

**STUDENTS' AND TEACHER'S PERCEPTION OF  
LISTENING ACTIVITIES USING E-LEARNING IN  
ENGLISH LANGUAGE TEACHING**

**A Thesis**

Submitted as a Partial Fulfillment of The Requirements  
for S-1 Degree

**By**

**SELVINA ANDIKA PUTRI**

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**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG  
1443 H/2022**

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1443 H/2022**

## **ABSTRACT**

### **STUDENTS' AND TEACHER'S PERCEPTION OF LISTENING ACTIVITIES USING E-LEARNING IN ENGLISH LANGUAGE TEACHING**

**By :**

**SELVINA ANDIKA PUTRI**

This research was motivated by the finding of students' difficulties in understanding the learning process using E-Learning, because the time for listening learning was still limited. In learning listening skills, they have difficulty in online classes because students only listen to the audio that has been given by the teacher. This research discussed about students' and teacher perception of E-learning at tenth grade students in SMA Negeri 2 Tulang Bawang Udik. The purpose of this research to analysis students' perception of E-learning also to analysis teacher perception of E-learning in english language teaching at tenth grade students in SMA Negeri 2 Tulang Bawang Udik.

This research was descriptive quantitative, in descriptive quantitative research, sample selection is the process of selecting data from a small number of individuals for research so that the selected individuals will be able to help researchers understand student and teacher perceptions of E-learning. The population in this study were students of class X SMA Negeri 2 Tulang Bawang Udik, Tulang Bawang Udik district, Tulang Bawang Barat district, totaling 128 students. The research instrument was a questionnaire and interview guide, the questionnaire was distribution with link of Google Form. Used to help researcher conduct questionnaire and interview. Where the researcher functions to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and draw conclusions from this research.

The result of this research indicate that the perception of tenth grader students at SMA Negeri 2 Tulang Bawang Udik towards e-learning used in the learning process is included in the neutral category. Likewise with the teacher's perception of teaching using e-learning. The teacher's perception remains the same as the students' perception which is neutral, because the teacher says that e-learning is sometimes

easier but other times it is difficult. So in conclusion, the perception of students and teachers towards e-learning in listening learning is neutral.

*Key Words: Perception, E-Learning, Descriptive Quantitatif*



## DECLARATION

Hereby, I state this thesis entitled “STUDENTS’ AND TEACHER’S PERCEPTION OF LISTENING ACTIVITIES USING E-LEARNING IN ENGLISH LANGUAGE TEACHING” is completely my own work. I am fully aware that I have quoted statements and theories from several sources and they are properly acknowledged in the text.

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A thesis entitled: **STUDENTS' AND TEACHER'S PERCEPTION OF LISTENING ACTIVITIES USING E-LEARNING IN ENGLISH LANGUAGE TEACHING**, By: **SELVINA ANDIKA PUTRI, NPM: 1711040149**, Study Program: **English Education**, was tested and defended in the final examination session held on: **Monday, March 07<sup>th</sup> 2022.**

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## MOTTO

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهُ لَكُمْ وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ  
وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

“Fighting has been made obligatory upon you (believers), though you dislike it. Perhaps you dislike something which is good for you and like something which is bad for you. Allah knows and you do not know.”<sup>1</sup>(Q.S. Al-Baqarah: 216)



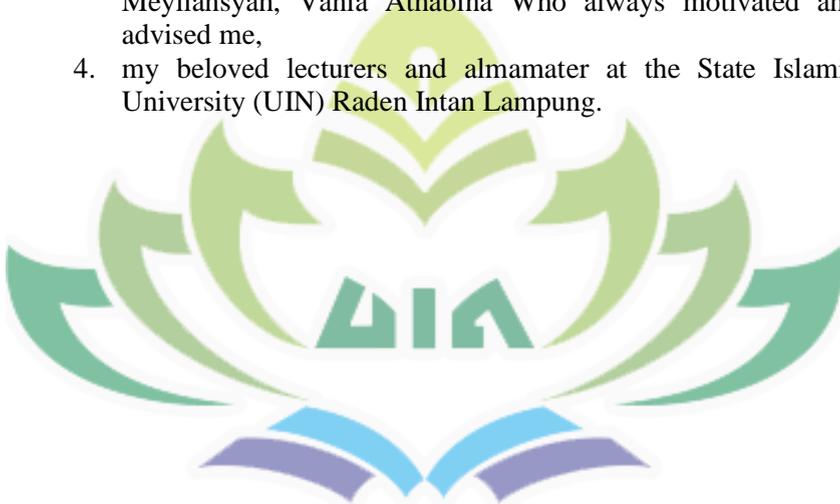
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<sup>1</sup> Ahadi, “Qur’an Surah Al-Baqarah (QS 2: 216) in Arabic and English translation” (Online), available at: <https://www.alquranenglish.com/quran-surah-al-baqarah-216-qs-2-216-in-arabic-and-english-translation> (Accessed on September 19<sup>th</sup> 2021)

## DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to

1. Allah SWT. who always loves and keeps me everywhere and every time,
2. my beloved parents, my great father Mr. Rudi Ansyah and my great mother Mrs. Suryati Who always supported, advised, pray and did everything for their children. A big thank you to both of you, I love you very much, mom and dad,
3. my beloved sisters Eri Yanti, Fitri Azzahra, Raisha Meyliansyah, Vania Athabina Who always motivated and advised me,
4. my beloved lecturers and almamater at the State Islamic University (UIN) Raden Intan Lampung.



## CURRICULUM VITAE

The name of the researcher is Selvina Andika Putri. She was born on April 25<sup>th</sup>, 1999 in Kartaraharja, Tulang Bawang Udik, Tulang Bawang Barat, Lampung. She is the eldest of five children of the harmonious couple Mr. Rudi Ansyah and Mrs. Suryati.

The researcher started her education in Kindergarten at TK Miftakhul Jannah I in 2004 and completed her education in 2005. Then continued her education at SD Negeri 1 Kartaraharja in 2005 and finished in 2011. After that, she continued his education at Junior High School at SMP Negeri 1 Tulang Bawang Udik and finished in 2014. Then she continued her education to the high school level at SMA Negeri 2 Tulang Bawang Udik and finished in 2017. In the same year she continued her education at UIN Raden Intan Lampung as a Tarbiyah for S1 Student and Faculty Study Program English Teacher. During studying at UIN Raden Intan Lampung, researcher joined as member of the Scouts of UIN Raden Intan Lampung Racana Raden Imba Kesuma Ratu-Putri Sinar Alam.



