CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the results and discussion of studies related to research at the sixth semester in IAIN Madura. The researcher collected data from observation, interview, and documentation which were discussed based on the theory in the previous chapter and the research problem. This chapter discusses the Students' Difficulties in Comprehending Material on Sociolinguistic Online Learning from WhatsApp Voice Note at the Sixth Semester of TBI in IAIN Madura Academic Year 2021/2022.

A. Research Finding

In this case, the researcher will provide results about the difficulties experienced by students in comprehending material on Sociolinguistic online learning from WhatsApp voice note, the factors that caused the students to experience the difficulties and how to overcome the difficulties experienced by the students on comprehending material in Sociolinguistic online learning from WhatsApp voice note. Based on the results of observation conducted by the researcher during online learning and interview conducted by researcher on the sixth semester TBI students from A, B, and C classes who take Sociolinguistic subject, the researcher presents the results of observation in advance of the teaching and learning process in Sociolinguistic online classes.

In Sociolinguistic subject, the lecturer conducted online learning several times by sending voice notes and supporting learning resources. Sociolinguistic online learning in the TBI-A and TBI-C classes, where the

explanation of the material was delivered using WhatsApp voice notes was carried out 4 times, on March 14, 2022 that the topic is Language and Society, on March 28, 2022 that the topic is Code in Sociolinguistic, 18 April 2022 that the topic is Ethnography Communication, and on May 30, 2022 that the topic is Speech Act. Meanwhile, Sociolinguistic online learning in the TBI-B class, where the explanation of the material was delivered using WhatsApp voice notes was carried out 3 times, namely on March 28, 2022 that the topic is Code in Sociolinguistic, April 18, 2022 that the topic is Ethnography Communication, and on May 30, 2022 that the topic is Speech Act. Submission of material in the form of voice notes in Sociolinguistic online learning can be seen in appendix 3, namely the WhatsApp voice note documentation.

The use of WhatsApp voice notes in Sociolinguistic online learning is divided into three teaching and learning activities, namely pre-teaching, whilst teaching, and post teaching. Pre-teaching activities are the first part of the teaching and learning process. In this section the lecturer opened the lesson by giving greetings to students by saying "Assalamualaikum warahmatullahi wabarakatuh". Lecturer also checked students' attendance through the e-learning website of IAIN Madura. The lecturer then introduced the topic to be studied on that day to the students and gave a warm-up to the students related to the learning material. In whilst teaching activity, the lecturer provided a detail explanation of the learning material along with examples of events that occur in the vicinity related to the learning material. Lecturer provided explanations using full English, while

when giving examples of events that occur around which are related to learning materials, lecturer used a mixture of Indonesian and English. Entering the post teaching activity, the lecturer gave conclusions related to the material, the lecturer also asked students to provide a review related to the material and give real examples that happened around the students by using voice notes, the lecturer really expects a discussion in every online learning. Finally, the lecturer closed the voice note by saying greetings. The series of learning activities in the Sociolinguistic online learning can be seen in the observation guideline contained in Appendix 1.

Regarding the lecturer's request to students to provide reviews related to the material and give real examples that happened around the students by using WhatsApp voice notes in online Sociolinguistic class the students did not make a review related to the material and the students also did not actively build discussion in the WhatsApp groups.

1. **The Difficulties Experienced by the Sixth Semester Students of TBI in IAIN Madura Academic Year 2021/2022 in Comprehending the Material of Sociolinguistic Online Learning from WhatsApp Voice Note**

    After conducting observations related to the use of WhatsApp voice notes in Sociolinguistic online learning, the researcher conducted interviews with students who took Sociolinguistic subject from TBI-A, TBI-B, and TBI-C classes to obtain more information related to the difficulties experienced by students on comprehending material in Sociolinguistic online learning delivered using WhatsApp voice notes.

Interviews conducted by the researcher with the interviewees is direct interview. The result of those interviews are :

> "It is ineffective, the difficulties are such as location problems, network problems too, network obstructions, sometimes lags, not all places are good for downloading voice notes."[1]

Unlike the interview statement above, other students experienced different difficulties, namely difficulties in terms of delivery of material by the lecturer which are stated in the following statements :

> "The difficulty that I experience, because the lecturer speaks like native, sometimes it is not clear what is said by the lecturer, the vocabulary seems unclear, so I don't understand."[2]

> "The pronunciation is sometimes a bit difficult to understand"[3]

> "It's very difficult vocabulary that use by the lecture and also it's too fast for me to understand all the explanation."[4]

> "My difficulties are, the first is because there are quite a lot of vocabulary that I've never heard of, then, it's like it's too scientific, like it's not daily words. So it's like because I just heard the vocabulary, so I don't know what it means, so I can't understand the material. So, if I don't hear clearly, I repeat it from the beginning, repeat a little forward, but instead goes too far, so it takes a while, a long time. Yes, because I don't feel good, I want to keep repeating that because I'm afraid I'm going to miss something. Well, it's also a waste of my time. That's a waste of time. After that, it is difficult for me to hold my sleepiness, and it is also difficult to concentrate. Because it is in the morning, it's harder to concentrate at home than in class. Even though it is relaxed, there are many disturbances, whether sleepy, or being called by parents. Yes, it is difficult, but in general the difficulty is because there are many unknown vocabulary, then there are some that are not clear. At the same time, I chose to repeat it again, but in the end, I still do not understand what the pronunciation is."[5]

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[1] Jamaluddin, a sixth semester student of TBI-C class, June 29, 2022.
[2] Ayu Dia Syarifah, a sixth semester student of TBI-C class, June 25, 2022.
[3] Hoirun Nisa', a sixth semester student of TBI-C class, June 25, 2022.
[4] Sunarti, a sixth semester student of TBI-C class, June 28, 2022.
[5] Witri Alfian, a sixth semester student of TBI-C class, October 5, 2022.

