Upgrading Competencies of Master's Degree Students Through E-Learning in Listening C1 Level CEFR-Bands

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Abstract. E-learning is an online platform that makes learning listening easier. One of the platforms that can be used is a web-based resource based on CEFR. However, only a few research papers regarding the use of CEFR in listening. Thus, this study examines the use of e-learning web-based to upgrade the competence of master's degree students in listening to c1 level CEFR-bands. It aims to determine how far students' competency in listening to C1 level CEFR-bands has improved through e-learning. A survey method is used. The data is obtained from five master's degree student worksheets in the listening session at level c1. The findings showed both negative and positive responses. The negative response is related to the level of difficulty of the questions available on the web. Meanwhile, the data obtained from the total score of the questionnaire, 82.2% of respondents, which is in the very good criteria, responded positively.

Keywords: Competencies of master's degree students, E-learning, Listening c1 level CEFR-bands

1 Introduction

E-learning is a new way to learn in a variety of educational institutions, due to advances in information technology and communication. It is in line with [1], E-learning has grown as a strong medium of learning, particularly when incorporating Internet technologies, as a direct result of the combination of technology and education. [2] mentioned, in English teaching and learning, e-learning offers students with appropriate materials to develop English skills (reading, writing, listening, speaking) and its components (grammar and vocabulary). A review of previous research proved that, learning through the usage of E-learning can help students enhance their English skills, including their listening abilities. [3] showed that, e-learning with Schoology in the listening course's hybrid learning strategy is a valid product that can be used in the lecture process, and that using E-Learning in Schoology with a Hybrid Learning Strategy can improve learning outcomes and listening skills in the listening skills course 2. Moreover, the result of [4] research revealed that the web-based learning approach was shown to be helpful in enhancing their listening skills. These findings might be useful for English teachers who want to take advantage of web-based learning.

This topic should be investigated due to several aspects. Students can use the Internet to enhance their listening skills [5]. He added, the positive results due to the advantages of Internet recourses e.g. learners had opportunities to listen to what they desired to listen to at their language level. In accordance with [6] students significantly engage themselves in order to improve their English, particularly their listening skills, using digital encounters. [7] assured that utilizing e-learning of Duolingo applications can enhance students' listening abilities and can also be used to push students to learn English by creating a teaching plan. E-learning is an online education and training system that uses a computer, browser, and the internet. In accordance with [8] E-learning systems are online learning systems that employ web browsers to provide material. In brief, students' listening skills can be upgraded through e-learning, which can be done through a different platform: website or specifics applications.

Some previous researchers concentrate on using applications like Schoology and Duolingo to improve listening skills through e-learning. Only a couple of them apply web-based listening lessons to develop their listening skills. There are still few who discuss research that discusses CEFR-based listening, especially in Indonesia. Therefore, this research will focus on upgrading C1-level master's degree students' listening skills through e-learning. The e-learning used is a website-based that already provides CEFR standards. It because subject-related material is commonly delivered through e-learning websites [8]. The materials and listening features on the website are very complete so this will make it easier for students to practice listening. Furthermore, CEFR is one of the most broadly utilized international standards for foreign language classes [9]. Referring to the background of this research, there are two research questions that were proposed: 1) To what extents are the existing listening c1 competence through e-learning? 2) How to upgrade listening C1 Level competence through e-learning?

The aim of this research is to analyze how significantly master's degree students' C1 listening skills have improved by utilizing website-based e-learning. This research needs to be researched so that researchers who are interested in conducting research in the same field get the benefits. It is also beneficial for students and teachers by using e-learning to improve master's degree students' C1 listening skills.

2 Methodology

2.1 Research Design

A survey method is used in this study. According to [10] survey research is frequently used to evaluate ideas, beliefs, and emotions. Surveying can be used to specific and limited, or it can have more global, widespread goals.

2.2 Participants

Five students were selected to obtain the data. The data were the self-written reflection of the output of listening C1 Level activities in class B of the Universitas Negeri Jakarta's English Language Education Study Program (UNJ).

