THE CHALLENGE OF ONLINE LEARNING IN LISTENING CLASS DURING COVID-19 PANDEMIC

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Abstract: Covid-19 pandemic has changed many aspects in human life worldwide. Some aspects such economy, social, politic, and education have been impacted by this pandemic. Education is one of crucial aspects that should be concerned. Learning activity has been conducting for several months not through face to face meeting but through online learning and other forms of learning. Some challenges appeared because online learning having some obstacles including in language learning activity of EFL class. This article tries to elaborates some challenges in conducting online learning in listening class at university level. The first challenge is related to the choosing of suitable technological devices, system and application used during the class. The second challenge is the packaging of material delivered so that it will be simplified but not to decrease the quality level of the material. The third challenge is the application of effective method and strategy suit to online learning in listening class. Besides the challenges which are discussed, the solution upon the challenges will be elaborated also in this article.

Keywords: challenge, online learning, listening class

Abstrak: Pandemi Covid-19 telah mengubah beberapa aspek dalam kehidupan manusia di seluruh dunia. Beberapa aspek seperti ekonomi. sosial, politik, dan Pendidikan telah terdampak oleh pandemi ini. Pendidikan merupakan salah satu aspek penting yang harus dicermati. Aktifitas pembelajaran telah berlangsung selama kurang lebih beberapa bulan ini tidak melalui tatap muka namun melalui pembelajaran dalam jaringan atau bentuk-bentuk pembelajaran lainnya. Beberapa tantangan muncul karna pembelajaran dalam jaringan memiliki hambatan termasuk di dalam aktifitas pembelajaran bahasa pada kelas bahasa Inggris sebagai Bahasa asing. Artikel ini mencoba untuk mengelaborasi beberapa tantangan pada saat mengadakan pembelajaran dalam jaringan di kelas listening pada level universitas. Tantangan pertama terkait pada pemilihan peralatan berbasis teknologi, sistem dan aplikasi yang tepat selama pembelajaran di kelas. Tantangan kedua adalah pengemasan materi yang disampaikan sehingga akan nampak disederhanakan namun tidak mengurangi level kualitas materi tersebut. Tantangan ketiga adalah pengaplikasian metode dan strategi yang efektif yang cocok bagi pembelajaran dalam jaringan di kelas listening. Selain tantangan-tantangan yang dibahas, solusi pada tantangan-tantangan tersebut juga akan dielaborasi dalam artikel ini.

Kata kunci: tantangan, pembelajaran dalam jaringan, kelas menyimak

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I. Introduction

Covid-19 pandemic which has spread all over the world recently has changed many aspects in human life. Its tremendous effect has affected many domains such as economy, education, politic, governmental, health, domestic communication within one country and also international communication among many countries throughout the world. The massive and rapid spread of the virus has infected million people in the world as well as doctors and nurses who struggling in the front line toward this virus. In the attempt to stop the virus not to infect a lot of people, all countries in the world has anticipated it by strictly suggesting their citizens to keep themselves healthy, doing such kind of social and physical distancing, wearing safe mask everywhere they go, and also making such new regulation for employees at offices, companies and other work sectors as well as governmental staffs and employees to work from home. Meanwhile, the students should study from home too.

Studying at home through online learning becomes the safest process during Covid-19 pandemic since the government of many countries did not want to take the risk of more massive spread of Covid-19 virus at schools and universities. Online learning is a set of learning in which teachers or lecturers delivering material and there is interaction among teachers and students or students and lecturer through internet access by means of certain technological devices or application. Online learning environment is not only useful for students to access knowledge and material but also to associate and make collaboration among course participant (Krish, 2008) in (Nugroho, 2020). In addition to significance of online learning; online learning is also perceived as the utilization of internet in accessing material; having interaction with content, teachers, and other students; and gaining assistance in learning process to gain knowledge, make meaning and progress through learning experience (Ally, 2008) in (Nugroho, 2020). A lot of students all over the world have been doing this kind of learning during Covid-19 pandemic.

