



UNDERGRADUATE STUDENTS' PERCEPTION ABOUT BUSINESS ENGLISH ONLINE COURSE

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Abstract

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Online learning is being used by an increasing number of universities worldwide to transcend the conventional classrooms limitations and Indonesian education is no exception. The undergraduate students' perception is the key element in the online learning success. The research goals is to discover the undergraduate students' perception about business English online learning. This study used a descriptive qualitative research method. A questionnaire survey was administered and gathered to determine the undergraduate students' perceptions. Based on the research result, the majority of undergraduate students' perceptions are satisfied with the online teaching quality while the minority are neither satisfied nor unsatisfied, with the fewest students dissatisfied with business English online teaching and learning. The research conclusion could assist business English lecturers in developing more effective online curriculum for English Specific Purposes (ESP), especially for business English.

Keywords: Perception; Online Course; Business English

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INTRODUCTION

We cannot deny that information technology (IT) is having an increasing impact on our lives in several ways, among other things, its importance in the education field. Online learning is now has a significant impact on education globally due to the rapid advancement of technology (Bhagat et al., 2016). Online learning, or e-learning, is becoming more and more common in universities and other higher education institutions worldwide (Abbasi et al., 2020). Other names for online education include computer-mediated education, open education, web-based education, and blended education.

Online learning is being used by an increasing number of universities worldwide to transcend the limitations of conventional classrooms and Indonesian education is no exception. Tan et al., (2010) argue that online education has transformed adult and higher learning becoming easier to reach. This also happens at universities. English language instruction at university aims to develop students' oral and written language skills. EFL lecturers can use a variety of strategies in the classroom depending on the traits and demands of their students. The strategies involve students in the learning process, increase their language skills, and assist students in developing their critical thinking abilities.

According to Kentnor (2015), online education is a form of distant education in which course content is distributed across computer networks and the internet. One way to carry out teaching and learning activities at home is through online learning; however,

in this case, both the teacher and the students need to use appropriate technology for online learning. Online learning is an education method in which students access the internet through a computer or smartphone.

Additionally, online learning describes the educational environment enables students to utilize the internet to find content and enhance their opportunities for getting a better education (Benson cited in Tanjung & Utomo, 2021). Nevertheless, Ananthanarayanan (2014) claimed that because it relies regarding "delivery methods, communication forms, content varieties, and access frameworks" there is no set definition for online learning. Online education is the setting that enables learners to pursue their studies in a flexible manner and to exhibit greater self-regulation throughout the learning experience, as indicated by the previously reviewed literature

Sadirman explained (in Walangitan et al., 2022) "Online learning is a recent invention that significantly contributes to the shift in the learning process, as students now engage in additional activities like doing activities, observing, and demonstrating in addition to listening to the teacher's content descriptions. Online learning fosters students' independence and self-control in their educational development (Zayapragassarazan, 2020). Online or virtual learning systems are characterized by their integration of internet connectivity into the educational process (Bentley et al., 2015). According to Nguyen (2015) online learning refers to the delivery of all distance learning courses solely via the internet. Zoom, Whatsapp, Google Meet, and other applications are used in the online education in teaching and learning process (Singh & Thurman, 2019).

Using the internet is a good approach to study without being constrained by time or location. Real papers and other resources that aid in language acquisition are made available to students through the internet (Zamari et al., 2012). Online learning will enhance the educational engagement critical role by offering a variety of formats and styles (Anderson, 2009). Regardless that online learning is still a relatively new kind of instruction, a knowledge foundation is required to enable its utilization.

Synchronous learning occurs when there is a set time limit or real-time opportunity for interaction between the teacher and pupils, such as during video conferences (Singh & Thurman, 2019). Real-time learning occurs through synchronous learning, which typically involves the use of video conferencing tools like Zoom or Google Meet to broadcast content live. On the other hand, asynchronous mode refers to interactions that take place asynchronously, including those that occur on a discussion board or through recorded videos of instructional materials (Singh & Thurman, 2019). These two interactions are expected to result in an interaction between students' learning that is most driven (paced learning) by student collaboration (Nugroho et al., 2020).

Based on Holmes & Gardner (2006) research, there are four benefits of online learning: improving students' technological literacy, enhancing their educational experience, improving students' learning strategies, and fostering advancements in learning theory. Online education is envisioned as a means for students to obtain knowledge, assess that knowledge, work with peers, and then be able to apply that knowledge to their own personal growth. The largest obstacle, though, is figuring out how to guarantee that online learning is flexible and that the teaching and learning process isn't just focused on meeting standards that can be used in traditional classroom settings, but also on creating positive learning models and fostering personal growth.

Dodun et al. (2015) argued that online learning platforms are widely used at diverse levels of formal education processes; e-learning encompasses all educational situations in which communication and information technology tools are used extensively. According to Gómez-Rey et al. (2016) An online learning platform is a way to structure training that supports optimal material organization and student interaction.

