



**Malaysian Form 6 students' perception towards the English language Listening online classes during the Covid-19 Pandemic.**

**Dakshayani a/p Jayakumar**

**1906339**

**SUPERVISOR: Ms. Geetha a/p Veerappan**

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## **APPROVAL FORM**

This research paper attached hereto, entitled Malaysian Form 6 students' perception towards the English language Listening online classes during the Covid-19 Pandemic prepared and submitted by Dakshayani a/p Jayakumar in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

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Supervisor

Date

Supervisor's name: Ms Geetha a/p Veerappan

## **ABSTRACT**

The worldwide COVID-19 pandemic has recently altered many aspects of education. The primary goal of this research was to determine Malaysian Form 6 students' attitudes toward English language Listening online classes during the Covid-19 Pandemic. The perceptions of students were assessed using five criteria: student satisfaction, interaction (teacher-student and student-student), ease of use, and teachers' strategies. This survey included 273 Form 6 students. A Google Form link was used to distribute an online questionnaire to the students. The survey used a 5-point Likert scale. The findings revealed that the English language online listening classes held during the Covid-19 Pandemic were perceived neutrally by the students. It means that the students lacked the necessary experience to properly evaluate the phenomenon. Not only that, but students have stated that they are still having difficulties enrolling in listening classes. Finally, this study employed the use of mixed-method research design with open-ended questions to gain a more in-depth understanding of the phenomenon.

*Keywords: COVID-19 pandemic ;Listening classes; Student's perception*

## **DECLARATION**

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to All sources be they printed, electronic or personal.

NAME: Dakshayani a/p Jayakumar

STUDENT ID: 19AAB06339

SIGNATURE: Dakshayani

DATE: 07/09/2022

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## Chapter 1

### 1.1: Background of Study

In current times, every country in the entire world is in disarray as a result of a newly discovered virus in China, which the World Health Organization has termed as the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The Coronavirus, also known as Covid-19, is a life - threatening virus that has killed 4,390,467 infected individuals globally. Not only that, but there has also been a total of 209,201,939 documented Covid-19 instances worldwide to date, and the number is continually rising attributable to a variety of uncontrollable factors. (*WHO Coronavirus (COVID-19) Dashboard*, n.d.).

Furthermore, various facets of human life have changed as a result of the ongoing pandemic, including social, economic, and educational dimensions. The educational aspect is the key aspect that has fundamentally changed over the world as a result of the pandemic. According to Schleicher, 2020, the pandemic had negatively impacted the educational system in terms of the instructional time in the school, increased financial spending on educational facilities, class size and the lack of digital support for teachers and students. Students have been learning in the traditional learning style of face-to-face schooling for nearly over a century. However, when the pandemic struck, students of every level were unable to acquire a thorough education since schools were forced to shut down to prevent the Covid-19 from spreading. Despite the fact that the Malaysian government has been actively assisting students in need, it is still unable to assist every student in the country in receiving quality education.

Online learning has been around for a long time, but it was not given much attention as schools and universities around the world have preferred the traditional face-to-face learning style due to its ease. But the pandemic has forced every country around the world to implement online learning. The Malaysian Education Ministry has implemented online learning since April 2020, to allow students to receive proper education in their homes (Selvanathan et al.,



2020). This move was implemented by the government for 2 main reasons which were to control the spread of Covid-19 and to provide a decent education to students. But the implementation of online learning was only implemented by universities and secondary schools as primary schools were not equipped with necessary technologies. This is because primary school students are not mature enough to handle online learning.

Apart from that, online classes have had an impact on both instructors and students around the world, both positively and negatively. Starting with internet connectivity and proceeding to student engagement in online classes, the learning process is progressively more complicated as students are still adjusting to the new norm. The implementation of online classes has made learning more difficult because teachers are unable to closely monitor students' progress and students are unable to fully comprehend the syllabus's content. This can be seen in the context of language learning. Language acquisition primarily focuses on the four basic abilities of reading, speaking, listening, and writing. These are the primary pillars of language learning, and the absence of one may impair students' capability to learn and comprehend a new language.

In addition, this research will be focusing on the listening classes that have been conducted online during the pandemic. Listening skill is one of the most fundamental skills in language learning. Without proper listening skills an individual will not be able to communicate as listening skills requires an individual to attentively listen to the speech that is being produced by the speaker and to interpret the message (Septyanti & Kurniaman, 2019). If the speech is not correctly interpreted, effective communication will not occur. This in the end will lead to several miscommunications that will cause misunderstandings. Although listening skill is extremely important, it is often overlooked. This is because listening cannot be taught. It is a natural process that occurs, but training can be given to students to improve their listening

skills. Not only that, but teachers also lack sufficient knowledge on how to teach listening (Elin, 1972).

