The Teaching of Listening at The English Language Education Program of Mulawarman University During Covid-19 Pandemics

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Abstract

Listening is very important and language educators are often lacking in practical approaches, techniques, and activities that they can apply in their classrooms. The purposes of this study are to describe the implementation of Listening activities and the obstacles in implementing the activities during the Covid-19 pandemics. A qualitative case study approach was used in this research and the interview protocol and documents were utilized to collect the data. The findings of this research reveal that the teaching and learning activities conducted by the two research subjects are in the online synchronous and asynchronous mode of learning delivered through the three sequences of teaching listening namely pre-listening, whilst-listening, and post-listening which include the model, the process, and the strategies for teaching listening. In implementing activities, they involved the model, process, and strategies using videos, applications, and web platforms in different ways. Furthermore, both research subjects have similar obstacles like internet connection and mobile data which leads to the preference for the synchronous and asynchronous mode in teaching. Moreover, It is also found that the whilst-listening and the evaluation phases of listening are the biggest problems in teaching Listening.

Keywords: Teaching Listening, Teaching Listening Activities, Teaching listening Obstacles.

1. Introduction

Listening is a receptive skill critical in making sense of meaningful sounds in language. In learning EFL, it is essential in learning because it is assumed to be the initial process of acquiring a language. However, compared to speaking, reading, and even writing, teachers pay the least attention to the development of listening skills where students are rarely taught how to listen to spoken texts or messages or how to control their listening (Vandergrift & Goh, 2012). Siegel & Siegel (2015) identify that despite the importance of listening, teachers may be unfamiliar with a range of activities that effectively develop the necessary subskills and strategies that lead to competent listening. Language educators are also often lacking in practical approaches, techniques, and activities that they can apply in their classrooms.

In teaching listening, there are three most widely known models among teachers namely the bottom-up model, the top-down model, and the interactive model (Flowerdew & Miller, 2005). Besides the three models of listening, teaching listening also requires understanding the listening process, namely Intensive and Extensive Listening as two distinct approaches to teaching Listening. Listening for exact sounds, words, sentences, grammatical units, and specific information is referred to as Intensive Listening. While presenting L2 learners with much information and focusing on comprehension may be an excellent method to improve listening competence known as Extensive Listening (Sahar & Hassan, 2018).

One more important key to teaching listening is the strategies. Bao & Guan (2019) stated that second language listening strategies could be defined as how listeners manage real-time interactions with a spoken text to achieve comprehension which helps learners not only to perform mental processing but also to know what to do when they fail to comprehend

a text. Then, they claim that cognitive, metacognitive, affective, and social strategies are known as the four basic categories of listening strategies.

As with any other teaching, teaching listening has learning sequences that are wrapped in three sequences, they are pre-listening, while-listening, and post-listening for the package of teaching Listening activities. Renandya (2011) explains that in pre-listening, the teacher engages students in some warm-up activities to help them prepare for the text. At this time in the class, new vocabulary and grammar are frequently pre-taught. While-listening is a sequence in which students must complete worksheets while listening to the passage. The goal of the worksheet is usually to concentrate students' attention on specific components of the material. Lastly, post-listening activities can be done by language analysis exercises, comprehension questions, and other follow-up activities.

In these sequences, various learning processes are carried out, including the model implementation known as the bottom-up model, the top-down model, and the interactive model. It is also helped by Intensive Listening, Extensive Listening, and Narrow listening approaches. To carry it out better, the sequences need various strategies specifically cognitive, metacognitive, affective, and social strategies. Those are now commonly listening activities implemented in the classroom. However, due to the Covid-19 pandemics, the situation took a turn, and every learning activity is done online.

2. Literature Review
2.1 Teaching Listening

Listening is the skill with the least attention in language teaching. It is considered that listening skills can be learned through experience rather than being explicitly taught after recently when the nature of listening in a second language was ignored by applied linguists. However, some applied linguists suggest that listening comprehension is at the heart of second language acquisition and so deserves significantly more attention in language teaching (Richards & Renandya, 2002). After the assumption that if listening isn't tested the teachers won't teach it, the teaching of listening has attracted a greater level of interest in recent years than it did in the past due to the acknowledgment of listening being the core component of second language proficiency (Richards, 2008).