"Yes (unknown vocabulary) is one of the things that make it difficult for me to understand the material. Besides that, also the pronunciation, the lecturer explains in full English, and it is only from audio, and in full English. So, there are pronunciations that are not clear. So it is not up to what the material is, but because it is like the pronunciation is not clear, that is it. The vocabulary are also full English. Then it is also an explanation of the material, so it is not like a daily conversation. So it is like, that is hard, I do not understand that."[6]

"The voice sounds unclear, it's in English, so it's a little difficult for us to distinguish the pronunciation which is somewhat similar."[7]

"There are some words that I do not understand, so understanding the following sentences makes it difficult for me. And through the voice note, I forget what I did not understand, finally I forget what I want to ask."[8]

"The language does not use code mixing, it is full English. In my opinion, we can understand a lesson if there is practice, if it is only material, we only read, after reading, we forget."[9]

"I hard to comprehend because the lecturer delivers the material too fast and he explains based on the textual, too fixated on books, not like chatting so there is no interaction."[10]

"First, it's hard to understand, sometimes I even understand better if I look for learning resources on my own instead of listening to the lecturer's explanations, which in my opinion, I don't really understand because it's full English."[11]

Unlike the statements above, other students experience different difficulties, namely difficulties in terms of learning material which is stated in the following statements :

"For me the difficulty is to understand the material, because the material is just what we're learning, we haven't got the material before. Also, the language used is scientific, not daily words. So we are confused what this really means. Even though I keep

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[6] Aqsholany Ozy Trieshendy, a sixth semester student of TBI-C class, October 5, 2022.

[7] Khairul Efendi, a sixth semester student of TBI-A class, June 30, 2022.

[8] Najwa Muqoddas, a sixth semester student of TBI-A class, October 13, 2022.

[9] Imalaturraihah, a sixth semester student of TBI-C class, June 25, 2022.

[10] Amar Ariantino, a sixth semester student of TBI-C class, June 30, 2022.

[11] Putri Khoirun Nisa', a sixth semester student of TBI-C class, June 25, 2022.

repeating myself, I'm still confused, so if we don't understand we are lazy to study."[12]

"Difficulty in understanding the contents of the voice note. Sometimes from the material, sometimes from myself. Yes, sometimes (the material) is difficult, some is not."[13]

Another difficulty experienced by students in terms of voice notes sent by

the lecturer which were stated in the following statement :

"First, I am not very fluent in English, it can be the main difficulty. I only understand a little, I don't fully understand. Yes, the (voice note) is long."[14]

Not much different from the results of the interview above, this statement

was supported by other students as follows :

"Likewise, it is not specific, maybe there is one material that we do not understand or in the middle of listening to the voice note there is something we do not understand, so we do not understand the rest of the recording. Yes, I have trouble with that, one thing is because the voice note is too long. Even though there is an accelerated mode, it is getting more and more incomprehensible, yes (the lecturer conveys the material) is also fast."[15]

"Maybe the difficulty is in understanding because the voice note is delivered too long in one voice note, sometimes we will be distracted by something. So I can't really understand what is being said."[16]

Three other students stated different difficulties, which are as follows :

"First, because I am very lazy. When I want to listen to the voice note of the Sociolinguistic lecturer that is full English, I was like "Ah, lazy", like that, but depend to the mood, if I want to know more, I listen well. Then may be difficult in the vocabulary, and the explanation is also full English."[17]

[12] Nafa Nur Firdausyi, a sixth semester student of TBI-C class, October 5, 2022.
[13] Aisyah Al-Munawwaroh, a sixth semester student of TBI-B class, October 10, 2022.
[14] Riyatul Qibtiyah, a sixth semester student of TBI-B class, June 29, 2022.
[15] Mahbubah, a sixth semester student of TBI-B class, October 10, 2022.
[16] Aminatus Zahroh, a sixth semester student of TBI-C class, June 28, 2022.
[17] Rina Munawwaroh Es, a sixth semester student of TBI-C class, June 28, 2022.

"The first is because I do not like online classes, I prefer face-to-face. In the end, I am not listen to and do not get the knowledge. Just fill the attendance."[18]

"The first, of course, is to understand the material. The second is to focus on listening to the voice note."[19]

From the statement obtained by the researcher from the interviewee above, the researcher can conclude that there are various difficulties experienced by the 6th semester students of TBI A, B, and C classes on comprehending the material in Socilonguistic online learning delivered using WhatsApp voice note. The difficulties experienced include difficulty in getting a good internet signal, difficulty in understanding the pronunciation spoken by the lecturer, difficulty in understanding difficult words contained in the lecturer's explanation, newly known material, voice notes that are too long, lazy to listen to voice notes which is full English, and the explanation given is too fast.

