Utilization of Digital Technology in Learning Listening Skills During the Covid-19 Pandemic

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Abstract. This research is entitled Utilization of Digital Technology in Learning Listening Skills During the Covid-19 Pandemic. This study aims to provide an alternative learning evaluation for the Listening Skills course during the Covid-19 Pandemic. The evaluation was carried out by using the application Google Form. The method used in this research is Research & Development (R&D), which involves stages; preliminary study, design, and development. After these stages were carried out, it was found that listening evaluation activities using the application were effectively carried out by Google Form, especially during the Covid-19 Pandemic which limited face-to-face learning. Evaluation of listening skills with this method has also proven effective because it saves time for preparation and implementation activities, saves stationary, is not limited by space and time, and can increase students' enthusiasm for learning in participating in the learning process in the Listening Skills course. For this activity to run effectively, the support of learning facilities such as the internet network is needed so that the series of activities can run smoothly.

Keywords: Evaluation · Listening Skills · Digital Technology

1 Introduction

The government has formulated the Indonesian education system as outlined in the Law of the Republic of Indonesia number 20 of 2003. Article 1 paragraph 2 explains that the Indonesian education system is rooted in religious values, and national culture, and is responsive to the demands of the times and under the development of science and technology. Technology is one of the components that we cannot let go of in the learning process so that learning objectives can be achieved optimally. Until now, there have been many research results that state that technology is an important component that determines the effectiveness of the learning process. The progress of information technology is so rapid, that it is a necessity that teachers/lecturers must master technology and then use it as a supporting medium in learning activities.

The urgency of using technology in learning has been proven by one of the results of a teacher's research at the Chennai Department of Pedagogical Sciences. "Technology has revolutionized the field of education. The importance of technology in schools cannot be ignored. In fact, with the onset of computers in education, it has become easier

for teachers to impart knowledge and for students to acquire it. The use of technology has made the process of teaching and learning all the more enjoyable [1]. Raja & Nagasubramani stated that technology is a gift and a big revolution in the world of education, technology can create an effective and fun learning system so that learning objectives can be achieved optimally.

The same thing was also conveyed by Mutmainnah et al. who stated that the use of technology in learning provides a new method in the field of teaching and learning because it can minimize differences in teaching methods and materials, thus providing a more consistent standard of learning quality. In addition, research stating that technology in learning is very important is also stated by Chou & Zou and Hew et al. [3, 4].

The importance of technology in learning is also felt during the Covid-19 pandemic. The Covid-19 pandemic that hit the world in 2019 has changed everything, various sectors are directly affected by the Covid-19 pandemic such as the economic, industrial, service, and education sectors. The education system that has been believed to be effective and has been implemented so far has undergone a sudden significant change. The face-to-face learning that we often encounter suddenly turns to online learning as one of the steps to breaking the chain of transmission of the Covid-19 virus. Most of the parents, students, and education practitioners were initially shocked by these changes, this also gives a real picture of the shortcomings of the education system which has so far been very minimal use of technology. The current conditions also make us all aware that so far training on the use of technology in learning is very much needed to deal with the turbulence of changes in the world education system.

Aspects of education that have experienced the impact were stated by Tarkar "Impact of COVID-19 on the education system, Impact of COVID-19 on Schools, Impact of COVID-19 on Higher Education, Impacts of COVID-19 on online classes on Parents, Assessments" [5].

Conditions that require every human being not to make physical contact cause learning systems to e-learning be the right solution. Hartanto and Purbo explain that the term "e" or an abbreviation of electronics in an e-learning-the term used as a term for all technologies used to support teaching efforts through internet electronic technology [6]. According to Jacob, e-learning is distance learning that utilizes internet technology [7, 8]. This learning system is also used in learning language skills.

Language skills consist of four aspects, namely listening, speaking, reading, and writing skills. One of the language skills that is most often applied by everyone is listening skills. Listening is an attempt to receive information in communication. One of the initial studies that referred to the importance of listening was delivered by Manjola and Mitfatkh in 2015 who stated that most of the time the use of language was focused on listening activities [9, 10]. Effective listening according to Jalongo is when someone in the communication process can receive messages accurately and interpret them appropriately [11].

