

Teachers' Role in Managing Online Listening Class during Covid-19 Pandemic: An Investigation of Students' Perception

YOSUA KUMA WIDJAJA
Universitas Negeri Gorontalo
yosuakumawidjaja@gmail.com

NURLAILA HUSAIN
Universitas Negeri Gorontalo
nurlailahusain@ung.ac.id

FARID MUHAMAD
Universitas Negeri Gorontalo
faridmuhamad@ung.ac.id

ABSTRACT

Teachers' roles are critical in the teaching and learning process for students. This study aims to determine students' perceptions of teachers' roles in managing online listening classes. The qualitative descriptive method was used to design this study. This research focused on 2018 English Department students who have completed their listening for academic purposes. Questionnaires and interviews were used to collect data. This study showed that teachers took on the following roles when teaching: controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Teachers also got better at running online listening classes.

Keywords: Perception, teachers' role, managing online classes, listening for academic purposes

INTRODUCTION

Covid-19 is a disease where it affects the immune system of a person. It became known by the end of 2019 and started to break out as a pandemic in 2020. The government began to apply a rule where many jobs and school activities were done from home. Therefore, online teaching and learning become the solution to continuing education by using applications or online platform meetings, such as Zoom, Google Meet, and even WhatsApp calling or chat. Thus, it requires teacher creativity to design teaching and learning that suit the situation. It means the teacher is an essential element in the educational program. In the English Department State University of Gorontalo, the curriculum for the listening subject have two levels: Listening for Professional Context and Listening for Academic Purposes, listening as other topics are constantly being taught offline. However, since the pandemic of Covid-19 began, the listening class for academic purposes has become an online class. Harmer (2001) said that, in terms of teaching, the teacher could be considered an actor since the teacher plays on the stage or the gardener who plants and watches them grow. Therefore, the teacher has a lot of influence on students' achievement, performance, and their students' success.

Furthermore, according to Mehri (2018), the student's improvement depends on the ability of the teacher to carry out a role during the learning process; a role used by the teacher should be

fully considered. It means that teacher roles are a way for the teacher to manage the class they teach and the improvement of the students depends on the ability of how teacher carries out their role. Based on the pre-observation of the students of class 2018, listening is taught for three semesters, and more than one listening teacher teaches listening.

Moreover, their listening class in a professional context turn into an online course because of Covid-19. For instance, Hamouda (2012, p.39) stated that s/he could at least provide the students with suitable listening materials, background, and linguistic knowledge, enabling skills, pleasant classroom conditions, and valuable exercises to help them discover effective listening strategies. In addition, because of Covid-19, the way of teaching that is traditionally offline has become an online class. Therefore, researchers want to investigate teachers' roles when teaching listening remotely or from an online course.

LITERATURE REVIEW

THE CONCEPT OF PERCEPTION

The Longman Dictionary of Contemporary English defines perception as "a) the way you think about something and your understanding of what it is like; b) the way you perceive things using your senses of sight, hearing, etc.; c) the inherent aptitude to grasp or notice things rapidly," and perception (from the Latin *perception, Percipio*) is the concept of organizing, identifying, and interpreting sensory information to represent and understand the environment (Cited in Qiong, 2017, p. 18). Besides that, it includes senses, feelings, ideas, thoughts, theories, and concepts, allowing humans to see things in new ways. It means that we see things in different ways because our senses give us information in different ways.