Given that online teaching has emerged as a significant method of education impacting a large number of students, it is essential to keep exploring the advantages, drawbacks, and possibilities for enhancement in university online education. In fact, the online learning significance in business schools has led to a formal request for a more comprehensive and rigorous understanding of the factors determining the online courses quality (Arbaugh et al., 2013). It is anticipated that the pertinent knowledge will help students develop their lifelong education and innovative creativity skills, along with their literacy, informational, media, and technological proficiencies (Suherdi, 2012).

Cakrawati (2017) found that students which participate saw online learning platforms as an easy-to-use learning tool that enables them to interact with their teacher and other students outside of the classroom. Additionally, students feel that using electronic learning aids during the learning phase is advantageous because it saves time and energy. According to Nambiar (2020) In the worldwide educational system, online courses and learning are growing in popularity. The digital platform has made learning easier and available to everyone. Certain students might lose out on communication opportunities in a face-to-face classroom unless they are confident and have the ability to respond quickly. Online learning gives students flexibility and a dynamic learning environment. Overall, encouraging student autonomy, motivation, self-discipline, and participation in the learning process is the online learning goals.

Walgito (2003) defines perception as the process of human thinking about a specific phenomena, whereas Demuth (2013) believes that perception is the consequence of the interaction between stimuli and the observer's internal inference, wishes, and experience. Perception is a cognitive arrangement of sensory stimuli associated with a certain person, object, or event. Perception can also be an individual's interpretation of things (Amir et al., 2020). Perception is given in the form of a concept or an action, which is based on human experience (Blake et al., 2006). Based on the concept outlined earlier, perception is an essential psychological trait that people utilize to react to the various attributes presence and signs in their environment

All of the experience collected by the senses, saved in the mind, and manifested as an opinion about anything may be a perception. Perception is said to be the product of psychological or physical action. The perception of human behavior is determined by a variety of information sources, including sensory, motor, and affective processes (Blake et al., 2006). Perception was given in the form of an idea or action, a human concept based on their experience. In this debate, perception will be centered on undergraduate students' opinions, particularly during the online study process.

Darmaji et al. (cited in Vhalery et al., 2020) explained that student perception is the process by which students perceive, assess, accept, express ideas, test information, and respond sensory to what they see. Perceptions of acceptance, convenience of use, and usefulness are used to measure student perceptions (Mustarin & Wiharto in Vhalery et al., 2020). According to Chen & Hoshower (2003), the effectiveness evaluation of instruction and learning is primarily dependent on the students perceptions. A very wide range of internal and external understanding is contained in perception. Every learner is unique in both their personality and set of talents. Because they can affect how the course affects the students' learning results, the characteristics of the students must be considered.

From the standpoint of the students, an online course offers various advantages like flexibility, efficient use of time, and compatibility with the students' lifestyles (Astani et al., 2010). According to research, students have mixed opinions on the online teaching and learning process. Students may experience outcomes like higher dropout rates (Carr in Wahidiyati, 2020), if students have negative perceptions about their previous, current,

or future online learning experiences, they will be less motivated to learn certain content and less satisfied with their learning experience.

Student engagement refers to students' level of interest in the course, how they interact with instructors and classmates, and their drive to comprehend the subject matter (Gray & Diloreto, 2016). Dimensions including behavioural engagement (student participation and interaction), affective engagement (student attitudes toward peers and professors), and cognitive engagement (student motivation and effort to study) can all be used to analyse online learning (Salas-Pilco et al., 2022). The term perception refers to the shaping of information gained through the senses. Humans observe things through their senses and interpret those perceptions through their actions and opinions.

The learning plan and the types of activities that make use of the online learning mode should be carefully considered and appropriate for the subjects being covered, the learning resources that are available, the resources accessibility for the students, the deadlines for submitting assignments depending on the assignment type, the learning facilities available to the students, the students' circumstances as perceived from their place of residence, and the financial circumstances surrounding network coverage and internet bundle demand. It is important to consider because not all students have the necessary resources or access to participate or enjoy their learning mode transformation in this contemporary environment. It is also significant to emphasize that lecturers' functions as guides or navigators need to be broadened to ensure they not only offer course material but also prepare themselves for and adjust students to the shifts in learning styles (Setyaningsih, 2020).

Finding out how students feel about this online teaching and learning is crucial. It will be fascinating to see if students are happy with online learning, the new teaching approach, or if they would want to return to traditional classroom settings. Furthermore, The most vital phase in developing an online learning environment is identifying the learning goals and addressing the needs of the right students. Every learning objective, instructional technique, learning activity, and evaluation that is included in the syllabus is provided in the objectives (Sewell et al., 2010).

According to Belcher (in Fitria, 2019), English for Business has lately emerged as a thriving field within English for Specific Purposes, both in teaching and research. As more businesses need bilingual staff, business English is growing ever more vital in today's interconnected global community. Numerous individuals who communicate in English as their primary language applied business English in global commerce. Fitria (2019) explained that a teacher must be knowledgeable in the topic area in order to teach Business English, also known as English for Business. English language teaching expertise and subject knowledge are combined in ESP. At this phase, a teacher's job is to successfully adapt their teaching approaches to the students demand in studying business English. Therefore, researchers want to find out students' perceptions regarding online lectures so that they can find out whether the teaching methods used are appropriate to their needs, especially regarding difficulties, interactions with lecturers and their satisfaction in taking online lectures.