Furthermore, listening is said to be a complex skill that students find difficult to acquire. Listening can be difficult for ESL students for a variety of reasons. According to Gilakjani and Sabouri (2016), elements that make listening challenging for ESL students include the quality of recorded materials, accent, cultural differences, length of audio, speed of speech, and unfamiliar vocabulary. To combat the challenges, learners must be at ease and confident in order to develop their listening skills.

### 1.2. Research Question

In order to frame and guide the current research, the following research question are devised:

1. What is Malaysian Form 6 students' perceptions towards the English language listening online classes during the Covid-19 Pandemic?
2. What are the challenges that students face during their English language listening online classes?
3. What are the benefits of the English language listening online classes?

### 1.3. Research Objectives

The current study's main aim is to study Form 6 students' perception towards the English language listening online classes during the Covid-19 Pandemic. Additionally, this study seeks to obtain a clear understanding on the challenges and the benefits of the English language listening online classes that have been conducted during the pandemic.

Accordingly, the study aims to :

1. To analyse students' perception towards the English language listening online classes during the Covid-19 Pandemic.
2. To obtain a better understanding of the challenges that students face during their English language listening online classes.

3. To analyse the benefits of the English language listening online classes during the Covid-19 pandemic.

#### 1.4. Problem Statement

Listening is an integral part of human life and is the most used skill among the 4 main skills. Without listening, humans would not be able to communicate effectively and in the end this will lead to several conflicts. But, in today's education system, listening skill is often paired with the speaking skill and is not separately given much importance due to several factors. Firstly, teachers are not trained to teach students listening. In a research done by Alrawashdeh and Al-Zayed, (2017), states that, there is a scarcity of training courses for teaching listening skills to instructors. This makes teachers less competent to teach students due to the fact that they are not equipped with the necessary knowledge to conduct a listening class effectively. Secondly, there is a lack of teaching aids and resources to conduct a listening class. According to Alrawashdeh and Al-Zayed, (2017), textbooks are not beneficial in terms of offering proper techniques in teaching the listening skills. Most textbooks in Malaysia focus on writing and reading skills while speaking and listening skills are often forgotten.

Furthermore, not much research in Malaysia has been conducted focussing on Form 6 students listening classes. Form 6 is a pre- university course that is taken by many students after SPM in Malaysia. Students that enrol into Form 6 will have to sit for a final examination after 18 months of hard work to enter their desired Universities. Not much research has been done on Form 6 students because not every student is willing to go through the gruelling period of 18 months. This is why researchers are not very interested in focussing their study on a population that is not well known.

Moreover, most past studies that have been conducted focusses on either benefits of online classes or the challenges faced by students during online classes. But this research will

be focussing on both the benefits and the challenges so that readers will be able to get an insight on both the aspects. To achieve that, the mixed method research design will be used to collect and analyse the data. The mixed method research design is a research method whereby both the qualitative and quantitative data will be collected and analysed to produce an effective and true data. Not only that but the mixed method research design is a method that gives participants a voice which will display participants true experience and feelings (Schoonenboom & Johnson, 2017). Therefore, by conducting the research on Malaysian Form 6 students' perception towards the English language Listening online classes during the Covid-19 Pandemic teachers and the Ministry of Education will be able to identify and solve the issues resulting in happier and motivated students.

## Chapter 2: Literature Review

### 2.1 Theory of Perception

Perception is described as an individual's belief and opinion about a certain event or issue (Cambridge Dictionary, 2021c). However, as the relevance of perception rose throughout time, scholars began to focus on the deeper meaning of perception. Perception has been defined as a cognitive process in various research. Perception, according to Rousay (2021), is the process through which the human brain selects, organises, and interprets external sensations. Our five senses: sight, sound, smell, taste, and touch detect these exterior sensations. Not only that, but each individual's perception is unique. This is because, based on what our external environment tells us, we choose to focus our attention on different components of a message or topic. This is also related to the process of selective listening, in which we listen to selected information around us. As humans, we select the information in a message that is of interest to us and reject the information that is not. As a result, there is a wide range of opinions, making every individual's perception distinct (*Differences in Perception*, n.d.). This assertion is

reaffirmed by Jandt's (2020) research, which claims that each person's perception is unique because we interpret sensations based on our own schemas, which are constructed from prior information, experiences, emotions, and expectations. Furthermore, two well-known psychologists, J. J. Gibson, and Richard Gregory, have contributed to the theory of perception over the years. Both scholars have come up with various hypotheses to explain perception. J.J.Gibson has developed and proposed the direct theory of perception which follows the bottom-up theory while Richard Gregory has proposed the constructivist theory of perception which strongly follows the top-down theory.