THE CONCEPT OF LISTENING

Listening is one of the essential skills we have to learn as English foreign language learners other than reading, writing, and speaking. According to Hidayat (2013, p. 21), "Listening is considered an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others". It means that in our social activity, whether in class or outside the course, there will be a significant impact if we cannot listen well to what people say. Therefore, when we are listening to the speaker, we cannot just listen, but listening is about how we catch and comprehend the words, phrases, clauses, sentences, and connected discourse. Furthermore, Listening, according to Tarigan (2008), is the process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, comprehend content or messages, and comprehend the meaning of communication that the speaker has conveyed through speech or spoken language (cited in Elvrin and Orang, 2019, p. 369). Thus, attentiveness is necessary when listening. Whose objective is to locate essential information

TEACHERS ROLE

What exactly is a teacher? A teacher is the person who starts a class, directs how the course progresses, and also ends the lesson. However, the definition of a teacher varies; Harmer (2001, p. 56) states that sometimes they compare themselves to actors because "we are always on stage." Others compare them to orchestral conductors because they "direct conversation and set the pace and tone." On the other hand, they feel like gardeners "because we plant the seeds and watch them grow." Furthermore, Richard (1996, p. 97) states that in some interactions, roles are relatively

fixed (for example, doctor-patient or teacher-student), whereas, in others, roles are temporary and subject to negotiation.

METHOD

In this research, the researcher used the qualitative descriptive method as the objective of this research is to find out what roles teachers carry out in listening classes based on students' perceptions. This method is relevant because it aims to see the subject's opinion on the problems. Moreover, the qualitative approach is used to gather in-depth information about a topic, and also, in this method, there is no treatment or manipulation of the subject. Creswell (2014) defines qualitative research as an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In addition, Sutton & Austin (2015) state that the qualitative method seeks to convey why people have thoughts and feelings that might affect their behavior. It can be interpreted that the qualitative approach is used to investigate groups' or individuals' thoughts and feelings that influence their perception

The site of this research was English Department at Universitas Negeri Gorontalo, which focused on the listening class for academic purposes. The participant of this research was 2018 students from class A to E. They were chosen because they were the last to hear for educational purposes, and the class was online.

A close-ended questionnaire was used as data. Moreover, an interview was used to support the data from the questionnaire and get in-depth data. There are two types of questionnaires, according to Sugiyono (2013). They are open-ended and close-ended questionnaires. An open-ended questionnaire is a question that expects the participants to write out an answer describing something. The close-ended questionnaire provides participants with a series of a solution. Thus they can answer the question quicker and make the researcher easier to analyze the data. An interview is an activity that involves the interviewer and interviewee, where the interviewer gives some questions to be answered by the interviewee. Sugiyono (2013) argued that there are three types of interviews: Structured, Semi-structured, and Unstructured. In this study, the semi-structured interview was used because this type of interview is categorized as an in-depth interview, where the implementation is more freely than a structured interview.

FINDINGS AND DISCUSSION

FINDINGS

The result of this research was obtained by giving questionnaires and written interviews to the students related to students' perception of teachers' role in managing online listening classes during the covid-19 pandemic. This research used a questionnaire comprising 15 statements and eight questions for the written interview, which the participant filled out. The statements were divided into eight categories. They were *controllers*, *organizers*, *assessors*, *prompters*, *participants*, *resources*, *tutors*, and *observers*. Twenty students submitted the questionnaires and written interviews, while ten students did not submit them until the given time.

