

**STUDENTS' ATTITUDES TOWARDS ONLINE
LEARNING IN INTERPRETIVE LISTENING COURSE
DURING THE COVID – 19 PANDEMIC**



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2022 CE / 1443 H**

**STUDENTS' ATTITUDES TOWARDS ONLINE LEARNING IN
INTERPRETIVE LISTENING COURSE DURING THE COVID –
19 PANDEMIC**

THESIS

*Presented to
Faculty Of teacher Training and Education
in Partial Fulfillment of the Requirements
for the Degree of Sarjana in English Language Education*



**BY:
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2022 CE / 1443 H**

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Thesis Title : **STUDENTS' ATTITUDES TOWARDS ONLINE LEARNING IN INTERPRETIVE LISTENING COURSE DURING THE COVID-19 PANDEMIC**

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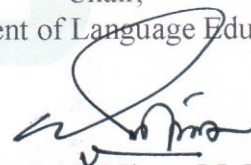
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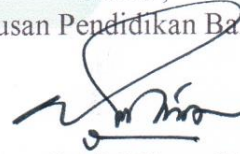
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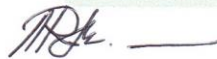
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COURSE DURING THE COVID – 19 PANDEMIC

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Thank you for the attention.

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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya. Demikian atas perhatiannya diucapkan terima kasih.

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LEARNING IN INTERPRETIVE LISTENING
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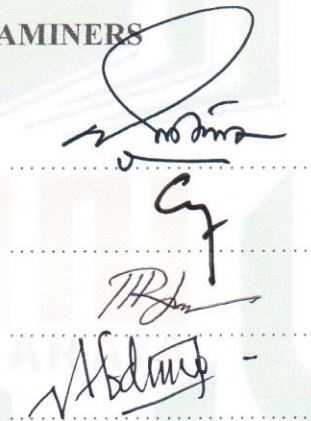
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MOTTO AND DEDICATION

You make choices and don't look back

~Sung Kang~

This Thesis is dedicated to :

My lovely mother Nanik Widowati for her support, prayer, sacrifice, and especially for her endless love. My beloved sister Anin Imana who being my biggest competitor motivated me to keep stepping forward. My true friends who were there when I need them a lot. My beloved life partner Krisna Wulandari. I love you so much guys.

DECLARATION OF AUTHENTICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.



Ian Imana
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ABSTRACT

Imana. I., 2022. *Students' Attitudes Towards Online Learning in Interpretive Listening Course During The Covid-19 Pandemic*. Unpublished Thesis Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Rahmadi Nirwanto, M.Pd, (II) Dr. Abdul Syahid, M.Pd

Keyword : Attitude, Listening, Online Learning

This study is conducted based on the nowadays issue about the practice of online learning which causes pros and cons, like and dislike also favorable and unfavorable, so the writer wanted to rise up this topic to be a study that hopefully will be able to find out the fact about the issue.

The purpose of this study is to investigate Students' Attitudes Towards Online Learning in Interpretive Listening course during The Covid-19 pandemic. This study focused on investigating and determining the Students' Attitudes Towards Online Learning in Interpretive Listening course during The Covid-19 pandemic.

This study utilize quantitative reseach method and survey research design. The participants of this study are 106 undergraduate students of the seventh semester students of English study program in Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. The instrument of this study is questionnaire contains 14 items of question investigated the students' attitudes towards online learning. In data analyzing, the researcher applied the Likerts' Scale to determine the students' attitude. SPSS application also used to calculate the stastitical number of the data.

According to the result of this study, the students mostly showed positive attitudes towards online learning in Interpretive Listening course during the Covid-19. The final result is 72.8% it showed that the students mostly enjoyed and be helped to engage to their study through online during the Covid-19 pandemic. Moreover the students are satisfied with the curent practice of online learning in interprretive listening course, but there still several problems should be solved.

ABSTRAK

Imana. I., 2022. *Students' Attitudes Towards Online Learning in Interpretive Listening Course During The Covid-19 Pandemic*. Thesis yang belum di terbitkan Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Rahmadi Nirwanto, M.Pd, (II) Dr. Abdul Syahid, M.Pd

Kata Kunci : Sikap, Mendengarkan, Pembelajaran Online

Penelitian ini dilakukan berdasarkan isu yang berkembang saat ini tentang praktik pembelajaran online yang menimbulkan pro dan kontra, suka dan tidak suka serta disukai dan tidak disukai, sehingga penulis ingin mengangkat topik ini menjadi sebuah penelitian yang diharapkan dapat mengetahui fakta tentang masalah tersebut.

Tujuan dari penelitian ini adalah untuk mengetahui Sikap Siswa terhadap Pembelajaran Online pada mata kuliah Interpretive Listening selama pandemi Covid-19. Penelitian ini difokuskan untuk menyelidiki dan menentukan Sikap Siswa terhadap Pembelajaran Online pada mata kuliah Interpretive Listening selama pandemi Covid-19..

Penelitian ini menggunakan metode penelitian kuantitatif dan desain penelitian survey. Partisipan dari penelitian ini adalah 106 mahasiswa semester tujuh program sarjana program studi Bahasa Inggris di Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Instrumen penelitian ini adalah angket berisi 14 item pertanyaan yang menyelidiki sikap siswa terhadap pembelajaran online. Dalam menganalisis data, peneliti menerapkan Skala Likert untuk menentukan skala sikap siswa. Aplikasi SPSS juga digunakan untuk menghitung data angka statistik.

Berdasarkan hasil penelitian ini, sebagian besar siswa menunjukkan sikap positif terhadap pembelajaran online pada mata kuliah Interpretive Listening selama masa Covid-19. Hasil akhir 72,8% menunjukkan bahwa siswa sebagian besar menikmati dan terbantu untuk terlibat dalam studi mereka melalui online selama pandemi Covid-19. Selain itu siswa puas dengan praktik pembelajaran online saat ini dalam mata kuliah interpretive listening, tetapi masih ada beberapa masalah yang harus diselesaikan.

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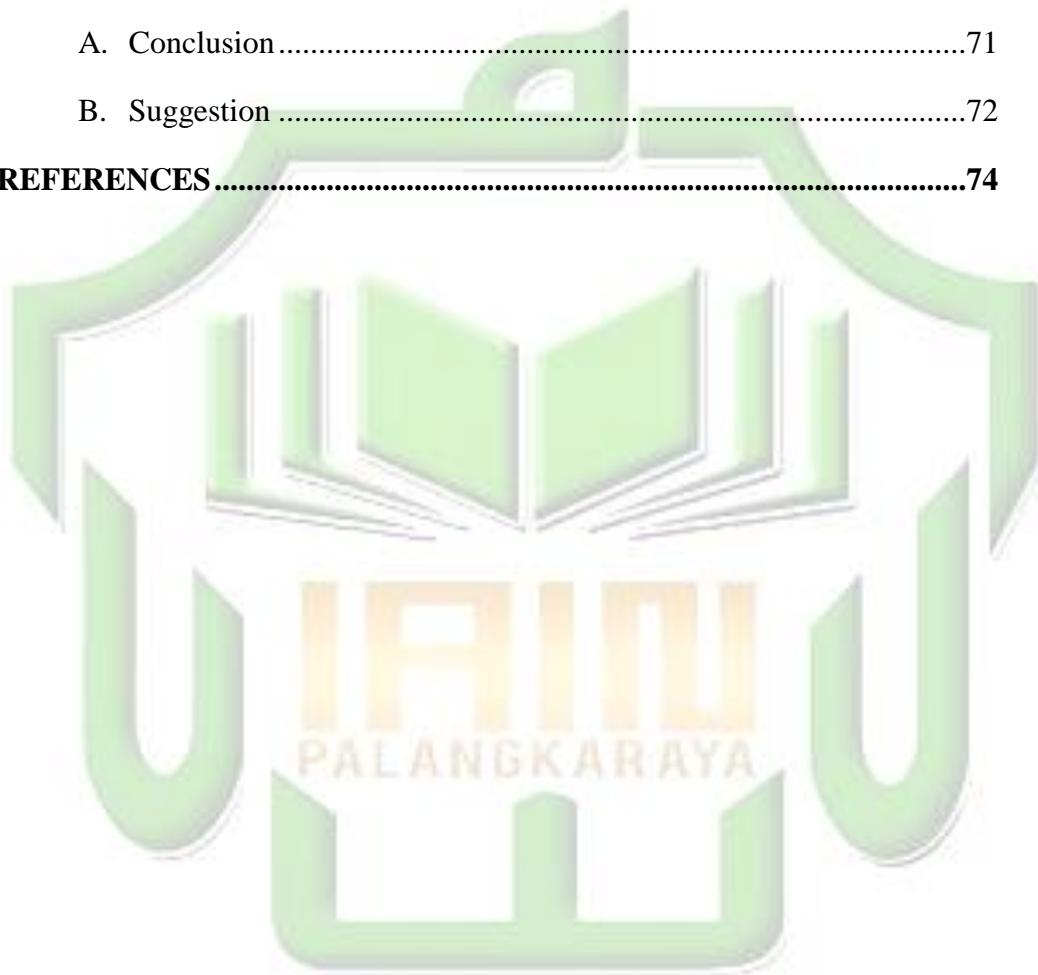
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CHAPTER I

INTRODUCTION

This chapter contains background of the study, research problems, objective of the study, scope and limitation of the study, significance of the study, and definition of keyterms.

A. The Background of the Study

English nowadays is one of the important aspects that should be learned because English is used in spoken and written forms in politics, economics, educations and marketing (Hoglin, 2002, p. 7). Therefore, students have to comprehend and use English to improve their competence to face global competition, commonly English has four basic aspects such as listening, speaking, reading and writing. The researcher rises listening as the major to be investigated more in this study because the researcher thinks that listening is the most important skill which is able to increase the other English aspects. By mastering listening the student could recognize how a word is spoken also how a word is pronounced, so it affects reading and speaking skill at the same time.

There are many factors affecting learning English as found by Asif and Zafar (2019, p. 73) learning English is affected by various factors including social, institutional, psychological, and linguistic factors. The researcher chooses psychological factors to be discussed in this study. One of psychological factors that is chosen by the researcher is students' attitude. By understanding the students' attitudes the lecturers are able to know what is the most appropriate

teaching method and style that could be applied properly in the practice of teaching to deliver the learning material clearly.

Mensah (2013, p. 132) states attitude is an approach focuses on someone's thinks, acts, and how someone behaves. It has major significance for students, lecturer, social connections with which individual students relate, and the entire educational system. Attitudes can be constructed as a result of the learning experiences which they gone through.

According to Katz (2012, p. 150) attitude fulfills the functions of understanding, need satisfaction, ego defense, and value expression. By understanding, he means that attitudes help us to understand about our life and make sense of what is happening surrounding us. Our attitude gives us a consistent framework for interpreting everyday's events.

There are many ways to learn English, in this online learning era being one of teaching and learning parts in Education. According to Rosenblit (2005), Online or E-learning is all terms of teaching and learning through Internet and technologies of communication. It is including courses content that delivered through Internet, video and audio record, Interner broadcast, Audio and Video players, podcasts and sound record, Blogs and E-mails. According to Suartama (2014, p. 20), over online learning, the facility provided to students can be accessed anytime and from anywhere. Integrated with the condition of the outbreak of Covid-19 makes all of educational process should be done through online, includes the teaching and learning of Interpretive listening course in

Indonesian universities. In addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers.

Farrokhi (2014, p. 16) states in learning English as a foreign language, listening comprehension has massive significance, because without comprehending listening automatically language input cannot be provided, also without listening communication among people cannot be delivered perfectly. In the case of learning listening, teaching listening is not easy different levels of skill in each kind and level of students, teachers should provide effective strategies that helpfull to students to comprehend listening skill.

According to Ghebard (2000, p. 144) listening is a process which includes the sound language activity, identify what other are saying. Therefore, the students are expected to be able to have listening skill. The importance of listening comprehension in learning English, listening comprehension can be roughly as an active process in which students concentrate on selected points of aural input, from meaning, from passages, and connect what they hear with existing knowledge.

A higher level of listening comprehension is Interpretive listening, one of several listening skill that is necessary in mastering listening. Moreover Interpretive Listening course itself is course that designed to help students to acquire the whole meaning of spoken English at pre-advanced level, comprehension of detail and main idea, literal and inferential comprehension of

dialogues, narrative, expository, and descriptive types of texts in the most affecting and effective way to understand and construct the meaning of connected dialogues spoken by native on normal speed in ordinary communication term (Cahyono, 2009, p. 200).

The relation between students' attitudes and learning listening is the results of the learning itself depends the students' attitudes towards the learning, do the students show positive or negative attitudes affect to their learning. If the students have positive attitudes that mean they are conscious to take their course and if the students show bad attitudes mean they are unconscious with their course that will be able to give effect on their learning result. Especially in taking Interpretive Listening course that have higher lever of difficulties than Literal or elementary listening level, so students' attitudes have effects on the result of the learning.

