EFL STUDENTS' ATTITUDES TOWARD ONLINE LISTENING CLASS DURING THE PANDEMIC COVID-19

(A Survey Study at English Departement Students of State Islamic University Fatmawati Sukarno BengkuIu)

THESIS

Submitted as A Partial Fullfilment of the Requirements for the Attainment of *Sarjana Pendidikan* (S.Pd) Degree in English Language Education

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MOTTO

"BEFORE YOU QUIT REMEMBER WHY YOU STARTED"

-Andre Sulistio-

DEDICATIONS

The researcher would like to dedicated this thesis to:

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PRONOUNCEMENT

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I hereby sincerely stated that the thesis titled **EFL STUDENTS' ATTITUDES TOWARD ONLINE LISTENING CLASS DURING THE PANDEMIC COVID-19** (A Survey Study at English Departement Students of State Islamic University Fatmawati Sukarno Bengkulu) is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation refered in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,   July 2021

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ABSTRACT

Andre Sulistio. July. 2021. *"EFL Students Attitude Toward Online Listening Class During The Pandemic Covid-19 (A Survey Study at English Departement Students of State Islamic University Fatmawati Sukarno BengkuIu)"*. **Thesis, Study Program of Tadris Bahasa Inggris, Tarbiyah and Tadris Faculty.**

Advisors: 1. Dr. H Ali Akbarjono, M.Pd   2. Feny Martina, M.Pd

The main objective of this research to know and describe how EFL students' attitude toward online listening class during the pandemic covid-19 at the student second and fourth semester of UIN Fatmawati Sukarno Bengkulu. Students' attitude is kind of behavior when he/she participating in the classroom. The method used in this study was descriptive quantitative method. The population of this research was the second and fourth semester consisted 205 students. The sample was taken by using technique random sampling consisted of 67 students. The instrument used to get data in this research was a questionnaire about student' response. The questionnaire including positive consists 9 items and negative statement consists 10 items.The results of data analysis according to questionnaire showed the mean score were 69,08, It means the students' had positive attitude toward online listening class during the pandemic covid-19, and 67 students were 40 (59,7%) answer agree through positive statement.

Keywords: Students' Attitude, Listening, Online Class

ABSTRAK

Andre Sulistio. Juli. 2021. *"EFL Students Attitude Toward Online Listening Class During The Pandemic Covid-19 (A Survey Study at English Departement Students of State Islamic University Fatmawati Sukarno BengkuIu)".* **Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris.**

Pembimbing : 1. Dr. H Ali Akbarjono, M.Pd   2. Feny Martina, M.Pd

Tujuan utama penelitian ini untuk mengetahui dan mendeskripsikan bagaimana sikap mahasiswa EFL terhadap online listening class selama masa pandemi covid-19 pada mahasiswa semester II dan IV UIN Fatmawati Sukarno Bengkulu. Sikap siswa adalah bagian dari perilaku seseorang ketika dia berpartisipasi di dalam kelas. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kuantitatif. Populasi dalam penelitian ini adalah semester II dan IV yang berjumlah 205 mahasiswa. Sampel diambil dengan menggunakan teknik random sampling yang terdiri dari 67 siswa. Instrumen yang digunakan untuk mendapatkan data dalam penelitian ini adalah angket tentang respon siswa. Kuesioner yang terdiri dari angket positif sebanyak 9 item dan pernyataan negatif sebanyak 10 item. Hasil analisis data berdasarkan angket menunjukkan nilai rata-rata 69,08, artinya siswa memiliki sikap yang positif terhadap kelas listening online selama masa pandemi covid-19, dan 67 siswa atau 40 siswa (59,7%) menjawab setuju terhadap pernyataan positif.

Kata kunci: Sikap Siwa, Listening, Kelas Online

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CHAPTER I

INTRODUCTION

A. Background of The Study

Education is a human need throughout life. Every human being needs education, until when and wherever humans are. Education is very important because without education, humans will find it difficult to develop. Therefore education must be directed to produce quality human beings who are able to compete, in addition to having a good attitude. Education plays a key role in providing quality human resources, the quality of human resources is very dependent on the quality of education. Through education, better personal abilities, thinking, and attitudes can also be developed. To produce indonesian people with high quality, development in the field of education must always be improved, especially improving student attitudes in learning. Anderson in Budiyono (2011: 46) state that attitude is a tendency to respond positively (favorable) or negatively (unfavorable) to an object. An attitude can be defined as a responses of a students to reply positively or negatively towards something like for occasion an idea, object, person, and state of affairs (Zulfikar T et all 2019, p. 1-12). Students' attitudes in learning are feelings of pleasure or displeasure, agree or disagree, like or dislike these things. Such an attitude will affect the learning process and results it achieves. A positive attitude will lead to a higher activity intensity than a negative attitude (Slameto

2003, p.190). Students' attitude can be concluded as a kind of person's behavior when participating classroom activity.

English language skills are one of the demands of mastery of international communication (Zahari M 2011, p.12). It means that English has become one of the many lessons taught by teachers, and it is hoped that it can produce or acquire students who are ready to face the challenges of the globalization era. Listening is an important skill in English learning and it cannot be underestimated, especially in an academic context and separated in language, therefore listening has an essential role in language teaching, including teaching English. Listening is a process to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages and understand the meaning of communication that has been conveyed by the speaker through spoken language (Tarigan G 2008, p.31).

In the current conditions the covid-19 pandemic has changed several aspects of human life around the world. Some aspects such as economics, social, political, and education have been affected by this pandemic. Education is an important aspect that must be considered. Learning activities have been going not through face to face but by online or other medias of education (Rinisusilowati 2020). The development of information and communication technology is very encouraging great contribution to humans in various fields, especially

of education during the covid-19 pandemic. The development of information technology applied in the world of education is online learning. Online learning is an effective learning process that combines material delivery and learning assignments via the internet (Barbara S et all 2008, p.4).

After the researcher held pre-observation, which mean that the researcher got preliminary data, it is from GA, AZ, and SA an EFL students of English Departement at UIN Fatmawati Sukarno Bengkulu shows that online listening class during the pandemic covid-19 (Preliminary observation, 2021). Classroom interaction in online listening class keep going well, the students enjoyed and paid attention studying listening toward online class, used online learning media during the covid-19 pandemic is the right choice (GA at all, 2021).

