TEACHING LISTENING IN EMERGENCY REMOTE TEACHING AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMP N 14 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2021/2022

A Thesis

Submitted as a Partial Fulfillment of the Requirements for Bachelor Degree

By
ELASARI
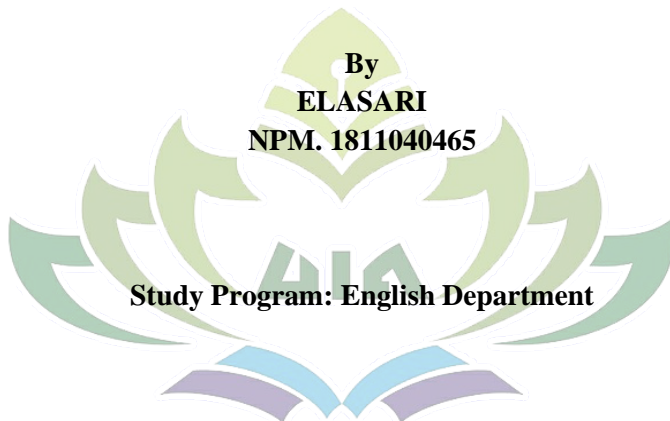**NPM. 1811040465**

Study Program : English Department

TARBIYAH AND TEACHER TRAINING FACULTY
THE ISLAMIC STATE UNIVERSITY OF
RADEN INTAN LAMPUNG
2024

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Advisor	**: M. Sayid Wijaya, M.Pd**
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**TARBIYAH AND TEACHER TRAINING FACULTY
THE ISLAMIC STATE UNIVERSITY OF
RADEN INTAN LAMPUNG
2024**

ABSTRACT

Teaching Listening in Emergency Remote Teaching at the Second Grade of the Seventh Grade of SMP N 14 Bandar Lampung in the Academic Year of 2021/2022

By

Elasari

Listening refers to learning as a change in behavior that is due to experience. This research was conducted to know the implementation of teaching listening in Emergency Remote Teaching at the Second Grade of the Seventh Grade of SMP N 14 Bandar Lampung in the Academic Year of 2021/2022 and the challenges in implementing teaching listening in Emergency Remote Teaching at the Second Grade of the Seventh Grade of SMP N 14 Bandar Lampung in the Academic Year of 2021/2022.

The research was conducted by using qualitative descriptive research method. The data was gathered from observation, interview and documents. The researcher did the observation through the WhatsApp Group and Google Classroom to know the implementation of teaching listening in Emergency Remote Teaching. The researcher also did interview with ten questions for the English teacher of seventh grade and documents of the teaching process through WhatsApp Group and Google Classroom. The English teacher of seventh grade and students of class 7 K participated in this research.

This research found that the implementation of teaching listening in Emergency Remote Teaching at the Second Grade of the Seventh Grade of SMP N 14 Bandar Lampung in the Academic Year of 2021/2022 used the platforms and media such as WhatsApp as media to teach the material and discussion, Google Classroom as platform to deliver the material, fill the attendance and submit the assignment and Youtube as media to support the learning material. The challenges of implementing teaching listening in Emergency Remote Teaching at the Second Grade of the Seventh Grade of SMP N 14 Bandar Lampung in the Academic Year of 2021/2022 based on the result such as: technological factors, pedagogical aspects and lack of interactivity.

Keyword: Descriptive Qualitative Research, Emergency Remote Teaching, Teaching listening

DECLARATION

Hereby, I state this thesis entitled "Teaching Listening in Emergency Remote Teaching at the Second Grade of the Seventh Grade of SMP N 14 Bandar Lampung in the Academic Year of 2021/2022" is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung,   Januari 2024
Declared by,

Elasari
NPM. 1811040465

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APPROVAL

Title   : **Teaching Listening in Emergency Remote Teaching at the Second Semester of the Seventh Grade of SMPN 14 Bandar Lampung in the Academic Year of 2021/2022**

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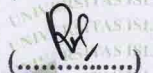
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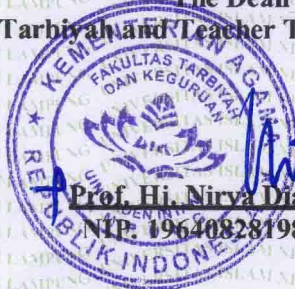
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MOTTO

وَاِذَا قُرِئَ الْقُرْاٰنُ فَاسْتَمِعُوْا لَهٗ وَاَنْصِتُوْا تُرْحَمُوْلَعَلَّكُمْ نَ (٢٠٤)

"So when the Qur'an is recited, then listen to it and pay attention that you may receive mercy." (Q.S Al-A'raf: 204)[1]

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[1] Saheeh International, The Qur'an English Meaning, (Jeddah: Abul-Qasim Publishing House, 1997), 159.

DEDICATION

From the deep of my heart, this thesis is dedication to everyone who cares, love and support me. I would like to dedicate this thesis to:

1. My Wonderful God Allah SWT for all the blessing that you have been given to me so that it can make me strong and finish the thesis.
2. My beloved parents, father Paino and my mother Rumini who always pray, support, motivation and never give up to guide me to finish my study.
3. My beloved brother Ridho Purnomo and my sister in law Aike Makya, both of them also always give me advice and motivation.
4. My childhood best friend Nur Hasanah, S.Pd., that always support and accompany me to finish my thesis. Thank you bestie for your support.
5. My best friends since Senior High School, Natasya Anggun Lestari, S. Akun., Siti Maisaroh, S.Pd., and Rona Tata Lisya, Amd.Keb. who always give me positive affirmation, advice and motivation for me.
6. My beloved best friend from TKK, Qaulisa Ratu Asia, Rora Almaida, S.Pd., Mariza Dwi Utami, S.Pd., Lutfia Nanda Bhakti and Rosa Purnama, S.Pd who always support each other to finish our thesis and give motivation for me.
7. My beloved lecturer and Excel Class.

CURRICULUM VITAE

The researchers name is Elasari. She was born on August 1st 2000. She is the youngest child of two siblings of Mr. Paino and Mrs. Rumini. She has one elder brother name Ridho Purnomo.

The researcher started her study at TK Kuntum in 2005-2006. Then continued her study at SD N 4 Sumberrejo and finished in 2012. In the same year, she registered to SMP N 14 Bandar Lampung and completed her study in 2015. After that, she continued her study at SMA N 16 Bandar Lampung and completed her study in 2018. Then, in the same year she continued her study in State Islamic University (UIN) Raden Intan Lampung as the student of English Education Study Program of Tarbiyah and Teacher Training Faculty. She had worked experience as English Tutor at Brave English from October 2021-February 2022 and she has taught English subject at Bimbingan Belajar Amfibi since January 2023.
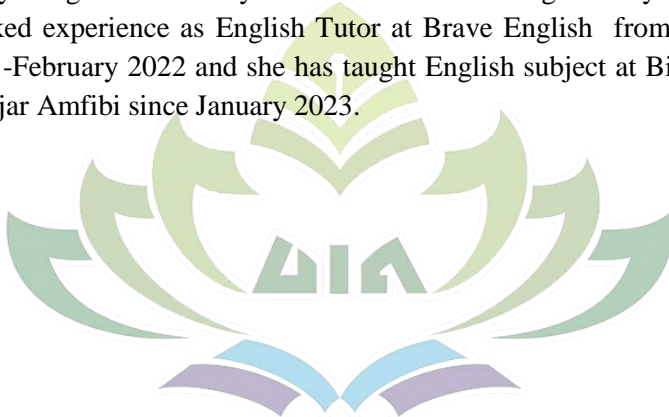
ACKNOWLEDGEMENT

Praise to Allah the Almighty, the Most Merciful and the Most Beneficent for blessing me with His mercy and guidance to finish this thesis. Peace be upon our prophet Muhammad SAW., with his family and followers. This thesis entitled "Teaching Listening in Emergency Remote Teaching at Seventh Grade of SMP N 14 Bandar Lampung in Academic Year of 2021/2022" is submitted as compulsory fulfillment of the requirement for S1-Degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistance, aid or support and many valuable things from various sides. Therefore, the reseacher would sincerely thanks to:

1. Prof. Dr. Hj. Nirva Diana, M,Pd., as the Dean of tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Raden Intan Lampung.

2. M. Ridho Kholid, S.S., M.Pd., as the Chairperson of English Education Study Program of State Institute of Islamic Studies Raden Intan Lampung.

3. M. Sayid Wijaya, M.Pd., as advisor and academic advisor who always guided, helped and correcting the thesis of researcher.

4. Istiqomah Nur Rahmawati, M.Pd., as the co-Advisor who always patiently guided, help and give advice for the researcher to complete the thesis.

5. All lecturers of English Education Study Program of State Institute of Islamic Studies Raden Intan Lampung who have taught the researcher since the first year of his study.

6. Wasiat, S.Pd., M.M.Pd., the Headmaster of SMP N 14 Bandar Lampung for following carry out the researcher in their institution and giving the contribution while conducting the research there.

7. Surya Purnama Indah, S.Pd., the English teacher of the eighth grade students of SMP N 14 Bandar Lampung

8. For my beloved classmate of Excel Class, thank you for the support and time we spent together.

Finally, it has to be admitted that nobody is perfect and it is fully realized that there are still a lot of weaknesses in this thesis. Therefore, criticisms and suggestions from the readers are sincerely welcomed to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for herself and especially for those who are involved in English teaching profession.

Bandar Lampung, Januari 2024
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CHAPTER I
INTRODUCTION

A. Title Confirmation

As a first to understand the title of this thesis, and to avoid misunderstanding, this research feels need to explain some words which become the title of this research. Teaching Listening in Emergency Remote Teaching at the Second Semester of the Seventh Grade of SMP N 14 Bandar Lampung in the Academic Year 2021/2022. Teaching as the process of carrying out activities that experience has shown to be effective in getting students to learn. Teaching is that which results in learning – learning is the responsibility of the teacher and that if students do not learn, it is the fault of the teacher. In other definition, teaching as a process that facilitates learning.[1] It means that, teaching is a process that contains the activities between teachers and students that aim to make learning more effective. Teaching is also one thing that facilitates the learning process.