**QUESTIONNAIRES
TEACHERS' ROLE AS CONTROLLER**

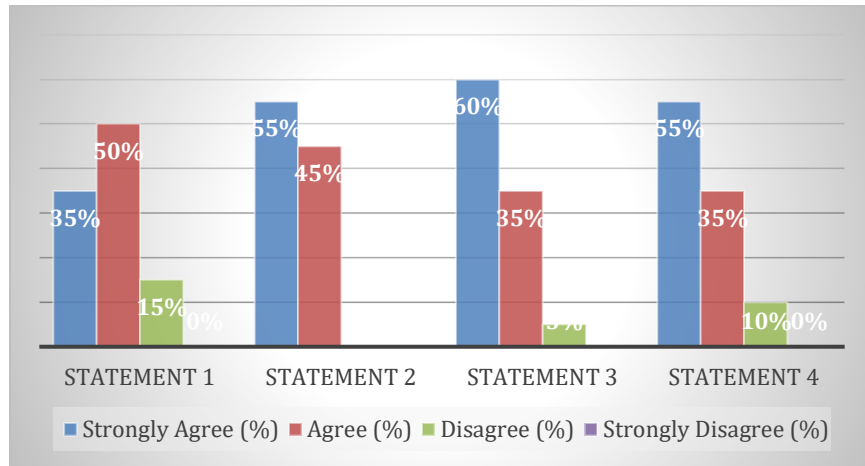


Figure 1. Teachers' Role as Controller

There are five numbers of statements in teachers' role as controllers. The researcher found the result as follows; By looking at statement number one, "Teachers are in complete charge of the class," it can be analyzed that the respondents preferred to agree. 15% of the students disagreed, 50% of the students decided, 35% of the students strongly agreed, and no students strongly disagreed. Then, in statement number two, "Teachers tell students things." It was found that 55% of the students strongly agreed, 45% agreed, none disagreed, and none strongly disagreed related to this statement.

Moreover, in statement number three, "Teachers organize drills." 35% of the students made a decision, 5% of the students disagreed, and none of the students severely disagreed. 60% of the students had a firm agreement. Next, statement number four, "Teachers read aloud." 55% of students highly agreed, 35% decided, 10% disagreed, and none severely disagreed.

TEACHERS' ROLE AS ORGANIZERS

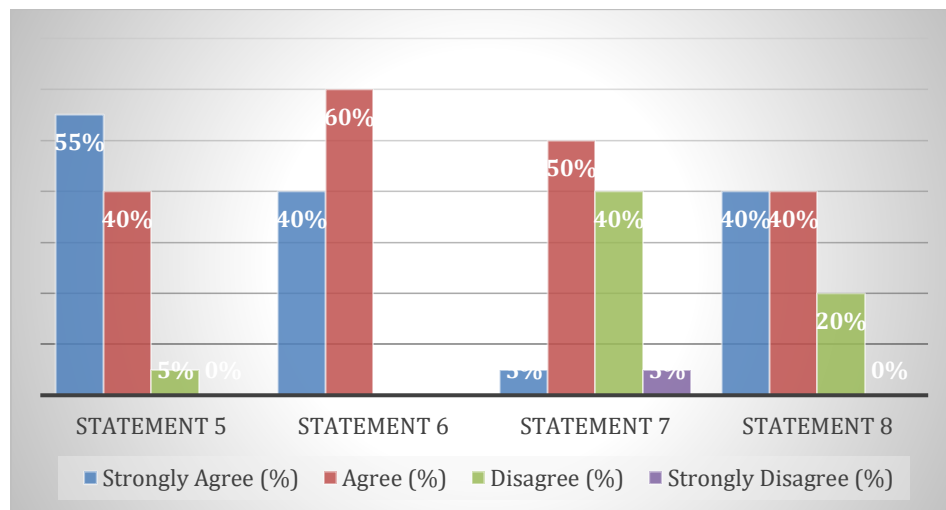


Figure 2. Teachers' Role as Organizers

There are four statements in teachers' role as organizers. The researcher found the result as follow.

By looking at statement number five that "Teachers give students information," it can be considered that the students preferred to agree strongly. 55% of the students answered strongly agree, 40% agreed, 5% of the students disagreed, and none students strongly disagreed. Different result; by statement number six, "Teachers instruct students on how to complete an activity," it can be acknowledged that all students agreed. 40% of students strongly agreed, 60% agreed, and no students disagreed. It can be seen that there are 0% of students disagree and 0% strongly disagree. However, by looking at statement number seven, "Teachers put students in pairs or groups," it can be seen that almost half of the students disagree. There were 5% of students who highly agreed, 50% of students who agreed, 40% of students who disagreed, and 5% of students who severely disagreed. Next, by statement number eight, "Teachers close things or the material when it is time to stop," it can be seen that almost all of the students agreed. 20% of the students disagreed, 40% of the students agreed, 40% of the students strongly agreed, and 0% of the students strongly disagreed.