One of the earliest studies that referred to the importance of listening was delivered by Paul T. Rankin in 1926 who stated that 42% of the time in language use was focused on listening activities. In 1950, Miriam E. Wilt reported that the minimum amount of time students spend listening is 1.5 h [12]. Listening is one of the most frequently practiced language skills, also stated by [13].

The importance of learning to listen has not been directly proportional to the level of one's listening skills. There are still many research results that describe the low level of students' listening skills, for example, research from Arono with an average score of 6.1, Sarcaya with an average score of 6.99, and Nurhayati with an average value is 5.4 [14–16]. Research conducted by Doludea & Nuraeni also shows that students' listening skills are still in the undeveloped category [17]. Research conducted by Miftakh & Samsi also shows that listening skills are still low, from the results of the study there were only 6 students who obtained scores that reached the graduation criteria [10].

Although schools have long demanded that students be able to listen extensively, teaching how to listen is still forgotten and neglected because it is considered a natural skill that everyone has. Referring to the importance of this skill, Listening Skills are one of the compulsory subjects contained in the Indonesian Language Education Study Program at FKIP University of Bengkulu.

University of Bengkulu FKIP students are students who are prepared to become professional teacher candidates in the field of Indonesian. Listening Skills are one of the compulsory subjects for Indonesian Language Education Study Program students taken in the first semester to prepare students to be skilled in listening. Including so that they can teach students to be able to improve skills in listening activities.

Listening is a skill so to improve it, it is not only necessary to have a theory of Listening Skills, but must also be supported by a consistent training process. In listening skills, students should be given maximum practice listening practice. One way to do this is by providing listening practice exercises before starting the Listening Skills course. After that, students are given theories related to aspects to improve Listening Skills. One of the parameters that can be used to measure a person's listening skills is the Indonesian Language Proficiency Test (UKBI).

The Indonesian Language Proficiency Test (UKBI) is a proficiency test to measure a person's language proficiency in communicating using the Indonesian language. UKBI is used by both Indonesian and foreign speakers. UKBI includes five sessions, namely Session I (Listening), Session II (Responding to Rules), Session III (Reading), Session IV (Writing), and Session V (Speaking). UKBI was developed by the Language Center of the Ministry of National Education in 1997, as a recommendation of the III Indonesian Language Congress, and was inaugurated by the Minister of National Education, Dr. Bambang Sudibyo in 2006 [18]. Measurement of Listening Skills in UKBI consists of eight sessions, namely four monologue listening sessions and four dialogue listening sessions. To train someone to get maximum results in UKBI, there are currently several training packages that have been developed by the Language Agency.

To increase the effectiveness of listening learning during the Covid-19 pandemic, one way that can be done is to maximize the use of digital technology that is currently available. The technology in question is the use of the facility Google Form available on the menu Google current. Google Form is an application in the form of form templates or worksheets that can be used independently or together to obtain user information. This template itself is very easy to understand and use. Currently, Google Forms can not only be used to obtain communication information but can also be used to organize exercises in learning. The results of the preparation of the exercises that have been made can be

shared with students by providing a link that can be distributed to the group Whatsapp that was created previously for the course.

After getting the link for the Listening Skills course, each student can immediately work on the questions that have been given through the link. The results of student work do not need to be corrected manually as is often done so far because through the application the Google Form results of student work can be corrected automatically by the system so that lecturers can immediately obtain data on student training results after the training activities are completed. This is certainly very helpful in the learning process of Listening Skills so that the available time can also be utilized optimally.

The plan to develop the use of Google Forms in this Listening Skills course is also supported by the current condition of most students. Most of the students already use a device that supports the use of the application Google Form, so there are no significant obstacles for them to access the application. Moreover, Google Form is not a special application that must be downloaded with certain memory requirements. Students simply click on the link to connect with the application.

This research on the use of Google Forms has been conducted by Slamet [19]. However, the research conducted so far has focused more on the use of Google Forms to obtain information about the satisfaction assessment of a service. From the search results of previous research, it is known that research on listening skills has also been carried out. For example, in a study conducted by Fransiska entitled Improving the Ability to Listen to Story Content by Using Recorded Audio Storytelling Media in Class V SDN 3 Panarung Palangka Raya, the results showed that: learning management, learning process, and listening learning outcomes for Class V SDN Panarung-3 Palangka Raya after using Recorded Storytelling media showed a significant improvement [20].