Listening plays a very important role in communication. Listening also has great importance in foreign English class room. If the student cannot understand the input, the learning process cannot begin. Listening is not a passive skill. Indeed it is active, but all the activity happens in the mind. Listeners guess, predict, infer, criticize, and above all interpret. Acquirers then listen to the tape as many as they like at their leisure, repeated listening, interest in the topic, and familiar context help make the input comprehensible.[2]

ERT (Emergency Remote Teaching) is a temporary shift of teaching delivery to an alternate delivery mode because of

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[1]Bethel T. Ababio, "Nature of Teaching: What Teachers Need to Know and Do", *International Journal for Innovation Education and Research*, Vol. 1-03, (2013): 38

[2]Asrun Lio and La Ode Sidu M., "The Use of Audio Podcast for Teaching Listening Comprehension", *Journal of Language Education and Educational Technology*, Vol. 4, No. 1, (2019)

emergency circumstances.[3] ERT can be distinguished from online teaching in that ERT reflects a sudden and unplanned shifting of classroom-based courses to a distance education model.[4] Emergency remote teaching in the learning process becomes a necessity during the COVID-19 pandemic because during the covid-19 pandemic we must implement an online system to maintain health. ERT can simplify the learning and teaching process during the Covid-19 pandemic. This research will focus to analyze the implementation and the challenge in Teaching Listening in Emergency Remote Teaching at the Second Semester of the Seventh Grade of SMP N 14 Bandar Lampung in the Academic Year 2021/2022

B. Background of the Problem

On December 30, 2019, China has reported a cluster of pneumonia patients in Wuhan, China to the World Health Organization (WHO). The shared viral strain of pneumonia was later named 2019nCOV, or also known as 2019 novel Coronavirus. WHO explained that COVID-19 was declared as global emergency and quickly escalated into the WHO announcing it as a global pandemic on March 11, 2020.[5] The Covid-19 pandemic has a profound impact on all aspects of life, including in the aspect of education. Students cannot participate in the learning process in the classroom because it is feared that this will become a place for the spread of Covid-19. There should have been more research investigating such problems during school closure to understand how the virus spreads in the school

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[3]Charles Hodges, et al., "The Difference Between Emergency Remote Teaching and Online Learning", Educase Review, March 27, 2020, https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning, accessed on 24 August 2021 at 13:20 p.m.

[4] Earl Aguliera and Bianca Nightengale-Lee, "Emergency Remote Teaching Across Urban and Rural Contexts: Perspectives on Educational Equity", *Information and Learning Sciences,* Vol. 121 No. 5/6, (2020): 472, DOI 10.1108/ILS-04-2020-0100.

[5] Yazid Junaidi and Harwati Hashim, "A Review on The Implementation of Remote Teaching: Highlighting the Experience of Primary School ESL Teachers", *International Journal of Academic Research in Business and Social Sciences*, Vol. 11, No. 2, (2021): 454, DOI:10.6007/IJARBSS/v11-i2/8560

environment. This condition finally encouraged the government to implement distance learning. The goal is to break the chain of spreading Covid-19. Even though at this time it has entered a new normal or new life order, the learning process is still being carried out from home before the government issues a decision to return to direct or face-to-face learning.

During the current pandemic, the use of technology is needed in the teaching and learning process, since the COVID-19 outbreak applying educational technology has become unavoidable. Minister of Education, Culture, Research, and Technology (Mendikbudristek), Nadiem Anwar Makarim, while attending a speech on private television, Tuesday (27/7). According to Nadiem, education units must pay attention to their regional zones in determining learning activities. For Levels 1 and 2, you can start limited face-to-face learning (PTM), by prioritizing the prudence, safety, and health of school residents. Meanwhile, regions that are at Level 3 and 4, still have to hold distance learning (PJJ).[6] A total of five regencies and cities in Lampung implemented the implementation of community activity restrictions (PPKM) level 3. The five areas are Bandar Lampung City, Way Kanan Regency, East Lampung, North Lampung, and Pesawaran. Regional Secretary (Sekda) Lampung Fahrizal Darminto said the implementation of PPKM level 3 was based on the Instruction of the Minister of Home Affairs Number 11 of 2022 and the Instruction of the Governor of Lampung Number 5 of 2022. "It will take effect from February 15-28, 2022," Fahrizal said in a statement, Wednesday (16/2/2022). According to Fahrizal, for regencies/cities that enter level 3, several rules and restrictions are imposed, ranging from the education sector to tourism.[7] In relation to this policy, all schools and universities in

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[6] Kementerian Pendidikan dan Kebudayaan, "Pelaksanaan Pembelajaran Tahun Ajaran Baru 2021/2022 Mengacu pada Kebijakan PPKM dan SKB 4 Menteri", (Retrivied from https://www.kemdikbud.go.id/main/blog/2021/08/pelaksanaan-pembelajaran-tahun-ajaran-baru-20212022-mengacu-pada-kebijakan-ppkm-dan-skb-4-menteri on 06 February 2022 at 11:53 p.m)

[7] Kontributor Lampung Tri Purna Jaya, "5 Daerah di Lampung Masuk PPKM Level 3", (Retrivied from egional.kompas.com/read/2022/02/16/115228778/5-daerah-di-lampung-masuk-ppkm-level

Bandar Lampung that are at Level 3 still have to implement ERT (Emergency Remote Teaching) or well known as PJJ (*Pembelajaran Jarak Jauh*), that is learning from home.

ERT (Emergency Remote Teaching) is a temporary shift of teaching delivery to an alternate delivery mode because of emergency circumstances.[8] ERT can be distinguished from online teaching in that ERT reflects a sudden and unplanned shifting of classroom-based courses to a distance education model. [9] This means that Emergency Remote Teaching is teaching and learning process that is temporary and based on online learning. Hodges et al., who explain that the main objective of emergency remote learning is not to build an established educational ecosystem, but simply to pro-vide access to fast learning services during times of crisis. Therefore if the situation is normal, the learning model will return in in person format or in blended and hybrid learning.[10] Millman described the situation as emergency remote teaching and learning or "pandemic pedagogy." [11]

Although the implementation of Emergency Remote Teaching faced many obstacles and was only temporary, ERT provides many benefits in the teaching and learning process. With Emergency Remote Teaching we can take advantage of today's technological advances. a lot of platforms and Learning Management System (LMS) are considerably and

3?page=all#:~:text=LAMPUNG%2C%20KOMPAS.com%20 %20Sebanyak,%2C%2 0Lampung%20Utara%2C%20dan%20Pesawaran on 13 March 2022 at 06:04 p.m)

[8]Charles Hodges, et al., "The Difference Between Emergency Remote Teaching and Online Learning", Educase Review, March 27, 2020, https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning, accessed on 24 August 2021 at 13:20 p.m.

[9] Earl Aguliera and Bianca Nightengale-Lee, "Emergency Remote Teaching Across Urban and Rural Contexts: Perspectives on Educational Equity", *Information and Learning Sciences,* Vol. 121 No. 5/6, (2020): 472, DOI 10.1108/ILS-04-2020-0100.

[10]Arief Ardiansyah, et al., "Moving Home Learning Program (MHLP) as an Adaptive Learning Strategy in Emergency Remote Teaching during the Covid-19 Pandemic", *JurnalPendidikanUsiaDini*, Vol. 15, N0. 1, (2021): 6, DOI: https://doi.org/10.21009/JPUD.151.01.

[11]Maila D. H. Rahiem, "The Emergency Remote Learning Experience of University Students in Indonesia amidst the COVID-19 Crisis", *International Journal of Learning, Teaching and Educational Research*, Vol. 19, No. 6, (2020): 4, https://doi.org/10.26803/ijlter.19.6.1

collaboratively used when implementing ERT. Mobile applications, such as WhatsApp, are handy and easy either synchronous or asynchronous. In the meantime, learning management systems, such as Canvas, Edmodo, Schoology, and Google Classroom, offer a virtual educational environment in preparing a lesson, distributing content materials, and designing an evaluation.[12] There are various benefit of using online platform for teaching English especially in listening such as efficient, easy to access, reduced financial costs, etc.

Covid-19 pandemic has changed many aspects in human life worldwide, one of them is education. In educational context, there was an obvious change in the implementation of the teaching and learning process. In the former context, teaching activities mostly took place in the classroom synchronously between teacher and students. But now, during the times of Covid-19 pandemic, it changes to online learning. As stated by Widiastuti et.al, in the education sector, this phenomenon certainly has a strong impact on how the learning process should be conducted. The quick solution is by utilizing online learning as what has been suggested by the Indonesian education authority.[13] In other words, there is a system transformation on how to teach students from physical to virtual classroom.

Learning activities were banned to be done directly in the class temporarily. This phenomenon has exactly affected the learning process in all courses and disciplines. One of the learning activity which got the impact of the spread of Covid-19 virus was learning activity in listening class at school and university level. Listening considered as one of difficult skills in English and it is not easy to make such kind of online learning for listening class

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[12]Fakhrurrazi M. Amin and Hanna Sundari, "EFL Students' Preferences on Digital Platforms during Emergency Remote Teaching: Video Conference, LMS, or Messenger Application?", *Studies in English Language and Education*, Vol. 7, No. 2, (2020): 367.

[13] Rekha Asmara, "Teaching English in a Virtual Classroom Using WhatsApp During Covid-19 Pandemic", *Language and Education Journal*, Vol. 5, No. 1, (2020): 16-17

with a sudden preparation.[14] Many things must be considered in order to create an appropriate learning and teaching process during a pandemic where conditions cannot be done during normal times.

The teaching and learning process in listening is usually carried out in class or in a laboratory for listening. Teachers usually prepare audio and speakers as a medium for teaching listening or other media such as films and others and some teachers still use traditional media, namely by using dictation in teaching listening. In teaching listening skills, there are some roles for teachers. The roles are used to activate student's engagement through away we set up tasks and build up students' confidence by helping them listen better than before. Thus in the teaching and learning listening process, teachers and students must be active with each other to achieve the maximum learning process. However in current conditions, namely the Covid-19 pandemic, the teaching and learning process is limited, therefore the learning that is usually carried out in the classroom is difficult to do. Listening process should be done through some processes and in each process students should be guided by the teacher in order they can manage well each difficulty they experience during the class. Meanwhile, this ideal condition cannot be obtained by the students since it is not possible to have face to face learning activity during Covid-19 pandemic. Therefore, some challenges appear in listening class.

According to Susilowati, there are there challenges appear in listening class. The first challenge is choosing the suitable technological devices, system or application in the class during Covid-19 pandemic. In relation with technology used, the lecturer should choose wisely what kind of technological devices that can be accessed easily by the students. Choosing the unsuitable technological devices will only give burden for the students

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[14]Rini Susilowati, "THE CHALLENGE OF ONLINE LEARNING IN LISTENING CLASS DURING COVID-19 PANDEMIC", *Jurnal Elsa*, Vol.18, No. 2, (2020): 58

especially those whose access toward the internet is poor. The second challenge is preparing the packaging of the material in such a simple and understandable instruction. Since the challenge discussed is in listening class, the teachers should be aware of providing the material which suit to the need of students who study through online learning. This step will facilitate the students to understand the English spoken material easier. The third challenge is applying the effective and appropriate method or strategy in giving instruction and delivering the material. The media used to conduct learning activity is technological devices through internet access and the material will be chosen selectively so that it can accommodate the learning to run as what expected.[15] It can be concluded that there are three challenges appear in listening class during pandemic Covid-19, there are the technology, the material and utilizing the appropriate method or strategy.