Based on statistic data around 1,5 billion students throughout the world have been studying from home for several months. A report from Center for Indonesian Policy Studies (CIPS) reporting that fact. Approximately 91,3% or around 1,5 billion enrolled students worldwide are unable to attend schools due Covid-19 pandemic as of 17th March 2020 (UNESCO, 2020) in (CIPS, 2020). Meanwhile, around 45 million students in Indonesia have been studying

through distance learning for more or less 4 and a half months since March 2020. It is informed in Center for Indonesian Policy Studies (CIPS) that the rapid spread of the Covid-19 pandemic has created a disruption in Indonesia's education sector as around 45 million students are unable to continue their learning activities at schools (Azzahra, 2020). Distance learning or online learning considered as the safest alternative at this uncertain and unsafe moment. This decision has been regulated by The Ministry of Education and Culture (MOEC) and also The Ministry of Religious Affairs (MORA). As the outbreak escalated, MOEC then decided to suspend all school activities and opted for at-home online/distance learning through its Circular Letter No.4/2020 (CIPS,2020). Furthermore, The Ministry of Religion Affairs (MORA) which oversees *Madrasah* (Islamic school), followed suit with Circular Letter No.B-686.1/DJ.I.I/PP.00/03/2020 (CIPS, 2020).

Relating to the regulation of MOEC and MORA, university students could not have face to face learning too. Learning activities were banned to be done directly in the class temporarily. This phenomenon has exactly affected the learning process in all courses and disciplines. One of the learning activity which got the impact of the spread of Covid-19 virus was learning activity in listening class at university level. Listening considered as one of difficult skills in English and it is not easy to make such kind of online learning for listening class with a sudden preparation. Considering that creating effective online learning for listening class triggering some challenges, some difficulties in listening class should be concerned too. Before discussing the challenges of online learning in listening class, the difficulties often suffered by the students will be elaborated firstly. Those common difficulties are; first, getting the gist of speakers' talk which delivered fast. Meanwhile, students only have limited chance to listen again the material spoken. Listening as also made harder by speech speed (Renandya & Farrel, 2011) in (Milliner, 2017). Moreover, vocabulary knowledge and other English language components limitation being the obstacle too. Bano (2017) in (Fauzi & Angkasawati, 2019) state that listening in second language is not far different from listening in first language, nevertheless the learners having limited knowledge of the language learnt. In addition, some major problems the learners experience in listening comprehension are cultural differences, accent, vocabulary, length or the speed of the

language input (Bingo, Celik, Yidliz, & Mart, 2014) in (Fauzi & Angkasawati, 2019).

Second, different accents used by native speakers and the type of speech talked. Third, vocabulary mastery which is not sufficient to support the listening process and fourth, the limited time and chance to review and to go backward of the spoken material which missed by the students. Those difficulties often bring complexity in the class and students really need lecturers' optimal support. Listening process should be done through some processes and in each process students should be guided by the teacher in order they can manage well each difficulty they experience during the class. Meanwhile, this ideal condition cannot be obtained by the students since it is not possible to have face to face learning activity during Covid-19 pandemic. Therefore, some challenges appear in listening class.

The first challenge is choosing the suitable technological devices, system or application in the class during Covid-19 pandemic. In relation with technology used, the lecturer should choose wisely what kind of technological devices that can be accessed easily by the students. By considering that not all of Indonesian students living in urban area, teacher should decide to apply such technological equipment or devices, the

system, the applications or the platforms used which is most effective and efficient. Choosing the unsuitable technological devices will only give burden for the students especially those whose access toward the internet is poor. Moreover, choosing the unsuitable devices or application or system which will spend a lot of money which will trigger the new problems for students' parents whose financial support were impacted by the pandemic. Therefore, lecturers as well as educational practitioners should really think it wisely and fairly in order all of the students can have effective learning. This thing obviously becomes the challenge for the lecturers and educational practitioners.

The second challenge is preparing the packaging of the material in such a simple and understandable instruction. Since the challenge discussed is in listening class, the lecturers should be aware of providing the material which suit to the need of students who study through online learning. This step will facilitate the students to understand the English spoken material easier. Providing the material which is understandable but not denying the standard level of material learnt will be very helpful during online learning because students cannot have effective time to ask their lecturers face to face.

The third challenge is applying the effective and appropriate method or strategy in giving instruction and delivering the material. The media used to conduct learning activity is technological devices through internet access and the material will be chosen selectively so that it can accommodate the learning to run as what expected. But the problem is what is the suitable and effective method in giving the instruction? Those three challenges will be elaborated further in the next part of the article as well as the solution to manage the challenges.

