

STUDENTS' LEARNING ENGLISH EXPERIENCE IN ENGLISH LITERATURE STUDY PROGRAM AT KHAIRUN UNIVERSITY

Farid Samad^{1*}, Naniek Jusnita², Roswita M. Aboe³, Taib Latif⁴ Abdul Halim Daud⁵

^{1,2,3,4,5} English Language Education Study Program, FKIP, Universitas Khairun, Indonesia
Email: Faridsamad07@gmail.com

Abstract: This research aims to explore students learning English experience in their learning practice both online and offline situation. It involved fifteen (15) students of fifth semester in English literature study program at Khairun University. This is qualitative descriptive method, and the data gathered from questionnaire and interview analysis. Based on result data analysis, students' learning experience factors such interaction, instruction, instructor, management and technology had influenced their language acquisition, speaking communication, learning motivation, comfortable zone, and accessibility in learning class both online and offline situation. Those learning factors contributed to positive teaching and learning practice to enhance students' opportunities for interaction and feedback, it is influenced their language learning strategies and preferences. The process of teaching and learning process does not always run well as smooth as the educator and students expected. However, students can extend their learning English experience and acquire more knowledge from learning factors.

Keywords: *Students' Learning Experience, Learning factor, online and offline class.*

INTRODUCTION

English is a universal language that is used by most countries in the world as the main language (Byslina, 2016). Moreover, English is one of the most important international languages to master or to learn. In Indonesia English is a foreign language, but it occupies an important position in the daily life of our society. This is clearly seen in the world of education in Indonesia where English language is one of the subjects taught to students from elementary school to high level (Rahman et.al, 2019).

The provision of English courses is considered to be able to accommodate educational needs that can equip students to master English as an international language (Soenardi, 2011). The high level of competition and along with the demands of the world of work, globalization and competition, mastery of English is absolutely necessary.

English literature department students need to learn English for several key reasons: it broadens their understanding of language and literature, enhances their critical thinking and communication skills, and provides access to a vast body of global knowledge and cultural perspectives, all crucial for their academic and future career success (Rahman et al, 2019). English is the dominant language of academic research, publishing, and online resources. Mastering English allows students to access a wider range of scholarly works, stay updated with the latest developments in their field, and engage with global academic discourse.

However, students learning English as a second language often face a range of experiences, from initial challenges in understanding and speaking to achieving fluency and confidence. These experiences can be shaped by factors like teaching methods, learning environment, and individual learning styles. The benefits of learning English are significant, including increased

communication opportunities, access to information, and enhanced career prospects (Megawati, 2016)

This study aims to explore students learning experiences situation in offline and online context of teaching process. Both online learning and offline learning have positive and negative impacts. That is why researchers interested to investigate those learning situations in order to comprehend students learning experience factors.

METHODOLOGY

This is descriptive qualitative research method. Questionnaires and interview were used to know students' learning experiences factor and to know how did learning experience process take place. The subject were fifteen literature students of fifth semester. The questionnaire data were analysed and categorized based on learning experience factors that proposed by Naaj et al (2012). Researchers used liker scale namely, strongly agree (SA), agree (A), disagree (DA), and strongly disagree (SDA to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2009). The data of interview was descriptively breakdown and explained on learning experience process both offline and online context based on questions' theme.

FINDINGS AND DISCUSSION

The data from questionnaires and interviews were classified and analysed descriptively based on learning experience factors consists of interaction, instruction, instructor, course management, and technology (Naaj, 2012). The interview data were described properly based on questions' theme that related to both offline and online English learning experience processed.

Findings

From questionnaires and interview data results, researchers presented some factors that influenced students' learning English experience in the following table.

Table 1. Students Learning Experience Factors

Aspect	Strong Agree	Agree	Disagree	Strong Disagree
	%			
Interaction	23	77	0	0
Instruction	20	73	7	0
Instructor	31	60	9	0
Management	21	73	6	0
Technology	22	77	1	0

Students agree (77%) and strongly agree (23%) to create English discussion or interaction during online and offline class. Thus, they still need self-preparation to maintain their vocabulary mastery, ability to speak, listening skill and comprehend the context of issues. Even though they must mix both English and Indonesia language during learning and discussion process, students showed enthusiasm and motivated in learning interaction.

Instruction factor in students learning process showed agree (73%) and strongly agree (20%), while disagree is (7 %). The data approved that teacher's instruction both verbally and written order had cleared and comprehended them during learning process. It is affected on how to do their tasks and complete the materials properly. However, few were disagreed since the ability to comprehend, to speak and to complete the task is not totally depend on instruction mode but on students' learning skill and competence.