The undergraduate students' perception is one of the most essential components in the online learning success, which has several condition. When students think that online learning will benefit them, they are more likely to be driven to perform well (Smart & Cappel in Akuratiya & Meddage, 2020). Based on the research conducted by Birch & Volkov (2007) undergraduate ESL students felt that online discussion improved their social and cognitive learning results, developed graduate abilities, and provided easy-to-use communication platforms. Students' views on online learning that employs diverse media or applications in the curriculum fall into a favourable category for

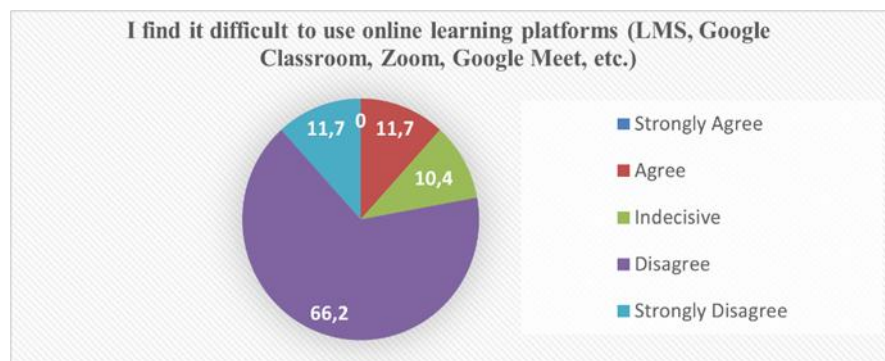
The data analysis technique used is Huberman et al., (2014) methods, which is an attractive analysis that includes: data condensation, data display, and drawing conclusion from the questionnaire result. The results of the analysis involve data reduction, which is then presented as processed data to reach the final conclusions of this study. In the questionnaire, there are several additional questions such what devices they use when taking online lectures and what lecture methods they prefer.

Arikunto (2012) explained if the population is less than 100 people, the total sample is taken as a whole, but if the population is greater than 100 people, 10-15% or 20-25% of the population can be taken. The total population of undergraduate students from economic education study programs who take business English courses is 770 undergraduate students. The research team took 10 percent of the population as a sample, therefore the number of undergraduate students sampled was 77 undergraduate students. The questionnaire was given to the undergraduate students that have taken business English lecture using online classes. The undergraduate students are in their second semester when this research take place.

RESULTS & DISCUSSION

Results

The undergraduate students' perception is one of the most essential components in the online learning success, which has numerous aspects. In this research the aspects which will be discussed are about undergraduate students' difficulties, their interactions with the lecturers and also their satisfaction in taking online lectures. This study employs a qualitative descriptive approach where the researchers serve as the primary tool for data analysis. After the data assortment the next steps are data reduction and data display. Below are the data explanations from the questionnaire results:

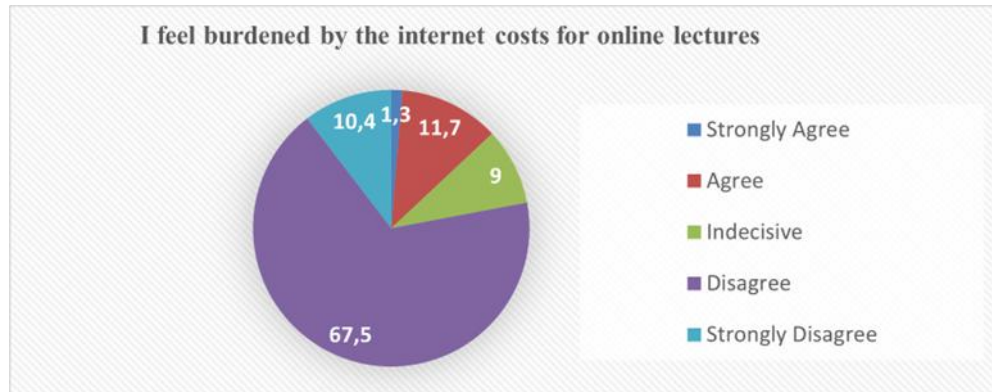


Picture 1.

I find it difficult to use online learning platforms
Source: Researcher's Data (2024)

For statement 1, I find it difficult to use online learning platforms (LMS, Google Classroom, Zoom, Google Meet, etc.) which was obtained from 77 respondents, the result is 0% or no undergraduate students answered strongly agree that I find it difficult to use online learning platforms (LMS, Google Classroom, Zoom, Google Meet, etc.). 11,7% or 9 undergraduate students answered agree, 8 undergraduate students (10,4%) answered

indecisive, 51 undergraduate students (66,2%) answered disagree and 11.7% or 9 undergraduate students answered strongly disagree.