#### 2.1.1: Gregory's theory

Gregory's theory is also famously known as the constructivist theory. According to Richard Gregory's constructivist theory of perception, prior knowledge and experience are the most important factors in making sense of the world around us. According to Gregory, perception works by making reasonable guesses about what we are seeing based on what is most likely(AQA GCSE Psychology Perception Revision Notes / Learndojo, 2020). According to Gregory (1970), current incoming data is not as important in shaping one's vision as data gathered from prior knowledge and experience. This demonstrates that a person's past and present data are maintained in long-term memory and are frequently influenced by one another.

Not only that, but the constructivist theory of perception has two crucial features: Expectations and Hypothesis Testing. To perceive a topic or object, these traits make use of one's existing knowledge and experience. Prior experiences may alter one's view in terms of expectation. For example, if a student faces multiple difficulties in his first listening lesson, he can predict more difficulties in subsequent listening classes. This expectation arises as a result of previously stored information in one's memory. These characteristics influence one's attitude about a subject. Humans frequently develop hypotheses to assess the truth value of information

we receive via our senses when it comes to hypothesis testing. According to Gregory (1980), in science, hypothesis is always compared to one's perception, implying that hypothesis is largely reliant on prior information. Without adequate prior knowledge, one will be unable to form perceptions and hypotheses, resulting in a variety of conflicts. Prior knowledge is advantageous in this case because valid hypotheses may easily be formed based on previous experience and understanding (Gregory, 1970). As a result, Gregory's theory is appropriate for this study because it tries to determine students' perceptions of English listening online classes held during the pandemic. This theory provides a trustworthy and valid debate for this study because perceptions are heavily influenced by prior experience and knowledge.

#### 2.1.2: Top-down perception theory

The top-down perception theory is closely related to the constructivist theory of perception that Richard Gregory has proposed to perceive new information, top-down processing entails merging our senses with prior contextual information from things we already know or have experienced (Rousay, 2021b). This remark is consistent with Gregory (1970), who asserts that top-down processing refers to the interpretation of incoming data based on prior knowledge, experiences, and expectations. Not only that, according to Gregory (1970), incoming data is insufficient to process a message because most of the data received has decayed by the time it reaches a person's short-term memory. As a result, past information and experience are required for a person to derive a perception. Gregory has also argued that various external and internal elements, such as motivation, emotion, and culture, influence one's perception. To put it another way, top-down processing refers to the utilisation of existing knowledge and experience in order to perceive new information.

## 2.2: Listening skill

Listening skills is known to be one of the fundamental skills in language learning and without proper listening skills communication would not occur effectively. Since listening skill is important, what is listening and what are the processes of listening ?

Listening, according to Tyagi (2013), is a psychological activity including three major components: a listener, a message, and a speaker. Not only that but listening is an action in which the receiver must actively participate in order to receive the message, formulate meaning, and respond to spoken and nonverbal signals. This assertion is backed up by Ashman, (2018), who claims that listening is a skill that entails five main processes: receiving, interpreting, recalling, analysing, and responding to a message. In contrast, Yurko and Styfanyshyn (2020) claim that listening is a complex activity involving emotive, cognitive, and behavioural aspects.

### 2.2.1: The Process of Listening

To begin with, the affective process asserts that motivation is critical to the listening process. According to a study conducted by Bodie and Jones (2017), affective processes can be evident in terms of how people perceive listening, how driven they are to listen, and how much they like listening to others. It also claims that having a positive attitude toward listening can lead to efficient communication since the message is heard and understood thoroughly without the listener's distraction.

In addition, the cognitive process plays a significant role in listening. The cognitive process is a multi-step process that is entirely dependent on the listener's ability to hear and interpret the message. Receiving/hearing is the first cognitive process involved in listening. Receiving is the process of a listener picking up stimuli such as sound waves that are picked up by our senses' auditory and visual channels (Ashman, 2018). According to Tyagi, (2013),

during the receiving process our brain screens and selects important elements of the speech and discards other elements that were received while listening. This allows the listener to proceed to the next step, which is message interpretation. Interpretation is a process in which the listener decodes the message using two components: auditory and visual information. Every speech given by a speaker has both aural and visual information, and the listener must integrate the two to successfully perceive the message. This is because, most times when the auditory information is not clear, the listener will be able to interpret the message based on the non-verbal cues. Next, once the message has been interpreted, memory comes into discussion. Without memory, communication will be impossible as individuals will not remember the message and the meaning behind those messages. Therefore, during this process, short term-memory plays a crucial role. As the message is interpreted, the interpreted message travels into the short-term memory. Once the message is stored in an individual's short-term memory, the next step comes into action. An individual's ability to determine the truth value, importance, and quality of anything is referred to as evaluation. In terms of listening ability, once a message has been decoded, an individual must assess the speech's quality and truth value in order to communicate effectively. The last process involved in listening is the process of responding. Responding occurs when the listener provides appropriate feedback to the speaker. Through this process effective communication is achieved (Tyagi, 2013).

