

**AN ANALYSIS OF STUDENTS' CHALLENGES IN  
LISTENING COURSE THROUGH ONLINE LEARNING  
DURING PANDEMIC**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirement  
for the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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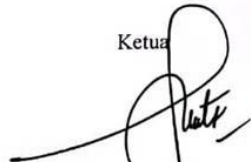
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## ABSTRACT

**Fathin, Asshaumi NPM: 1702050091 “An Analysis of Students’ Challenges in Listening Course Through Online Learning During Pandemic.” Skripsi, English Education Program. Faculty of Teachers Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2022.**

Listening course has been the one of the subject that affected with online learning during the Covid-19. This study was aimed to figure out difficulties and challenges and students’ anticipation in learning listening through online during the Covid-19. By using a random sampling, fifteen students in the third semester of English education who have studied listening course were participated as the respondents. The data was collected by using interview to the respondents through WhatsApp Application. Based on the result of this study, the students got three difficulties such us: lack of vocabulary, limited time to listen the record and the different accents of the native speakers. Besides, there were also challenges during the online listening learning that faced the students like: internet connection, the packaging of the materials that lecturer gave. So, the students got some anticipation to prepare that everything relate about listening course such as listen to a podcasts or native speakers’ video, until listen music in YouTube Application.

***Keywords:*** *Listening Course, Covid-19, Students’ Difficulties, Challenges, Anticipation*

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

In December, 2019, Wuhan, Hubei province, China, became the centre of an outbreak of pneumonia of unknown cause, which raised intense attention not only within China but internationally. Chinese health authorities did an immediate investigation to characterise and control the disease, including isolation of people suspected to have the disease, close monitoring of contacts, epidemiological and clinical data collection from patients, and development of diagnostic and treatment procedures. By Jan 7, 2020, Chinese scientists had isolated a novel coronavirus (CoV) from patients in Wuhan or known as Covid-19 (Cheng Wang, 2020)

The Covid-19 pandemic that has hit the world last year until now has changed many aspects of human life. The aspects that are very influential with the pandemic are economy, politics, education, health, government, domestic communication within one country and internationally between many countries. The spread of the virus is very fast and massively can infect many people around the world. Even doctors and nurses at the forefront of handling this virus are among the most likely victims of this virus. Therefore, in an effort to minimize or even stop the death of the chain of the virus so as not to infect many people, government in the whole world is anticipating it firmly by advising its citizens to maintain their own health, such as maintaining social and physical distance,

wearing masks wherever they go, and also several new regulations in offices, government, and several other sectors as well as government staff and other employees to work from home. In fact, students are required to do the teaching and learning process from home as well. Global evolution of the COVID-19 pandemic leads to suspensions of categories that lead to online learning requirements (Moorhouse, 2020). E-learning is defined as an instruction that is provided on a digital device, such as a computer or mobile device, and is intended to aid learning (Mayer, 2011) in (Bozkurt, 2014).

As the outbreak escalated, MOEC (Ministry of Economy and Commerce) then decided to slump all school activities and opted for at-home online/distance learning through its Circular Letter No. 4/2020. The Ministry of Religious Affairs (MORA), which oversees Madrasah (Islamic schools), located suit with a Circular Letter No. B-686.1/DJ.I.I/PP.00/03/2020 (Azzahra, 2020). Online learning at home the safest procedure in Covid-19 pandemic because authorities in many countries now no longer need to get the risk of a greater spread of Covid-19 virus in colleges and universities. Online learning is a collection of learning where lecturers or teachers interact through internet access through certain device methods or technology applications. According to (Jacobs, 2013) in (Yulia, 2020), online learning is as powerful as conventional study room gaining knowledge of. How tons or how nicely a scholar learns is decided via way of means of the best of the net instruction. If a course is nicely designed and nicely implemented, college students will research greater than in a poorly designed course. Besides, according to study done by (House, 2018) in (Yulia, 2020), confirmed that 85%

students who follow face to face and online studying felt that they've the equal and a few higher reports in studying for each face to face and online program. 37% it as advanced experience.

Relating to the regulation of MOEC and MORA, students also cannot learn face to face. Learning activities have been banned because they are completed all at once in the classroom for a while. This phenomenon actually affects the learning process in all study programs and disciplines. One of the learning activities that has been impacted by the Covid-19 virus being disliked is learning activities in the listening class. According to (Susilowati, 2020), Listening is considered to be one of the most difficult skills in English and it is not clean to undertake such online listening class learning with sudden preparation. Considering that creating effective online learning for listening lessons creates some challenging situations, have some difficulty in listening lessons. According to (Susilowati, 2020) These common difficulties are; First, get the gist of the speaker's conversation that was delivered quickly. Meanwhile, students only have the threat of being constrained to re-license the material that is spoken.

Second, the difference in the accent used by native speakers and the type of speech spoken. Third, mastery of vocabulary that is not sufficient to guide the listening process and fourth, limited time and opportunity to review and retreat from spoken material that students miss. These difficulties often bring complexity in the classroom and students really need the main supervisor of the lecturer. The listening process must be carried out through several procedures and in each process students need to be guided by the teacher so that they are able to properly

manipulate any difficulties they experience in class. Meanwhile, this best situation cannot be obtained through students because it is not possible to carry out face-to-face learning activities during the Covid-19 pandemic. Therefore, several demanding situations arise in the listening class.

The first challenge is choosing the ideal technology device, system or application in the classroom during the Covid-19 pandemic. The second challenge is to prepare packaging materials in simple and easy-to-understand instructions. The third challenge is to create an effective and appropriate use of techniques or strategies in providing instructions and delivering materials.

Choose listening skills to be analyzed, because these skills are considered to have quite a lot of challenges for students and coupled with the existence of an online learning process during the pandemic, which creates more obstacles in the learning process of these listening skills. Therefore, the researcher hopes that this research can be useful for readers and provide references to this problem and increase their knowledge in understanding listening skills. Based on the above statement, the researcher took the title of the skripsi: "An Analysis of Students' Challenges in Listening Course Through Online Learning During Pandemic".

## **B. The Identification of Problem**

Relating to the background above, the problems are identified below:

1. During the pandemic, learning activities have changed where activities are carried out online. This adds to the difficulties and challenges for listening course.



2. To avoid the loss of school life, the learning process is moving to online learning. Migration from conventional to online mode is not as simple as moving the learning process to social platforms. These challenges are faced by both students and teachers.
3. Listening is the difficult skill especially in online learning during pandemic situation.

### **C. The Scope and Limitation**

The study focused on the scope of analysis of listening activity. The limitations of this research are difficulties and challenges in listening course through online learning during pandemic by undergraduate students at Universitas Muhammadiyah Sumatera Utara.

### **D. The Formulation of Problem**

The problems of this research are identified as the following:

1. What were the difficulties faced by the students of listening course through online learning?
2. What were the challenges faced by the students of listening course through online learning?
3. How did the students anticipate the difficulties in listening course through online learning?

**E. The Objective of Study**

The researcher presented the objectives the research below:

1. To know the difficulties faced by the students of listening course through online learning
2. To know the challenges faced by the students of listening course through online learning
3. To explain how did the students anticipate the difficulties in listening course through online learning

**F. The Significance of Study**

The result of this study is expected to give contribution theoretically and practically.

