

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of the research. The statement of the problem is the media used by the lecturer to teach listening during a covid-19 outbreak at IAIN Kudus, the advantages and disadvantages of employing technology-based learning in teaching listening skills Amidst covid-19 outbreak at IAIN Kudus, and the challenges faced by the lecturer in teaching listening using TBL Amidst covid-19 outbreak at IAIN Kudus.

#### A. Research Findings

This research has been done from June 27 until July 12, 2022, in the IAIN Kudus. The researcher has researched employing technology-based learning to enhance students listening skills Amidst covid-19 at IAIN Kudus. In this research, the researcher obtained the data by deploying questionnaires to the Lecturer, students, and chief of English Education at IAIN Kudus. At the documentation stage, the researcher documented the results of the questionnaire in the form of photos and data files related to the topic. The researcher found that participants employ technology-based learning in the first semester of English education students 2021 in subject-intensive listening. The data findings that the researcher found are described as follows:

##### 1. Media that Used by Lecturer to Teach Listening Amidst Covid-19 Outbreak

Based on the answer to the questionnaire, the researcher found that the media used by Lecturer Mrs. M. in employing technology-based learning to enhance students listening skills Amidst covid-19 outbreak at IAIN Kudus are “WhatsApp, Google Meet, and Learning Management System facilitated by campus as known as Vclass”.<sup>1</sup> In applying these media, Lecturer served the topic that will discuss in the VClass, then students are divided into groups to work on assignments that will be

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<sup>1</sup> Mrs. M, The Questionnaire from the researcher, questionnaire 1, transcript, July, 12<sup>nd</sup>, 2022.

presented at each meeting, based on the sections of each group.

The learning process is carried out online from each home, both Lecturer and students so that the spread of the COVID-19 virus can be reduced. During online learning, all implementations, from teaching to practice, are carried out at home using media that has been prepared and approved in the lecture contract. During learning, students are also required to continue to fill out the attendance list through the media that has been prepared by the campus.

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

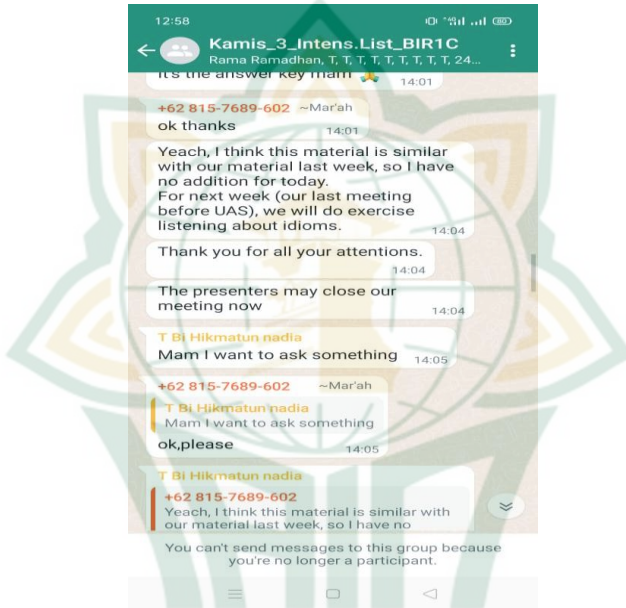
Based on the observation carried out by the researcher, the use of WhatsApp is more dominant for the presentation of assignments that have been done by students, discussions, questions, and answers, and also consultations on aspects in the Intensive Listening course.<sup>2</sup> After the material has been presented by the student, the other students will open the material that has been presented, has been understood, and give questions if there is a lack of understanding of the material. The discussion process is carried out in the WhatsApp group. The role of participants here as observers in the course of discussion. Then give a structured explanation starting from what the presenter presents if something material is missed. In this study, WhatsApp media is included in the category of media that is most often used in online learning, this is because this media is very flexible and easy to apply and is included in simple media. In

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<sup>2</sup> The results of observation carried out by researcher, July, 12<sup>nd</sup>, 2022.

preliminary research, the researcher also found that WhatsApp has become part of online learning, where the most important coordination is the WhatsApp media as a tool for communication between students and lecturer.