### 2.2.2: Active and Passive Listening

There are 2 types of listening, namely active listening, and passive listening. Both types are used in a human's everyday life. Firstly, active listening is a process whereby a listener listens and tries to relate to the problems and feelings displayed by the speaker.. Here not just listening occurs but, a listener actively uses all senses to sense the problem that is being delivered to by the speaker. Not only that, but active listening is also a process whereby a listener actively



participates in the conversation by either encouraging or delivering the same feeling displayed by the speaker. According to Rogers and Farson, (1957), active listening is not just a listening session that goes on for long hours, but it is a way of dealing with issues that happen in a normal day-to-day life. Active listening is extremely important as the main goal of active listening is to support the growth of an individual. For instance, active listening can be used to solve problems and encourage an individual which in a way aids the growth of an individual in several ways.

The second type of listening is known as passive listening. As opposed to active listening, passive listening is a one-way communication whereby the listener does not give in input. According to Nida, (1982), passive listening can be defined as the absorption of a language without the deliberate effort that generally marks one's endeavour at boning, cramming, memorizing, drilling, and understanding a language. Passive listening is seen to be an important aspect in an individual's life. For instance, in today's modern world, passive listening can be used as a source of relaxation that helps reduce stress and anxiety. Therefore, it is clear that active and passive listening plays a crucial role in every human's life.

### 2.3: Online Classes during the Pandemic

The pandemic has caused numerous adjustments in the educational business around the world in the last year. Following the epidemic, the Malaysian government issued the Movement Control Order on March 16, 2020, prohibiting face-to-face learning. As a result, schools and colleges have been pushed to provide online classes as a means of continuing their education. The research conducted by Salim et al., 2020, schools and universities, religious institutions, and other business sectors were compelled to close during the Movement Control Order. The Malaysian government took this severe step to combat the spread of Covid-19. As a result of

the dramatic actions, students were left with no other option except to stay at home and finish their education online.

### 2.3.1: Challenges and Benefits of Online classes

During this period teachers and students had faced several challenges. Therefore, several research were conducted to analyse the challenges faced by teachers and students during online classes. Firstly, the research conducted by Mahyoob, (2020), examined the obstacles faced by students in terms of three factors: technological, communication, and intellectual. In terms of technological issues, it was discovered that 69.80 % were able to utilise the majority of the online learning platform's services, whereas 30.20 % were unable to use the majority of the online learning platform's services. As a result, students' learning is disrupted because they are unable to attend lectures and submit homework on time. Furthermore, just 43.20 % of students were satisfied with online lessons, while the remaining students preferred face-to-face classes. This is in line with Bataineh et al.,(2021), who found that students were dissatisfied with online classes due to the numerous challenges they faced. This claim is backed up by a study by Gherheş et al., (2021), which indicated that online classes do not have the same influence on students as face-to-face sessions. Due to various distractions such as social media and other external variables, students are more prone to lose attention and motivation during online sessions.

Not only students, but the teachers also had to face several challenges during the pandemic due to online classes. The most prominent challenge that teachers face is the lack of knowledge on technical skills. Teachers all over the world have been conducting face-to-face classes for the past century. Therefore, most teachers, especially experienced teachers, were not introduced to the online platform. This statement is in line with Izhar et al., (2021), whereby teachers have stated that they lack practical experience and did not have enough time to learn

about the online software's. In addition, this statement can be supported by research conducted by Zalat et al., (2021), whereby 24.3% of working staff voted that they did not have sufficient technical skills to conduct online classes. Therefore, before initiating online learning, teachers and teacher trainees should receive intensive training to ensure students receive the best quality of education.

Moreover, internet connectivity and gadgets can be seen as one of the challenges that teachers face during online learning and teaching. During the pandemic, teachers and students suffered from the unstable internet connectivity. This can be seen in the research conducted by Zalat et al., (2021), whereby unstable internet connectivity and lack of gadgets were voted by teachers as one of the prominent challenges for 40.2% and 32.1% respectively. This ultimately led to a less effective learning and teaching experience as teachers were not able to conduct classes on time. As the internet connectivity issue grew, the government started showing interest in solving the problem by providing free internet to teachers and students throughout the country. According to Yeoh, (2020), Malaysia's former Prime Minister Tan Sri Muhyiddin Yassin had decided to give out free 1GB of internet data daily to all Malaysians. This in a way had solved the internet connectivity issue which made conducting online classes much easier. Although there are several challenges that teachers face in conducting online classes such as lack of suitable environment, time and interaction between teacher and students, internet connectivity and the lack of knowledge on technical skills seems to be a major issue.