The instruments used in this research are students' worksheet and questionnaire. The writer reads and analyzes five students' self-written reflection listening at C1 level. The results of the students' self-written reflection aim to find out which parts are the most difficult and the easiest. Furthermore, to provide further support, 5 students were required to do a questionnaire. The questionnaire was used to obtain students' reactions towards using e-learning web-based to improve their listening skill in C1 level. The questions were designed to obtain information about students' perspectives on the use of web-based e-learning to improve student. The author uses Likert to process the questionnaire data. Likert scale is a measuring tool that is commonly used in questionnaires or surveys and reset in the form of questions [11]. They add that, five scale options are offered, such as using a structure like which were interpreted as follows in figure 1:

Table 1. Scoring Criteria

Criteria	Scoring	Interval Score
Very Good	5	60% – 79,99%
Good	4	60% – 79,99%
Fair	3	40% – 59,99%
Less	2	20% – 39,99%
Poor	1	0% – 19,99%

3 Finding & Discussions

3.1 The Data from Students' Self-Written Reflection

In this listening activity, the lecturer provides e-learning web-based, the source is: https://www.examenglish.com/CAE/cae_listening1.htm. In this source, there are several activities such as writing, reading, speaking and listening. To measure the four capabilities, there are several levels based on the CEFR. It aims to find out what level our English skills have reached. It classifies foreign language competency levels into three major phases (A1/A2 = basic user; B1/B2 = independent user; C1/C2 = competent user) [12]. In this research, the researcher discusses the activities of listening at the C1 level in master degree students.

In student worksheets, students still find it difficult to answer the available listening questions. Most of them had difficulty with topic 4. Five students scored below the maximum score. The questions consist of 11 numbers; however, they only get a score of 4 to 7 questions. It's because they have difficulty; the topics that are not familiar to them, the speaker speak too fast and not clear. It is in line with Adriana (2019) statement that the listening process includes elements such as topic familiarity and content predictability, a topic that represents the CEFR listening C1 level descriptors: unfamiliar topic; low predictability. Hence, they overcome these difficulties by means of an open script feature to see the answer and they take notes to remember it. In short, they are still having difficulties with this topic, especially in remembering to write in detail.

Below are statements of students who are still having difficulty working on listening level 1 questions on the website.

Students 1

"In my opinion, listening C1 is categorized as listening that is not too difficult but also not too easy. The difficulty I experience is in CEA listening 2 and PTE general level 4. If I look at my weaknesses, I judge myself to be weak in remembering to write in detail."

Students 2

"Listening in English can be very difficult due to some features of English pronunciation and vocabulary. This can lead to misunderstandings, it can be said when I believe that I can understand the Listening Context, but actually don't really understand, I just listen to me while knowing what they are talking about."

Students 3

"I could finish the test in quite difficult. All I did in doing these listening tests are listened carefully to the stress and tone, the difference in sound, and pay attention to the English idioms, verb, and phrases."

Students 4

"In listening section test, I need to focus and concentrate so I wouldn't miss some important ideas from the content to my answers. In any other parts of the test, I could answer all questions but still made mistakes due to the lack of focus and concentration."
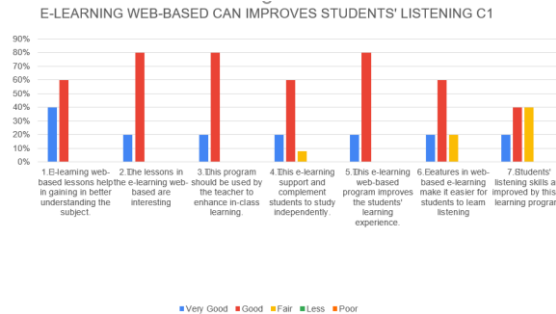
Students 5

"Improving listening skill is quite challange for me especially in this C1 advanced level. In this section I repeat the audio more than one.The speaker's conversation too fast and sometimes the pronounciation not really clear. So, to answer the question that I don't understand I tried interpret the question and related topic."

In brief, there are still many students who have difficulty doing this listening test. According to their statements, no one mentioned the difficulties in utilizing the website, but they had difficulty answering the questions it self. In this process, students can do exercises at home independently. Students can check their own work. Thus, Students are able to reflect on themselves and the challenges they face as a result of this.

3.2 The data from Questionnaire

After finding opinions experienced by students in their self-written reflections, students receive a questionnaire to determine their opinion on applying web-based e-learning in listening class. In the questionnaire, the students were asked about their perception of the influence of e-learning web-based on their listening C1 level.