Research on learning listening skills has been carried out, including Manjola Likaj, Miftakh & Samsi, Jalongo Cross, Daeng, et al., Doludea & Nuraeni, Hijriyah, Nation & Newton, Scharfstein & Gaurf, and Witko [9–11], 13, 17, 18, 21–25]. In general, the research results show that technology is an important thing that affects the learning process of listening skills. Listening research has also been conducted by Hamid under the title Listening Learning Strategy which produces many references about listening learning strategies [26].

Based on the results of online searches that have been carried out by researchers, it is known that so far there has been no research on the development of evaluation instruments in listening learning using the application Google Form. Therefore, this research is different from previous studies so this research must be carried out immediately so that the existing listening skills learning can be more effective, especially in the Covid-19 pandemic situation that we are currently experiencing.

1.1 Listening Skill

Listening skills are a form of receptive language skills. Listening skills were only recognized as a major component in language learning in 1970 which was marked by the emergence of the theory of Total Physical Response (TPS) from James Asher, The Natural Approach, and Silent Period. These three theories state that listening skills are psychomotor processes to receive sound waves through the ear and send these impulses to the brain. This process is the beginning of an interactive process in which the brain

reacts to impulses to transmit several different cognitive and affective mechanisms. Listening skill is one of the main language skills. According to some opinions, listening is a language processor that is interpreted by the mind. In other words, listening or listening is a type of listening and listening that requires mental awareness efforts [26].

Tarigan states that listening is a process of listening to verbal symbols with full attention, understanding, and understanding. Appreciation, and interpretation to obtain information, capture the content or message, and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language [12]. Anderson in (D. Tarigan, 1994) states that listening is a major process of listening, recognizing, and interpreting oral symbols. However, listening according to Akhadiat in Sutari is a process that includes listening to the sounds of language, identifying, interpreting, and reacting to the meanings contained in it [27]. Listening can also mean listening with understanding and attention and appreciation of Russell & Russel; Anderson in D. Tarigan [28].

In this study, the researcher will use an evaluation of listening skills taken from the UKBI book developed by Solihah et al. [29].

1.2 Google Form

Google Form is an application in the form of form templates or worksheets that can be used independently or together to obtain user information. This app works with initial storage Google Drive alongside other apps like Google Sheets, Google Docs, and other add-ons. This template is very easy to understand and use, and is available in many different languages. The requirement to use it is only to have an account Google for the processor or form maker. In making questionnaires, data processing will use a lot of applications Google Form and Google Sheet later.

Google Form is one of the products from Google's product category google docs, which was originally a feature of Google Sheets in 2008. In 2016 Google Forms became a standalone application after Google made improvements and added more features. Google Forms is a web-based application that provides services for creating input forms for various purposes such as making surveys, guest books, and data collection. This application can be used freely with a relatively simple utilization procedure.

2 Method

The method used in this research is Research & Development (R&D). The R&D method is defined as a research method that intentionally, systematically, aims to find, formulate, improve, develop, produce, and test the effectiveness of products, models, methods/strategies/methods, services, certain procedures that are superior, new, effective, efficient, productive and meaningful [30]. In this study, researchers will carry out several activities including preliminary studies, development, testing, and product evaluation. The developed instrument had also been assessed by expert lecturers in the listening skills course who stated that the product was worthy of a trial. The product trial was carried out on students of the Indonesian Language Education Study Program FKIP University of Bengkulu who were taking listening skills courses.

3   Finding and Discussion

The results showed that the evaluation of listening skills using the application Google Form greatly helped the smooth learning process in the listening skills course. The research implementation stage is carried out through the following stages:

3.1   Preliminary Study

At this stage, the researcher collects various UKBI evaluation questions developed by the Language Agency office. The researcher determines the reference that will be used for the UKBI evaluation in the aspect of listening skills. Based on the discrepancy between data availability and the practicality of the listening skills evaluation package, the researcher chose the UKBI evaluation compiled by Atikah Solihah et al. as a reference. The researcher chose 25 questions that would be applied to the evaluation of listening skills using Google Form. Each question has an assessment weight of 4 points so that if students can answer all questions, they will get a maximum score of 100 points.