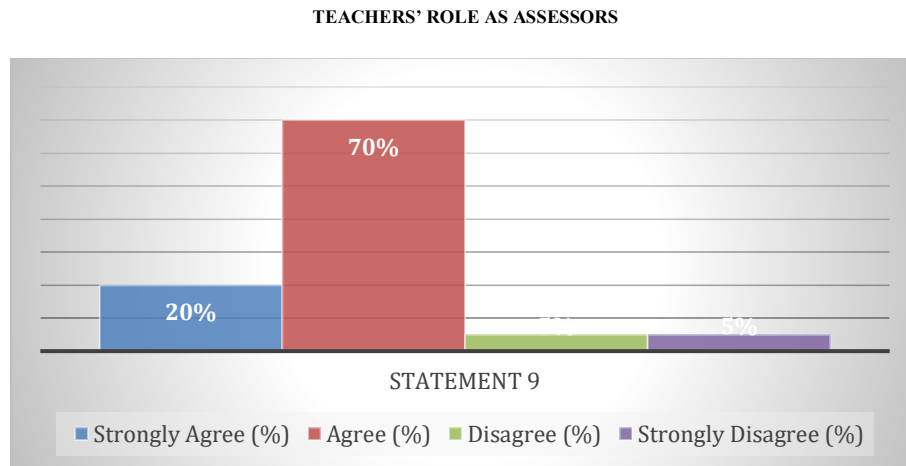


Figure 3. Teachers' Role as Assessors

There is only one statement in the indicator of teachers' role as assessors. The researcher found the result as follows; in statement number nine, "Teachers offer feedback and correction or guiding students variously," it was found that there were 20% of the students that answered firmly agreed, 70% of the students who indeed decided, and 5% of the students that disagreed, and 5% of the students who strongly disagree.