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First of all, I would like to thank Allah SWT, the Most Gracious, the Most Merciful, for His mercy and grace, the writer prays for during the study and completion of this thesis. Then sholawat and greetings may be poured out to the great messenger of the Prophet Muhammad SAW who always leads us from ignorance to intelligence.

This thesis will presented to the English Education study program at UIN Raden Intan Lampung. The main purpose of writing this thesis is to fulfill part of the examination of students who partially fulfill the requirements for obtaining an undergraduate degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd Dean of the Faculty of Tarbiyah and Teacher Training at UIN Raden Intan Lampung and all staff, who have provided opportunities for researchers during their studies until the completion of this thesis.
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10. All member of Class D English Education has been my biggest support since 2017 until now.

Finally, the researcher is aware that the thesis has a lot of weaknesses. Therefore, the researcher truthfully welcomes comments and criticisms from readers for enhance the quality of the thesis. Furthmore, the researcher expects that the thesis is useful for the researcher particulary and the readers generally, especially for those who are involved in English Teaching Profession

Bandar Lampung, March 2022  
The Researcher,



Selvina Andika Putri  
NPM. 1711040149

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# CHAPTER I

## INTRODUCTION

### A. Background of Research

The development of information and communication technology in the Industrial 4.0 era has had a major influence on the teaching and learning process, especially in Indonesia. Teachers have used easy access to technology to facilitate the learning process. Access to technology can also improve the quality of education. Since the discovery of internet technology, almost anything is possible in the world of education. Currently students can study not only anywhere but at the same time at any time with the existing electronic learning system facilities. E-learning is increasingly recognized as a way to solve education and training problems, both in developed and developing countries, especially Indonesia. Many people use different terms for e-learning, but in principle e-learning is learning that uses electronic services as a tool.

Delivery of material online can be interactive so that learning participants are able to interact with electronics as a learning medium. As an example of students using electronic learning media or establishing relationships (browsing, chatting, video calling) via electronic media, in this case the internet will later get learning outcomes that are more effective and better than conventional learning. Students will experience online schooling during this pandemic.

As an educator, teaching English is not easy. With different skill levels in each class, teachers must use effective strategies that allow students to learn the material given. A teacher must be creative in choosing material and be able to stimulate student interest in learning. Therefore, teachers need to manipulate and design several strategies to support the teaching and learning process.

Since the end of 2019, the world has been rocked by the corona virus or COVID-19. This virus was first discovered in Wuhan, Hubei, China. As a result of the COVID-19 pandemic, all operating systems such as government, economy, including education in Indonesia have been disrupted by this virus. Starting March 11, 2020, the President of the Republic of Indonesia implemented a policy of temporarily closing the teaching and learning process in schools and universities which urged them to study at home, and replace it with online learning to break the chain of the virus.

In order to minimize the transmission of infectious diseases, communities are taking steps to limit social distancing and also self-quarantine. Social distancing is a term applied to specific measures taken by public health officials to stop or slow the spread of this highly contagious disease.<sup>1</sup> While quarantine is a system of separating and limiting the movement of people for sometime to prevent transmission of disease. This is challenge foe all of the teachers, especially English teachres baccuse languages is a study that requires mastery of four skills. English learning can be defined as mastery of four skills.

The following are four language skills that students must master, namely listening, speaking, reading, and writing. Among the four skills, listening is difficult to master because it requires many competencies including mastery of content, vocabulary, language and grammar.

Therefore listening is important for students because listening gives them more knowledge of what they hear. Listening is an important language skill, because more than 45% of communication time is spent listening, which clearly shows how important this skill is in overall language skills, students who have good listening skills will find it easy to get information, knowledge, and ideas. from sources they hear. But so far students still have difficulty improving their

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<sup>1</sup> Yuliana, *Corona Virus Disease (Covid-19): Sebuah Tinjauan Literatur*, (Wellness and Healthy Magazine, 2020), pp.187-192

listening skills because they rarely do listening in online learning and listening material is less attractive to them. If they have difficulty in the listening process it will lower their listening competence.

Before starting the research, the researcher conducted interviews with the teacher to get some information about the research object. The results of interviews with English teachers at SMAN 2 Tulang Bawang Udik, researchers obtained information that students' listening skills were still low. From the interviews, the researchers found that it was difficult for students to understand in the learning process using E-Learning, because the time for listening learning was still limited. In learning listening skills, they have difficulty in online classes because students only listen to the audio that has been given by the teacher.

Based on preliminary research shows that there are several problem factors, such as lack of motivation in the learning process, time to teach listening skills is also still limited. Then another possibility is the method or technique used by the teacher is still not supportive because students feel monotonous in the learning process. The e-learning used at SMAN 2 Tulang Bawang Udik is Google Classroom and Whatsapp. Based on several previous explanations, the researcher wanted to know students' perceptions about listening learning that was carried out through E-Learning. So the researchers used Prof. Dr. Bimo Walgito theory to find out the opinion of students and teachers about listening skills using E-learning. There are three indicators of perception according to Bimo Walgito, namely, acceptance, understanding, and assessment / evaluation. Meanwhile, to determine the teacher's perception of listening skills using E-learning seen from the factors that influence that perception.

In fact, there are several factors that influence students' mastery of English, especially in listening comprehension. They are internal and external factors. Internal factors come from students themselves such as knowledge and motivation.

If students' knowledge of English is low, it will have an impact on their achievement, especially in listening skills. In addition, many students have low motivation to listen. Most students are not interested in listening to a lot of audio and are bored, even though they also lack reference material for listening, such as videos, films and songs and this is one of the obstacles faced by English teachers.

Meanwhile, external factors come from their classmates. Most students feel comfortable asking their friends something other than their teacher. If students only ask their closest friends, the student's knowledge will be limited. Students are given interesting listening audio material, motivation, and learning opportunities together to improve their listening skills. The teacher has an important role to play in encouraging students' awareness in listening.

As for learning English from home, learners are required to be more active to find out. learning English is not easy for students in Indonesia, because English is a second language. With that, teachers inevitably have to apply and adapt to e-learning classes in delivering English language material starting from listening, speaking, reading and writing so that the teaching and learning process can continue. Difficulty in accessing online learning for learners in remote areas is one of the obstacles. With online learning, it is necessary to conduct research on the students' and teacher perception of E-learning in a short time and without training. because the above statement the researcher intends to see the perceptiom of E-learning English.