II. The Challenge of Online Learning in Listening Class during Covid-19 Pandemic

1. The Challenge in Applying the Suitable Technological Devices, System, Application or Platform for Online Learning During Covid-19 Pandemic

Technology becomes human's necessity in this modern era. People living in a big city surrounded by technological devices in their daily life such as the places where they work, study, and doing many activities in different public places. Education in a big city equipped with technological facilities to support teaching and learning to be more interesting, effective and fruitful for the students. Therefore, the pandemic did not really give bad impact for the students who have been habitual in using technological devices during their learning. But the problems will appear for the students living in suburbs or even rural or remote area where the places where they study do not fulfill the facilities needed and the internet access is poor. In his research recently, Nugroho (2020: 63) found that there is problem coming from the location where the students live, in which it gives effect to the accessibility of internet connection. Students living in rural and remote area will easily get loose contact with internet access. Furthermore, the other challenge related to the technological devices used is not all of students have smartphone because the parents cannot afford it due to financial condition (Nugroho, 2020:63). This major problem can be the obstacle for the success of learning activity and the government should provide the solution in giving the equal chance for the students to learn during the pandemic. Based on a report from Center For Indonesian Policies Studies (CIPS), it is stated that MOEC regulation No. 19/20 and MORA circular letter No. B-699/Dt.l.l/PP.03/03/2020 allow the use of school operational assistance (BOS) for funding the online learning including internet cost for teachers and students and also for

equipment purchased (CIPS,2020). Nevertheless, for those students whose parents cannot afford to buy smartphone are giving the alternative to learn through tv programs such as "Belajar di Rumah" (CIPS,2020). Those are the solution for the challenge of technological devices used for students at schools. Meanwhile, college students should be concerned too and it becomes the other challenge for the government. The free quota access from some telecommunication provider can help the college students to learn easily during the pandemic too. MOEC making cooperation with online learning provider and technology companies (MOEC, 2020) in (CIPS, 2020). In addition, some telecommunication companies also provide free internet quota to access online learning (Budiansyah,2020) in (CIPS, 2020).

Because of that reason, applying the effective technological devices, application or other kind of technology should consider the cost spent too. It becomes the challenge for teachers, lecturers and educational practitioners to consider wisely which technological devices which is most appropriate to be used. Nowadays people are closely connected to smartphones and a lot of people all over the world use it as means of their communication. Many applications can

be installed through smartphones and among them can be used to support learning activity. WhatsApp (WA) is one of the popular applications found in smartphones. It is easy to be used and accessed as long as the internet access runs well. Sending pictures, word file, PDF files, videos and other things can be done through WA and it has made this application to be more popular.

Because of the easy use of this application, WA also used as means of communication among employees, colleagues from different companies and offices, an even among students within a school and also university. Creating such group for a lot of people under the same work place, office, company, school and university in order to share a lot information done by people recently. Covid-19 pandemic has triggered a lot of people including students, teachers, and lecturers to use WA to support teaching learning activities. Teachers as well as lecturers can deliver the material through WA in the form of word file, PDF file and video. Online discussion as well as question and answer sessions can be held through WA. Some researchs found that the use of WA is favorable for college students and considered to be more accessible. Rambe and Bere (2013) in Fauzi & Angkasawati (2019) found in their research that the students claimed the

use of WA gave positive feedback, it is easier to communicate with the teachers and the rest of the class and it was fun as well. In addition to the importance of using WA in learning activity found in the other research and it was found that younger students thought that it is more favorable (Bansal & Joshi, 2014) in Fauzi &Angkasawati (2020). Using WA in learning activity can be completed by other technological devices such as laptop and such kind of electronic communication which is email. Therefore, teachers and students can also have their communication through this tool too.

The broad view of WA through laptop will help the students to read the material easier and clearly. The contact with smartphones can be minimized because the students can see the material through laptop. Unfortunately, not all of the students having laptop as the learning facility especially those living in suburb area and remote area. In addition, the poor internet connection becomes one of the obstacles when learning activity done through WA. Nevertheless, this application considered as easier and spend lower cost compared to the use of Zoom, Video conference or other technological devices and application.