Since the end of 2019, the world has been rocked with COVID-19. Coronavirus firstly discovered in Wuhan, Hubei, China. As the impact of the COVID-19 pandemic, the entire system that runs like a government, the economy, including education in Indonesia are disrupted. This worldwide closure impact to millions of students over the globe, also some other nations implemented localized closures affecting millions of additional learners, distance learning or known as online learning should be performed due to minimizing the transmission of the Covid-19.

However, in Indonesia, not all students are familiar with the E-Learning system so this has become a new thing that requires adaptation related to the research that has done by Ullah, Khan and Khan (2017, p. 64) shows that there is no significance between students' comprehension and students' attitude towards computer learning. Also the result involves how the online learning affects students' interest and attitude in learning English.

The different result is shown in Sabah (2013) which conducted a study about students' attitudes and motivation toward E-Learning. It shows students' attitude is differ by the knowledge and experience in computer utilization. More constant the students' use computer affects their motivation towards online learning, on the contrary the students who had less experience in computer use have lower motivation in E-learning. The result of both researches is to investigate how is the students' attitude and preception towards online learning.

This study is conducted based on the nowadays issue about the practice of online learning which causes pros and cons, like and dislike also favorable and unfavorable, so the researher wanted to rise up this topic to be a study that hopefully will be able to find out the fact about the issue. Students' attitudes towards online learning in interpretive listening course will be a new topic to be discussed. The researcher thinks that there is still few present study that discusses concern students' attitudes towards online learning in interpretive listening course, the researcher interested to conduct study entitles, **“STUDENTS’ ATTITUDES TOWARDS ONLINE LEARNING IN INTERPRETIVE LISTENING**

COURSE DURING THE COVID – 19 PANDEMIC” in the English Education Study Program at IAIN Palangka Raya in academic year 2021/2022.

B. Research Problem

How are the students' attitudes towards online learning in Interpretive Listening Course during the COVID – 19 Pandemic ?

C. Objective of the Study

To investigate students' attitudes towards online learning in Interpretive Listening Course during the COVID – 19 Pandemic.

D. Scope and Limitation

The scope of this study is to investigate the students' attitudes towards online learning in Interpretive Listening course during the COVID – 19 Pandemic at IAIN Palangka Raya. Interpretive listening course refers to a course that is offered in the English study program department of Islamic State Institute of Palangka Raya. The researcher investigates their opinions that show their attitudes.

In relation to the limitation of the study, the researcher only focuses on students' attitudes towards online learning in Interpretive Listening Course during the COVID – 19 Pandemic. The writer does not focus on other skills and components (speaking, reading, or writing). Also the researcher only use questionnaire to find out students' attitudes towards online learning in Interpretive Listening Course during the COVID – 19 Pandemic.

E. Significance of the Study

This study has two significances. They are theoretical and practical significances:

1. Theoretically

This study is intended to find out and understand more about how are the students' attitudes towards online learning in Interpretive Listening course during the COVID – 19 Pandemic.

2. Practically

The study result would be able to make contributions to teachers, institute, and all readers as a first step towards increasing listening performance by using best strategy. The results are expected to give practical significances to the following people:

a. To Students

To help the EFL students to understand their attitudes and they may change their attitude in learning listening during COVID – 19 Pandemic.

b. To Listening Lecturers

This study, as a contribution to the lectures of listening Class, make listening lectures will understand their students better, so that they will find the appropriate strategy and media in learning listening during COVID – 19 Pandemic.

c. To the future researcher

To understand how are the students' attitudes towards online learning in Interpretive Listening course during the COVID – 19 Pandemic.

F. Definition of Key Terms

There are technical-terms related to this study which can be explained as follows:

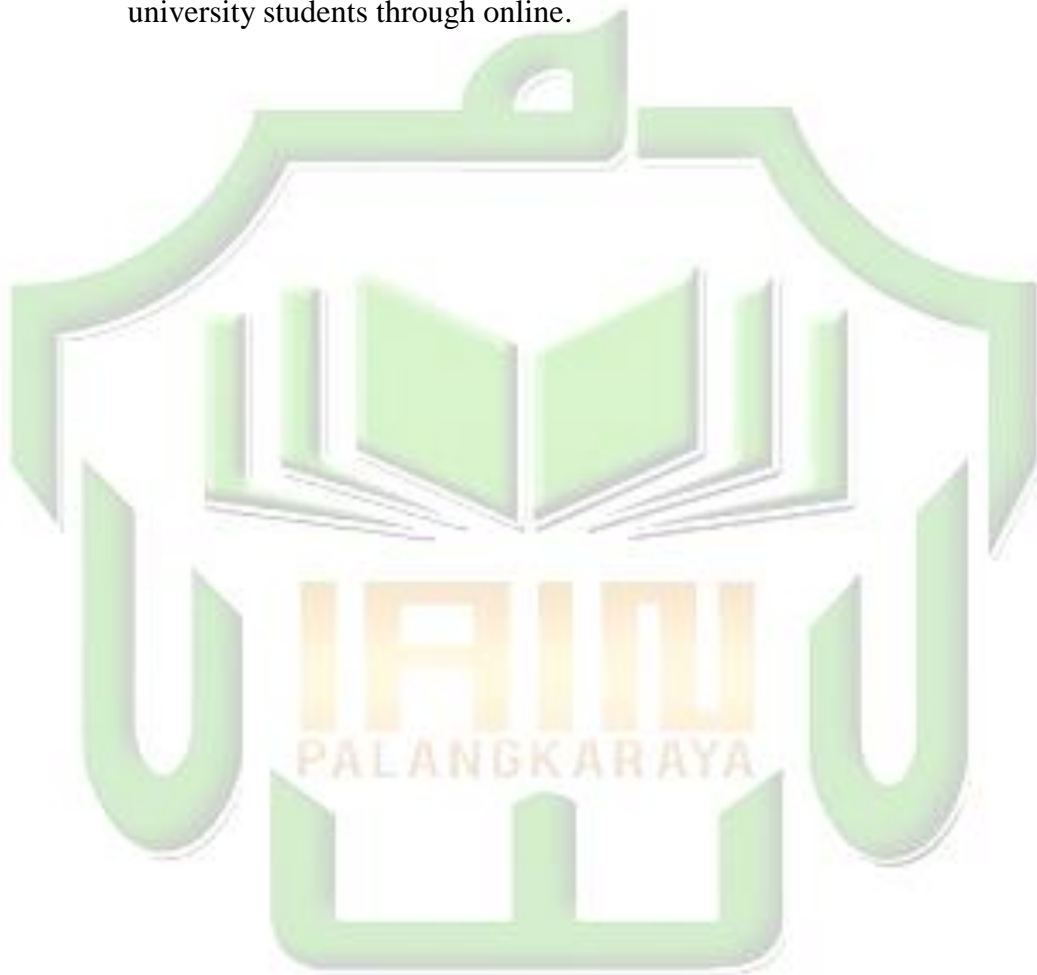
1. Students' attitudes

Attitude is a study of behavior and it is highly affected to change students' excitements, beliefs, and attitude tendencies. Students' attitudes towards learning complete their capability and excitement to focus on their study. If negative attitude is not corrected, a student is unlikely to extend his education more than what is needed and he has less excitement towards his learning. Attitudes show the student favourable and unfavourable related to their learning experiences.

2. Online learning in Interpretive Listening course during the Covid-19 pandemic

Online learning is learning through on information and electronical communication technologi along pedagogical interaction among students and the content, teacher or with students through online. There are four basic English aspects that should be mastered by English students, one of them is listening skill. Listening is an activity that we receive and process what we have heard. This knowledge is emphasized on transferring information and it is useful for the listener to

comprehend the content of the speaker's message. In Indonesian universities there are three stages of listening courses, those are Literal Listening, Interpretive Listening, and Critical Listening. Because of the outbreak of the Covid-19, the educational process should be done online, including Interpretive Listening courses taken by English university students through online.



CHAPTER II

REVIEW OF LITERATURE

In this chapter, the writer discusses about related studies, definition of listening comprehension, kinds of listening, teaching listening model, listening problems, students' attitude, online learning and COVID – 19 Pandemic.

There are some related studies to this present study. Ullah, Khan and Khan (2017, p. 64) investigated the students' attitude towards online learning to all the students of University of Peshawar at tertiary level constituted the population of the study. A total of 83 undergraduate students (55 male and 28 females) were randomly selected through standard table of determining sample size. Instrument of this research was questionnaire that subjected to the sample of respondent for data collection. The respondents complete 100% response from the questionnaire. The result of the study indicated that there is no correlation between excitement level of the students on computer and the acquisition of experiences through online learning.

Zerrin Ayvaz Reis (2010, p. 35) investigates the students' towards online learning. Participants in this study are ungraduate students at Mid-West University, at USA those majoring Business Administration. Participants of this study includes both men and women who were trained or have experiences in technology using online learning course. Online learning students used same media named video stream, same resources and same exercises. However,

students take the final exam in regular class at campus. The result of this study point out online learning students had good attitudes towards online process of education, which is consistent with positive attitudes of students.

Mihhailova (2005) conducted a study that investigates how works online learning as an strategy for better education by exploring the perceptions of students and their lecturers included 115 students and 15 lecturers. The result of this study indicated that the main problem areas for lecturers related to online learning such as; short of time, weak students' motivation, bad co-operation between students and lecturers, the system of learning does not support virtual learning. The most common problems for them are to having short of time and not suitable learning system. Students obligated to interest in online learning, but their experience about online-based was weak. In this case online-based learning is perfectly inappropriate for many subjects and courses, the result is material from each subject cannot be delivered perfectly to the students. The discussion outcome will provides suitable teaching tool and media those could be the best way to perform better online-based learning.

Sabah (2013) conducted a study about students' attitudes and motivation towards E-Learning. The participants of this study includes; 100 random sampling students, that is 52 male and 48 female. The results of this study elaborated a good relation between computer mastering and students' attitudes towards E-Learning. Moreover, influences are confirmed due to environment of study, computer quandary, and arranger time for computer utility. Therefore, students who had computer mastery and constant users are more possible to accept E-Learning.

Students who has no experience of computer are not receptive of its significances and have weak motivation to join in the e-learning process. Interactivity and motivation are valuable means of enhancing and improving learning effectiveness., they suggest incorporating the three stages of the learning process. This is to engage students in deep interaction in the learning environment, resulting in more positive attitudes towards the intended behavior and object.

Nachimuthu (2020) investigated a research study entitled Student Teacher's Attitude Towards Online Learning During Covid-19. This research study contains 130 participants from the first and second year students of Tamil Nadu Teacher Education University, Chennai. This research study is purposed, to investigate and to compare the students attitude towards online learning. The result of this research study reveals that, some students have no internet access to perform the online learning and many students are not be able to operate a desktop computer or laptop in their homes. They are really happy that the institution is conducting efforts to keep the educational curriculum goes on track during the closure. During COVID-19 crisis based online teaching-learning process is more vital in the educational environment. Student could utilize online learning to continue their teacing and learning process, online teaching-learning process helps the teachers to improve the overall efficiency in teaching their students. This is a positive stroke to the success of the teaching profession in such a critical situation too. Students' attitudes towards online learning during COVID-19 are positive and no significantly different and it is the slight alternative situation of the lock-down period.

Zhu, Au & Yates (2013) presented a research study investigated the students' attitudes towards online learning, in University of South Australia, Adelaide. This research study contains 120 students, who took a blended course "Information and Communication Technologies in Learning and Teaching" in the first half of 2011, the objective of this research study is to investigate students' attitudes towards online learning in a blended course. The factors, such as prior experiences, prior attitudes, and motivation. The result of this study revealed that the students became more positive towards online learning by the end of course at a significant level. By finishing the course, the students may become get used with the subject area, more competent in utilizing different learning media, and more capable of using the background knowledge and technology skills acquired from the course into their future teaching.

Ibrahim, Et Al. (2002) conducted a research study entitled Readiness and Attitude Towards Online Learning Among Virtual Students, has done in Universiti Tun Abdul Razak (UNITAR), Malaysia. The subject of this study are 139 virtual students of undergraduate programs from the faculty of Business Administration, Information Technology and Social Science and Humanities. The researchers used questionnaire to collect the data and the research methodology that taken by the researchers in quantitative research methodology. The result of this study shown that the level of attitude among the respondents was only moderate. That is to say that a majority of them had moderate positive value towards online learning. Bivariate analyses were conducted, using t-test to determine group differences and Pearson Correlation to determine relationship

between level of attitude with selected personal characteristics. The study found that male respondents had significantly more positive attitude than female respondents and those who learned with computers had significantly more positive attitude than those without computers.

Farahat (2012) developed a research study aimed to investigate students' perceived usefulness and their attitudes towards online learning to predict their behavioral intention to use online learning was also confirmed. This research study contains 153 undergraduate students who used online learning in Damietta Faculty of Education Mansoura University, Egypt. The study revealed that students tend to have negative attitudes towards online learning, perceived online learning is not easy to be performed, do not perceive the usefulness of online learning, and they intend use classroom learning. The reluctance of the students to practice online learning could be attributed to good knowledge and skills that allow them to learn online, and the less support they perceive from lecturers, peers and families to adopt this learning form.