1. Theoretically, this research gave more contribution for the progress as the basic information to learn listening activity, especially through online learning.
2. Practically, provided of this study will be useful for:
  - a) Lecturers, this research might be useful for lecturers in giving additional input and references about analysis of listening activity
  - b) Other research, for the next analysis wish that other research will analyze on listening activity with a different aspect and an attractive write to attract another research to do previous.
  - c) Show reviews, this research

- d) help reader to understand the challenges and the methods of listening activity through online learning.
- e) Students, this research can help the student to get information especially about listening activity through online learning during pandemic.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

##### 1. Definition of Listening Activity

Listening is a complex interactive process of which the learners interpret what they know and what they hear and then apply linguistic knowledge in the understanding of the message. From a schematic point of view, it involves the connection between the information and the experience they are currently acquiring. The role of listening skills is to make a connection with the learning process (Khairiah Syahabuddin, 2021). According (Morley, 2001), listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning.

According to (Brown H. D., 2004) listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing. In order to become better listeners, learners must think actively when they listen. Listening is involved in a lot of language learning activities, both inside and outside the language classroom. That improvement in listening will provide the basis for other developments language skill.

##### 2. Online Learning in EFL Classes

Online learning researches usually explore stand-alone online learning tools, instructional methodologies or techniques, unique environments within a blended learning program, and comparison between classroom-based and fully

online learning. The emphasis is commonly on the students' attitude, perception, assessment, evaluation, satisfaction, and performance (Gonzalez & Louis, 2018; Sun, 2014) in (Nugroho, 2020). Although a big number of research has been done quantitatively and qualitatively to investigate the effectiveness of online learning (Gonzalez & Louis, 2018) in (Nugroho, 2020), a research on online language learning carried out during a pandemic is very rarely found, especially in English as Foreign Language (EFL) context in secondary school settings as most online language learning researches have been done in tertiary education level (Chin-Hsi Lin & Warschauer, 2015) in (Nugroho, 2020). This pandemic causes online language learning to take place entirely in sudden and completely unprepared situations. Whereas, specialized research investigating online language learning completely is extremely rare (Sun, 2014) in (Nugroho, 2020), especially during a pandemic.

### **3. Listening Activity Through Online Learning**

#### **a. The Difficulties**

There are some the potential difficulties in listening that become the problems in order to increase listening course. Being unfamiliar of cultural knowledge of language plays a great role understanding the context. The marriage between language and culture is indivisible (Brown, 1994). Additionally, based on the study conducted by (Hamouda, 2003) in stated that the majority of the students think the difficulties they encountered in listening comprehension were due to the bad recording quality / poor- quality tapes or disks. For example, the cassette might be recorded while there were noises around or the cassette is used

for such a long time so the quality was worn out. Unclear sounds resulting from poor-quality equipment could also interfere with the listener's comprehension.

Then, according to (Brown S. , 2006) defines listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. The next section will consider another way teachers can help ease the difficulty of listening: training students in different types of listening. According to (Farrell, 2010), first, obtaining the gist of speakers' speak that delivered fast. Meanwhile, students solely have restricted probability to concentrate once more the material spoken. Listening is to assist our students develop procedural knowledge, i.e. knowledge regarding a way to method language with ease and automaticity. Second, the difference in the accent used by native speakers and the type of speech spoken. Third, mastery of vocabulary that is not sufficient to support the listening process and fourth, limited time and opportunity to review and withdraw from spoken material that students have missed. These difficulties often bring complexity in the classroom and students really need optimal support from lecturers.

Besides, according to (Asmawati, 2017) There were some difficulties faced by the student such as the lack of vocabulary, understanding structure, unable to comprehend natural spoken, lose confidence, maintaining concentration, bad recording. As Hamouda (2003) in (Asmawati, 2017) stated that factors causing students listening comprehension problem are categorized into different sources including problems related to the listening text, listening problems related to task and activities, listeners problems related to the listener and teacher's methodology.

Thus, it was the way to find out the students' difficulties from three main areas: listener factors, listening material and physical setting.

#### **b. The Challenges**

According to (Susilowati, 2020) there are some challenges appear in listening class. The first challenge is choosing the appropriate technology device, system or application in the classroom during the Covid-19 pandemic. Regarding the technology used, lecturers should choose wisely what kind of technology devices can be accessed easily by students. Taking into account that not all Indonesian students live in urban areas, teachers must decide to implement the most effective and efficient technological equipment or devices, systems, applications or platforms. The selection of inappropriate technology devices will only burden students, especially those with poor internet access. Moreover, choosing an inappropriate device or application or system will cost a lot of money which will trigger new problems for parents of students whose financial support has been affected by the pandemic. Therefore, both lecturers and education practitioners must really think about it wisely and fairly so that all students can get effective learning. This is certainly a challenge for lecturers and education practitioners.

The second challenge is to prepare the packaging of the material in such a simple and easy-to-understand way. Because the challenge discussed is in the listening class, the lecturer must be aware of providing material that is suitable for the needs of students who learn through online learning. This step will make it easier for students to understand spoken English material more easily. Presenting

material that can be understood but does not deny the standard level of the material being studied will be very helpful during online learning because students cannot have effective time to ask their lecturers face to face.

The third challenge is to apply effective and appropriate methods or strategies in providing instructions and delivering materials. The media used to carry out learning activities are technological devices through internet access and the material will be selected selectively so that it can accommodate learning so that it runs as expected.

Besides, there are many factors such as mandatory assignment submissions, material courses, and internet access, and internet quota that may influence students' involvement and participation during the online learning process (Atmojo & Nugroho, 2020; Gillett-Swan, 2017) in (Suarnajaya, 2021). In addition, students face troubles due to a variety of factors such as academic abilities, internet access, and the presence of technological issues in the online learning process (Sari et al., 2020) in (Suarnajaya, 2021).

## **B. Previous Related Studies**

There some studies that related to this research had been conducted :

The first study is conducted in journal article (Zebua, 2020),the research”The Analysis of The Students’ Perception Toward Online Learning in Listening Subjects During Pandemic Time of COVID 19” Researchers analyzedreveal and analyze the students’ perception toward online learning system in Listening subjects. The subject of the research was selected students of the 1st and 3rd semester of all classes in English Education Study Program at IKIP



Gunungsitoli year 2020/2021. The instrument used was the unstructured interviews via WhatsApp chats, and were analyzed through descriptive qualitative analysis. The result of the research revealed that the students' perceptions were positive, cooperative and motivated toward online learning system in Listening subjects.

The second study is (Mia Aldina, 2020) in the research "Student's Challenges in Listening in Virtual Classroom Case Study in English Education Study Program in Covid-19". Researchers focused participants in this study were the fourth semester students who had studied listening in 2018/2019 majoring in English education at UNISKA Banjarmasin. In collecting data, researchers used interviews which were conducted virtually through the WhatsApp with the respondent. The results showed that there were 2 factors, namely Internal factors and External factors consisting of 6 difficulties faced by students in virtual learning. The difficulties faced by these students are; Lack of vocabulary, speed of speech, unclear pronunciation, lack of concentration and motivation, condition of studying at home, limitation of the Media.

The third is conducted in the article "Learners' Perceptions of Online English Learning during COVID-19 Pandemic" by (Rifiyanti, 2020). The researcher analyzed shifting face-to-face learning to online learning particularly for English classes is also an effective way during the pandemic, the accessibility of the internet in online learning, it is an important factor should exist during learning activities, the students assumed positively that most lecturers know how to teach English online learning by using online platforms used in IBI K57, and the

learners perceived that listening section is the most difficult skill to learn in online English class. The study implied that online learning is an important alternative way to help teaching and learning in the situation of the pandemic, it considers using proper technology, quality, and instructors' competence to enhance and to encourage learners engaged in online learning environment.