Listening is acquired and comprehended. Ways in teaching listening, lecturers generally apply extensive listening for acquisition while intensive listening is used to strengthen comprehension. As described by Renandya & Farrell (2011), extensive listening is any activity that allows learners to obtain a large amount of understandable and enjoyable listening material. That is why extensive listening is connected to acquisition. Additionally, they explained the activities can be "teacher-directed dictations or read-aloud or self-directed listening for pleasure that can be done outside the classroom." So that the learners can do "a lot of meaningful listening practice." As the provider of listening materials, teachers can use extensive listening in their teaching to help students acquire something meaningful from the practice in pleasurable ways.

Strengthening the acquired materials will be possible with the help of comprehension. Listening comprehension uses intensive listening to do so. Intensive listening concentrates on a specific detail. The goal of listening closely to detail is to learn to listen and interpret precise information accurately to achieve automaticity in meaning construction. The student concentrates on decoding the exact sounds, words, and grammar used by the speaker. The teacher then assesses the accuracy of the student's performance (Gu & Ara, 2018).

Overall, in teaching listening, it is essential to apply extensive listening as an acquisition in learning by doing an activity that is enjoyable and understandable. With the acquired material, teachers/lecturers can use intensive listening to teach the material in-depth with specific details to reach a successful teaching listening activity.

2.2 Teaching Listening Activities

The most known listening models are the bottom-up model, top-down model, and interactive model. The bottom-up model entails "perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive" while the top-down model focuses on the ability of L2 listeners to infer meaning from context clues which make it the opposite of the bottom-up model (Field, 2003; Hedge, 2003 in Wang & Fan, 2015). Interpret the message, it's mostly about using context and prior knowledge. Listeners who utilize a top-down model to comprehension activate a conceptual framework for understanding the message by using their knowledge of the context of the listening event or the topic of a listening text. Listeners can use prior (world or experiential) knowledge, pragmatic knowledge, cultural knowledge about the target language, and discourse knowledge to complete the task (types of texts and how information is organized in these texts).

Although during the listening activity people use either the bottom-up model or top-down model, however, in fact, people mostly use both models simultaneously, because considering the words that are heard is valuable. Second language learners use the bottom-up and top-down models in listening comprehension, according to the interactive model theory. On the one hand, listeners create sentences inductively based on sounds and words, understanding sentences through language grammar. They, on the other hand, employ their previously acquired knowledge to assist them in comprehending sound information (Wang in Wang & Hu, 2018). As a result, they both help each other to gain a better grasp of the information.

2.3 Teaching listening Obstacles

In the EFL context, listening is the weakest skill for students to encounter with their different kinds of listening problems. Listening itself is the most undervalued skill. For a long time, EFL listening skills were overlooked in favor of the assumption that listening is learned spontaneously and once and for all. Due to its undervaluation, listening difficulties occur many times. Teachers that teach listening may find difficulties as well as their students. Even students who are proficient in speaking and reading may have difficulty listening when confronted with a recording of a short discussion (Huei-Chun, 1998; Ghaderpanahi, 2012 in Ulum, Ö, 2015). Walker (2014) further claims that, even though learners nowadays have instant access to a wealth of listening materials, they nevertheless find it challenging to improve their listening abilities.

There are two common difficulties faced by students, namely lower-level problems and higher-level problems according to Goh in Renandya & Hu (2018). Lower-level problems are linked to inefficient processing of spoken text language features (e.g., sound and sound blending, word boundaries in speech, and complex grammatical structures), whereas higher-level problems are linked to a failure to make relevant connections within and between utterances to comprehend the text's intended message.