During the Covid-19 pandemic, almost all school in Indonesia implement ERT as an alternative to emergency learning. One of the school levels that implements ERT is at SMP N 14 Bandar Lampung. SMP N 14 Bandar Lampung applies ERT in the learning process during the pandemic, and in learning English, especially listening, where the asynchronous teaching was adopted. At that time, the first half of the second semester of the seventh grade using ERT, where the asynchronous teaching was adopted in the teaching and learning process because it is still in the PPKM period which requires online-based learning from home. Generally, online learning can be categorized into three learning environments, namely synchronous learning environment, asynchronous learning environment, and hybrid learning environment. Synchronous learning environment refers to the real-time online learning which facilitates students and teachers to interact at the same time or live. Some examples of synchronous learning environment include video conferencing, teleconferencing, live chatting, and live-streaming lectures.

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[15] Ibid, page 59-60

Conversely, asynchronous learning environment provides more flexible time for students and teachers to conduct the learning process since it is not limited by time, place and classroom. In this case, asynchronous learning environment facilitates the learners and teachers that cannot be online at the same time. Email, online modules, virtual libraries, lecturers' online notes, lecturers' blogs, online discussions boards or social media platforms are the examples of asynchronous learning environment. The hybrid learning environment is the combination of synchronous and asynchronous learning environment in order to get the most preferable learning environment. [16] It means that synchronous learning is the real-time online learning between the students and the teachers using the video conferencing application such as Zoom, Google Meet, etc. Asynchronous learning is the opposite of synchronous learning, where the teacher and the students cannot be online at the same time. The asynchronous learning using the platform such as Google Classroom, Edmodo or social media platforms. The last is hybrid learning, hybrid learning is the combination of synchronous and asynchronous learning.

The Covid-19 pandemic has made many schools implemented synchronous, asynchronous and hybrid-based online learning. One of the schools that implements asynchronous learning-based online learning is SMP N 14 Bandar Lampung. SMP N 14 Bandar Lampung applies ERT in the learning process during the pandemic, and in learning English, especially listening, where the asynchronous teaching was adopted. Based on the results of the preliminary research conducted by the researcher by interviewing one of the English teachers at SMP N 14 Bandar Lampung, she explained that during the teaching and learning process by applying Emergency Remote Teaching where the asynchronous teaching was adopted, there were some challenges faced by the teacher and students in teaching and learning listening using Emergency Remote Teaching, namely the network. Cahyadi et.al.,

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[16] Aji Budi Rinekso and Ahmad Bukhori Muslim, "Synchronous online discussion: Teaching English in higher education amidst the covid-19 pandemic", *Journal of English Educators Society*, Vol. 5, No. 2, (2020): 155-156, DOI: 10.21070/jees.v5i2.646

stated that online learning requires a stable and high-speed Internet connection. However, many areas in Indonesia are not part of a high-speed Internet network, which creates an obstacle to online learning.[17] Due to the condition of students' homes, not all of them are within the reach of a good network environment, thus the network is one of the main challenges faced during the teaching and learning process using Emergency Remote Teaching.

By looking at the phenomenon, the application of teaching listening in Emergency Remote Teaching has its challenges in its application because the teaching process in listening which is usually done face-to-face must turn into online-based learning by applying Emergency Remote Teaching. With the appropriate application of Emergency Remote Teaching, it will produce effective learning even with the limitations that exist during learning during the pandemic.

Since 2020, emergency remote teaching is an alternative to continuing education, especially in English language learning. The previous research was conducted by Ferri, Patrizia Grifoni and Tiziana Guzzo under the title "Online Learning and Emergency Remote Teaching: Opportunities and Challenges in Emergency Situations". This research aimed to collect opinions, information and experiences and to identify challenges at the European level and proposals for action to face these same challenges addressed to the different actors (policymakers, researchers, teachers, etc.) to overcome the problems that arose during the first lockdown related to the COVID-19 pandemic and the result showed several technological, pedagogical and social challenges. The technological challenges are mainly related to the unreliability of Internet connections when thousands of students and workers are simultaneously connected as well as the lack of technological devices for many students. From this research there are the similarity about the opportunities and challenges of emergency remote teaching. The research gap focuses on Indonesian

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[17] Ani Cahyadi, et.al, "COVID-19, emergency remote teaching evaluation: the case of Indonesia", *Education and Information Technologies*, No. 27, (2022): 2167, https://doi.org/10.1007/s10639-021-10680-3

classrooms' school level to know the implementation and the challenges in emergency remote teaching, especially in teaching listening.

Based on the explanation, it means that many similarities about the Emergency Remote Teaching analyzed have been done. But, they have different focuses on this research will focus to how teachers are implementing emergency remote teaching where the asynchronous teaching was adopted in the English language, especially listening in the Indonesian classroom. It also explains about the challenges toward the implementing of emergency remote teaching especially in teaching listening. This research the will conducted by the "**Teaching Listening in Emergency Remote Teaching at the Second Semester of the Seventh Grade of SMP N 14 Bandar Lampung in the Academic Year 2021/2022"**

C. Focus and Sub-focus of the Research

Based on the background of the problem, this research focus on analyzing the implementation of teaching listening in Emergency Remote Teaching, where the asynchronous teaching was adopted at the first grade of SMP N 14 Bandar Lampung at the Second Semester of the Seventh Grade of SMP N 14 Bandar Lampung. Then this research will analyze the challenges in implementing teaching listening in Emergency Remote Teaching at the Second Semester of the Seventh Grade of SMP N 14 Bandar Lampung.

D. Formulation of the Research

Based on the background of research, there are some questions that need to be answered through this research; they are:

1. How is the implementation of teaching listening in Emergency Remote Teaching at the Second Semester of the Seventh Grade of SMP N 14 Bandar Lampung in the Academic Year 2021/2022?

2. What are the challenges in implementing teaching listening in Emergency Remote Teaching at the Second Semester of the Seventh Grade of SMP N 14 Bandar Lampung in the Academic Year 2021/2022?

E. Objective of the Research

Based on the research questions, writer concludes objectives of the research. There are some objectives of the research as follow the formulation of the research:

1. To know the implementation of teaching listening in Emergency Remote Teaching at the Second Semester of the Seventh Grade of SMP N 14 Bandar Lampung in the Academic Year 2021/2022

2. To know the challenges in implementing teaching listening in Emergency Remote Teaching at the Second Semester of the Seventh Grade of SMP N 14 Bandar Lampung in the Academic Year 2021/2022

F. Significance of the Research

At the end of this research, it is expected that the result of this research can be use into two aspects namely theoretically and practically:

1. Theoretical Contribute

The results of this study are expected to be useful for readers, to give information understanding about Emergency Remote Teaching and the benefits of it for the students. The results of this study are also expected to be useful for researchers for further studies.

2. Practical Contribute

The benefits that can be obtained from this study are divided into three for teachers, for students, and for researchers.

1.) For Teachers

For the English teacher, it can be the evaluation in implementing Emergency Remote Teaching in teaching and learning listening, so that the teacher can give and

find the appropriate method for teaching listening using Emergency Remote Teaching and also makes the teacher more efficient in teaching.

2.) For Students

They knew new alternatives method in teaching and learning process using Emergency Remote Teaching and also knew more about teaching methodology namely Emergency Remote Teaching.

3.) For Further Research

This research is expected to provide more information about other research for further research on this issue.

4.) For Policy Maker

This research is expected to provide the policy maker related about Emergency Remote Teaching after pandemic situation.

G. Relevant Research

There are some researches related with the implementation of Emergency Remote Teaching. The first is a study conducted by Fernando Ferri, Patrizia Grifoni and Tiziana Guzzo under the title "Online Learning and Emergency Remote Teaching: Opportunities and Challenges in Emergency Situations". This research aimed to collect opinions, information and experiences and to identify challenges at the European level and proposals for action to face these same challenges addressed to the different actors (policymakers, researchers, teachers, etc.) to overcome the problems that arose during the first lockdown related to the COVID-19 pandemic and the result showed several technological, pedagogical and social challenges. From this research there are the similarity about the opportunities and challenges of emergency remote teaching. The research gap focuses on Indonesian classrooms' school level to know the implementation and the challenges in emergency remote teaching, especially in teaching listening.

The second research conducted by Maila D. H. Rahiem entitled "The Emergency Remote Learning Experience of University Students in Indonesia amidst the COVID-19 Crisis". This research aimed to explore and interpret the lived experience of Indonesian university students in emergency remote learning (ERL) during the COVID-19 and the result revealed that the students' experiences fell into two overarching themes, each with related sub-themes. The two identified themes and subthemes were: (a) blended learning, with the subthemes of e-learning, m-learning and conventional learning, and (b) paradoxical learning, with the sub-themes of flexible learning and challenging learning. The similarity with this research is to find out the implementation and the students experiences in emergency remote teaching. The research gap focuses on school level to know the implementation and the challenges in emergency remote teaching, especially in teaching listening.

The third research is done by Deepika Kohli entitled "The Rise of Emergency Remote Teaching During Covid-19 Pandemic: An Evaluative Study". The purpose of this research was to reach the teacher educators and teacher trainees to know about their problems which they are facing during emergency remote teaching learning during pandemic. The result revealed that as a teacher educator, the first issue for the researcher was to explore various e-tools and platforms teacher educators are using for the purpose of interaction and online teaching and secondly to investigate into the challenges faced by both teacher educators and teacher trainees. The similarity with this research is to find out the teacher problems which they are facing during emergency remote teaching. The research gap focuses on Indonesian classrooms' school level to know the implementation and the challenges in emergency remote teaching, especially in teaching listening.

The fourth research is done by Fitriya Dessi Wulandari entitled "Teaching Speaking and The Teacher`s Role in EFL Learning amidst Emergency Remote Teaching". The research aims to shed light in teaching speaking and teacher`s role in emergency remote teaching. The results showed that teaching

speaking using video and voice note as media for teaching and learning successfully made the process occur effectively and meaningfully. The use of video stimulates students' interest and motivation in learning the materials. Moreover, voice note be an effective media in practicing speaking, giving feedback and discussing. The similarity with this research is to find out the teacher problems which they are facing during emergency remote teaching in teaching and learning English subject. The research gap focuses on school level to know the implementation and the challenges in emergency remote teaching, especially in teaching listening.

The fifth research is done by Abduljalil Nasr Hazaea, Wagdi Rashad Ali Bin-Hady and Marwa Mekni Toujani entitled "Emergency Remote English Language Teaching in the Arab League Countries: Challenges and Remedies". The research aims to investigates the virtual classroom challenges and the suggested remedies that Arab English language instructors have met while delivering their emergency on-distance lectures. The research concludes that syllabus designers and English language lecturers need to incorporate virtual teaching and learning as part and parcel of traditional teaching and learning practices. In low tech countries, traditional media such as television and radio may offer alternative emergency solutions. The similarity with this research is to find out the virtual classroom challenges during emergency remote teaching and in the form of English Language Teaching. The research gap focuses on Indonesian classrooms' school level to know the implementation and the challenges in emergency remote teaching, especially in teaching listening.

