



Exploring Listening Strategy Usage In Senior High School Online Learning

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Abstract

The article examines the application of listening tactics in online learning. Listening is one of the core abilities in English that students must learn. This ability cannot be isolated from language learning. In order to master a listening ability, both the teacher and the students must devise an appropriate technique, especially in an online learning environment. According to the expert, there are numerous tactics that instructors might use, such as metacognitive strategies and cognitive strategies that incorporate bottom-up and top-down thinking. As a result, the writer thinks that this work will be valuable in assisting instructors in selecting and implementing suitable listening practices in online learning scenarios.

Keywords: *Listening, Listening Strategies, Online Learning*

INTRODUCTION

It is essential to be able to listen to and comprehend what others are saying in English. Listening cannot be divorced from language learning. It is impossible to learn a language without listening. Listening is the process by which listeners share their shared beliefs. Listeners must be able to grasp vocabulary and grammatical structures in order to interpret the meaning of linguistic input from the text in their thoughts, where communication happens. Because communication entails not just being able to talk but also understanding and producing output. According to Mianmahaleh and Rahimy (2015), despite its significance, listening is a difficult ability to learn, particularly in ESL or EFL environments. This implies that teachers must devise an effective technique for teaching listening. However, by 2020, Covid-19 has become a global epidemic, causing some of the most significant challenges in numerous spheres of society, particularly education. Since the outbreak, several schools and institutions have been shuttered.

People all around the world take this physical distance, putting on masks when they wish to leave the house, and establishing some regulations for employees and students to work and study from home. Students can study from home if their teachers or lecturers provide a link or deliver an assignment in an application that they can use. According to the UNESCO Covid-19 Education responded that online learning often necessitates a high degree of self-directed learning and study abilities on the side of the student, which must be supported by novel teaching, learning, and coaching methodologies (2020). It demonstrates that teachers must supply some techniques to deal with the new era of teaching and learning.

The teaching and learning process does not revolve only around the teachers, but also requires student engagement. As a result, it can result in a good process of teaching and

learning. However, with the global epidemic of Covid-19, it has evolved into an online learning process. Online learning is a collection of teaching and learning techniques in which teachers or lecturers use the internet and digital media to explain the content. Depending on the situation, both of them, teachers and students or students and pupils, have interactions.

According to Vandergrift (1999:168) in (Martinez, 2010), listening is difficult and requires more analysis and help. According to the description above, teaching listening involves the cooperation of both teachers and students, and it may be difficult to do so without a face-to-face meeting. Listening is one of the most difficult talents to teach and master in foreign language teaching and learning, according to Gomez (2005 & 2008b), as mentioned in (Martinez, 2010; Latupono and Nikijuluw, 2022), which explains why competence levels are so low. Listening may be one of the talents that requires the most effort to teach. Both learners and educators must supply some appropriate method in the learning and teaching process that addresses this online learning environment.

According to Bao and Guan (2019), teachers must be able to assist children in developing appropriate mental and emotional responses to a wide range of tasks and listening focuses. Because teaching and learning listening in an online learning environment is difficult for both students and teachers. Teachers, especially in today's world, must be aware of their students' attitudes and how the materials might be comprehended by the pupils. Listening methods used by instructors are vital depending on the scenario. Moreover, listening strategies are processes or activities that assist directly to the comprehension and retention of hearing material. Strategies are unquestionably an effective approach to alleviate the stress of listening and should be taught. (Brown, 2006). During the epidemic time of online learning, teachers must pick appropriate information that is linked to the teaching and learning activity, and teachers must also use specific tactics to be employed in the teaching and learning process towards online class.

LITERATURE REVIEW

Listening Strategies

Listening strategies are processes or activities that assist directly to the comprehension and retention of listening material. The teacher can use a variety of ways to educate students to listen. There are Metacognitive Strategy and Cognitive Strategy. Firstly, Al-Azzemy and Al-Jamal (1999) agreed that Cognitive and metacognitive strategies influence students' listening abilities. Furthermore, according to Sasidharan (2021), listening methods may be classed based on how the listener processes the material.