From the previous research above, the researchers found several similarities and differences. The similarity in the researcher's topic is the challenges and difficulties of listening in online learning. While this research takes "An Analysis of Students' Challenges in Listening Course Through Online Learning During Pandemic". Researcher will also analyze about the challenges and difficulties of listening during online learning like before.

### **C. Conceptual Framework**

Since the existence of the COVID-19 virus, the world has been paralyzed. This crisis occurs everywhere. The world situation changed drastically. Many sectors had a crisis as a result of the spread of this virus. Face-to-face activities that are usually carried out at schools or campuses have turned into online activities to break the chain of the spread of this virus. Because this pandemic is very serious, the government finally decided to have a regulation of the 2018 Health Quarantine Law, to restrict people and goods movement within a control zone and regional administration are allowed to close the borders. Shifting face-to-face interactions of the teaching and learning process then carried out by online learning is applied at almost all educational levels. In schools, this learning activity is called PJJ (Distance Education), while at universities it is known as e-

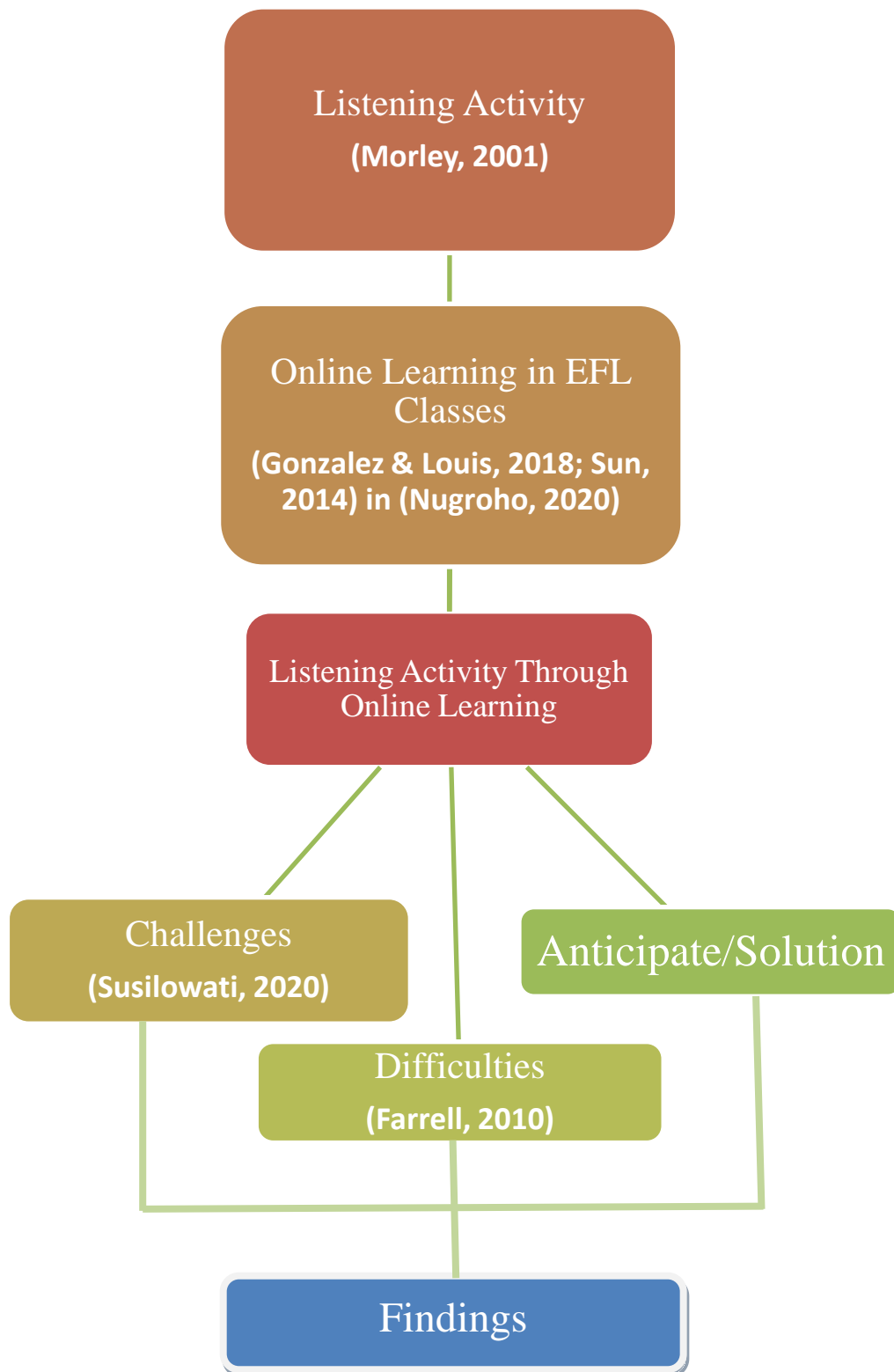
learning or online learning. There is diversity among online learning and traditional learning (Rifiyanti, 2020).

Online learning is an education that takes place over the Internet. It is often referred to as 'e-learning' among other terms. However, online learning is just one type of 'distance learning' - the umbrella term for any learning that takes place across distance and not in a traditional classroom (Joshua Stern, 2018). The online learning system is totally different from ancient learning. the most factor is that in online learning, learners associate degreed lecturers don't meet in person. The methods and challenges also are different. Besides, online learning needs an interactive telecom system to attach each the professional person and also the learners and the varied resources needed at intervals it. as a result of specifically, online learning is education that uses internet-based technology. during this situation, educators are required to own technical skills within the field of technology to be ready to teach online in addition because the learners. The learners should even be ready to be told to use technology applied in their various institutions. within the university environment, on-line learning isn't an odd thing, as a result of on several campuses this type of learning interaction model has been wide used.

Listening is considered to be one of the most difficult skills in English and it is not easy to do this type of online listening study with sudden preparation. Given that creating effective online learning for listening lessons poses some challenges, there are some difficulties to be considered in listening lessons (Susilowati, 2020). Therefore, there are some difficulties of listening activity in

online learning such as: getting the gist of speakers' speak that delivered fast, totally different accents utilized by native speakers and also the sort of speech talked, vocabulary mastery which isn't enough to support the listening method and the restricted time and likelihood to review and to backward of the spoken material which missed by the students.

Based on the previous researches, it lead the research to investigate more difficulties, challenges until the strategy of the students particularly the Indonesian students in online listening learning.

**Figure 2.1 Conceptual Framework**

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

This research conducted using a descriptive qualitative design. Qualitative approaches to data collection, analysis, interpretation, and report writing differ from the traditional, quantitative approaches. Purposeful sampling, collection of open-ended data, analysis of text or pictures, representation of information in figures and tables, and personal interpretation of the findings all inform qualitative methods. This chapter advanced steps in designing qualitative procedures into a research proposal, and it also included a checklist for making sure that you cover important procedures. Ample illustrations provided examples from narrative studies, phenomenology, grounded theory, ethnography, and case studies (Creswell J. W., 2014).