Finally, although online teaching and learning has its share of challenges it also has several benefits. Firstly, online classes are flexible in terms of time and space. During face-to-face learning students would have to wake up as early as 5 a.m. to get ready and leave for school but during online classes students would wake up 10 minutes before their class which gives students more time to rest. Not only that, but face-to-face classes are also usually long. Even though classes finish early, most teachers will hold students back due to the remaining

time but in an online class this changes. According to Centenary University, (2021), university students will be able to complete their studies faster due to online classes by taking extra subjects in a semester. This benefits students in a number of ways, including the ability to obtain a solid career and earn a decent wage at a younger age. This is a critical factor in today's society, since the percentage of youth bankruptcies continues to rise. According to a new study, over 26% of Malaysians under the age of 34 have filed for bankruptcy, demonstrating that youths in the modern world are financially unstable due to a variety of causes, the most significant of which is a lack of educational qualifications (Financial Literacy among Youth Alarmingly Low, 2020). As a result, it is critical to examine students' attitudes toward online learning in order to acquire a better understanding of the advantages and disadvantages of online studies.

## 2.4: Past Studies

### 2.4.1: Students perception on Online classes

The decision made by the government to pursue online studies due to the pandemic has received mixed reactions from students. Students reacted differently to this choice, with some ecstatic to continue learning online and the remaining dissatisfied. Therefore, several research was conducted to investigate students' perception towards online learning during the COVID-19 pandemic era. Firstly, the research conducted by Arief Nugroho, et al., (2020), main aim is to determine the teaching techniques that were employed for translation classes during the Covid-19 epidemic, as well as measure students' perceptions of these courses. The study was qualitative research that included observations, questionnaires, and interviews to gather information about students' perceptions of online classes. Finally, it was discovered that 80% of students had a negative attitude regarding online classes. From students' responses to the interviews, it was concluded that the absence of communication was a major element in

students' negative attitudes toward online classrooms. This statement was also supported by a study conducted by Wood, (2002) which found that without effective communication between professors and students, students feel isolated and alienated. This demotivated students which ultimately resulted in poor academic achievement.

Moreover, in a research conducted by Muthuprasad et al., (2021), aims to identify and analyse agricultural students' perception towards online classes through an online survey. In the survey, students' perceptions towards online classes were analysed in terms of preferences, perceptions, benefits, restrictions, and recommendations towards online studies. Finally, it was found that, in terms of students preference, a total of 57.98% of students voiced out that they preferred using smartphones to join online classes while 35.83% and 4.89% of students preferred using laptops and tablets respectively. According to the research conducted by Tuncay, (2016), it was found that smartphones provide students with mobility and flexibility as it combines several functions that aids students to complete their education online. Not only that, but the research also states that a large number of university students are equipped with smartphones. In terms of communication, it was found that students preferred to address issues related to the content of their materials through live chats. Communication is an integral aspect in education as it helps students grow as a whole and without proper communication active learning will not occur (Morreale & Pearson, 2008). Finally, in terms of students' perception, it was found that 60% of students voted that face-to-face classes were more effective while 50% of students voted that online classes were effective and aiding students in improving their technical skills. This shows that students had a negative perception towards online classes due to several reasons ,namely, the lack of internet data and connectivity and the lack of self-discipline.

Finally, Avila et al., (2021) intend to examine the perceptions of freshmen university students in the Philippines regarding online classes held during the pandemic. The researcher

examined students' perceptions of online classes in terms of two major factors: students' attitudes toward Educational Technologies and the learning tactics used by students throughout their online classes. Finally, it was discovered that, in comparison to face-to-face classes, students judged distance learning to be more effective and necessary. Although students believe that online classes are useful and beneficial, numerous students in the study stated that a lack of equipment such as laptops and smartphones are one of the primary obstacles impeding their learning process, which causes students to regard online classes negatively. Furthermore, when it comes to students' views about educational technology, it is clear that students frequently used educational technologies in distance learning since they were frequently encouraged to engage in their online and distance programmes. Furthermore, in terms of learning methods used by students in online classrooms, it is seen that students frequently use rehearsal strategies, which are encountered for an average mean of 4.19.