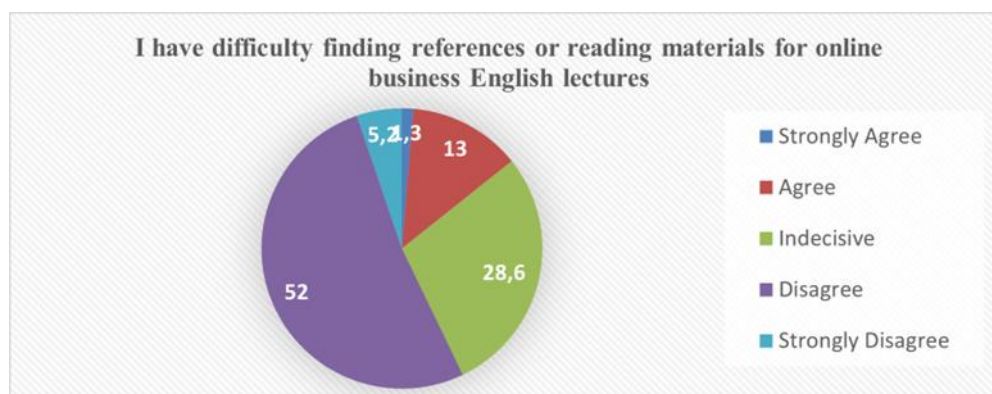


Picture 2.

I feel burdened by the internet costs for online lectures

Source: Researcher's Data (2024)

For statement 2, I feel burdened by the internet costs for online lectures, which was obtained from 77 respondents, the result is 1,3 % or 1 undergraduate students answered strongly agree that I feel burdened by the internet costs for online lectures, 11.7% or 9 undergraduate students answered agree, 7 undergraduate students (9%) answered indecisive, 52 undergraduate students (67,5%) answered disagree and 10,4% or 8 undergraduate students answered strongly disagree.

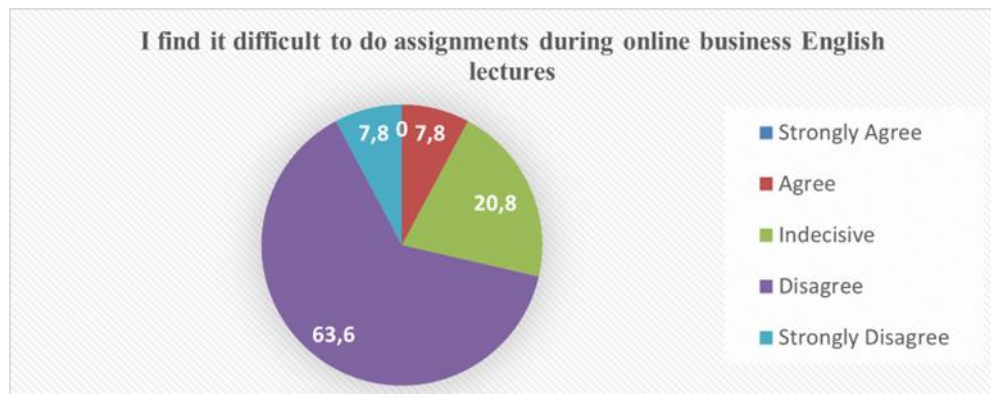


Picture 3.

I have difficulty finding references or reading materials for online business English lectures

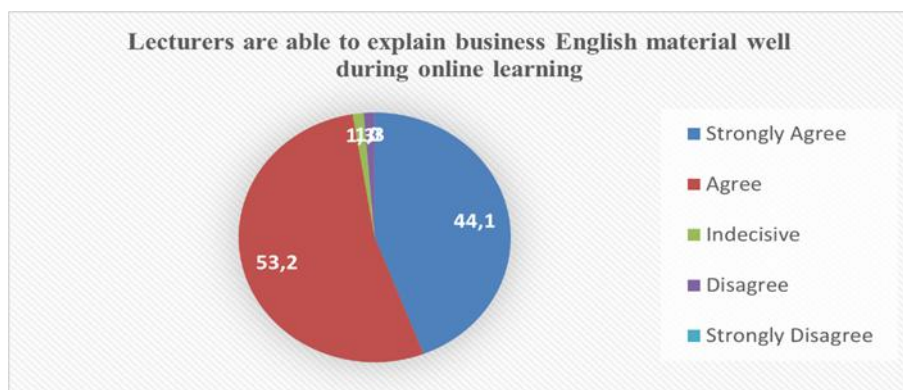
Source: Researcher's Data (2024)

For statement 3, I have difficulty finding references or reading materials for online business English lectures which was obtained from 77 respondents, the result is 1,3 % or 1 undergraduate students' answered strongly agree that I have difficulty finding references or reading materials for online business English lectures. 13% or 10 undergraduate students answered agree, 22 undergraduate students (28,6%) answered indecisive, 40 undergraduate students (52%) answered disagree and 5,2% or 4 undergraduate students answered strongly disagree.