2. **The Factors Cause the Sixth Semester Students of TBI in IAIN Madura Academic Year 2021/2022 to Experience Difficulties in Comprehending the Material of Sociolinguistic Online Learning from WhatsApp Voice Note**

In this case, the researcher conducted interviews with students to obtain information about the factors that caused students to experience difficulty in comprehending the material in Sociolinguistic online

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[18] Alvia Maulana, a sixth semester student of TBI-A class, October 13, 2022.
[19] Suci Fitriyanti, a sixth semester student of TBI-C class, June 28, 2022.

learning. Interviews were conducted by researcher with interviewees directly. The results of the interview are as follows :

> "Some of the factors are, because of the place, the problem of accents, there are some accents from the lecturer which make it difficult for me because there might be some vocabulary that are difficult to understand."[20]

Another factor experienced by students in experiencing difficulty on comprehending material in Sociolinguistic online learning, namely factors in terms of students' readiness in receiving learning materials stated in the following statements :

> "First, not ready, sometimes do not know what the material is, what today's topic is. So not prepared. Because in Sociolinguistics there are many terms that are sometimes not understood."[21]

> "Limited vocabulary may be not, but what these words mean is not vocabulary, but rather terms in Sociolinguistics. (The factor is) because maybe I am the one who does not read well, then it is also possible that Sir Ghofur do not explain the term before."[22]

Another factor experienced by students in having difficulty on comprehending material in Sociolinguistic online learning, namely factors in terms of students' vocabulary mastery which is stated in the following statements :

> "First, I am really short on vocabulary. Second, if we study online using a cellphone or laptop, it gives the impression that we are not studying, like playing games, my parents (said) "Do not play with the cellphone, help Mother, help Father". So when listening to the voice note at the the first minute was called, asked to help (parents). That is what makes me lazy, but sometimes when I am diligent, at night, after Isha', I am looking for material that has been explained. Third, I do not like playing on my cellphone more often, I like playing outside, so when I am studying online I am very lazy."[23]

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[20] Jamaluddin, a sixth semester student of TBI-C class, June 29, 2022.
[21] Hoirun Nisa', a sixth semester student of TBI-C class, June 25, 2022.
[22] Najwa Muqoddas, a sixth semester student of TBI-A class, October 13, 2022.
[23] Imalaturraihah, a sixth semester student of TBI-C class, June 25, 2022.

"Actually I have two factors, those are internal and external factors. From the internal factor, I think that it is because I have no much vocabulary or I do not learn about the good vocabulary so that I feel difficulties on that. And another internal factor is I do not familiar with the difficult words. And for the external factors, I think that the lecturer not make sense or not match the vocabulary he used with the skills of the students."[24]

"Yes, because I am not fluent, yes, I have a little vocabulary."[25]

"As for me personally, from my capability, maybe it is because I do not really know all the vocabulary, so I have a hard time digesting or understanding all the explanations in the long voice notes from the Sociolinguistics lecturer."[26]

"The factor that makes it difficult is because the explanation is too fast, the language used is not using English vocabulary that is easy to understand. Yes (too many terms in Sociolinguistics). Yes, maybe it's lacking in vocabulary too. I think the explanation is too long so that it is not immediately easy to understand the material."[27]

"Because of the similarity of the vocabulary or the pronunciation of the vocabulary that the lecturer said, some are somewhat similar, the pronunciation is somewhat similar. So it is difficult for us to distinguish, what this means. Yes (a little vocabulary mastery)."[28]

Another factor experienced by students in having difficulty on comprehending material in Sociolinguistic online learning, namely the factor in terms of the accent used by the lecturer which is stated in the following statements :

"The factor is the accent of the lecturer, however the lecturer is not a native, even though we are not native, it is still difficult to understand. Then sometimes it is fast too, the way he pronunces is fast, I do not understand because he talks so fast, so I do not understand it even more. Then, lack of vocabulary from myself.

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[24] Sunarti, a sixth semester student of TBI-C class, June 28, 2022.
[25] Riyatul Qibtiyah, a sixth semester student of TBI-B class, June 29, 2022.
[26] Rina Munawwaroh Es, a sixth semester student of TBI-C class, June 28, 2022.
[27] Putri Khoirun Nisa', a sixth semester student of TBI-C class, June 25, 2022.
[28] Khairul Efendi, a sixth semester student of TBI-A class, June 30, 2022.

The thing is, in Sociolinguistic, I personally do not have a lot of vocabulary."[29]

"The accent, that is what the accent might be, but we do not understand that. It is also too fast sometimes."[30]

"Because of the delivery factor, sometimes the accent is not clear, it goes fast, so it is not clear. It is not really unclear, maybe it is because it is too fast, so I do not really get that much. Also besides, the factor from myself is also because I do not master many vocabulary."[31]

Another factor experienced by students in having difficulty on comprehending material in Sociolinguistic online learning, namely factors from the surrounding environmental conditions which are stated in the following statements :

"Actually the influencing factor, I am a person who is in the mood, not in the mood. For example, if I am in the mood to listen to the lecturer's voice notes in the WA group, I will immediately understand, but if online learning such as via WhatsApp there are distractions, such as noisy, noisy children, the surrounding environment is not supportive, then sometimes there are notifications coming in, the focus is lost. Yes (focus is easily split), if online learning."[32]

"The factor is because we learn using cellphones, of course, on cellphones there are many things that make us fail to focus. Like WhatsApp, there are things that we want to open the application for. Then the second, because maybe the situation is, when we are online, we sometimes want to go to campus for the next class, then when we are at home it seems like there is noise."[33]

Another factor experienced by students in having on comprehending material in Sociolinguistic online learning, namely the factor of the

[29] Witri Alfian, a sixth semester student of TBI-C class, October 5, 2022.
[30] Nafa Nur Firdausyi, a sixth semester student of TBI-C class, October 5, 2022.
[31] Aqsholany Ozy Trieshendy, a sixth semester student of TBI-C class, October 5, 2022.
[32] Ayu Dia Syarifah, a sixth semester student of TBI-C class, June 25, 2022.
[33] Suci Fitriyanti, a sixth semester student of TBI-C class, June 28, 2022.