H. Research Methodology

1. Research Design

The research design of this study is a Qualitative Descriptive method. Hancock et.al., stated that qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the

world in which we live and why things are the way they are.[18] It can be concluded that qualitative research is a research that aims to an event or social phenomena about what is experienced by the research subject in the form of words and language. In this research, qualitative descriptive is used because the research process is to produce data about analysis of Teaching Listening in Emergency Remote Teaching at the Second Semester of the Seventh Grade of SMP N 14 Bandar Lampung which is described descriptively in the form of writings obtained from data sources.

2. Data and Data Source

The data is numbers, characters, images, or other method of recording, in a form which can be assessed to make a determination or decision about a specific action. Many believe that data on its own has no meaning, only when interpreted does it take on meaning and become information.[19] The data of this research are the result of observation in the teaching process of emergency remote teaching on Google Classroom and Whatsapp group and the result of students learning outcomes in the teaching listening using Emergency Remote Teaching.

Data is collected and analyzed; data only becomes information suitable for making decision in some fashion. Gathering data can be accomplished through a primary source (researcher is the first person to obtain the data) or a secondary source (the researcher obtains the data that has already been collected by other sources, such as data disseminated in a scientific journal).[20] The most common sources of qualitative data include interviews, observations,

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[18] Beverly Hancock, *An Introduction to Qualitative Research*, (Nottingham: Trent Focus Group, 2002), 2.

[19] Migrant & Seasonal Head Start, *Introduction to Data Analysis Handbook*, (Washington: Academy for Educational Development, 2009), 5

[20] Oluwatosin Victor Ajayi, "Distinguish between primary sources of data and secondary sources of data", *Presentation*, (Advance Statistical Methods in Education, Makurdi, September, 2017).

and documents.[21] The interview with the English teacher and observation of the teaching listening in Emergency Remote Teaching are the data source of this research.

3. Data Collection Technique

Data collection methods are time consuming and consequently data is collected from smaller numbers of people than would usually be the case in quantitative approaches such as the questionnaire survey. The data from qualitative studies often derives from face-to-face interviews, focus groups or observation and so tends to be time consuming to collect.[22] In collecting data in this research, it will be use interview, observation and documents.

4. Instrument of the Research

According to Wilkinson and Birmingham, research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose.[23] In other word, the instrument is a tool used to collect, measure, and analyze data related to our research and there are various instruments to choose related to our research. The choice of which specific research instrument tool to use will be decided on the by the researcher. There are many types of qualitative research tools; however, the one you choose must go according to our research objectives. Eladio stated that, among the most used instruments in research are the observation, the survey and the

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[21] Chad R. Lochmiller and Jessica Nina Lester, *An Introduction to Educational Research*, (Los Angeles: SAGE Publications, 2017), 42.

[22] Beverly Hancock, op.cit, 9.

[23] David Wilkinson and Peter Birmingham ,*Using Research Instruments A Guide for Researcher*, (London: RoutledgeFalmer, 2003), 3.

interview.[24] In this research, it will be use the interview, observation and documents

1.) Interview

According to Kvale an interview is a conversation, whose purpose is to gather descriptions of the [life-world] of the interview with respect to interpretation of the meanings of the 'described phenomena'. Schostak adds that an interview is an extendable conversation between partners that aims at having an 'in-depth information' about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it.[25] It means that Interviews are used to collect descriptions and obtain information about a phenomenon that occurs. In this research the interview aims to know the implementation and the challenges in the teaching listening in emergency remote teaching.

2.) Observation

Gorman and Clayton define observation studies as those that, involve the systematic recording of observable phenomena or behaviour in a natural setting.[26] It means that observation is use to collect the data in systematic way to understand and interpret actions, interaction or the meaning of event. In this research, it will observe the phenomenon of teaching listening in emergency remote teaching conducted at SMP N 14 Bandar Lampung. In this research, it will use non participant observation, because the researcher is not involved and only as an independent observer. In order to guide the research, it will use

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[24] Roxana Trigueros, "QUALITATIVE AND QUANTITATIVE RESEARCH INSTRUMENTS Research tools", (Article, El Salvador: University of El Salvador), 1.

[25] Hamza Alshenqeeti, "Interviewing as a Data Collection Method: A Critical Review", *English Linguistics Research*, Vol. 3, No. 1, (2014): 40, doi:10.5430/elr.v3n1p39

[26] Lynda M. Baker, "Research Methods", *Library Trends*, Vol. 55, No. 1, (2006): 173.

observation checklist in the class, in which to focus on the way English teacher implemented the teaching listening in emergency remote teaching.

3.) Documents

Documents contain text (words) and images that have been recorded without a researcher's intervention. For the purposes of this discussion, other mute or trace evidence, such as cultural artifacts, is not included.[27] The documentations get from the process of observation from the Google Classroom and WhatsApp Group and interviews with the teacher. In this research it will find out the teaching listening in emergency remote teaching. Then the next step, the data will be processed in this research.

5. Data Analysis

The data analysis technique in this research used the data analysis adopted by Miles and Huberman. Miles and Huberman state that qualitative data analysis consists of three concurrent flows of activity:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger.[28] In this research, data condensation refers to the process of focusing the implementation of teaching listening in emergency remote teaching at the Second Semester of the Seventh Grade of SMP N 14 Bandar Lampung from the observation of Google Classroom and WhatsApp Group.

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[27] Glenn A. Bowen, "Document Analysis as a Qualitative Research Method", *Qualitative Research Journal*, Vol. 9, No. 2, (2009): 28.

[28] Matthew B. Miles, et.al, *Qualitative Data Analysis: A Methods Sourcebook Third Edition*, (California: SAGE Publications, 2014): 51.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.[29]

3. Drawing and Verifying Conclusions

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded.

Conclusion drawing, is only half of a Gemini configuration. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set.[30] It means conclusion is where the researcher seeks conclusion as answering for formulation of the problem. It answers the formulation of the problems that mention the implementation and the challenges in teaching listening in Emergency Remote Teaching, in this steps the conclusions that taken by recheck the data reduction and data display.

6. **Validity of the Data**

In this research, it will use triangulation. According to Heale and Forbes, Triangulation in research is the use of more

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[29] Ibid
[30] Ibid

than one approach to researching a question. The objective is to increase confidence in the findings through the confirmation of a proposition using two or more independent measures. The combination of findings from two or more rigorous approaches provides a more comprehensive picture of the results than either approach could do alone.[31] In this research, it will use interview, observation and documentation to get the information or data. It emphasizes on the use different technique to get the same data. Finally, the researchers get valid information about the teaching listening in Emergency Remote Teaching.

I. Systematic of Discussion

The systematic discussion as follows:

CHAPTER I: Introduction on consists of tittle confirmation, title confirmation, background of the problem, focus and sub-focus of the research, formulation of the research, objective of the research, significance of the research, relevant research, research methodology and systematics of discussion.

CHAPTER II: Review of Related Literature on consists of frame of theories there are Teaching, Listening, Emergency Remote Teaching.

CHAPTER III: Descriptions of the Research Object on consists of general discussion of the object

CHAPTER IV: Discusses about result and discussion, the researcher describe the data from the result of observation, interview and documents.

CHAPTER V: In this chapter, the researcher provides the conclusion and suggestions.

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[31] Roberta Heale and Dorothy Forbes, "Understanding triangulation in research", *Evid Based Nurs*, Vol. 16, No. 4, (2013): 98, doi: 10.1136/eb-2013-101494

CHAPTER II
LITERATURE REVIEW

A. Teaching and Learning as a Foreign Language

Language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it. [1] In other hand, according to Pinker, language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.[2] It can be concluded that language is a tool used for communication that is used without conscious effort or formal instruction. And with language as a communication tool, the role of language is important for effective communication.

According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country as transitory visitor in a target language country.[3] It means that learning English is only done by students when learning at school or university.

Mitchel and Myles define second language learning as the learning of any language to any level, provided only that learning of the 'second' language takes place sometime later than the acquisition of the first language. Furthermore, they define second

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[1] Julie S. Amberg and Deborah J. Vause, *American English: History, Structure, and Usage*, (New York: Cambridge University Press, 2009), 3.

[2] H. Douglas Brown, *Principles of Language Learning and Teaching Fifth Edition*, (New York: Pearson Education, 2007), 6.

[3] Jeremy Harmer, How to Teach Writing,(London: Pearson Education Limited,2004),39.

languages as any languages other than the learner's native language or 'mother tongue.'[4]

According to Brown, teaching define as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know understand. In other hand, Brown define learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instructions. Brown identifies the components of definition of learning as follow:

1. Learning is acquisition or getting
2. Learning is retention of information or skill
3. Retention implies storage systems, memory, cognitive organization
4. Learning involves active, conscious focus on and acting upon even outside or inside the organism
5. Learning is relatively permanent, but subject to forgetting
6. Learning involves some forms of practice, perhaps reinforced practice
7. Learning is part of changes in behavior.

These concepts also give way to a number of subfields within the discipline of psychology: acquisition processes, perception, memory (storage) systems, short-and long-term memory, recall, motivation, conscious and subconscious learning styles and strategies, theories of forgetting, reinforcement, the role of practice. Very quickly the concept of learning becomes every bit as complex as the concept of language. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques. [5]

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[4] Lusi Nurhayati, et al., *Teaching English as Foreign Language Methodology*, (Yogyakarta: Universitas Negeri Yogyakarta, 2008), 2.

[5] H. Douglas Brown, op. cit., 7-8

It can be concluded that teaching is an effort carried out to provide knowledge to students which is carried out by the process of giving instructions and guiding students to obtain the goals that have been formulated. However learning is a process obtained from the results of experience or skills that aim to gain knowledge about a subject.

Teaching and learning are processes that are interrelated with each other because the teaching and learning process requires educators and students in it. Meanwhile in the learning process, an educator can see and observe the learning style of each student therefore from that process the teacher can determine the right technique or method that can be used in the teaching and learning process.

B. Listening

a. Definition of Listening

Listening is a topic that has relevance to all of us. As one of the crucial components of spoken language processing – there is no spoken language without listening – listening is also an area that is interconnected with numerous areas of inquiry and development.[6]

Howatt and Dakin state that, listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. In other words, listening is a process to understand what they heard including the accent, pronunciation, grammar and vocabulary.[7] In other words, listening is a process to understand what they heard including the accent, pronunciation, grammar and vocabulary.