1. Metacognitive Strategy

Metacognitive methods assist students in becoming aware of their own mental processes while they study. These methods, according to Cao and Lin (2020), involve the ability to deliberately prepare for, organize for, monitor, manage, and assess the learning process and learning setting, and respond accordingly. According to the preceding description, this technique will assist both students and teachers in integrating new information and taking charge of their teaching and learning experiences. According to Al-Azzemy and Al-Jamal (2019), students demonstrated a satisfactory level of metacognitive comprehension. A sufficient level of service has been delivered by assigning a high importance to assisting students in improving their learning skills and managing their learning activities. In his journal,

Kobayashi (2018) stated that students are encouraged to think about their listening experiences and to plan their progress in order to control their learning. This technique will benefit students and teachers, according to both arguments. Students can build a strategy based on what they learn, attempting to address problems in class, particularly in listening, and their skill will increase. Meanwhile, teachers must assess students' progress in listening class as well as analyze the process or activity of teaching and learning that they performed. To summarize, Ztürk (2018) mentioned that Metacognitive strategies will assist language learners in becoming more self-confident and motivated, as well as less anxious.

2. Cognitive Strategy

Cognitive strategy is an active method that focuses on educating students on how to maximize the potential of their brains. In their Journal, Wyra et al. (2021) claimed that these cognitive strategies can be the actions that learners employ to choose, preserve, and encode to-be-learned information, store it in long-term memory, and retrieve it for later use. Rahmat et al. (2022) on the other hand said that this learning approach makes it easier to link new material with previous ideas, which improves memory and retention. They also argue that cognition is the ability of the brain's mental processes to receive and retain knowledge through experiences, sensation, and thought. With such explanations, this technique fosters critical thinking abilities in students, allowing them to become more strategic and adaptable learners. Cognitive Strategies, according to Saks and Leijen (2018), enable learners to absorb and generate new language in a variety of ways. When teachers employ this method correctly, it improves their student's abilities while also activating students' past knowledge. On the other hand, there are two types of cognitive aspects such as bottom-up (data-driven) and top-down (conceptually-driven). Morley (n.d.) explained that those tactics (top-down and bottom-up) may be employed as a combination of the two processes, with a greater focus on top-down or bottom-up listening depending on their reasons for listening.

1) Bottom-Up

This technique focuses on listening for details and includes tasks that need sound or word understanding. Bottom-up processing, according to Yeldham (2018) included creating meaning from the linguistic content of a text; listeners in this technique were taught several norms of English linked speech and intonation and trained detecting these aspects in spoken texts. Furthermore, the bottom-up method may be applied in listening for precise details, identifying word divisions, and recognizing word-order patterns. This technique also requires us to translate the sounds we hear from the phonemes into full text. According to Yurko and Styfanyshyn (2020), we must pay close attention to each sound, word, and sentence structure in order to determine what has been stated and the nuances of vital importance. For example, a teacher may read a number of phrases and ask students to write down how many words are in the written form. When it comes up with this method, a listener must pay attention to the listening input. As a result, it cannot be the source of disinformation. A listener must consider what she or he stated, the form of the phrases employed, and the tone.

2) Top-Down

According to Tenannt (n.d.), Top-Down Strategy concentrated on the big picture and broad meaning of a listening text, explain the issue and then listen for the general meaning or gist. Essentially, this method is based on students' prior knowledge of the

topic and their understanding of how certain interactions in specific social circumstances function (Yeldham, E. 2018). Individuals that use top-down processing use their prior knowledge to guide and enhance their grasp of the material. Moreover, students must take notes, identify the speaker, listen for the key topic, and make predictions while using this approach. For example, teacher may direct students to listen to discussions and identify where the talk takes place. Other example is students may study information about the issue and then listen to see whether the same point is stated. As a result, the top-down method is used when the students uses past information about the context or circumstance to forecast the content of an auditory passage in order to make sense of what he or she hears. You must study a bit about the spoken topic beforehand, and it is a great idea to read about the issue before listening to it, since your brain will be more focused on concepts rather than individual words. Most of these tactics, according to Yurko and Styfanyshyn (2020), Latupono and Nikijuluw (2022), employ background knowledge to gather the information that she or he hears and also to know the focusing or major point of what they stated. Furthermore, as a listener, he or she draws on prior knowledge of the topic, the circumstance or context, the type of text, and the language.

