technology gave a positive effect on EFL listening comprehension (Masykuri, 2022).

The use of technology to develop listening skills has also caused some issues. Past research has examined the problems encountered by students in the online listening class (Ningsih & Widjajanti, 2022); (Teo et al., 2022). In offline learning, teachers and students have encountered the same issues (Erzad, 2020); (Ernita et al., 2022). Previous research has also captured the challenges and viewpoints of students taking the online listening class (Aldina et al., 2020); (Nurkhamidah, 2021). However, the benefits, drawbacks, and challenges in employing media for teaching listening through online learning from the lecturer's perspective have not been reported. Therefore, in this study, the researchers tried to pinpoint the benefits, drawbacks, as well as challenges in applying media for teaching listening through online learning from an EFL lecturer's viewpoint at IAIN Kudus.

Method

Researchers tried to investigate the use of media in teaching listening as well as the benefits, drawbacks, and challenges in listening instruction through online learning during the Covid-19 pandemic. This study employed a descriptive qualitative approach. The study of research questions that address the meaning that individuals or groups attribute to a social or human situation is known as descriptive qualitative research (Creswell, 2012).

The research was conducted at Institut Agama Islam Negeri Kudus. The researchers employed observation, interviews, and documentation to gather the data. The researchers chose first-semester students of the English Education Department (TBI Class-C) who have experienced listening class through online learning. The participant of this research is an English Lecturer in IAIN Kudus who taught Listening for General Communication subject.

Result

Media Used by Lecturer to Teach Listening Amidst Covid-19 Outbreak

Based on the answer to the questionnaire, the researchers found that the media used by Lecturer Mrs. M. in employing technology-based learning to enhance students listening skills Amidst covid-19 outbreak at IAIN Kudus are "WhatsApp, Google Meet, and Learning Management System facilitated by campus as known as Vclass". In applying these media, Lecturer served the topic that will discuss in the VClass, then students are divided into groups to work on assignments that will be presented at each meeting, based on the sections of each group.

In the process of use, these media have their respective functions that complement each other, where the first media is still not optimal if used to make presentations, then other media can be used as support and complement to the previous media, this aims to maintain meaningful learning goals for students. The researchers also carried out observations on what media are used during the online learning process, in this case, the participant mentioned that learning was carried out at the beginning of semester one and was carried out online.

Based on the observation carried out by the researchers, the use of WhatsApp is more dominant for the presentation of assignments that have been done by students, discussions, questions, and answers, and also consultations on aspects of the Intensive Listening course. After the material has been presented by the student, the other students will open the material that has been presented, has been understood, and give questions if there is a lack of understanding of the material. The discussion process is carried out in the WhatsApp group. The role of participants here as observers in the course of the discussion. Then give a structured explanation starting from what the presenter presents if something material is missed. In this study, WhatsApp media is included in the category of media that is most often used in online learning, this is because this media is very flexible and easy to apply and is included in simple media. In preliminary research, the researchers also found that WhatsApp has become part of online learning, where the most important coordination is the WhatsApp media as a tool for communication between students and lecturer.
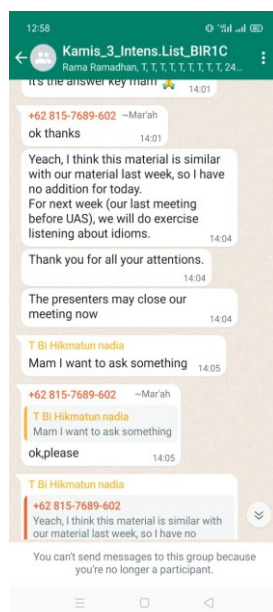
Figure 1. WhatsApp as a medium for discussion in class