#### 2.4.2: English Online classes

Not only that, but students' perception regarding online classes can also be viewed in terms of language subjects, mainly English. English is considered to be Malaysia's second language as it is the second most widely spoken language in Malaysia. Despite the fact that English is regarded as a second language in Malaysia, many students still find it difficult to communicate efficiently in the language. In a research conducted by Ujang, (2019), states that this is due to Malaysia's English-unfriendly school system that focuses primarily on Bahasa Malaysia. In addition, the English language can be broken down into four skills: reading, writing, speaking, and listening. Despite the fact that these skills are equally vital for acquiring English, listening skills appear to be given insufficient attention by teachers and students. According to Richards, (2005), this is due to the fact that the educational system in the 20th century stressed the productive skills, whereas listening was regarded as a passive skill.

However, in the 21st century, listening is viewed as an active skill that demands listeners to pay close attention in order to construct meaning from speech in order for communication to occur effectively. Hence, several research has been conducted during the pandemic to analyse and understand students' perception towards the English language Listening online classes.

#### 2.4.3: Online Listening Classes

In addition, Agung et al., (2020), conducted a collective case study on English students in STKIP Pamane Talino to identify students' perception regarding the English Language online study programme. In the research, a survey was conducted to identify students' perception of the English language online classes in terms of participation, accessibility, distribution of materials, and utilisation of the e-learning platforms. In terms of student participation, the researcher found that the majority of students were actively joining and participating in classes while a handful of students were passive and not joining the online classes. In terms of accessibility, almost 66.7% of students could not access proper internet connection which hindered their ability to gain sufficient knowledge regarding their course. Similarly, Al-Shamsi et al. (2020), concluded that e - learning would be impossible without proper internet access, implying that internet access was also a component in successful online learning. Lastly it was seen that students were split into two groups when it came to the distribution of materials and assignments. Some students reported that the materials provided by instructors were easy to comprehend. But there were students who reported preferring offline studies as online studies were difficult due to the excessive amount of workload. This ultimately created a negative perception towards online classes as students felt overloaded and exhausted. This statement is backed by a recent poll conducted by Schaffhauser, (2021), in which nearly three-fifths of students claimed to be accomplishing more activities online than in their in-person classes.

Furthermore, Zebua, (2020), conducted a study to examine university students' perceptions of the listening courses offered throughout the pandemic. In this study, the researcher recruited first and third semester English Education students to respond to an unstructured interview question over WhatsApp. Furthermore, this study focuses on students' perceptions of three major aspects: online platform, level of usefulness, and motivation. To begin, in terms of online platforms, it was discovered that the majority of students preferred utilising WhatsApp as their primary application to get listening materials and feedback from instructors, while Telegram and YouTube were the least preferred online platforms. The research conducted by Wijaya, (2018), states that students choose WhatsApp because of its multifunctionality, which allows them to text, call, send photographs, and documents. This simplifies students' lives because they no longer have to figure out ways to communicate with their instructors and peers. Furthermore, in terms of usability, nearly 70% of students stated that online classes were difficult owing to weather and signal troubles. This comment is consistent with a news report published by The Irish Times, which claims that the majority of students see online classes negatively due to the difficulties they confront, specifically internet access issues ('Lagging Wi-Fi, Internet Freezes, Distractions': Students on the Reality of Online Classes, 2020). Lastly, in terms of motivation, it is seen that 80% of students have voted that they were motivated to join online listening classes that were conducted during the pandemic. Overall, in this research, students had positively perceived the online listening classes.

Additionally, the research conducted by Rakhmanina et al., (2020) aims to analyse students' perception towards learning English remotely during the pandemic in terms of 4 main factors, namely, student's participation, language difficulties levels, internet issues, and online learning conditions. According to the findings, 34% of students were unable to participate in online classes due to a lack of internet connectivity and suitable devices to aid their study.



Similarly, the statement was supported by the UIS whereby, students in rural and low-income areas are financially not able to support online learning due to economic reasons. (*Strengths and Weaknesses of Online Learning - ION Professional ELearning Programs - UIS*, n.d.). Not only that, in terms of language skills, 40% agreed that listening was the most challenging skill to master in an online class since listening material took time to download and the learning environment was not conducive to listening sessions. As seen from the statement, an appropriate learning environment plays a significant role in online classes especially during listening classes as students need to focus and listen to the material given in class. In a research conducted by Le and Pham, (2020), on the effects of extensive listening, it was found that students needed to find a calm location to listen and concentrate on answering the listening test for better achievement.

Finally, Gita Nurani and Widiati, (2021) conducted research in Indonesia to analyse students' perception regarding the listening courses provided during the pandemic. Not only that, but the research also focused on the benefits and difficulties that were faced by students during their online listening classes through a Likert scale survey. The survey that was provided included statements that addressed 4 factors, namely, students' perceptions on the courses, the lecturer's role, the benefits, and the difficulties. Based on the finding, the teacher's role obtained the highest average which concluded that teachers were actively providing lectures, feedback and appropriate teaching materials that aided students in the learning process. As seen, teachers play a crucial role in students' learning process. According to Panhoon and Wongwanich, (2014), instructors' appropriate teaching techniques and feedback stimulate knowledge sharing, and learners' quality will improve. Concerning the problems, students reported that they were unable to concentrate on the listening content throughout the online session. As a result, students' attention span and motivation are viewed as key elements influencing online learning. Similarly, Lucey (2018) discovered a clear association between motivation and persistence in

online learning. Despite the fact that the online listening classes present a number of challenges, the findings revealed that students had a positive attitude toward the listening courses in general.