3.2   Stage of Development

After determining the 25 questions that will be applied to the evaluation of listening skills using Google Forms, the researcher manages these 25 questions so that they can be accessed online by students. So that the work of making online questions can run well and no steps are missed, then before making online questions using Google Forms, the researchers first carried out the preparation stage. The most important preparatory activity is to email Google to access Google services and set up groups on Whatsapp to facilitate coordination with students (Fig. 1).

For those who already have an account, Gmail this preparation stage can be skipped and can proceed to the next preparation stage. By modifying the basic functions of Google Form into an online question maker and assessment application, we can create online questions with various types of questions, such as multiple-choice questions, short answer questions, open answer questions, and assignment questions. To create online questions with any type of question, the starting process is the same, the difference is in the process of making questions based on the type of question. In this activity, the
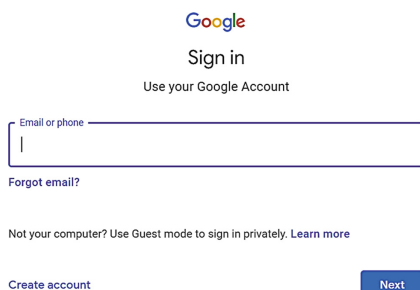

Fig. 1. Initial display when logging in to *Gmail* account
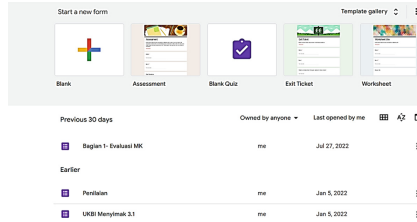
Fig. 2. Initial display Google Form

researcher designed questions whose answers were in the form of multiple choice. Here are the steps to start Google Forms:

1. Run the browser.
2. Click the button Go To Google Drive, please fill in your google account username, then click the button next.

In the next step, please fill in the password of your Google account, then click the button in the right corner, select Google Form, and the following screen will appear (Fig. 2).

Considering the research that will be conducted on the listening skills course, before we make evaluation questions we must save the dialogue of the reading material on google drive. This is so that we have access to dialogue links to share with students as a basis for doing evaluations. At this stage the researcher has prepared 4 types of dialogues and monologues that can be accessed at the following link:

a. https://drive.goo
   gle.com/open?id=1GtLfPT29EOOprXI6_so-Rs3c1U4jPqYD To answer questions number 1 to 5
b. https://drive.google.
   com/open?id=1aBSJD_BYihjSZF7euIPgfJBsowofoLO8 To answer questions 6 to 10
c. https://drive.google.
   com/open?id=1pbcfmtNdC9t_a3Vv2Y_nz3o4ZOzKYa47 To answer questions 11 to 15
d. https://ope
   ndrive.google.com/?id=1FB9CBXYx6IqWKhO5F8Nxz5COfGgpE4k4 To answer questions number 16 to 20
e. https://drive.google.com/open?id=1w61XEOGehTgzEk4iU9j2geCzsl5h2LT   To answer questions number 21 to 25

After we have a link to access new reading materials, we start creating. To create a new question (form as a question online), click the button New in the upper right corner under the Google logo, then select More -> Google Forms -> and select Blank Form (Fig. 3).
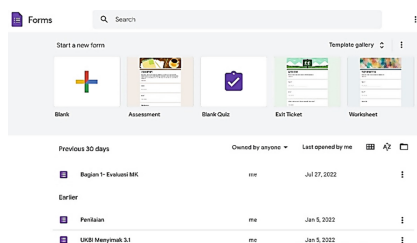
Fig. 3. Starting to create a new evaluation using Google Forms
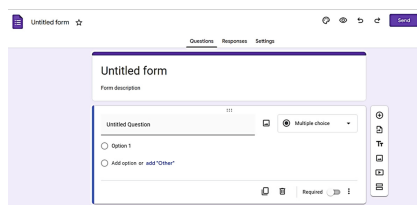

Fig. 4. Initial appearance making a new evaluation using Google Form

After selecting a blank form when creating a form, we have prepared a display from empty to work on. The first session contained the identities of students who took part in the listening evaluation using Google Form, in the next session the researcher entered the 25 questions into 5 evaluation sessions. Each session consists of 5 questions. Each question has an assessment weight of 4 points, so if the research object can answer all the evaluation questions, then they will get a maximum score of 100 points (Fig. 4).