The use of google meet is specifically for groups that may need google meet to present the material, sometimes some materials are easier for the presenter to explain directly. Therefore, the discussion process will be carried out at google meet. At the beginning of the meeting, the participant also uses google meet to carry out the learning contract with her students, because the implementation of the college contract is easier to display directly, besides that the college contract also needs to explain the files that have been shared in VCLASS, so the lecturer only needs to display it on google meet. In this study, the use of google meet is not often used. It is only limited to complementary media if necessary to assist in the process of presenting material by the group in charge of providing material every week. Based on the results of research that has been carried out by the researchers, Google Meet does not play many roles in online learning on this topic, because all material in the form of audio is easier to share on WhatsApp and heard by each student without any signal obstacles. It is different if the process of providing listening material is carried out with google meet media, then some students who experience signal difficulties will be disturbed. The interference obtained includes the disconnection of sound due to an unstable signal.
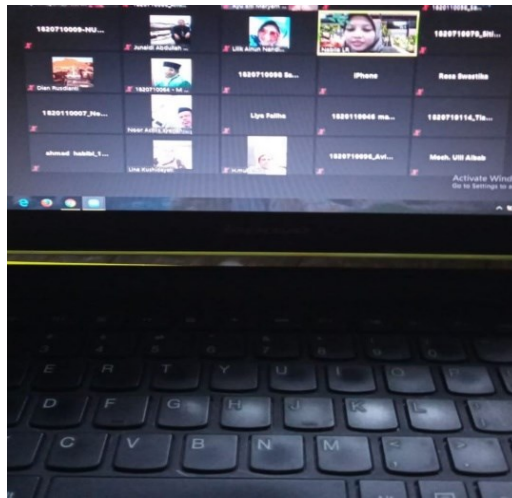
Figure 2. The process of learning by using google meet

In addition to this, many shortcomings exist in google meet media when compared to WhatsApp, including the need to use a good and stable signal continuously, student attendance is difficult to do together, consuming a lot of quotas, and it is easy to get stuck in the implementation, the server is an error. Some of these weaknesses are very impactful and affect online learning. Especially for students who often experience difficulty signaling.

The lecturer said that the technology-based learning used by the lecturer to teach listening amidst the covid-19 outbreak at IAIN Kudus are "WhatsApp, Google Meet, and VClass". WhatsApp and Google meet is used for learning activity. As for the use of VCLASS, VCLASS is a learning management system developed by the campus as a medium to control the progress of lectures such as student attendance, the process of giving points that will be discussed for one semester, presenting material, and all matters regarding administration that must be met by students in learning, stated in VCLASS. Based on the opinions of participants VClass helps the process of taking tasks and administration, because all that is organized in one application. It is easy to find tasks that have been collected. This is because VCLASS is an information system to control the performance of Lecturer and students. Therefore, all data on learning activities are recorded in the VCLASS system. VCLASS itself makes it easier for Lecturer and students to carry out the attendance lists, whereas Lecturer does not need to call their students one by one to fill out the student attendance lists. They only need to open and log in to the VCLASS application and fill in their attendance according to the courses and course schedules carried out on their day.
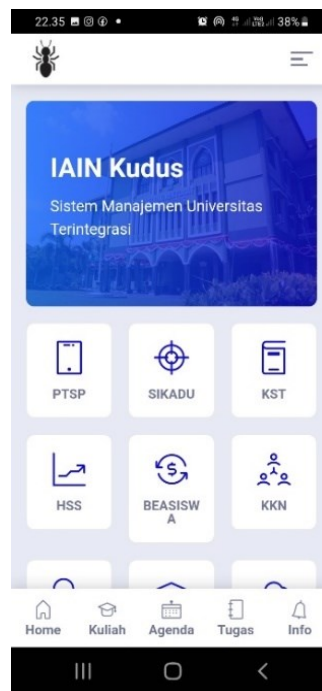
Figure 3. VCLASS as a supporting medium for lectures.

The Advantages and Disadvantages of Employing the Technology-Based Learning

a. The Advantages

In learning, there must be methods and media used in carrying out learning. All media must have their advantages and disadvantages, both online learning and offline learning. At this time the researchers explained the advantages and disadvantages of media used by the lecturer to teach listening amidst the covid-19 outbreak at IAIN Kudus.