3. Methods

A qualitative approach was used in this research where the text database is typically gathered into groups of sentences rather than using statistics. A Case Study design is implemented to describe how the lecturers of the English Department implement activities in

teaching listening during the Covid-19 pandemics by purposively selecting the individuals and sites to study the central phenomenon following specific criteria. In this research, the researcher was the primary research instrument where she collected the data so that she can be responsive and adaptive to the participants and research setting, and interpret the secondary research instruments; the interview and documents (Crocker: 2009).

In collecting the data, the semi-structured interview was used by the researcher as it is one in which the interviewer has a clear idea of the topics that need to be covered but is willing to let the conversation go in unexpected routes if they lead to crucial new areas. The documents for this research were collected from the research subjects. The documents were in the form of learning modules, lesson planning, and learning materials in audio or video formats and any links of URLs provided during the teaching and learning process of Listening Courses.

In this research, the researcher adopted an analysis consisting of three concurrent flows activity explained by Miles & Huberman (1994:10-12). They viewed that in qualitative studies, data collection and analysis occur simultaneously and continuously. Starting from the data collection, the analysis goes to the three concurrent flows activity, namely: Data reduction, Data display, and Conclusion: drawing/verifying. Based on the cyclical process, in the reduction process, the researcher selected the important or related data from the results of the interview to be coded based on the research themes. Then the researcher displayed the data in form of a table that can help the researcher to do the conclusion drawing and verification.

4. Result

Both research subjects, Darrel and Shelda (pseudonym) implement the three sequences in their teaching listening activity. The three sequences are pre-listening, while/whilst-listening, and post-listening. Their teaching that was previously face-to-face has changed into online learning, which resulted in them using different teaching modes. Darrel uses Synchronous and Asynchronous modes of teaching as well as Shelda. However, the difference is that Darrel uses the Asynchronous mode of teaching most of the time while Shelda rarely does Asynchronous learning. She prefers to provide the material through video conferences with some applications on the spot. Model, process, and strategies are the main focus of their teaching listening activities. By using the background knowledge of the students as the model, it was understood that the top-down model is what Darrel goes with for his teaching listening. As for Shelda, she applies bottom-up and top-down models, making it similar in using the students' background knowledge but with an addition of focusing on learning about certain sounds and pronunciation. Both of them engage in two types of listening processes: intensive listening and extensive listening. Extensive listening is used by Darrel to present the themes in his teaching. On the other hand, Extensive listening and Intensive listening are both used by Shelda in her teaching. The two research subjects have their themes at every meeting. The strategies used by the research subjects are somehow distinct. Metacognitive strategy through reflection and a cognitive strategy in learning is what Darrel does. Shelda, however, in her listening activity, uses solely a cognitive strategy.

4.1 The Implementation of the Teaching of Listening during the Covid-19 pandemics

Darrel and Shelda's ways of implementing their teaching listening activities may differ and also be similar in some aspects. Darrel stated about the changes of teaching listening activity, he said, "*materi yang biasa disampaikan itu tatap muka, kemudian diubah polanya menjadi tatap maya, jadi harus menggunakan conference, atau juga harus memikirkan cara lain bagaimana materinya itu harus tersampaikan sebelum kegiatan berlangsung*" (L1, Pr-Ls, L233-241). Teaching listening activities before the pandemics used to go smoothly with

the three known sequences (pre, whilst/while, and post-listening), nevertheless, there have been no changes for the online teaching and learning activity because the three sequences continued to be done during the pandemics. Moreover, his online teaching and learning apply the asynchronous mode due to the job outside of his teaching. When this happened, for his pre-listening sequence, he prepared the books as the material, depending on which level it belongs to before recording it: "*yang saya siapkan itu pertama harus mencari buku dengan tema tertentu. Jadi dengan tema tertentu, sesuai level dari ini disiapkan. […] saya nyiapkan itu untuk kemudian direkam. Saya buat rekaman sendiri, saya memberikan penjelasan, nah kemudian rekaman itulah yang diberikan kepada mahasiswa. Jadi, saya harus menyiapkan video.*" (L1, L160-173, AML).