*Picture 4. 1. Whatsapp as a medium for discussion in class*



The use of google meet is specifically for groups that may need google meet to present the material<sup>3</sup>, sometimes some materials are easier for the presenter to explain directly. Therefore, the discussion process will be carried out at google meet. At the beginning of the meeting, the participant also use google meet to carry out the learning contract with her students, because the implementation of the college contract is easier to display directly, besides that the college contract also needs to explain the files that have been shared in VCLASS, so the lecturer only needs to display it on google meet. In this study, the use of google meet is not often used. It is only limited to complementary media if necessary to assist in the process of presenting material

<sup>3</sup> The results of observation carried out by researcher, July, 12<sup>nd</sup>, 2022.

by the group in charge of providing material every week. Based on the results of research that has been carried out by the researcher, Google Meet does not play many roles in online learning on this topic, because all material in the form of audio is easier to share on Whatsapp and heard by each student without any signal obstacles. It is different if the process of providing listening material is carried out with google meet media, then some students who experience signal difficulties will be disturbed, The interference obtained includes the disconnection of sound due to an unstable signal.<sup>4</sup>

*Picture 4. 2. The process of learning by using google meet*



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

<sup>4</sup> The results of observation carried out by researcher, July, 12<sup>nd</sup>, 2022.

The lecturer said that the technology-based learning used by the lecturer to teach listening amidst the covid-19 outbreak at IAIN Kudus are “Whatsapp, GoogleMeet, and VClass”.<sup>5</sup> WhatsApp and Google meet is used for learning activity. As for the use of VCLASS, VCLASS is a learning management system developed by the campus as a medium to control the progress of lectures such as student attendance, the process of giving points that will be discussed for one semester, presenting material, and all matters regarding administration that must be met by students in learning, stated in VCLASS. Based on the opinions of participants VClass helps the process of taking tasks and administration, because all that is organized in one application<sup>6</sup>. So it is easy to find tasks that have been collected. This is because VCLASS is an information system to control the performance of Lecturer and students. Therefore all data on learning activities are recorded in the VCLASS system. VCLASS itself makes it easier for Lecturer and students to carry out the attendance lists, whereas Lecturer does not need to call their students one by one to fill out the student attendance lists. They only need to open and log in to the VCLASS application and fill in their attendance according to the courses and course schedules carried out on their day.

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<sup>5</sup> Mrs. M, The Questionnaire from the researcher, questionnaire 1, transcript, July, 12<sup>nd</sup>, 2022.

<sup>6</sup> Mrs. M, The Questionnaire from the researcher, questionnaire 1, transcript, July, 12<sup>nd</sup>, 2022.



preparations that will be made to face online learning, some of these preparations are the preparation of energy and media until the end of the learning which will be explained as follows:

a. Preparation Stage

Based on the observations obtained by the researcher, the implementation of learning is carried out online. Before learning begins, the lecturer carries out preparations about what is needed to carry out online learning. The first thing that is prepared is a plan that will be applied in learning.<sup>7</sup> All the plans that will be discussed have been divided into VCLASS, where the lecturer only needs to follow the flow of discussion in class. Even so, Lecturer still has to re-check the readiness of learning both in terms of plans, materials, and also students who will attend lectures. especially preparation in filling administration by Lecturer and students which must be completed during the learning process.

*Picture 4. 5 The example of the material that already set in VCLASS*



<sup>7</sup> The results of observation carried out by researcher, July, 12<sup>nd</sup>, 2022.

The second preparation is about an internet connection that needs to be prepared, an internet connection is very important to deal with online learning, that's because all online learning requires an adequate signal. If there is a signal barrier, online learning will be disrupted. Sometimes the internet experiences a drop in speed due to technical problems. This has a huge impact on online learning.<sup>8</sup>

The next preparation is the tools that will be used in online learning such as smartphones, laptops, stationery, and other tools that can help the online teaching process. Do not forget to also check the readiness of students to take part in online learning at that time. If all preparations have been completed, then the learning process can be carried out according to the stages that have been prepared previously.

b. Implementation Stage

This stage is the core stage of learning where a learning and teaching process takes place. The processes that occur include the provision of discussion material, the discussion process, questions, answers, conclusions, and closings. In delivering the material carried out, students and Lecturer need a WhatsApp application to distribute the material, then the discussion process can be continued in any media that apply to learning. Usually, in listening the form of the material sent is an audio format that will be listened to together by all students in the class. According to participants, the delivery of material through WhatsApp is easier and simpler to open, because the WhatsApp application is an application that is very familiar to every student and lecturer<sup>9</sup>. This statement was confirmed by one of the students who felt that the

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<sup>8</sup> The results of observation carried out by researcher, July, 12<sup>nd</sup>, 2022.