There are several studies that are relevant because of students' views on online use / e-learning. First, based on research conducted by Laxmi Mustika Krawati (2017) entitled "*Students' Perceptions On the Use of Online Learning Platforms in EFL Classroom*". This study focuses on students' perceptions of the use of online learning platforms in the English as a foreign language (EFL) classroom. There are two platforms used, namely Edmodo and Quipper. The results of

this study were that the majority of students considered the use of Edmodo and Quipper in learning English to be effective and efficient in terms of time, because the slow internet speed is one of the obstacles in using Edmodo and Quipper. Most students agree that online learning platforms can help them practice language skills, acquire new vocabulary, and improve their understanding of lessons.<sup>2</sup>

The second research was conducted by Nurhasanah, Bambang, Merie, and Eviyatin (2020) with the title "*Students' Perceptions on the Use of Internet as Learning Media in Reading Classroom*". The purpose of this study was to find residual perceptions about the use of the internet as a learning medium in reading skills. The results of this study students have a positive perception of using the internet as a medium of learning to understand reading skills. The use of the internet to learn English makes the language learning process easier by being fun, interactive, and interesting.<sup>3</sup>

The third study entitled, "*Students' Perceptions of the Use of Zoom and WhatsApp in ELT Admist COVID19 Pandemic*" by Suadi (2021). This study uses the platforms most often used in online learning, namely zoom and whatsapp. The purpose of this study was to describe the perceptions of EFL students about the use of Zoom and whatsapp on ELT. The data obtained online was based on questionnaires and analysis based on a mixed methods approach by combining quantitative and qualitative methods. The results showed that virtual ELT classes for EFL students in the form of Zoom and whatsapp were rated positively by students, despite the availability and slow internet connection.<sup>4</sup>

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<sup>2</sup> Laxmi Mustika Cakrawati, *Students' Perceptions On The Use Of Online Learning Platforms In EFL Classroom*, English Language Teaching And Technology Journal, Indonesia University Of Education, 1(1), (2017), p.29

<sup>3</sup> Nurhasanah, Bambang Sulisty, Merie, Agustiani, Eviyatin Nisa Ulya, *Students' Perceptions on the use Of Internet as Learning Media in Reading Classroom*, Journal BASIS, 7(1), (2020), P.115-116

<sup>4</sup> Suadi, *Students' Perceptions of the Use of Zoom and WhatsApp in ELT Admist COVID19 Pandemic*, SALEE: Study of Applied Linguistics and English Education, 2(1), (2021), p.58-62

Based on the discussion of previous studies, it can be concluded that there are similarities between previous studies and this research. The similarity from previous research is the aspect of using E-Learning as a learning medium. Meanwhile, the difference between previous research and this research can be seen from the students' views on listening to E-learning activities which will be analyzed by researchers to determine their perceptions. Actually, in this study, researchers will analyze the perceptions of students and teachers about learning English E-Learning in terms of students' listening skills.

The researcher is interested in conducting research on the students' and teacher perception of E-learning in English language teaching. Therefore, researcher became curious and tried to investigate this with a study entitled "**Students' and Teacher Perception of E-Learning in English Language Teaching**".

## **B. Focus and Sub Focus of the Research**

Based on the problem in the research above. In this research, the researcher will focus on the students' and teacher perception of E-learning in English language teaching of senior high school. This research tries to focus on listening activities students in E-learning at the first semester of tenth grade of SMA Negeri 2 Tulang Bawang Udik in academic year 2021/2022. Meanwhile, sub focuses in this research are an analysis of the students' and teacher perception based on Bimo Walgito theory.

## **C. Formulation of Research**

Based on the background above, the researcher formulated the problem into :

1. How is the students' perceptions on listening activities by using E-learning at tenth grade SMA Negeri 2 Tulang Bawang Udik?

2. How is the teacher perception in teaching listening by using E-Learning at tenth grade SMA Negeri 2 Tulang Bawang Udik?

#### **D. Objectives of the Research**

Based on the formulation, the objectives of research as follow :

1. To analysis students' perception of E-learning in English language teaching at tenth grade students in SMA Negeri 2 Tulang Bawang Udik.
2. To analysis teacher perception of E-learning in English language teaching at tenth grade students in SMA Negeri 2 Tulang Bawang Udik.

#### **E. Significance of the Research**

At the end of this research, it is expected that the result of this research can be used for :

1. Theoretical Contribution

The results of this study are expected to provide some significant contributions to readers in the knowledge of listening skills in e-learning learning and can be used as references in particular for listening activities. However, the writer hopes that the readers have a sufficient understanding of how to use e-learning in listening activities.

2. Practical Contribution

- a. For students

The results of this study are expected to facilitate students to gain a better understanding of e-learning, especially in learning to listen. They can also improve their skills in English by learning using e-learning.

- b. For teachers

The results of this study can be used as a reference to be more creative in teaching including methods, activities, and ways of communicating to students.

Teachers can also develop learning using e-learning well as a means to teach students, especially in listening activities.

c. For other researchers

Hopefully the results of this study can be an inspiration for other researchers who are interested in conducting research on e-learning and this research can also help other researchers by providing many references about e-learning.

3. Educational Contribution

The results of this study are expected to be a reference for students in studying e-learning, especially in listening learning.

## **F. Scope of the Research**

In this research, the scopes of the research are :

1. Subject of the Research

The subject of this research was students at first semester of tenth grade of SMA Negeri 2 Tulang Bawang Udik in academic year 2021/2022.

2. Object of the Research

The object of this research was students' and teacher perception of E-learning in English language teaching.

3. Time of the Research

Time of the research was conducted in 2021/2022.

4. Place of the Research

The research was conducted at SMAN 2 Tulang Bawang Udik

## CHAPTER II

### REVIEW OF RELATED THEORY

#### A. Literature Review

##### 1. Problem of Learning English

Stern states that learning English influenced by learner factors, there are the factors as follow:

- a. The optimal age question, one of the interpretations that should only be asked after the age-specific characteristics of language learning have been predetermined.
- b. Language proficiency and other cognitive factors suggest that some language learners appear to have an inadequate aptitude for other languages. And the cognitive qualities that a person must have in language learning. Identify some of the basic characteristics of school learning, such as word knowledge, verbal intelligence, reasoning, and school achievement.
- c. Affective and personality factors, students express their feelings and intentions with their feet when they choose or turn away from the language class. This research focuses on students, social attitudes, values, and motivation in reality to other students and learning outcomes.<sup>5</sup>

In short, to get new information in English subjects one must be aware of problems that occur due to differences in the characteristics of age and previous language learning, the shortcomings of each person, the feelings and concerns of students in the class, focused on social attitudes, activation, values, and also relationship.