## 2.5: Research Gap

There were apparent gaps in the previous studies that will be addressed in this research. Firstly, the previous research related to online listening classes did not provide readers with clear explanations. The previous research had only stated the difficulties and benefits of online listening classes. This can be seen in the study conducted by Gita Nurani and Widiati, (2021), whereby only the challenges and benefits of online classes were stated. A detailed explanation as to why students feel that online classes are challenging and helpful were not included in the discussion. This was caused due to the research method that was employed by researchers. Employing qualitative research design would provide researchers with students' opinions and feelings towards online classes while the use of quantitative methods would provide researchers with numerical data. As a result, a single paradigm study would not offer the researcher much information on students' perceptions. Finally, in order to solve the gaps, mixed research methods will be used in this study of students' perceptions of English language listening online classes in order to provide a full explanation for the readers to comprehend students' genuine feelings. This will result in improvements that are centred on resolving the problems that students face.

## Chapter 3: Methodology

### 3.1: Research Design

This research employs the use of mixed method research design to analyse students' perception towards the English language Listening online classes during the Covid-19 Pandemic . According to Molina-Azorin, (2016), the mixed method research is a combination

of both the qualitative and quantitative research method that is used in a single research to obtain a better understanding on complex subjects. The qualitative data is collected through open ended surveys, questionnaires, and interviews while the quantitative data is collected through closed ended surveys and questionnaires. The use of the mixed method research design is beneficial for this research as it provides researchers with logical foundation, procedural flexibility, and an in-depth analysis of the issue at hand which boosts the effectiveness and validity of the research. Therefore, this research design is appropriate for the current study since it allows the researcher to collect precise data in order to gain a better understanding of students' perception towards the English language Listening online classes that have been conducted throughout the pandemic.

Furthermore, the research is an exploratory research. Exploratory research is conducted when not much is known about the occurring phenomenon. Not only that, but the exploratory research also focuses on gathering new understanding about the occurrence in order to conduct subsequent investigations (Research Guides: Organizing Your Social Sciences Research Paper: Types of Research Designs, n.d.). In terms of this study, the pandemic is a new occurrence, and little research has been done on the perceptions of Form 6 students about online classes. Additionally, the focus of this study is on the listening classes that were held during the Covid-19 pandemic. Since listening is regarded as a neglected talent, not much research has been conducted on it.

### 3.2: Research Framework

The research framework can be divided into 2 main stages which are the planning stage and the data collection and analyzation stage. Firstly, in the planning stage, the research problem is identified. In this stage, the area of concern and problems of a particular topic is addressed by the researcher in the research. Not only that, but the development of research

topics is also the first and most crucial phase in every research project. It is analogous to the groundwork of a future construction (Pardede,2018). In terms of this research, the research problem focuses on Form 6 students' perception towards the English language online listening class. The second step that was conducted in the research is the formulation of hypotheses. Hypothesis is a statement that predicts the findings of a research or experiment. This step is extremely important as it provides the researcher with predictions of the upcoming issues in the research that might aid the researcher to complete the research successfully. The next step in the planning stage as seen in figure 1 is the Preliminary Research. During the preliminary research stage, the researcher would collect previous research that has been conducted related to the current study. Through this, the researcher is able to predict the outcome and gain sufficient knowledge regarding the topic. Furthermore, the last step in the planning stage is the selection of Research Design. There are 3 types of research design, namely, the quantitative research design, the qualitative research design, and the mixed method research design. In this stage, the researcher would have to carefully analyse the research and choose a suitable research design to aid the study. This step is extremely important in a research as the selection of incorrect research design will lead to severe consequences such as incorrect research finding.

Moreover, the second stage in the research framework is the data collection and analysis stage. The first step in this stage is defining the population. A research is usually done focussing on a certain population. Therefore, it is important for a researcher to identify and select the targeted population for the research. Not only that, but the next step in the research is also to develop an appropriate data collecting instrument. Data is usually collected through several methods such as surveys, interviews, and questionnaires. But in this research the use of questionnaires is employed to collect data. Once the instrument is developed, the next step is to collect data. In terms of this research, an online questionnaire would be given to form 6 students to analyse students' perception towards the English online listening classes that were

conducted during the pandemic. Finally, the last step in the data collection and analysis stage is to analyse the collected data. This step is extremely important as it provides readers with a clear view of the topic.

