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Online English Language Teaching in the Midst of Covid-19 Pandemic: Non EFL Students' Feedbacks and Responses

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Abstract: The study aims to determine students' responses and feedbacks during online learning in English courses during Covid - 19. The research method used descriptive quantitative method. Data were taken using questionnaires and interviews. The questionnaire was prepared through Google Form and a link was sent to students, and lecturers via WhatsApp. The population and sample in this study were students of the DIII TLM study program, S1 Pharmacy, S1 PGSD and S1 ARS at Universitas Megarezky who took English courses. The instrument used is a response questionnaire and student feedback during online learning. Based on data processing and analysis that online learning carried out by lecturers in English courses has been effective, efficient, varied, helping students understand the material, forming independent learning, and increasing student active participation in learning. There are several important findings regarding online learning during the COVID-19 pandemic. Zoom, WhatsApp and Google Classroom are the most widely used applications as learning media. There are several obstacles experienced by teachers and students during the implementation of online learning related to internet access and quotas. Both students and teachers long for face-to-face learning activities directly in the classroom. Both students and teachers long for face-to-face learning activities directly in the classroom. Zoom, WhatsApp and Google Classroom are the most widely used as learning media. There are several obstacles experienced by teachers and students during the implementation of online learning related to internet access and quotas. Both students and teachers long for face-to-face learning activities directly in the classroom.

Keywords: English online learning; feedback; response.

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INTRODUCTION

At the beginning of 2020, people around the world were shocked by the outbreak of the COVID-19 disease. This disease has been declared a global pandemic because this disease has spread to various countries and more than one million people have been infected with COVID-19 (WHO, 2020). The global COVID-19 pandemic has affected many aspects of life including aspects

of education (Stambough et al., 2020). Many countries around the world have closed academic activities in schools and universities to prevent the transmission of COVID-19. Social distancing is believed to be able to break the chain of transmission of COVID-19 (Ong et al., 2020).

The Covid-19 pandemic has changed the order of learning that has been carried out by lecturers at universities. Online learning is one of the main strategies that must be carried

out by lecturers in order to ensure that the learning process continues. Online learning is a challenge for lecturers to carry out learning activities that provide the competencies needed by students in the future. Online learning has a different pedagogical effect from face-to-face learning (Setiono, 2021). This is a challenge for lecturers to carry out meaningful online learning activities. The presence of many online learning platforms has changed the current and future learning paradigm. This is something that must be anticipated by lecturers by thinking about what online learning strategies have a positive pedagogical effect for internalizing the various competencies needed by students, especially the competencies they will need in the future. In this condition, lecturers must have specific pedagogical abilities for online learning that are different from face-to-face pedagogy in class.

Distance learning in the network (online) is a new thing both teachers and students themselves (Rompas, 2021). The use of technology in learning encountered many obstacles such as the network, the availability of balance and frequent blackouts, so that students became lazy to take lessons. The existence of these obstacles will lead to different student responses and feedback. There are several studies related to online learning during the COVID-19 pandemic which state that student responses to this online learning method are quite diverse. From the results of the analysis of this study, it describes the behaviour of students in online learning quite well because the learning process is more flexible and does not take up much time. However, students still prefer to study at school rather than distance learning due to the constraints of facilities and costs and the lack of classroom interaction (Padli & Rusdi, 2020). The results of the study showed that the overall response of students to online learning during the covid-19 pandemic was very positive with a percentage of 77.71% and student learning independence towards online learning during the covid-19 pandemic was very positive with a percentage of 77.50%. The conclusion is that online lectures during the Covid-19 pandemic gave a very positive response. From these results, it is hoped that

lecturers who carry out online lectures can prepare better online learning (Koroh, 2020). Then During the pandemic, teachers faced requirements quickly to provide feedback to students remotely and perform all online teaching roles. The authors in this section build a strong argument that functional feedback is critical when students and teachers work remotely. They argue for personalized learning that requires feedback at different points of the learning process utilizing multiple functions and forms of feedback and, importantly, using contextualization and situational approaches (Istenič, 2021).

Research related to online learning during the COVID-19 pandemic puts a lot of emphasis on learning outcomes, online models used or student responses. Based on the results of the temporary analysis during online learning during Covid 19. There are some important components to be studied as feedback in the implementation of distance learning. The responses of students and parents are important as feedback on the quality of learning carried out by teachers. Likewise, teacher responses can provide feedback on the teaching and learning process that is being carried out.