#### **B. Sources of Data**

The data for this research obtained from undergraduate students from Universitas Muhammadiyah Sumatera Utara. It is one of many private university in Medan. The number of participants were 15 students from 76 students in third semester by using via WhatsApp and selected by simple random sampling. The simple random sample meant that every case of the population has an equal probability of inclusion in sample. Disadvantages associated with simple random sampling include (Ghuri and Gronhaug, 2005): A complete frame ( a list of all units in the whole population) is needed; In some studies, such as surveys by

personal interviews, the costs of obtaining the sample can be high if the units are geographically widely scattered; The standard errors of estimators can be high. (Taherdoost, 2016)

### **C. Technique of Collecting Data**

The data of this study collected by using interview. Interviews can be defined as a qualitative research technique which involves “conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation” (Carolyn Boyce, 2006).

Researcher used technological mediation to perform interview. The first digital technology mediation used by researcher is using the text feature in the WhatsApp application. Through the text feature, the researcher conducted a pre-survey while conveying the research mission. After obtaining research permission from the respondent, the research continued the research still used the text feature which was still in the WhatsApp application, in order to conducted the interview to the respondent.

### **D. Technique of Analyzing Data**

The data obtained from interview analyzed through qualitative data analysis. Thematic content analysis is applied in analyzing the data. It aimed to realize common patterns across an information set. The author adopted steps in analyzing qualitative interview from (Louis Cohen, 2007) in (Maulida, 2018):

1. Transcribing the text

After collecting data, the researcher need to read the text of interview a few times

2. Coding (labeling) the whole transcribed text

The researcher code interesting features of the data in a systematic fashion across the entire data set.

3. Seeking for and naming the themes

The researcher found the themes and describes the themes in a way that captures the essence of the theme

4. Reviewing themes to make sure they fit the data

Those 'candidate themes' have to be reviewed. They are candidates because some may not have enough data to support them, or the writer wants to merge or separate themes or even remove certain themes

5. The write-up (creating a coherent narrative)

The analytic narrative is provided as the report of the interview finding



## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data

In this chapter, the data were collected from interview fifteen respondents consisted of four male students and eleven female students. The total number of students of Universitas Muhammadiyah Sumatera Utara in third semester of English Education is 76 students. They are divided into some classes for the third semester. Then the students are distributed to each class as the following table:

**Table 4.1 Third Semester Students of English Education**

<b>GRADE</b>	<b>SEMESTER</b>	<b>TOTAL</b>
<i>A</i>	3 <sup>rd</sup>	38
<i>B</i>	3 <sup>rd</sup>	27
<i>C</i>	3 <sup>rd</sup>	11
<b>TOTAL</b>		76

*Source: Administration office of Faculty of Teacher Training and Education*

Then based on the students in the third semester, the researcher chosen Grade A as the respondents because most of them were willing to become respondents. So there were fifteen students who were ready as the respondents in this research. They were in third semester who have studied about listening course especially during the online learning as the respondents. The study was focused on the difficulties, challenges and how the students can anticipate the difficulties and challenges that they faced during listening course through online learning.

## **B. Data Analysis**

After interviewing all the respondents, the writer drawn main themes based on their answers. The detail of themes analyzed was as the following:

### **1. Difficulties of listening course through online learning**

Fourteen out of fifteen students interviewed said that learning listening through online learning is difficult because the words used in listening to the recordings are difficult to remember. They claimed to have a limited vocabulary. Changes in the form of the verb also contribute to the students' lack of ability to complete the listening task. LK says that:

“It is difficult. When I listen about listening by using online learning, the lecturer has different accent like what I usually say. Sometimes the audio that the lecturer given uses British and sometimes American. That makes sometimes difficult in understanding the words that she/he utters. Then I sometimes didn't catch what she/he said because there are some words doesn't sound familiar in my ears.”

Other students such DV said, “The difficulty of learning to listen is about the accent of native speakers, the high level of vocabulary that has the same distinction but is used so often.”

For RK, learning listening through online learning is hard because she didn't understand about the meaning of the conversations. “I think learning listening through online learning is difficult because the limited vocabulary that I have there are still many that I don't know makes it

difficult for me to understand the meaning of the conversation and the limited time required makes it difficult for me to listen.”

SH, SN and IT added that, “There are some difficulties when learning listening through this online learning, especially in the vocabulary section where a lot of new words appear that must be recorded and then searched for their meaning, this difficulty takes a lot of time so sometimes many questions go unanswered. So I feel difficult because sometimes I can't get the articulation of vocabulary or lack of vocab and limited time.” So they got lack of vocabulary or articulation in the vocabulary and limited time in listening through online learning during this pandemic, it could make the course hard.

Almost same like LK and others students, YN said that, “the difficulty on learning listening is about the accent of native speaker, high level of vocabulary that has same different but so often to use, and the speed of the listening material, limited time for assignment listening task.”

And RR said, “it is very difficult because various sounds in the environment interfere with the ability of the source of hearing, and the number of vocabularies that are not understood when learning online listening is due to the speed of the instructor's speaking tone.”

Besides that, RT said that learning listening through online learning is easy. In her opinion, listening through online learning became not difficult

for her because the differences between offline and online learning only the place listening process happened.

“I think learning listening in online learning process it is not difficult. Because the differences between offline and online learning are only the place listening process happened. In online I learn listening through audios or videos are given by my teacher at home using my mobile phone. But in offline learning process happened in language laboratory.”

## **2. Challenges in Learning Listening Through Online Learning**

There are some challenges that appear while the students were learning listening through online learning, they are:

### **a. Bad Connection**

Among fifteen interviewed students, they gave different responses when they were asked about the connection in learning listening through online. Based on their experiences, listening course that they learnt during online learning was internet problems like bad signal. One of the students, LK said:

“My challenge in learning listening through online learning is the internet connection because if it doesn't support and run well, i am not be able to listen very well and clearly.”

Student with initial RN added that, “The challenges in learning listening through online learning are sometimes it is hampered due

to a slow internet connection so that the audio download is delayed and sometimes the audio from listening is not clear and slow.”

SN and IT said that, “The challenge is sometimes in the raining or power outage is down and Internet network, this is like the main obstacle that often occurs when online learning.”

Then, DV added that, “Challenges in learning listening through online learning, such as bad connections that made me can't listen the voice clearly and well.” The bad or clear the connection of the internet is very influential for the learning process since this online learning situation. So, if there are some problems about the connection. It can make the learning process have a little obstacle such as: the voice of the record did not play appear like they wanted or it can make the students did not listen the audio clearly.

And RR said that her challenges while she was learning listening course through online process is the bad signal which can make her lecturer and the record of her listening did not hear, “The challenge that I live is that there is a bad signal so that the supervisor's voice is not heard or interrupted.”

While DM told that, “Sometimes it's difficult, because internet problems also interfere with signals, costs are also constrained and the place of residence doesn't support communication.”

Other two students, YN and PR explained that they cannot listen the voice record well and clearly. “Challenges in learning listening through online learning, such as bad connections that made me cannot listen the voice well and clearly.”

b. Packaging of the materials

Based on the students’ experiences in delivering the materials, fourteen of fifteen students answered the interview that the lecturer only gave the materials through E-Learning or WhatsApp. After that, they did not explain the materials clearly although the materials were quite to understand. Like LK said that:

“My lecturer is delivering the listening course during the pandemic rather not very well. She only gives us the material without explaining the lesson. I know maybe its quite easy to understand but as a teacher they should explain or do the zoom at least two times four week. Then, she gives us exercise to do. She never has the zoom with students so I never know the accent of hers because we always listen to the audio.”