A. Students' Attitudes

1. Nature of Attitude

One of aspects that found by English teacher at schools in case at Indonesian learning environment is mostly the students do not have good response of learning English it self, this problem probably caused by English is supposed as foreign language in our country. Mensah (2013, p. 132) states attitude is an approach focuses on someone thinks, acts, and how someone behaves. It has major significance for students, lecturer, social connections with which individual

students relate, and the entire educational system. Attitudes can be constructed as a result of the learning experiences which they go through. Moreover, attitude is considered as the people's tendency to act positively or negatively toward learning something because of that the writer concluded there are people who have positive or negative attitude toward something. For instance, there are students who have positive or negative attitude of learning listening.

This phenomenon is different with other countries while English is considered as their native language or second language. Good response, it means good attitude, in other hand, the students who have negative attitude of learning English need to be solved by the teachers as well as possible by giving more suggestion, more attention in order to realize the educational purposes can be achieved.

More precisely, positive or negative attitude defined by (Middleton & Spanias, 1999) as follows:

a. When it refers to an emotion, "positive" normally means perceived as pleasurable. So anxiety when encountering a problem is defined as "negative", while the pleasure in doing learning is evaluated as "positive".

b. When it refers to beliefs, "positive" is generally used with the meaning shared by the experts.

c. When it refers to a behavior, "positive" generally means the learning is successful. In the education context, a successful behaviour is generally identified with high learning achievement: this naturally poses the problem of how to assess achievement.

Furthermore, “attitude categories into three components, there are affective, cognitive, behavioral components” (Oroujlou, 2011: 994).

1) Affective component is ones of feeling for an object. For example the students like the listening course taught by the teacher in the classroom.

2) The cognitive component deals with ones perception or concept about an object. For instance, the students believe that by enjoying the Listening course, for sure it will increase their Listening ability.

3) The behavioral component is the result of cognitive and affective components the activity to do something. Such as practicing listening, making the exercises given and making homework, etc.

Whether the students have positive attitude of online learning listening automatically they will study it well, but in the other hand, whether students do not have positive attitude of online learning listening they will study it poorly.

2. Function of Attitude

According to Katz (2012, p. 150) attitude fulfills the functions of understanding, need satisfaction, ego defense, and value expression. By understanding, he means that attitudes help us to understand about our life and make sense of what is happening surrounding us. Our attitude gives us a consistent framework for interpreting everyday's events. It means whatever the individuals' attitudes, they help them organize and interpret incoming information.

The second function of attitudes, need satisfaction, occurs because our attitudes help us fulfill our goals. Our attitudes have often been built from experiences either it got punishment or reward in our past. These attitudes help us meet our goals of gaining rewards and avoiding punishments. For example, individuals who have always excelled at studying and have received benefits from studying process, such as praise, rewards, and scholarship support, are likely to have positive attitudes toward studying participation. The third function of attitudes is ego defense. All of us make our attitudes to be a tool to boost our esteem and to defend our ego against criticism. And the fourth function of attitude is value expression. Attitudes help us to demonstrate the type of person we are, what we like and dislike, what we support and oppose, and how we define ourselves. From the function of the attitude that has explained above, the students should have good attitude to achieve their goals in learning, in this case in online learning listening.

3. Factors Affecting Students' Attitudes in Online Listening leaning

Related with Jovic, Stankovic and Neskovic (2017, p. 73), the factors influencing attitude in learning English can be classified into two parts:

a. Internal factors

1) Interest

Interest is significant tendency to pay attention to enjoy and make fun in doing some activities or contents. Those who are interested in doing some activities continuously attended which is accompanied pleasure.

2) Attention

Attention is someone active which is to be higher and only goaled to an object or a group of object. To possess good styles of learning English, the student ought to have attention to the material being thought. If it does not get attention from them, this will appear bored that they do not love to learn.

3) Learning custom

Every student has different costume of learning and it is suitable with his or herwish. There are some students having pleasure to learn in the afternoon or in early morning only. Perhaps, many students are customary to delaying the time of learning or to pile the task up.

4) Learning regulation

Regulation of learning is one of the essential bases of the styles in Learning; it should be student habitual action in getting knowledge. The student should not wait the leisure time or to delay the time of learning. The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number four of 2020 about the fulfillment of education in emergency of Corona virus Covid-19, one of which emphasized that online learning (distance), was carried out to support significant learning experiences for students, without being loaded by the aims of completing all learning curriculum achievements of class and graduation. Online / distance learning is focused on increasing students' understanding of the corona virus and the Covid-19 outbreak. The learning activities and tasks can be

changed among students based on their interests and conditions, includes problems of gaps in internet access or learning facilities at home.

b. External factors

1) Parent's attention

In learning activities, parent's attention is really required by their sons or daughters. Parents who are less to give attention to their children education, they do not care about their children learning, do not want to know about the needs of their children, for instances, these such as problems will due them weak and lazy to learn.

2) Situation of learning activity

In this time we are facing Covid-19 pandemic the situation that pushes us to minimize our activity also our interaction with other people. But, our education activity still should be done. E-Learning is the best choice for education in the midst of the Covid-19 outbreak.

B. Online Learning

Online or E-learning is all terms of teaching and learning through Internet and technologies of communication (Rosenblit, 2005). It is including courses content that delivered through Internet, video and audio record, Internet broadcast, Audio and Video players, podcasts and sound record, Blogs and E-mails.

According to Suartama (2014, p. 20) by E-learning, the learning material can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including

multimedia that can be supported by teachers. Online learning is a new learning form that is growing in mostly universities around that world, improve the learning and teaching proces.

The improvement includes associate video, audio, text, and animation and applications into courses lecture; regain informations from any online journals and periodicals; including the providing of online presentations for courses, improving communication between teachers and students;and uploading learning material and exercises to university or institution websites that could be accesed by every students. It should be credible that the adventages of E-learning for teachers and students have limitless possibilities as long as they adapt and improve the learning strategies (Bork & dottir, 2001).

Nowadays, technology improvements in online learning has lenthened its effectiveness to support students and teachers to reach learning goals. Online learning becomes a part of Universities learning around the world. A variety of insormation technology admit online learning to be more interactive for the students using things such as; video sharin, audio, online discussion, and live interactions via internet. This Covid – 19 pandemic make us to do online learning to make our educational process can still be carried out.

In this era there are many kinds of applications and programs that will be able to be the tool to deliver learning material from teachers to students they are can be in WhatsApp chat, Google Classrom, Zoom Meeting, Google Meet, Socrative,

Kahoot, Quiziz and many more applications and programs that can be the option for the teachers to deliver their learning material.

C. Listening

1. Nature of Listening

According to Ghebard (2000, p. 143) listening is a mindful processing of the auditory stimulation that received through hearing. Moreover, listening is not a passive skill and it is one of the skills that very important in learning English before speaking, reading and writing. Avaragely, it places appeal on us because when we are engaging in person to person or telephone communication, we have to be actively receptive to others, includes pay attention to others' explanations, questions, and assumptions (Brown, 2001, p. 249). Briefly, listening is an activity that we receive and process what we have heard. This knowledge is emphasized on transferring information and it is useful for the listener to comprehend the content of the speaker's message.

Moreover, listening activity requires integrating several skill of language, such as speaking and pronunciation, vocabulary mastery, writing skill, and reading. Listening skill could be defined as competence to pay attention or to hear something and grasp the meaning. But, listening is not the same as hearing. Hearing is essentially a passive activity. It is possible to hear sounds without required toengagee the process. When we are hearing the brain does not automatically processing the sounds into the message they convey. That is essentially what listening is determine meaning and message of the sounds or

voices. It is a creative process involves much more than providing labels to sounds or voices. "Listening is an active, meaningful process of making sense of what we have heard."(Nunan, 2002: 234). It means, we have to interpret the meaning from what we have heard, so it is the why listening defined as an active skill.

According to Arnold (2000, p. 777) listening is an active process. Arnold emphasizes aspects: The significance of understanding the concept of listening is being an active process. That is, as a listener, his brain is active to search the meaning to get the message from sounds that the listener have listened. Therefore, listening comprehension defined as the mental process by what listeners took from the sounds spoken by a speaker and use them to construct the meaning of what the speaker means.

So, we can summary that listening is an ability in identifying and understand what others say. It is also a complex process, and we as a teacher couldour students to comprehend what they hear by relating with their prior knowledge and experiennce. Listening is an active and creative process because listening is not only a matter of hearing, listening requires many process. Listening is determining the point and the message that conveyed from the sound.

D. Kinds of Listening

According to Harmer (2007, p. 11) in practice of English for Foreign Language Teaching, listening divided into two kinds; Extensive and Intensive listening.

1. Extensive Listening

Extensive listening focuses on further activities. These may differ from something that is several minutes long to hours long. Rather focuses on individual aspects, extensive listening more focus on primarily understanding (Brown, 2007). By extensive listening, you do not need to translate each word or focus on grammar law. Preferably, you have to try to understand the sound as a whole. Extensive listening could help students to understand spoken words in realworld contexts. This is important for intermediate and advanced EFL students to comprehend listening skill.

2. Intensive Listening

According to Christensen (1990, p. 11) Intensive listening is repeated listening display variety centralize. In Intensive listening students are trying to apprehend all the points and message from what they heard. Intensive listening focuses basically on brief and simple listening activity. They usually only need a few minutes, they attempt focused, fierce practice. This is because Intensive listening focuses only on framework.

Practically in Intensive listening, Students pay attention to grammar, pronunciation and vocabulary, rather than the whole meaning. By focusing on those manners, Intensive listening practice helps students build a framework for foreignlanguage acquisition. Since the students are understand the basic component parts of English language, students can construct on these skills easily.

E. Teaching Listening Model

According to Guo and Wills (2009, p. 123) modern teaching of listening skill has three steps. The first, Preparation before teaching, second is while teaching; and third is learning after classroom teaching. During these steps, teachers and students choose the teaching aims, teaching material and arrange teaching activities at one time. Guo and Wills emphasize the need of students in learning listening as follows:

a. During listening activity

While listening activity students need to apprehend the association of rate in the listening activity. Listening process relates to engagement with written, and students do exercises during listening or after they listened. While-listening activity is keep in mind the important point while listening because this is the time that students are actually exposed to the sound that they have listened.

b. After listening activity

There are the steps of :

- 1) Teacher asks questions and write them on the board and asks students to answer the questions and check them directly. Students stimulated to talk and participate to correct the answer together.
- 2) Arrange students' seat and make some groups to compare their works and discuss what they got.
- 3) Tell students to react to what they have heard.
- 4) Tell pairs to make a summary from what they have learned.

- 5) Evaluate students' comprehension in a everyaspects.
- 6) Adjudge the strategies that used, is itsuitable for the learning goal or not.

F. Listening Problems

The basic problems that occur in learning listening especially in learning English as a foreign language had found by Ur (1996, p. 111) as follows:

1. Content Material

Listening material may balanced with aspects in peoples' daily life. It may includes, political issues, celebrities' lifestyle, folk wisdom, new things, and situations that uncommon in education. Sometimes, the material has no relation with educational environment, so students' usually confused with the material that they got or they have any difficulties to understand the material.

2. Speaker

Sometimes speakers say something more than or not necessary in order to deliverthe message to the students. The most common is word wasting, speakers may do or say words infalse-starts, un-needed re-phrasing, self-corrections, jumbled elaboration, and do repetitions of duplications of words. It becomes a problem to the students who are in begginer stage because sometimes speakers do those mistakes in their speech.

3. Listener

Mostly students could not presume missing words or phrases that they listened, and this is the the most common problem in learning listening for EFL students. English for foreign language students pay more attention to reading than listening. It could be their weakness because mostly EFL students usually have English class less than four hours' regular class per week. Physical and Psychological aspects may give negative effect towards attitudes and interpretations on listening material. It is exhausting for learners to focus on interpreting uncommon words, sounds, and sentences for long time.

Students get bored to listen, if the listening activity takes so long time. They also have difficulties to focus while listening as follows: The solution of this problem is similar with the third problem. Similar to Ur (1996, p. 111) the listeners' problems as follows: acuity of hearing, discrimination and auditory perception, attention and concentration, comprehension including four aspects, namely: factual or literal comprehension, interpretation, critical listening, and evolution listening.

G. Interpretive Listening Course

In terms of EFL listening status as a Indonesian curricular part, it could be taught independently as a particular course in English departments of Indonesian universities and it has convinced course name, Listening or Listening Comprehension. Listening is divided as various courses considering the students needs to listen to various types of English lectured affectively as part of

Indonesian curriculum. At the English Department of State Islamic Institute of Palangka Raya, for example, listening skills are developed particularly through these listening courses: Literal Listening, Interpretive Listening, and Critical Listening (Kurikulum Program Studi Tadris Bahasa Inggris, 2020). Each listening course own 2 credits and is a required course, it means that all of the English Department students have to take these three courses. The first of listening course that offered is Literal Listening course, it is a prerequisite of the Interpretive Listening course and The Interpretive Listening course is a prerequisite of the Critical Listening course, those conditions and terms are similar with all Indonesian campus English study program as State Islamic Institute of Palangka Raya has.