<sup>9</sup> Mrs. M, The Observation from the researcher, questionnaire 1, transcript, July, 12<sup>nd</sup>, 2022.

media used was appropriate for dealing with online learning in the Intensive Listening course<sup>10</sup>. In this part, there is also material shared by the lecturer and also students that must be discussed in the class.<sup>11</sup>

*Picture 4. 6. The example of material*

**UNIT 5**

**News**

**Learning Objectives**  
By the end of this lesson, students are expected to understand news

**Learning Indicator**  
Students are able to understand news

**Learning Material**  
1. Scan the QR code below to access the audio

**QR Code**  
Title: Unit 5 LGC – News

**2. Exercise**

1. Fill the blanks based on the recording

**1 Million People Die from COVID-19**

The coronavirus or COVID-19 starts in China nine months ago. The number of people dead from COVID-19 1) \_\_\_\_\_ one million now. More than 33 million people 2) \_\_\_\_\_ in all of the world.

The 3) \_\_\_\_\_ is very serious. The leader of United Nations speaks 4) \_\_\_\_\_ He says that 5) \_\_\_\_\_ must help 5) \_\_\_\_\_

One million is a very big number. 6) \_\_\_\_\_ stop thinking about every 6) \_\_\_\_\_ life. However, every dead person is 7) \_\_\_\_\_ family or friend.

<sup>10</sup> Students A, The Questionnaire from the researcher, questionnaire 2, transcript, July, 12<sup>nd</sup>, 2022.

<sup>11</sup> The Documentation, Intensive Listening Modul

Picture 4. 7. The process of learning through WhatsApp



The head of the English study program also stated that the media used by participants was appropriate for dealing with online learning, as evidenced by the absence of students who did not pass the course<sup>12</sup>, besides that, the teaching process is also carried out according to the plan that has been determined at the beginning of the lecture. This makes this media successful in dealing with online learning in the Intensive Listening course.

<sup>12</sup> Chief of English Education, The Questionnaire from the researcher, questionnaire 3, transcript, July, 12<sup>nd</sup>, 2022.

d. Evaluation Stage

After the learning implementation process is complete, there is an evaluation process where the lecturer gives a role as a mediator and also an explanation of all the material that has been discussed, according to the subject, the lecturer becomes an intermediary if there is something that is still not understood, such as an error hearing a word in English. , then given an explanation of how to identify the wrong thing earlier, as well as tips and tricks to deal with confusion in listening comprehension. After all the learning is finished, the presenter closes the discussion and ends with a closing and greetings which signify the end of the learning process.

## 2. The Advantages and Disadvantages of Employing The Technology-Based Learning.

### a. The Advantages

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

Based on the participant's point of view, the advantages experienced by the participant are she could save time not meeting people in a covid-19 pandemic<sup>13</sup>. So participants can maximize their time to stay silent avoiding crowds and also crowds so that the spread of covid-19 can be reduced. Participants also stated that the media used is suitable to be applied in online learning because they cannot do offline learning so they use online media. In line with the statement above, the

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<sup>13</sup> Mrs. M, The Questionnaire from the researcher, questionnaire 1, transcript, July, 12<sup>nd</sup>, 2022.

participant has carried out well regarding the government's appeal to reduce the occurrence of things that cause large crowds. It is proven by the application of online learning, that participants can reduce the form of crowds. This is in line with the opinion of students who say that it is easier in time to implement online learning. They don't need to go to campus which is quite a distance<sup>14</sup>. So they enjoy online learning more when considering the time spent. The head of the English tadris study program also mentioned that online learning is very simple, flexible, and easy to carry out anywhere and anytime. So making a solution for the pandemic is the right decision.

In addition to collecting opinions from participants, the researcher also collect opinions from students regarding the advantages and disadvantages of online learning. Some students mentioned that this will be explained as follows. Based on the student's point of view, there are several advantages obtained in carrying out online learning. There are it is quite simple for students, they can learn more and feel happy, and they should not go to campus<sup>15</sup>. It is undeniable that there are several students whose homes are in a different city from the location of the campus, where on the way to campus it will take a few minutes until several hours to get to campus. So they find it easier to do online learning than offline learners who need to drive a means of transportation to campus. Students also mentioned that if they have been doing online lectures for a long time, they are more likely to do them online than offline, based on their interests who are more likely to be lazy and stay at home. The impact of online learning also causes students

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<sup>14</sup> Students C, The Questionnaire from the researcher, questionnaire 2, transcript, July, 12<sup>nd</sup>, 2022.

<sup>15</sup> Students C, The Questionnaire from the researcher, questionnaire 2, transcript, July, 12<sup>nd</sup>, 2022.

to be more in their comfort zone and can cause them to develop late. But it all depends on how they behave in online learning. As long as they can control and position themselves as good students, then they will be responsible for what they should do.

The students mentioned that there were no complaints about the methods and media used by the Lecturer to teach listening at that time. This is because students are used to using smartphones and side by side with digital media. This is evidenced by the smooth process of lectures while online without any disturbance regarding their understanding to apply the existing system in online learning support applications. The lecturer also stated that there were no complaints from students regarding the media used during online learning.<sup>16</sup> Besides its easy and efficient use, of course, there are weaknesses experienced when using online learning which will be described in the next discussion.

