

# EXPLORING EFL STUDENTS' PERCEPTIONS ON THE USE OF MOOC AS AN INSTRUCTIONAL MEDIA IN ONLINE CLASSES

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## Abstract

Many media have been used for online learning and are familiar because during the pandemic schools and campuses around the world carry out online learning. Therefore, the use of online media in the form of websites and Apps in online learning is very important. Instructional media used in teaching will affect students both in terms of effectiveness in online learning and in terms of student understanding of a lesson. This study aimed to determine EFL students' perceptions on the use of MOOC as an instructional media online in English for Specific Purposes (ESP) classes for students of the English Education Study Program at the IAIN Palangka Raya. This research used quantitative methods with survey research as the design. The population of this research was students of the English Study Program of 2018 who have carried out online classes for 1 semester in ESP courses at IAIN Palangka Raya. The instrument of this research was a questionnaire that was formed in the form of a Likert Scale. The researcher used a purposive sampling technique with several sample criteria. A total of 57 students answered the questionnaire in order to complete the research objectives. Data analysis was performed by calculating the data using the SPSS formula (Mean, Median, Mode, and Standard Deviation). The research findings indicated that MOOC can be good as instructional media online in English for Specific Purposes (ESP) classes, especially for EFL students with the final result of the questionnaire which consists of 16 items was 73%, and belongs to the positive or Agree category.

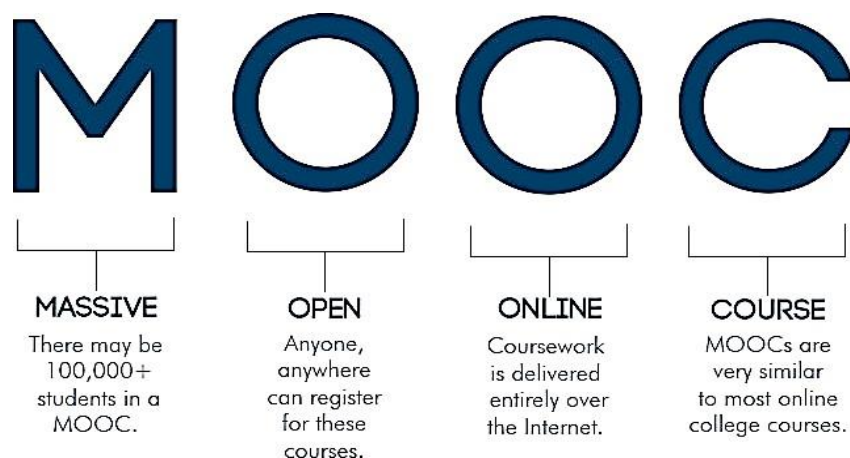
**Keywords:** Perceptions; MOOC; Online Classes

## INTRODUCTION

Online learning is no stranger because during the pandemic, schools and campuses around the world carry out online learning. Therefore, students and lecturers need online media in the form of websites and Apps to conduct online learning. One of them is MOOC-based online learning. According to (He, 2021) Massive Open Online Courses (MOOC) is a type of open online course that originated from a free learning convention and is becoming increasingly popular. Massive Open Online Courses (MOOC) are known as free online learning material in online learning, according to the statement above. According to (Impey & Formanek, 2021) Massive open online classes (MOOC) are an essential aspect of the pandemic's educational response. MOOC provides various kinds of learning obtained from MOOC in the fields of medicine, mathematics, social, and English for Specific Purposes (ESP). Especially for learning English, MOOC provides various kinds of learning that can support online learning, such as MOOC, Duolingo, Coursera, Udacity, Alison, etc. However, according to (Kim et al., 2021) it is still rare for research to examine the use of MOOC in learning English, even though MOOC have been widely used and accessed in several prestigious academic institutions to support English language learning. According to (Sichling, Karamehić-Muratović, Vamas, & Muratović, 2021) perception is closely related to attitude. The process through which a person analyzes and