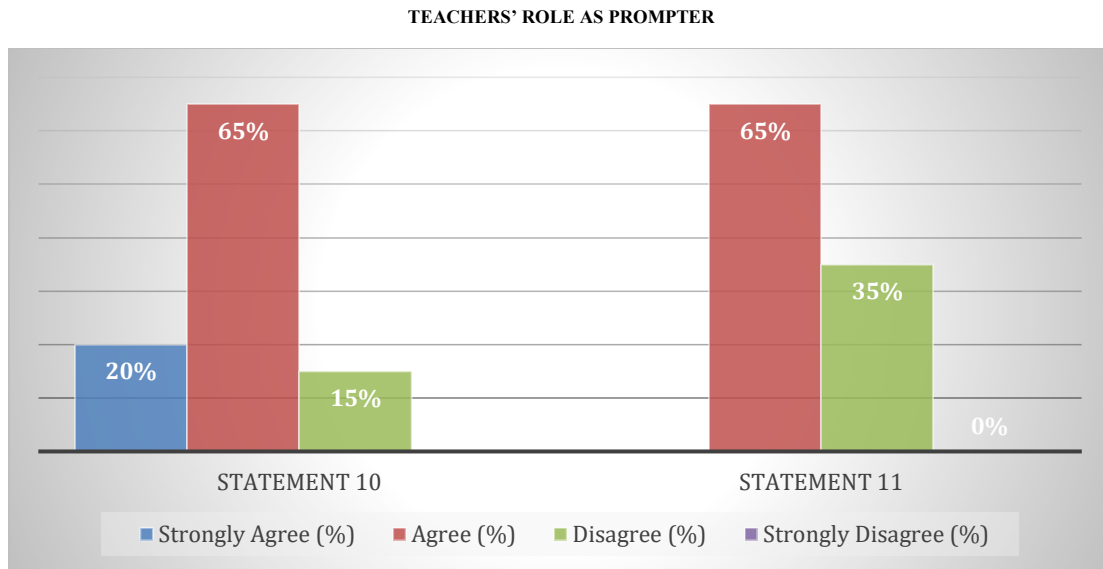


Figure 4. Teachers' Role as Prompters

There are two numbers of statements in the teacher's role as prompter. The researcher found the result as follows; By looking at statement number ten, "Teachers encourage students to participate and make suggestions," it can be considered that most of the students agreed. There were 20% of students strongly agreed, 65% decided, 15% disagreed, and none who answered firmly disagreed. Unlike the previous statement, in statement number eleven, "Teachers only help students in a slightly supportive way," almost half of the students disagreed. None of the students strongly agree, 65% of the students agree, 35% precisely disagree, and none of the students strongly disagree.

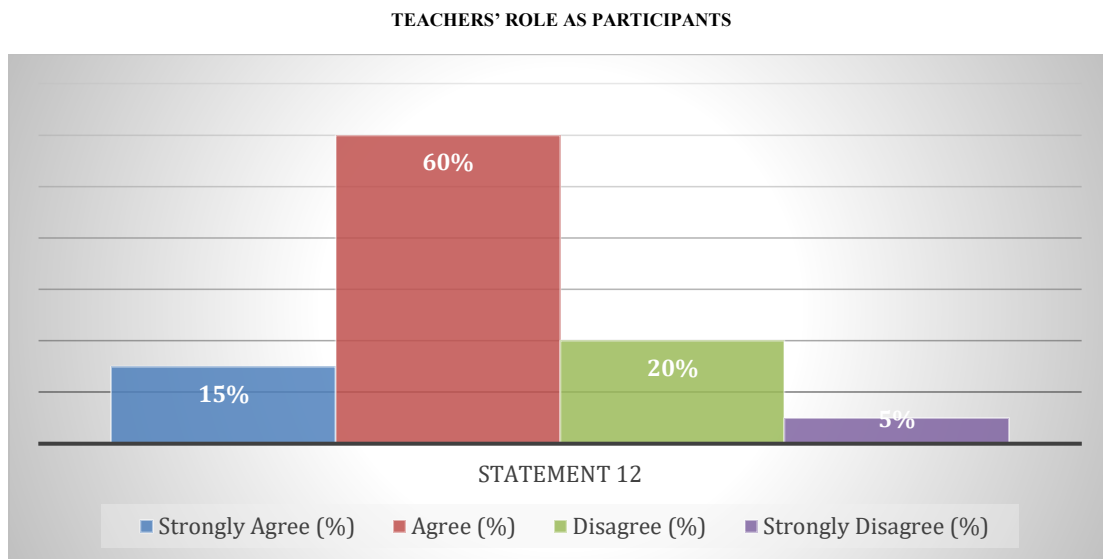


Figure 5. Teachers' Role as Participants

In this indicator, there is only one statement. The researcher found the result as follows; In statement number twelve, “Teachers take part in students' discussion and activities,” it was found that 15% strongly agree, 60% of the students agree, 20% of the students disagree, and 5% strongly disagree.

