THE USE OF DIGITAL LEARNING SYSTEM TO ENGAGE UNIVERSITY STUDENTS IN LISTENING PRACTICE: A CASE STUDY FROM EFL CLASS IN INDONESIA

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ABSTRACT

This preliminary research aimed at portraying the impact of Digital Learning System (DLS) implementation on student empowerment. This work used qualitative descriptive case study. First semester English students of a state university in Medan, Indonesia, negotiated to participate in the study. Grounded in dialogic interview, the results suggest that the enactment of DLS gives attractive lesson for the students. The students felt the instruction made them borderless between the students and the lecturers. Overall implementation of DLS enables students to reach minimum standardized criteria in their listening skills. Limitation and further recommendation for next research are also presented.

Keywords: *Digital Learning System, EFL students, listening*

Sari

Penelitian pendahuluan ini memotret implementasi Sistem Pembelajaran Digital (DLS) di sebuah universitas swasta di Medan, Indonesia dalam upaya memberdayakan mahasiswa dalam kegiatan pembelajaran, khusunya di dalam kegiatan menyimak. Satu kelas jurusan bahasa Inggris secara sukarela berpartisipasi dalam kegiatan ini. Dengan menggunakan desain penelitian interview, hasil penelitian menunjukkan bahwa penggunaan *Digital Learning System* berdampak positif pada kegiatan pembelajaran mahasiswa. Mereka merasakan kenyamana belajar bersama dosen mereka meskipun terpisahkan oleh jarak. Mereka berhasil meningkatkan kemampuan menyimak mereka

lebih dari criteria minimal yang diprasyaratkan. Lebih jauh, keterbatasan dan rekomendasi untuk penelitian selanjutnya juga dipresentasikan disini.

This study

Digital Learning System (DLS) is a recent advancement in learning technology which allowing students to learn remotely (Bonfield, Salter, Longmuir, 2020). In this study, I used integrated technology-based subject matter into a software, whether in text, images, or animation / video. Within this Digital Learning System (DLS), I easily provided my instructional material as well as the guide to encourage students in speaking practice. To address university preparation in Industrial Revolution 4.0 age, this kind of learning technology systems worked well in inviting the students to practice listening themselves. Situated in the English environment of well-digital learning environment, the students engaged and involved in listening contests and exchanged their results of their listening practice.

Findings

The interview results show positive impact of DLS on the students' listening skills. First, during their listening practice, they made their own adjustments of listening difficulties. As all media served them choices of levels and listening features, listening practice was attractive, for an example, the students felt motivated to take quizzes and tests again and again. Second, The interview reveals the students were involved in interesting discussion among their friends throughout their classes. They made comparison and shared their listening experiences among others. Often do they discuss using such mobile phone in English learning is fun, too. This is as what Aisyah, Danumihardja & Misdi (2020) discussed that learning through cellphone is able to motivated students to learn better. In this case, I was surprised as my class was getting better and better in terms of learning engagement. Not only about their learning

motivation is now fascinating but also their eagerness to go to their autonomous learning like uploading content, video, and opting the assignments. All make their learning fun and thus, learning motivation throughout digitalization is an interesting issue.

Discussion and conclusion

This research found e-learning environment were satisfying in the era 4.0. After having learning throughout DLS and realizing its impact of the students' learning experiences, the enactment of DLS in lisnening class has shown empowering proof (Browne & Millar, 2019). In addition, as an impact of listening practice and sharing among peers, their speaking skill is also getting improved. Observing six listening tasks and tests suggests me to relay on their standings due relevant materials and fun environments which support eco-learning. Beside listening for comprehension, playing listening games are also interesting discussed here. Games are often attractive for English learners (Chen, Yang, Huang, 2019). Listening games have two roles here: fun games and intensive listening. Since this study relies on interview as its technique in collecting data, effectiveness of the DLS is still becoming a variable to be tested in terms of statistically analysis.

Acknowledgment

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Conflict of Interest

No potential conflict of interest is reported.

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