Online learning media during the covid-19 pandemic is the right choice because according to the advice of the government, we are required to comply with health protocols and study from home especially online listening class and the learning objectives can still be achieved properly, based on the explanation above, the researcher is motivated to conduct research with the tittle EFL STUDENTS' ATTITUDES TOWARD ONLINE LISTENING CLASS DURING THE PANDEMIC COVID-19 (A survey study at English Department students of State Islamic University Fatmawati Sukarno Bengkulu)

B. Identification of the Problems

Based on the background of the study, the researcher has identified some problems which cause the EFL students' attitude toward online listening class during the pandemic COVID-19 :

1. The students probably had positive and probably had negative attitude toward online listening class.

2. The students probably feeling bored when particapating online listening class.

3. The students probably did not like the lecturer's way in explaining the listening material in the online class.

C. Research Question

Based on the title and the background above, the researcher formulated the research question as follow:

"How is the students' attitude toward the use of online listening class during the pandemic covid-19 at EFL students of English department at UIN Fatmawati Sukarno Bengkulu ?"

D. Research Objective

The main objective of this research was the researcher's attempts to find out the EFL students' attitude in second and fourth semester students of English department at UIN Fatmawati Sukarno Bengkulu toward online listening class during the pandemic covid-19.

E. Limitation of the Research

The limitation of the research was limited to the students' attitude. The students' attitude was the students' responses, either it was positive, neutral, or negative towards online listening class during the pandemic covid-19 to the EFL students second and fourth semester of English department at UIN Fatmawati Sukarno Bengkulu.

F. Significances of the Research

First, the researcher expected this study would provide information for English Lecturer in order that they can find the best learning strategies to encourage the students' attitude to be involved in the online listening procces. Second, this study was also expected to provide useful input for the students in an effort to increase the frequency of their attitude in onlline listening class. Third, finding of this research could be used for the next researcher as a reference for doing further research related to this topic.

G. Definition of Key Terms

1. Attitude is the students' behavior that relates to psychology in responding something and people positively, negatively, or in neutral

2. Listening skill is the competence to receive and interpret messages in the communication process.

3. Online learning during the pandemic covid-19 is using online learning media that took place during the pandemic covid-19.

CHAPTER II

LITERATURE REVIEW

A. Students' Attitude

1. Definition of Attitude

Aiken (1980:303) defined attitude as learned predisposition to respond positively or negatively to a certain objects, situation, institution, or person. Crano and Lawrence (1982:15) defined the attitude as the personal internal behavior, which goes in someone's mind. Morgan in Maya (2015:5) stated that, an attitude is usually defined as a tendecy to respond positively (favorably) or negatively (unfavorably) to certain objects, person, or situation. Students' attitudes are feelings of pleasure or displeasure, feelings of agreeing or disagreeing, feelings of like or dislike towards the teacher, goals, materials and assignments and others. According to (Nasution, 1978) state students' attitude can be defined as a behavioral tendency when students studied academic matters. Students' attitude is a predisposition that is measured to respond positively or negatively to an object, situation, concept, or person (Fishbein et all, 1975).

Based on the definition above, it can be concluded that students' attitude is the tendency to act with respect to certain objects. Namely attitude is a person's assessment of an object, situation, concept, other person or himself as a result, from the learning process and

experiences in the field that expressed liking (positive response) and dislike (negative response).

2. The Concept of Attitude

   1) Teacher Approval (TA): relates to students' views of teachers, their behavior in class, and the way they teach.

   2) Education Acceptance (AE): consists of students' acceptance and rejection of the goals to be achieved, the material presented, practices, assignments, and the rules that have been set.

   Students' attitude is very dependent on the lecturer as a leader in the teaching and learning process. The learning attitude is not just the attitude shown to the lecturer, but also to the goals to be achieved, subject matter, assignments, etc. Students' attitudes are either happy or unhappy, agree or disagree, like or dislike these things. Students' attitudes will influence the process and results of learning.

3. Components of Attitude

   Zanden (1984:161) stated that, there are 3 components of attitude, they are:

   1) Cognitive

   The cognitive component of attitude is the way we perceive objects, events or situations, beliefs or ideas about things

around us. Cognitive is what we can see or feel and employ in our thinking.

2) Affective

It consists of feelings or emotions evoked by objects, events, or their symbolic representations in the individual, such as sympathy, compassion, suffering, and love.

3) Behavioral

The behavioral component is the tendency or disposition to act in a certain way by referring to some objects, events, and actions of a person in formal situations that show his formal behavior.

While Hornby in Habe (1999:11) divided attitude into three components, they are :

1) Need

A need is something lacking in an existing set of conditions that needs to be done or processed. A person who needs something will use the effort to do everything that can support him/her to find what he/she needs.

2) Demand

A demand is an act of demanding or something that is demanded (something that is important to do) because someone who feels demanded to do something will always try to fulfill it so that he will release the demand.

3) Interest

Interest is a state or desire to learn or know about something, someone, or to feel happy doing something

4. The Functions of Attitude

1) Attitude as an instrument or tool to achieve the goals.

2) Attitude as a defense of the ego.

3) Attitude as an expression of value in social.

5. Some Factors Affecting Students' Attitude

1) Personal Experience

2) The influence of others who are considered important

3) Mass media

4) Educational institutions

5) Emotional Factor (Azwar S 2005, p30-38).

6. How to Measure Attitude

Morgan in Maya (2015:7) states that, to describe attitudes and learning, researcher need a way to measure it. To measure it, researcher can use self-report method and behavioral measure.

1) Self-Report Method

It is divided into two parts:

a. Attitude Scale

The attitude scale is to measure a single attitude. Based on Aswar in Erlinah (1998:8), since behavior cannot be translated with attitude, the most important thing is that

and the basic way to assess attitude is written statement and the statement based on an attitude scale which will indicate whether he or she is responding positively or negatively towards an object.

b. Public Opinion (attitude) polls

This is to get a rough indication of attitudes in a large population sample and it will be a positive or negative attitude.

2) Behavorial Measure

Behavioral measurement is used especially when there is a reason to believe that people may be either unwilling or unable to report their own attitudes..

From the explanation above, it can concluded that students' attitude is students' behavior when participating in classroom activity. It can be classified into accepting or rejecting towards lecturers, friends, and the learning material itself. Students' attitude influences student learning outcomes. Thus, students must have a good or positive attitude since a good or positive attitude can help student make easier to receive and understand learning materials well and easily. Indicators of students' attitude are :

Table 2.1

Indicators of Students' Attitude

Indicators	Descriptors
1. Receiving	It means, when in the classroom a student is given a assigment, then the student receiving and does the task properly and seriously to get good results.
2.Responding	It means, when in the classroom a student get a question from a lecturer or a friend, then the student responding that question with polite answer.
3.Valuing	It means, when in the classroom a student is faced with a problem then the student valuing or analyzes these problem, then the student solves it the problem and invite others student to discuss together.
4.Responsible	It means, when in the classroom students are responsible for all the actions or attitudes that students have done with all the risks.