Other experts that explain about problem in learning English are Praveen and Patel, the problem as follow:

- a. Memory, the human brain is a storehouse of memory

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<sup>5</sup> H. H. Stern, *Fundamental Concept of Language Teaching*, (New York: Oxford University Press, 1991), p. 361.

- b. Attention, the mental processes of students that determine the role of student involvement in the teaching and learning process.
- c. Motivation, speaking thoughts so that children learn to regulate their perceptions and regulate their behavior a mental activity.
- d. Reinforcement, makes any response strong.
- e. Habit formation, if we want to learn a language we have to practice it. Acquiring new habits is the result of learning.

In short, what affects English learning is the result of the learner himself. These factors such as motivation to learn, positive responses, the process of paying attention, the human brain, and new habits.

Based on several explanations about problems in learning English. The researcher concludes that the two expectations above have the same opinion. Things that affect learning English are learner factors, factors that occur are age factors, language aptitude and other cognitive factors such as the human brain, responses, some of the basic characteristics of school learning, attention, as well as affective and personality factors such as attention, habits. action, and also motivation for students.

## **2. Listening**

### **a. Concept of Listening**

Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening: as a result, they

will understand and even have a good competency in productive skills namely speaking and writing.<sup>6</sup>

Listening is natural precursor to speaking the early stages of language development in a person first language (and in naturalistic acquisition of other languages) are dependent on listening.<sup>7</sup> Furthermore, Brown argues that the product of listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing.<sup>8</sup> It means that to become better listeners, the learners must think actively when they are listening. Listening is involved many language-learning activities, both inside and outside the language classroom. The improvement in listening will provide a basis for the development of other language skills.

In addition, Anderson and Lynch, listening as understanding is not that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge and by applying what he knows to what he hears and trying to understand what the speaker means.<sup>9</sup> Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills.<sup>10</sup>

Brown defines listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. The next section will consider

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<sup>6</sup> Nurmala Hendrawaty, *Loquen English Studies Journal* (Vol 12 No 1(2019), p. 57.

<sup>7</sup> I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge 2009), p. 37

<sup>8</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (NY: Pearson Education, 2004), p. 118.

<sup>9</sup> Abbas Pourhossein Gilakjani, "A study of Factors Affecting EFL Learner's English Listening Comprehension and the Strategies for Improvement" *Journal of Language Teaching and Research*, (Finland: Academy Publisher) Vol 2, No. 5 September 2011, p. 978

<sup>10</sup> Vandergrift Larry and C. M.Goh Christine, *Teaching and Learning Second Language Listening: Metacognition in Action*, (New York, Routledge, 2012), p.4

another way teachers can help ease the difficulty of listening: training students in different types of listening.<sup>11</sup> Furthermore, Lorena Manaj states listening is yet another necessitate in language. The more efficient a listener you are the more successful and satisfied you will be. Listening is not merely hearing; it is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process.<sup>12</sup>

Based on theoretical above, it is clear that listening is very important part of learning English and very important skill indeed in daily communication. Through listening people can understand the purposes of other speech, and it is hoped that the listeners can give responses properly.

### **b. Concept of Listening Skills**

Listening skill is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. Vishwanath Bite defines Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking.<sup>13</sup>

Listening skill is the communication process, according to Johnson and Hampleman, while it is to distinguish words from recognizing other words.<sup>14</sup>

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<sup>11</sup> Steven Brown, *Teaching Listening* (Cambridge : University Press, 2006), p. 4.

<sup>12</sup> PhD Cand, Lorena Manaj Sadiku, *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour* (European : Journal of Language and Literature Studies, 2015), p. 31.

<sup>13</sup> Vishwanath Bite, *Listening : An Important Skill and Its Various Aspects* (The Criterion : An International Journal in English, 2013), p. 1.

<sup>14</sup> Talat Aytan, *The Effect of a Listening Education Course on the Listening Behaviors of Prospective Turkish Teachers* ( Sciedu Press : Department of Turkish

Furthermore, Herbert J. Walberg Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others.<sup>15</sup>

Based on several definitions above, it can be concluded that listening is one of the abilities of every human being who can be seen directly, but not all people in the world can listen to English except those who are indeed their native speaker or first language in English or involved in many language-learning activities, both inside and outside the language classroom and about listening skills are the ability to actively understand the information provided by the speaker, and display interest in the topic discussed. It can also include providing the speaker feedback, such as the asking of pertinent questions; so the speaker knows the message is being understood.

### c. **Types of Listening**

According to Brown some types of listening as follow:

- 1) Intensive listening, which is listening for perception of the components (phonemes, words, intonation, discourse markers, etc) of a larger stretch of language.
- 2) Responsive listening, which is listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.
- 3) Selective listening, which is processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to

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Education, College of Education, Yildiz Technical University, Istanbul, Turkey, 2016), p. 254.

<sup>15</sup> Herbert J. Walberg, *Teaching speaking, listening and writing* (IAE Educational Practices Series, 2004), p. 14.

comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, Tv or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, number, a grammatical categories, directions (in a map exercise), or certain facts and events.

- 4) Extensive listening, listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.<sup>16</sup>

Vishwanath Bite argues some types of listening as follow:

- 1) Active listening, listening in a way that demonstrates interest and encourages continued speaking.
- 2) Appreciative listening, looking for ways to accept and appreciate the other person through what they say. Seeking an opportunity to praise. Alternatively listening to something for pleasure, such as to music.
- 3) Attentive listening, listening obviously and carefully, showing attention.
- 4) Biased listening, listening through the filter of personal bias i.e the person hears only what they want to listen.
- 5) Casual listening, listening without obviously showing attention. Actual attention may vary a lot.
- 6) Comprehension listening, listening to understand. Seeking meaning (but little more).
- 7) Critical listening, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

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<sup>16</sup> Op. Cit, H. Douglas Brown, p. 120.