#### **b. The Disadvantages**

Based on the participant's point of view, the shortcoming that is remembered is not being able to get to know students more closely<sup>17</sup> so it is less meaningful in teaching a course. Meanwhile, the obstacle that occurs is some students who experience signal difficulties so that they sometimes lack focus on listening learning. It is undeniable that all media have their weaknesses. Based on the questionnaire answers that the researcher got from the lecturer. There are no significant flaws during online learning, they still live by it, and none of the students fail the Intensive Listening course taught by the Participant. Furthermore, the participant also

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<sup>16</sup> Mrs. M, The Questionnaire from the researcher, questionnaire 1, transcript, July, 12<sup>nd</sup>, 2022.

<sup>17</sup> Mrs. M, The Questionnaire from the researcher, questionnaire 1, transcript, July, 12<sup>nd</sup>, 2022.

stated that there had never been any complaints from students about the learning model as well as the media used in online learning. This is because the students and Lecturer have carried out the study contract at their first meeting.

Based on the student's point of view, there is one disadvantage of online learning that can hinder the learning process, namely internet data that suddenly runs out, and takes time to buy to the nearest outlet.<sup>18</sup> This causes students to be difficult and need to prioritize other activities rather than prioritizing their lessons. This becomes an obstacle for students in the learning process and ends up being left behind by a few minutes in learning. Besides running out of data, students also have to prepare what is needed in carrying out online learning. Of course their smartphones. Where they have to make sure that their smartphone has enough storage space, a good signal, and enough quota to take online lectures. It is undeniable that online learning requires a lot of full cell phone storage and requires a lot of supporting applications. Therefore, students must be smarter to manage their cellphone storage space so that there is no system rejection if they receive files or download files that are high enough. So there can be no lag in learning.

Based on observations made by the researcher, some students do experience full storage space because their cellphones have too many system applications. It caused their storage space has been eaten up by the system. This also causes students to find it difficult to follow and carry out online learning. They feel that inline requires a lot of storage which can overload their smartphone. Causes lag on smartphones, and also causes cellphones to go blank and need to rest. Worse yet,

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<sup>18</sup> Students A, The Questionnaire from the researcher, questionnaire 2, transcript, July, 12<sup>nd</sup>, 2022.

they may not attend lectures due to blank cellphones due to storage that no longer fits.<sup>19</sup>

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

The Chief of English education also stated that the participant was indeed able to take the Intensive Listening course. The participant has also really carried out his duties according to his main duties and functions, the head of English education also stated truthfully that the participant did teach the course according to the lesson plan.<sup>20</sup> Therefore what the participants have applied can make online learning successful, especially in intensive listening courses. The advantage that got by the lecturer is they cannot meet students closer in teaching Amidst covid-19 outbreak. He also said that the media applied by participants in listening teaching is appropriate to provide online learning. But of course, there are still obstacles in every online

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<sup>19</sup> The results of observation carried out by researcher, July, 12<sup>nd</sup>, 2022.

<sup>20</sup> Chief of English Education, The Questionnaire from the researcher, questionnaire 3, transcript, July, 12<sup>nd</sup>, 2022.

learning media. Among other things, of course, the signals that sometimes go down that can hinder the process of learning online learners. But these obstacles can be overcome easily during online learning.

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

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

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

#### **a. Some students have fewer vocabulary**

In this part, the lecturer stated that vocabulary has become a challenge for most student who learns intensive listening. The lack of student vocabulary causes the lecturer to have difficulty explaining and applying the material online. So it is necessary to provide explanations through different applications to make it easier to explain the existing vocabulary. The picture is as in the explanation of vocabulary that students don't know. If the lecturer has carried out lectures on WhatsApp media, and there is incomprehension and lack of vocabulary knowledge, the lecturer must explain it directly to make it easier for students to accept, so they need to move to google meet media to explain it directly. After the explanation is complete, they return to WhatsApp to continue the discussion until the closing of the lecture In this case the lecturer stated that the lecture becomes convoluted if the listening is carried out online.<sup>21</sup>

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<sup>21</sup> Mrs. M, The Questionnaire from the researcher, questionnaire 1, transcript, July, 12<sup>nd</sup>, 2022.