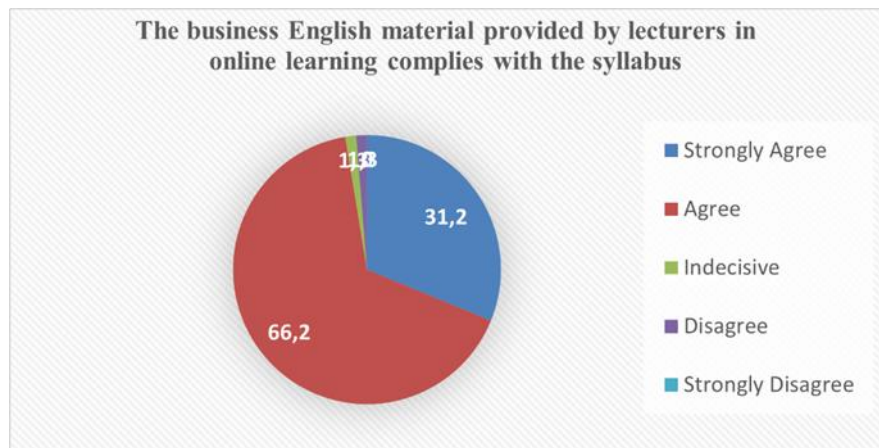
Picture 4.
 I find it difficult to do assignments during online business English lectures
Source: Researcher's Data (2024)

For statement 4, I find it difficult to do assignments during online business English lectures, which was obtained from 77 respondents, the result is 0 % or no undergraduate students answered strongly agree that I find it difficult to do assignments during online business English lectures. 7,8% or 6 undergraduate students answered agree, 16 undergraduate students (20,8%) answered indecisive, 49 undergraduate students (63,6%) answered disagree and 7,8% or 6 undergraduate students answered strongly disagree.



Picture 5.
 Lecturers are able to explain business English material well during online learning
Source: Researcher's Data (2024)

For statement 5, lecturers are able to explain business English material well during online learning, which was obtained from 77 respondents, the result is 44,1 % or 34 undergraduate students answered strongly agree that lecturers are able to explain business English material well during online learning. 53,2% or 41 undergraduate students answered agree, 1 undergraduate student (1,3%) answered indecisive, 1 undergraduate student (1,3%) answered disagree and 0% or no undergraduate students answered strongly disagree.

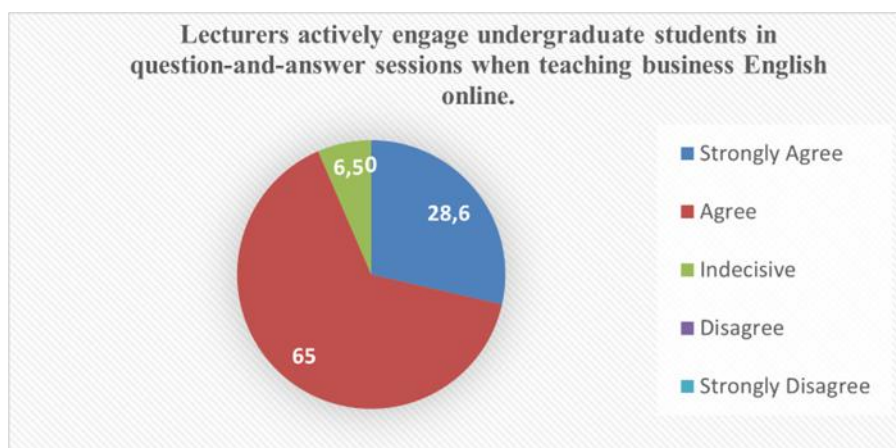


Picture 6.

The business English material provided by lecturers in online learning complies with the syllabus

Source: Researcher's Data (2024)

For statement 6, The business English material provided by lecturers in online learning complies with the syllabus, which was obtained from 77 respondents, the result is 31,2 % or 24 undergraduate students answered strongly agree that the business English material provided by lecturers in online learning complies with the syllabus. 66,2% or 51 undergraduate students answered agree, 1 undergraduate student (1,3%) answered indecisive, 1 undergraduate student (1,3%) answered disagree and 0% or no undergraduate students answered strongly disagree.



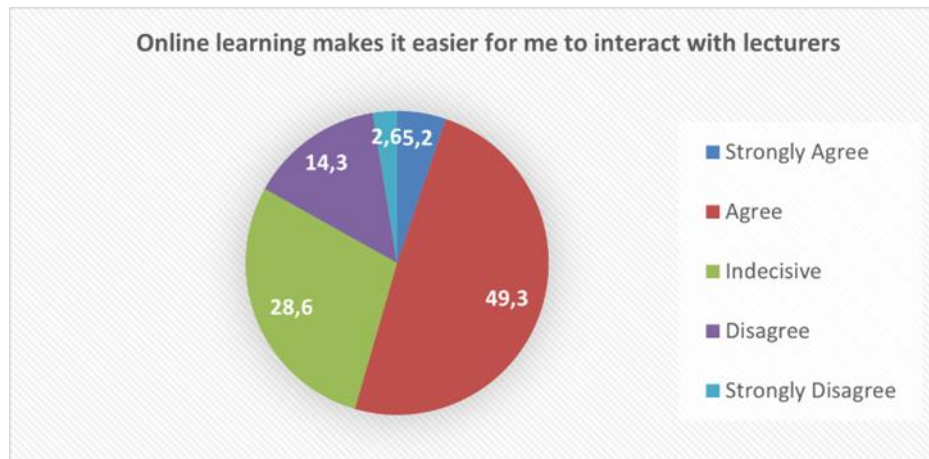
Picture 7.