- 8) Deep listening, seeking to understand the person, their personality and their real and unspoken meanings and motivators.
- 9) Discriminative listening, listening for something specific but nothing else (eg. A baby crying).
- 10) Empathetic listening, seeking to understand what the other person is feeling. Demonstrating this empathy.
- 11) Evaluative listening, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
- 12) Inactive listening, pretending to listen but actually spending more time thinking.
- 13) Judgmental listening, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
- 14) Partial listening, listening most of the time but also spending some time day-dreaming or thinking of a response.
- 15) Reflective listening, listening, then reflecting back to the other person what they have said.
- 16) Relationship listening, listening in order to support and develop a relationship with the other person.
- 17) Sympathetic listening, listening with concern for the well-being of the other person.
- 18) Therapeutic listening, seeking to understand what the other person is feeling.
- 19) Total listening, paying very close attention in active listening to what is said and the deeper meaning found through how it is said.<sup>17</sup>

In addition, Nation and J. Newton there are two type of listening, one-way listening typically associated with the transfer of information (transactional listening). Two-

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<sup>17</sup> Vishwanath Bite, *Listening : An Important Skill and Its Various Aspects* ( The Criterion : An International Journal in English, 2013), p. 4-5.

way listening typically associated with maintaining social relations (interactional listening).<sup>18</sup>

#### d. Difficulties of Listening

Brown stated that students must give special attention to such factors because they strongly influence the processing of speech and can even block comprehension if they are not attended to.<sup>19</sup> In other words, they can make the listening process is difficult if they do not really pay an extraordinary attention for these factors as follows:

##### 1) Clustering

Because of in spoken language the memory limitations and our predisposition for “chunking” or clustering we break down speech into smaller groups of word. In listening comprehension the students need to be helped by the teacher to pick out manageable cluster of word.

##### 2) Redundancy

Redundancy helps students to process meaning by offering more time and extra information. They can train themselves to profit by looking for the signals of it. The students initially get confused by this but with some training, they can learn to take advantage of it as well as other makes that provide more processing.

##### 3) Reduce Forms

Reduce can be phonological (“Djeetyet?” for “Did you eat yet?”), morphological (constructions like “T’ll”) syntactic (elliptical forms like “when will you be back? “Tomorrow maybe”), or pragmatic (phone

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<sup>18</sup> I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (Routledge : New York, 2009), 40.

<sup>19</sup> Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco State University: Longman, 2001), Second Edition, p. 252.

rings in a house, child answer and yells to another room, “Mom! Phone!”).

4) Performance Variables

Students have to train themselves to listen for meaning in the midst of distracting performance variable.

5) Colloquial Language

Learners who have been exposed to standard written English or “text book” language sometimes find it surprising and difficult to deal with colloquial language idioms, Slang, reduced form and shared cultural knowledge are all manifested at some point in conversations and colloquialisms appear in both monologues and dialogues.

6) Rate of Delivery

Initially the students think that the native speakers speak too fast but actually the number of and length of pauses used by speakers is more crucial to comprehension than sheer speech. Students will eventually need to be able to comprehend language delivered at varying rates of speed and at times, delivered with few pauses.

7) Stress, Rhythm, and Intonation

The prosodic features of the English language are very important for comprehension. Because English a stress-timed language, English speech can be a terror for some students as mouthfuls of syllables come spilling out between stress interpreting straight forward elements such as questions, statements, and emphasis but for understanding more subtle messages.

8) Interaction

Students need to understand that good listeners (in conversation) are good responders. They know how to negotiate meaning (to give feedback to ask for clarification, to maintain a topic) so that the process

of comprehending can be rather than being aborted by insufficient interaction.

From the explanation above, there are many aspects which can make listening is difficult. So these aspects have to be known well by the students if they want to comprehend what they listen clearly.

#### **e. Listening Process**

Speech-processing theory distinguishes between to types of processing in both listening and reading comprehension.<sup>20</sup> Bottom-up processing proceeds from sound to words to grammatical relationship to lexical meaning. Top-down processing is evoke from “a bank of prior knowledge and global expektations” and other background information that the listener brings to the text.

Bottom-up techniques typically focus on sounds, words, intonation, grammatical structures and other components of spoken language. Top-down technique are more concerned with the activation of schemata, with deriving meaning with global understanding and with the interpretation of a text.

#### **f. Strategies of Listening**

A second way in which students can become aware of how to develop better listening habits is by the integration of listening strategies into language lessons.<sup>21</sup> From a think-aloud procedure (a technique in which learners are asked to record their thoughts or strategies as they perform a language task), with learners listening to various texts in a second language, produced a summary of listening strategies.

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<sup>20</sup> Brown, H. Douglas, *Teaching by Principles: Second Edition*, p.260

<sup>21</sup> Flowerdew Jhon and Linsay Miller, *Second Language Listening :Theory and practice*. (Cambridge University press, 2005), p.72

The researcher conclude that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular and planned design for controlling and manipulating certain information. There are two type of listening strategies:

- 1) Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type or text, and the language. This background knowledge activities a set of expectations that help the listener to interpret what is heard anticipate what will come next. Top-down strategies include: listening for main idea, predicting, drawing and summarizing.
- 2) Bottom-up strategies are text-based; the listener relies on the language in the message, that is the combination of sound, words, and grammar that creates meaning. Bottom-up strategies includelisting for spesific details, recognizing cognates and recognizing word-order patterns.<sup>22</sup>

#### **g. Components of Listening**

Listening comprises of some key components they are:<sup>23</sup>

- 1) Discriminating between sounds.
- 2) Recognizing words and understanding their meaning.
- 3) Identifying grammatical groupings of words.
- 4) Identifying expressions and sets of utterances that act to create meaning.
- 5) Using background knowledge to predict and to confirm meaning and recalling important words and ideas.

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<sup>22</sup> *Op Cit*, Vishwanath Bite, p. 3.

<sup>23</sup> Babita Tyagi, *An Important Skill and its Various Aspect*, An International Journal An English. ISSN 0976-8165, p. 1.

From explanation above the researcher conclude that there are many component to influence listening comprehension score.

### 3. E-Learning

#### a. Definition of E-Learning

E-learning is the delivery of learning material via electronic media or the internet so that students can access it at any time from all over the world. Naidu stated that E-learning is a teaching and learning system that uses information and communication technology. The letter “e” in e-learning means “electronic”, e-learning can combine all educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics.<sup>24</sup> Furthermore, Indrakusuma and Putri stated that E-Learning stands for Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media, especially the internet as a learning system.<sup>25</sup> Through E-learning, the material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with various supporting learning resources including multimedia that can be supported by the teacher.<sup>26</sup>

As technology transform in extraordinary ways, often with unpredictable consequences, humans must be prepared to think we will find easy ways to transfer knowledge and skills. E-learning is an educational tool that combines self-motivation, communication, efficiency,

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<sup>24</sup> Naidu, S., *E-Learning: A Guidebook of Principles, Procedures and Practices Revised Edition* (New Delhi: Commonwealth Educational Media Center for Asia, 2006), p. 1.