Based on the participant's point of view, the advantages experienced by the participant are she could save time not meeting people during the covid-19 pandemic. The participants can maximize their time to stay silent avoiding crowds and also crowds so that the spread of covid-19 can be reduced. Participants also stated that the media used is suitable to be applied in online learning because they cannot do offline learning so they use online media. In line with the statement above, the participant has carried out well regarding the government's appeal to reduce the occurrence of things that cause large crowds. It is proven by the application of online learning, that participants can reduce the form of crowds. This is in line with the opinion of students who say that it is easier in time to implement online learning. They don't need to go to campus which is quite a distance. Then they enjoy online learning more when considering the time spent. The head of the English Education program also mentioned that online learning is very simple, flexible, and easy to carry out anywhere and anytime. Fortunately making a solution for the pandemic is the right decision.

In addition to collecting opinions from participants, the researchers also collects opinions from students regarding the advantages and disadvantages of online learning. Some

students mentioned that this will be explained as follows. Based on the student's point of view, there are several advantages obtained in carrying out online learning. There are it is quite simple for students, they can learn more and feel happy, and they should not go to campus. It is undeniable that there are several students whose homes are in a different city from the location of the campus, where on the way to campus it will take a few minutes until several hours to get to campus. Then they find it easier to do online learning than offline learners who need to drive a means of transportation to campus. Students also mentioned that if they have been doing online lectures for a long time, they are more likely to do them online than offline, based on their interests who are more likely to be lazy and stay at home. The impact of online learning also causes students to be more in their comfort zone and can cause them to develop late. But it all depends on how they behave in online learning. As long as they can control and position themselves as good students, then they will be responsible for what they should do.

The students mentioned that there were no complaints about the methods and media used by the Lecturer to teach listening at that time. This is because students are used to using smartphones and side by side with digital media. This is evidenced by the smooth process of lectures while online without any disturbance regarding their understanding to apply the existing system in online learning support applications. The lecturer also stated that there were no complaints from students regarding the media used during online learning. Besides its easy and efficient use, of course, there are weaknesses experienced when using online learning which will be described in the next discussion.

b. The Disadvantages

Based on the participant's point of view, the shortcoming that is remembered is not being able to get to know students more closely so it is less meaningful in teaching a course. Meanwhile, the obstacle that occurs is some students who experience signal difficulties so that they sometimes lack focus on listening learning. It is undeniable that all media have their weaknesses. Based on the questionnaire answers that the researchers got from the lecturer. There are no significant flaws during online learning, they still live by it, and none of the students fail the Intensive Listening course taught by the Participant. Furthermore, the participant also stated that there had never been any complaints from students about the learning model as well as the media used in online learning. This is because the students and Lecturer have carried out the study contract at their first meeting.

Based on the student's point of view, there is one disadvantage of online learning that can hinder the learning process, namely internet data that suddenly runs out, and takes time to buy to the nearest outlet. This causes students to be difficult and need to prioritize other activities rather than prioritizing their lessons. This becomes an obstacle for students in the learning process and ends up being left behind by a few minutes in learning. Besides running out of data, students also have to prepare what is needed in carrying out online learning. Of course their smartphones. Where they have to make sure that their smartphone has enough storage space, a good signal, and enough quota to take online lectures. It is undeniable that online learning requires a lot of full cell phone storage and requires a lot of supporting applications. Therefore, students must be smarter to manage their cellphone storage space so that there is no system rejection if

they receive files or download files that are high enough. Then there can be no lag in learning.

Based on observations made by the researchers, some students do experience full storage space because their cell phones have too many system applications. It caused their storage space has been eaten up by the system. This also causes students to find it difficult to follow and carry out online learning. They feel that inline requires a lot of storage which can overload their smartphone. Causes lag on smartphones, and also causes cellphones to go blank and need to rest. Worse yet, they may not attend lectures due to blank Smartphones due to storage that no longer fits.

There are three students whom the researchers gave the questionnaire and only one student mentioned the weaknesses that exist in online learning. The other student stated that there were no obstacles they faced in online learning. However, they agreed that the media used by lecturer Mrs. M was appropriate to be implemented during the COVID-19 pandemic. This happens because students who already understand and are getting used to online learning, so they have no difficulty dealing with it. Besides that, it is also supported by adequate tools to carry out online learning. Then they don't feel any trouble. Not only that, but those who do not find it difficult also have a stable and strong internet connection to carry out online learning. This indicates that the student coverage area in the TBI C'21 class already has the readiness to face online learning. It is proven by the few students who have difficulty dealing with online learning.