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[6] Christopher N. Candlin and David R. Hall *(eds), Teaching and Researching Listening Second Edition* (London: Pearson Education Limited, 2011), 1.
[7] Arif Saricoban, "The Teaching of Listening", *The Internet TESL Journal,* Vol.V, no. 12, (1999): 1, http://iteslj.org/Articles/Saricoban-Listening.html.

Rost (2002) defined listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy.[8] Listening, then, is a complex, active processes of interpretation in which listeners match what they hear with what they have already known. To listen well, listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication. Listening involves listening for thoughts, feelings, and intentions.

From the definition above, it can be concluded that listening is a active process of interpretation in which listeners match what they have heard with what they have already known. It is a process to start mind. We must pay attention first with the listening, then we can easily study the other skills.

b. **Types of Listening**

According to Brown some types of listening as follow:

1. Intensive

    Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.

2. Responsive

    Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.

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3. Selective

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 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, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.

4. Extensive

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.[9]

There are 4 types of listening according Brown, such as; Intensive, Responsive, Selective and Extensive. Intensive is listening that analyzes language more broadly. Responsive is listening to short sentences that require a similarly short response. Selective listening is listening to get information from longer audio such as TV, stories. Extensive listening is about general listening and getting the general meaning of audio, and the audio it can be from movie, podcast, Youtube and etc.

c. **Process of Listening**

The process of listening is divided into two processes that are involved in understanding spoken discourse. Nation and

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[9] H. Douglas Brown, Language Assessment : Principles and Classroom Practice, (New York: Pearson Education, 2004), 120.

Newton (2009) state that there are two kinds listening processes:

1. Bottom-up Processes

   These are the processes the listener uses to assemble the message piece-by piece from the speech stream, going from the parts to the whole. It means that bottom-up process more focus on grammatical relationship in the words. So the listeners understand with the sounds, words, intonation, grammatical structure, and other components of spoken language.

2. Top-down Processes

   Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. In top-down process the listeners should have other background information that they bring to the text. The listeners can predict what kind of information from the text if they have prediction about the text that they will hear before.[10]

Thus, the teachers use bottom – up process when their students construct meaning by using the information they such as sounds, word meaning, and discourse makers and then gradually combining all the information increasingly from the phoneme level up to discourse level features. Meanwhile, teacher uses top – down process when their students previous knowledge or information such as topic or other knowledge in long time memory to help them comprehend what they read or hear.

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[10] Dewi Kurniati. "The Essence of Classroom Technique and Activities in Teaching Listening as A Foundation Skill for Other Skills in The Early Acquisition of Language". *Jurnal Tadris Bahasa Inggris.* Vol. 9, No.1. (2016): 34-35.

Anderson and Lynch state that effective listening involves a multiplicity of skills and they list four steps that make up the process of listening in face-to-face conversation:

1. The spoken signals have to be identified from the midst of surrounding sounds.

2. The continuous stream of speech has to be segmented into units, which have to be recognized as known words.

3. The syntax of the utterance has to be grasped and the speaker's intended meaning has to be understood.

4. We also have to apply our linguistic knowledge to formulating a correct and appropriate response to what has been said. [11]

d. Importance of Listening

Listening plays an important role in communication in people's daily lives. According to Bulletin, listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically. [12]

Listening has an important role not only in daily life but also in classroom settings. Rost explains the importance of listening in language classroom as follows:

1. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.

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[11] Yildirim, Selin and Özgür Yildirim. "The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review". *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, Vol.16, No. 4, (2016): 2098.
[12] Arif Saricoban, "The Teaching of Listening", *The Internet TESL Journal,* Vol.V, No. 12, (1999): 1, http://iteslj.org/Articles/Saricoban-Listening.html.

2. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.

3. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.

4. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language. [13]

To summarize, listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication.

e. Barriers to Listening

Listening is not easy and there are a number of obstacles that stand in the way of effective listening, both within outside the workplace. These barriers may be categorized as follows.

1. Physiological Barriers: - some people may have genuine hearing problems or deficiencies that prevent them from listening properly. It can be treated. Some people may have problem in processing information or retaining information in the memory.

2. Physical Barriers: - These referred to distraction in the environment such as the sound of an air conditioner, cigarette smoke, or an overheated room. It can interfere the Listening process. They could also be in the form of information overload. For example, if you are in meeting with your manager and the phone rings and your mobile beeps at the same time to let u know that you have the message. It is very hard to listen carefully to what is being said.

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[13] Yildirim, Selin and Özgür Yildirim. op. cit. page 2097.

3. Attitudinal Barriers:- pre occupation with personal or work related problems can make it difficult to focus one's attention completely on what speaker is saying, even what is being said is of very importance.

   Another common attitudinal barrier is egocentrism, or the belief that the person have more knowledgeable than the speaker, or that there is nothing new to learn from the speaker's ideas. People with this kind of close minded attitude are very poor listeners.

4. Wrong Assumptions:- The success of communication depend on the both the sender and receiver. It is wrong to assume that communication is the sole responsibility of the sender or the speaker and that listeners have no role to play. Such an assumption can be big barrier to listening. For example, a brilliant speech or presentation, however well delivered, is wasted if the receiver is not listening at the other end. Listeners have as much responsibility as speakers to make the communication successful. The process should be made successful by paying attention seeking clarifications and giving feedback.

5. Cultural Barriers:- Accents can be barriers to listening, since they interfere with the ability to understand the meaning of words that are pronounced differently. The problem of different accents arises not only between cultures, but also within a culture. For example, in a country like India where there is enormous cultural diversity, accents may differ even between regions states.

6. Gender Barriers: - communication research has shown that gender can be barrier to listening. Studies have revealed that men and women listen very differently and for different purposes. Women are more likely to listen for the emotion behind a speaker's words, when men listen more for the facts and the content.

7. Lack of Training:- Listening is not an inborn skill. People are not born good listeners. It is developed through

practice and training. Lack of training in listing skills is an important barrier.

8. Bad Listening Habits:- Most people are very average listeners who have developed poor listening habits that are hard to said and that act as barriers to listening. For example, some people have the habits of "faking" attention, or trying to look like a listeners, in order to impress the speaker and to assure him that they are paying attention. Others may tend to listen to each and every fact and, as a result, miss out the main point.[14]

It means that there are various barriers in listening, such as: Physiological Barriers, Physical Barriers, Attitudinal Barriers, Wrong Assumptions, Cultural Barriers, Gender Barriers, Lack of Training, Bad Listening Habits. From the various barriers in listening, it can be concluded that there are a lot of obstacles in learning listening. In listening, the most common thing is difficulty understanding the information that is heard and other problems are about cultural differences where different accents also affect listeners because sometimes there are some words are spoken differently from others.

f. Listening Difficulties

Listening skill is one of the four major skills of language that most language learners desire to get mastery in order to communicate effectively in different contexts. It is one of the most challenging skills for many students.[15] Listening considered a difficult skill, the difficulties can be grouped into four general categories: characteristics of the message, the delivery, the listener and the environment.

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[14] Babita Tyagi, Listening : An Important Skill and Its Various Aspects, *The Criterion An International Journal in English*, Vol. 12, (2013): 7.

[15] Rameshwar Jyoti, "Exploring English Language Students' Difficulties in Listening Comprehension", *Journal La Edusci*, Vol. 1, No. 3, (2020): 1, DOI:10.37899/journallaedusci.v1i3.125

1. Characteristics of the message

   As Rick Altman wrote, 'For us [teachers], listening is like reading speech. For students it is more like finding the objects hidden in the drawings of trees'. Knowing the written form of a word is no guarantee that students will recognize the spoken form. As already mentioned, recognizing word boundaries is problematical, but also the irregular spelling system of English does not help matters. A sentence (however unlikely) such as:

   Mr Clough from Slough bought enough dough.

   would probably cause problems for students to pronounce even if they 'knew' the words, because of the variety of ways in which one combination of letters (*ough*) can be pronounced.

   There are also, of course, 'slips of the ear' - simple mishearing - as when the anti- hero of Bret Easton Ellis's novel *American Psycho hears* 'murders and executions' instead of 'mergers and acquisitions' (although some would call this a Freudian slip, bearing in mind the character's murderous habits).

   Other linguistic difficulties include unknown words, lexical density (short spaces of time between content words, forcing the listener to concentrate harder), and complex grammatical structures. Non-linguistic characteristics of the message include familiarity of the topic, text type and cultural accessibility.

2. Characteristics of the delivery

   Mode of delivery is a vital factor. It may be helpful here to distinguish between reciprocal and nonreciprocal listening. Reciprocal listening involves interaction between two or more people; in other words, there is a conversation. Reciprocal listening allows the use of repair strategies: speakers can react to looks of confusion by backtracking and starting again; listeners can ask for clarification, ask the speaker to slow down, etc.

Nonreciprocal listening describes a situation in which the listener has no opportunity to contribute to a dialogue, for example while watching television or listening to the radio. In these situations, the listener's lack of control over the input is a crucial issue. The listener has no influence over factors such as the speed at which the speaker talks, the vocabulary and grammar used, and no recourse to asking for repetition of a word if the speaker's pronunciation renders it incomprehensible. It seems surprising to us now, but when American 'talkies' were first shown in the cinema in Britain, audiences had great difficulty in understanding the American accent.

For all of the above reasons, nonreciprocal listening is usually regarded as more difficult than reciprocal listening.

Other characteristics of delivery include organization (do the speakers ramble on, jumping from topic to topic, or are they concise?), duration, number of speakers (the more Speakers, the more difficult it is to follow the conversation) and accent.

3. Characteristics of the listener

As any teacher can testify, some students get sidetracked easily and simply lack the ability to sustain concentration. Other students have problems motivating themselves to listen. These are often long-term issues.

Yet other students learn better using modes that are different from listening. According to Multiple Intelligences theory, people possess different 'intelligences', such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalist. These can be related to preferred modes of learning. Most people, at some unconscious level, realize they are more predisposed to one way of learning than to another. Someone with musical intelligence may choose to learn a language through listening to songs; someone with bodily-

kinesthetic intelligence might prefer to learn by acting, moving to sounds or physically piecing together words on wooden blocks.

Besides the students' individual dispositions, there is the age factor. Young learners can be loosely categorized as anything from the age of seven or eight (younger than this may be considered very young learners) up to those in their m id to late teens. Students at this age differ from adults considerably in their needs as listeners. Some of these differences may include shorter attention spans, fewer cognitive abilities, difficulties concentrating on disembodied voices and the importance of visual stimuli and music. Another consideration is children's familiarity and confidence with multimedia material, particularly when they reach their teenage years, which often surpasses that of older generations

At the other end of the scale, older learners - those above the age of seventy, for example - sometimes have difficulties with listening due primarily to physiological factors. These might include declining abilities in hearing in general or problems with short-term memory. Teachers of older learners may need to proceed more slowly with instructions and they may also find that their students' ability to cope with fast connected speech lags behind the students' cognitive abilities.