In addition, students also stated that they were bothered if they had to move from one media to another to get an explanation from their lecturer. This causes the focus of students to be disturbed, which initially focused on the first media, then moved to other media to listen to material from their lecturer, then had to go back to the first media to continue the discussion of their lectures.<sup>22</sup>

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

The lecturer stated that the next obstacle faced was that many students did not understand the word and its pronunciation.<sup>23</sup> This phenomenon makes the online lecture process disrupted and students' abilities become divided unable to get an explanation directly on Whatsapp. For example, if the discussion is held on WhatsApp, then some students cannot distinguish between the word and the pronunciation, they will ask the lecturer about it. On the other hand, students who already understand better to distinguish words from their pronunciation will understand faster and leave their friends who have not yet distinguished between words and pronunciations.

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

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<sup>22</sup> Students A, The Questionnaire from the researcher, questionnaire 2, transcript, July, 12<sup>nd</sup>, 2022.

<sup>23</sup> Mrs. M, The Questionnaire from the researcher, questionnaire 1, transcript, July, 12<sup>nd</sup>, 2022.

## B. Discussion

### 1. Media that was used by the lecturer to teach listening in a covid-19 pandemic.

There are so many media that are currently used in dealing with online learning, these media are also selected according to what is needed by the teaching staff according to the teaching style they use. The level of education is also one of the benchmarks in determining the media used in learning. These media include WhatsApp, webcast, video conference, google classroom, etc.<sup>24</sup>

Based on the analysis that has been carried out by the researcher, the media used in listening to teach Amidst the Covid-19 pandemic that used to teach have uses that complement each other. The discussion will explain as follows:

#### a. Whatsapp

Based on the analysis carried out by the researcher, Whatsapp is used as a place for discussion as well as material sharing, a place for discussion, giving material, and almost all aspects of lectures using WhatsApp. As we know WhatsApp is a medium that requires the internet as a condition for using WhatsApp. This is in line with the theory of technology-based learning in Vinz Koller's book which states "Technology-Based Learning is content learning through all electronic technologies, including the Internet, intranet, satellite broadcasting, audio, and video recording, video and audio conferencing, internet conferencing, chat rooms, electronic bulletin boards, webcasts, computer-based instructions, and CD-ROM."<sup>25</sup> Based on that statement, technology-based learning used by participants in this study must use an internet connection to carry out their learning, all systems used also require online learning on this topic.

WhatsApp media also includes media that is easy to combine with other media, this is because

<sup>24</sup> Vinz Koller, et al., *Technology Based Learning Strategies*, 4.

<sup>25</sup> Vinz Koller, et al., *Technology Based Learning Strategies*, 4.

WhatsApp is optional which means this media can be replaced with other media. Automatically if WhatsApp media is optional, then the media can also be juxtaposed with various other media. This is also in line with Rockvile's statement which states that TBL is varied<sup>26</sup>, this means that TBL can be combined with various technologies, applications, instructional strategies, learning platforms, and infrastructure needs. Therefore, it can be said that WhatsApp media is a very helpful medium for online learning both in terms of its implementation and also its development.

Whatsapp also has the advantage that Lecturer can observe the learning process of their students wherever and whenever. This can happen because all data and learning activities that have taken place will be recorded into a system that can be viewed anytime and anywhere, as long as there is no data reset from the WhatsApp application. The above statement is in line with the opinion of Rockvile and Alexandria regarding Technology-Based Learning which can be monitored remotely.<sup>27</sup>

In addition to a Lecturer who can monitor the course of portable learning, students can also take part in the portable learning process as well. This concept is the same as a lecturer who monitors students during learning but differs in substance and roles. Where students are more inclined to do learning, while Lecturer are observers. Here students also get the advantage of online learning, where they can have more time to carry out lectures online, they are not limited by space and time in lectures. so they can carry out other activities that they might be doing.

b. Google Meet

Based on the analysis carried out by the researcher, Google meet is used to complement the shortcomings of other media, so that the content of

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<sup>26</sup> Rockvile and Alexandria, *Technology-Based Learning*, 8-9.

<sup>27</sup> Rockvile and Alexandria, *Technology-Based Learning*, 10.

the material presented can be presented properly and clearly. For example, the use of WhatsApp which is limited to textual and audio interactions, certainly makes it difficult for students to explain the material directly. Even if the material can be explained directly, there will likely be confusion in the acceptance of the material by other students. While the audio feature can be used in WhatsApp, this feature is effective for discussions, with a note that only two people are discussing the discussion. In this case, the discussion is carried out by many people which of course will get a lot of responses too, this can cause overlapping discussions that are running and become unstructured.

Based on the problems experienced above, google meet is a solution to overcome the problems caused by WhatsApp where if the presenter needs to explain the material directly and it will cause a lot of responses, therefore students can use google meet as a direct online discussion solution. This is in line with the theory that states that Technology-Based learning can be developed by combining one application with another<sup>28</sup>. Therefore, it can be said that the role of Google Meet in this topic is only to support WhatsApp media.