The Chief of English education also stated that the participant was indeed able to take the Intensive Listening course. The participant has also really carried out his duties according to his main duties and functions, the head of English education also stated truthfully that the participant did teach the course according to the lesson plan. Therefore what the participants have applied can make online learning successful, especially in intensive listening courses. The advantage that got by the lecturer is they cannot meet students closer in teaching Amidst covid-19 outbreak. He also said that the media applied by participants in listening teaching is appropriate to provide online learning. But of course, there are still obstacles in every online learning medium. Among other things, of course, the signals that sometimes go down that can hinder the process of learning online learners. But these obstacles can be overcome easily during online learning.

The Challenges faced by Lecturer in Employing Technology-Based Learning

In utilizing a learning media, there are challenges in its implementation. The challenges can come from internal factors and external factors. In this study, the challenges that the researchers found came from an external factor.

According to the questionnaire answers that the researchers got, there are three obstacles faced in employing technology-based learning. These include:

a. Some students have less vocabulary

    In this part, the lecturer stated that vocabulary has become a challenge for the most student who learns intensive listening. The lack of student vocabulary causes the

lecturer to have difficulty explaining and applying the material online. So it is necessary to provide explanations through different applications to make it easier to explain the existing vocabulary. The picture is in the explanation of vocabulary that students don't know. If the lecturer has carried out lectures on WhatsApp media, and there is incomprehension and lack of vocabulary knowledge, the lecturer must explain it directly to make it easier for students to accept, so they need to move to google meet media to explain it directly. After the explanation is complete, they return to WhatsApp to continue the discussion until the closing of the lecture In this case the lecturer stated that the lecture becomes convoluted if the listening is carried out online.

In addition, students also stated that they were bothered if they had to move from one media to another to get an explanation from their lecturer. This causes the focus of students to be disturbed, which initially focused on the first media, then moved to other media to listen to material from their lecturer, then had to go back to the first media to continue the discussion of their lectures.

b. Some students couldn't differentiate between words and the pronunciation

The lecturer stated that the next obstacle faced was that many students did not understand the word and its pronunciation. This phenomenon makes the online lecture process disrupted and students' abilities become divided unable to get an explanation directly on WhatsApp. For example, if the discussion is held on WhatsApp, then some students cannot distinguish between the word and the pronunciation, they will ask the lecturer about it. On the other hand, students who already understand better to distinguish words from their pronunciation will understand faster and leave their friends who have not yet distinguished between words and pronunciations.

To get around the phenomenon that occurs above, the lecturer will explain it directly through google meet so that their abilities are aligned in carrying out learning, this does not support students who can already become unable to. But only as a limitation so that students who have not been able to distinguish words with their pronunciation are not far behind and can immediately understand and continue the learning process. After this is explained, students will go to the media they first use to discuss, then continue their discussion.

Discussion

Media that was used by the lecturer to teach listening during the covid-19 pandemic.

There are so many media that are currently used in dealing with online learning. These media are also selected according to what is needed by the teaching staff according to the teaching style they use. The level of education is also one of the benchmarks in determining the media used in learning. These media include WhatsApp, webcast, video conference, google classroom, etc. Based on the results, some media was used by the lecturer to teach listening amidst the Covid-19 pandemic. Several media were used to complement each other.

a. Whatsapp

Based on the analysis carried out by the researchers, WhatsApp is used as a place for discussion as well as material sharing, a place for discussion, giving material, and almost all aspects of lectures using WhatsApp. This is in line with Pratama et al statement that teachers should continuously find a new way to put multimedia tools for teaching their students (Pratama et al., 2020). WhatsApp media also includes media that is easy to combine with other media. This is because WhatsApp is optional which means this media can be replaced with other media. WhatsApp belongs to a learning media which is more favorable for university students (Fauzi & Angkasawati, 2019). Therefore, it can be said that WhatsApp media is a very helpful medium for online learning both in terms of its implementation and its development.