B. Listening Skill

1. Definition of Listening Skill

Listening skill is a process the activity of listen attentively to spoken symbols, understanding, appreciation, and interpretation to obtain information, capture the content or message and understand the meaning of the communication that has been delivered by the speaker through speech or spoken language (Tarigan G 1985, p.19). Listening skill is activities carried out by someone with the sound of the language as the target and to understand the content conveyed by the sound (Haryadi & Zamzani 1996, p.21).

Based on the understanding of listening skills above, it can be concluded that listening skills is a process of listening sound of the language with full understanding, attention, appreciation, as well interpretation, by using the ear to capture messages which is played to obtain information and understand the content conveyed by the sound.

2. The purpose of listening skill

Lilian M. Logan (2012) states that listening skill has several purposes as follows:

1) To be able to obtain knowledge from the spoken material of the speaker delivered, with other words listen to learn.

2) To enjoy something spoken material, especially in the arts, in other words, listen to enjoy audial beauty.

3) To judge the material heard (Good – Bad, Right – Wrong, etc).

4) To be able to enjoy and appreciate the listening material (story telling, poetry, music and songs, dialogue, discussion, and so on), with others words listening for evaluation.

5) To be able to communicate ideas, feelings to others smoothly and precisely. In other words, listening as a support in communicating ideas.

6) To be able to distinguish sounds with precise, distinctive sounds (distinguish meaning) and which sounds are not distinctive. This usually is obtained from native speakers.

7) To be able to solve problems creatively and analytically with input from the material that is heard.

8) To be able to convince ourselves of a problem or opinion which is uncertain, in other words listening persuasively.

Based on the description above, it can be concluded that it is basically a goal listening can be viewed from various aspects, namely (1) listening aims to learn, (2) listening aims to enjoy, (3) listening aims to evaluate, (4) listening aims to appreciate, (5) listening aims to communicate ideas, (6) listening aims to distinguish sounds, (7) listening aims to solving problems, and (8) listening aims to convince.

3. The factors Influece of listening skill

Tarigan (1990), states the factors that influence listening skill to the following are:

1) Physical Factor

2) Psychological Factor

3) Gender Factor

4) Environmental Fact

From the explanation above, it can concluded that listening skill is the competence to receive and interpret messages in the communication process. Thus, listening skill helps to avoid misunderstanding or messages that do not accordance to fact. Briefly, listening skill refers to the first skill a student must master in learning studies before students learns writing, speaking, or reading because if the students has listened well and understood the instuctions that have been conveyed then student can proceed to the next skill or next instruction. Indicators of listening skill are :

Table 2.2

Indicators of Listening Skill

Indicators	Descriptors
1. Motivation	Motivation is very important for every student when take a listening class, because if the student have low motivation to master listening skills, the message that will be conveyed will be difficult to convey optimally, so motivation affects listening skill.
2. Attention	If the student do not pay attention optimally or not concentration when listening class, the message that student listen would not captured well, so attention affects listening skill.
3. Physical	If a student is sick when student takes a listening class, student will

Health	not be interested toward listening material, so physical health affects listening skill.
4.Repetition	The more often student repeats audio or sound in listening material, the message that is heard will be easier to enter into memory, so repetition affects listening skill.

C. Online Learning During the Pandemic COVID-19

1. Definition of online learning

Online learning is a form of learning model that is facilitated and supported by the use of information and communication technology (Nuniek 2013, p.92). Online learning has characteristics, namely interactivity, independence, accessibility, and enrichment (Rusman et all 2011, p.264). Online learning can also be defined as a form of information technology applied in education in the form of cyberspace. Online learning is essentially a learning tool that uses the use of information and communication technology in channeling learning activities between teachers and students. The use of online learning aims to increase the efficiency and effectiveness, transparency and accountability of learning.

Online learning is a model that focuses students in its implementation. This causes students to be required to learn independently and have responsibility for each learning process, because online learning can be carried out anywhere and anytime

depending on the available tools. Through online learning students can gather information and learning material according to the syllabus set by the lecturer.

Online learning makes students have unlimited information because they can access information from various sources in accordance with the learning material. Activities that students can do in online learning can be in the form of online discussions with experts in their fields, it can also be via e-mail or chat. The implementation of the online learning system is expected to achieve the final results in the learning process well, be able to fulfill learning completeness, and continue to carry out educational activities in the midst of a pandemic.

2. Advantages and disadvantages of online learning

    1) Advantages of online learning

    According to (Bates and Wulf, 1996) the advantages of online learning are:

    a. Increase learning interactions

        E-learning designed and implemented carefully can increase the level of interaction learning between students and learning materials, students with the teacher, and between students and other students. Students separate from other students and also separate from the teacher will feel more free or free to express

opinions or asking questions because there are no other students who is physically observing it.

b. Time and place flexibile

Students can interact with learning resources when just according to the availability of time and wherever he is located, because the learning resources have been packaged electronically and available for access by students through online learning.

c. Potential to reach a global audience

Online learning is flexible in terms of time and place, make the number of students online learning activities is unlimited and is widely open to anyone who needs it. Space, place and time are no longer obstacles. Anyone, anywhere, anytime, can learn through E-Learning with learning resources that have been packaged in a form electronic.

d. Easy updating of content as well as archivable capabilities

The facilities available in online learning and technology a variety of software that continues to evolve helps facilitate the development of electronic learning materials. Such is the improvement or updating of the material packaged learning can be done online periodic

in an easier way according to demands scientific development.

2) Disadvantages of E-Learning

a. Lack of interaction between teachers and students or even between students with other students.

b. Students who do not have high learning motivation tend to failed.

c. Not all places have internet facilities (this is related to the problem of the availability of electricity, telephone or computer).

d. Software availability is limited because of the cost is still relatively expensive (Munir p.174).

From the explanation above, it can concluded online learning during the pandemic COVID-19 is online learning system that took place during the pandemic COVID-19. Thus, that activities are carried remotely and must follow health regulations and also uses the internet network or called E-Learning through WhatsApp group, Video, Zoom Meeting, and others to keep support the learning process going well. Indicators of online learning during the pandemic COVID-19 are:

1. Learning activities using the inernet network

2. Learning activities flexibel anytime and anywhere

3. Study from home

4. The use of application in learning

5. Wearing mask, Washing hand, and Using hand sanitizer.

D. Previous Related Study

There are some researchers that applied related to this study. First, the research study from Thouqan Saleem Yakoub Masadeh,about "Attitudes of University Freshman EFL Students toward Learning English as a Foreign Language". The main objective of this study was to survey the attitudes of first EFL Saudi students learn English as a foreign language. It mainly aims to identify the types of attitudes of new students. Analytical descriptive approach was adopted. Participants are (30) new registered students in 114 English courses in the Dean of Preparation year at Najran university. In addition, the questionnaire is used as the main study instrument for data collection (Masadeh T 2021, p.1).