An example of using Google meet if needed is during the implementation of learning contracts where there needs to be a fundamental explanation of learning contracts. In addition, the presentation of learning contracts is also easier to use google meet as a medium for the question and answer interaction between Lecturer and students. When offline, the provision of learning contracts is presented through the LCD Monitor, but when online, the provision of a learning contract through a share screen then opens a study contract file, then the lecturer will explain the learning contract that has been prepared by the lecturer for his students.

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<sup>28</sup> Rockvile and Alexandria, *Technology-Based Learning*, 8-9.

The use of Google meet can also add more lively interactions than using Whatsapp, where Lecturer and students can interact with their respective voices and visuals. Therefore, the implementation of the learning earlier became more meaningful compared to just using Whatsapp as a learning medium. The above statement is also in line with technology-based learning where its use involves electronic technology that can be used as a distance learning medium<sup>29</sup>.

c. VCLASS (Learning Management System of IAIN Kudus)

VCLASS is a media managed by the campus to process activities as well as administration at IAIN Kudus. Based on the analysis carried out by the researcher, VCLASS is very helpful in the administration of its users, when learning is carried out online, VCLASS becomes a forum to regulate what activities are carried out by students, ranging from what materials will be discussed, material files, attendance, to collecting assignments. and virtual classrooms. This media is also a complement to Lecturer to facilitate the collection of student administration in a centralized manner. It can be said that VClass here is a supplement as well as a complement to online learning. This is in line with the theory of Nur Hadi Waryanto in his journal which states that online learning can act as a supplement and complement<sup>30</sup>. An example of a supplement is If the student has the freedom to choose, whether he or she is willing to take advantage of additional classes online or not to take advantage of them. Here students do not have mandatory demands to take online classes but are only limited to their own will to want to add online classes or not. Then if it acts as a complement, if online learning is used as material

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<sup>29</sup> Vinz Koller, et al., *Technology-Basel Learning Strategies*, 4.

<sup>30</sup> Nur Hadi Waryanto, "Online Learning sebagai Salah Satu Inovasi Pembelajaran, 12-13.

add-on material received by students in the class. It is made for remedial for students who take part in face-to-face learning.

## 2. The Advantages and Disadvantages of Employing The Technology-Based Learning.

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

### a. The advantages

#### 1) Saving more time

One of the advantages that students get is saving more time. Where students can save a lot of free time because the lecture system is quite simple and does not need to go anywhere. Besides that, offline lectures are not limited by space and time which gives students the advantage of not having to go to campus. This is in line with the theory that states that Technology-Based Learning is saving costs and resources<sup>31</sup>. The time and cost of the associated resources is the main consideration for adopting and implementing TBL. These costs can be attributed to things like developing content; Integrating technology and content; programming; training instructors; and supporting the implementation of the necessary technologies, personnel, and infrastructure. For the labor system, in particular, Gan found that one of the biggest concerns or barriers to implementing TBL is cost. This cost becomes more burdensome the more TBL strives not only to broadcast and archive the content and materials delivered in traditional classes (e.g., pre-recorded Webinars that are asynchronously accessible), but to engage more active learners.

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<sup>31</sup> Rockvile and Alexandria, *Technology-Based Learning*, 12.

In this case, instructors often need more time, training, and support to use technology effectively and to keep their learners engaged.

Online lectures also do not need to travel far to campus to carry out lectures. students just need to be quiet wherever they are and follow the ongoing lectures. It's different if the lecture takes place offline, there will be a lot of spending both money, energy, and thoughts that they will spend. For example, gasoline If they do offline lectures, they need gas money to go to campus. The money spent on gasoline is also proportional to the distance from their home to campus. The farther their house is from the campus, the more money they will spend to buy gasoline. This is under Rockvile's opinion which states that online learning is easy and can be adapted to the needs of each person.<sup>32</sup>

In addition to the gasoline cost they have to spend if they take offline lectures, they will also automatically pay for food expenses, it is impossible if students who carry out offline lectures for a full day don't need food to fill their energy, so they have to buy food for lunch and replenish the energy that helps each student to receive lectures. a different phenomenon is if students carry out lectures online, and they are in their respective homes, they will save more on costs ranging from gasoline, and food, to needs that suddenly arise.

## 2) Simple learning model

For the student level, online lectures include lectures that are easy to implement. Because they already know how to operate their smartphone to access lectures. In addition, programs regarding their science and technology knowledge are also good for running all the media used in carrying out online learning.

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<sup>32</sup> Rockvile and Alexandria, *Technology-Based Learning*, 10.