Online Learning

Learning that is accomplished wholly or partially over the internet is referred to as online learning. Students may study at their own speed and level thanks to computer tutorials and online learning activities. According to Joshua Stern, online learning is education that occurs via the internet and needs both the teachers and the students to play active roles. The new normal is a reimagined vision of education, with online learning at its core. As noted in (Meylani et al, 2015), online learning has a good influence on the retention of existing information and the acquisition of new knowledge (Salimpoor, 2010). Furthermore, the teacher must assess their teaching style, circumstances, and technical abilities to determine whether teaching online is the greatest fit for their teaching style. There are four types of platforms developed for online learning that are often utilized by both teacher and students, including learning management systems (LMS), managed learning environments (MLE), personal learning environments (PLE), and massive online open courses (MOOC).

Online learning, like most educational methods, has benefits and drawbacks. Decoding and comprehending these advantages and disadvantages might help institutions build methods for more efficiently providing instructors, guaranteeing students have an unbroken learning experience. According to Stern (n.d.), teachers must be able to compensate for the absence of physical presence in the online classroom by providing a supportive environment in which all students feel comfortable contributing and letting them know that their professors are reachable. However, four aspects have been discovered that may be utilized to better evaluate students' motivation and attitudes about online learning (Saade, et al., 2011) as stated in (Meylani et al., 2015): 1) *Affect*: individual feelings, favourable affect toward technology leads to positive and enhanced learning experiences, as well as higher self-efficiency. 2) *Attitudes*: According to research literature on attitudes toward technology, students' attitudes are deterministic in the amount of learning they obtain using technology (Saade et al., 2010). 3) *Intrinsic and Extrinsic Motivation*: motivational views used to better understand students' behavioural intentions toward utilizing technology in order to forecast if a certain kind of technology will be accepted or rejected.

Online learning addresses students' access to time and place in education. Online learning might have both beneficial and bad consequences. Learning in a classroom appears to be more personal and dynamic, but attending an online class has various advantages, the bulk of which are connected to convenience and price. According to Gautam (2020), students as well as teachers will struggle with online learning. It was similar to the benefits and drawbacks of teaching and learning concerning online learning.

Types of Online Learning Platforms Design

Since the worldwide pandemic, online learning has become an essential part of our lives. Simply said, the most significant change is the transition of learning methods into online realms. However, there are four sorts of platforms for online learning that we commonly utilize for teaching and learning activities, as well as for our social media lives.

a) **Learning Management System (LMS)**

The learning management system (LMS), also called as the Virtual Learning Environment (VLE) in other sources, is a platform for both teachers and students that provides resources and activities that can be readily shared through this website. Outside of the classroom, instructors and students will engage and discuss. According to Adzharulddin and Ling (2013), learning management systems are instruments for student communication and engagement between students and educators. This sort of platform will assist teachers in providing instructional materials as well as interactive elements such as thread conversations, shared files, and so on. Furthermore, Bradley (2021) discovered that when teachers are hesitant to utilize a learning management system, it influences all students when it comes to conveying student progress, even if their motivation and engagement are boosted when instructors give benefits for utilizing learning management systems.

b) **Managed Learning Environment (MLE)**

This platform offers a number of functions and communication tools to help teaching and learning, such as assignments, announcements, quizzes, discussion forums, chat, resources, and others (Al-Sharhan et al., 2020). The managed learning environment has become such an important learning direction. This online forum combines the features of a virtual learning environment with a management system that stores detailed information on participants and e-moderators. This platform may include students' contact information, information about the courses and modules in which they have enrolled, grades or awards received, and course materials. Furthermore, Singh (2006) stated that the controlled learning environment delivers a student-centered learning environment. The learner will engage with other students, teachers, as well as information and technological resources. They participate in genuine environments using authentic tools and are evaluated based on authentic performance. This platform also offers coaching and scaffolding to learners as they enhance their knowledge and abilities.

3. **Personal Learning Environment (PLE)**

We manage and plan our own study activities when we use a personal learning environment. Then we are free to employ the most appropriate tools and obtain the stuff that we believe is most relevant. Furthermore, Garca-Pealuo et al. (2015) said that this kind enhances users' learning by letting them to use the resources they desire rather than tying them to a certain institutional environment or learning time,

as traditional learning management systems do. Personal learning environment, according to Garca-Pealuo et al. (2015), should be regarded as a concept, a learning environment centered on the user and configurable, which will incorporate all the tools, services, views, people, resources, and activities that are valuable in the learning process.