Second, the research related to this study from Adhitya Reinindra, R. Dian Dia-an Muniroh, Ernie D. A. Imperiani, about "Students' attitudes towards South Jakarta's youth language". This study describes the results of a qualitative survey of 56 English and Literature Study Program at Universitas Pendidikan Indonesia. This highlights them attitudes towards the practice of code switching in *Bahasa Jaksel*. The data obtained through a questionnaire with students from batch 2015 to 2019. The results showed that students showed different attitudes. Overall unanimously negative student attitudes towards code switching practice in Bahasa Jaksel (Adhitya R et all 2020, p.1).

The last, the research study related to this research from Rini Susilowati, about "The Challenge Of Online Learning Listening Class During COVID-19 Pandemic". This study describes some of the challenges in doing learning activities in a listening class at the university level. The Covid-19 pandemic has changed many aspects of human life around the world. Several aspects the economy, social, politics and education have been affected by this pandemic. Education is one of the important aspects that must be considered. Learning activities have been carried out several times months not through face-to-face meetings but through online learning and other forms of learning. Several challenges arise because online learning experiences several obstacles, including in terms of language learning activities in EFL classrooms (Rini S 2020, p.1).

Previous related to this study has similiarities with this research where all of them are about students' attitude toward learning English. However, this study is slightly different from the research study above, where this current study only focusses on how the students' attitude EFL students second and fourth semester of English department at UIN Fatmawati Sukarno Bengkulu.

CHAPTER III

RESEARCH METHOD

A. Research Method

The research method is a scientific procedure or way of obtaining data with a spesicif purpose. The use of method in a research is very necessary, because it will be able to help a researcher to get and analyze data easily. The method which the researcher used in this research was descriptive quantitative method and using type of survey. It was used to describe phenomena of a case by taking its data that will be analyzed.

Arikunto (2013:27) stated that quantitative method, as the name are many required to use numeral, ranged from the data collection, interpretated the data and, as well as, the appeareance of the result. It meant this research was about to know the students' attitude toward online listening class during the pandemic covid-19 using quantitative method.

B. Research Participant

1. Population

Population is all individuals becoming subjects of research. Usually the number of population in the area of research is great. The population of this research was the EFL students of English department at UIN Fatmawati Sukarno Bengkulu. It consisted of two

semester, in fourth semester consisted of 115 students, in second semester consisted of 90 students. So the total of the population was 205 students.

2. Sample

Sample is part of population becoming subjects of research. The data can be gotten from part of the population by using random sampling. Samples are taken based on simple random sampling, where the researcher provides the same opportunity for each member of the population (students) to be selected as a random sample. The number of samples is taken based on Slovin formula :

$$n = \frac{N}{1+N(e)2}$$

Where:

n: Number of Sample

N: Total Population

e: Eror Rate

So the researcher took the population N= 205 asumsing the eror rate (e)= 10%, then the number of sample that must be used in this study are n= 67,21. From the calculations, to find out the samples size with an eror rate of 10% there were 67 students.

C. **Research Instrument**

1. Instruments

Gay (1981:89) stated that, the most common ways of mastering attitude or opinion toward individuals, organization, or procedure is by using questionnaire. In this research, the researcher was use done kind of instrument, namely questionnaire. The questionnaire was used to obtain information about students' attitude toward online listening class during the pandemic covid-19. The questionnaire consisted of 19 items that must be answered by the students.

2. Validity

According to Brown (1996), there are two strategies to measure validity in quantitative research, namely content validity and construct validity. Wahyuni (2012) stated that content validity is a technique to determine the level of validity which refers to the validity of the instrument in theory. On the other hand, Brown (1996) claim that content validity researchers examine the extent to which the test becomes a representative sample of each content designed in its measurement. After the data was collected, the researcher used Microsoft Excel (2016) to analyze content validity. The results showed that 1 item was invalid. Therefore, the researcher decided to take minor modification where the researcher omitted 1 invalid item from the questionnaire before processing the data. The number of questionnaires used in this study were 19 questionnaires items. The data were analyzed to identify the r-value, then the researcher compared r arithmetic and r table. The value of r table with a significance level of

5% was 0.514. If r arithmetic is counted > r table on each questions, then the instrument is valid on every statements.

After the data was analyzed, the researcher found 1 item was invalid. The researcher eliminated the invalid item, namely Q15 *"Saya senang belajar dengan model pembelajaran listening online karena dapat membuat saya kreatif"*. Then, the researcher only used the valid items, total valid items are 19 from 20 items.

3. Realibility

Validity and reliability are interrelated techniques. According to Semin (2001) in the presence of reliability, an instrument can be measured in the same way consistency phenomenon. This means that the instrument is reliable when it produces the same data more than once when used for different participants. By using Microsoft Excel (2016) as support in analyzing data from the questionnaire. Smith (1991) reported reliability for all aspects of the questionnaire items, Cronbach's alpha is equal to 0.60. The results of the realibility analysis of the questionnaire used amounted 0,94128>0,60 which means reliable.

D. Data Collection Procedure

The steps in collecting the data were:

1. The researcher distributed the questionnaire by using google forms.

2. The students worked out the questionnaire and answer it according to their responses.

3. After the students finished answer the questionnaire, the resercher collected the questionnaire and then analyzed it.

E. Data Analysing Technique

In analyzing the data, the researcher did several steps as follows:

1. All of the questionnaire sheet collected and then the researcher gave score (1-5) of each statement according to the options.

2. In calculating the frequency, percentage, and mean score, the researcher used formula based on the degree of attitude from Likert's scale (Gay, 1981:126). The Likert's scale is divided into five options with two kinds of statements, positive and negative. The category of Likert's scale options could be seen as follows:

Table 3.1

Likert's Scale Options

Positive statement and score	Category of attitude	Negative statement and score
5	Strongly Agree (SA)	1
4	Agre (A)	2
3	Neutral (N)	3
2	Disagree (D)	4
1	Strongly Disagree (SDA)	5

Where:

SA   : Strongly Agree

A   : Agree

N   : Neutral

D   : Disagree

SDA   : Strongly Disagree

3. For the items number.

Positive statements   = 1, 3, 5, 7, 9, 11, 13, 16, 18

Negative statements   = 2, 4, 6, 8, 10, 12, 14, 15, 17, 19

Number of questionnaire = 19

The highest score = 19 + 1 = 20 x 5 = 100

The lowest score = 19 + 1 = 20

Number of category = 5

4. To find out the precentage of each statement, the researcher use the following formula (Gay, 1981:287)

:

$$P = \frac{F}{N} \; X \; 100\% =$$

Where:

P= Percentage

F= Frequency

N= The total number of students

5. After getting the data questionnaire the researcher analyzed it by using the formula as follow (Gay 1981:289):

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$= Mean Score

$\sum x$= The sum off all the score

N= The number of students

The category of the students' attitude as follows:

Table 3.2

The Category of the Students' Attitude

No	Category of Attitude	Score
1	Very Positive	85-100
2	Positive	69-84
3	Neutral	53-68
4	Negative	37-52
5	Very Negative	20-36

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter consisted of results of the research and discussion. The researcher presents the research finding based on the result of the students' attitude toward online listening class during the pandemic covid-19.