WhatsApp also has the advantage that lecturer can observe the learning process of their students wherever and whenever. This can happen because all data and learning activities that have taken place will be recorded into a system that can be viewed anytime and anywhere if the data are not deleted from the WhatsApp application. The students also easy to join the learning process through WhatsApp wherever and whenever they are. Some previous studies revealed that the use of WhatsApp for English learning is effective to improve students' English skills particularly listening skills (Setyowati, 2018); (Malilla & Irwandi, 2022).

b. Google Meet

In this study, Google meet is used to complement the shortcomings of other media, so that the content of the material can be presented properly and clearly. The use of WhatsApp, which is limited to textual and audio interactions, certainly makes it difficult for students to explain the material directly. Thus, google meet is a solution to overcome these problems. So, students can use google meet as a direct online discussion solution. Google meet was chosen as the media for teaching since it is a very light, fast, and safe application (Aswir et al., 2021). Therefore, it can be said that the role of Google Meet in this topic is only to support WhatsApp media.

An example of using Google meet if needed is during the implementation of learning contracts where there needs to be a fundamental explanation of learning contracts. In addition, the presentation of learning contracts is also easier to use google meet as a medium for the question and answer. These are related to the interaction between the lecturer and students. When offline, the learning contracts are delivered through the LCD Monitor, but when online, the learning contract is delivered through a share screen on Google meet. Then, the lecturer will explain the learning contract that has been prepared by the lecturer for her students. The use of Google meet can also add more lively interactions than using WhatsApp. The lecturer and students can interact with their respective voices and visuals. Therefore, the implementation of the learning earlier became more meaningful compared to just using WhatsApp as a learning medium.

c. VCLASS (Learning Management System of IAIN Kudus)

VCLASS is a learning management system managed by the campus to process activities as well as administration at IAIN Kudus. through LMS, the lecturer was able to share the materials and test or evaluation (Masykuri, 2022). Based on the analysis carried out by the researchers, VCLASS is very helpful in the administration of its users, when learning is carried out online, VCLASS becomes a forum to regulate what activities are carried out by students, ranging from what materials will be discussed, material files, attendance, to collecting assignments. and virtual classrooms. This media is also a complement to Lecturer to facilitate the collection of student administration in a centralized manner. It can be said that VCLASS here is a supplement as well as a complement to online learning.

The Advantages and Disadvantages of Employing the Technology-Based Learning.

Each media has its advantages and disadvantages in its implementation of the learning model. In online learning, many media can be used to provide material for teaching. This will be discussed by the researchers as follows:

a. The advantages

1) Saving more time
   One of the advantages that students get is saving more time. Where students can save a lot of free time because the lecture system is quite simple and does not need to go anywhere. Besides that, online lectures are not limited by space and time which gives students the advantage of not having to go to campus.
   Online lectures also do not need to travel far to campus to carry out lectures. students just need to be quiet wherever they are and follow the ongoing lectures. It's different if the lecture takes place offline, there will be a lot of spending both money, energy, and thoughts that they will spend. Online learning is easy and can be adapted to the needs of each person. In relation to this benefit, the lecturer should be well-managed in teaching time (Tarigan & Pohan, 2022).

2) Simple learning model
   For the student level, online lectures include lectures that are easy to implement. Because they already know how to operate their smartphone to access lectures. In addition, programs regarding their science and technology knowledge are also good for running all the media used in carrying out online learning. Therefore, online learning in this case can be said to be an easy learning system. In addition, by using an online system, the lecturer can take advantage of various features on the video meeting platform used, such as playing videos, making doodles, etc. Not only the lecturer but also the students were motivated to join online learning by utilizing technology (Aswir et al., 2021).
   Online lectures also make it easier for students to organize their lectures independently. They can access their materials, attendance, and assignment independently. If students want to retrieve or review files from the previous week, they just need to search in the previous week's column that has been provided. Indeed, for students who already understand smartphones, it will be very easy to follow online learning.

3) Being able to learn more independently

As adults learner, they have begun to understand how to study theory independently. Students also prefer to understand their thoughts as long as the material understood is easy to understand. It is different if the material needs to be discussed together. Broadly speaking, students will prioritize their thoughts first over others. Even so, students still need partners to carry out discussions as a way to exchange ideas to get the right view. In addition, students still need guidance from people who know more than them, namely the lecturer who teaches them. Without lecturers, they only discuss their understanding, without involving someone who already understands and is experienced.