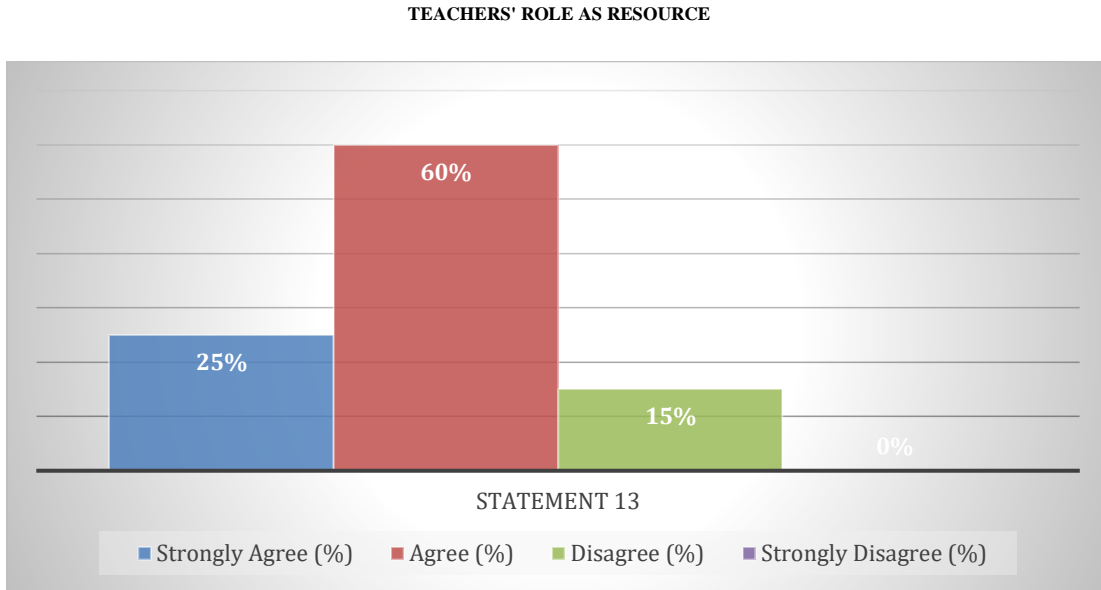


Figure 6. Teachers' Role as Resources

The statement for teachers' role as the resource is only one. The researcher found the result as follows; By statement number thirteen, “Teachers are ready to offer help when students lack understanding,” it can be interpreted that students preferred agree. 25% of the students strongly agreed, 60% decided, 15% disagreed, and 5% strongly disagreed.

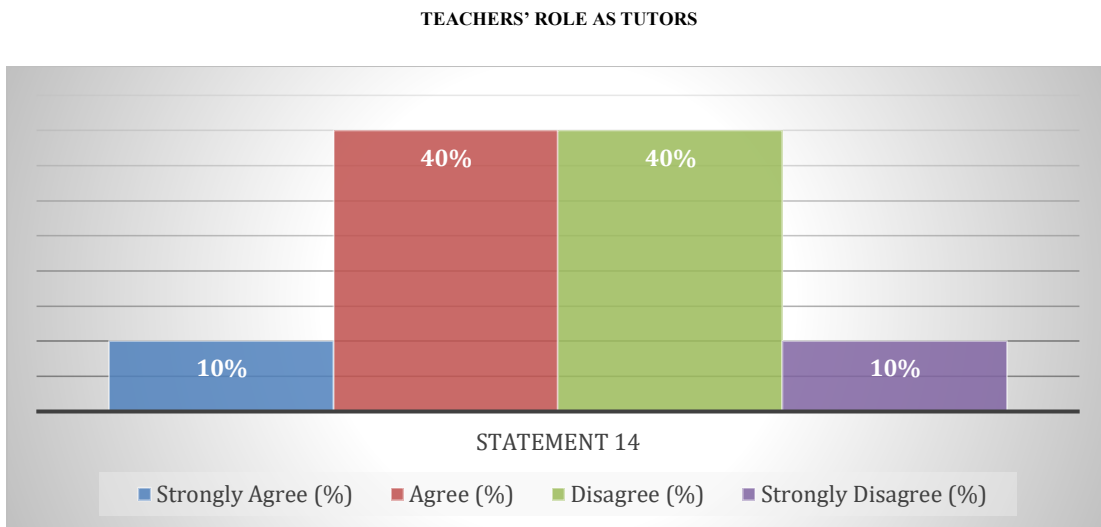


Figure 7. Teachers' Role as Tutors

Only one statement relates to the teachers' role as tutors. The researcher found the result as follows. Different from the previous statement of another indicator, in statement number fourteen, “Teachers goes around class staying briefly with particular group or individual, after sorting of

general guidance that has to describe” half of the students agreed, and half disagreed. 10% of the students strongly agreed, 40% of the students decided, 40% of the students disagreed, and 10% of the students severely disagreed.