Therefore, online learning in this case can be said to be an easy learning system. In addition, by using an online system, Lecturer can take advantage of various features on the video meeting platform used, such as playing videos, making doodles, etc. In contrast to online classes, where not all campuses have good facilities for playing sound and video, it becomes more difficult. This is under Rockvile's opinion which states that online learning is easy and can be adapted to the needs of each person.<sup>33</sup>

Online lectures also make it easier for students to organize their lectures independently and centrally, where there are already applications that support them to fill in attendance independently, assignment assignments, schedules that do not need to be written, and all recorded files are already stored in the system. If students want to retrieve or review files from the previous week, they just need to search in the previous week's column that has been provided.

Indeed, for students who already understand smartphones, it will be very easy to follow online learning. In contrast to students who are still sitting in elementary school who cannot operate smartphones. Especially for the use of online learning, they will quickly get bored and may even ignore the learning. Therefore, it can be said that the online system for the college level is at a level that is easy for students to do and follow.

### 3) Being able to learn more independently

As adult learners, they have begun to understand how to study theory independently. Students also prefer to understand with their thoughts as long as the material understood is easy to understand. It is different if the material

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<sup>33</sup> Rockvile and Alexandria, *Technology-Based Learning*, 10.

needs to be discussed together. Broadly speaking, students will prioritize their thoughts first than others. Even so, students still need partners to carry out discussions as a means to exchange ideas to get the right view. In addition, students still need guidance from people who know more than them, namely the Lecturer who teaches them. Without lecturers, they only discuss their understanding, without involving someone who already understands and is experienced.

From the statement above, even though students can learn theory using their understanding, the role of the lecturer is very important, which acts as a barrier if students have a wrong interpretation of the material they are studying. Lecturers here also do not mean that they know everything, Lecturer is still Lecturer who is still carrying out learning. But the lecturer is more expert and experienced than the students. Thus, students must ask the lecturer about their interpretation of something they are learning, even though according to the student it is correct, the lecturer's interpretation may be different from the student's interpretation. Based on that statement, students are not allowed to use their understanding in a matter. This is following Rockvile's opinion which states that online learning is easy and can be adapted to the needs of each person.<sup>34</sup>

Based on the statement above, even though learning is carried out online, and students can carry out learning independently, students still have to involve the lecturer if they have views on a material that they think needs to be discussed with the lecturer. it makes the knowledge they get awake, truth and purity.

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<sup>34</sup> Rockvile and Alexandria, *Technology-Based Learning*, 10.

This shows that at that campus student level, technology-based learning can be maximized properly. Because students are already proficient in operating existing technology. Unlike the condition of students who are still in elementary school who do not fully understand how to operate a smartphone. There will be many problems that will interfere with the course of online learning. On the other hand, the ability of teachers also affects the course of online learning. When the teacher understands the software or application that they use to teach online, it will be easy to direct students who do not understand or ask about the technicalities of the software or application used. On the other hand, teachers who do not understand or are not used to operating the software they use will be confused by what they teach their art, worse it will cause new problems that make overlap existing problems.

In addition, the adult attitude of campus students who prefer to stay at home is the reason why online learning can be applied at that level, they are already well aware of the technology they will use. In contrast to the level of children who are still not proficient in using online learning media, which will certainly cause problems that can interfere with the course of learning.

The shortcomings that exist, namely regarding technical obstacles such as internet connection that sometimes suddenly drops, lack of direct interaction between lecturer and students that made learning becomes less meaningful. However, all these obstacles can be faced easily where if there is a decrease in connection, students or Lecturer can reach a place where the signal becomes better and continue the learning process. It's just that what is difficult to overcome is the closeness of the

Lecturer to students who are classified as lacking because they do not carry out direct interaction.

#### **b. The disadvantages**

##### **1) The lecturer couldn't meet the student directly**

Based on the analysis carried out by the researcher, one of the shortcomings obtained from the lecturer is the absence of direct interaction between meeting lecturer with students. This causes lecturer with students to only get to know online without any meetings that make them get to know each other more closely, this also causes the learning process to be less meaningful for each student. Learning will be meaningful if the lecturer and students meet in person and carry out interactions. In the level of studying, offline face-to-face learning is also the highest level in learning, so that students can contact, and observe directly what is carried out by their lecturer.