Some temporary characteristics that affect listening might include anxiety (for example, in test conditions), tiredness, and boredom or the listener having a cold (blocked sinuses affect the aural system).

4. Characteristics of the environment

Environmental conditions which may affect listening performance include the temperature of the room (hot rooms induce sleep), background noise (heavy traffic, for example) or defective equipment which affects the clarity of a recording. Another problem which does not fit neatly into any of our other categories is the role of memory in

listening. As we process one word, another word is 'incoming'. The mind gets flooded with words. Unless we are well attuned to the rhythm and flow of the language, and the way in which a piece of discourse is likely to continue, this can lead to overload, which is one of the main reasons why students 'switch off'. The idea may be heresy to poets, but the mind isn't really concerned with individual words. We tend not to remember these with any exactitude, but rather the general meanings that they convey.[16]

Listening consider as one of difficult skill in learning English, however there are a number of difficulties in listening such as: Characteristics of the message, Characteristics of the delivery, Characteristics of the listener, and Characteristics of the environment. The problem that arises in the characteristics of the message is mishearing. Then the characteristics of delivery include the duration of the organization, the number of speakers and accents. Characteristics of listeners are explained about how different learning modes from each listener, and the other is the age of listeners and anxiety. The last characteristic of the environment, where this can also affect listening because if the existing room conditions have inadequate equipment affect the listening learning process.

C. Teaching of Listening

a. Teaching of Listening

Teaching of listening can be done with various techniques, such as the use of a tape recorder, answering questions according to the text, rewriting songs, listening to television by watching video movie clips or CD-Rom, listening to the radio and using dictation, etc. The teacher

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[16] JJ Wilson, *How to Teach Listening*, (London: Pearson Education Limited, 2008), 12-14.

attempts to use the appropriate technique to make the students understand more about their lesson and they can use it for producing other skills in English such as speaking, reading, and writing. According to Nor, there are six techniques in teaching listening English teacher applied. They are:

1. Information Transfer. To apply this technique, the English teacher used 6 pictures as a media.

2. Paraphrasing and Translating. This technique included in post listening activities where students rewrite the listening texts in different words using their own words. Then teacher asked students to read their writing and checked whether was suitable or not to the dialogue they had listened.

3. Answering Questions. This technique included in post listening activities where students answer 5 questions based on the dialogues they had listened from the cassette and then corrected together in class to know the right answer.

4. Summarizing. This technique included in post listening activities where students were given several possible summary-sentences and asked to say which of them fit a recorded text. In other words, teacher asked the students retell the dialogue based on their own words after they listened to the dialogue on the cassette.

5. Filling in Blanks. This technique included in while listening activities where students were given the transcript of a passage or a dialogue with some words missing and must fill in the blanks while listening.

6. Answering to Show Comprehension of Messages. This technique included in post listening activities where teacher asked the students to give tick or cross to indicate which was the correct answer from the four choices (A, B, C, D) for the questions about monologues they had

listened from the cassette. There were 10 questions that should be answered by the students.[17]

As teacher working with children learning English as foreign language, teachers have to try to blend technique designed for EFL learners with those intended for young learner to learn English as their first language. We sometimes can use approaches which are designed for adult EFL learners and adapt them when necessary so that they will be appropriate for young learners.

There are some classroom technique and activities that can be used to teach listening:

1. Total Physical Response (TPR) activities.

   According to Asher in Linse, he studied the way very young children acquire language. He wondered why very young children were so good at developing language skills when students in college and university classes had so much difficulty. He observed that that babies spent the first year speaking, they are still active users of the language because they are physically responding to what has been said.

   Asher took his finding and developed a method which is known as Total Physical Response (TPR). Learners physically respond to oral commands which are given. Just as with babies, learners are expected to respond non-verbally to commands before they are expected to speak. The teacher usually gives an oral command while she demonstrates it. For example, she may jump while she says the word jump. The learners follow along with the commands and only speak when they are ready. When they first begin to speak, they repeat the commands given by the teachers.

   TPR has several positive aspects. First, it utilizes the auditory, visual, and tactile learning channels. The

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learners listen and watch as the commands are given. Second, TPR helps to teach children to follow directions and listen attentively two important skills for academic success. Third, in keeping with developmentally appropriate notions or thoughts, children are allowed to listen and then choose when feel comfortable to start speaking. Fourth, this method can easily be adapted in many different ways for young learners.

2. TPR songs and fingers plays

TPR can be used with songs and finger-plays. Finger-plays are little chants that children say while moving their fingers and /or hands. One of the most popular finger- you chant the finger-play as the children use their hand and their fingers to point to the correct body parts. After they understand the chant, the children can chant and point the finger-play.

Example:

Head and shoulders, knees and toes, knees and toes,

Head and shoulders, knees and toes, knees and toes,

Eyes and ears and mouth and nose,

Head and shoulders, knees and toes, knees and toes,

3. TPR Storytelling

TPR can also be used in conjunction with storytelling. It works especially well with stories where sentence patterns are repeated, and tell the story using puppets or storytelling pieces. Storytelling pieces are pictures of characters and different items in a story that children manipulate or move around as the story is told.

4. YES / NO Card

When using capacity. When using YES/NO cards, children are asked questions and then respond by showing a yes or no card. As a teacher, we can look around and see how many children were able to comprehend the question and answer it correctly. We can then adjust our

questioning to meet the needs of the learners in the classroom by making the subsequent questions easier or more difficult. Another advantage to using yes/no card is that the adjustment to instruction can take place instantaneously work before adjusting the language level and questioning level to meet the needs of the learners.

5. TPR Drawing

   All of the children can be given the same instructions but should be given latitude in how they carry out the instructions.

6. Syllable clapping

   One way to help children learn the way that words are broken into syllables and into separate words is to chant the words while you clap them in syllables. This is useful for the tactile learners as well as auditory learners.

7. Minimal Pairs

   Minimal pairs are two words that differ in only one sound. For example, bat and pat are minimal pairs. [18]

b. Challenges in Teaching Listening

Teaching listening has some challenges, there are four challenges in teaching listening skills.

First, the media factors. In the process of teaching listening skills, the media is needed in the teaching and learning process in the classroom. The function of media in teaching listening skill is needed as a delivering action from teachers' to students. Rositasari explained that media can be useful in teaching listening process, and it can also help the learners to create an easier way to study listening comprehension.

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[18] Dewi Kurniawati, "The Essence of Classroom Technique and Activities in Teaching Listening as A Foundation Skill for Other Skills in The Early Acquisition of Language", *Jurnal Tadris Bahasa Inggris,* Vol. 9, No. 1, (2016): 38-41

Second, Vocabulary. Teaching listening is identifying and understanding what others say about their own opinion. Students tend to try to understand each word, even though what they should do is understand the contents of the message in general and some information specifically. Nation stated that, learning vocabulary is a cumulative process and that it must be deliberately taught, learned, and recycled. Vocabulary is a constant challenge for teachers as well as students because historically, there has been a minimal focus on vocabulary instruction in the English Second Language (ESL) classroom.

Third, Difficulty focus and atmosphere environment in teaching listening. A comfortable and attractive classroom atmosphere can help teachers apply teaching methods that can increase students' interest in learning listening. In addition to the teaching methods delivered by the teachers, a conducive classroom atmosphere will make classroom learning more focus. The challenges associated with large classes and many students make the teachers' ability to be disproportionate in teaching. Thus, bad behavior in the classroom will make the teachers feel difficult to control students' learning atmosphere.

Four, Pronunciation. Pronunciation is the way in which words or languages are spoken correctly. Pronunciation is a key element of learning oral skills in a second language. Teachers must be skilled in teaching students about pronunciation. Pronunciation is very important in listening. Frasser explained that pronunciation is one of the difficult areas for learners as well as for teachers In quest of effective teaching, it is worth diagnosing carefully the nature of the difficulties that they face. Errors pronunciation will make students more confused about what the teacher is saying. students have a mistake in pronunciation, and that makes a challenge for teachers so that teachers improve teaching

pronunciation to the students. Pronunciation is important in English especially listening.[19]

D. Synchronous and Asynchronous Learning

a. Definition of Synchronous Learning

Salmon et.al, stated that synchronous learning refers to the real-time online learning which facilitates students and teachers to interact at the same time or live.[20] Furthermore, Riwayatiningsih and Sulistyani said that synchronous learning is the kind of learning that happens in real time. The students and the instructor interact in a specific virtual place, through a specific online medium, at a specific time.[21] It means that synchronous learning is the type of learning where the teachers and students interact in real time or at the same time. The applications methods of synchronous online learning include video conferencing teleconferencing, live chatting, and live-streaming lectures. Synchronous learning has a number major benefits such as direct input, greater encouragement and the responsibility to participate and be present. Further, in carrying out teamwork for courses involving community interactions, synchronous online conferences can be quite useful and even advantageous for students when they resolve their space constraints, time limits, and scope.[22] In the synchronous learning, the applications which are usually used are Zoom, Skype, and Google Meet.

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[19] Nandiva Yasmine, "Challenges in Teaching Listening Skills In Private Islamic Senior High School in Yogyakarta", (Naskah Publikasi,Yogyakarta: Universitas Muhammadiyah Yogyakarta), 4-5.

[20] Aji Budi Rinekso and Ahmad Bukhori Muslim, loc.cit.

[21] Rika Riwayatiningsih and Sulistyani, "The Implementation of Synchronous and Asynchronous E-Language Learning in EFL Setting: A Case Study", *Journal Basis*, Vol. 7, No. 2, (2020): 310.

[22] Mukminatus Zuhriyah, "Synchronous and Asynchronous Learning in Online EFL Classrooms", (Article: Jombang, LPPM UNHASY TEBUIRENG JOMBANG, 2021), 2.

b. Advantages of Synchronous Learning

According to Perveen there are some advantages of a synchronous learning., such as:

1. The voices, text chat rooms, and video-conferencing which are synchronous create the interaction chance of teacher-student and student-student.

2. The students have high motivation to be engaged in the online class.

3. The students get the direct feedbacks and answers from the teachers.[23]

The benefits of synchronous online learning relate to the increase of students' engagement and motivation because teachers can directly monitor the learners' responses during the learning process. This is confirmed by a study which proved that synchronous learning environment can promote and enhance students' engagement levels as well as the quality of the learning process. Conversely, asynchronous learning environment provides more flexible time for students and teachers to conduct the learning process since it is not limited by time, place and classroom. In this case, asynchronous learning environment facilitates the learners and teachers that cannot be online at the same time. [24]

c. Teaching Steps in Synchronous Learning

The steps of teaching in a synchronous learning, as follows:

1. The students are given reading assignments covering instructors' lecture and multimedia materials a week before live/synchronous meeting.