<sup>25</sup> Indrakusuma, A.H., & Putri, A. R., *E-Learning : Teori Dan Design*, (Tulung Agung : STKIP PGRI Tulung Agung, 2016). p. 2.

<sup>26</sup> Suartama, I. K., *E-Learning Konsep dan Aplikasinya*, Singaraja: Universitas Pendidikan Ghanesa, 2014, p. 20.

and technology. Because there are limited social interactions students have to take care themselves motivated intrinsic isolation for e-learning requires students to communicate with each other and instructors frequently to complete their assignments duty. E-learning is efficient because it eliminates distance and onward travel. Distance is eliminated because e-learning content is designed with accessible media from well-equipped computer terminal and other accessible internet technology facilities.<sup>27</sup>

From the explanations of the experts above, it can be concluded that E-learning is a teaching and learning system that utilizes electronic media, especially the internet. The learning system provides convenience for teachers and students because learning can be done anytime and anywhere for examples whatsapp and google classroom.

#### **b. Concept of Using E-Learning**

E-learning consist of two word they are electronic and learning its means E-learning is the learning using electronic components. E-learning using computers and technologies have be crucial part of learning as well as teaching that E-learning as new concept in learning. E-learning is internet's application which can connect between educator and learner also E-learning is any utilization or use of the internet and web technologies to create a learning experience.<sup>28</sup> E-learning can be innovative approach to be used as a medium to deliver good design, user-center interactive learning environment and as having a wide arrange of easiness for anyone, anywhere, and anytime.

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<sup>27</sup> Pamela Berman, *E-Learning Concepts And Techniques*,(Blooms Burg University Of Pennsylvania : USA, 2006), p.1

<sup>28</sup> William Horton, *E-Learning Tools And Technologies*, (Canada : Wiley Publishing, 2003), p. 14

### c. **Characteristics of E-learning**

There are four characteristics of E-learning which are explained as follows:<sup>29</sup>

- 1) Students' interest in learning materials does not depend on the teacher or student, because students construct their own knowledge through teaching materials delivered through the website interface.
- 2) Sources of knowledge are everywhere and can be easily accessed by everyone. This is due to the nature of internet media which is global and can be accessed by anyone who is connected to it.
- 3) Students and educational institutions serve as mediators and mentors.
- 4) Obtained from the restructuring of education system policies, curriculum and management that can support the application of Information and Communication Technology for education optimally.

The four characteristics above that distinguish E-Learning from conventional learning activities. In E-Learning, students' understanding of learning materials no longer depends on the teacher/student. Students process their own knowledge through teaching materials delivered through the E-Learning media interface. In E-Learning, knowledge resources are spread everywhere and can be accessed easily by everyone.

### d. **Benefit of E-Learning**

E-learning promotes interaction between students and subjects/materials. Students can exchange information or opinions on various topics related to the class or students' personal development needs.<sup>30</sup> In addition, teachers can publish course materials and assignments that students must complete in specific locations on the Internet so they

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<sup>29</sup> Indrakusuma, A.H., & Putri, A. R, *Op Cit*, p. 5.

<sup>30</sup> *Ibid*, p. 6.

can access them. Depending on their needs, teachers can also give students the ability to access certain study materials and exam questions that students can only visit once at a time.

E-Learning has three benefits:<sup>31</sup>

1) Cost Efficiency

E-learning can provide regularity of implementation, ability in facility arrangement, and real cost effectiveness of facilities, and there are options for learning such as productivity of consumption costs, especially costs and transportation needs.

2) Flexible

E-Learning is easy to use, can be customized by choosing the time and place as well as options for picnics.

3) Learn to be Independent

E-Learning provides opportunities for students to openly handle the entire learning cycle matrix.

**e. Advantages and Disadvantages of E-Learning**

1) Advantages of E-Learning

As we know, E-learning is beneficial to education, corporation, and to all types of learner. E-learning effective then traditional learning because less time and money is spent travelling. E-learning has the advantages of taking class anytime anywhere. Education is available when and where it is needed. E-learning can done at the office, at home, on the road, 24 hours a day, and seven days a week. E-learning also has measurable assessments which can be created so the both the instructors and students will know what the students have learned, when they have completed courses, and how they have performed. E-learning help students develop knowledge of the

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<sup>31</sup> *Ibid*, p.6.

internet. This knowledge will help learners drop throughout their careers. E-learning encourages students to take personal responsibility for their own learning. When learner succeed, builds self-knowledge and self-confidence in them.<sup>32</sup>

So there are advantages of E-learning as follow :

- a) It is easier for students to absorb, it is means that in e-learning they can use existing facilities in multimedia in the form of images, text, animation, sound effect, and animation videos and also learning videos.
- b) It is much more cost-effective, meaning that e-learning does not equire an instructor, not does it need a minimum audience, it can be anyware, and so on.
- c) Much more concise and easy, meaning that in E-learning does not contain much class formality, it immediatly becomes a subject, a subject according to the needs of learning.
- d) Available 24 hours per day, meaning that mastery of the material depends on the enthusiasm and absorption of students, which can be monitored, and can be tested by e-test.<sup>33</sup>

The greatest advantage of online learning experienced by students. Online learning is a solution to maintaining the continuity of education in the midst of this pandemic. However, students will realize the impact of online learning such as having more extra time for independent study. Discover new and interesting forms of learning and get easy access to online english learning materials.

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<sup>32</sup> Pamela Berman, *Op.cit*, p. 5

<sup>33</sup> Indrakusuma, A.H., & Putri, A. R, *Op.Cit*, p. 7

There are the advantages of online learning :<sup>34</sup>

- a) Protecting individual health and community safety
- b) Saving the travel time
- c) Exposing to new forms of learning
- d) Keeping up with the original plan of the semester
- e) Having extra time for independent study
- f) Having easy access to online resources

## 2) Disadvantages of E-learning

One disadvantage of e-learning is that learners need to have access to computer as well as the internet. They also need to have computer skills with programs such as word processing internet, browsers, and e-mail. Slow internet connections or older computers may make accessing course materials difficult. Another disadvantage of e-learning is managing computer files and online learning software. E-learning also requires just as much time for attending class and completing assignments as any traditional classroom course. This means that students have to be highly motivated and responsible because all the work they do is on their own. Another disadvantage of E-learning is that without the routine structures of a traditional class, students may get lost or confused about course activity and deadlines causing the student to fail or do poorly. And then disadvantages E-learning is that students may feel isolated from the instructor.<sup>35</sup>

There are disadvantages of E-learning as follow :

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<sup>34</sup> Doan Thi Hue Dung, *The Advantages And Disadvantages Of Virtual Learning*, IOSR Journal of Research & Method in Education Vol 10, 17 June 2020, p. 47.