Then student DM explained that, “The listening courses my lectures gave during the pandemic weren't that great. He just gave us the material and didn't explain the text. I know this may be easy to understand, but as a teacher they should explain or zoom in at least twice a week. Then he did the exercises for us. He never zoomed in with students, so I never knew his accent because we were always listening to the audio.” In this section, his lecturer only gave the

materials but not explain the materials clearly although the explanation is very important in delivering or learning process especially in this learning situation. And then the lecturer gave them some assignments and still not use Zoom Application.

Other students, RK and SH said, “My lecturer is delivering listening course through E-learning. And sometimes through the WA group because if the audio can't be downloaded then the lecturer will send it to the WA group and because the connection is bad. But more often use E-learning.” In this opinion, RK and SH almost told the same opinion that they said their lecturer gave them the materials during online learning process by using WhatsApp Application, then their lecturer made a group to share their listening materials or the audio in there. Because when their lecturer gave them the materials through E-Learning, sometimes they got some obstacles like bad connection, many people access the application or others so it can make them difficult to downloaded the materials.

Students with initial SR and LL added that,” The way how my lecture gives the material is not quite well. He only gives the material and asks the students to answer the following questions without explaining anything. Sometimes it's just a link to be used for listening and sometimes the delivery of the material delivered in learning.” So, the point of their statements that they didn't get the learning during this pandemic through zoom and more information about their listening

course like usual in the offline situations. They only got the materials based on the link after that some questions that relate about the course by using E-Learning or WhatsApp Application.”

Almost same like other students YN told that her lecturer gave them listening course through some application like E-Learning but she only gave them assignments in it, but she did not explain the material clearly, “By using eLearning and give some assignments based on the listening audio that given.”

While SH explained that her lecturer in delivering their course during online learning. She used Zoom Application. She asked her students to join the Application and explain the course by via Zoom, so she didn't only give the point of materials but she explained it well. But the durations of their Zoom are not long, because of the limited time of their meeting and the application,” My lecturer delivering listening course or material is nice and more powerful because we have a short time in via zoom but we need long time.”

IN added, “Usually, the lecturers who enter provide material from videos made by themselves, but not infrequently also provide learning video links that can be watched on YouTube according to the learning material.” So, it can make the students little bit understand about the material cause the lecturer have been made the explanation by using a video record and they tried to give them more examples about the



listening course by giving them a link of YouTube Application that related about their materials.

### **3. Students' anticipation of Listening Course During Online Learning**

All of interviewed students claimed that they have difficulties and challenges when listening course especially in this online learning. So, they also have some anticipation that must they did to make their learning process in listening course be more clearly and good for them. Some of the students told that sometimes they have to use their application like YouTube to practice their listening. From there, they could watch a podcast and another video of the native speakers that related about their listening course's materials. So it can make them easier to understand when they have not understood about their materials clearly. Or they can search more details about their materials in Google Application when they wanted it and they did not know about the materials well. Like LK explained that, "To anticipate the difficulties in listening course through online listening, I prepare everything related to listening course like having often listen to the podcast or native speaker speaks on YT to train my ears. Beside I also ask my lectures about the material and assignment if I don't understand it. And then try to search on the google for further and detailed information about the material given. And keep facing the difficulties although it's difficult."

Additionally, CH explained that, “To anticipate the difficulties in listening course through online learning, there are some activities, namely I try to relax and handle the situation calmly while in the learning process. Listen to more news and information programs held in that language, to strengthen your knowledge of vocabulary and phrases in everyday use. Do not hesitate to ask questions to the lecturer to clarify misunderstandings in listening course while during the online learning process.

Almost same like LK, SH and RR thought their anticipation in difficulties of listening online course are they have to watch more about the explanation of the materials from YouTube Application or find the more information from another application while they did not know them well. They said that, “I watch video on YouTube about that material and another reference in internet because there is a very clear vocabulary so it's easy for me to understand.”

For PR and SR, they have same way to anticipate it, “To anticipate the difficulties in listening course through online listening, i practice myself like listening music or watching video from native speaker from YouTube or podcast of native speaker because their accents are almost same with the speaker in listening course. And if idont understand about the lesson I try to ask my lecture, sometimes they want to explain it more if we ask them.

Besides DM and SH told when they were in difficulties situation in online listening course, they took their note to write about the difficult words in the materials and after that they asked their friends to explain or tell them about more details of the materials clearly. “Usually I open my notes and look there about the material because i write it. But sometimes I ask my friend explaining the material with the easy words or who understands more about the material given.”

While IT added that, “Be more focused and also take note of important words with their meanings so that later if you take listening lessons again with the same words, it will not be too difficult to understand.” She took the special words that she did not know and studied it again. So later for the next meeting, it can help her in the learning process.

Then, DV and YN said that, “I try to learning listening course by using online dictionary to found the difficult things that I don't understand”. They used Google Translate Application to find the meaning of the difficult words that appear in the listening course. So, it can help them when they got difficult situation.

### **C. Research Findings**

The main purpose of this study was to find out the difficulties, challenges and the anticipations that students faced in listening course through online learning during this pandemic. After analyzing the interview results, the findings can be presented as mentioned below.

1. Fourteen of fifteen interviewed students told that listening course through online learning have some difficulties. According to them, the difficulties that the students faced little bit make them hard to get the materials of listening course clearly and well. The difficulties of the listening course during online learning in this pandemic are lack of vocabulary, limited time to listen the record and the different accents of the native speakers. But there is a student that said the online listening course it is not hard. Because the differences between online and offline class are only about the place of the listening process happened. In online learning, the students got the materials through audio and video which lecturer shared from link or others application that support the online learning. While in offline learning process, the students got the materials in language laboratory.
2. Based on the interviewed students' experiences, they also have challenges in the listening course of online learning process. Some of the students said that the internet connection was the main challenge in this online learning process especially in the listening course, because they have to use some application that support the online learning process which need the internet connection. If they cannot get good network, they did not get the materials clearly and well. Besides that, the packaging of the materials that lecturer gave or delivered to the students were the next challenges. Because in delivering the materials, some of lecturer only gave them by using Application such as

WhatsApp, link of YouTube or some assignments in E-Learning. But the lecturer did not explain about the materials clearly by using Zoom Application that helped them to give more explanation about the materials well. Sometimes, there was some lecturer that gave them the explanation by using Zoom Application with the limited time.

3. In students' anticipation when they faced the difficulties and challenges of online listening course, they tried to prepare that everything relate about listening course such as listen to a podcasts or native speakers' video, until listen music in YouTube Application. It could make them easier to get the point of listening and practice their listening skill. But sometimes they also only took a note and wrote the difficult words in the materials. After that, they found out the words in Google Application or online dictionary for more details and asked to their friends who have understood about the materials and explained it to them.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, the researcher concluded that there were three difficulties and challenges in listening course through online learning during this pandemic. The difficulties were lack of vocabulary, limited time to listen, and different accents of the native speakers. While the challenges were bad connection, packing of the materials and the application that they used during online learning. To anticipate the difficulties and the challenges, the students have been made some anticipation that they did. The first is watched and listened to the more explanation about the materials from some application such as YouTube, E-Learning, WhatsApp and Google translate Application that supports their online listening course. It can help them in the hard situation like listen about native speakers' video, podcasts until listen song that they liked. The second is took note about their difficult materials or words that they did not know. From the note, they tried to find out the more information about the words and studied the materials again to practice their listening skill too. The last is asked to the lecturer about the more information of the materials if they wanted or asked to their friends that have understood the materials clearly and well. It can little bit help them to understand about the listening skill during this online learning.