A. Findings

The results of data analysis collected by using questionnaire are presented in the following diagrams.

Diagram 4.1

The students like studying listening toward online class during the pandemic covid-19

1. Saya suka mata kuliah listening dengan menggunakan model pembelajaran online karena cocok diterapkan dimasa pandemi covid-19 pada saat ini
67 jawaban

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju
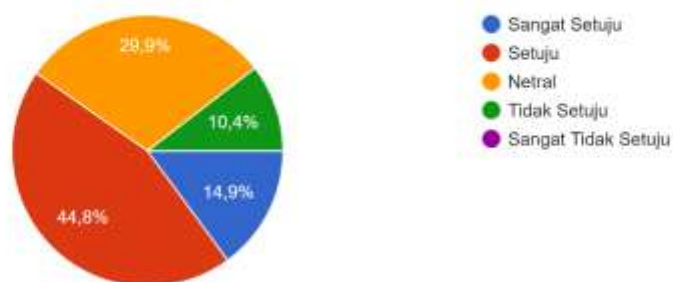
The diagram above showed that, the students stated Strongly Agree 10 (14,9%), 30 (44,8) Agree, 20 (20,9%) Neutral, 7 (10,4%) Disagree, and none of students was Strongly Disagree. From the clasification above, it showed that, the

students enjoyed and paid attention studying listening toward online class during the pandemic covid-19.

Diagram 4.2

The students did not like studying listening toward online class during the pandemic covid-19

2. Saya tidak suka mata kuliah listening dengan menggunakan model pembelajaran online karena tidak cocok diterapkan dimasa pandemi covid-19 pada saat ini

67 jawaban
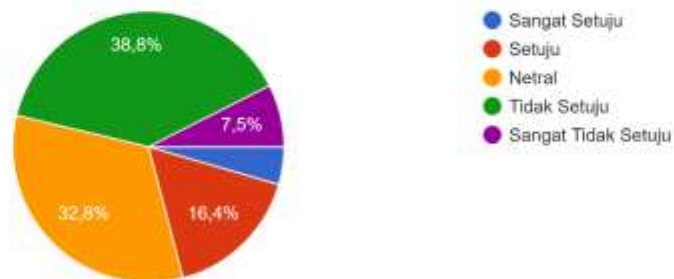
The diagram above showed that, Strongly Agree 3 (4,5%), 11 (16,4%) Agree, 22 (32,8%) Neutral, 26 (38,8%) Disagree, and 5 (7,5%) Strongly Disagree. From the clasification above, the researcher concluded that, the students undecided study listening toward online class during the pandemic covid-19.

Diagram 4.3

The students like studying the part of mastering the listening materials which

are presented in the online class

3. Saya senang mempelajari bagian pendalaman materi listening yang disajikan dengan model pembelajaran online

67 jawaban

Legend:
- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

26,9%
11,9%
55,2%
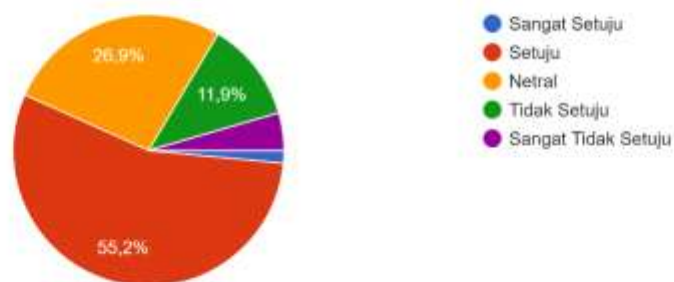
The diagram above showed that, the students stated Strongly Agree 1 (1,5%), 37 (55,5%) Agree, 18 (26,9%) Neutral, 8 (11,9%) Disagree, and 3 (4,5%) Strongly Disagree. From the clasification above, the researcher concluded that, the students like studying the part of mastering the listening materials which are presented in the online class.

Diagram 4.4

The Students did not like studying the part of mastering the listening

materials which are presented in the online class

4. Saya tidak senang mempelajari bagian pendalaman materi listening yang disajikan dalam pembelajaran online
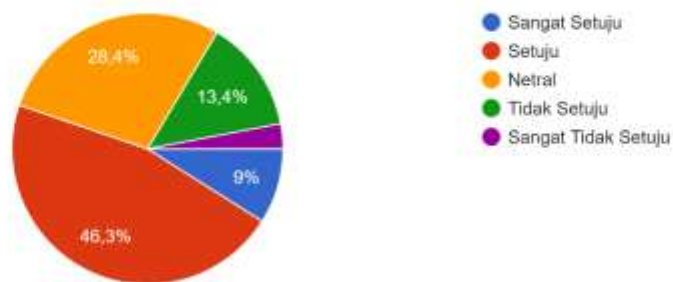
67 jawaban
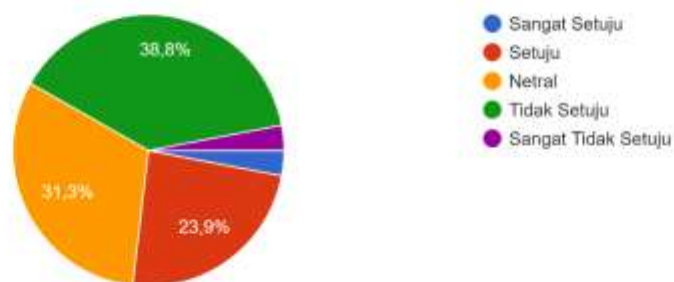
The diagram above showed that, the students stated Strongly Agree 2 (3%), 16 (23,9%) Agree, 21 (31,3%) Neutral, 26 (38,8%) Disagre, and 2 (3%) Strongly Disagree. From the clasification above, the researcher concluded that, the students disagree did not like studying the part of mastering the listening materials which are presented in the online class.

Diagram 4.5

The students prefer to study the part of students' listening exercise which are

presented in the online class

5. Saya lebih senang mempelajari atau melakukan bagian kegiatan listening siswa yang disajikan dalam pembelajaran online

67 jawaban

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

The table above showed that, the students stated Strongly Agree 6 (9%), 31 (46,3%) Agree, 19 (28,4%) Neutral, 9 (13,4%) Disagree, and 2 (3%) Strongly Disagree. From the clasification above, the researcher concluded that, the students prefer to study the part of students' listening exercise which are presented in the online class.