Things like the above are inevitable because of government policies that require students and lecturer not to meet to avoid crowds so that the spread of the COVID-19 virus can be minimized. This is in line with the opinion of Rockvile and Alexandria regarding the application of technology-based learning that can cause conflicts in learning.<sup>35</sup>

##### **2) Data internet runs out suddenly**

In online learning, we cannot leave the use of an internet connection. From the analysis carried out by the researcher. Most of the obstacles and shortcomings in online learning are unstable internet connections and running out of mobile data which causes the internet connection to drop suddenly. There are several ways to overcome the shortcomings they face,

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<sup>35</sup> Rockvile and Alexandria, *Technology-Based Learning*, 8.

namely if they have an unstable internet connection, they will look for a location that has a more stable signal strength to take part in lectures. whereas if they run out of data and make the internet connection redundant, they must immediately purchase a data package that can continue the lecture process.

In addition to shortcomings that are easy to overcome, the researcher also found shortcomings that are difficult for students and lecturer to overcome. This is a technical obstacle from the provider used by both students and lecturer. At this time the students could not do much to overcome it. Because what overcomes the obstacles is not from students or lecturer, but from the central server that can be repaired by the center itself. However, this can be addressed by lecturer and students, by buying a new provider to connect to the internet connection and continue online learning, but it depends on the new provider they will use, if the provider that has a good connection is the provider that experienced the problem earlier, then there is no other option to wait until the server repair becomes normal. This is in line with the theory from Rockvile and Alexandria which states that some of the policies taken will cause conflicts in online learning.<sup>36</sup>

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

Media, Learning models, and methods have their challenges. Challenges can be internal and also external, whether from the students or also from the teacher. The internal challenges can be the intelligence of students or the competence of lecturers related to technology, and the external can be from the media which sometime has trouble.

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<sup>36</sup> Rockvile and Alexandria, *Technology-Based Learning*, 8.

Based on the researcher's analysis, there are several obstacles faced by the lecturer in employing technology-based learning to enhance students' listening skills Amidst covid-19 outbreak at Institut Agama Islam Negeri Kudus. The challenges will explain by the researcher as follows:

a. Some students have fewer vocabulary

One of the obstacles faced in teaching listening online is the lack of vocabulary for students to understand English vocabulary. The researcher also realizes that the obstacle that is often experienced by English language learners is poor vocabulary mastery.<sup>37</sup> Moreover, in this topic, students who carry out online learning are new and are entering the campus for the first time. Then direct online learning is carried out with listening courses. This of course makes students confused because they have never received listening lessons and also practice listening on campus directly. Such a situation makes students confused about how the listening mechanism will be taught, and how to understand it. In contrast to students who have met Lecturer and carried out direct listening with Lecturer. They will be guided and given tips to understand sentences in English. This will certainly explain the basics of how to understand good listening.

If students have already carried out direct listening lessons with their Lecturer, and then online listening lessons, there might be a different effect between those who have never been taught directly and students who have received direct instruction.

The above statement is in line with the opinion of Vishwanath bite in his writings on listening. That listening is the key to understanding communication<sup>38</sup>. From this theory, it can be

<sup>37</sup> Rockville and Alexandria, *Technology-Based Learning*, 8.

<sup>38</sup> Vishwanath Bite, *Listening: An Important Skills and Its Various Aspects*, 1.

concluded that if listening teaching is not given intensively and continuously, there will be differences in interpretation and also misunderstandings about a word in English.

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

Another obstacle that arises in listening learning is that students have difficulty distinguishing between words and their pronunciation, such as feel and fill, white and wait, three and tree, and so on, some of them didn't know well about the English accent. This obstacle appears not only in online learning, but it appears in all students learning English listening. They will have a hard time understanding the correct accent. In addition, students who have just entered the campus level will feel confused about the material they have just received. This is because there is a drastic difference between the learning they experience at school and the material they get on campus.

This kind of incident is indeed rife in listening learning both online and offline because in learning a foreign language, the accent of the destination language must be different from the accent of the language used by English language students every day. This situation causes English learners to know the accents they will learn. This is in line with the opinion of Rockvile and Alexandria where the TBL has policies that are sure to cause conflict.<sup>39</sup>

In this topic, the students being taught are also new students who are taking listening courses for the first time at the campus level. They also don't understand much about English accents which will certainly be easier to explain online. But circumstances require that learning be carried out online. This is a significant obstacle for Lecturer to

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<sup>39</sup> Rockvile and Alexandria, *Technology-Based Learning*, 8.

teach English accents online. If the situation occurs offline, then the teaching of English accents can be touched on little by little for students' understanding in learning to listen. It's different if listening teaching takes place online, both students and Lecturer can't learn directly about English accents.

All the challenges happen because new students who have never received basic listening material at the campus level, then they required to learn listening directly with the online method. This should not happen, it should be more effective if new students are given an understanding of the basics of listening that are easier to explain directly. Such as Lecturer practicing how to understand English accents, how strategies, and practicing to understand listening. It will be easier to practice offline learning.