Feedback is an essential component of any learning experience. It allows students to identify gaps in their learning and improve their self-regulation (Pinheiro Cavalcanti et al., 2019). Feedback generally refers to information provided by others about a person's performance. Such a definition is rather broad, and can include verbal/written values and comments. In the article the focus is on feedback in the form of written teacher comments (Song & Lee, 2017). Feedback improves learning outcomes and effective feedback requires teachers to first interpret student work or responses and then provide students with information that will improve their learning (Ruiz-Primo & Li, 2013). However, classroom feedback is generally delivered by teachers through one-sided, one-way messages, thereby limiting learning opportunities for students. The scientific literature argues that feedback from one direction, while important, is inadequate. Instead, researchers have suggested that

feedback should generally be viewed as a continuum and optimized from two-way feedback (Boud & Molloy, 2013). This feedback can be collected through questionnaires or interviews (Mak, 2019). At the tertiary level, feedback tends to be focused on the subject matter, as multiple disciplines provide teaching and understanding of the content. Feedback is usually given on rhetorical structure (related to argumentation), language (related to communication), and format (related to genre understanding) (Song et al., 2017). The aim is to study the feedback process in online learning, in a secondary education setting learning English as a second language (ESL). The adoption of online learning has witnessed a staggering increase in the last few decades, and countless online platforms offer second language learning services (Aguerreberre et al., 2018). Feedback may be useful to decision makers in either fully online or mixed environments (Espasa, A., Mayordomo, R. M., Guasch, T., & Martinez-Melo, 2019); (Ferrara & Butcher, 2012).

Based on previously researchers conducted about online learning during pandemic focusing on feedback side, the researchers focus on student responses and feedback in online English language teaching in the midst of covid-19 pandemic. This is due to online learning as a new thing both for teachers and for students themselves in which the learning process is not face to face but only uses technology in the learning process. The use of technology in learning encountered many obstacles such as the network, the availability of quotas and frequent blackouts, so that students became lazy to take lessons. The aims of study were to determine students' responses and feedbacks using online learning in English courses during Covid – 19 pandemic. Therefore, the results of this research are expected to be used as a guide for improving the teaching and learning process.

METHOD

This research is included in the descriptive quantitative research. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to

gather data (Bogdan & DeVault, 2016); (Creswell, 2014); (Creswell, 2021); (Gall, M. D., Gall, J. P., & Borg, 2007); (Sugiyono, 2010); (Šuvaković, 2011). This research is one that involves students as respondents. This study aims to examine student responses and feedback on online learning carried out by the DIII TLM program, S1 Pharmacy, S1 PGSD and S1 ARS Universitas Megarezky. The research sample was selected randomly. The questionnaire was prepared through Google Form.

The research method used in this research is descriptive quantitative method. Data were taken questionnaire and interviews. The population and sample in this study were students of the DIII TLM program, S1 Pharmacy, S1 PGSD and S1 ARS Universitas Megarezky who took English courses. The instrument used a response questionnaire and students' feedback during online learning. Furthermore, from 155 respondents were asked to be willing to be interviewed in depth to support the research data obtained. Data obtained then processed in the form of percentages then interpreted and analyzed quantitatively supported by other research findings.

RESULTS AND DISCUSSION

The results of the study found several facts from the analysis of respondents' answers related to Online English Language Teaching in the Midst of Covid-19 Pandemic: Non EFL Students' Feedback and Response in receiving lessons online. This data was taken from all students who took English lectures in the DIII TLM study program, S1 Pharmacy, S1 PGSD and S1 ARS Megarezky University. Questionnaires were distributed via Whatsapp Application messages. All students answered that online learning experienced many obstacles such as slow network, blackouts, difficulty asking questions, some lessons were difficult to understand, lack of guidance from the teacher, many assignments, limited quota, too noisy atmosphere and some lessons could not be practiced. The provision of skills and knowledge to students which is a teaching process (teaching and learning process) is carried out by teachers in schools using various

certain methods. The reciprocal relationship between teachers (educators) and students (students) is an important factor in efforts to achieve the realization of a good teaching and learning situation in educational and teaching activities.

In addition to the obstacles faced, there were responses stated that studying from home online was useful for making students independent, being able to develop

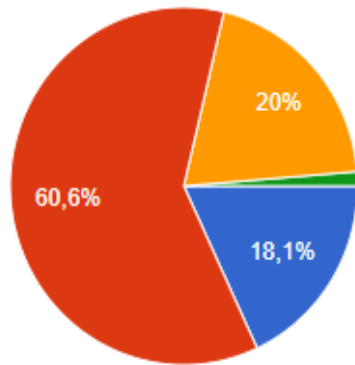


Figure 1. Response Student

Figure 1 showed that the most students (60.6%) stated the responsible, did their part, 20% the easy going – too relaxed. no targets, study in moderation and 18.1% the extra miles - learn more than required productive from home.