Diagram 4.6

The Students did not like to study the part of students' listening exercise

which are presented in the online class

6. Saya tidak suka mempelajari atau melakukan bagian kegiatan listening siswa yang disajikan dalam pembelajaran online
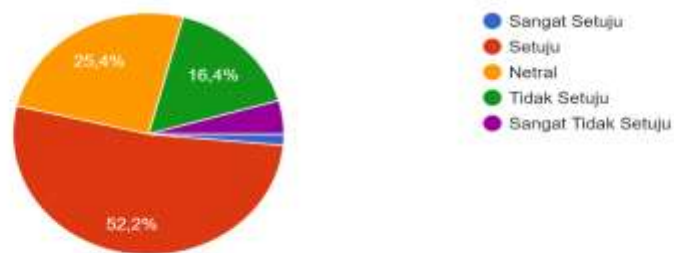67 jawaban
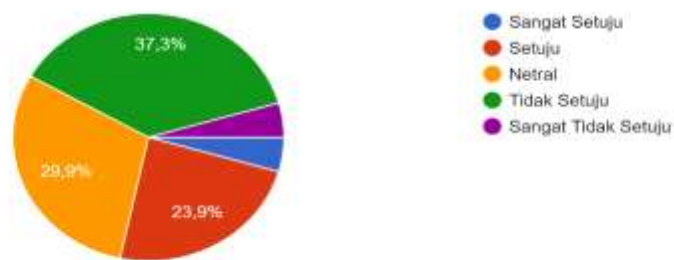
The diagram above showed that, the students stated Strongly Agree 3 (4,5%), 16 (23,9%) Agree, 20 (20,9%) Neutral, 25 (37,3%) Disagree, and 3 (4,5%) Strongly Disagree. From the clasification above the researcher concluded that, the students disagree did not like study the part of students' listening exercise which are presented in the online class.

Diagram 4.7

The Students will be easier to understand the listening materials'

examples in the online class

7. Saya lebih mudah memahami contoh-contoh soal listening yang disajikan dalam pembelajaran
online
67 jawaban

25,4%   16,4%

52,2%

● Sangat Setuju
● Setuju
● Netral
● Tidak Setuju
● Sangat Tidak Setuju

     The diagram above showed that, the students stated Strongly Agree 1 (1,5%), 35 (52,5%) Agree, 17 (25,4%) Neutral, 11 (16,4%) Disagree, and 3 (4,5%) Strongly Disagree. From the clasification above, the researcher concluded that, the students will be easier to understand the listening materials' examples in the online class.

Diagram 4.8

The students would not be easier to understand the listening materials'

examples in the online class

8. Saya sulit memahami contoh-contoh soal listening yang disajikan dalam pembelajaran online
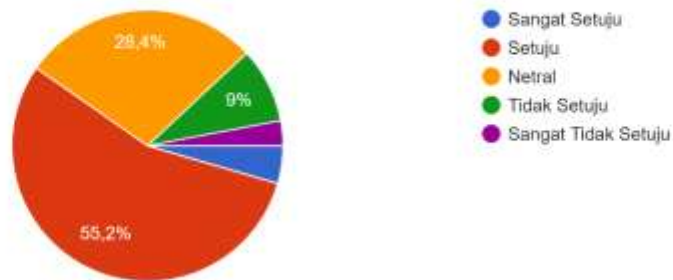
67 jawaban
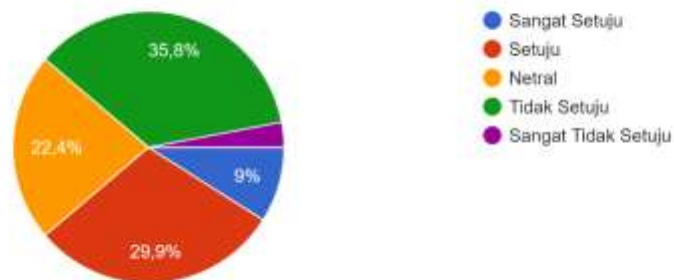
The diagram above showed that, the students stated Strongly Agree 6 (9%), 20 (29,9%) Agree, 15 (22,4%) Neutral, 24 (35,8%) Disagre, and 2 (3%) Strongly Disagree. From the clasification above, the researcher concluded that, the students disagree would not be easier to understand the listening materials' examples in the online class.

Diagram 4.9

The students like listening audio which are presented in the online class

9. Saya senang mendengarkan audio listening yang disajikan dalam pembelajaran online
67 jawaban

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

The diagram above showed that, the students stated 3 (4,5%) Strongly Agree, 37 (55,2%) Agree, 19 (28,4%) Neutral, 6 (9%) Disagree, and 2 (3%) Strongly Disagree. From the clasification above, the researcher concluded that, the students like listening audio which are presented in the online class.

Diagram 4.10

The students did not like listening audio which are presented in the online

class

10. Saya tidak suka mendengarkan audio listening yang disajikan dalam pembelajaran online
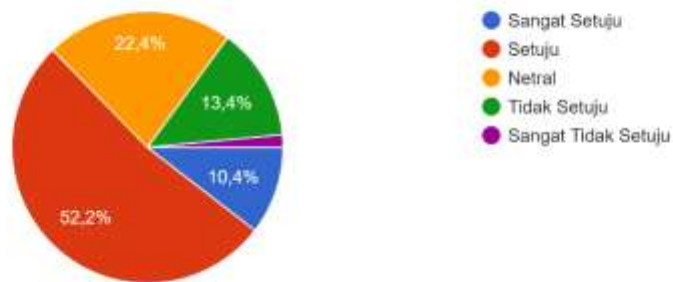67 jawaban
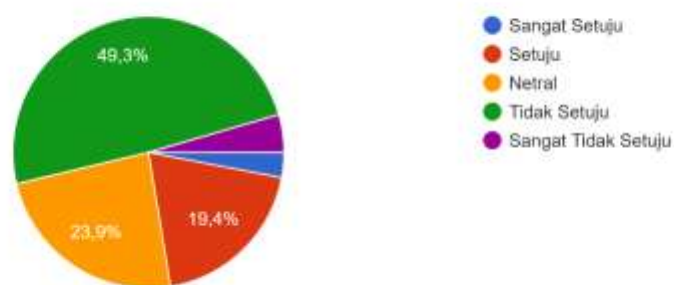
The diagram above showed that, 2 (3%) Strongly Agree, 13 (19,4%) Agree, 16 (23,9%) Neutral, 33 (49,3%) Disagree, and 3 (4,5%) Strongly Disagree. From the clasification above, the researcher concluded that, the students disagree did not like listening audio which presented in the online class.