<sup>35</sup> Pamela Berman, *Op.cit*, p. 6

- a) Lack of interaction between teachers and students or between students and each other.
- b) A tendency to ignore academic or social aspects.
- c) The teaching and learning process will lead to training rather than education.
- d) The role of the teacher changed, which was originally an initial mastery of conventional learning techniques, now it is required to be able to know learning techniques using ICT (information, communication, and technology).
- e) Internet facilities are not available in all places.
- f) Human resources who do not understand the internet.
- g) Poorly mastered computer language.
- h) Inadequate access can be a problem for students themselves.
- i) Studentd may be frustrated if they cannot access pictures, graphics, and videos due to inadequate equipment (software and hardware).
- j) Infrastructure that is not yet available.
- k) Information that varies in quality and accuracy serves as a guide.
- l) Students who feel themselves isolated.<sup>36</sup>

#### 4. Perception

##### a. Definition of Perception

The perception from the Latin *percipio* is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. All perception involves signals that go through the nervous system. Goldstein argues that vision

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<sup>36</sup> Abdul Haris Indrakusuma, Asti Riani Putri, *Op.Cit*, p. 7

involves light striking the retina of eye, smell is mediated by odor molecules, and hearing involves pressure waves.<sup>37</sup>

Perception is the set of process by we recognize, organize, response and make stimuli in our environment.<sup>38</sup> The sky distinction between the two main theories of perception is emphasizing each gives to the role of sensation and higher cognitive process perception. Definition of Perception According to Nelson and Quick, perception is the process of interpreting information about other people.<sup>39</sup> This definition clearly highlights our concern that the opinions we form about other people depend on the amount of information available to us and the degree to which we can interpret the information we have obtained correctly. In other people, in certain situations, the capacity to interpret information we all have.

The process of perception to enter messages or information into the human brain by human perception that is constantly in touch with the environment. This relationship is carried out by the five senses, namely the sense of sight, the sense of taste, the sense of smell, and the sense of touch.<sup>40</sup>

Perception of stimuli that can be influenced by individual mental awareness, past experience, knowledge, motivation, and social interaction. Individual perceptions ultimately lead to individual attitudes.<sup>41</sup> Perception is a

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<sup>37</sup> Goldstein, E. *Sensation and Perception*, (Belmont: Wodswort, 2009), p.

<sup>38</sup> Barry. *A Study of Students Perception in English Classes*, (Vol.33, No.2, 1998), p.48.

<sup>39</sup> Quick, D.L. and Nelson, J.C, *Organisational Behavior: Foundations, Realities, and Challenges*, (New York: West Publishing Company),1997 pp. 83-84.

<sup>40</sup> Slameto. *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta, 2003), p.12.

<sup>41</sup> Chee and Phaik. *Teacher Perception of Critical Thinking Among Students and its Influence on Higher Education*, (Internasional Journal of Teaching and Learning, (20)2, 2009), p.179-207.

way of understanding natural signs or, better translating natural signs into intentional signs.<sup>42</sup>

From the above definition, the researcher concludes that all of them have certain similarities. All definitions describe perception as a process or phenomenon by which a person perceives any object and interprets it. It involves our five sense organs and brain, which helps in interpreting and regulating the whole process.

Thus, all definitions generally define perception as the process by which an individual receives information through the sense organs. The incoming stimuli interact with the information stored in the brain (memory) to give rise to perception. It is the process by which an individual interprets various received stimuli and forms a picture of the world. Stimuli are received through the senses, namely the eyes, ears, nose, mouth and skin and are organized by the brain. Then it is stored as information. While doing so, the individual's brain colors and marks information using its own logic and previous memories and experiences, if any.

#### **b. Indicators of Perception**

Robbin stated that the indicator of perception are two types, namely:

- 1) Reception: The process of acceptance is an indicator of perception in the physiological, the functioning of the sense to catch stimulating from the outside.
- 2) Evaluation: The stimulation of the outside that has been sensed, then evaluated by the individual. This evaluation is very subjective. One individual judges a stimulus as difficult and boring. But other individuals

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<sup>42</sup> Milikan. R.G. *Varieties of Meaning*, MIT Press, (2004)

judge the same stimulation as something good and pleasant.<sup>43</sup>

Furthermore, Hamka argues that there are two kinds of perception indicators, namely:

- 1) Absorb, namely the stimulus that is outside the individual that is absorbed by the senses and then enters the brain and gets a place. There will be a process of analysis, clarification and organization based on previous individual experiences. Therefore, individual absorption is different from each other even though the absorbed stimulus is the same.
- 2) Understand, that is an indicator of the perception as a result of the clarification process and organization. At this stage occurs in the psychic process. The results of the analysis in the form of understanding or understanding. Understanding or understanding is also subjective, different for each individual.<sup>44</sup>

According to Bimo Walgito there are three kinds of perception indicator, as follow:

- 1) Acceptance

The process of reception or reabsorption is an indicator of perception at the physiological stage; It is about the function of the five senses in capturing external stimuli. This means that information conveyed by individuals to others will be absorbed or accepted by the five senses, both sight, hearing, smell, and taste individually or together.

- 2) Understanding

This means that as a result of the analysis of a subjective study, or different for each individual.

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<sup>43</sup> Robbins and Judge, *Organizational Behavior 15<sup>th</sup> Edition*, (Pearson Education, Inc. United States of America: 2013), p. 124-130.

<sup>44</sup> Hamka, *Pembelajaran Kontektual dan Aplikasi*, (Bandung: Refika Aditama, 2002), p. 101-106.

### 3) Assessment / Evaluation

Evaluation is an external stimulus that has been captured by the senses, then evaluated by the individual. This assessment is very subjective. The perception of each person in the environment will be different. Someone judges a stimulus as something difficult and boring, but other individuals rate the same stimulus as good and pleasant.<sup>45</sup>

After comparing the three opinions, the researcher at least agrees with Bimo Walgito that there are three indicators of perception, namely acceptance, understanding and assessment/evaluation. The reason the researcher uses Bimo Walgito's opinion is more complete and combined with the opinion of Robbin and Hamka. In addition, perception indicators are very useful for developing instruments for students' perceptions of E-learning in listening activities.