voice note sent by the lecturer which is stated in the following statements :

> "Maybe in terms of the voice note itself, maybe because like I said earlier, it is too long and the material is conveyed in one voice note, like that. For other things maybe, yes (accent), because sometimes the voice note is not clear. As from the pronunciation, it's not really unclear, but to us it sounds a bit confusing. That is right (unknown vocabulary), why is it like that because this is Sociolinguistic, sometimes there are some vocabulary that is still foreign. So when the lecturer said it, we are groping about what it means, what the words are, so it is not clear. Yes (limited vocabulary)."[34]

> "Actually, what makes it difficult for me is that the first one the voice note is too long, yes, it is too long, and full English. Well, the second one is the signal sometimes. Yes (signal problem) too."[35]

> "Because it is online. Yes (voice note) is also long."[36]

Two other students stated different factors that caused difficulties on comprehending material in Sociolinguistic online learning, which were as follows :

> "I think the factor comes from the internal factor, because I am too lazy to listen to the whole voice note."[37]

> "From the listening factor, maybe the listening is lacking. Yes (low listening comprehension)."[38]

> From the statements obtained by the researcher from the interviewees above, the researcher can conclude that there are various factors that cause the sixth semester students of TBI A, B, and C classes to have difficulty on comprehending the material in Sociolinguistic

[34] Aminatus Zahroh, a sixth semester student of TBI-C class, June 28, 2022.
[35] Aisyah Al-Munawwaroh, a sixth semester student of TBI-B class, October 10, 2022.
[36] Alvia Maulana, a sixth semester student of TBI-A class, October 13, 2022.
[37] Amar Ariantino, a sixth semester student of TBI-C class, June 30, 2022.
[38] Mahbubah, a sixth semester student of TBI-B class, October 10, 2022.

online learning delivered using WhatsApp voice note. These factors include an environment that is difficult to get good signal, lack of reading about the material, lack of vocabulary mastery, explanations delivered by the lecturer are too fast and long, the accent used by the lecturer is like native, disturbed by the noisy environment, voice notes that are too long, and lack of listening comprehension practice.

3. **How the Sixth Semester Students of TBI in IAIN Madura Academic Year 2021/2022 Overcome the Difficulties in Comprehending the Material of Sociolinguistic Online Learning from WhatsApp Voice Note**

    This section contains the results of the researcher's interviews with interviewees regarding how students overcome the difficulties experienced in comprehending the material on Sociolinguistic online learning. This relates to the third focus of this research which is contained in chapter 1. Based on interviews conducted by the researcher, researcher obtained some information about how students overcome the difficulties experienced on comprehending the material in Sociolinguistic online learning. The results of the interview are as follows :

    > "I usually replay the voice note again until I find what I did not know before. Repeat the voice notes (to practice listening comprehension)."[39]

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[39] Jamaluddin, a sixth semester student of TBI-C class, June 29, 2022.

"How to overcome it, the voice note is long, and sometimes I repeat is many times until I understand what vocabulary that I do not understand."[40]

In contrast to the interview statement above, other students overcome

the difficulties experienced in the following ways :

"Usually if there are terms that I do not understand, I immediately search on Google what does it mean, for example the term lingua franca, that I do not understand, so I search on Google for more details using Indonesian."[41]

"I usually look for reference on the internet, sometimes on Google, sometimes look for explanations related to the material explained by the lecturer on YouTube. Take notes sometimes."[42]

"Search from the internet."[43]

"Re-studying the material. Because I am lazy to listen to (repeat) the voice note from the lecturer, I usually search for myself on YouTube or Google, keep making a resume of every meeting in a notebook"[44]

"Yes, the way to overcome it, there is a PPT, but the PPT is rare, the lecturer usually send the voice note directly, sometimes the lecturer do not send the PPT, sometimes the lecturer ask us to find the source ourself, sometimes in e-learning only the topic is given, then the explanation is just a piece. Yes, searching on Google, because after that we have to make a review, so I have to search on Google."[45]

"For me, sometimes I really do not get anything from the voice note. The way to make me understand the material at that time is study it again, I must know what it is about, I already know the material, so I search on the internet about it. Or later, usually when we meet offline, offline classes, sometimes it is reviewed again, but it is not always reviewed, so that is why I often get additional material from the internet."[46]

[40] Mahbubah, a sixth semester student of TBI-B class, October 10, 2022.
[41] Hoirun Nisa', a sixth semester student of TBI-C class, June 25, 2022.
[42] Putri Khoirun Nisa', a sixth semester student of TBI-C class, June 25, 2022.
[43] Alvia Maulana, a sixth semester student of TBI-A class, October 13, 2022.
[44] Imalaturraihah a sixth semester student of TBI-C class, June 25, 2022.
[45] Riyatul Qibtiyah, a sixth semester student of TBI-B class, June 29, 2022.
[46] Aqsholany Ozy Trieshendy, a sixth semester student of TBI-C class, October 5, 2022.