In the video he made, there is a while-listening sequence where he asked the students if they know any of the information about the materials given. As explained by him: "*Saat di pre-listening, saya meminta mereka untuk menggali, "ada gak pengetahuan tentang ini?" gitu. "tau gak kosakata ini?" "coba di kosakata ini dalam Bahasa Indonesia itu apa?"*" (L1, L415-420, T-DM) not only this shows the while-listening sequence of the teaching listening activity, his way of asking his students can be concluded as a Top-down model of listening because the questions are related to their background knowledge or prior information and not depending on sounds or particular words. He also said in the interview: "*Yang saya selalu cari itu adalah materi-materi listening yang bisa mengaitkan latar belakang pengetahuan mereka. Artinya, saat mendengar, lebih banyak mereka "oh, ini pemaknaannya apa?" gitu. jadi, saya memang agak tidak terlalu memperhatikan misalnya cara pengucapan yang benar.*" (L1, L317-325, T-D,.ELA).

In the process of while-listening, he mentioned that he uses extensive listening and then stresses that: "[…] *dia (materinya) dipatok pada tema-tema tertentu.*" (L1, L307-309, ELA) He uses extensive listening that includes videos and discussion according to the theme which makes it interesting, this is during his while-listening sequence. The discussions are usually in the Facebook group for each class, as mentioned: "*didalam while listening itulah baru saya putarkan tapenya yang juga sudah saya rekam didalam video. Nah, nanti setelah itu mereka aktifitas, mereka bisa komen di facebook group discussionnya. Jadi, disana, komunikasi.*" (L1, L251-257, W-LS). This process is informative and very useful in improving students' competence. In addition, the strategies he uses are metacognitive and cognitive strategy. He explains: "*Nah, kegiatan dari pre-nya saya minta mereka "apasih yang kaitannya dengan hutan?" atau seperti itu.*" (L1, L341-352, CLS).

This question digs into students' new information to previously acquired concepts or skills so the material is learned by mental manipulation (as in making mental images or relating), making it a cognitive strategy. After finding out about metacognitive strategy that has a purpose of "monitoring comprehension and production, and evaluating how well one has achieved a learning objective" makes him apply this strategy as well; in a form of reflection. "*Jadi mereka me-relfect apa yang mereka lakukan, waktu itu kenapa jawabannya itu.*" (L1, L47-472, MLS). He adds, "*biasanya ditengah itu saya juga berikan semacam reflection, jadi mereka mereflect bagaimana metode pembelajaran yang saya berikan, kemudian juga saya tanyakan, waktu tema misalnya, "baby born," "apa yang ada di dalam situ? Apa isi yang ada didalam situ?""*" (L1, L593-600, MLS).

Darrel's teaching listening activity is closed with the last sequence which is the post-listening. His post-listening sequence includes 'a lot of listening'. It was explained by him: "*untuk post listening, saya biasanya di akhir saya selalu tulis "silahkan cari link yang serupa dengan tema ini kemudian di post di facebook group discussion", atau di loom, atau satu lagi, di nearpod. Nah biasanya begitu.*" (L1, L257-263, Po-LS) the links of videos collected in the facebook group are aimed to be helpful for students to do a lot of listening, as he stated: "*jadi ada 30 link yang siap didengarkan oleh mahasiswa, dan berarti mereka*

akan mendengarkan secara mandiri, link yang banyak itu. Jadi banyak yang bisa dilakukan di sana." (L1, L284-289 Po-LS). However, every post-listening sequence are different based on the level of the classes he teaches. He stressed in regards to this, "*aktifitas postnya itu pastinya kalau level-level misalnya kayak elementary atau intensive gitu ya, listening kemudian pre-intermediate, intermediate itu biasanya link. Tapi kalo advance, misalnya kalau TOEFL, kegiatannya saya minta mereka untuk memotong video, memotong film, mencari sesuai dengan tema yang ada.*" (L1, 446-455, Po-LS).