2. The students are divided into groups of four and asked to discuss about the problems in their materials being studied in the breakout meeting rooms

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[23] Ibid, 3.
[24] Aji Budi Rinekso and Ahmad Bukhori Muslim, op.cit.,155-156

3. The students are given time for a week to complete their assignments

4. The students are only allowed to make discussion synchronously

5. At the end of each week's live meeting, the groups present their assignments to other groups

6. Other groups give live review and comments

7. The teacher gives the feedback and comments synchronously after all the groups' reviews and comments.[25]

d. Definition of Asynchronous Learning

According to Riwayatiningsih and Sulistyani, asynchronous learning is general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time.[26] Perveen state that, asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles and power point presentations. This material is accessible anytime anywhere.[27] It can be concluded that asynchronous learning is the type of learning where the students and teachers not at real time or in the same time and place. The asynchronous learning provide the material in the form of audio/video lectures, handouts, articles and power point presentations. The teachers deliver the materials at first through some applications. Next, the students study the materials later. The students have several days to understand and comprehend the materials being studied independently from the learning management systems that they use. The Learning Management Systems (LMS) usually used in this asynchronous learning are Google Classroom, Kahoot, and

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[25] Mukminatus Zuhriyah,loc.cit.

[26] Rika Riwayatiningsih and Sulistyani, op.cit., 312.

[27] Flora Amiti, Synchronous and Asynchronous E-Learning, *European Journal of Open Education and E-learning Studies* , Vol. 5, No.2,(2020): 63 DOI: 10.46827/ejoe.v5i2.3313

Schoology. The The students do not directly respond to the teachers' explanations and assignments. They submit the assignments or deliver the questions of the explanations given by the teachers some days after the teachers give the materials on those LMS. In addition, the teachers also can deliver the materials through an email and the students also give the responses from their emails.[28]

e. Advantages of Asynchronous Learning

An asynchronous learning has some strengths. The strengths of an asynchronous learning as follows: (1) being flexible to be operated, (2) providing the learning materials that can be accessed whenever and wherever, (3) being not time bound, (4) being able to be responded by the students when they are free so that the students can use their HOTS to understand the materials and increase their divergent thinking, (5) creating less reliance on memory and notes and more chance to discuss, (6) making the students less shy because of no direct interaction with their teachers and (7) having less problems with the technology because of the much time to do the learning.

f. Teaching Steps in Asynchronous Learning

The steps of teaching in asynchronous learning as follows:

1. The students are given the reading assignments containing instructors' lecture and multimedia materials) a week earlier

2. The students are asked to make groups of four for discussing their assignments for a week

3. The students are not allowed to meet synchronously in completing their assignments

4. At the end of the week, all the groups have to submit and publish their assignments the teams

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[28] Mukminatus Zuhriyah, loc.cit.

5. Every group is ordered to give review or comments to other groups' work

6. The teacher gives feedback and comments after all the groups give their reviews and comments.[29]

E. Emergency Remote Teaching

a. Definition of Emergency Remote Teaching

Such rapid transformation has resulted in the unprepared ness of the teaching staff in preparing quality learning designs, so that the ongoing learning model is an unplanned alternative method for delivering course material over a long distance. This learning model is called emergency remote teaching.[30] In other word, ERT is a learning model that has not been planned and the material is delivered through long distance learning.

Hodges et al. state that Emergency Remote Teaching (ERT) is a temporary change from instruction delivery to alternative delivery due to crisis circumstances. It requires the use of entirely remote teaching approaches for instruction or education that would otherwise be provided face-to-face or as blended or hybrid courses, and which will revert to that model once the crisis or emergency has finished.[31] This means that Emergency Remote Teaching is teaching and learning process that is temporary and based on online learning.

Emergency remote teaching was the possible response to continue the teaching and learning process in an extreme context, however situations like the one we are experiencing allow us to identify support mechanisms for students and teachers that guarantee equal access for students in times of crisis.[32] ERT has reframed home environments into the most

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[29] Mukminatus Zuhriyah, op.cit., 4.

[30] Arief Ardiansyah, et al., op. cit. 5.

[31] Maila D. H. Rahiem, loc. cit.

[32] Marisa Correia and Perpétua Santos Silva, "Higher Education Polytechnic Students' Perspectives on the Transition to Emergency Remote Teaching", (Article, Portugal: Escola Superior de Educação de Santarém, 2020), 2.

fundamental place for formal education and has demanded parents, guardians, or caregivers of the school children become a significant learning facilitator.[33]

From the above definition, the author concludes that emergency remote teaching is the change of learning from face-to-face learning to online-based learning. Emergency Remote Teaching plays an important role, especially the COVID-19 pandemic, where face-to-face learning has turned online and the implementation of ERT needed support between teachers, parents and supporting facilities.

b. Objective of Emergency Remote Teaching

Hodges et al. described "the primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis."[34] It is a way of thinking about distribution systems, processes, and media, especially as they relate to the ever-changing needs and limitations of resources. Equating the idea of ERT with online learning is not quite appropriate. ERT appears to require the ultimate leveraging of the available virtual teaching resources to provide learning materials that would usually be provided by face-to-face contact.[35]

ERT has the primary objective of providing instructional support that is reliable but easy to create in the time of the crisis, contrary to a regular and comprehensive online learning curriculum that will take long months before it can fulfill the

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[33] Princess, et al., "Strategies for Parental Involvement during Emergency Remote Teaching Scale: Its Psychometric Properties", *European Journal of Educational Research*, Vol. 10, No. 1, (2021): 427.

[34] Funda Ergüleç and Esra Eren, "Emergency Remote Teaching from the Perspective of Pre-service Teachers: An Evaluation through Digital Stories", *Educational Policy Analysis and Strategic Research*, Vol.16, No.1, (2021): 62.

[35] Audi et al., "Students' cognitive engagement during emergency remote teaching: Evidence from the Indonesian EFL milieu", *Journal of Language and Linguistic Studies*, Vol.17, No.1, (2021): 20

scholastic endeavors of the students during the pandemic.[36] And according to Abdulrahim and Mabrouk, the significance of modeling the ERT is to enable flexibility in students' learning experiences, teachers' facilitation and deliveries, and abate the façade of uncertainty, perturbation, and despondency.[37]

ERT, is to serve it purpose as a quick temporary fix in providing access to educational interaction between the teachers and students as well as consistently available during emergency or crisis.[38] The adoption of ERT tools help guide teachers towards delivering educational contents within the complete context of student's curriculum. ERT helps to organize communication within classes.[39]

As a conclusion, the purpose of ERT is as a learning model that is use in times of emergency or crisis to offer and provide access to teachers and students in the teaching and learning process. In addition, ERT is also an alternative in the teaching and learning process during an emergency, such as during a pandemic.

c. Challenges of Emergency Remote Teaching

Learning online during the pandemic has impacted students of all regions differently. It has increased the difficulty in learning for EFL students who are now studying at home. Teachers complain that teaching English language

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[36] Ha Thanh Le and Canh Thi Thanh Truong, "Tertiary Students' Perspectives on Online Learning During Emergency Remote Teaching in the Context of Covid-19: A Case Study", *Advances in Social Science, Education and Humanities Research,* Vol. 533, (2021): 204

[37] Bokolo Anthony Jnr. and Selwyn Noel, "Examining the Adoption of Emergency Remote Teaching and Virtual Learning During and After COVID-19 Pandemic", *International Journal of Educational Management*, (2021): 9, https://doi.org/10.1108/IJEM-08-2020-0370.

[38] Yazid Junaidi and Harwati Hashim, "A Review on The Implementation of Remote Teaching: Highlighting the Experience of Primary School ESL Teachers", *International Journal of Academic Research in Business and Social Sciences*, Vol. 11, No. 2, (2021): 454, DOI:10.6007/IJARBSS/v11-i2/8560

[39] Bokolo Anthony Jnr. and Selwyn Noel, op. cit. 2

skills to non-native students is extremely difficult during the ERT phase since language is acquired through interaction. Teachers also state that non-verbal communication, body language, and interaction between students, which are key elements to effective language learning, are deeply missed during online classes.

According to Nkonge & Gueldenzoph, another major challenge faced by teachers from the students' end is that of inequitable technological resources. There are many households that do not have consistent internet access. Other challenges include learners' procrastination, the insufficient orientation of learners with the online mode, and lack of time for teachers to fully develop the course material. Students who struggle with low English literacy also face added difficulty understanding the teachers' instruction online and may even skip the written instructions if they cannot understand them. Students also tend to be absent during the hours scheduled for the online session, and they have the misconception that online education is akin to a vacation, so they tend not to take it seriously. In addition to this, online teaching can convert students into passive listeners due to a lack of participation in online classes. This reduces their capability to apply their learning outside the classroom.[40]

According to Ferri et. al., students and teachers have faced different obstacles in remote teaching due to the existing limitations related to technological,

pedagogical and social challenges, which will be analyzed in the following sections.

1. Technological Challenges

Technological challenges are primarily related to a lack of Internet connectivity and electronic devices. This problem may increase inequalities through

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[40] Samia Naqvi and Insiya Zehra, "Online EFL Emergency Remote Teaching during COVID 19, Challenges and Innovative Practices: A Case of Oman", *Arab World English Journal (AWEJ)*, Proceedings of 2nd MEC TESOLConference 2020, (2020): 21-22, DOI: https://dx.doi.org/10.24093/awej/MEC2.2

uneven access to the technology needed by students and teachers. Indeed, not all learners have access to the necessary technologies to take advantage of online education such as a fast Internet connection and a powerful computer. These issues especially affect many disadvantaged families, but also middle-class families with multiple children, or parents who are engaged in smart working. In fact, not all geographical areas are reached by a broadband connection. This means that in some cases there is a structural gap that represents an obstacle for people connection.

2. Pedagogical Challenges

There is not only innovation linked to technological aspects but also the emergence of new pedagogical aspects. Online learning implies revising the approaches used in face-to-face lessons. Innovations in teaching methods are therefore needed to engage students, stimulating their proactive behaviour, which is difficult to obtain when one is only connected online. In particular, new approaches to maintain children's attention and participation on a screen for a long time are needed. In many countries, primary schools in particular have never widely experimented with online learning, especially in an emergency situation. Nevertheless, the huge amount of content and information available on the web, frequently structured and planned content for primary schools, are limited; teachers have endeavoured to organise and provide structured content, and parents were complaining that they did not know how to help kids with homework. During this pandemic lock-down, when children were asked to get connected for their lessons, parents were frequently involved in smart working.