### c. Types of Perception

There are many types of perception, namely people's perception, social perception, and situation perception.<sup>46</sup>

#### 1) People's Perceptions

People's perceptions refer to the processes by which we know and think about other people, their characteristics, qualities, and inner states. We construct images of other ways that serve to stabilize, predict, and create our own manageable view of the social world to the extent that we link stable traits and enduring dispositions to others. We feel that we are better able to understand their behavior and predict their future actions and we use their state to guide our interactions with them.

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<sup>45</sup> Walgito, Bimo. *Pengantar Psikologi Umum*. (Jakarta: Andi, 2004). p. 54-

<sup>46</sup> Zaden, James. W Wander. *Social Psychology*, (New York: Random Hause, 1984), p.109.

In this type, it has a correlation with students who have personal perception or flow perception. Each student has a different perception to think about the characteristics of the teacher, the way the teacher teaches, the quality of a teacher, even the learning media used by the teacher in the teaching and learning process. Each student also has a different perception of the material taught by the teacher. So it can be concluded that a person's perception refers to the general tendency to form impressions about other people, the different conclusions we make about other people based on our impressions.

## 2) Situation Perception

Situations are all social factors that influence a person's experience or behavior at a particular time and place. It is the interaction of time and space in which we act in a certain way.

This usually means that people perceive differently based on the situation. The attitude of the students in the past was different from the attitude of the students now. This is because of social factors that influence a person's behavior and also about differences in student knowledge that flows information and technology, thus influencing student thinking.

## 3) Social Perception

Social perception means that trying to understand people whether they are professional athletes, politicians, criminals, leaders, entertainers, or loved ones closer to home is no easy task. That is, people who perceive something that depends on its quality will give a good perception. They are able to read other people's perceptions of different activities.

#### **d. Factor Affecting Perception**

##### 3) The object is felt

Objects cause stimuli that recognize the senses or receptors. Stimulus can come from outside the individual who perceives it. Besides, can also come from within the individual where the question immediately arises nerve receptors that act as receptors. But mostly stimulus that comes from outside the individual.

##### 4) Sense organs, nerves and central nervous system.

The sense organs or receptors are tools for receiving stimuli. In addition, there must be sensory nerves as a means to progress stimulus receptors are received to the central nervous system, the brain as the center of consciousness. It means to do response required for motor neurons.

##### 5) Interest

To realize the tools to do perception too them attention is the first step in preparation for perceptual. Attention is the concentration of all individuals activity directed at something or a group of objects.

Based on this theory, the factors that influence Students' and Teacher Perceptions following, internal and external factors of students, perceived objects, sense organs, nerves, and central nervous system.

#### **e. The Students Perception of E-Learning in Listening**

In this time of pandemic, online learning is considered fun to learn. But the number of tasks will make students overwhelmed in doing it. From research conducted by Lisa Rakhmanina, *et.al.* They found that listening skills were the most difficult skills to learn in online learning.

The delivery of material online is relatively good.<sup>47</sup> However some students said that they need a lot of time to download listening materials because their internet quality is limited. According to Le and Pham, some students said that they needed to find a quiet place to listen and concentrate on answering their listening task.<sup>48</sup> Students also have difficulty getting materials because of gadgets that do not support technology.

The issue of time and place is always considered. Every student has the luxury to choose a suitable place and time for him. According to Smedley in Dewi thesis, the adoption of online learning gives institutions and their students a lot of flexibility in the time and place of sending or receiving according to learning.<sup>49</sup> Based on the opinion of experts, students should be able to determine a convenient time and place for them to study.

#### **f. Teacher Perception**

Perception is that when people select, organize, and interpret sensory stimuli into meaningful information. Teacher perception of meaning is the process of recognizing an object with the help of reason. A person receives stimuli from outside with full awareness, and tries to understand and interpret these stimuli into an understandable meaning.<sup>50</sup> So perception is the process of individual treatment that provides responses, meanings, descriptions of what is seen, heard, or felt by the five

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<sup>47</sup> Lisa Rakhmanina, *et.al*, *Students' Perception On Online English Learning During Covid-19 Pandemic Era*, Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, dan Asing, Vol. 3, No. 2, 2020, P.435.

<sup>48</sup> Le and Pham, *The Effects Of Extensive Listening On Vietnamase Students' Listening Skill*, Indonesian TESOL Journal, Vol. 2 (1), 2020, P.9

<sup>49</sup> Dewi, Indah Fitriana., *Correlative Study Of Students' Perception On Online Learning During Covid-19 Pandemic To Reading Skills Of The Tenth Grade Students Of Sma N 1 Suruh, Kab. Semarang, In the Academic Year 2020/2021*, State Institute For Islamic Studies (Iain) Salatiga, 2020, p.17.

<sup>50</sup> Walgito, Bimo, *Op cit*, p.54-55

senses. In the form of attitudes, opinions, and behavior or referred to as individual behavior.

## **B. Relevance Study of the Research**

The first researcher is Tari Putri Utami from State Institute For Islamic Studies (IAIN) Salatiga, the thesis title is “An Analysis Of Teachers’ Strategies On English E-Learning Classes During Covid-19 Pandemic”, for the result she know the teacher used different strategies because the expected skill output are different.strategies in teaching through e-learning classes during the Covid-19 pandemic greatly assisted in the teaching and learning peocess to achieve learning goals in class.

The second reseacher is Sri Hariyati from University of Muhammadiyah Sumatera Utara, the thesis title is “An Analysis Of Online English Learning In The Covid-19 Pandemic At Senior High School”, for the result she findings from the data analysis that the process of learning English is easier with online learning, but online English learning can not makes the English process more effective in achieving the learning objectives.

The third, researcher Sri Mulyani from State Institute for Islamic studies (IAIN) Salatiga, the thesis title is “Students’ Perception And Motivation Toward English E-Learning During Covid-19 Pandemic (A Study At Tenth Grades At SMA N 1 Suruh In The Academic Year Of 2019/2020)”, for the result she found E-learning gets positive perception because it is flexible and effective.

The last researcher, Arman from Allauddin State Islamic University Makassar, the thesis title is “The Impact Of Using E-Learning On Students’ Learning Achievement In Basic Of English Grammar Course At The First Semester English Education Departement, UIN Alauddin Makassar”, for the research result, researcher found positive response for E-learning that most oof students interest, motivated, and agreed to use E-learning in studying grammar.

### **C. Frame of Thinking**

This study focuses on the perceptions of students and teachers about E-learning in learning listening. E-learning is a system that can facilitate student learning more broadly, more broadly, and more variedly. In the midst of the Covid-19 pandemic, students mostly take advantage of the online learning system provided by the government, and students can study anytime and anywhere without being limited by distance, space and time.



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