Figure 2. Charts of Questionnaire Data

As can be seen from Figure 2, most students thought that this program was quite good at improving listening skills. 80% of students answered "good" relating to web-based e-learning, which is interesting and should be used by teachers. In addition, there was an 80% response relating to improving students' learning experience aspects delivered through web-based e-learning. However, 8% of students considered it "fair" regarding e-learning independently. Moreover, 40% of students answered "good" and 40% of them answered "fair" regarding whether web-based e-learning helped them improve their listening skills.

There are seven statements in this questionnaire, with five responders filling out each one. Overall, 35 respondents responded to this questionnaire, with 8 people responding "very good", 23 people responding "good", 4 people responding "fair", and no one responding "less" and "poor". Figure 3 is a description of the calculation using a Likert scale formula.

Table 3. Likert's Formula Table

Scale of Response	TxPn	Results
	(Total x Scores for the Likert scale)	
Very Good	8 x 5	40
Good	23 x 4	92
Fair	4 x 3	12
Less	0 x 2	0
Poor	0 x1	0
TOTAL SCORE		**144**

To see final completion, there is a formula:

= Total score / Y x 100

(Y = Likert's highest score x number of respondents)

5x35 =175

= 144 / 175 x 100

= 82.2%

Referring to the explanation above, e-learning web-based received both positive and negative feedback from the students. the students give a positive response to the use of e-learning itself. They feel this makes it easier for them to learn listening level c1 by using e-learning. This can be proven by the results of the final score based on the questionnaire data obtained, which is 82.2%, which is included in the very good criteria. However, the negative feedback given by students is about their problems in doing the listening level c1 questions. The C1 level in the CEFR is indeed the highest level to be mastered, namely, proficient/competent user. Therefore, the difficulties and challenges of the process are difficult. One of the skills that must be mastered by a proficient user is: can understand a wide range of demanding, longer texts and recognize implicit meaning [13].

3.3 Students' Opinion from Questionnaire

The thoughts of students as gathered through the questionnaire are listed below. Five students expressed their opinions on e-learning to develop their listening abilities at the c1 level in a variety of ways.

Students 1:
"Before using e learning, practice listening thru e learning is difficult to understand after using e learning practice listening become easier and there are various topics help me to answer different type of question in listening worksheet."

Students 2
"I know my ability more. Since i use e learning web series i can measure my ability."

Students 3
"With e-learning web-based is very helpul and easy to access. The test is quiet difficult, that makes me realize that my listening skill is very needed to be imporved."

Students 4
"I think it's more clearly. After using web-based e-learning, it is easier to learn listening because it is very helpful."

Students 5
"I think the e-learning web-based materials are very interesting with various kinds of tests available on the website based on the CEFR level. For me personally, it has improved my listening skills. I did before such kind of practices but on the website we can measure our answers as it can check

student's work and give scores automatically."

The data obtained from the students' opinions in the questionnaire shows that web-based e-learning is very helpful for listening learning. They stated that web-based listening activities were quite difficult. However, it can measure the extent of our abilities and make them aware of the need to enhance their listening skills. E-learning web-based also stimulates students to learn independently and spend more time studying the English language in order to improve their listening skills. It is in line with Reiser (2001) statement that the constructivism basis of the e-learning model focuses on the students' responsibility in managing their own learning process.

4 Conclusions

Web-based e-learning is a valuable concept that can be used to improve students' listening C1 level skills. C1 level is the highest level of the CEFR. Therefore, students still have a little difficulty in working on c1 level questions. Mainly because the available topics are not familiar. However, they can face the difficulties because of the helpful web-based e-learning features. Furthermore, e-learning web-based allows students to develop and practice listening skills independently outside the classroom, as long as they have access to the Internet. According to students, web-based e-learning is really beneficial for listening learning. It can assess our capabilities especially on listening skills. In brief, the results of an e-learning web-based program showed that it improved listening skills at the c1 level. In a nutshell, the finding shows the negative and positive responses. The lack of enthusiasm is due to the complexity of the questions available on the internet. Meanwhile, according to the total score of the questionnaire, 82.2 percent of respondents replied positively, which is in the very good category. Positive answers to the use and features of web-based e-learning for improving their listening abilities at the c1 level.

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