Interpretive Listening course itself is course that designed to help students to acquire the whole meaning of spoken English at pre-advanced level, comprehension of detail and main idea, literal and inferential comprehension of dialogues, narrative, expository, and descriptive types of texts in the most affecting and effective way to understand and construct the meaning of connected dialogues spoken by native on normal speed in ordinary communication term (Cahyono, 2009, p. 200).

H. COVID – 19 Pandemic

Around the end of 2019, the world has been rocked by a virus named Corona virus (COVID-19). Firstly this virus appeared in Wuhan, China. Recorded 90,698,044 people throughout the world exposed corona according to Worldometer. A total of 1,943,252 people died, while 64,819,243 others were

declared cured. In Indonesia the number of positive cases of corona virus infection continues to grow as of monday (11/1/2021), positive cases of COVID-19 infection reaches 828,026 people, 24,129 died, and 681,024 patients were cured.

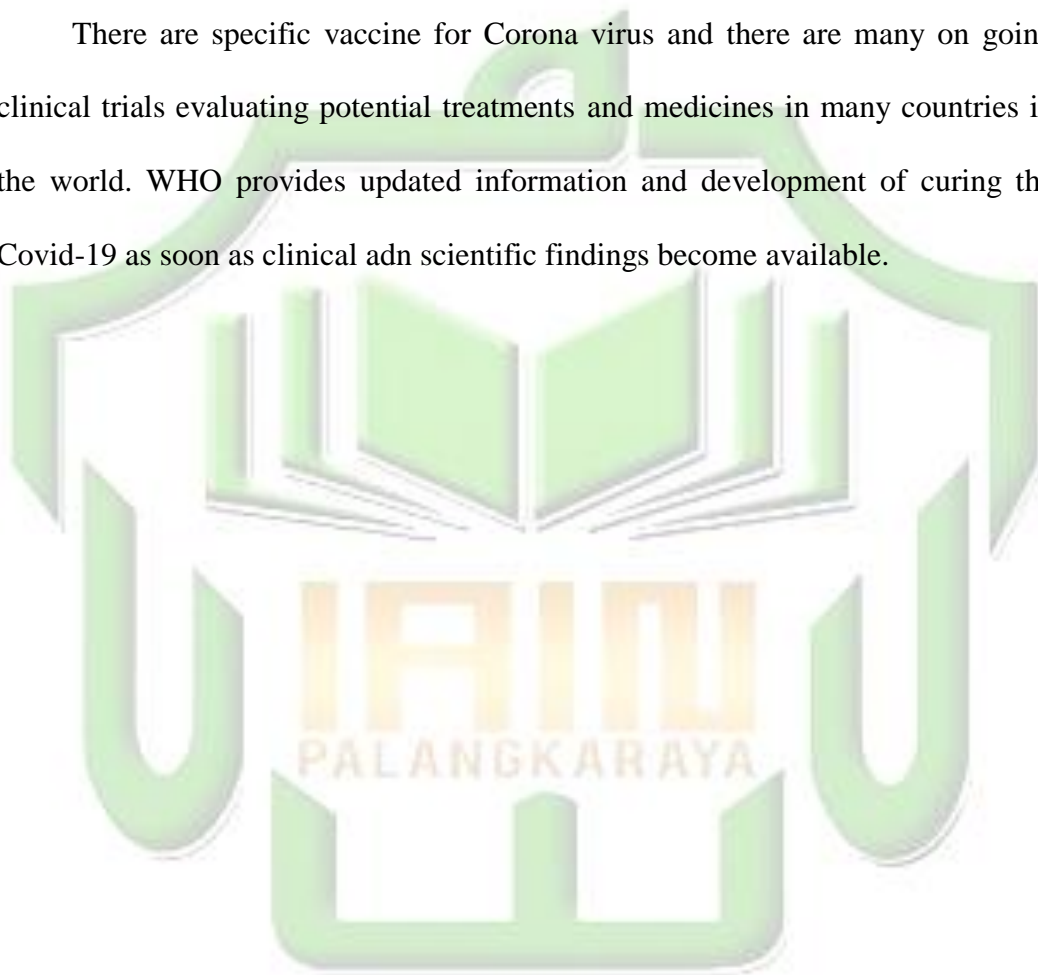
As a effect of the COVID-19 pandemic, disruption of the entire system that runs like government, economy, also education in Indonesia. As of March 11, 2020, the president of the Republic Indonesia adopted a policy of temporarily closing the teaching and learning process at schools and universities urged them to study at home, and replacing them with onlinelearning to break the chain of viruses.

Minimizing the transmission of infectious diseases, the public take saction to limit social distancing and also self-quarantine. Social distancing is astrategy applied to realize actions that are taken by public health caretakers to block or slow down the spread of a deadly disease (Yuliana, 2020). While quarantine is a system of separating and limiting the movement of people for some time to prevent transmission of disease. It lasts long enough to ensure the person has not contacted an infectious disease. According to WHO China on Coronavirus Disease 2019 people that infected by COVID-19 commonly show symptoms, including slow respiratory symptoms, coldand fever, on an average of five until six days after infection (virus' incubation period 5-6 days, in range 1-14 days).

According to WHO (2020) one of the best way to anticipate and slow down the transmissions of Corona virus is informed by WHO, the disease, what it

causes and how it spreads. The simplest and perfect way is by washing your hands with anti bacterial soap or use hand sanitizer frequently and do not touch your face after have any physical contacts with others. The COVID- 19 spreads generally through droplets of spit or released from the nose and mouth from an infected persons' cough or sneeze.

There are specific vaccine for Corona virus and there are many on going clinical trials evaluating potential treatments and medicines in many countries in the world. WHO provides updated information and development of curing the Covid-19 as soon as clinical and scientific findings become available.



CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the research design, population and sample, research instrument, data collecting procedure, and data analysis procedure.

A. Research Design

Research design is the way for the researcher to complete the data and process for the result of the study. This is about the activity to process the data of this study. The researcher chooses quantitative research method and survey research design to be utilized in this study.

Creswell (2014, p. 34) states that quantitative research is an approach to test the objective theory by examining the relations among variables of research. Variable could be measured generally on instruments, then numerical data could be processed by using statistical procedures.

According to Williams (2007, p. 66) quantitative research methodology is research that involves collecting numbered data and tend to use mathematical and statistical terms as data process methodologies. Furthermore, Apuke (2017, p. 40) defined that quantitative research methods are research methods relating to the quantification and analysis variables to investigate the result of research.

As the summary quantitative research is research that is examining the variable by involving the use and process of numerical data using particular statistical techniques to answer questions such as what who, how much, when, where, and how.

Survey research design is a series of questions or statements used in questionnaire or interview to measure the self-report of the respondent. According to Creswell (2012, p. 25) survey research design is procedures in quantitative research in which you administer a survey or questionnaire to a small group of people called sample, to identify trends in attitudes, opinions, behaviours, or characteristics of a large group of people called population.

There are three characteristics of survey research design as the explanation of Kraemer (1991) Firstly, survey research is used for quantitative research in describing specific aspects of population. These aspects often involve examining the variable used in the research. Secondly, the data required for survey research are collected from people. Thirdly, survey research uses a selected portion of the population from which the findings can be generalized back to the population. Based on the characteristic of the survey research, the researcher had a variable, that is students' attitudes towards online learning in Interpretive Listening course during Covid – 19 pandemic, also the researcher uses questionnaire to collect the data.

B. Population and Sample

1. Population

Gay (1992, p. 125) stated Population is a group of interest to researchers, a group that wants the results can be generalized, population is a generalization number consisting of objects or subjects of the research that have certain qualities and characteristics. A population is defined as all members of a number of people,

events, subjects or objects that are well described (Ary, 2010, p. 148). Indeed, all populations are subject to the research to be observed.

In this research, the population are fifth and seventh semester students of English Education Study Program at IAIN Palangka Raya who took Interpretive Listening course through online, which consist 194 students. The researcher got the data of the population and sample from the office of Program Studi Tadris Bahasa Inggris in faculty of teacher training and education at IAIN Palangka Raya.

Table 3. 1
Population of the Study on Fifth Semester

Class	Number of Students
A	22
B	22
C	26
D	23
Total	93

Table 3. 2
Population of the Study on Seventh Semester

Class	Number of Students
A	35
B	35
C	36
Total	106

2. Sample

Taherdoost (2016, p. 20) stated that sampling in research can be used to make conclusions about a population or to make generalizations in relation to existing theories. The sampling technique is done after the size of the respondents used as samples is obtained. In quantitative research, it is selecting samples through probability is highly recommended. There are four types of sampling collections, namely: Random Sampling, Stratification Techniques, Clustering Techniques, and Systematic Sampling.

In this research, the sampling technique that used by researchers is the cluster technique; this technique is done by selecting samples based on the cluster rather than the individual.

Briefly, sample is a piece of population that observed. In this study, The seventh semester students of English Education Study Program at IAIN Palangka Raya who passed Interpretive Listening course are being the sample. This group contains 106 students. Calculated by the Raosoft sample size calculator. The

researcher used Raosoft sample size calculator to count the minimum of sample number, the margin error and confidence level of the result. The confidence level is the amount of uncertainty you can tolerate. From the result of the Raosoft calculation the sum of seventh semester students is quite proper to be the sample of this study with the confidence level that counted is 180 by 106 participant that matched with the sum of seventh semester students who passed interpretive Listening course through online.

Table 3.3

Sample of the Study

Gender	Number of Students
Male	32
Female	74
Total	106

C. Research Instrument

1. Research Instrument Development

Ary (2010, p. 98) stated that the instrument is the generic form that researchers use for a measurement tools (test, survey, questionnaire, and many more.). that means the instrument as a device that is used as the course of actions (the process in developing, testing, and use of the tool) to help the researcher to identify the instrument and instrumentation. In this research, the researcher needs to utilize a research instrument to collect the data of the research.

The instrument that used in this research is questionnaire, instrument and data is explained in the table:

Table. 3.4

Instrument and Data Needed

Objective of the Study	Data Needed	Research Instrument
To understand students' attitude towards online listening learning	Students' attitude score	Questionnaire

a. Questionnaire

In the questionnaire, subjects responded to questions by writing or marking answer sheets as instruments for collecting their self-report data, which were filled out by each participant as part of the research.

Cohen (2008, p. 559) explained that closed question, the researcher determines the sphere of response that the respondent can pick from. Close-ended questions are structured because the questions could produce frequency responses that can be received by treatment and statistical analysis.

Table 3.5

Description of the Students' Attitude Questionnaire Items

Attitude Questionnaire Items	Description of the test item
14	Investigating students' attitudes

To assess the scale of students' attitude questionnaire, responses must be weighted, the researcher uses Likert scale that is a statistical scale that made by Likert in 1992. For positive items, strongly agree is 5, neither agree to is 4, neutralis 3, disagree is 2, strongly disagree is 1. Items that are not liked or stated negatively, the weight changes because when they choose strongly disagree, their statement is psychologically equivalent to agreeing with a favourable statement. Thus, for a statement that strongly agrees, it is scored 1 and strongly disagree is 5. This questionnaire is used to find out information about how is the students attitude towards online listening learning. The researcher adopts Rozina Afros's questionnaire from an article entitled *Students' and teachers' attitude towards online classes during Covid-19 pandemic: A study on three Bangladeshi government colleges*, (Afroz et al., 2021, p.469). The researcher had a difficulties to find the questionnaire that specifically discussing about the students' attitude towards online learning in interpretive listening course because it is still a few research discussing about this topic, so the researcher decided to adopt that research questionnaire.

Likert scale with 5 levels in presenting the following data description as follows:

Table 3.6

Qualification for Questionnaire

Score	Criteria
5	Strongly Agree

4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Table 3.7

The Category of the Students' Attitudes

NO	Score	Categorized
1	85%-100%	Very Positive
2	69%-84%	Positive
3	53%-68%	Neutral
4	37%-52%	Negative
5	20%-36%	Very Negative

2. Instrument Validity and Reliability

The researcher did not try out the instruments before it applied to the participants because the instrument is adopted by the researcher from previous related study.

a. Instrument Validity

Instrument validity is characterized as the expanse to which an instrument has been measuring what it claims to be measured. In this research, the previous researcher tested validity to make sure the items of the test are valid and reliable.

The present research is to measure the students' attitudes towards online learning in Interpretive Listening course during the COVID – 19 Pandemic. There is a kind of validity which will be applied:

b. Questionnaire Validity

Construct validity is a form of validity that speculates the presence of particular theories or frameworks that underlie the development of skills and abilities.

According to Ary (2010, p.368) construct validity is the expanse to which instrument such as test is claimed by the researcher, the extent to which the evidence and theory support the interpretation of the test scores required by the use of the proposed test.