3.3 Product Trial

After the product was developed, the researcher conducted a product test on 39 students of the Indonesian Language Education Study Program FKIP University of Bengkulu in semester 1 of class C who were taking listening skills courses. The instruments that have been prepared for listening evaluation are felt to be very practical to use. Students seemed enthusiastic in carrying out evaluation activities, when doing their evaluations they were not bound by space, they were allowed to choose a place that they considered conducive to doing the evaluation.

In listening evaluation activities using the application Google Form, students are also allowed to do evaluations outside the classroom. At the time of doing the evaluation, they were given 30 min to work on 25 questions in the application google form that had been provided. This is their first experience using the application Google Form in listening learning. The enthusiasm of the evaluation participants increased when they found out that after they finished working, they could immediately find out the achievement of the scores they got from the monitor screen that was available in front of the class.

Lecturers also don't need to bother correcting student work, because Google Form has provided automatic correction facilities. The results of each evaluation participant's answers and the conclusions of learning outcomes can also be seen in great detail.

The following are the results of the evaluation of listening skills obtained, these results are immediately available after the implementation of the evaluation process has been completed by students.

Figure 5 is an automatic data processing by the system Google Form. In the diagram, we can see that the average score obtained by the evaluation participants in the listening activity is 59.8 out of a maximum score of 100 points. We can also see that the lowest score obtained by students in the listening evaluation activity is 20 points while the highest score obtained by students in this listening activity is 80 points. This diagram also presents in detail the scores obtained by students, for example, it is known that 1 student scored 20 points, 5 students scored 68 points, 3 students scored 72 points and no student scored above 80 points.

In addition, we can also see the results of the analysis of answers to each evaluation question, this is illustrated in the diagram of processing the assessment results that have been provided, thus we can also find out information about the form of questions that are considered difficult for students to do. Figure 6 is an example of the results of the analysis of answers in the application Google Form.

In Fig. 6 in detail, we can see that for question no. 1, from 39 evaluation participants 35 students or equivalent to 89, 7% choose the correct answer choice (D) while 3 other people or equivalent to 7.7% choose answer C and 1 person chose answer B while no student chose answer choice A on the question (Fig. 7).

In Fig. 7 in detail, we can see that for question no. 2, 39 of the 39 evaluation participants chose the correct answer choice (A) or equivalent to 100%.

Number 3 in Fig. 8 in detail we can see that for question number 3, from 39 evaluation participants 34 students, or equivalent to 87.2% chose the correct answer choice (B), 5 other people, or equivalent to 12.8% chose answer A while no student chose answer choices C and D on the question.
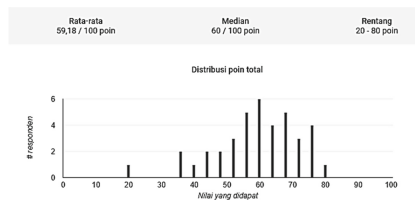

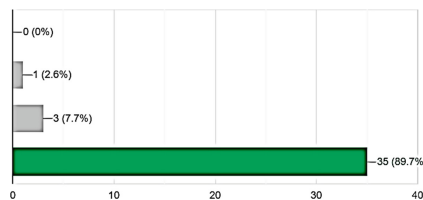**Fig. 5.** Outcome diagram of listening evaluation activities using Google Form

Fig. 6. Results of analysis of answers to the evaluation of question number 1 listening using Google Form
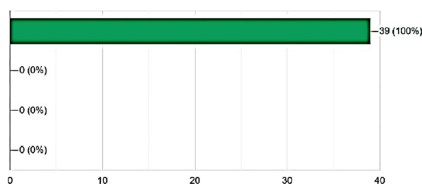
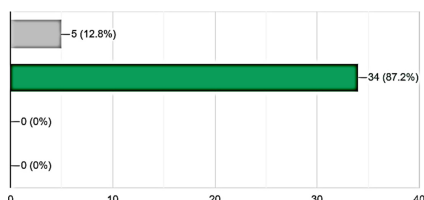**Fig. 7.** Results of analysis of answers to the evaluation of question no. 2 listening to Using Google Form