Shelda's way of implementing her teaching is quite like Darrel in which it has the three learning sequences, theme and material depending on the level. Her mode of teaching is asynchronous and synchronous mode, but she manages to do synchronous most of the time. As reported by her, she finds many applications that are considered "listening-friendly" to help the students to learn listening: "*setelah saya ngeliat beberapa video. Saya bisa pakai semua aplikasi yang ramah untuk listening. Yang ramah maksudnya adalah dia provide audio and also video.*" She informed the researcher a few of applications that she uses for her synchronous learning as well: "*..Jadi banyak sekali. Misalnya seperti wakelet itu kan kita bisa input audio disitu […] MP3 bisa, diupload, nearpod bisa, padlet bisa. For synchronousnya, saya pakai itu. Tapi kalau untuk asynchronous, I have several app also.*" (L2, L279-297, SML). She then mentioned her introduction and warm up session for her pre-listening sequence, saying, "*Saya jelasin dulu sebentar. Warm up dulu, preparation dulu. This is we are going.. to do. Pakai ini ini ini seperti itu, kan. Nah, tapi it going to separate, according to the level.*" (L2, L382-387, Pr-LS) furthermore, in her pre-listening sequence, she asks her students to predict what they are going to learn for the learning activity: "*Saya drop dua gambar kah. Atau misalnya dua video, coba cari persamaan dari dua video ini. Dengan topiknya itu, temanya hari ini tu misalnya ada lagi satu video..*" (L2, L515-537, T-DM).

The questioning here is a top-down model that digs into one's background knowledge, as well as cognitive strategy in. After the warming up and prediction session, she moves to the next sequence of while-listening, where she would give a chance to her students to collect their prior knowledge on how to deliver the theme for the questioning session. In the questioning session, she starts playing the audio, finish the audio and then repeat it before questioning the students: "*di questioning nya, questioning part itu baru saya stel audionya. Tapi perlahan. Saya stel dulu, habiskan. Misalnya dia ada 1 menit 2 detik. Atau misalnya ada 2 menit 4 detik..*" (L2, L828-834, W-LS) "*setelah itu saya akan ulangin lagi audionya..* (L2, L836-837, W-LS) "*Jadi saya Tanya sama mahasiswanya, dari.. dari percakapan Tanya jawab yang pertama.*" (L2, L842-844, W-LS) "*Tau ngga ini meaningnya apa?*" Jadi pertama comprehend dulu.*" (L2, L846-847, W-LS). Asking the students about the meaning in the questioning, making it as a bottom-up model.

Her process of teaching and learning contains intensive and extensive listening. She said: "*Jadi kalau misalnya intensive itu kan ada topik-topiknya tuh..Goal nya tu misalnya hari ini; they know how to pronounce "Schwa" atau misalnya they know how to pronounce..*" (L2, L446-462, ILA) this goal of pronouncing a certain word, is a form of strengthening a comprehension. It connects to intensive listening. Meanwhile, extensive listening she implements to her teaching is by giving the students videos or pictures that are associated to the topic: "*kalau misalnya topiknya ini saya pasti akan ambil beberapa gambar kah atau beberapa video yang related to the topic.*" (L2, L407-410, EL). The post-listening sequence she does, she did a discussion with her students with an addition she called "closing part" that involves summarizing. This summarizing activity is meant for her students to do: "*Pasti ada closing part. Itu baru ada baru itu summarizing. Jadi summarizing, itu maybe I will choose. May be two or three of them (students) to summarize.*" (L2, L866-872, Po-LS).

4.2 Obstacles in Implementing the Activities in Teaching Listening During The Covid-19 Pandemics

Darrel finds difficulty in the teaching listening activity, saying, "*Untuk evaluasi sangat terasa, evaluasi sangat terasa.*" (L1, L623-626, TLP) and stated, "*selain permasalahan penugasan yang akhirnya jadi.. apa namanya, bagian dari evaluasi tadi.. Permasalahan pengajaran ini juga jika saya melakukan zoom, gitu.*" (L1, L632-639, TLP). He admits the evaluation is challenging because of the learning asynchronous mode that he does. He begins the material with a printed book, then continuing to making mid-test and post-test, and he also adds more scoring by daily tasks such as submitting links to the Facebook group; these activities give flexibility to students in doing their tasks.