"What I do, is to force myself to continue studying so that I can understand the material given by the lecturer so that I do not experience difficulties backwards, such as during exams. Yes (looking for other references) on Google. I have never prepared (material), but sometimes I just look at the RPS first, a little looking for references from Google as a view."[47]

Other ways that students do to overcome the difficulties experienced

are stated in the following statements :

"Actually, it is from myself, of course. That is I have to increase my vocabulary, try to be familiar with the difficult words, and also try to read the materials that given by the lecturer."[48]

"Maybe from me personally, I have to be more in line with my problem, I have to learn more vocabulary and have to master the English more, so I prefer offline. Yes (finding the meaning of difficult words) so that I have more vocabulary."[49]

"I usually hear words that are not clear, for example, I usually go to search whether it's on Google, immediately find out. If it's not, I usually discuss it with friends, asking "Do you think you understand what this means?", like that."[50]

"For me, even though this is not the way for me to really understand the material, during the voice note, I am listening to the voice notw while opening my notes, for example, the lecturer wants to explain this, then I'm looking for key words related to the material. Well, I write it down first on my notes, I open it on my cellphone as well as in the notes, while I write down the keywords, I listen to the voice note as well, even though I don't understand the vocabulary, I can guess "is this still explains this or not?". Assume that I write about what the material is, suggestopedia for example, whether it's the definition, I write down the definition while I'm listening to it. After that, I'm lisetening, oh, this is still about the definition, even though I don't understand it, but I know it's still about the definition of suggestopedia. If we go into another explanation, another sentence, Mr. Ghofur likes to use the phrase "talking about blablabla, talking about blablabla", now that means that we are going to other material. Another discussion, another explanation, so I write a new keyword that I understand. Then after that, when I'm done, I've finished listening to the voice note, if I don't

[47] Ayu Dia Syarifah, a sixth semester student of TBI-C class, June 25, 2022.
[48] Sunarti, a sixth semester student of TBI-C class, June 28, 2022.
[49] Rina Munawwaroh Es, a sixth semester student of TBI-C class, June 28, 2022.
[50] Aminatus Zahroh, a sixth semester student of TBI-C class, June 28, 2022.

understand that thing, that's if I'm not lazy, I open the soft file. I open the soft file that the lecturer gave us, if the keywords I wrote are the same, oh it is this one, this is the explanation. So I don't have to listen to the voice note again, it already has a script in the module. That's how I understand the material, the material sent via voice note."[51]

"For me, for example, if there is unknown vocabulary, I will write it down, I will look for the meaning, after that if it doesn't work for me to understand the material, I can also ask a friend who understands better than me, and then I can find the material on the internet by myself. Also, sometimes Sir Ghofur send us the file of the book and then I would read it again there."[52]

"Looking for the meaning of these terms or if I still do not understand it during offline lectures, just ask in class. (Looking for the meaning of the terms) on the internet anyway, on Google for sure."[53]

Other ways that students do to overcome the difficulties experienced are stated in the following statements :

"To overcome that, I have to really want to learn, so I really want to understand or not. Then I have to listen a lot to the voices of native, because the lecturer talks like a native. So, yes, practice (listening)."[54]

"The thing to overcome the learning difficulties in Sociolinguistic online learning is by our own self. Because to understand the material we need extra energy to fight (laziness). Yes (practice listening comprehension), yes (finding the meaning of difficult words in the voice notes)."[55]

In contrast to the interview statement above, other students overcome the difficulties experienced in the following ways :

"To overcome these difficulties, listening difficulties, we read the slides that have been sent by the lecturer and then match them (with explanations in voice notes)."[56]

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[51] Witri Alfian, a sixth semester student of TBI-C class, October 5, 2022.
[52] Nafa Nur Firdausyi, a sixth semester student of TBI-C class, October 5, 2022.
[53] Najwa Muqoddas, a sixth semester student of TBI-A class, October 13, 2022.
[54] Suci Fitriyanti, a sixth semester student of TBI-C class, June 28, 2022.
[55] Amar Ariantino, a sixth semester student of TBI-C class, June 30, 2022..
[56] Khairul Efendi, a sixth semester student of TBI-A class, June 30, 2022.

"I try to understand the PPT, then I am asked to review it, so that is how it is. So from the results of the review, I can understand that, I also search for it on Google."[57]

From the statements obtained by the researcher from the interviewees above, the researcher can conclude that there are various efforts made by the sixth semester students of TBI A, B, and C classes to overcome difficulties on comprehending the material in Sociolinguistic online learning delivered using WhatsApp voice note. Ways to overcome these difficulties include playing and re-listening to the lecturer's explanation in the voice note, looking for additional explanations and reading other sources from the internet, forcing themself to continue learning, increasing vocabulary mastery by looking for the meaning of difficult words contained in the voice note, and reading the explanation contained in the PPT.

B. Discussion of Research

In this case, the researcher wants to provide a discussion about students' difficulties in comprehending material on Sociolinguistic online from WhatsApp voice notes at the sixth semester of TBI IAIN Madura academic year 2021/2022. The researcher obtained data by conducting observations, interviews, and documentation. After the researcher explains about the research findings above, in this section the researcher will answer the research focus and this section discusses three main discussions that refer to questions regarding the first, second, and third problems stated in chapter 1. They are : What difficulties do the sixth semester students of TBI

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[57] Aisyah Al-Munawwaroh, a sixth semester student of TBI-B class, October 10, 2022.

in IAIN Madura academic year 2021/2022 experience in comprehending the material of Sociolinguistic online learning from WhatsApp voice note? What factors cause the sixth semester students of TBI in IAIN Madura academic year 2021/2022 to experience difficulties in comprehending the material of Sociolinguistic online learning from WhatsApp voice note? How do the sixth semester students of TBI in IAIN Madura academic year 2021/2022 overcome the difficulties in comprehending the material of Sociolinguistic online learning from WhatsApp voice note? The discussions are as follows:

1. **The Difficulties Experienced by Sixth Semester Students of TBI in IAIN Madura Academic Year 2021/2022 in Comprehending the Material of Sociolinguistic Online Learning from WhatsApp Voice Note**

   After conducting interviews with TBI A, B, and C class students regarding the difficulties experienced in comprehending material on Sociolinguistic online learning delivered using WhatsApp voice notes, the researcher obtained data from statements submitted by interviewees that there are various difficulties they experienced, including difficulty in getting a good internet signal, difficulty in understanding the pronunciation spoken by the lecturer, difficulty in understanding difficult words contained in the lecturer's explanation, newly known material, voice notes that are too long, lazy to listen to voice notes which is full English, and the explanation given is too fast.