Because the use of WA application is more efficient and effective compared to other technological devices, listening activity in the class can be conducted using this application. Audio material in the form of native speakers' talk in various English discourse can be delivered through this application. Having online discussion in sharing the process of listening done by students, the progress of their practices when they listen to native speakers, and the difficulties the students often face during listening process can be through WA application. Although there is not an exact research which directly prove that the use of WA is effective during this pandemic, but WA can be considered as multimedia tool since we can have information in the form of text, audio, pictures, and some kinds of file. Because of WA multi functions, it can be the solution temporarily for the challenge of technological devices used during this pandemic. Prabath & Andleight (1996) and Blanco (2007, p.37-44) in Arono (2014: 64) state that there are five basic types of multimedia; text, animation, video, picture, and sound. WA application having all those aspects and it can be the solution for lecturers to teach listening during the pandemic.

2. **The Challenge in Preparing the Suitable Material suits to Online Learning During the Covid-19 Pandemic**

Listening activity needs support both from learners' English language components and also lecturers' assistance. Doing listening activity in EFL context for nonnative students is still difficult thing to do. This activity will be harder to do without face to face meeting in which students can ask freely their lecturer about the difficulty they find during the listening. Vandergriff (1999:168) in Martinez (2010: 21) state that listening is a hard work to do and it needs optimal support and analysis. In addition, Gomez (2005 & 2008b) in Martinez (2010: 21) state that in teaching and learning activity of foreign language, listening is considered to be one of the most difficult thing to be taught and acquire, as a result it often causes low proficiency in it. Due to the complexity of teaching learning process of listening, lecturers should prepare the suitable material suit to the condition of online learning during this pandemic. The well-prepared material which is understandable and accessible can stimulate the learning outcome to be achieved. The material itself can be obtained from some sources which are available. Considering that the use of cassette in not effective anymore, lecturers can access a lot material resources which provide various kind of material completed with audio and visual. Gomez (2008a, 2009) in Martinez (2010: 21) state

that the use of new technology is one step ahead and it is the big improvement and bringing new trend in teaching listening comprehension nowadays. Some assignments, quizzes, and tests are also available on those resources too. Gomez (2008a, 2008d, 2008e, 2009) in Martinez (2010:21) state that teachers can have access to a lot of variety of qualified material which can help them to cope with students' preference, interest, need and learning style. Therefore, a lot of material can be obtained from internet resources in which it offers interesting packaging, audio as well the visual. As the result the students will not feel bored and the learning activity will not be monotonous. On the other hand, students at this digital era tend to have multimedia tools and up to date material which can increase their motivation in learning. Prensky (2001) in Martinez (2010: 21) state that younger generation known as "digital native" because they are closer to "new language" of computer and have positive attitude toward the use of ICT in the classroom, and it surely will influence their motivation and achievement. Therefore, it is the challenge for the lecturers to determine and to prepare digitalized material which in interesting and motivating for the students during this Covid-19 pandemic.

Some online learning resources are available to be accessed. Technology has made the process of accessing various listening material to be easy. The lecturers can select the suitable material which suit to the learning objective that want to achieve in the class. The following web resources are the famous and interesting learning material that can be accessed.

a) **ELLO** www.ello.org

ELLO offers more than 1000 listening text. The texts are divided into three different level which are beginner, intermediate and advance. The design look of the web resources is very interesting because ELLO complete each item or part as well as material with some pictures related to the topic discussed in that part. In each session of each level we can find some questions to be students' assignment, some forms of quizzes, and sets of vocabulary to enrich students' knowledge of the target language they try to understand and master. The topics offered are varied related to things in our daily life whether formal or informal topics, setting in public places or at home.

b) **PASSPORT TO ENGLISH**
www.passporttoenglish.com

PASSPORT TO ENGLISH is free English online resources. The material provides are suggested for beginning, intermediate and advanced level as well as for teachers and those who want to study abroad. Each levels are completed with vocabulary page with audio to hear the pronunciation of the words, a grammar page with interactive exercises that are corrected by the computer, a listening comprehension page to practice with hearing and understanding spoken English, a dialogue page with audio of native English speakers, a reading page with comprehension exercises, a pronunciation, spelling, or expressions page (depending on the level), a dictation page to practice with oral comprehension and spelling, and a game to review the material from the lesson. Each level having sixteen levels with variety of daily topics such as greetings, school, people, work, family, food, shopping and other things. The link to download the audio of each material is easily accessed. Some material giving the explanation for each lesson in the form PDF file can be accessed too. It is a really helpful web resources for listening class and this becomes the challenge for lecturers to choose the most appropriate lesson and

level which is understandable, easily accessed and downloaded.