Having agree (60%), strongly agree (31%) and disagree (9%) in instructor's learning factor, the way of lecturers teaching style, communication, interaction, strategy and teaching method used in teaching process has motivated and interested some students to learn English both online and offline situation. Nevertheless, students' different perception may occur as a response on such situation which influence internal and external point of view.

Management in the learning process refers to the strategic organization and oversight of all elements involved in education to optimize learning outcomes (Naaj, 2012). The finding showed that students strongly agree (21%), agree (73%), and disagree (6%) explained that students aware of teaching class arrangement such schedule, timing, planning, and decision when dealing with teaching and learning process at class. Lecturer arranged offline and online class using good instruction management which created conducive learning situation. However, some problems may occur when online learning process derived uncomfortable situation for students such as limited zoom duration which make students need to re-enter the online room for more than twice.

The data of technology factor in students' learning experience reported that students strongly agree (22%), agree (77%) and disagree (1%). Students admitted that technology give important contribution in their learning experience in both online and offline class. They received numerous benefits in enhancing engagement, accessibility, and the overall learning experience. Students excited using their gadget all the time. Easy access in downloading material and search their learning references.

Discussions

Students' learning experience factors that proposed by Naaj (2012) such interaction, instruction, instructor, management and technology had described the learning process both online and offline situation in literature student of study program. Interaction learning factor has influenced students learning enthusiasm and motivation to interact actively in their speaking communication between students, and students-lecturer. Whether they need to used language switch code both Indonesia and English, they keep build communication for class interaction during learning process in offline and online situation. This finding in line with Nasrulloh (2013) in his research explained that students showed active enough when discussion took place. They developed some speaking strategies while interacting with teacher. Boulima (1999) also explained that the student requires interaction to produce the language for successful language learning.

Learning instruction factor plays a vital role in learning by providing the framework and guidance necessary for acquiring new knowledge and skills. It encompasses various methods, strategies, and materials used to facilitate the learning process, ensuring that learners can understand, retain, and apply information effectively (Goldman, 2012). Students believed and obeyed what the teacher instructs them to do classroom task verbally or in written instruction material. That is why, teacher instruction develops their learning concept and learning goals. Instructional materials refer to those alternative channels of communication, which a classroom teacher can use to concretize a concept during teaching and learning process (Amadioha, 2019). It develops their understanding and guidance to promote learning task. Through clear instruction, students may encourage their involvement and active participation in the learning process (Poornima, 2024).

In the learning process, the instructor plays a vital role in guiding and facilitating student learning (Marcus (2004). They are not just lecturers but also motivators, facilitators, and advisors, helping students develop not only knowledge but also critical thinking and problem-solving skills. The way of lecturers teaching style, communication, interaction, strategy and teaching method used in teaching process has motivated and interested some

students to learn English both online and offline situation. However, students' different perception may occur as a response on such situation which influence internal and external point of view. Naaj, (2012) explains that the instructor's actions shape the learning environment and student engagement, ultimately influencing their academic success and development. Instructors help students explore and discover knowledge independently, encouraging them to form their own understanding. Furthermore, a university instructor must be able to effectively manage the classroom and facilitate maximum student if they desire to enhance student learning (Catt, Miller, & Schallenkamp, 2007)

Students agreed that managing schedule meeting, timing, teaching planning, and decision in the teaching and learning process at class as a part of learning management factor has contributed to their manageable learning situation that derived them into readiness to learn. In line with Naaj (2012) explanation, management in learning process refers to the strategic organization and oversight of all elements involved in education to optimize learning outcomes. It encompasses planning, organizing, leading, and controlling activities to create an effective and conducive learning environment. Moreover, Greene et.al, (1985) asserted that effective management motivates learners, utilizes resources efficiently, and facilitates the achievement of educational goals.

Technology according Leising (2013) is to offers tools like interactive simulations, multimedia presentations, and educational apps that cater to diverse learning styles and make learning more enjoyable and memorable. Students aware that the use of technology in their learning process bring motivation, joyful, and exciting to explore information, experience, and enhance their knowledge. As Collis and Jung (2003) asserted that technology helps create blended learning environments that integrate online and offline learning experiences, making learning more relevant and engaging for students.

CONCLUSIONS

Students' learning experience factors such interaction, instruction, instructor, management and technology had influenced their language acquisition, speaking communication, learning motivation, comfortable zone, and accessibility in learning class both online and offline situation. Those learning factors contributed to positive teaching and learning practice to enhance students' opportunities for interaction and feedback, it is influenced their language learning strategies and preferences. However, the process of teaching and learning process does not always run well as smooth as the educator and students expected. Internal and external learning factors has considered to be involved in maintaining appropriate teaching and learning process in educational level.

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