According to Bingol et al in Abbas, the difficulties that students may experience in the process of understanding listening are as follows :

1) Quality of Recorded Materials

The quality of recorded materials can affect students' listening comprehension.[58] Good quality of recorded material contains smooth and uninterrupted recordings. If the quality of the recordings sent to students is good, students will feel comfortable listening to the recordings. Conversely, if the quality of the recording sent is low, then students will find it difficult to listen to the recording because the low quality recording may contain voice recordings that are not smooth and disjointed. From the result of interview obtained by the researcher from the interviewees, there are no interviewees who complain about the quality of the recordings sent by the lecturer in Sociolinguistic online learning.

2) Cultural Differences

Students should be familiar with cultural knowledge of languages that have a significant effect on understanding. With this the teacher is responsible for providing background knowledge about listening activities first.[59] From the result of interview obtained by the researcher from the interviewees, there are no interviewees who

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[58] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review," *English Language Teaching* 9, no. 6 (May 5, 2016): 127, https://doi.org/10.5539/elt.v9n6p123.

[59] Gilakjani and Sabouri, 127.

complain about the quality of the cultural differences in Sociolinguistic online learning.

3) Accent

Munro and Derwing in Abbas stated that too many accents of speech can lead to an important reduction in understanding. Foreign accents will definitely interfere with the whole listening comprehension process and at the same time foreign accents make comprehension impossible for listeners.[60] From the result of interview obtained by the researcher from the interviewees, there was a student who stated that he had difficulty understanding the accent used by the lecturer in delivering the material because the accent used by the lecturer was like a native. Here is the statement :

> "The difficulty that I experience, because the lecturer speaks like native, sometimes it is not clear what is said by the lecturer, the vocabulary seems unclear, so I don't understand."[61]

Accents that are foreign to students will make it difficult for students to recognize every word spoken by the lecturer in the explanation he delived.

4) Unknown Vocabulary

According to Bingol et al in Abbas, when listening to texts containing known words, it will be easier for students to understand them. Many words have more than one meaning and if not used

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[60] Gilakjani and Sabouri, 127.
[61] Dia Syarifah, a sixth semester student of TBI-C class.

correctly in the appropriate context, students will get confused.[62] If the vocabulary used is foreign to students, then students will find it difficult to understand the explanation given and vice versa. From the result of interview obtained by the researcher from the interviewees, there are many students who stated that he had difficulty understanding the unknown vocabulary used by the lecturer in delivering material using WhatsApp voice notes. One of them is the statement given below :

> "Yes (unknown vocabulary) is one of the things that make it difficult for me to understand the material. Besides, also the pronunciation, the lecturer explains in full English, and it is only from audio, and in full English. So, there are pronunciations that are not clear. So it is not up to what the material is, but because it is like the pronunciation is not clear, that is it. The vocabulary are also full English. Then it is also an explanation of the material, so it is not like a daily conversation. So it is like, that is hard, I do not understand that."[63]

So, the selection of vocabulary that can be included in the recording should be vocabulary that is often used so that students can more easily understand the explanations contained in the recording.

5) Listening Length and Speed

Bingol et al in Abbas stated that the level of students can have a significant role when they listen to long passages and remember them. Short listening sections facilitate listening comprehension for learners and reduce their fatigue. Another thing is that if the speaker speaks too fast, students may have difficulty understanding

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[62] Gilakjani and Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning," May 5, 2016, 127.
[63] Ozy Trieshendy, a sixth semester student of TBI-C class.

words in the second language.[64] Recordings that are too long will
make students feel bored easily which in the end they are lazy to
listen to the recording until it runs out and it will be difficult for
them to understand the content of the material contained in the
recording. From the result of interview obtained by the researcher
from the interviewees, there are many students who stated that the
students had difficulty understanding the long duration of voice
note and the fast explanation of the lecturer in delivering material
in Sociolinguistic online learning. One of them is the statement
given below :

> "First, I am not very fluent in English, it can be the main
> difficulty. I only understand a little, I don't fully understand.
> Yes, the (voice note) is long."[65]

The length of the duration of the explanation given needs to be
considered so that students do not feel bored which in the end they
will be lazy to listen to the entire recording.

2. **The Factors Cause the Sixth Semester Students of TBI in IAIN
   Madura Academic Year 2021/2022 to Experience Difficulties in
   Comprehending the Material of Sociolinguistic Online Learning
   from WhatsApp Voice Note**

   From the results of the interviews with TBI A, B, and C class
   students regarding the factors cause students to experience difficulty

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[64] Gilakjani and Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning," May 5, 2016, 127.
[65] Qibtiyah, a sixth semester student of TBI-B class.

in comprehending the material on Sociolinguistic online learning, the researcher obtained data from statements submitted by interviewees that there are various factors cause the students to experience difficulties, including an environment that is difficult to get good signal, lack of reading about the material, lack of vocabulary mastery, explanations delivered by the lecturer are too fast and long, the accent used by the lecturer is like native, disturbed by the noisy environment, voice notes that are too long, and lack of listening comprehension practice.