c) VOA LEARNING ENGLISH
https://learningenglish.voanews.com/
VOA LEARNING ENGLISH is multimedia learning resources in which million people worldwide can access a lot of news and information in it. VOA Learning English was known as Special English at it was launched in 1959 by Voice of America. The existence of Special English as newscast and feature in the form of software have been for half a century and in 2014 it changed into Learning English which provides teaching material. The newscast for language learners in EFL context can find three levels which are beginning, intermediate and advance level. Beginning level belongs to beginning learners and this level has been certified by American English teachers. "Ask a Teacher" is the new program in this level in which students can have questions and teachers will answer it. Meanwhile, "News Word" is also a program in beginning level containing short video explaining the terms and words used in news stories. The intermediate level offers various audio relate to real life things such as work,

school, everyday life with the topics about U.S. and world news, health and lifestyle, science and technology, arts and culture. The programs in this level are "English in a minute", "English at the Movies", "Everyday Grammar TV" and "Learning English TV". The news program in this level is one-third slower than normal English speed so that the learners can follow the flow of the news easier. The newscast can be downloaded in the form of online text, MP3, and podcasts.

For advance level, the material provided is broader and comprehensive as well as amusing too since it is about classic literature with the program "American Stories", learn idioms and expressions with "Words and their Stories", study with the program "Everyday Grammar" and also follow the trends in education in U.S. and worldwide through the program "Education".

d) BBC LEARNING ENGLISH
https://www.bbc.co.uk/learningenglish/english/
BBC LEARNING ENGLISH was launched in 1943. Because of its interesting content in which it has various newscast and information as well as learning resources material for English, it

has been exist for more than half a century. Million people in the worldwide can find variety of information and news about Politic, health, lifestyle, art, technology, science, and the most interesting thing for English learners is "Learning English" part which can be helpful and fun. "Learning English" is divided into some parts and in one part there is "Courses". It aims to help English learners all over the world to study English with joy because a lot of material is available. The material is varied completed with various topics, audio, audio visual, illustration, quizzes, practices and assignments. In "Courses" part there are some level the learners can find which are basic, lower-intermediate, intermediate, upper-intermediate, and towards advance. Each level having many units and each unit divided into different sessions. Each session having various topics suit to the need for English learners who want to have broad knowledge of English daily communication. Moreover, small quizzes are available for each session and the students can check their answer directly on the software. Furthermore, vocabulary practices are available too. Therefore, the learners will be more aware of all-important words used in the material they listen to. Meanwhile,

the practices to pronounce those vocabulary is available.

e) ZAPP ENGLISH
   https://zappenglish.com/podcasts

   ZAPP ENGLISH is an online software functions as one of learning resources for EFL learners and other learners which provides a lot of material to learn English. Listening material is varied and interesting. This resource offers English audio course, English podcast, and shop item. English audio course provides some items for language learners which are English listening, vocabulary and pronunciation, colloquial English, vocabulary for work, academic vocabulary, and real English conversation. English listening specialized to give English learners to improve their listening skill. English listening of ZAPP ENGLISH containing intermediate listening and advance listening. Intermediate English listening audio lessons based on real English conversations. Each level having many sessions with various topics. The audio is easily downloaded and the transcript is available too. The learners can have more knowledge about speakers' different

accents which are British and American accent.

Those web resources above offer more or less the same characteristics which provide online English material focusing on some skills and some language components, having the easy access to download its material, giving interesting quizzes and games which can avoid learning boredom of the learners, making variation in the using of accents of the speakers and offering different kinds of topics which can enrich learners' knowledge of how to communicate in different settings and topics.

The challenge is the lecturers should determine critically which web resources to be chosen by considering the learners' need, the material which is instructed in the class, the learners' competence as well as the learning objective that want to achieve in the class. Since the learning should be online recently because of Covid-19 pandemic, the lecturers can have the material from the resources which offers questions, quizzes and assignments after the audio played so that the students can get more understanding about the material by answering some questions given. Therefore, the lecturer can assess each students' progress by knowing the

quality of their answer. Besides, choosing the resources which provides the facility to check the students' answer directly after the quizzes done is better. In this case students can check their answer by themselves too so that they can learn independently.