Lecturers actively engage undergraduate students in question-and-answer sessions when teaching business English online

Source: Researcher's Data (2024)

For statement 7, Lecturers actively engage undergraduate students in question-and-answer sessions when teaching business English online, which was obtained from 77 respondents, the result is 28,6 % or 22 students answered strongly agree that lecturers actively engage undergraduate students in question-and-answer sessions when teaching business English online. 65% or 50 undergraduate students answered agree, 5

undergraduate students (6,5%) answered indecisive, and no undergraduate students (0%) answered disagree or strongly disagree.

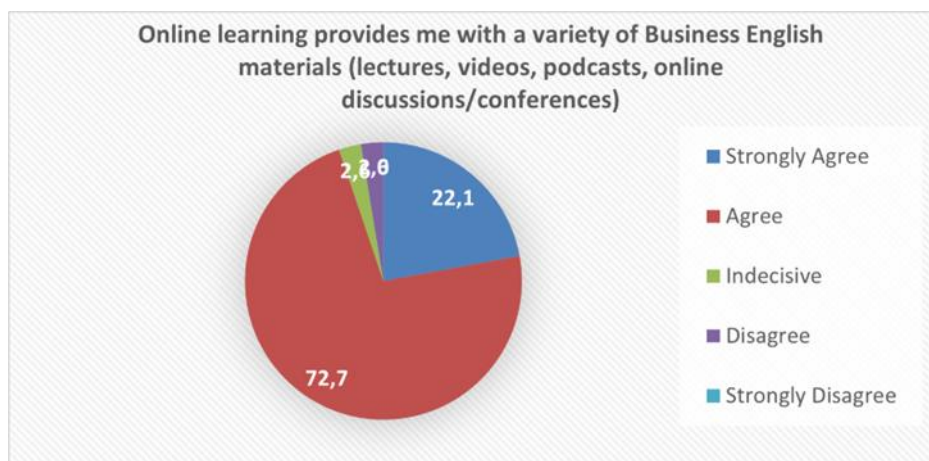


Picture 8.

Online learning makes it easier for me to interact with lecturers

Source: Researcher's Data (2024)

For statement 8, Online learning makes it easier for me to interact with lecturers, which was obtained from 77 respondents, the result is 5,2 % or 4 undergraduate students answered strongly agree that online learning makes it easier for me to interact with lecturers. 49,3% or 38 undergraduate students answered agree, 22 undergraduate students (28,6%) answered indecisive, 11 undergraduate students (14,3%) answered disagree and 2,6 % or 2 undergraduate students answered strongly disagree.



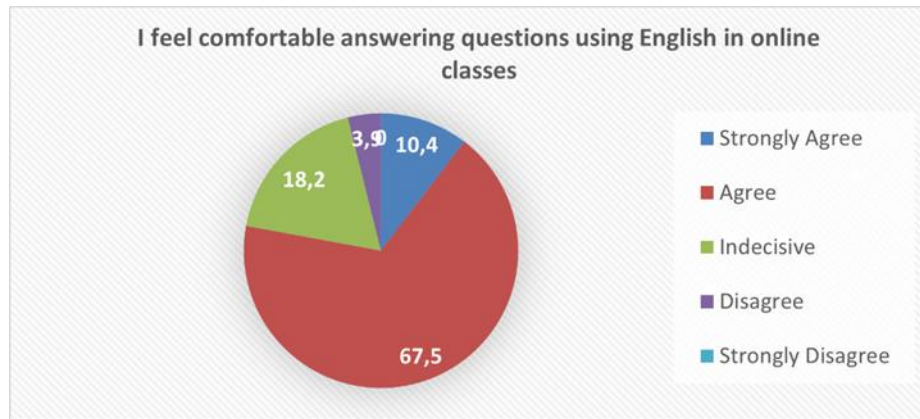
Picture 9.

Online learning provides me with a variety of Business English materials (lectures, videos, podcasts, online discussions/conferences)

Source: Researcher's Data (2024)

For statement 9, online learning provides me with a variety of business English materials (lectures, videos, podcasts, online discussions/conferences), which was obtained from 77 respondents, the result is 22,1 % or 17 undergraduate students answered strongly agree that online learning provides me with a variety of Business English materials

(lectures, videos, podcasts, online discussions/conferences). 72,7% or 56 undergraduate students answered agree, 2 undergraduate students (2,6%) answered indecisive, 2 undergraduate students (2,6%) answered disagree and 0 % or no undergraduate students answered strongly disagree.