By implementing technology in teaching, the students became autonomous learners. It means that at the college student level, technology-based learning can be maximized properly. Because students are already proficient in operating existing technology. Moreover, utilizing technology in teaching listening improves students' listening comprehension as well (Rozak, 2016); (Masykuri, 2022). On the other hand, the ability of teachers also affects the course of online learning. When the teacher understands the software or application that they use to teach online, it will be easy to direct students who do not understand or ask about the technicalities of the software or application used. The shortcomings that exist, namely regarding technical obstacles such as internet connection that sometimes suddenly drops, lack of direct interaction between lecturer and students that made learning becomes less meaningful.

b. The disadvantages

1) The lecturer couldn't meet the student directly
Based on the analysis carried out by the researchers, one of the shortcomings obtained from the lecturer is the absence of direct interaction between meeting lecturer and students. This caused lecturers with students to only get to know online without any meetings so that they did not know each other more closely. It also influenced the students' understanding of the subject matter. This is in line with Malilla's study that teachers faced difficulties since there was no direct interaction between teacher and student to know the students' abilities (Malilla & Irwandi, 2022).

2) Data internet runs out suddenly
In online learning, we cannot leave the use of an internet connection. From the analysis carried out by the researchers. Most of the obstacles and shortcomings in online learning are unstable internet connections and running out of mobile data which causes the internet connection to drop suddenly. There are several ways to overcome the shortcomings they face. First, if they have an unstable internet connection, they will look for a location that has a more stable signal to take part in lectures. Second, if they run out of data, they have to be well-prepared by purchasing a data package before the lecture process.
In addition to shortcomings that are easy to overcome, the researchers also found shortcomings that are difficult for students and lecturer to overcome. This is a technical obstacle from internet networks. This problem was encountered by both students and the lecturer. It is in line with Ningsih and Widjajanti's study that internet networks and interference of devices became the students' problems in the online learning process (Ningsih & Widjajanti, 2022).

The Challenges faced by Lecturer in Employing Technology-Based Learning.

Media, learning models, and methods have their challenges. The challenges can be came from internal and also external factors from the students or the teacher. The internal challenges can be the intelligence of students or the competence of lecturers related to technology. Meanwhile, the external can be from the media which sometimes has trouble.

Based on the researchers' analysis, there are several obstacles faced by the lecturer in employing technology-based learning to enhance students' listening skills through online learning. The challenges were explained by the researchers as follows:

a. Some students have less vocabulary
    One of the obstacles faced in teaching listening online is the lack of vocabulary for students to understand English vocabulary. The researchers also realize that the obstacle that is often experienced by English language learners is poor vocabulary mastery. Moreover, in this topic, students who carry out online learning are new and are entering the campus for the first time. Then direct online learning is carried out with listening courses. It is following the drawback mentioned earlier that both lecturer and student couldn't have face-to-face learning. Thus, it raised students' problems in understanding the material (Malilla & Irwandi, 2022).

b. Some students couldn't differentiate between words and the pronunciation
    Another obstacle raised in online listening learning is that students have difficulty distinguishing between words and their pronunciation, such as feel and fill, white and wait, three and tree, and so on. This obstacle appears not only in online learning but also in the offline listening class. This problem was closely related to their basic ability in English skills. The solution is the students should practice their listening comprehension individually at home. The discussion of students' listening comprehension and their performance in listening was also revealed in some previous studies (Ningsih & Widjajanti, 2022); (Teo et al., 2022).

Conclusion

The lecturer used a variety of media during the COVID-19 pandemic to teach English listening. These platforms include WhatsApp, Google Meet, and the Learning Management System (LMS), which is supported by the institution. Time savings, a simplified learning style, and the promotion of independent learners are all benefits. The limitations of the internet connection and the lecturer's incapacity to thoroughly assess students' abilities and characteristics are the drawbacks. The challenges are relied on the students' limited vocabulary and inability to differentiate between words and pronunciation.

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