3. The Challenge in Applying the Suitable Method and Strategy in Teaching During Covid-19 Pandemic

Teaching English as second language to nonnative students is not easy. Some differences related to accents used in English, language components in English, various English discourses, expressions and idioms make English becomes a hard thing to study for nonnative students. English lecturers should really concern not only to deliver the material suits to the curriculum but also concerning to apply the interesting and effective method or possibly the strategy that engage students' interest and motivation to achieve the learning target. Lecturers should be a good facilitator for the students to master English in all aspects of its skills. Harmer (2008 :57) in Aryana & Apsari (2018 :100) state that teacher is a facilitator for the students to learn English. Therefore, students' competence in English is also determined by lectures' good assistance.

Lectures' good assistance depend on their good English mastery, good classroom management, good psychological support and good strategy and method applied in the class. Bhallah, Jajoo & Kalantri (2002) in Alrawashdeh & Al-Zayed (2017:168) state that teaching in an art and its success depends on love, dedication and devotion of the teacher for the success of students' learning. Therefore, all factors must be concerned by the lecturers in order to give good assistance for the students. One of the factors is the strategy and method used. Based on expert's theory there are three strategies in listening which are Meta Cognitive strategy, Cognitive strategy and Social-Affective strategy. O'Malley and Chamot (1990) in Field (2009: 294) in Aryana & Apsari (2018: 101) listening strategy divided into three which are Meta Cognitive which focusing on planning, monitoring and evaluating students' achievement, Cognitive which focusing on comprehending the incoming information that enhance learning, and Social-Affective which focusing on interacting with other person to assist learning.

Because listening needs good lecturers' assistance, strategies focusing on students' learning progress by doing good planning, monitoring and evaluation are needed. The condition recently happen during this Covid-19 pandemic should inspire the lecturers to apply some strategies suit to Meta Cognitive strategy and also Cognitive strategy. Listening logs is such kind of strategy which has been applied in listening class and some research have ever been conducted to prove its significance toward students' progress. Listening log is a kind of strategy in the form of collections of students' efforts, progress, and achievement. Logs gives assistance that record students' activity in learning material, reflecting of what the students have learnt and the act of students in comprehending the material (Genesee and Upshur in Sharifi and Hassaskhah, 2011) in Fauzi & Angkasawati (2019:15). Listening logs also known as listening journals, listening diaries and also listening portfolios. Meanwhile, according to Gilliland in Nunan & Richards (2015:13) in Fauzi & Angkasawati (2019:15) listening logs is such kind of ongoing assignment in which students doing self-learning outside of class activity. In addition, Gilliland in Nunan & Richards (2015:13) in Fauzi & Angkasawati (2019: 16) state that listening logs gives chance for students to learn variety of material, making note on the content of the material and also reflect the comprehension they achieve in each material they listen to. Students' progress can be checked and monitored through listening logs.

Since listening logs considered significant to learning activity and has been proved to give much benefit, it can be applied in learning class. The using of listening logs can be started by preparing various online listening material from some resources mentioned previously, and then the lecturers will select which material suit to each meeting which will be conducted and which learning objective that want to achieve. The lecturers can have more than one form of material, one can be discussed together in the class directly in the scheduled time. Meanwhile, the other material can be given to the students to be listened by themselves. Because during the pandemic the students cannot have face to face meeting, the lecturers should use WA application which considered to be easily used, and then making some groups. After that, the lecturers can share the audio to the class through WA so that the students can download and play it easily anytime. Moreover, giving listening material in the form of audio through WA will minimize the cost of learning because downloading audio material will spend less quota of internet.