According to Wilson, why listening is difficult can be grouped into four general categories: characteristics of the message, delivery, listener, and environment.[66]

1) Characteristics of the Message

Knowing the written form of a word is no guarantee that students will recognize the spoken form. When the message conveyed in the listening material contains a word that only students know in written form without students knowing how to pronounce it, it will be difficult for students to recognize the word. Other linguistic difficulties include unknown words, lexical density (short spaces of time between content words, forcing listeners to concentrate harder), and complex grammatical structures.[67] According to Graham in Abbas, there are several other factors which can be

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[66] Wilson, *How to Teach Listening. Buch*, 12.
[67] Wilson, 13.

categorized into characteristics of the message that increase students' listening comprehension problems, including limited vocabulary, poor grammar, and misinterpretation about listening task. The limited collection of vocabulary that students have will affect listening comprehension. The less collection of vocabulary they have, the more difficult it is for students to understand the sentences spoken by the speaker in the second language. Poor understanding of grammar will also greatly affect listening comprehension. Because bad grammar will lead to misinterpretation of what is in it. Misinterpretation about listening task, limited vocabulary collections and poor grammar knowledge possessed by students will lead students to misinterpret the meaning conveyed in the listening material.[68] From the result of interview obtained by the researcher from the interviewees, there are many students who stated that they had difficulty understanding the material because of lack of vocabulary mastery, the long duration of voice note, and the fast explanation of the lecturer in delivering material in Sociolinguistic online learning. Here are the statements :

> "First, I am really short on vocabulary. Second, if we study online using a cellphone or laptop, it gives the impression that we are not studying, like playing games, my parents (said) "Do not play with the cellphone, help Mother, help Father". So when listening to the voice note at the the first minute was called, asked to help (parents). That is what makes me lazy, but sometimes when I am diligent, at night, after Isha', I am looking for material that has been

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[68] Gilakjani and Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning," May 5, 2016, 127.

explained. Third, I do not like playing on my cellphone more often, I like playing outside, so when I am studying online I am very lazy."[69]

Factors that cause students to have difficulty in listening comprehension such as lack of vocabulary mastery, too fast of explanation, and unfamiliar accent conveyed in the statements in the findings above are included in the category characteristic of massage because the messages are delivered too quickly in the form of voice notes containing unknown vocabulary to students by using an unfamiliar accent can make it difficult for students to understand the material contained in the voice notes.

2) Characteristics of the Delivery

The way of delivering listening material is an important factor in relation to make the students understand the content contained in it. There are two kinds of listening which are distinguished based on the delivery method, namely reciprocal and non-reciprocal listening. Reciprocal listening involves interaction between two or more people or in other words there is a conversation in it. On the other hand, non-reciprocal listening describes situations in which the listener does not have the opportunity to contribute to the dialogue, for example while watching television or radio. The listener has no influence over factors such as the speed at which the speaker speaks, the vocabulary and grammar used, and there is no recourse to request repetition of a word if the speaker's

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[69] Imalaturraihah, a sixth semester student of TBI-C class, June 25, 2022.

pronunciation makes it incomprehensible.[70] The use of WhatsApp voice notes in Sociolinguistic online learning tends to include non-reciprocal listening because in the voice note sent by the lecturer there is no dialogue between the speaker (lecturer) and listener (student) which means that the student does not contribute to the voice note sent by the lecturer. In this case, none of the students stated that the factor causing students to have difficulty in listening comprehension was characteristic of delivery, because even though students were not involved in dialogue with the lecturer in the voice notes sent by the lecturer, students could build online discussions in WhatsApp groups by asking questions about the things that students do not understand. From the result of interview obtained by the researcher from the interviewees, there are no interviewees who stated that the factors causing them to experience the difficulties come from factors included in the characteristics of delivery.

3) Characteristics of the Listener

To be able to understand the material contained in the voice notes, high concentration is needed in listening to the explanations contained therein. Some students are easily distracted and do not have the ability to maintain concentration while studying. It is easy to shift the concentration of students which can make it difficult for students to focus on listening activities, which will cause students

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[70] Wilson, *How to Teach Listening. Buch*. 13.

to find it difficult to understand listening material.[71] From the result of interview obtained by the researcher from the interviewees, there are many students who stated that they had difficulty understanding the material because of lack of preparation regarding the topic of the material to be studied or the laziness of the students to listen to the voice note in Sociolinguistic online learning. One of them is the statement given below :

> "First, not ready, sometimes do not know what the material is, what today's topic is. So not prepared. Because in Sociolinguistics there are many terms that are sometimes not understood."[72]

Factors that cause students to have difficulty in listening comprehension such as lack of preparation regarding the topic of the material to be studied or the laziness of the students to listen to the voice note conveyed in the statements above are included in the category characteristic of listener because these factors come from the students themselves as listeners which can make students have difficulties understanding the material contained in the voice notes.