However, the weakness of asynchronous learning that he mentioned is he can't monitor the students and give feedback on the spot. "*Iya, ini memang paling sulit ini evaluasi. Sampai sekarang juga agak sulit buat saya. Saya cuma bisa mengatakan bahwa; dengan penugasan-penugasan itu, itu bagian dari evaluasi, gitu. Tapi apakah evaluasi itu sudah efektif atau belum? Itu bagi saya itu belum, masih, masih menjadi misteri.*" (L1, L644-647, LPPo-L). That is why he gives the students a reflection paper to do about his teaching which is convenient for him to use and he said students like more activities with extensive listening and asynchronous mode: "*Walaupun nanti di di, apa Namanya, refleksinya.. rata-rata memang mahasiswa juga menyukai aja kegiatan yang seperti ini.*" (L1, L672-675, TLP) Those reflection papers are used as a material for evaluation and to improve his future teaching listening activity.

Shelda faced a problem in her pre-listening activity where in that sequence, she encountered some students who could not keep up with the listening task given on time. She informed most problems she faced came is technical. "*Selama pandemi, kita tau ngga semua orang misalnya punya koneksi yang stabil. Itu, itu pasti sangat susah. […] jadi kalau sudah seperti itu, itu technical.*" (L2, L1082-1102, TLP). She gives the chances to the late students in her class by doing a follow-up task and explained, "*terpaksa, si yang ketinggalan ini, terpaksa dia harus mengulang.*" (L2, L1122-1226, TLP) then she said it is flexible for the student to decide when they want to do their follow up task: "*Kalau kamu ya, udah, kamu sendirian misalnya.. terserah kamu mau sore kah, malam kah, bisa.*" (L2, L1128-1132, TLP and LPW-L).

5. Discussion

The result of the finding from this research is that the activity of teaching listening has changed due to the pandemic situation, the mode of teaching is online via conference with two modes: synchronous and asynchronous. In a teaching listening activity, there need to be three sequences to be applied: pre-listening, while-listening, and post-listening. The researcher has concluded that both research subjects apply their learning sequences in teaching during the covid-19 pandemic. Furthermore, they differ in their models, processes, and strategies.

Darrel employs a top-down model, extensive listening as the process, metacognitive, and cognitive strategies, whereas Shelda employs a bottom-up and top-down model, intensive and extensive listening as the process, and cognitive strategies. Both are applying their pre-listening with a warm-up that includes questions regarding the theme of the material to start a discussion. Anything can be a warm-up for pre-listening, every teacher or lecturer can start a short discussion with the students about what they think about the topic before listening to the text (activating world and personal knowledge) (Miller, 2003). It is a type of warm-up that prepares students to "tune in" to the purpose of the listening passage (Dahlan, 2015).

They aim for their students to concentrate and pay attention to a component of material in a theme, Darrel is using the Facebook group discussion and videos for his while listening, and

Shelda with her applications. This sequence includes the goal of concentrating students' attention on specific components of the material where they must complete worksheets while listening to the passage (Renandya, 2011).

Based on the interview results, Darrel goes with the Top-down model, a model that is associated with students' prior information. Shelda uses the bottom-up model and the top-down model. The models that the researcher understood after interviewing research subjects then were compared to previous studies from previous researchers. Top-down models emphasize the use of prior knowledge rather than relying on individual sounds and words when processing a text (Flowerdew, Miller, 2005). The bottom-up model is the first developed model, which is used by listeners to gain comprehension by beginning with the smallest units of the acoustic message: individual sounds, or phonemes. It is understood that Darrel focuses on prior knowledge for the model, as opposed to Shelda, which focuses on word phonemes concerning prior knowledge as well. In teaching listening, these models are impossible to not be used. (Nunan, 1999 in Kim, 2004).