To measure the questionnaires' validity that will be utilized the product-moment formula. Question items that have a significant correlation with the total score indicate that these items are able to reveal what the researcher wants to reveal. This research study needs no instrument validity because the researcher adopts from related studys' questionnaire.

c. Instrument Reliability

According to Taherdoost (2016) Reliability refers to firmness of the scores gained from the assessments. Firmness is a significant indicator for the reliability, means that if assessments results or tests scores are consistent from one to another assesments, then the assessments results have high reliability.

d. Questionnaire Reliability

In this study, the reliability test for the questionnaire will be measured by Cronbach's alpha. The reasons researchers will use the Cronbach's alpha test are. The first, Cronbach's alpha technique is the most frequently utilized in questionnaire reliability testing technique (Cohen, 2007, p. 176). The second, by conducting the Cronbach's alpha as follows:

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum a_b^2}{a_t^2} \right]$$

If the coefficient of Cronbach's alpha is $(r_{11}) \geq 0,7$ it means that the research instrument is reliable. The coefficient of Cronbach's alpha from the questionnaire that adopted by the researcher from (Afroz et al., 2021, p. 469) is 0,77.

3. Data Collection Procedures

In data collection, the present study conducted as the following procedures:

- a. The researcher chosen the place and the time of research.
- b. The researcher asked permission to conduct research.
- c. The researcher gave the questionnaire to students to be answered via Google forms.
- d. The researcher checked the students' the score of questionnaires by using scale of Likert.
- e. The researcher analyzed, Interpreted, and Concluded the data,

D. Data Analysis Procedure

When the data were collected, the researcher will analyze them to get the results. Every item of questionnaire presented in the form of table. The researcher analyzed the data used computer programs for processing questionnaire data. Numerous statistic software packages could be used to process quantitative questionnaire data. Personally use SPSS (Statistical Package for the Social Sciences), the researcher used SPSS 18, because the analysis process of this program makes it possible not only to provided statistic-based on the method guided by Andy Field's book *Discovering Statistic Using SPSS* (Field, 2009). Besides, because it is strongly linked with the statistic modules of software data management for analysis by importing and exporting the text-based result becomes easier.

1. The researcher arranged the data from the questionnaire into the distribution of the frequency of the score table.
2. The researcher calculated Mean using the formula, Medium, and Modus by used SPSS 18 Application.
3. The researcher interpreted the analysis.
4. Discussion.
5. The researcher gave a conclusion.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented and discussed the result of the research. The following data are data presentation, research findings, and discussion.

A. Data Presentation

1. The result of data analysis collected by using questionnaire are presented in the following table 4.1.

The percentage, mean, meadian, and modus calculation of the questionnaire result on the students' attitudes towards online learning in interpretive listening course during the Covid – 19 pandemic.

Table 4.2

Result of data analysis using Questionnaire

No	Statement	Number & Percentage	Scale					Total Sample
			SD=1	D=2	N=3	A=4	SA=5	
1	Online Classes helps to engage the students with their study.	Number	4	12	24	22	44	106
		Percentage	3.8%	11.3%	22.6%	20.8%	41.5%	100%
2	The existing infrastructure makes it possible for online classes to reach all students.	Number	3	12	27	32	32	106
		Percentage	2.8%	11.3%	25.5%	30.2%	30.2%	100%
3	Power supply and internet facilities should be	Number	6	12	22	29	37	106

	uninterrupted and devices like phones, laptops should reach out to all students on behalf of the government.							
		Percentage	5.7%	11.3%	20.8%	27.4%	34.8%	100%
4	Online classes are one-sided, not enjoyable.	Number	3	28	46	16	13	106
		Percentage	2.8%	26.4%	43.4%	15.1%	12.3%	100%
5	Online classes have serious health risks so the duration should not be too much.	Number	22	41	18	14	11	106
		Percentage	20.8%	38.7%	17%	13.2%	10.4%	100%
6	Urban students are getting more opportunities to take classes online than in rural areas.	Number	4	8	30	15	49	106
		Percentage	5.7%	11.3%	20.8%	27.4%	34.8%	100%
7	Online classes in COVID-19 situation can be an alternative to face-to-face classes.	Number	12	13	14	24	43	106
		Percentage	11.3%	12.3%	13.2%	22.6%	40.6%	100%
8	Online Classes enhances problem solving skills and allows the students to acquire in-depth knowledge.	Number	2	11	29	30	34	106
		Percentage	1.9%	10.4%	27.4%	28.3%	32.1%	100%
9	Students in online classes can concentrate on lessons with enjoyment and is it easy to implement	Number	1	11	26	29	39	106

	successfully.							
		Percentage	0.9%	10.4%	24.5%	27.4%	36.8%	100%
10	Online Classes enables the students to participate in collective activities.	Number	2	12	27	31	34	106
		Percentage	1.9%	11.3%	25.5%	29.2%	32.1%	100%
11	Online Classes is the most preferred teaching method to most of the teachers.	Number	4	9	33	27	33	106
		Percentage	3.8%	8.5%	31.1%	25.5%	31.1%	100%
12	Online Classes is the most preferred teaching method to most of the teachers.	Number	7	18	17	28	36	106
		Percentage	6.6%	17%	16%	26.4%	34%	100%
13	The current practice of Online Learning is satisfactory, and it can be implementable in Indonesia.	Number	2	11	29	26	38	106
		Percentage	1.9%	10.4%	27.4%	24.5%	35.8%	100%
14	There is a need for training of students to participate appropriately in online classes.	Number	4	18	23	22	39	106
		Percentage	3.8%	17%	21.7%	20.8%	36.8%	100%

Where :

SD : Strongly Disagree

D : Disagree

N : Neutral

A : Agree

SA : Strongly Agree

The table 4.1 above displayed percentage, mean, meadian, and modus from the calculation of the questionnaire result on the students' attitudes towards online learning in interpretive listening course during the Covid – 19 pandemic. The researcher analyzed the data used SPSS-18 application guided by Andy Fields' book entitled *Discovering Statistic Using SPSS* (Field, 2009) and Youtube video about how to utilize SPSS application.

A. Research Findings

The researcher used survey research metod to investigate the students' attitudes towards online learning in interpretive listening course during the Covid-19 pandemic. The survey was given to 106 under studies as a sample, that counting English under studies era 2021-2022. All the participants consist of 4 classes of 7th semester students. The survey was disseminated to the participants who passed interpretive listening Course by online during the Covid-19 pandemic by used Google Form. The rate of the results about on students' discernment as follows. Based on the Table 4.2, the students' showed positive attitudes towards autonomous online learning in Interpretive Listening course during the Covid-19 pandemic. The displayed data comprised reactions, central inclination (mean, median, modus), and standard deviation.

Then, the score of mean, median, modus, and standard deviation are arranged within Table 4.2.

Table 4.2
Mean, Median, Modus and Standard Deviation of the Data

No	Number & Percentage	Scale					MN	MDN	MOD	ST. DEV
		SD=1	D=2	N=3	A=4	SA=5				
1	Number	4	12	24	22	44	3.85	106	5	1.194
	Percentage	3.8%	11.3%	22.6%	20.8%	41.5%				
2	Number	3	12	27	32	32	3.74	106	4	1.098
	Percentage	2.8%	11.3%	25.5%	30.2%	30.2%				
3	Number	6	12	22	29	37	3.75	106	5	1.212
	Percentage	5.7%	11.3%	20.8%	27.4%	34.8%				
4	Number	3	28	46	16	13	3.08	106	3	1.011
	Percentage	2.8%	26.4%	43.4%	15.1%	12.3%				
5	Number	22	41	18	14	11	2.54	106	2	1.252
	Percentage	20.8%	38.7%	17%	13.2%	10.4%				
6	Number	4	8	30	15	49	3.92	106	5	1.180
	Percentage	5.7%	11.3%	20.8%	27.4%	34.8%				
7	Number	12	13	14	24	43	3.69	106	5	1.403
	Percentage	11.3%	12.3%	13.2%	22.6%	40.6%				
8	Number	2	11	29	30	34	3.78	106	5	1.069
	Percentage	1.9%	10.4%	27.4%	28.3%	32.1%				
9	Number	1	11	26	29	39	3.89	106	5	1.054
	Percentage	0.9%	10.4%	24.5%	27.4%	36.8%				
10	Number	2	12	27	31	34	3.78	106	5	1.078
	Percentage	1.9%	11.3%	25.5%	29.2%	32.1%				
11	Number	4	9	33	27	33	3.72	106	3	1.111
	Percentage	3.8%	8.5%	31.1%	25.5%	31.1%				
12	Number	4	9	33	27	33	3.64	106	5	1.289

	Percentage	3.8%	8.5%	31.1%	25.5%	31.1%				
13	Number	2	11	29	26	38	3.82	106	5	1.094
	Percentage	1.9%	10.4%	27.4%	24.5%	35.8%				
14	Number	4	18	23	22	39	3.70	106	5	1.236
	Percentage	3.8%	17%	21.7%	20.8%	36.8%				

Where :

SD : Strongly Disagree

D : Disagree

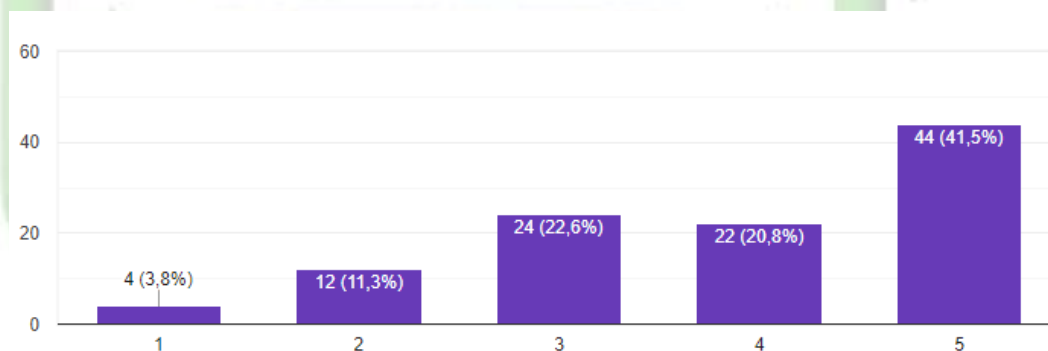
N : Neutral

A : Agree

SA : Strongly Agree

Graph 4.1

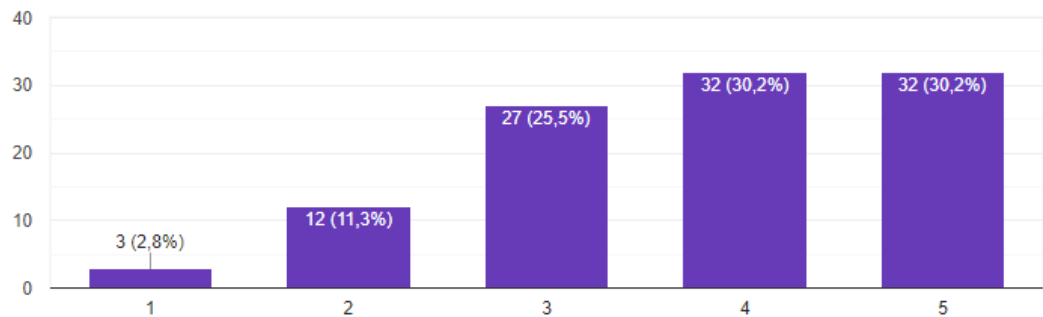
Online Classes helps to Engage the Students with Their Study



The graph 4.1 above showed that the students stated Strongly Agree 44 (41.5%), Agree 22 (20.8%), Neutral 24 (22.6%), Disagree 12 (11.3%), Strongly Disagree 4 (3.8%). From the classification above, it showed that the students mostly enjoyed and be helped to engage to their study through online during the Covid-19 pandemic.

Graph 4.2

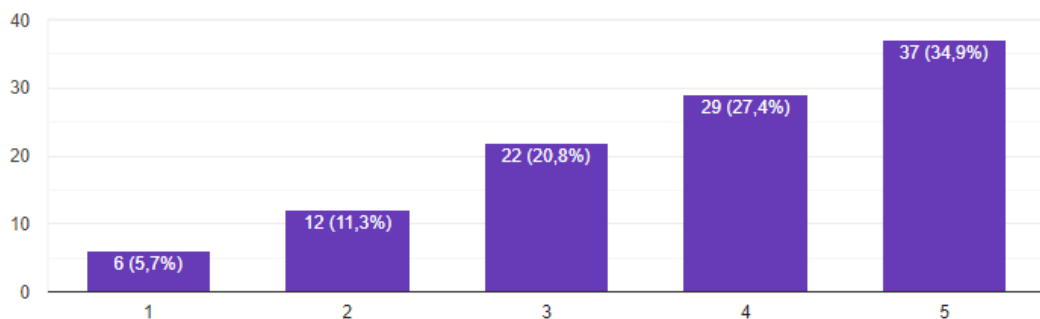
The Existing Infrastructure Makes It Possible for Online Classes to Reach All Students



The graph 4.2 above showed that the students stated Strongly Agree 32 (30.2%), Agree 32 (30.2%), Neutral 27 (25.5%), Disagree 12 (11.3%), Strongly Disagree 3 (2.8%). From the classification above, it showed that the students mostly agreed that the infrastructures and their learning gear are quite proper to support their study through online during the Covid-19 pandemic.