**B. Suggestion**

Based on the conclusion, there were some suggestions of this research below:

For the lecturer should be enlarge their teaching method about how to increase the way to learning process especially in listening course during the pandemic with all the challenges. For the students who are studying listening course during online learning, they have to increase their ability in listening skill from many applications which support the listening skill and should be got more information about the materials clearly and well.

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## **APPENDIX 1**

### **INTERVIEW QUESTION LIST**

1. Do you participate the online learning in listening course during the pandemic?
2. Do you think learning listening through online learning is difficult? Why?
3. What are your challenges in learning listening through online learning?
4. How is your lecturer delivering listening course during the pandemic?
5. Does online learning help you to understand the listening material easier?
6. Does online learning material increase your enthusiasm in listening skills to learn?
7. What do you do to anticipate the difficulties in listening course through online listening?

## APPENDIX 2

**Table of Students' interviewed**

<b>No.</b>	<b>Initials</b>	<b>Status</b>	<b>Sex</b>
1	DS	Student	Male
2	LK	Student	Male
3	PR	Student	Male
4	DA	Student	Male
5	SN	Student	Female
6	SH	Student	Female
7	YN	Student	Female
8	IT	Student	Female
9	RK	Student	Female
10	LL	Student	Female
11	RR	Student	Female
12	DV	Student	Female
13	RT	Student	Female
14	SR	Student	Female
15	CN	Student	Female

## APPENDIX 3

### STUDENTS' ANSWERS

#### A. LK

1. Yes, I do
2. Yes, It is difficult. When I listen about listening by using online learning, the lecturer has different accent like what I usually say. Sometimes the audio that the lecturer given uses british and sometimes american. That makes sometimes difficult in understanding the words that she/he utters. Then I sometimes didn't catch what she/he said because there are some words doesn't sound familiar in my ears. That's the reason why it is sometimes difficult
3. My challenge in learning listening through online learning is the internet connection because if it doesn't support and run well, i am not be able to listen very well and clearly.
4. My lecturer is delivering the listening course during the pandemic rather not very well. She only gives us the material without explaining the lesson. I know maybe its quite easy to understand but as a teacher they should explain or do the zoom at least two times four week. Then, she gives us exercise to do. She never has the zoom with students so i never know the accent of hers because we always listen to the audio.
5. Not exactly. Online learning only help me a little to understand the listening material easier.
6. If talking about material, the answer is yes. It increases my enthusiasm because every time my lecturer send the material, im always eager to know what the topic will i learn today
7. To anticipate the difficulties in listening course through online listening, I prepare everything related to listening course like having often listen to the podcast or native speaker speaks on YT to train my ears. Beside I also ask my lectures about the material and assignment if I dont understand it. And then try to search on the google for further and detailed information about the material given. And keep facing the difficulties although its difficult.

**B. SN**

1. Yes, I do participate the online learning in listening course during the pandemic
2. Yes, I do. I feel difficult because sometimes I can't get the articulation of vocabulary
3. The challenge is the bad connection. And sometimes in the raining or power outage is down
4. My lecturer delivering listening course or material is nice and more powerful because we have a short time in via zoom but we need long time.
5. I think, it is depent the time or the moment because sometime the material is so difficult.
6. Yes of course because it is the chance and important time to increase my knowledge of the material
7. Usually I open my notes and look there about the material because i write it. But sometime I ask my friend explaining the material with the easy words

### **C. SH**

1. Yes, I do
2. Yes, I do. Because it is lack of vocab and limited time.
3. My challenges in learning listening through online learning are the material that must understand by myself when my lecturer doesn't teach in the zoom meeting and the audio listening can't be clear.
4. My lecturer is delivering listening course through E-learning and WhatsApp Group during the pandemic
5. No, it doesn't
6. Yes, it does
7. I watch video on Youtube about that material and another reference in internet to anticipate the difficulties in listening course through online listening.

**D. YN**

1. Yes, I do
2. Yes, the difficulty on learning listening is about the accent of native speaker, high level of vocabulary that has some different but so often to use, and the speed of the listening material, limited time for assignment listening task.
3. Challenges in learning listening through online learning, such as bad connections that made me can't listen the voice clearly
4. By using eLearning and give some assignments based on the listening audio that given
5. No, it doesn't
6. No, it doesn't
7. I try to learning listening course by using online dictionary to found the difficult things that I don't understand



## **E. IT**

1. Yes, all lectures use online learning because of this pandemic
2. yes, there are some difficulties when learning listening through this online learning, especially in the vocabulary section where a lot of new words appear that must be recorded and then searched for their meaning, this difficulty takes a lot of time so sometimes many questions go unanswered
3. Internet network, this is like the main obstacle that often occurs when online learning
4. Usually, the lecturers who enter provide material from videos made by themselves, but not infrequently also provide learning video links that can be watched on YouTube according to the learning material
5. No, it is very difficult to understand the material during online learning today because many lessons are difficult to understand if only through online learning
6. Yes, when learning online, listening and listening must be extra careful and take a very long time because if you misunderstand the material, it will be wrong
7. Be more focused and also take note of important words with their meanings so that later if you take listening lessons again with the same words, it will not be too difficult to understand

## **F. RK**

1. Yes, I am. I always participate the online learning in listening course during the pandemic because this subject is the important subject in practice listening in English.
2. I think learning listening through online learning is difficult because the limited vocabulary that I have there are still many that I don't know makes it difficult for me to understand the meaning of the conversation and the limited time required makes it difficult for me to listen.
3. The challenges in learning listening through online learning are sometimes it is hampered due to a slow internet connection so that the audio download is delayed and sometimes the audio from listening is not clear and slow.
4. Our lecturer delivering listening course during the pandemic usually by E - Learning. Sometimes through the wa group because if the audio can't be downloaded then the lecturer will send it to the wa group and because the connection is bad. but more often use E-learning.
5. For now, I still understand the material and coupled with listening to what is given, it makes it easier and helps me to understand it because audio is provided as a tool for examples of the material given.
6. Yes, I am. There is a sense of enthusiasm and boredom when studying material through online. Sometimes interaction with lecturers is a bit hampered.
7. I usually anticipate using the loudspeaker to make the sound louder.