technology, preventing us from Corona, saving transportation costs, being able to save pocket money, being able to help parents work while studying. One of the benefits of studying from home is to prevent the increasing spread of the corona virus, so the physical and mental health of students and lecturers is the main consideration in implementing educational policies. This result of research was proven by some data below:

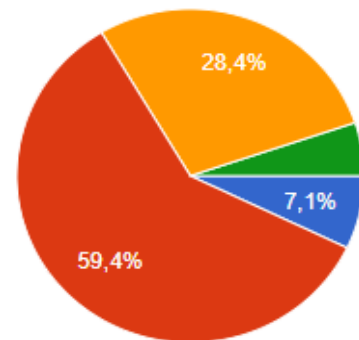


Figure 2. Online learning makes independent learning for students

Based on data that Online learning made independent learning for students of Non EFL students Universitas Megarezky, there are 73.5% agree, 18.1% disagree and 7.7% strongly agree

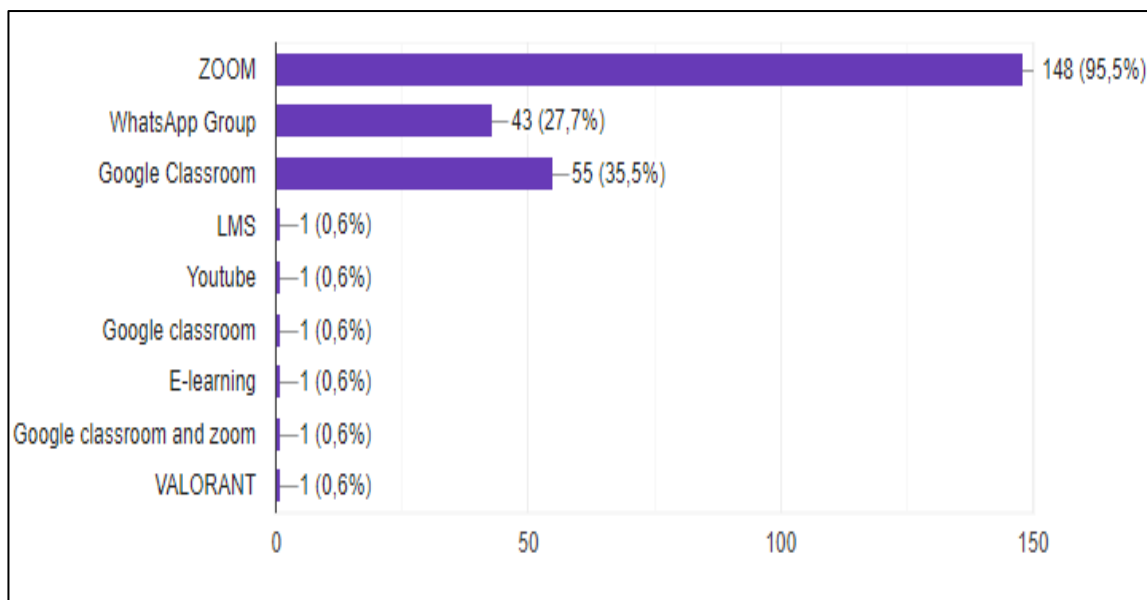


Figure 3. During this Covid-19 period study at home using an online learning platform

According to students, there were several types of online learning platforms for their home study, including Google Classroom, WhatsApp, Zoom, Telegram and Instagram. However, not all of them match the

situation and needs of students. The recommendation of students about using the e-learning platform of 95.5% was Zoom application.

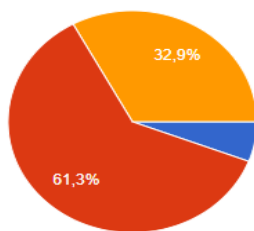


Figure 4. Students' response after the Covid-19 pandemic ended

Non EFL students Universitas Megarezky still chose the online learning process after the Covid-19 pandemic ended, students still chose the online learning process in the classroom (61.3%), while they wanted a combination of online and offline as many as 32.9%. They argued that interactions in the classroom made it easier for them to understand the material being studied and more clearly. The abilities possessed by students in one class were not the same, they needed direct guidance.

Some previous studies stated that the online interview session was also applied to gather the information concerning the impact of the constructive feedback provision on students' motivational aspects. It is therefore concluded that the provision of constructive feedback student's motivation and knowledge while they were participating in online learning program (Susilana & Pribadi, 2021). Then it showed that the students paid more attention to feedback on the rhetorical structure of their writing.