Graph 4.3

Power Supply and Internet Facilities Should Be Uninterrupted and Devices Like Phones, Laptops Should Reach Out to All Students on Behalf of The Government

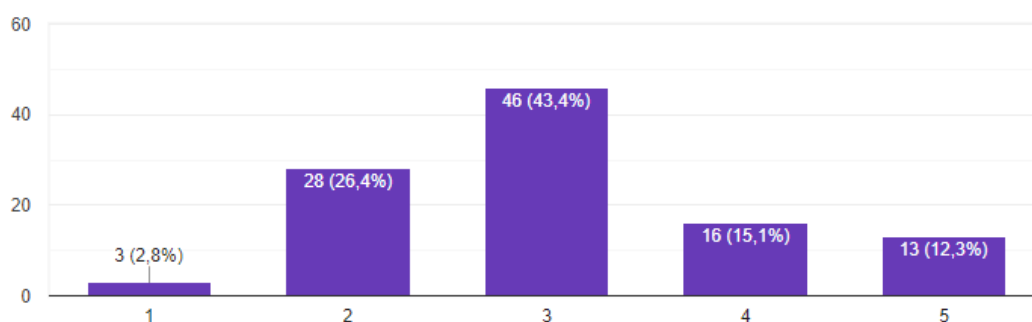


The graph 4.3 above showed that the students stated Strongly Agree 37 (34.9%), Agree 29 (27.4%), Neutral 22 (20.8%), Disagree 12 (11.3%), Strongly Disagree 6 (5.7%). From the classification above, it showed that the students

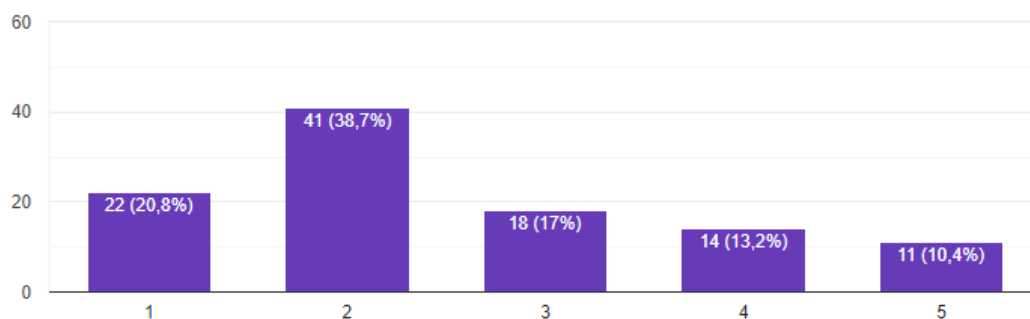
mostly agreed that the supporting facilities for their learning through online during the Covid-19 pandemic is a behalf of the government because everybody knows that distance learning is a government policy.

Graph 4.4

Online Classes Are One-Sided, Not Enjoyable



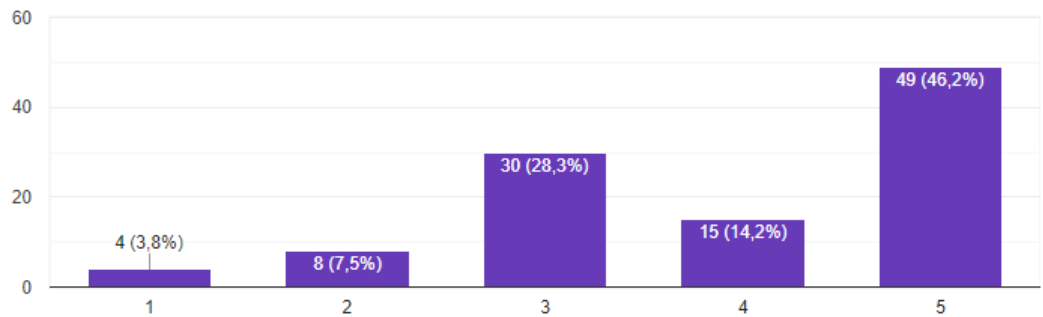
The graph 4.4 above showed that the students stated Strongly Agree 13 (12.3%), Agree 16 (15.1%), Neutral 46 (43.4%), Disagree 28 (26.4%), Strongly Disagree 3 (2.8%). From the clasification above, it showed that the students mostly gave neutral response to the statement "Online classes are one-sided, not enjoyable", that means they do not have any problems or matters about how the teaching and learning through online during the Covid-19 pandemic is organized. Eventough the number of the students who agreed and disagreed are mostly similar.

Graph 4.5**Online Classes Have Serious Health Risks so The Duration Should Not Be too much**

The graph 4.5 above showed that the students stated Strongly Agree 11 (10.4%), Agree 14 (13.2%), Neutral 18 (17%), Disagree 41 (38.7%), Strongly Disagree 22 (20.8%). From the classification above, it showed that the students mostly disagreed with the statement "Online classes have serious health risks so the duration should not be too much", that means they do not have any lamentations or serious health problems because of the teaching and learning through online during the Covid-19 pandemic. The reality in this era people could play with their gadget for hours, so allowing a couple hours of their time to study by online should not be a problem for them, but the number of students who gave neutral response, agree and strongly agree seems similar with the number of the students who gave disagree and strongly responses. The result means sometimes students have a problem with the duration of the online classes that risks health because of looking at the computer or smartphone screen for hours continuously.

Graph 4.6

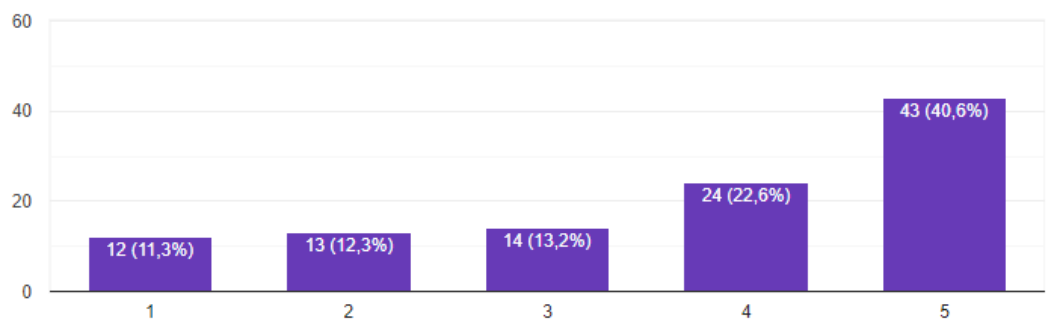
Urban Students Are Getting More Opportunities to Take Classes Online Than in Rural Areas



The graph 4.6 above showed that the students stated Strongly Agree 49 (46.2%), Agree 15 (14.2%), Neutral 30 (28.3%), Disagree 8 (7.5%), Strongly Disagree 4 (3.8%). From the classification above, it showed that the students mostly agreed that students who lived in urban areas have more opportunity to take and present to the online classes, because they have more reached supplies such as gadget, internet connection signal and other supporting learning tools. That is contrast with the condition of students who lived in rural areas who need more effort to take the online classes during the Covid-19 pandemic.

Graph 4.7

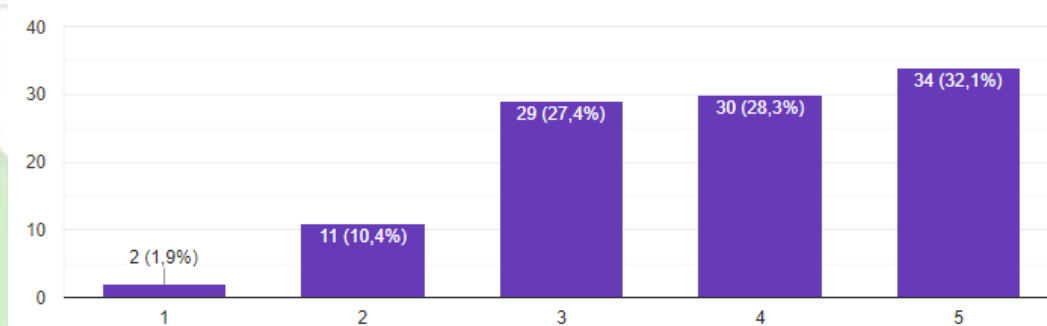
Online Classes in COVID-19 Situation Can Be an Alternative to Face-to-Face Classes



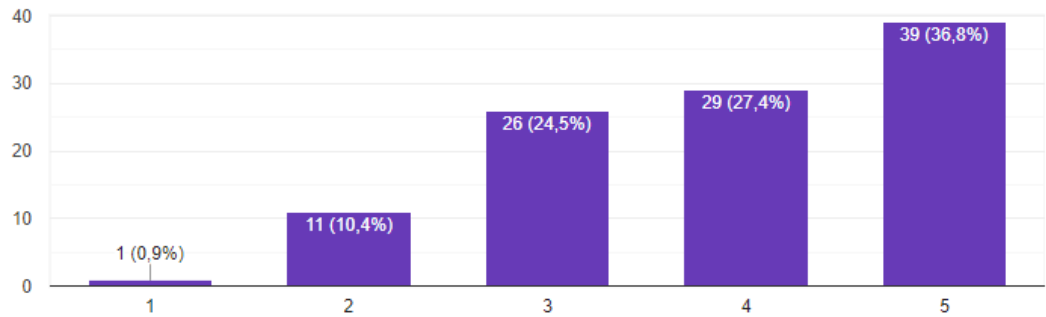
The graph 4.7 above showed that the students stated Strongly Agree 43 (40.6%), Agree 24 (22.6%), Neutral 14 (13.2%), Disagree 13 (12.3%), Strongly Disagree 12 (11.3%). From the classification above, it showed that the students mostly agreed that online classes can be an alternative to direct learning or face-to-face classes, in the case obey the government policy about social distancing and blocking people crowd. Organizing online classes during the Covid-19 pandemic being a best way to continue the teaching and learning activity.

Graph 4.8

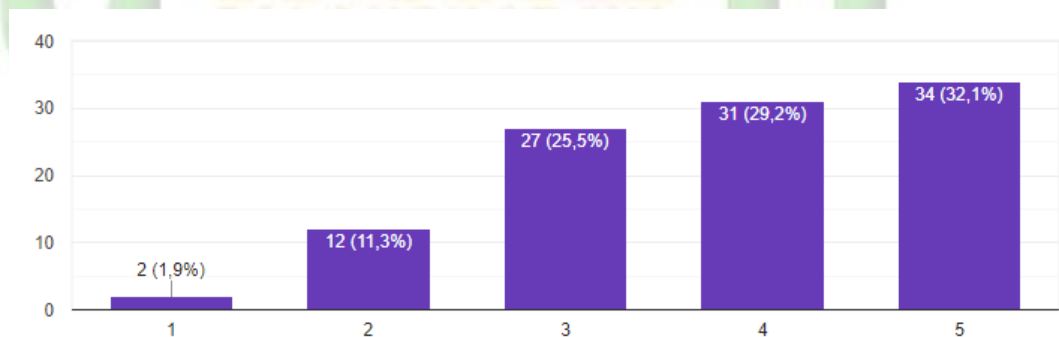
Online Classes Enhances Problem Solving Skills and Allows The Students to Acquire in-Depth Knowledge



The graph 4.8 above showed that the students stated Strongly Agree 34 (32.1%), Agree 30 (28.3%), Neutral 29 (27.4%), Disagree 11 (10.4%), Strongly Disagree 2 (1.9%). From the classification above, it showed that the students mostly agreed that online classes able to enhance their skills especially problem solving skill also allows them to explore more learning resources through internet, so their knowledge could be deeper in mastering the subject of their study in case Interpretive Listening course.

Graph 4.9**Students in Online Classes Can Concentrate on Lessons With Enjoyment and is It Easy to Emplement Successfully**

The graph 4.9 above showed that the students stated Strongly Agree 39 (36.8%), Agree 29 (27.4%), Neutral 26 (24.5%), Disagree 11 (10.4%), Strongly Disagree 1 (0.9%). From the clasification above, it showed that the students mostly agreed that online classes helped them to concentrate on lessons with enjoyment and is it easy to implemt successfully.