Darrel uses extensive listening for his teaching listening process, the students log in to the Facebook group after a discussion to continue their learning flexibly and collect the links they consider related to the theme of the learning. Shelda uses intensive listening to get the goal of pronouncing words and extensive listening to gain the students' interest, those are considered necessary for her to be applied in her teaching. Extensive Listening is typically used based on the materials that students want to listen to base on their interests and the level of difficulty of the listening materials (Krashen in Onoda, 2011). Additionally, intensive listening, as the name implies, focuses on specific items of language, sound, or factual detail within an already established meaning framework (McDonough and Shaw in Kim, 2004).

Strategies are used by research subjects; one of the purposes of the metacognitive strategy is to monitor one's comprehension and assess them, that is why Darrel does a metacognitive reflection in his teaching activity to assess his students. Conversely, Shelda which makes students interact with the material and manipulate it by relating new information to previous skills or concepts results in cognitive strategy. The metacognitive strategy includes executive processes such as planning for learning, monitoring comprehension and production, and assessing how well a learning objective was met, while cognitive strategy is when the learner interacts with the material to be learned by manipulating it mentally (as in creating mental images or relating new information to previously acquired concepts or skills) or physically (as in grouping items to be learned in meaningful categories or taking notes on or making summaries of important information to be remembered) (O'Malley and Chamot in Khezrlou, 2012: 52).

Covid-19 is the main reason for the changes in learning mode, so the lecturers go with two different teaching modes: Darrel with asynchronous learning and Shelda with synchronous learning. The activity in these teaching modes brought problems that needed to be solved, however, the solutions for both problems be different. The most commonly known problem during teaching and learning online is technical such as connection, wifi problems, or mobile data. Therefore, it is the reason why Darrel uses asynchronous learning that has extensive listening in it with the form of themes because of the learning time flexibility. On the other hand, Shelda sets to her synchronous learning mode, and when connection problems happened, she gives extra time to the students to finish their tasks after the class has ended. This challenge is not only faced by the lecturers but students as well. There were 88,46% of students always found difficulties in listening in one of the other university settings. Students were difficult to access the link to the material with a percentage of 50% because they do not have high-speed access to the internet in their area, making it a common problem for listening teaching, and learning during covid-19 pandemics (Puluhulawa, Mariana, & Husain, 2021).

Although the extensive listening process with the asynchronous learning mode that is used by Darrel is known to be flexible, there happened to be a problem in the evaluation. Though, he makes an effort to help the evaluation with reflection papers. Despite its evaluation problems, this reflection paper activity is received well by the students, Furthermore, the asynchronous learning avoids the possibility of students facing connection problems on video conference. There was also a researcher who suggested a way to solve listening problems by doing WhatsApp logs in an asynchronous mode where students have extra time to learn and practice independently at home (Susilowati, 2020). Different from Shelda who uses synchronous mode learning, her evaluation is helped by an automatic scoring application, but in her teaching listening activity, due to the technical issues from the internet, the possibility of her students missing her class is frequent. So, to solve this problem, she allows her students to do the task after the online learning activity at a time that they can choose. Meanwhile, in a certain junior high school, the teacher often used Google Meet which is synchronous, and Google Classroom which is asynchronous for the teaching and learning activity. These methods are claimed to be useful since they are the media that connects the students to the teacher to interact, with no problems mentioned. (Safira, Hadi, & Zaitun, 2021)

6. Conclusion

During the covid-19 pandemics in online learning with synchronous and asynchronous modes, the three sequences of teaching listening activities known as pre-listening, while-listening, and post-listening can still be implemented with models, processes, and strategies. The top-down and bottom-up models, extensive and intensive listening process, and metacognitive and cognitive strategies are required to do the teaching listening process. Both research subjects have similar obstacles like internet connection and mobile data which leads to the preference for the synchronous and asynchronous mode in teaching. However, one of the research subjects mentioned that the evaluation for listening is the biggest problem in teaching Listening while the other research subject faced a challenge whilst listening when the student fails to keep up with the materials on time.

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