After the audio shared to the groups, students are asked and motivated to do self-learning by listen carefully and comprehensively to the audio, making interpretation and finding the information behind the audio, and then answering the questions which are on such kind of sheet called listening logs worksheet. Listening logs worksheet can be used to check how good the students understand the material and answering the questions. Therefore, each listening logs worksheet can be checked regularly from time to time, from the first worksheet until the last worksheet in order to assess the students' progress in learning. By using this strategy, it is hoped that the students can learn independently and critically but the lecturers still monitor their activity and progress through the listening logs worksheet. Besides checking the worksheet, the lecturers will conduct such kind of discussion in which done online for the whole class in the form of group-chatting. Therefore, WA is effective to share audio material for the students to do self-learning as well as to have group-chat to discuss the result of students' self-learning by practicing listening by themselves. Nevertheless, before giving the students the material to do self-learning, the lecturers should brainstorm students' listening ability by teaching the material first. The teaching process done through WA too. Therefore, there is similarity between the material taught before students have self-learning, and during the

time the students doing self-learning. The difference is on the resources where the material taken, the speakers, the accents probably, but the topic will be the same.

Some research findings proved that this strategy considered effective, can make variety in the way the students learn, and can be the additional learning time for the students since it is not possible to learn maximally during each meeting because of the limitation of internet access sometimes and the facilities owned by the students too probably. Relating to research finding about the benefit of using listening logs, Gilliland (2015) in Fauzi & Angkasawati (2019:16) reported that intermediate and advance ESL students having perception that listening logs giving them new genres of listening content and encourage them to have critical thinking skill and making improvement. Furthermore, Gallowey & Rose (2014) in Fauzi & Angkasawati (2019:16) found that Japanese students obtained different of English and recording listening logs increased the exposure for students toward variety of global English. In addition to significance of listening logs, Kemp (2010) reported that the using of listening logs was really helpful for EFL students in a British university to improve their independent learning, to facilitate them to monitor their own

performance and progress, and to make their own decision toward their learning. Lastly, Chen (2016) in Fauzi & Angkasawati (2019:16) reported that listening logs give positive effect toward her Taiwanese students in which listening logs can encourage them to have more confidence, motivating them to have better listening skill, gaining new knowledge and having good future study planning.

After elaborating the significance of using listening logs using WA, the challenge to decide which strategy applied in listening class during Covid-19 pandemic has been solved. WA application is a multimedia tool because it can help us to access a lot of information and learning material in form of audio, audio visual, pictures, PDF file, word file and other technological things. If the lecturers want to minimize the cost of learning during the pandemic, the lecturers can only use audio material for their listening class by giving additional instruction, making their own material summary in the form of word and PDF, or creating their own explanation by using audio only, and also by making their own video in giving the explanation of the material. It is always flexible and tentative depend on the students' condition as well as lecturers' condition, financial support of both students and

lecturers, and the availability to the internet access. Therefore, deciding wisely and carefully of what media used during online learning, the packaging of the material instructed, and strategy used in the class should be concerned by the lecturers in listening class.

III. Conclusion

Learning activity cannot be postponed because it will cause the students to be demotivated and loose their learning rhythmic. It is the duty of government to set new regulation during this pandemic so that the learning activity can still be conducted safely. Meanwhile for all educational practitioners, teachers, as well as the lecturers should have preparation in making teaching planning suit to online learning that becomes the choice to conduct the learning during Covid-19 pandemic. The choosing of technological devices and the system as well as the application used should not give the other burden for the students. The effective, efficient and low-cost technological devices and application is the wise choice. Furthermore, the material which delivered to the students should be simplified but not decrease its content quality. Therefore, using WA application suits to be used in listening class during online learning because different

variety of audio material can be sent through it and the students can access it easily. In addition, the material sent through WA application should be taken from various online learning resources explained in the previous part. Online listening material from those resources can be good choice because the material is available in the form of audio with various topics, questions, quizzes, and games. It will not be boring and monotonous because the lecturers can combine the material from various learning resources.

The other important thing that should be concerned after technological tool and material is the strategy used. Since there is limitation in the time and internet access, the lecturers can use the strategy in which the students encouraged to learn independently and critically using listening logs through WA application. If the target of learning in each meeting cannot be achieved maximally, listening logs can be the effective solution because the students will have extra time to learn and to practice independently at home. The lecturers give the link to the students to access online learning resources and to listen it, after that the lecturers share listening logs worksheet through WA as the tool to assess students' activity at home, progress and understanding. Comparing the result of listening logs worksheet meeting by meeting

will be the indicator whether it gives beneficial effect toward students' progress or not. Therefore, it is suggested to use listening logs strategy through WA in listening class in order to keep students' learning motivation to be stable and to achieve the learning goal which is targeted.

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