## **G. LL**

1. yes, I participate the online learning in listening course during the pandemic
2. yes there are many words that I have never heard before and the limited time makes it difficult for me to understand online learning listening
3. limited time and words that are difficult to understand through online learning will feel more difficult than face-to-face learning
4. sometimes it's just a link to be used for listening and sometimes the delivery of the material delivered in learning
5. No, online learning doesn't help me understand the listening material easier
6. Sometimes my energy doesn't make me enthusiasm to learn online learning but i think its journey for me to learn everything especially in listening skills to learn in online learning
7. I repeat it again and again to make me better understand what lecturer presenting in online listening learning

## H. DM

1. Yes
2. Yes, the difficulty in learning to listen lies in the accent of native speakers, high level vocabulary but often use it, as well as the speed of listening material and the limited time allocated for listening tasks.
3. Sometimes it's difficult, because internet problems also interfere with signals, costs are also constrained and the place of residence doesn't support communication
4. The listening courses my lectures gave during the pandemic weren't that great. He just gave us the material and didn't explain the text. I know this may be easy to understand, but as a teacher they should explain or zoom in at least twice a week. Then he did the exercises for us. He never zoomed in with students, so I never knew his accent because we were always listening to the audio.
5. I understand, but if the delivery of material is just giving without an explanation, it's confusing too, students like that will have difficulties too.
6. Of course not, if only given stamps without any explanation of the material
7. My way of anticipating my version is to ask a friend who understands more about the material given

## **I. DV**

1. Yes
2. Yes, the difficulty of learning to listen is about the accent of native speakers, the high level of vocabulary that has the same distinction but is used so often, and the speed of listening material, limited time for listening tasks. I think that's all
3. Challenges in learning listening through online learning, such as bad connections that made me can't listen the voice clearly
4. By using eLearning and give some assignments based on the listening audio that given
5. No, it doesn't
6. No, it doesn't
7. I try to learning listening course by using online dictionary to found the difficult things that I don't understand

**J. RR**

1. Yes, I'm studying listening
2. Yes, it is very difficult because various sounds in the environment interfere with the ability of the source of hearing, and the number of vocabularies that are not understood when learning online listening is due to the speed of the instructor's speaking tone.
3. The challenge that I live is that there is a bad signal so that the supervisor's voice is not heard or interrupted
4. Many lecturers who deliver listening courses are poorly understood because of the lack of clarity in vocabulary and sentences due to disconnected networks
5. Learning online doesn't make it easier for me in listening lessons, it's even more difficult for me because there are many distractions that make the lecturer's voice less clear
6. No, online learning material make me more lazy because of the lack of knowledge and listening given by the lecturer
7. I watch the material that has just been given through YouTube, because there is a very clear vocabulary so it's easy for me to understand

## **K. PR**

1. Yes, I am
2. yes, it's so difficult, because we can't listen the lesson well and sometimes the pronunciation that is heard has a different meaning
3. The challenges when learning listening through online is bad signal so we can't listen well
4. My lecture sometimes delivering the lesson with app e-learning so we can't feel how learning listening through online because we just read the material
5. No, I can't understand well
6. No, online learning makes me not interested to learn
7. To anticipate the difficulties in listening course through online listening, i practice myself like listening music or watching video from native speaker. And if idont understand about the lesson I try to ask my lecture

## **L. DA**

1. Yes, I do
2. i think that so difficult for me because i have a lack of verb to understand what the speaker is talking about
3. I think there's no challenges for me but i have a problem with my vocabulary
4. Yeah. I think that's great and maybe that's not effective because maybe some of students don't have a good signal to receive what the lecture delivering to them. Our lecture just sent us the record of conversation after that we as the student must to analyze it.
5. Yeah I think that's not effective because maybe some of students don't have a good signal to receive what the lecture delivering to them
6. With reading some books to increase our vocabulary



## **M. RT**

1. Yes, I do
2. I think learning listening in online learning process it is not difficult. Because the differences between offline and online learning only the place listening process happened. In online i learn listening through audios or videos are given by my teacher at home using my mobile phone. But in offline l learning process happened in language laboratory
3. Limited time, different accent and lack vocabulary.
4. I think my lecturer has delivered the material well. Lecturers provide complete material modules and audio links as exercises or tests in listening learning. But the time to explain the material is more limited
5. Yes, of course
6. Yes, I do
7. I have to study material outside of online learning and often listen to English audio or video from native speakers to increase my vocabulary and get used to hearing their accent

## **N. SR**

1. Yes, I do
2. Yes, it does. Because the time is quite limited for me to listen it and also the accent of the native speaker are different with us as the asian. Vocabulary is also hard for me, I dont master the words well.
3. I'm often difficult in getting good connection while I'm learning through this online learning.
4. The way how my lecture gives the material is not quite well. He only gives the material and ask the students to answer the following questions without explaining anything. He just sends the link the student and let the students do it by themselves.
5. No, I dont think so
6. Actually yes, but I need a bit explanation from my lecturer. Basically I am interested enough in listening
7. To anticipate my difficulties in listening course, I often watch yt or podcast native speaker. Because their accent are almost same with the speaker in listening course. If I often listen to it, it will be easy for me to understand what the context is talking about. Asking lecturer is also my way to face the difficulties, sometimes they want to explain it more if we ask them

## **O. CN**

1. Yes, I do
2. Yes, coz the word does not enough hear clearly. And not know much about all the vocabulary.
3. The challenge is about the connection of internet or signal that good or bad sometimes.
4. The delivering through online learning coz pandemic happened. It would good or bad listening course but it depends on the connection of internet.
5. No, it does not
6. No, it does not
7. To anticipate the difficulties in listening course through online learning, there are some activities, namely I try to relax and handle the situation calmly while in the learning process. listen to more news and information programs held in that language, to strengthen your knowledge of vocabulary and phrases in everyday use. do not hesitate to ask questions to the lecturer to clarify misunderstandings in listening course while during the online learning process.



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**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan ini saya:

Nama Mahasiswa : FATHIN ASSHAUMI  
NPM : 1702050091  
Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
An Analysis of Listening Activity Through Online Learning During Pandemic	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, 06 April 2021

Disetujui oleh  
Dosen Pembimbing

Rini Ekayati, S.S., M.A.

Hormat Pemohon

Fathin Asshaumi



MAJELIS PENDIDIKAN TINGGI  
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Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada Yth: Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : FATHIN ASSHAUMI  
NPM : 1702050091  
Program Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 140 SKS

IPK = 3.64

Persetujuan Ket/Sekret, Prog.Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
06 04-2021	An Analysis of Listening Activity Through Online Learning During Pandemic	
	The Use of Kahoot Application to Improve Students Interest in Online Learning	
	Improving Students' Vocabulary Through Online Games Scramble Words during Online Learning	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 06 April 2021

Hormat Pemohon,

Fathin Asshaumi



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada Yth : Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr.Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : FATHIN ASSHAUMI  
NPM : 1702050091  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut ini:

**An Analysis of Listening Activity Through Online Learning During Pandemic**

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Rini Ekayati, S.S., M.A.

Acc 19/04-2021 RF

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.  
Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 06 April 2021  
Hormat Pemohon,

Fathin Asshaumi



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 926 /II.3/UMSU-02/F/2021  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini ..