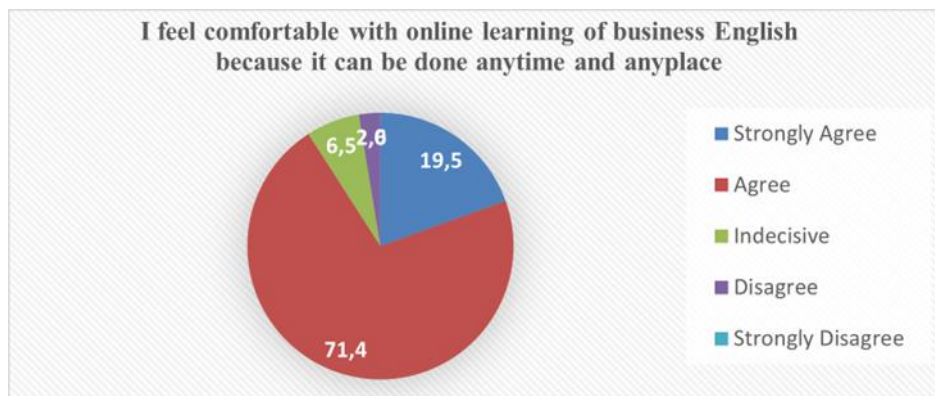


Picture 10.

I feel comfortable answering questions using English in online classes

Source: Researcher's Data (2024)

For statement 10, I feel comfortable answering questions using English in online classes, which was obtained from 77 respondents, the result is 10,4 % or 8 undergraduate students answered strongly agree that I feel comfortable answering questions using English in online classes. 67,5% or 52 undergraduate students answered agree, 14 undergraduate student (18,2%) answered indecisive, 3 undergraduate students (3,9%) answered disagree and 0 % or no undergraduate students answered strongly disagree.



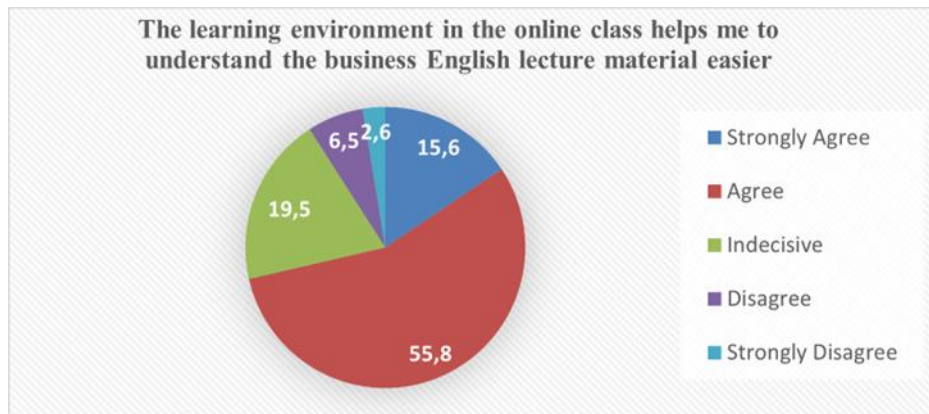
Picture 11.

I feel comfortable with online learning of business English because it can be done anytime and anyplace

Source: Researcher's Data (2024)

For statement 11, I feel comfortable with online learning of business English because it can be done anytime and anyplace, which was obtained from 77 respondents, the result is 19,5 % or 15 undergraduate students answered strongly agree that I feel comfortable with online learning of business English because it can be done anytime and anyplace. 71,4% or 55 undergraduate students answered agree, 5 undergraduate students

(6,5%) answered indecisive, 2 undergraduate students (2,6%) answered disagree and 0 % or no undergraduate students answered strongly disagree.

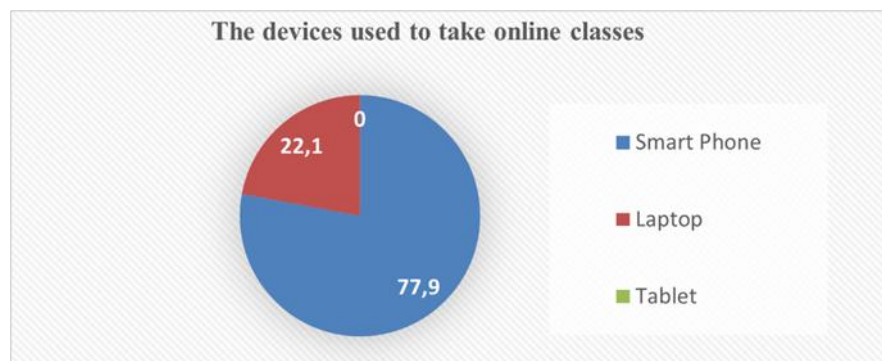


Picture 12.

The learning environment in the online class helps me to understand the business English lecture material easier

Source: Researcher's Data (2024)

For statement 12, The learning environment in the online class helps me to understand the business English lecture material easier, which was obtained from 77 respondents, the result is 15,6 % or 12 undergraduate students answered strongly agree that the learning environment in the online class helps them to understand the business English lecture material easier. 55,8% or 43 undergraduate students answered agree, 15 undergraduate students (19,5%) answered indecisive, 5 undergraduate students (6,5%) answered disagree and 2,6% or 2 undergraduate students answered strongly disagree.