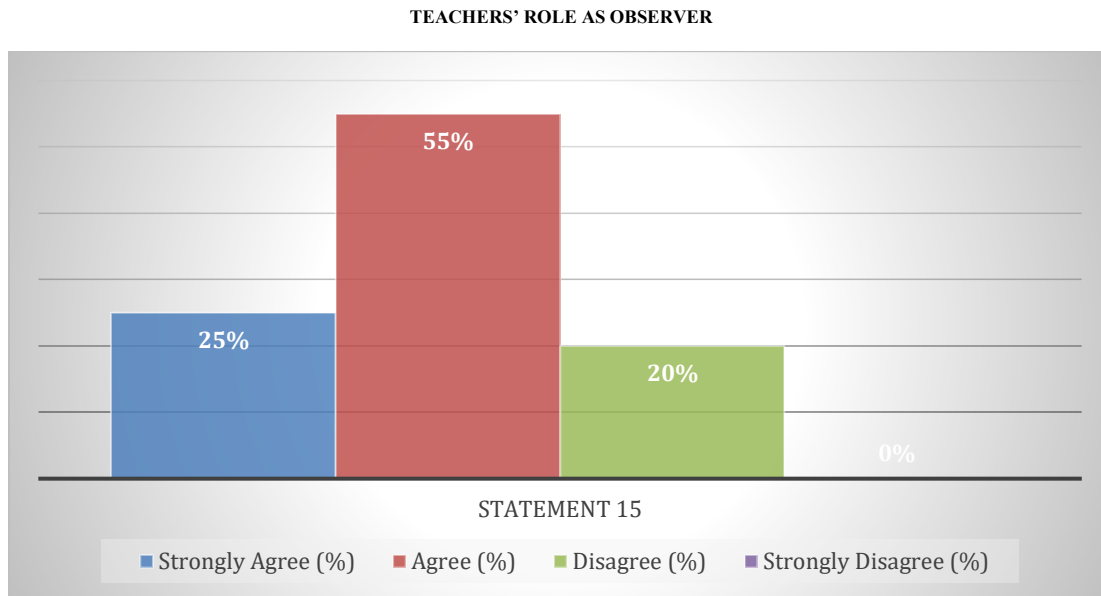


Figure 8. Teachers' Role as Observer

Last statement related to the indicator teacher's role as an observer. The researcher found the result as follows; Statement number fifteen is about “Teachers give students such useful feedback, having the judgment of how far the success of the material being carried out” it was found that most of the students were in the position of agreeing. 25% of the students strongly agreed, 55% of the students agreed, 20% of the students disagreed, and none of the students severely disagreed.

INTERVIEW

In supporting the result of this study, the participants were given several questions about how teachers manage online listening classes according to their role. Firstly, the question concerns how the teacher manages the online teaching process—all participants gave varying answers. Several participants said that the teacher gave the materials based on the syllabus; others said that the teacher agreed about the rules in the class during the teaching and learning listening and used the platform to share the materials between Google Classroom and WhatsApp. Additionally, the participants said that a teacher would prepare the material according to the syllabus. Afterward, the teacher will give the material to students through YouTube or a website containing listening text with a task where students must submit their scores. A teacher also uses WhatsApp to send a drill as a link; then, students will send the result by word.

Secondly, the question concerns the teacher's approach to organizing the online teaching process. All participants gave given varying answers. Several participants said that teachers put students in groups to discuss the material. Others said that the teachers will help them by providing explanations regarding their material or when they are confused. Furthermore, the third question is about the teacher gives feedback during the teaching process. Several participants said that teachers give feedback by praising students and asking about the material that has just been studied. In contrast, others said that teachers would share tips and tricks to answer in listening.