organizes senses in order to form a meaningful experience of the world is known as perception. To put it another way, a person is confronted with a scenario or stimulus. Based on previous experience, the person translates the situation into something that occurred earlier. However, what one interprets or feels may be substantially different from reality. The aim of this study was to observe things that need to notice. The study of EFL students' perceptions of media as instructional media in English for Specific Purposes (ESP). Investigating EFL students' perceptions can help to learn more about their perspectives, and discovering media can help to find a useful way for effective online learning. According to the researchers observations, the media that supported English for Specific Purposes (ESP) online learning during a pandemic offered major contributions when studying English for Specific Purposes (ESP). The usage of media in online learning can be a fun way to learn. The researchers noticed during a pandemic the English language was like a foreign language and the difficulty in understanding the teaching materials provided made it difficult to improve the ability to understand English material. The present study was interested in investigating EFL students' perceptions of MOOC as instructional media online in English for Specific Purposes (ESP) classes, which allows students to study independently anywhere and at any time. This study intends to discover EFL students' perception on the use of MOOC as an instructional media online in English for Specific Purposes (ESP) classes. According to (Amin & Adiansyah, 2018) "Perception is a complex process through which individuals accept or summarize information from their environment". In this research, perception refers to students' opinions related to the use MOOC as an instructional media online in English for Specific Purposes (ESP) classes. EFL (English as a Foreign Language) students are those who are learning English from non-native speakers in a non-English speaking context. The research by (Tseng & Yeh, 2021) EFL is tailored for students at a specific time or event. They are prepared to communicate in the future using English as a global language, because English has such a big influence in everyday life. It needs to be learned from a young age. Many technological methods have been applied in language education in order to improve the language skills of English as a Foreign Language (EFL) students. Information and communication technologies (ICTs) such as Twitter and Facebook, for example, help students overcome the lack of English exposure in EFL environments by allowing them to engage with native speakers. This shows that the role of the media as instructional media online is needed for EFL students. In the current era, there are many technologies that provide learning media such as in this study, which will support EFL students in an effective learning process. In this research, EFL students refer to EFL students in the class of 2018 students in English for Specific Purposes (ESP) of English Department in IAIN Palangka Raya. The research by You (2019) stated that the Massive Open Online Course (MOOC) is a web-based online course that draws students from all around the world. MOOC stands for Massive Open Online Course, which is an open and easily available online learning environment with learning freedom. MOOC introduces a new way of learning and teaching. The MOOC provides lecturers, sometimes called facilitators, who engage and communicate with the attendees to facilitate their involvement. According to (ur Rehman, Bano, & Mehraj, 2019) Massive Online Open Courses (MOOC) are the newest trend in education that is disrupting traditional teaching and learning techniques. MOOC has the ability to reach a very wide public. In many parts of the world, MOOC provide access to an excellent education. In this research, the researchers want to know the use of MOOC in English for Specific Purposes (ESP) classes.

*Figure 1*  
*About MOOC*



The characteristics of MOOC from (Yin, 2016) they are enormous, open, and online. Massive refers to a course that can handle a large number of pupils. Professor Thrun of Stanford University teaches an artificial intelligence course that draws over a hundred thousand students. The term "open" refers to a course that is free and open to anyone. Courses were delivered online, and anyone can take them as long as they have access to the internet. According to research (Laborda, 2012) the first outlines what ESP is and what the present work's primary areas are (such as English for Academic Purposes and English for Professional Purposes). English for a specific purpose was created to satisfy the demands of individual students and their unique situations, and is tailored to specific fields. In the study by (McGrath & Kaufhold, 2016) ESP is defined as a practical and goal-oriented strategy that is tailored to pupils' unique language requirements and goals. The research by (Patricia Aguilera-Hermida, 2020) students who are physically separated from professors or lecturers demand online or distance education as a delivery mechanism. Technology mediates student and lecturer interaction, and learning environment design can have a significant impact on learning results. For decades studied, effective online teaching requires instructional design and planning. However, due to the COVID-19 pandemic, many students around the world have had to switch learning methods from face-to-face to online learning. People have limited information processing capacity, and there is the potential that a combination of learning modalities may result in cognitive overload, impacting the ability to adequately learn new information. The effectiveness of online learning is highly dependent on the level of user acceptance. Therefore, it is important to analyzed the approaches and media that can be used during online learning.

## METHOD

This study used a quantitative approach and the design of this research was survey research. The study by (Leavy, 2017) Quantitative research is a kind of deductive approach to the research process that aims to prove, disprove, and give credence to an existing theory. A study by (Akhtar, 2016) defines the design of research as the preparation of conduct of research these are the points to consider when formulating any research. The researcher used a questionnaire because it was the most appropriate design to find out and explore student perceptions. The questionnaire consists of 16 items adapted from (Aharony & Bar-Ilan, 2016), (Tsai et al., 2018), and (Pillai & Sivathanu, 2019). The data were analyzed by the researchers using several procedures. First, the researchers collected all data (item value/response). Second, the researchers arranged the collected scores into a distributed score table frequency. Third, the

researchers calculated the mean by using the formula, Mean, Median, Mode, and Standard Deviation. Fourth, the researchers measures the validity using the Pearson Product Moment Correlation (PPMC) and calculates it with IBM SPSS Statistics. Fifth, the researchers measured the reliability using Cronbach's alpha formula and calculated it by IBM SPSS Statistics. Sixth, the researchers explain the results of item analysis with the following steps: Several steps of score explanation:

Calculated the maximum score with the formula:

Maximum Likert score (MAX) x total respondents

Calculated the minimum score with the formula:

Minimum Likert score (MIN) x total respondents

Percentage formula = Total score / MAX x 100%

Interval formula = X / Likert number

Final score =  $\frac{\text{Total Score}}{\text{Total Item}}$

Then, the results of the data were interpreted using a formula with 5 criteria, described in the following table:

Table 1. Students' Perceptions Category of Measurement (Nazir, 2014)

No	Scores	Category
1	80%-100%	Strongly Agree
2	60%-79.99%	Agree
3	40%-59.99%	Neutral
4	20%-39.99%	Disagree
5	0%-19.99%	Strongly Disagree

Last, the researcher took conclusions based on the results in the form of words.

## RESULTS AND DISCUSSION

### Results

The results of Exploring EFL Student Perceptions on the use of MOOC as an instructional media in online classes were obtained by using a questionnaire as the main instrument to collect data. The questionnaire consisted of responses, central tendency (mean, median, mode), and standard deviation. There were 57 English Language Education students in the 2018 academic year who were selected as samples in this research. The results of the study will be explained below:

Table 2.Descriptive of Questionnaire

No	Number & Percent	Scale					Total	Mn	Med	Mod	St.Dev
		SD=1	D=2	N=3	A=4	SA=5					
1	Number	0	1	26	22	8	208	3.65	4.00	3	.744
	Percent	0%	1.8%	45.6%	38.6%	14.0%					
2	Number	0	0	25	28	4	207	3.63	4.00	4	.616
	Percent	0%	0%	43.9%	49.1%	7.0%					
3	Number	0	4	27	20	6	199	3.49	3.00	3	.782
	Percent	0%	7.0%	47.4%	35.1%	10.5%					
4	Number	0	2	18	30	7	213	3.74	4.00	4	.720
	Percent	0%	3.5%	31.6%	52.6%	12.3%					
5	Number	0	2	19	30	6	211	3.70	4.00	4	.706
	Percent	0%	3.5%	33.3%	52.6%	10.5%					
6	Number	0	3	27	22	5	200	3.51	3.00	3	.735
	Percent	0%	5.3%	47.4%	38.6%	8.8%					
7	Number	0%	300%	27	23	4	199	3.49	3.00	3	.710
	Percent	0%	5.3%	47.4%	40.4%	7.0%					
8	Number	0	3	19	30	5	208	3.65	4.00	4	.719
	Percent	0%	5.3%	33.3%	52.6%	8.8%					
9	Number	0	4	17	25	11	214	3.75	4.00	4	.851
	Percent	0%	7.0%	29.8%	43.9%	19.3%					
10	Number	0	1	14	34	8	220	3.86	4.00	4	.667
	Percent	0%	1.8%	24.6%	59.6%	14.0%					
11	Number	0	1	25	24	7	208	3.65	4.00	4	.719
	Percent	0%	1.8%	43.9%	42.1%	12.3%					
12	Number	0	1	15	29	12	223	3.91	4.00	4	.739
	Percent	0%	1.8%	26.3%	50.9%	21.1%					
13	Number	0	1	23	26	7	210	3.68	4.00	4	.711
	Percent	0%	18.8%	40.4%	45.6%	12.3%					
14	Number	0	2	27	21	7	204	3.58	3.00	3	.755
	Percent	0%	3.5%	47.4%	36.8%	12.3%					
15	Number	1	4	30	19	3	190	3.33	3.00	3	.764
	Percent	1.8%	7.0%	52.6%	33.3%	5.3%					
16	Number	1	5	32	17	2	185	3.25	3.00	3	.739
	Percent	1.8%	8.8%	56.1%	29.8%	3.5%					

Based on table, the results show that the highest mean score was 3.91 on item number 12 and the minimum mean score was 3.25 on item 16. The highest median score was on items 1, 2, 4, 5, 8, 9, 10, 11, 12, and 13 with a score of 4.00 data centering from the data obtained after sorting the smallest to the largest data. The modus/mode is on items 2, 4, 5, 8, 9, 10, 11, 12, and 13 with a score of 4 and a minimum of 3 on 1, 3, 6, 7, 14, 15, and 16. In the standard deviation of item 9, the highest score was .851 and the lowest was item number 2 with a score of .616. These are the results of the analysis of the 16 questionnaire items.