Diagram 4.11

The students like studying listening toward online class because flexible and

efficient

11. Saya suka model pembelajaran listening online karena efisien dan fleksibel
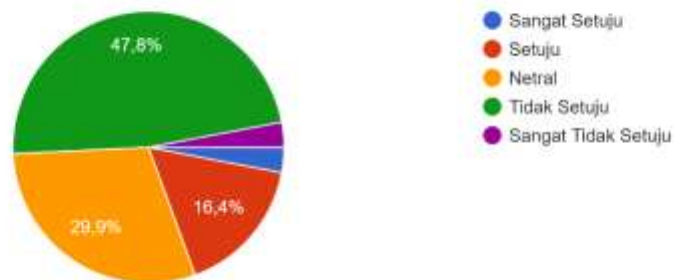67 jawaban

The diagram above showed that, the students stated Strongly Agree 7 (10,4%), 35 (52,7%) Agree, 15 (22,4%) Neutral, 9 (13,4%) Disagree, and 1 (1,5%) Strongly Disagree. From the clasification above, the researcher concluded that, the students like studying listening toward online class because efisien and fleksible.

Diagram 4.12

The students did not like studying listening toward online class because not flexible and efficient

12. Saya tidak suka model pembelajaran listening online karena tidak efisien dan fleksibel
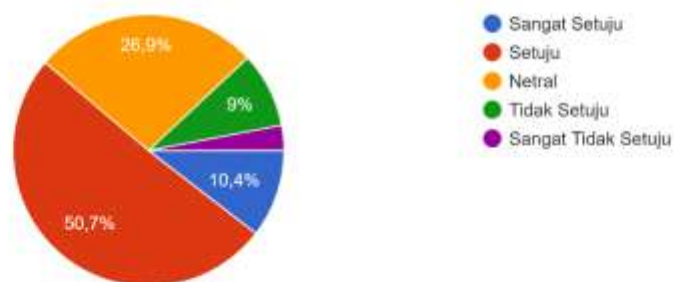67 jawaban

The diagram above showed that, the students stated Strongly Agree 2 (3%), 11 (16,4%) Agree, 20 (29,9%) Neutral, 32 (47,8%) Disagree, and 2 (3%) Strongly Disagree. From the clasification above, the researcher concluded that, the students disagree did not like studying listening toward online class because not fleksible and efisien.

Diagram 4.13

The students like studying listening toward online class because it can

increase the listening skill

13. Saya suka belajar dengan model pembelajaran listening online karena dapat meningkatkan kemampuan listening skill saya
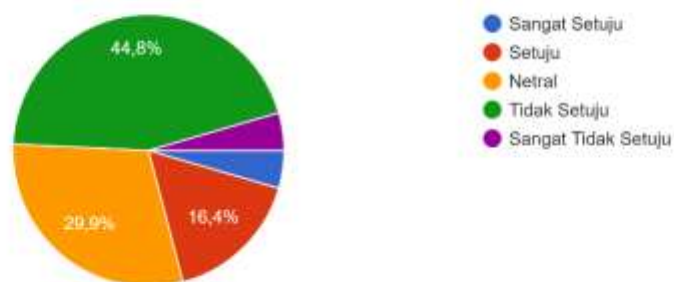
67 jawaban

The table above showed that, the students stated Strongly Agree 7 (10,4%), 34 (50,7%) Agree, 18 (26,9%) Neutral, 6 (9%) Disagre, and 2 (3%) Strongly Disagree. From the clasification above, the researcher concluded that, the students like studying listening toward online class because it can increase the listening skill.

Diagram 4.14

The students did not like studying listening toward online class

because it can not increase the listening skill

14. Saya tidak suka belajar dengan model pembelajaran listening online karena tidak dapat meningkatkan kemampuan listening skill saya
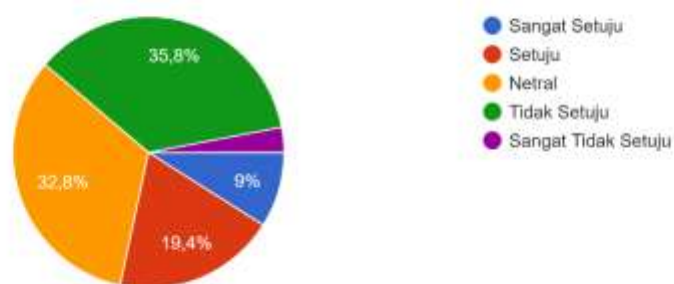
67 jawaban

The diagram above showed that, the students stated Strongly Agree 3 (4,5%), 11 (16,4%) Agree, 20 (29,9%) Neutral, 30 (44,8%) Disagree, and 3 (4,5%) Strongly Disagree. From the clasification above, the researcher concluded that, the students disagree did not like studying listening toward online class because it can not increase the listening skill.

Diagram 4.15

The students did not like studying listening toward online class because it can

not make creative

15. Saya tidak senang belajar dengan model pembelajaran listening online karena tidak dapat membuat saya kreatif
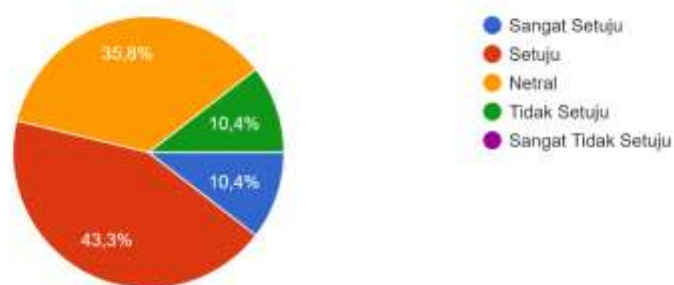
67 jawaban

The table above showed that, the students stated Strongly Agree 6 (9%), 13 (19,4%) Agree, 22 (32,8%) Neutral, 24 (35,8%) Disagree, and 2 (3%) Strongly Disagree. From the clasification above, the researcher concluded that, the students undecided did not studying listening toward online class because it can not make creative.

Diagram 4.16

The students like the lecturer's way in explaining the listening materials in

the online class

16. Saya senang dengan cara dosen menjelaskan materi listening dalam kelas online
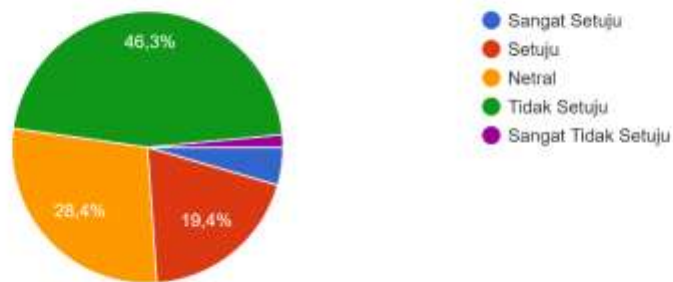67 jawaban

The table above showed that, the students stated Strongly Agree 7 (10,4%), 29 (43,3%) Agree, 24 (35,8%) Neutral, 7 (10,4%) Disagree, and none of the students stated Strongly Disagree. From the clasification above, the researcher concluded that, the students like the lecturer's way in explaining the materials in the online class.