Picture 13.

The devices used to take online classes

Source: Researcher's Data (2024)

For statement 13, the devices that the undergraduate students use to take online classes, which was obtained from 77 respondents, the result is 77,9% or 60 undergraduate students use their smartphone to take online classes. 17 undergraduate students or 22,1% used their laptops and 0% or no undergraduate students use tablets to take their online classes.

Discussion

The questionnaire includes the undergraduate students' perceptions about their difficulties, their interactions with the lecturers and also their satisfaction in taking online lectures. The questionnaire purpose is to gain knowledge based on undergraduate students' perception about their difficulties, interaction and satisfaction when they took the business English online lecture. There is another additional question which put in the questionnaire. The questions asked about device which used by the undergraduate students when they follow the online learning. The result of the questions is that most of the undergraduate students use smartphone in order to attend the online lecture.

From the questionnaire answers for difficulties that the undergraduate faced when learning business English online lecture, the results are the undergraduate students feel that they have not any difficulties in using the online learning platform, finding references for the learning materials, doing assignments during online learning and also they are not feeling burden with the internet quota for online lectures. It means that the undergraduate students have positive perception and can overcome the existing difficulties. It also can be concluded that most of the undergraduate students did not have difficulties when doing online learning.

Based on the questionnaire results for undergraduate students' perceptions for their interactions with their lectures that the lecturers are able to explain business English material well, provided online learning material in accordance with the syllabus, actively conduct question and answer activities with students, and also with online learning makes it easier for the undergraduate students to interact with their lecturers. Based on it we can draw a conclusion that online learning run smoothly and well received by the undergraduate students. It can be seen from undergraduate students positive learning perception. They also said that although the learning process was only done by online, the lecturers were able to create an active class. The lecturer conducts question and answer activities about business English material in learning through online learning. Interaction between undergraduate students and lecturers is unaffected by online learning, so undergraduate students can ask or answer questions from the lecturer when experiencing difficulties during learning. This warns us as lecturer that communication between undergraduate students and lecturers is crucial to the teaching and learning process. Lin (2015) affirm that teachers' interactions with their students and students' interaction with their peers should always be designed to enhance communication and discussion of each task in the teaching and learning process.

The questionnaire results for undergraduate perception for their satisfaction with business English online learning that they are comfortable in answering questions using English during online classes, they also feel convenient with the business English online class because it can be done anytime and anywhere, the online leaning environment help them understand the business English lecture material more easily and also online learning provides them with various Business English materials that they can choose. With the questionnaire results it indicates that the undergraduate students have positive perception with their business English online classes. The undergraduate students believed that online learning provided them flexibility to study at the time when it was suitable for them with the various materials delivery which make them feel comfortable with their learning environment which is helping them in increasing their learning enthusiasm.

Zhang et al. (2020) discovered in his research that perception is dynamic and adaptable, changing from negative to positive, and this experience helped them adjust to the issues they had previously encountered. The undergraduate students experienced

fewer issues while the research take place, leading to more favourable responses on the questionnaire. Secondly, the research participants did not encounter any problems in learning device possession and internet access (Poláková & Klímová, 2021) and infrastructure, further online interaction between students and teacher also had prior online learning experience (Shawaqfeh et al., 2020). The undergraduate students' favorable opinion may also come from that they have no problems in those aspects. Lastly, the participants might have a sense of pleasure by following online learning. In this instance, despite the fact that the method was not particularly close to what they were used to, the undergraduate students may have an innate sense of enjoyment for the learning process.

CONCLUSION

From the questionnaire answers for difficulties that the undergraduate faced when learning business English online lecture, the results are the undergraduate students feel that they have not any difficulties in using the online learning platform, finding references for the learning materials, doing assignments during online learning and also they are not feeling burden with the internet quota for online lectures. For the questionnaire results of undergraduate students perceptions for their interactions with their lectures are the lecturers are able to explain business English material well, lecturers provided online learning material in accordance with the syllabus, actively conduct question and answer activities with students, and also with online learning makes it easier for the undergraduate students to interact with their lecturers. The last part of the questionnaire is the undergraduate students satisfaction with business English online learning which they answer that they are comfortable in answering questions using English during online classes, they also feel convenient with the business English online class because it can be done anytime and anywhere, the online learning environment help them understand the business English lecture material more easily and also online learning provides them with a variety of Business English materials that they can choose. Based on the research result, the majority of undergraduate students' perceptions are satisfied with the quality of online teaching while the minority are neither satisfied nor unsatisfied, with the fewest students dissatisfied with business English online teaching and learning. The questionnaire results indicate that the majority of undergraduate students respond to the questions with positive perceptions. The result of this research could assist business English lecturers in developing more effective online curriculum for English Specific Purposes (ESP), especially for business English lecture.

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