4) Characteristic of the Environment

Environmental conditions that can affect listening performance include room temperature (hot rooms lead to sleep), background noise (heavy traffic, for example, or noise made by people around) or faulty equipment that affects recording clarity.[73] Room temperature affects the mood of students in listening activities, a

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[71] Wilson, 14.
[72] Hoirun Nisa', a sixth semester student of TBI-C class, June 25, 2022.
[73] Wilson, *How to Teach Listening. Buch*.

room that is too cold will make students easily sleepy, while a hot room will make students feel restless and uncomfortable in the room so that students do not focus on listening activities. Background noise will also make students lose focus during listening activities, especially for students whose concentration is easily distracted as described in the characteristics of listeners above. Equipment or facilities that do not support listening activities can cause the sound quality of the recording to be poor and make it difficult for students to understand the content of the recording. From the result of interview obtained by the researcher from the interviewees, there are many students who stated that they had difficulty understanding the material because of environmental background. Here are the statements :

> "Some of the factors are, because of the place, the problem of accents, there are some accents from the lecturer which make it difficult for me because there might be some vocabulary that are difficult to understand."[74]

> "Actually the influencing factor, I am a person who is in the mood, not in the mood. For example, if I am in the mood to listen to the lecturer's voice notes in the WA group, I will immediately understand, but if online learning such as via WhatsApp there are distractions, such as noisy, noisy children, the surrounding environment is not supportive, then sometimes there are notifications coming in, the focus is lost. Yes (focus is easily split), if online learning."[75]

Factors that cause students to have difficulty in listening comprehension such as the surroundings environment which was difficult to get a good internet signal and noisy surroundings

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[74] Jamaluddin, a sixth semester student of TBI-C class, June 29, 2022.
[75] Ayu Dia Syarifah, a sixth semester student of TBI-C class, June 25, 2022.

conveyed in the statements above are included in the category characteristic of environment because unsupported network and noisy environment can make students have difficulty understanding the material contained in the voice notes.

3. **How the Sixth Semester Students of TBI in IAIN Madura Academic Year 2021/2022 Overcome the Difficulties in Comprehending the Material of Sociolinguistic Online Learning from WhatsApp Voice Note**

After conducting interviews with TBI A, B, and C class students regarding how the students overcome the difficulties experienced in comprehending material on Sociolinguistic online learning delivered using WhatsApp voice notes, the researcher obtained data from statements submitted by interviewees that there are various ways they do to overcome the difficulties they experienced, including playing and re-listening to the lecturer's explanation in the voice note, looking for additional explanations and reading other sources from the internet, forcing themself to continue learning, increasing vocabulary mastery by looking for the meaning of difficult words contained in the voice note, and read the explanation contained in the PPT.

In order to understand the listening material more easily, it is necessary to do a listening strategy. According to Wilson, listening

strategies can be divided into three groups, namely cognitive strategies, metacognitive strategies and socio-affective strategies.[76]

1) Cognitive Strategy

   Cognitive strategy is strategy that used in order to complete tasks immediately. For example, a student can find out about the topic that will be delivered in learning by studying it before the lesson begins. This is done to predict the content contained in listening. From the result of interview obtained by the researcher from the interviewees, none of the students overcame the difficulties they experienced by preparing lessons according to the topics to be studied, such as the theory quoted from Wilson's book on listening strategy, more precisely cognitive strategy.

2) Metacognitive Strategy

   Metacognitive strategy is related to learning in general and often have long-term benefits. For example, students listen to recordings delivered in English once a week as a strategy to improve their listening skill. From the result of interview obtained by the researcher from the interviewees, students stated that they overcome the difficulties by doing activity that have long-term benefits such as playing back the voice notes sent by the lecturer to listen to the explanations conveyed in it, learn from other sources on internet, mastering more vocabulary, look up definitions of unfamiliar terms

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[76] Wilson, *How to Teach Listening. Buch*, 34.

in Sociolinguistics, learn from the PPT that the lecturer sent along with the voice note. One of them is the statement given below :

> "I usually replay the voice note again until I find what I did not know before. Repeat the voice notes (to practice listening comprehension)."[77]

The activities carried out by the student to overcome difficulties in understanding the online Sociolinguistic material above are activities that have long-term benefits that can help them understand the material.

3) Socio-affective Strategy

Socio-affective strategy is concerned with learners' interactions with other speakers and their attitudes towards learning. For example, the students may choose to practice telephone conversations in English with other students to develop confidence, or reward themselves when they successfully complete some English assignments.[78] From the result of interview obtained by the researcher from the interviewees, none of the students overcame the difficulties they experienced the way it is written in the example quoted from Wilson's book on listening strategy, more precisely socio-affective strategy.

According to CoI (Community of Inquiry) in Tian, there are three interrelated components in online learning which can create an optimal learning experience, namely cognitive presence, social presence, and

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[77] Jamaluddin, a sixth semester student of TBI-C class, June 29, 2022.
[78] Wilson, *How to Teach Listening. Buch*, 34.

teaching presence. The interaction of the three components, teaching-social-cognitive presence will create a group of students who are active in the learning process.[79] Based on the results of observations conducted by researcher, in Sociolinguistic online learning, cognitive presence plays the most important role because students only focus on listening to learn the material delivered by the lecturer via WhatsApp voicenotes. In this learning, social presence rarely occurs because students do not actively build online discussions between friends in the WhatsApp group. Meanwhile teaching presence is also less visible because in Sociolinguistic online learning only the lecturer who deliver the material via voice notes accompanied by supporting learning resources such as modules or PPT. Lecturer and students do not interact actively, such as doing questions and answers in the WhatsApp group. In this way it can be said that online learning in the Sociolinguistic class did not create an optimal learning experience because the three components did not interact in an integrated manner.

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[79] Tian Belawati, *Pembelajaran Online*, 6,7,39.