There was no statistically significant difference in the students' revisions of language/style and format. The results suggest that the students were more concerned with macro issues concerning the clarity of their thesis/topic statements and the logical

development of ideas, than with the mechanical aspects of writing. This study serves as a useful guide to teachers when providing feedback, and also serves to encourage further research involving different groups of students in different contexts (Song & Lee, 2017). Moreover, the other previous study stated that deals with the issue of student feedback in higher education and presents an online feedback-system and its integration into the teaching process. It shows some empirical based experiences made with the feedback-system in three courses in a German University of Applied Sciences. It becomes visible that feedback-systems have the potential to improve the quality of teaching and make learning more interactive and student-oriented (Song & Lee, 2017).

Student feedback dramatically speeds up learning, reminding themselves that being an educator requires constant reflection and growth allows for continuous feedback when teaching online. Students are the ones who actually stick to the virtual classroom approach. They are uniquely positioned to share what works and what doesn't. For example, if I receive feedback that is factually inaccurate or feedback that threatens aspects (e.g., feedback that questions the teacher's attention in planning. Can identify and label feedback triggers. Open-ended questions were on a voluntary basis. As could be seen in Table 1, the opportunity to give open feedback was used frequently by all students. The response was high; still it was different in the courses. The open answers can be divided into feedback concerning the quality of teaching and feedback concerning the individual learning situation. In total 155 responses were given in three courses.

Table 1. Number of responses in open questions in all courses.

Feedback		Number of Students	Total
Feedback concerning the quality of teaching	Positive	135	155
	negative	20	
Feedback concerning the individual learning situation	Hints	25	155
	Questions	80	
	Problems	50	

Students' comments varied greatly. Most of the comments (135) refer to the quality of teaching. Open answers were for example "I really like the example you gave last lesson. NOW I understand!", or "Your explanation was too fast the last time!" Questions about the individual learning situation mainly refer to understanding problems and questions (in total 50). Students made examples with code, they asked simple understanding questions, for example "I still have some problems with materials "Could you please explain the Coronavirus? Thanks!". Those hints, questions and problems were collected and discussed together in the next session.

Some previous results of research stated that in the midst of the covid-19 pandemic, the students are interested in using online learning in which can be accessed flexible, anywhere and everywhere. The best application used by lecturers and students was WhatsApp application. It was revealed that university students 'perception on verbal interaction gave the positive feedback towards WhatsApp chat group. This proves that ordinarily learners selected agree with utilizing WhatsApp chat group in doing verbal interaction. Hence, utilizing of WhatsApp chat group can be recommended as an efficient technique in verbal interaction for teaching and learning process (Sujarwo, S., Sukmawati, S., Asdar, A., Siradjuddin, S., & Ariani, 2020). Then, it can be stated that the students' perspective on online learning had a positive impact in the midst of the covid-19 pandemic (Sujarwo et al., 2020). In line with the results of research conveyed that students' responses to this online learning method are quite diverse. From the results of the analysis of this study, it describes the behavior of students in online learning quite well because the learning process is more flexible and does not take up much time (Padli & Rusdi, 2020). Then the results of the research revealed that higher education institutions in Romania were not prepared for exclusively online learning. Thus, the advantages of online learning identified in other studies seem to diminish in value, while disadvantages become more prominent. The hierarchy of problems that arise in online

learning changes in the context of the crisis caused by the pandemic (Coman et al., 2020).

Findings revealed that the majority of students in this study preferred written, specific, detailed, regular, constructive, and timely feedback. Students showed interest in the feedback they received and desired to discuss with their lecturers about the feedback in online learning. The findings emphasize the need for dialogic feedback where students and lecturers can share an understanding of what feedback is and improve the way the feedback process is done. Students work collaboratively to describe optimal feedback for an online learning system. The results show that students' previous experiences (positive and negative) with traditional feedback guide their perception preferences regarding online feedback. Students are aware of the many special challenges they face during online research, and expressed a strong desire for technology that can support the identification of valid and relevant online content. The need for self-reported online feedback is consistent with the successful features of digital learning environments that have been shown to support deeper learning. This study shows that students' perceived needs and preferences have a strong impact on the degree to which they are likely to assess and utilize feedback in online learning.

CONCLUSION AND RECOMMENDATION

Based on student responses, Learning from Home or Work from Home (WFH) through online learning in the network has a negative and positive impact on students. Judging from the obstacles faced, this method causes learning to be unattractive and unpleasant because the material is difficult to understand and cannot work together with friends, because the tasks given are independent and not in groups so they are not effective and active. Studying at home is not better than at school, because at home there are many things that can interfere with learning such as slow networks, blackouts, difficulty asking questions, some lessons are difficult to understand, lack of guidance from teachers,

lots of assignments, limited quota, too noisy atmosphere and there are some lessons cannot practice

While the positive impacts felt by students from Learning from Home through online learning include: increasing students' insight into the use of technology in learning and making them more independent, preventing the spread of the corona virus, saving transportation costs, and pocket money or pin money, can help parents work while learning and the existence of togetherness with the family.

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