3. Social Challenges

The emergency was said to represent a good opportunity to acquire practices that promote independence and responsibility from the students' side. However, one of the main limitations is the loss of human interaction between teachers and students as well as among students. Emergency remote teaching also presents some challenges for parents and teachers. During such an emergency, they may also be working remotely. This produces a problem relating to the availability of ICT devices for all members of a family. If all people are working at home, there is also a problem of physical space where each person can receive a lesson or do her or his work. The lack of interactivity and motivation of students is connected with the social challenge related to the loss of human interaction between teachers and students as well as among students. In order to encourage children's engagement and curiosity, our results suggest the use of more interactive resources to gamify education. [41]

d. Strategies of Emergency Remote Teaching

In the teaching process in Emergency Remote Teaching, the teacher can use the pedagogical strategies. Insuasty and Jaime-Osorio state that, pedagogical practices will be defined as "a dialectic interaction between the English language teacher and the sociocultural and educational setting which permeates the roles he or she [the teacher] is expected to play in the language classroom". In other hand as Huberman defined them, aconscious, deliberate, and participatory process implemented by an educational system or an organization to enhance performances and results, encourage the development for the renewal in academic, professional, and labor fields and to cultivate the spirit of commitment of

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[41] Fernando, et al., op. cit. 6-11

each person with society, especially with the community in which he or she is immersed.

As an interaction or a process, pedagogical practices can be transformed. Their character and the influence of the many factors that surround teachers' decision-making processes can affect teachers' actions before, during, or after implementing their lessons. Teachers' behavior can be better explained by the metaphor of an iceberg, whose tip is what we see in a classroom. Below the water's surface, there is planning and reviewing, selecting, and learning. At a deeper level, teachers' behavior is affected by the knowledge of their pupils, language form and use, activities, and process skills, as well as conceptualizations of education, teaching, learning, professionalism, language teaching, language, language policy. In times like these, experience also plays a significant role. So, considering the pandemic forced teachers to experience a drastic change in educational conditions, their teaching practices were transformed as well.[42]

It means that, the pedagogy strategy is an effort made by educators consciously to guide students where in this strategy the learning is centered on the teacher or educator. Pedagogy strategy is teacher-centered in learning process, however in ERT the pedagogical practices can be changed and the teaching and learning process that are adapted to pandemic conditions therefore the learning can still run well even with a different conditions.

F. Implementation of Teaching Listening in Emergency Remote Teaching

Emergency remote teaching utilizes online activity to connect teachers and students in the learning process. According to Rahiem, three platforms were commonly used for classroom

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[42] Jairo Enrique C. and María Fernanda J., "Pedagogical Strategies Used by English Teacher Educators to Overcome the Challenges Posed by Emergency Remote Teaching During the covid-19 Pandemic", *Íkala, Revista de Lenguaje y Cultura*, Vol. 26, No. 3, (2021): 701.

discussions: online meetings in Zoom or Google Meet, WhatsApp, and Social Media.[43] The three platforms are widely used as learning tools because it easy to use and according to Jnr. and Noel ERT platforms which are being used to deliver virtual classes by teachers include in-house e-learning platforms, Moodle, Blackboard, Lightboard Video Technology, Zoom, etc.[44]

A lot of platforms and Learning Management System (LMS) are considerably and collaboratively used when implementing ERT. Mobile applications, such as WhatsApp, are handy and easy either synchronous or asynchronous. In the meantime, learning management systems, such as Canvas, Edmodo, Schoology, and Google Classroom, offer a virtual educational environment in preparing a lesson, distributing content materials, and designing an evaluation.[45]

Listening considered as one of difficult skills in English and it is not easy to make such kind of online learning for listening class with a sudden preparation.[46] Because in listening process it requires audio and usually the learning process is carried out in a laboratory room, but because of the pandemic, this is difficult to do. However the teacher must determine another alternative to send audio files to students during learning with emergency remote teaching. To overcome this problem, in the implementation of ERT teachers can use ICT as a learning tool and platform in the teaching and learning process.

Use of ICT in Implementation of Emergency Remote Teaching

According to Hamid et.al, ICT is defined as the study of the design, development, implementation, and management of computer-based information systems, especially software and

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[43] Maila D. H. Rahiem, op. cit. 11

[44] Bokolo Anthony Jnr. and Selwyn Noel, op. cit. 14

[45] Fakhrurrazi M. Amin and Hanna Sundari, op.cit. 364

[46] Rini Susilowati, "THE CHALLENGE OF ONLINE LEARNING IN LISTENING CLASS DURING COVID-19 PANDEMIC", *Jurnal Elsa*, Vol.18, No. 2, (2020): 58

hardware applications. Information technology according to this definition is related to the use of computers electronically and computer software to change, store, protect, process, transmit, and retrieve all information safely. ICT makes a positive contribution to learning in schools and to be effective it requires conscious efforts to mutually cooperate between principals, teachers, parents, students, and all supporting components including adequate infrastructure. ICT in education is as a learning resource, learning aids, learning facilities, competency standards, administrative systems. Learning ICT by e-learning can be optimal if it is supported by learning media.

One of the materials provided in ICT lessons is the internet. The rapid development of the internet forced us to be more creative in its use. We have experienced the positive and negative impacts of the development of the internet. One of the positive impacts that we experienced from it is the many facilities to create a website or web blog for free on the internet that can broadcast ourselves to the world. The use of ICT (Information and Communication Technology) is an effective and efficient way to convey information and communicate with each other. The technology that supports this method is getting refined from time to time.[47]

In the process of learning and teaching listening using the emergency remote teaching method, teachers can use the WhatsApp as learning tool and Google Classroom as platform in learning process.

a. **WhatsApp**

Basma stated that WhatsApp is a messaging application that focuses on privacy, security, and speed. This type of technological platform, according to Tartari et al. , offers real-time approach, communication synchronicity as well as the

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[47] Muttaqin Kholis Ali and Hasan Maksum, "Utilization of E-Learning-Based ICT Learning Using the Google Classroom Application During the COVID-19 Pandemic", Jour*nal of Educational Research and Evaluation,* Vol. 4, No. 4, (2020): 374.

sharing of authentic and creative work. Of all, the very basic reasons why WhatsApp is more practical and simpler to be used than other applications are that WhatsApp is a free messaging application with no ads and subscription fees; it provides the accessibility to send and receive messages via groups created; and it allows users to share and exchange the unlimited number of photos, videos and any files of any format up to 2GB in its capacity. For this reason, one of the instant messaging applications has become the main choice for teachers to conduct online classes during the pandemic; especially for teachers and students who live in areas characterized by the unstable internet signal and by mobile devices that have low RAM memory and are not yet designated for 4G network. By this situation, WhatsApp platform is able to anticipate those problems.[48]

WhatsApp is an application that is easy to use by anyone, and it can be used as a learning medium. WhatsApp is used to support the teaching and learning process in a virtual classroom during the times of Covid-19 pandemic.[49] Because the use of WA application is more efficient and effective compared to other technological devices, listening activity in the class can be conducted using this application. Audio material in the form of native speakers' talk in various English discourse can be delivered through this application.[50] Sampath, Kalyani, Soohinda, and Duta explain that WA offers real-time texting or communicating combined with easy sharing of information (e.g., contact lists) and media content (e.g., audio, video files, images, and location data). [51] With these features available on WhatsApp, WhatsApp has become

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[48] Iwan Fauzi, "Teaching English Using Whatsapp During Learning From Home: Impacts to Students and Implication to Teachers", *LET: Linguistics, Literature and English Teaching Journal*, Vol. 11, No. 2, (2021): 62.

[49] Rekha Asmara, "Teaching English in a Virtual Classroom Using WhatsApp During Covid-19 Pandemic", *Language and Education Journal*, Vol. 5, No. 1, (2020): 18

[50] Rini Susilowati, op.cit. 62

[51] Rekha Asmara, loc. cit.

one of the learning media that can be used in the process of teaching listening in emergency remote teaching.

b. Google Classroom

According to Phoenix, Google Classroom is becoming one of the leading choices for online teaching, with the Ministry of Education and Culture conducting training on using Google Classroom for teachers. Google creates this teaching platform to help educational institutions in providing education. Google Classroom offers many advantages that make it easy for teachers to educate their students in the teaching and learning process. This teaching and learning process is inside and outside the classroom because students can learn anywhere and anytime by accessing Google Classroom online. Further, this platform becomes a learning management system that can provide students with teaching materials and test facilities.[52]

Shaharanee et.al, stated that, Google Classroom is a web-based course management system (CMS). It provides a setting for instructional delivery and learning procedures in which students gain knowledge through conversation, interaction, and discussion. Teachers can use this platform to offer their courses, and students can be assigned to upload tasks and other assignments. In this way, Google Classroom helps teachers and lecturers to create and organize assignments, comments, and communicate with their classes.

Furthermore, Google Classroom can provide students with a novel learning environment. Because the students and the educator will not be able to see each other immediately, it may prompt them to inquire further about the lesson taught in the application. They can also talk about the responses to their

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[52] Ni Komang Arie Suwastini et.al., "The Effectiveness of Google Classroom Media in Teaching English for Tourism at a Tourism and Business Institute", *IJEE (Indonesian Journal of English Education)*, Vol. 8, No. 2, (2021): 260-280, doi:10.15408/ijee.v8i2.21932

friends' inquiries. The educator will be in charge of the students' questions and answers. It means that if students deviate from the intended path, the educator can redirect them to the correct path. It goes without saying that by incorporating Google Classroom into English classes, students will have more time and space to work at their own pace.[53]

In conclusion, Google Classroom is a web-based platform that is used to help the teaching and learning process. With Google Classroom, it is easier to discuss or give assignments to students. Students can also easily submit assignments via Google Classroom. Google Classroom provides a new learning atmosphere where teachers and students cannot meet directly, thus the Google Classroom platform is an alternative used during the pandemic to support the teaching process in ERT.

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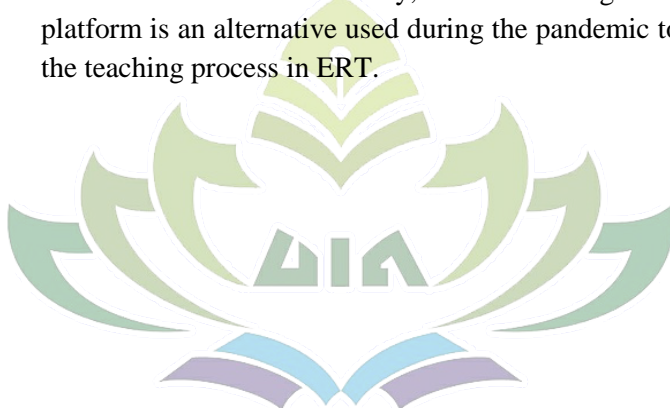
[53] Herlia Nursyahrina et.al, "The Use of Google Classroom in English Teaching and Learning Process at Senior High School Level", *JRIP: Jurnal Riset dan Inovasi Pembelajaran*, Vol. 1, No. 2, (2021): 124-125.

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