Following the previous question, the next question concerns how the teacher encourages students to participate in online listening classes. Several participants said that the teacher would give students a question to answer, and others said the teacher asked students' opinions on the material discussed. Moreover, the participants said that the teacher divides students into several groups to present their material and requires students to ask questions. Teachers also discuss WhatsApp groups to make students participate in higher scores. The next question is about how teachers involve themselves in the learning process. The participants said that the teacher would guide them in answering questions, explaining, and taking over the class to make discussion. After that, the question about whether the teacher is available and ready to help students with activities they lack. Several participants said that teachers would give students extra time when they have internet problems doing their tasks; others said that the teacher would provide straightforward explanations or even answer students' questions.

Furthermore, in their answer about how the teacher provides advice and guidance when students are doing self-study, few said the teacher would guide them in solving their problems and also let them ask when they encountered any obstacle in their task. Next, the participants said that the teacher would guide them in solving their problems and also let them ask when they encountered any obstacle in their task. Finally, the teacher gives students feedback by the end of the class to see if there are any improvements or changes, and the teacher also checks students' understanding by asking at the end of class.

DISCUSSION

All of the teacher's roles in class management are carried out correctly. When managing online listening classes, teachers want to be as efficient as possible. The efficiency of the teacher's teaching will improve substantially if the teacher is comfortable making the changes in their role. The statement was supported by Rifiyanti's study (2020); students assumed positively that most teachers know how to teach English online by using online platforms, and learners perceived that the listening section is the most challenging skill to learn in an online English class. They also thought about using the right tools and techniques, ensuring the quality was high, and ensuring the teachers were qualified enough to help and encourage learners in an online learning environment.

Besides that, Astuti and Anjarwati (2021) have proven that both intensive and extensive material in listening classes could be applied by utilizing some media that can be used during an online class while taking both students' and teachers' internet access into account. Google Meet is the chosen online media platform to replace face-to-face meetings, while Google Classroom, YouTube, and WhatsApp are chosen to share and submit class assignments. The teacher's role in engaging students in specific activities is emphasized. Furthermore, Harmer (2001) states that when teachers act as controllers, they are in charge of the class and the activity taking place and frequently "lead from the front." Controllers take attendance, tell students what to do, organize drills, read aloud, and demonstrate the characteristics of a teacher-led classroom in various ways.

On the other hand, a teacher who manages a listening class can also make students practice their abilities frequently and guide them if they become confused. A teacher who manages a listening class can also make students practice their abilities frequently and guide them if they become confused. In their study of how online education works, Yao et al. (2020) say that teachers should not only teach but also take on the roles of "leader" and "accompanier" through good direction and communication. Moreover, the most challenging and crucial role a teacher must perform many activities require careful planning, and students must understand exactly what they

should do. Task organization and direction are critical in this line of work. Further to that, the teacher would manage an online listening class by assigning questions or mini-games that required student participation and soliciting feedback on the material covered. Harmer (2001) says that the teacher encourages students to participate and suggests how they should do something.

Overall, the teacher's role is crucial to the success of online learning. Teachers must encourage better communication among students to manage an online experience. It is vital to encourage students to remain engaged in an online classroom. Because there are many ways in which online learning is different from traditional learning, it is vital to set up clear and easy communication channels so students can understand what the teacher is teaching.

CONCLUSION

Based on the explanation and description regarding teachers' role in managing online listening classes. This study discovered that teachers' role was vital in managing online listening classes. The researchers concluded that most teachers use more than one role based on the results of questionnaires administered to students at Universitas Negeri Gorontalo, particularly those in the English Department in 2018. Furthermore, the student's progress depends on the teacher's ability to play a role during the learning process, and the function played by the teacher should be fully considered. Teachers want to be efficient when it comes to managing online listening classes. If the teacher is comfortable making changes in their role, the effectiveness of their teaching will improve significantly.

Based on the study's findings, there are some recommendations for teachers who have not yet utilized more roles. This is especially true for those who teach online. As for students, it was suggested that students pay more attention to their teachers and what they learn because it is found that teachers already give a lot of effort into teaching, especially in an online class.

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