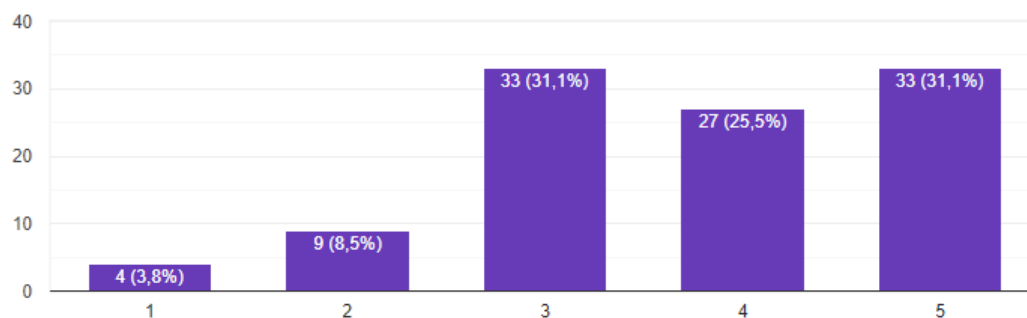
Graph 4.10**Online Classes Enables The Students to Participate in Collective Activities**

The graph 4.10 above showed that the students stated Strongly Agree 34 (32.1%), Agree 31 (29.2%), Neutral 27 (25.5%), Disagree 12 (11.3%), Strongly Disagree 2 (1.9%). From the clasification above, it showed that the students

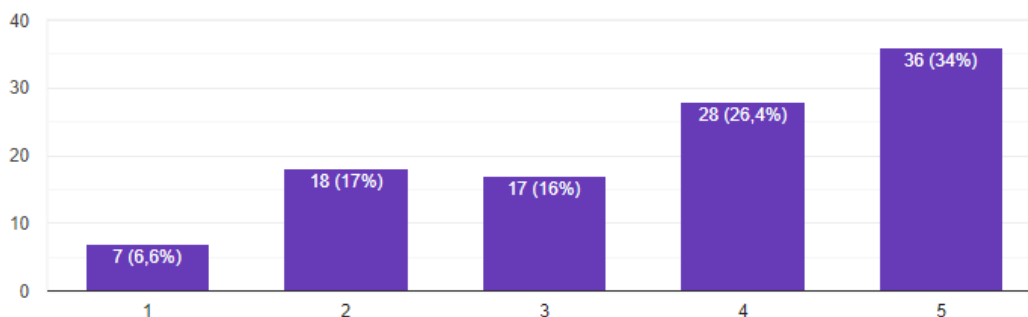
mostly agreed that online classes enables them to do collective activity, because learning by online gives the student more opportunity to have multiple activity. The students are able to join the online classes while they are browsing to find more learning resources or have a group activity supporting their learning, so the students can finish their assignment given by the lecture easily.

.Graph 4.11

Online Classes is The Most Preferred Teaching Method to Most of The Teachers



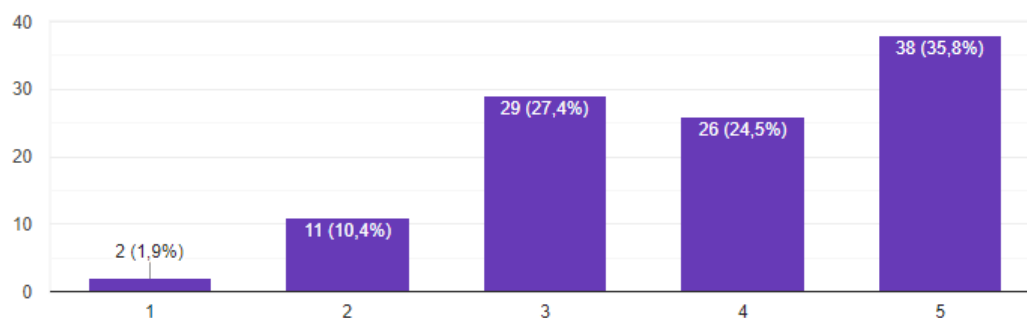
The graph 4.11 above showed that the students stated Strongly Agree 33 (31.1%), Agree 27 (25.5%), Neutral 33 (31.1%), Disagree 9 (8.5%), Strongly Disagree 4 (3.8%). From the clasification above, it showed that the students mostly agreed that online classes most preferred than other teaching method in case facing the Covid-19 pandemic that disables them to have direct or in class teaching and learning activity. Online classes being the substitution of class learning because of the government policy about handling the spreadness of Covid-19 pandemic that forbade people to have a direct group activity including in class teaching and learning activity.

Graph 4.12**There is a Need for Training of Teachers to Conduct and Implement Online Classes**

The graph 4.12 above showed that the students stated Strongly Agree 36 (34%), Agree 28 (26.4%), Neutral 17 (16%), Disagree 18 (17%), Strongly Disagree 7 (6.6%). From the classification above, it showed that the students mostly agreed that the teachers or lecturers need more briefing or training in delivering the learning material such as the applications, the methods and teaching models. As well as we know that the Covid-19 outbreak is really quick so the preparation of the teachers or lecturers in holding online learning relatively weak.

Graph 4.13

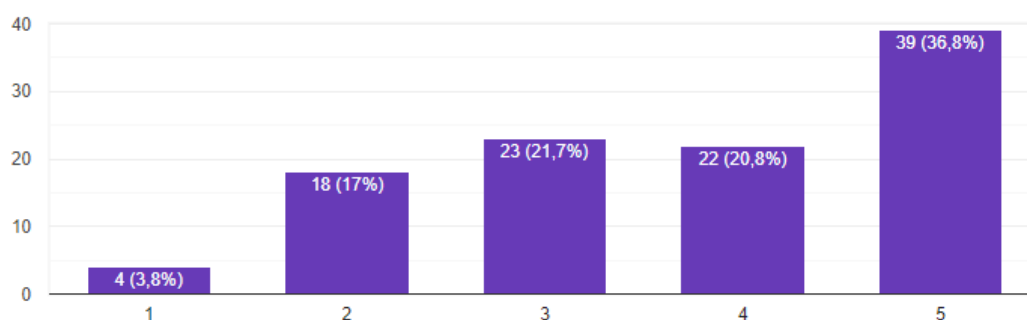
The Current Practice of Online Learning is Satisfactory, and It Can Be Implementable in Indonesia



The graph 4.13 above showed that the students stated Strongly Agree 38 (35.8%), Agree 26 (24.5%), Neutral 29 (27.4%), Disagree 11 (10.4%), Strongly Disagree 2 (1.9%). From the classification above, it showed that the students are satisfied by the current online classes during the Covid-19 pandemic that they have passed. This pandemic forced the educational elements to solve the problem that the learning should not be in the class, so teaching and learning by online during the Covid-19 pandemic being the best way to continue the teaching learning activity.

Graph 4.14

There is a Need for Training of Students to Participate Appropriately in Online Classes



The graph 4.14 above showed that the students stated Strongly Agree 39 (36.8%), Agree 22 (20.8%), Neutral 23 (21.7%), Disagree 18 (17%), Strongly Disagree 4 (3.8%). From the classification above, it showed that the students agreed that the participants or the students should have a training and briefing before they take the online classes. It is quite similar to the teachers or lecturers who have no proper preparation to do the online classes during the Covid-19 pandemic so the students need more training and briefing too.

The final results of questionnaire are displayed in Table 4.3 as follows:

Table 4.3
Final result of Questionnaire

NO	Score	Categorized	NO	Score	Categorized
1	79.9%	POSITIVE	8	75.6%	POSITIVE
2	74.7%	POSITIVE	9	77.7%	POSITIVE
3	74.9%	POSITIVE	10	75.6%	POSITIVE
4	61.5%	POSITIVE	11	74.3%	POSITIVE
5	50.7%	NEGATIVE	12	72.8%	POSITIVE
6	78.3%	POSITIVE	13	76.4%	POSITIVE
7	73.7%	POSITIVE	14	73.9%	POSITIVE

$$\text{Final result} = \frac{\text{Total score}}{\text{Total item}}$$

$$= \frac{1020}{14}$$

$$= 72.8\% \text{ (Positive)}$$

As the previous explanations about the students' attitudes towards interpretive listening course during the Covid-19 pandemic investigated by 14 items of questionnaire answered by the participants that shows their response and represents their attitudes. The final result is 72.8% it showed that the students mostly enjoyed and be helped to engage to their study through online during the

Covid-19 pandemic. From that result can be concluded that the students mostly enjoyed their learning through online, that is joyful and able to help them to engage to their study gives them more opportunities to discover more learning resources also make them possible to do multiple activity at the same time. The students also have no problems on their online classes that they have passed. Even tough few of them 27.2% disagreed that the online learning is joyful and could not help them on their study.

B. Discussion

In the following discussion, the researchers' findings discussed the students' attitudes towards Interpretive Listening course during the Covid-19 pandemic. The result of the 14 items of questionnaire showed the following data related to the students' attitudes towards Interpretive Listening course during the Covid-19 pandemic asked by the researcher through questionnaire sent via Google Form that shows their response and represents their attitudes.

In this section the researcher would be discussed the results of the students response to the questionnaire statement about students attitudes towards online learning on their interpretive listening course that they have passed (their attitudes, their learning tools, their supplies and their problems).

1. Online Classes helps to engage the students with their study

Based on the final result of the first questionnaire showed positive responses with a total of 79.9% categorized as positive attitudes. The students be helped to

engage with their study and make them possible to discover more learning resources.

2. The existing infrastructure makes it possible for online classes to reach all students

Based on the final result of the second questionnaire showed positive responses with a total of 74.7% categorized as positive attitudes. The students mostly agreed that the infrastructures and their learning gear are quite proper to support their study through online during the Covid-19 pandemic, in this era of learning every single of student already have smartphone atleast to support their online learning. The features of the smartphone helps them to join in online classes also browsing and discovering their learning material.

3. Power supply and internet facilities should be uninterrupted and devices like phones, laptops should reach out to all students on behalf of the government

Based on the final result of the third questionnaire showed positive responses with a total of 74.9% categorized as positive attitudes. The students mostly agreed that the supporting facilities for their learning through online during the Covid-19 pandemic is a behalf of the government because everybody knows that distance learning is a government policy. The students have positive attitudes towards this statement understanding that the online learning facilities need more cost to be held such as, proper smartphone, proper laptop and computer, stable internet connection signal, and the mobile data.

4. Online classes are one-sided, not enjoyable

Based on the final result of the fourth questionnaire showed positive responses with a total of 61.5% categorized as positive attitudes. The sum of the students who agreed that online classes are one-side and not enjoyable, from the fact that the outbreak of the Covid-19 pandemic happens quickly, so there was no longer time for the teachers and lecturers to have a proper preparation in transisting from regular classes on to online classes that make the teaching performance weak.

5. Online classes have serious health risks so the duration should not be too much

Based on the final result of the fifth questionnaire showed positive responses with a total of 50.7% categorized as negative attitudes. The students showed negative attitudes means they disagreed if taking online classes gives seriuos health risks for them. Habbit of play and have activities by using gadget make the students got used to looking at the smartphone or laptop screen for ours without any problems and complaints.

6. Urban students are getting more opportunities to take classes online than in rural areas

Based on the final result of the sixth questionnaire showed positive responses with a total of 78.3% categorized as positive attitudes. The students agreed that urban students have more oppotunities to take online classes that students wo lived in rural areas. Because urban students have more reached supplies such as gadget, internet connection signal and other supporting learning tools. That is

contrast with the condition of students who lived in rural areas who need more effort to take the online classes during the Covid-19 pandemic.

In this section the researcher would be discussed the results of the students response to the questionnaire statement about students attitudes towards online learning on their interpretive listening course that they have passed (online learning performance, their favorable and their feelings).

7. Online classes in COVID-19 situation can be an alternative to face-to-face classes

Based on the final result of the seventh questionnaire showed positive responses with a total of 73.7% categorized as positive attitudes. The students showed positive attitudes towards online classes can be an alternative to direct learning or face-to-face classes, in the case obey the government policy about social distancing and blocking people crowd. Organizing online classes during the Covid-19 pandemic being a best way to continue the teaching and learning activity.

8. Online Classes enhances problem solving skills and allows the students to acquire in-depth knowledge

Based on the final result of the eighth questionnaire showed positive responses with a total of 75.6% categorized as positive attitudes. The students showed positive attitudes towards online learning enhances problem solving skills and allows the students to acquire in-depth knowledge. In online learning the teachers and lecturers gave less explanation about the material, so the students should do

the rest to complete their learning objectives by autonomously discovering more learning material and solve the problems of their learning by the resources that they found on internet or other sources.

9. Students in online classes can concentrate on lessons with enjoyment and is it easy to implement successfully

Based on the final result of the ninth questionnaire showed positive responses with a total of 77.7% categorized as positive attitudes. The result shows that, the students have positive attitudes and agreed that online learning allowed the students concentrate on lessons with enjoyment and is it easy to implement successfully. By online learning the students got less learning interference from people surrounding different with in classes learning that sometimes could be noisy and rowdy, so the students could concentrate on their study without any problems.

10. Online Classes enables the students to participate in collective activities

Based on the final result of the ninth questionnaire showed positive responses with a total of 75.6% categorized as positive attitudes. The students showed positive attitudes towards online classes enables them to do collective activity, because learning by online gives the student more opportunity to have multiple activity. The students are able to join the online classes while they are browsing to find more learning resources or have a group activity supporting their learning, so the students can finish their assignment given by the lecture easily. Learning by

online make the students possible to reach further goal besides reaching the learning objectives such as, they could make learning groups, teams and circles.

In this section the researcher would be discussed the results of the students response to the questionnaire statement about students attitudes towards online learning on their interpretive listening course that they have passed (students' behaviour, their learning behaviour and students' tendency).

11. Online Classes is the most preferred teaching method to most of the teachers

Based on the final result of the eleventh questionnaire showed positive responses with a total of 74.3% categorized as positive attitudes. The students showed positive attitudes towards online classes most preferred than other teaching method in case facing the Covid-19 pandemic that disables them to have direct or in class teaching and learning activity. Online classes being the best substitution of class learning because of the government policy about handling the spreadness of Covid-19 pandemic that forbade people to have a direct group activity including in class teaching and learning activity.