Fig. 8. Analysis results answer evaluation question no. 3 evaluation of listening Using Google Form
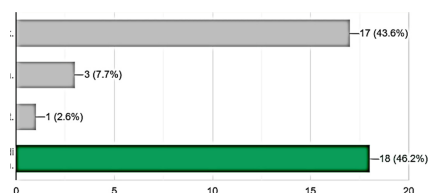

Fig. 9. Analysis results answer evaluation question no. 4 evaluation of listening Using Google Form

Number 4 in Fig. 9 in detail we can see that for question number 4, from 39 evaluation participants 18 students, or equivalent to 46.2% chose the correct answer choice (D) while 17 other people or the equivalent of 43.6% chose the answer A, 3 people chose answer B and 1 person chose answer C.

3.4 Product Evaluation

After testing the product, the researcher also evaluates the product that has been developed by asking students for feedback on listening evaluation activities using the application Google Form. Responses and input from students were also obtained from instruments distributed to participants using the application Google Form. The researcher gave 6 questions with 5 value scales 1, 2, 3, 4, and 5,

5 = Strongly Agree
4 = Agree
3 = Fairly Agree
2 = Disagree
1 = Strongly Disagree

From the instruments that have been distributed the following information is known:

In the evaluation activity, the researcher asked students about the effectiveness of time to access listening evaluation using the application Google Form. Based on the evaluation results on the graph in Fig. 10, it is known that 14 students or equivalent to 36.8% gave a strongly agree to answer, 20 students or equivalent to 36.8% answered agree, 2 people, or equivalent to 5.3% quite agree and only 2 students or equivalent to 5.2% think that the time needed to access listening evaluations using Google Forms is less/ineffective.

The researcher also asked about the effectiveness of the time for the implementation of the listening evaluation using the application Google Form. Based on the evaluation results on the graph in Fig. 11, it is known that 21 students or equivalent to 55.3% gave a strongly agree to answer, 14 students or equivalent to 36.8% answered agree, 1 person or equivalent to 2.6% quite agree and only 2 students or equivalent to 5.3% think that the time required for the implementation of the listening evaluation using Google Forms is less effective.

Researchers also asked their responses about the efficiency of using ATK in the evaluation of listening activities using the application Google Form. Based on the evaluation
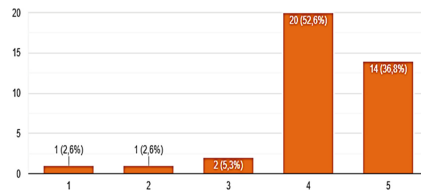

Fig. 10. Evaluation results of time effectiveness accessing listening evaluation using google form
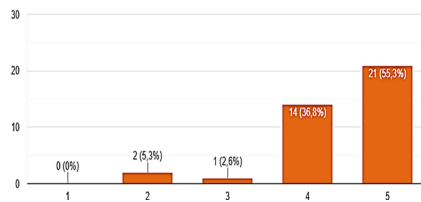

Fig. 11. Results of evaluation of the effectiveness of the time for the implementation of the listening evaluation using Google Form
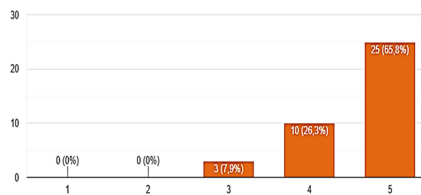

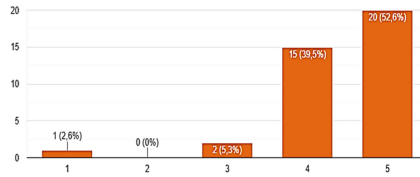**Fig. 12.** Results of evaluation of the effectiveness of using ATK evaluation of listening Using Google Form