4. Massive Online Open Course (MOOC)

Massive online open courses, according to Anders (2015), have been created to assist university curriculum, academic scholarship, community outreach, professional development, and corporate training applications. Learning on this platform frequently occurs irrespective of a curriculum or a certain framework. Massive open online courses (MOOCs) are open, interactive, distributed courses with a publicly published curriculum that facilitate learning in networks (Cherón et al., 2020). Massive online open course is a remote program that is meant to appeal to students and is organized using a Learning management system. According to Anders (2015), massive online open courses have been offered utilizing both centralized platforms and services such as learning management systems (LMS) and decentralized networks comprised of blog sites and social media feeds.

Advantages and Disadvantages of Online Learning

According to Axmedova and Kenjayeva (2021), online learning provides teachers with an effective means to provide courses to students. It included videos, PDFs, and podcasts into their lesson preparations. However, online learning still has advantages and disadvantages since understanding those aspects can aid educators in developing techniques for more effectively delivering courses.

1. Advantages of Online Learning

The first advantage is efficiency. Teachers may include the tools into their lesson plans, and Online Learning provides teachers with an effective approach to deliver courses to students. Secondly, accessibility. The online classes may be recorded, stored, and shared for future use, allowing students to attend classes from any place of their choosing. Moreover, every student has a unique learning style; some are visual learners, while others prefer to learn through audio. Third advantage is affordability. Financial costs are reduced since online learning reduces the expenditures of student transportation, etc. According to Dhull and Sakshi (2017), this sort of learning is less expensive than traditional institute learning since it can be accessible from any location and there are no travel fees. Next is improved Students' Attendance. According to Dhull and Sakshi (2017), this online learning approach allows students to work and learn at their own speed without regard for time constraints. As a result, students are less likely to miss classes. Lastly, it suits a Variety of Learning Style. The online learning system, with its variety of options and resources, may be customized in a variety of ways. Furthermore, it is the greatest approach to construct a perfect learning environment tailored to each student's needs using an online learning system (Axmedova & Kenjayeva, 2017).

2. Disadvantages of Online Learning

The first disadvantages of online learning is inability to focus on Screens. Social media and other websites will easily distract students. As a result, it is critical for teachers to maintain

their online lessons unique, interesting, and interactive in order to capture students' attention and keep them focused on the subject. Secondly, technology Issues. There may be a loss of continuity in learning for students if both students and teachers do not have a regular internet connection. Then, sense of Isolation. There is little physical connection between students and teachers in an online class, which sometimes leads to students feeling isolated. Next disadvantages of online learning is teacher training. They might lack the requisite resources and technologies to offer online classes. It is critical for schools to invest in teacher education. Lastly, manage Screen Time. Many parents are concerned about the health risks of their children spending so much time looking at a screen. Because sitting crouched in front of a computer might cause students to acquire improper posture and other physical issues. Giving kids regular pauses from the computer to refuel their minds and bodies would be a perfect choice.

CONCLUSION AND SUGGESTION

So far, teachers have employed the tactics to help students enhance their listening skills in an online learning environment. Teachers are able to employ cognitive, metacognitive, as well as bottom-up and top-down tactics. Meanwhile, cognitive strategies are concerned with actively processing and comprehending speech, whereas meta-cognitive strategies are concerned with planning, monitoring, and assessing the listening process itself. Bottom-up tactics concentrated on processing information from the smallest units and building up to an overall understanding, whereas top-down strategies focused on anticipating and interpreting the meaning of the speech using past knowledge and context. Bao & Guan (2018) stated that the application of cognitive methods allows students to comprehend the meaning of text using their knowledge, give a deeper level of involvement with the material, and dismiss irrelevant information. These skill categories are regarded less efficient in metacognitive techniques since they entail lower processing processes such as translation, repetition, and summary. These skills are important because they allow students to manage and monitor their methods, as well as organize, monitor, and analyze their own mental processes and cope with listening challenges. Students may learn how to become better versions of themselves by implementing successful tactics in the classroom. In conclusion, the adoption of those tactics (metacognitive strategies and cognitive strategies) is advantageous for both professors and students in online listening classes.

The author would like to make some recommendations for English teachers. It is advised that the English teacher be careful in his or her use of teaching strategies, particularly when teaching listening in an online learning environment. Because a good teaching technique promotes more active interactions between students and teachers in the classroom.

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