Nama : Fathin Asshaumi  
N P M : 1702050091  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : An Analysis of Listening Activity Through Online Learning During Pandemic

Pembimbing : Rini Ekayati, SS, MA

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 9 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dikeluarkan pada Tanggal :  
Medan, 26 Sya'ban 1442 H  
09 April 2021 M

Dekan  
  
Prof. Dr. H. Alfrianto Nst, S.Pd, M.Pd.  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
**WAJIB MENGIKUTI SEMINAR**





MAJELIS PENDIDIKAN TINGGI  
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN PROPOSAL**

Nama Lengkap : Fathin Asshaumi  
NPM : 1702050091  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : An Analysis of Listening Activity Through Online Learning During Pandemic.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
4/g 2021	Chapter I : Scope and Limitation	
6/g 2021	Chapter I : Lanjutan	
8/g 2021	Chapter II : Conceptual Framework	
10/g 2021	Chapter II = Lanjutan	
14/g 2021	Chapter III : Source of Data	
15/g 2021	Chapter III : Lanjutan	
16/g 2021	Questionnaire	
17/g 2021		

Medan, 17 September 2021

Diketahui/Disetujui  
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Dosen Pembimbing

Rini Ekayati, S.S., M.A





MAJELIS PENDIDIKAN TINGGI  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Selasa Tanggal 28 September Tahun 2021 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa

Nama : Fathin Asshaumi  
N P M : 1702050091  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : An Analysis of Listening Activity Through Online Learning During Pandemic

NO	MASUKAN / SARAN
JUDUL	An Analysis of Students' Challenges in Listening Course Through Online Learning During Pandemic
BAB I	The Formulation of Problem The Objective of Study
BAB II	Conceptual Framework
BAB III	Technique of Collecting Data Technique of Analyzing Data
LAINNYA	
KESIMPULAN	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Medan, 28 September 2021

Dosen Pembahas

  
Yayuk Hayulina M, S.Pd, M.Hum

Dosen Pembimbing

  
Rini Elawati, S.S, M.A

PANITIA PELAKSANA

Ketua

  
Mandra Saragih, S.Pd, M.Hum

Sekretaris

  
Pirman Ginting, S.Pd, M.Hum



Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
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Nomor : 2556 /II.3-AU/UMSU-02/F/2021  
Lamp : ---  
Hal : Permohonan Riset

Medan, 28 Rab. Awwal 1443 H  
04 Nopember 2021 M

Kepada Yth, Bapak Kepala Perpustakaan  
Universitas Muhammadiyah Sum. Utara  
di  
Tempat

*Bismillahirrahmanirrahim*  
*Assalamualaikum Wr. Wb.*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu pimpin, Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Mahasiswa	: FathinAsshaumi
NPM	: 1702050091
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: An Analysis of Students' Challenges in Listening Course Through Online Learning During Pandemic

Demikian hal ini kami sampaikan. Atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin



Dekan  
  
Dra. Hj. Syamsuurnita, M.Pd  
NIP : 19670604 199303 2 002

**\*\*Penting!!\*\***



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
UPT PERPUSTAKAAN

Alamat Jalan Kapten Mukhtar Basri No 3 Telp. 6624567 –Ext. 113 Medan 20238  
Website <http://perpustakaan.umsu.ac.id> Email [perpustakaan@umsu.ac.id](mailto:perpustakaan@umsu.ac.id)

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

**SURAT KETERANGAN**

Nomor : 070 /KET/II.3-AU/UMSU-P/M/2022

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan

Nama : Fathin Asshauimi  
NIM : 1702050091  
Univ./Fakultas : UMSU/Keguruan dan Ilmu Pendidikan  
Jurusan/P.Studi : Pendidikan Bahasa Inggris

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

*“An Analysis of Students Challenges in Listening Course Through Online Learning During Pandemic”*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, *24 Jumadil Akhir 1443 H*  
27 Januari 2022 M



Muhammad Arifin, S.Pd, M.Pd



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
UPT PERPUSTAKAAN

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*Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya*

**SURAT KETERANGAN**

Nomor : 070/ KET/II.3-AU/UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : Fathin Asshaumi  
**NPM** : 1702050091  
**Fakultas** : Ilmu Keguruan dan Pendidikan  
**Jurusan** : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 24 Jumadil Akhir 1443 H.  
27 Januari 2022 M

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd



## **CURRICULUM VITAE**

### **IDENTITY**







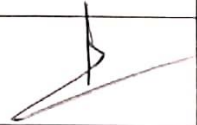
1. Name : Fathin Asshaumi
2. Place/Date of Birth : Medan, 5 of March 2001
3. Student's Number : 1702050091
4. Gender : Female
5. Religion : Islam
6. Address : Jalan Marelan V pasar 2 Barat gg. Arjuna
7. E-mail : [fathinasshau@gmail.com](mailto:fathinasshau@gmail.com)
8. Department of : English Education

### **EDUCATION**

- 2004 – 2005 Kindergarten School (TK) Nur Fadhilah Medan
- 2005 – 2011 Primary School (SD) Nur Fadhilah Medan
- 2011 – 2014 Junior High School (SMP) Negeri 20 Medan
- 2014 – 2017 Senior High School (SMA) Swasta Dharmawangsa Medan
- 2017 – 2022 Bachelor's Degree Strata 1 in English Education  
Department, Faculty of Teacher Training and Education,  
University of Muhammadiyah Sumatera Utara (UMSU)

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan/Prodi : Pendidikan Bahasa Inggris  
Nama : Fathin Asshaumi  
NPM : 1702050091  
Judul Skripsi : An Analysis of Students' Challenges in Listening Course Through Online Learning During Pandemic

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
27/01 - 2022	- Abstract - Acknowledgement	
9/02 - 2022	- Chapter I : Background - Chapter II : Supporting theory	
12/02 - 2022	Chapter III : - Research design - technique of data collection Chapter IV : Data & Data Analysis	
18/2 - 2022	Chapter V : Describe more on data analysis, finding	
25/2 - 2022	Chapter VI : Relate your find with the research problems	
04/2 - 2022		
	Unggul   Cerdas   Terpercaya	

Diketahui/Disetujui  
Ketua Prodi Pendidikan Bahasa Inggris



Pirman Ginting, S.Pd, M.Hum.

Medan, 16 Februari 2022  
Dosen Pembimbing



Rini Ekayati, S.S., M.A.



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### SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh  
Saya yang bertandatangan dibawahini :

Nama Mahasiswa : Fathin Asshaumi  
NPM : 1702050091  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : An Analysis of Students Challenges in Listening Course  
Through Online Learning During Pandemic

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 26 November 2021  
Diketahui oleh  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.

Hormat Saya,  
Yang membuat pernyataan

METERAI  
TEMPEL  
00E19AJX658387042  
Fathin Asshaumi



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada Yth : Bapak/Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERUBAHAN JUDUL**

**SKRIPSI** Dengan hormat yang bertanda tangan

dibawah ini :

Nama Mahasiswa : Fathin Asshaumi  
N P M : 1702050091  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan Permohonan perubahan judul skripsi, sebagai tercantum dibawah ini dengan judul sebagai berikut:

An Analysis of Listening Activity Through Online Learning During Pandemic

Menjadi :

An Analysis of Students' Challenges in Listening Course Through Online Learning During Pandemic

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan Kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 26 Oktober 2021

Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Hormat Pemohon

Fathin Asshaumi

Diketahui Oleh:

Dosen Pembahas

Yayuk Hayulina M, S.Pd., M.Hum

Dosen Pembimbing

Rini Ekayati, S.S., M.A.





MAJELIS PENDIDIKAN TINGGI  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata 1 bagi :

Nama Lengkap : Fathin Asshaumi  
NPM : 1702050091  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of Students' Challenges in Listening Course Through Online Learning During Pandemic

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

**UMSU**  
Unggul | Cerdas | Terpercaya

Diketahui oleh :

Diketahui/Disetujui Oleh  
Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Rini Ekayati, S.S., M.A.



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SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa:

Nama Mahasiswa : Fathin Asshaumi  
NPM : 1702050091  
Program Studi : Pendidikan Bahasa Inggris

Adalah benartelah melaksanakan Seminar Proposal Skripsi pada :

Hari : Selasa  
Tanggal : 28 September 2021  
Dengan Judul Proposal : An Analysis of Students' Challenges in Listening Course Through Online Learning During Pandemic

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

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Wassalam  
Ketua Program Studi  
Pendidikan Bahasa Inggris

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