Fig. 13. Evaluation results of space usage flexibility evaluation of listening using google form
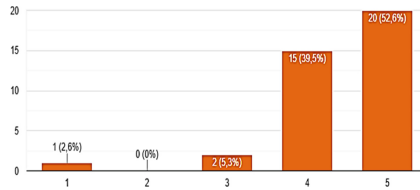

Fig. 14. Evaluation results of time use flexibility evaluation of listening using google form
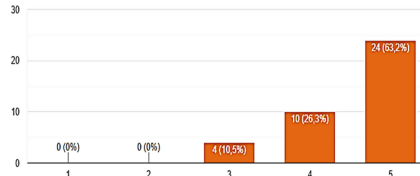

Fig. 15. Evaluation results of enhancing students' learning spirit in the learning process using Google Form

results on the graph in Fig. 12, it is known that 25 students or equivalent to 65.8% gave answers strongly agree, 10 students or equivalent to 26.3% answered agree, 3 students or equivalent to 7.9% answered quite agree and there are no students who think that the listening evaluation activity using this Google Form does not save the use of stationery and is not environmentally friendly.

Researchers also asked about the flexibility of listening activities using Google Forms because they are not bound by certain spaces. Based on the evaluation results on the graph in Fig. 13, it is known that 20 students or equivalent to 52.6% gave answers strongly agree, 15 students or equivalent to 39.5% answered agree, 2 people or equivalent to 5.3% quite agree, and only 1 student or equivalent to 2.6% of the opinion that the implementation of listening evaluation using Google Form is less/inflexible in terms of the place of implementation.

The researcher also asked about the flexibility of listening activities using Google Form because it is not bound by a certain time. Based on the evaluation results on the graph in Fig. 14, it is known that 24 students or equivalent to 63.2% gave answers strongly agree, 10 students or equivalent to 26.3% answered agree, 4 students or equivalent to 10.5% answered quite agree and disagree some students think that the implementation of listening evaluation using Google Form is less/inflexible in terms of implementation time.

Researchers also asked about their enthusiasm for learning in participating in learning and if they could immediately find out information about the value of each evaluation activity. Based on the evaluation results on the graph in Fig. 15, it is known that 24 students or equivalent to 63.2% gave answers strongly agree, 10 students or equivalent to 26.3% answered agree, 4 students or equivalent to 10.5% answered quite agree and disagree some students think that they are not enthusiastic about learning if they know the value they get in each evaluation activity.

The researcher also asks for suggestions for the listening evaluation process using Google Form, along with student responses and suggestions so that listening evaluation activities using Google Form can be even better. From this information, it is known that most students think that learning in this way is very effective, but some students provide input so that the network support facilities available on campus can be improved so that the learning process is even better.

4   Conclusion

From the results of the study, it can be concluded that listening evaluation activities using Google Form can be carried out through the stages of preliminary studies, product development, product trials, and product evaluation. After these stages were carried out, it was found that listening evaluation activities using Google Forms were effectively carried out in the evaluation process for the Listening Skills course for students of the Indonesian Language Education Study Program FKIP UNIB because it saves time for preparation and implementation activities, saves ATK, is not limited by space and time and can increase enthusiasm for learning. Students in following the learning process in the Listening Skills course.

From the implementation of the activities, it is also known that the internet network greatly affects the smoothness of the listening learning process using Google Form. Hopefully, in the future, this listening evaluation activity using Google Form can continue to be developed, besides that it is also hoped that the use of Google Form in this learning process will not only be applied to the Listening Skills course, but also to other courses that require a lot of evaluation so that the process learning can run more effectively. For this hope to be realized, the Study Program is also expected to facilitate lecturers in study programs to be able to learn in-depth about the use of technology in learning activities, one of which is the use of Google Forms. This can be done by providing many evaluation opportunities so that the skills of lecturers to utilize technology in the learning process can continue to increase.

If the lecturers in the Study Program are skilled in applying technology in the learning process, they are also expected to be able to teach their students to be skilled at using technology as their provision to become a teacher. Lecturers can also disseminate their knowledge through various service activities in schools so that teachers in schools are also skilled at applying technology in the learning process. This research can provide a sustainable multiplier effect on improving the quality of the teaching staff as a whole.

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