12. There is a need for training of teachers to conduct and implement online classes

Based on the final result of the twelfth questionnaire showed positive responses with a total of 72.8% categorized as positive attitudes. The students showed positive attitudes and agreed that the teachers or lecturers need more briefing or training in delivering the learning material such as the applications, the

methods and teaching models. As well as we know that the Covid-19 outbreak is really quick so the preparation of the teachers or lecturers in holding online learning relatively weak.

13. The current practice of Online Learning is satisfactory, and it can be implementable in Indonesia

Based on the final result of the thirteenth questionnaire showed positive responses with a total of 76.4% categorized as positive attitudes. The students showed positive attitudes that means they are satisfied by the current online classes during the Covid-19 pandemic that they have passed. This pandemic force the educational elements to solve the problem that the learning should not be in the class, so teaching and learning by online during the Covid-19 pandemic being the best way to continue the teaching learning activity. Online learning are rarely done in Indonesia education environment, so what they have accomplished in taking interpretive listening course by online is satisfying them.

14. There is a need for training of students to participate appropriately in online classes

Based on the final result of the fourteenth questionnaire showed positive responses with a total of 73.9% categorized as positive attitudes. The students showed positive attitudes and agreed that the participants or the students should have a training and briefing before they take the online classes. It is quite similar to the teachers or lecturers who have no proper preparation to do the online classes during the Covid-19 pandemic. Teaching and learning through online is

rarely done in Indonesia before the superfast outbreak of Covid-19 pandemic, caused the preparation, socialization and practice of online learning in Indonesia is quite weak, so the students need more training and briefing too.

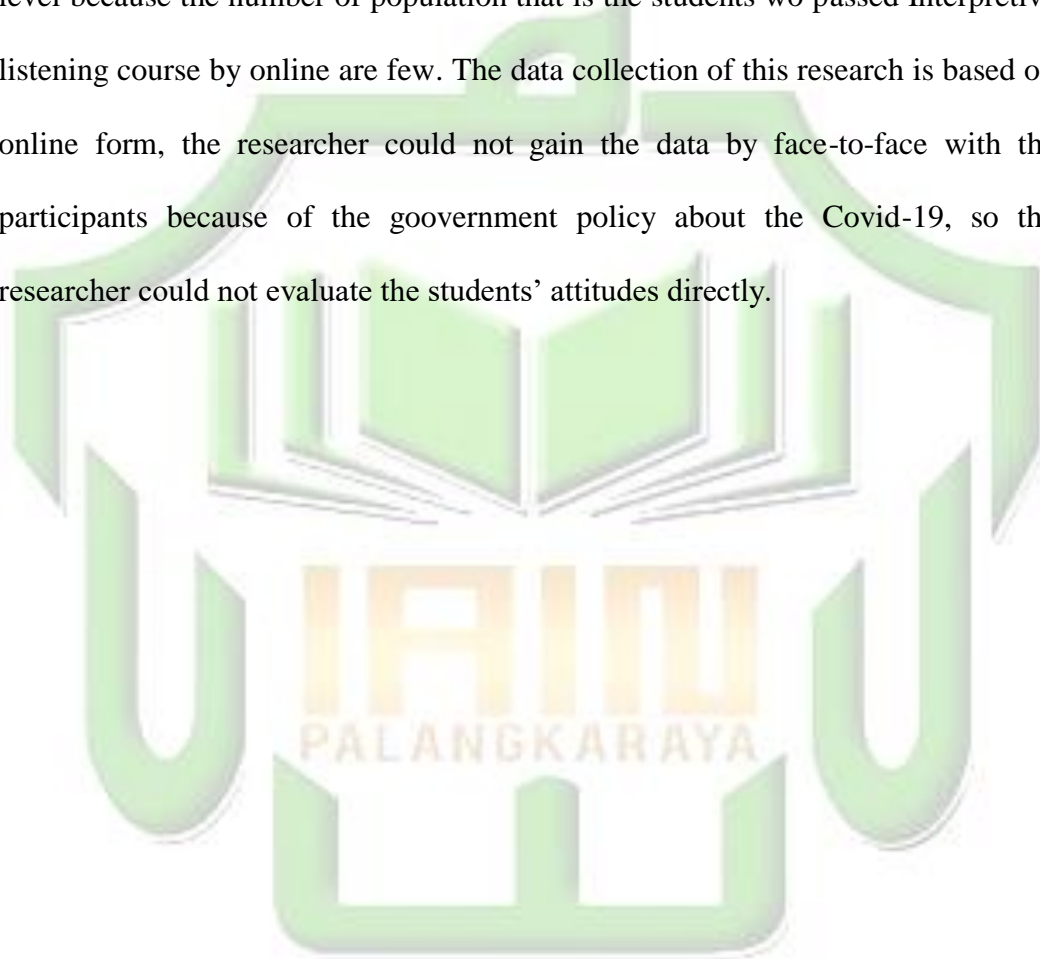
From the results of this research and the results of previous studies conducted by Zerrin Ayvaz Reis (2010, p.35), Dr.K.Nachimuthu (2020), Yue Zhu, Dr Wing Au, Dr Greg C. R. Yates (2013), and Daing Zaidah Ibrahim, Et Al. (2002), showed that the students mostly had positive attitudes towards online learning, also the students had high excitement to take online learning classes. The differences between this research and those previous studies are the participants are coming from different places around the globe, also the focus from this research is on students' attitudes towards online learning in interpretive listening course but mostly of those previous studies only focused on students' attitudes towards online learning. The similarity between this research and those previous studies are on the major topic that being discussed, that is students attitudes towards online learning, also the participants are under studies university students. The participants of this research mostly showed positive attitudes towards online learning that is similar with the participants of those previous studies that showed negative attitudes and had high excitement in learning by online.

That is different with the result from the studies conducted by Ullah, Khan & Khan (2017, p.64), Mihhailova (2005), Sabah (2013), Daing Zaidah Ibrahim, Et Al. (2002), and Farahat, T. (2012), showed that the students had negative attitudes towards online learning and the students had less excitement in taking online learning classes. The factors made the students showed negative attitudes such as

students' learning habit, learning resources and students' experiences about computer and online learning itself. The differences between this research and those previous studies are the participants are coming from different universities and different culture backgrounds, also the focus from this research is on students' attitudes towards online learning in interpretive listening course but mostly of those previous studies only focused on students' attitudes towards online learning. The participants of this research mostly showed positive attitudes towards online learning that is different with the participants of those previous studies that showed negative attitudes and had less excitement in learning by online. The similarity between this research and those previous studies are on the major topic that being discussed, that is students attitudes towards online learning, also the participants are under studies university students, also the students who being the participants had a same problem on their learning habit, learning resources and students' experience in taking online learning.

The strengths of this research are this research detailed focus on the students' attitudes towards online learning in interpretive listening course during the outbreak of the Covid-19 pandemic that is the major issue in Indonesian educational environment that should provide online learning to minimize the spreadness of the Covid-19, that is still a few study discussing about this certain topic. The researcher collect the data from the participant also during the Covid-19 pandemic, so the data is purely sustainable with the condition of the online learning during the Covid-19 pandemic. The last, the researcher used proper applications in data collecting and data analyzing.

This research also have weaknesses such as the research questionnaire adopted by the researcher is not detailed focus on the students' attitudes towards online learning in interpretive listening course but the questionnaire focused on the students' attitudes towards online learning. The number of the participants is only 106 students calculated by Raosoft sample size calculator it has 80% of confident level because the number of population that is the students wo passed Interpretive listening course by online are few. The data collection of this research is based on online form, the researcher could not gain the data by face-to-face with the participants because of the government policy about the Covid-19, so the researcher could not evaluate the students' attitudes directly.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides a conclusion and suggestion that was made based on the data description, data findings and data analysis.

A. Conclusion

This study was conducted to find out how are the students' attitudes towards online learning in interpretive listening course during the Covid-19 pandemic. After the data was collected and final result was counted, the researcher found the result of students' attitudes towards online learning in interpretive listening course during the Covid-19 pandemic.

The students showed positive attitudes towards online learning, it was proved by the final result of the questionnaire with a total 72.8%, the students be helped by the online learning in engaging with their study and the students are satisfied by the practice of online learning they have taken. The students agreed that the supporting infrastructures are quite proper for them to take the online classes during the Covid-19 pandemic. The learning tools owned by the students made them possible to take Interpretive listening course through online, such as their smartphone, laptop or computer are quite proper facilitated them to take online learning.

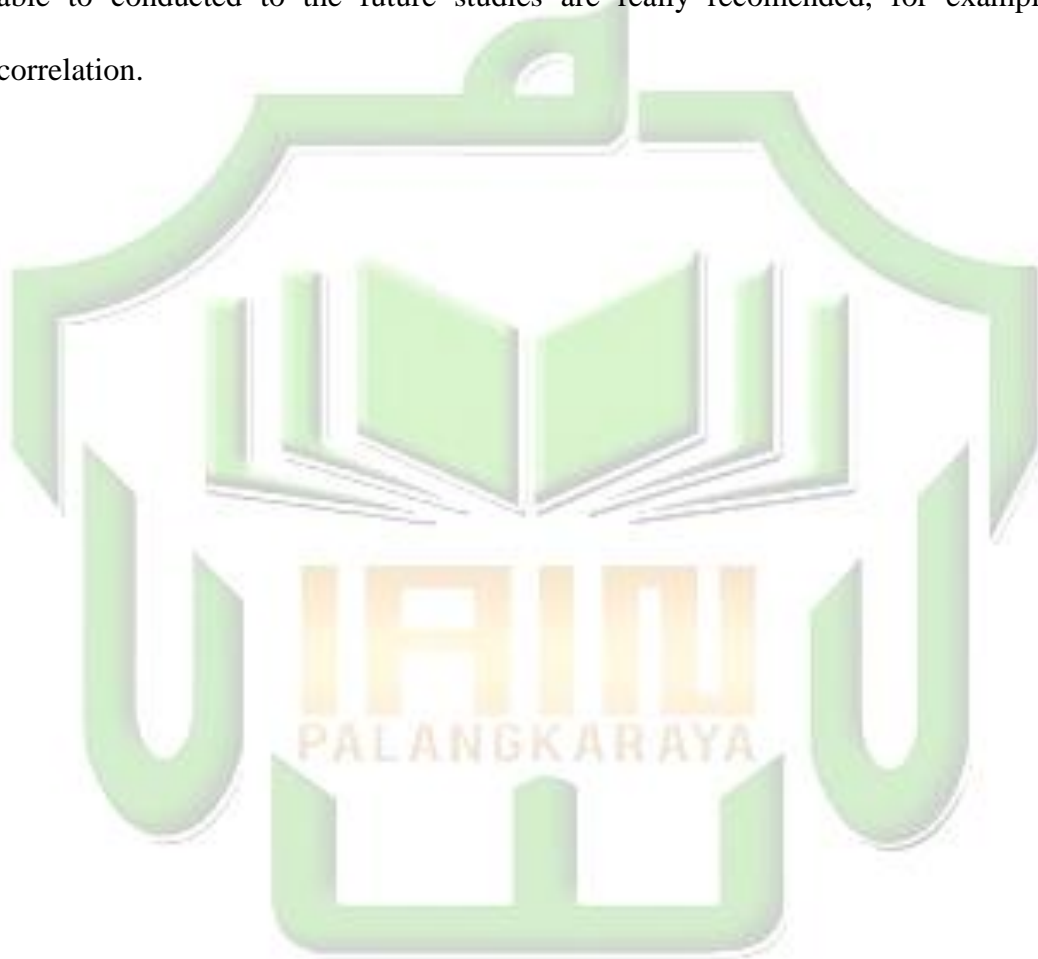
There are some factors like students learning tendencies factor, social factor, students' favorable factor, and other factors like the condition of the online learning practice which is affect the attitudes of the students towards online

learning in Interpretive Listening course. Positive attitudes towards online learning are essential, positive attitudes motivated and helps students focus on their learning and gain information more effectively than the students showed negative attitudes. Right online learning environment created by the lecturers also made the students show positive attitudes that helps the learning to be more productive triggers the students to retain and recall the information that the students have absorbed from their learning through online. The bias that occurs from the online learning faced by the students is the students who lived in urban areas have more proper and achievable vital resources, the differences between the students who lived in rural areas have difficulties to reach the supplies such as internet connection signal, wifi connection and mobile data which have a big role in taking online learning.

B. Suggestion

Based on the conclusion, there are some suggestions. For the lecturers it is recommended that the online classes should be more enjoyable for the students and give them tasks that is related with the use of online learning itself, so they would not be bored during learning by online. The lecturers should choose the right application or program that used in organizing the online learning for certain courses and materials, so the material could be delivered to the students properly. The students who take online classes should prepare the learning tools and other supporting tools in taking the online learning so that the teaching and learning activity could work properly. The students also have to utilize their chatting and social media applications to support their learning, for example students make

learning groups, learning teams, or circles that related to their study. Future studies that similar with this study could apply the qualitative research method considering this study applied quantitative research method by using descriptive statistics. Furthermore, it is also suggested that future studies investigate into how the practice of online learning in interpretive listening course. Other variables that able to conducted to the future studies are really recommended, for example correlation.



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