Diagram 4.17

The students did not like the lecturer's way in explaining the listening

materials in the online class

17. Saya tidak senang dengan cara dosen menjelaskan materi listening dalam kelas online
67 jawaban

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

46,3%
28,4%
19,4%

The table above showed that, the students stated Strongly Agree 3 (4,5%), 13 (19,4%) Agre, 19 (28,4%) Neutral, 31 (46,3%) Disagree, and 1 (1,5%) Disagree. From the clasificaton above, the researcher concluded that, the students disagree did not like the lecturer's way in explaining the materials in the online class.

Diagram 4.18

The students like studying listening toward online class because it can

increase the IT skill

18. Saya suka belajar listening dengan model pembelajaran online karena dapat meningkatkan skill IT saya
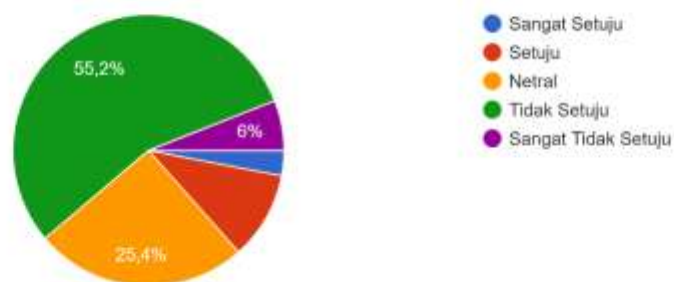67 jawaban
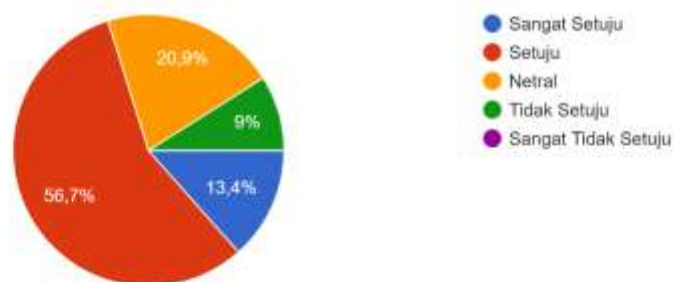
The diagram above showed that, the students stated Strongly Agree 9 (13,4%), 38 (56,7%) Agree, 14 (20,9%) Neutral, 6 (9%) Disagre, and none of the students stated Strongly Agree. From the clasification above, the researcher concluded that, the students like studying listening toward online class because it can increase the IT skill.

Diagram 4.19

The students did not like studying listening toward online class because it can not increase the IT skill

19. Saya tidak suka belajar listening dengan model pembelajaran online karena tidak dapat meningkatkan skill IT saya

67 jawaban

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

The diagram above showed that, the students stated Strongly Agree 2 (3%), 7 (10,4%) Agree, 17 (25,4%) Neutral, 37 (55,2%) Disagree, and 4 (6%) Strongly Disagree. From the clasification above, the researcher concluded that, the students disagree did not like studying listening toward online class because it can not increase the IT skill.

B. **Discussion**

The research findings discussed in the previous section have important implications of the result of data analysis. It aims to describe how the students' attitude toward online listening class during the pandemic covid-19.

Using online media in studying listening at the EFL students second and fourth semester of English department at UIN Fatmawati

Sukarno Bengkulu like studying listening toward online class during the pandemic covid-19, because 67 students were 40 (59,7%) answer Strongly Agree and Agree. Based on the result of data analysis showed the mean score were 69,08. It means the students' had positive attitude toward online listening class during the pandemic covid-19.

After conducting this research, using online media in listening class have many advantages for the students, because the students more understand and easier about the listening materials, more suitable to be applied during the covid-19 pandemic, online listening class are flexible and efficient, and also can increase listening skills and IT skills.

Refers on the results of data analysis collected by using questionnaire. There were 19 items statement, include positive statement consist 9 items and negative statements consist 10 statements. The positive statements in questionnaire was include, like studying listening toward online class during the pandemic covid-19, like studying the part of mastering the listening materials which are presented in the online class, prefer to study the part of students' listening exercise which are presented in the online class, will be easier to understand the listening materials' examples in the online class, prefer to study the part of students' listening exercise which are presented in the online class, like listening audio which are presented in the online class, like studying listening toward online class because flexible and efficient, like studying listening toward online class because it can increase the listening skill, like the lecturer's way in

explaining the listening materials in the online class, like studying listening toward online class because it can increase the IT skill. The negative statements was the opposite sentece of positive statements, execept one statement were did not like studying listening toward online class because it can not make creative.

The students have a different responses about postive statement and negative statement. But, in the positive statements more students answer strongly agree and agree. Likewise, negative statement more students answer disagree. This research proves the students interesting, appreciating, and enjoying in studying listening toward online class during the pandemic covid-19.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the results and discussion in the previous chapter, the following conclusion are presented:

Using online media in studying listening at the EFL students second and fourth semester of English department at UIN Fatmawati Sukarno Bengkulu had positive attitude, because 67 students were 40 (59,7%) answer Strongly Agree and Agree. Based on the result of data analysis showed the mean score were 69,08, It means the students' had positive attitude toward online listening class during the pandemic covid-19.

There are some factors like educational factors, social factors, learner personality factors and other factors like age and sex which in turn affect the attitudes of students towards online listening class. Positive attitude towards online learning is essential, positive attitude helps students focus and absorb information quicker and more effectively than any other technique, not only because it creates the right environment for enjoying the online learning experience, but also because it increases motivation and achievement levels by making learners more productive, helping them to retain and recall more information. To develop positive attitude toward online learning are: 1) Empowering students, 2) Tell students the true value of online learning, 3) Set clear goals and objectives,

4) Eliminate negative thinking, stress, and fear, 5) Challenge students without overwhelming them, 6) Foster intrinsic motivation, 7) Offer positive, constructive feedback, 8) Offer a variety of learning options and resources, 9) Pique their interest, 10) Address students' emotions, 11) Set the example.

B. Suggestions

After knowing students' response on the questionnaire of students' attitude, the researcher would like to give some suggestion for the students, the lecturer, and the other researcher. For the students, from the results of this study it shows a positive attitude, the researcher hopes that it can still be improved and maintained especially when joining the online listening class, for the lecturer, it is expected to give alternative contribution and information about a online learning in teaching listening during the pandemic covid-19, for the other research, it can benefit regarding the online listening class during the pandemic covid-19 and the result of this research can also be used as additional reference or furter research with different discussion for the next researcher.

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