Table 3. The final result of the analysis of Students' Perceptions

No.Item	Score	Categorized
1	73	AGREE
2	73	AGREE
3	70	AGREE
4	75	AGREE
5	74	AGREE
6	71	AGREE
7	70	AGREE
8	73	AGREE
9	75	AGREE
10	78	AGREE
11	73	AGREE
12	78	AGREE
13	74	AGREE
14	72	AGREE
15	67	AGREE
16	65	AGREE

$$\begin{aligned}
 \text{Final result} &= \frac{\text{Total Score}}{\text{Total Item}} \\
 &= \frac{1161}{16} \\
 &= 73 \% \text{ (Agree)}
 \end{aligned}$$

Based on the results of the questionnaire, students felt that the use of MOOC as an instructional media in online classes had a positive and good impact on students in online learning in the ESP class. This was seen by the positive perception of students in the ESP class in using MOOC as an instructional media that was needed to assist in ESP learning, especially for professional materials/things related to future work using English. The number of questionnaire items consists of 16 questions with a final result of 73% and categorized as Agree.

## Discussion

The research finding showed that the perception of EFL students about the use of MOOC as an instructional media in online classes has a positive perception (73%) "Agree". According to (You, 2019), stated that the Massive Open Online Course (MOOC) is a web-based online course that draws students from all around the world. MOOC stands for Massive Open Online Course, which is an open and easily available online learning environment with learning freedom. MOOC introduces a new way of learning and teaching.

The novelty in this research was that the researchers stated some novelties in this recent research. First, the research (Impey & Formanek, 2021) uses a questionnaire by taking data from two MOOC platforms, namely Coursera and Udemy, while recent research uses a questionnaire by taking the overall MOOC data without using the platform. From previous research, this research was conducted to look at the responses to the motivational survey given to Coursera MOOC participants while the recent research was conducted the study to respond to EFL students' perceptions of the use of MOOC as instructional media in online classes.

Second, the research (Nie & Hu, 2018), uses a mixed-method, namely questionnaires and interviews, while recent research uses a quantitative method, namely a questionnaire. In the



previous study, the data was taken from students who had passed their college English course studies, while in recent research data was taken from EFL students who were still studying. Third, the research (You, 2019) in the data collection method uses 4 questionnaires, namely the MOOC attitude questionnaire, namely PU and PEOU, learning strategies, and cognitive assessments. Four questionnaires were used to collect the following data: learning strategies, cognitive assessment, and two MOOC attitude questionnaires. While in recent research uses 4 questionnaires, namely PU, PEOU, Continuance Intention to Use (CIU), and Online learning experience (LE) Reflective. Four questionnaires were used to collect the following data: ongoing online learning interest using MOOC, the convenience of learning online courses, and two MOOC attitude questionnaires.

Fourth, the research (Tsai et al., 2018) previous research took data using a questionnaire, but before the respondents filled out the questionnaire they had to take a course class at the MOOC, namely the Mandarin language class starting from March to August 2015. Meanwhile, in recent research, data was collected using a questionnaire for respondents who have carried out courses or learning English classes, especially ESP classes and they no longer need to take classes at MOOC. Fifth, the research (He, 2021) in previous research, research was aimed at English language instructors or educators in Pakistan using MOOC as a medium to improve teaching skills. While recent research was conducted to determine the perception of EFL students who have carried out online learning using MOOC.

Based on the comparison of previous studies with current research, it can be found novelty in the research results focuses on the perceptions of EFL students regarding the use of MOOC as an instructional media online in ESP classes for 1 semester, and the results of the research were positive. Based on the results of this study, the novelty of this study is that MOOC is quite good for use in the next ESP class based on the perceptions of EFL students who have used MOOC. This would give positive things to students, teachers, and lecturers about using MOOC in the future.

## CONCLUSION

It can be concluded that the perception of EFL students about the use of MOOC as an instructional media online in the English for Specific Purposes (ESP) classes concluded that the results of the study found that EFL students (73%) had positive beliefs or "AGREE" with the use of MOOC as learning media in online classes, so it is said that MOOC is an international learning media that is provided free of charge, easily accessible in any country, and certified.

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