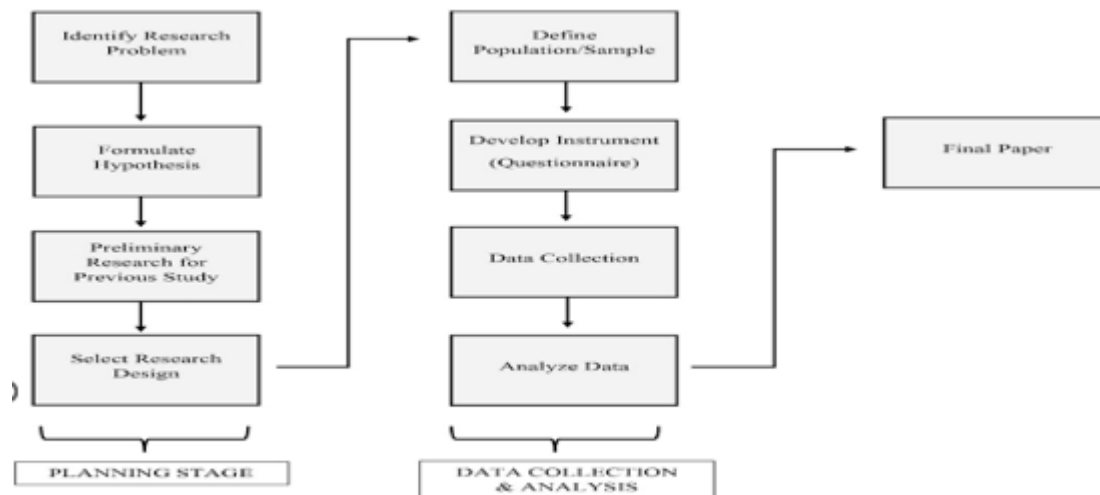


Figure 1: Research Framework

### 3.3: Instruments

#### 3.3.1: Questionnaire

This research employs the use of a questionnaire to collect data regarding students' perception towards the English language online listening classes. According to Roopa and Rani, (2012), a questionnaire is a tool that contains a set of systematic questions and is commonly used in research in order to gather statistically meaningful information about a specific issue. Questionnaires can be used in all research designs. In qualitative research the questionnaire collects participants' opinions and attitudes in an open-ended survey question while in a quantitative research design the questionnaire collects numerical data through close-ended questions. In this research both the open-ended and closed-ended questions are used to

collect data regarding students' perception. Not only that, the use of questionnaires to collect specific data offers several advantages.

Furthermore, questionnaires enable the researcher to cover a large population hence increasing the statistical power, the ability to collect vast volumes of data, and the availability of validated models. Additionally, surveys can be done for a low cost and in a short amount of time which benefits the researcher, and it also makes the process of viewing and storing data much simpler compared to an interview (Cleave, 2021). This statement is in line with, S. Jones et al., (2008), whereby the research states that through questionnaires, a large sample of the targeted population can be reached easily. While the use of online questionnaires has their own set of benefits, they also have drawbacks. The lack of clear instructions in an online survey makes it difficult for certain participants to grasp the questions and submit accurate responses. Not only that, through online questionnaires, researchers will not be able to capture the targeted samples' true emotions and feelings towards the main topic. According to Ray and Tabor's (2003) research, participants may grow frustrated and abandon a survey before completing it entirely if the instructions are confusing.

In addition, the questionnaire that will be employed in this research has three sections. Participants' socio demographic information, such as gender, race, and age, will be collected in Section A. The socio demographic information is gathered to ensure that individuals are eligible to participate in the study. Furthermore, Participants will be asked questions regarding their impressions of the listening classes held during the pandemic in Section B. In this section, Students' perceptions were evaluated in terms of five factors: student satisfaction, interaction (teacher-student and student-student), ease of use, and teachers' strategies. Lastly in Section C, students will be given 2 open-ended questions related to Challenges and benefits of listening classes. In this section students are required to provide at least 2 challenges and benefits of the online listening classes.

### 3.4:Subject and Sampling

#### 3.4.1: Sampling process

Sampling is the process of choosing samples from a specific population to represent the whole population. This study will be utilising the snowball sampling method to gain participants. Snowball sampling is a form of non-probability sampling in which participants are asked to help the researcher locate individuals from a certain community. According to Naderifar et al., (2017), a nonprobability sampling method uses samples that are either openly available to the researcher or chosen by the researcher. Not only that, not everyone chosen in a nonprobability sampling has equal chances of getting chosen in the final sample. The snowball sampling method has several advantages. The most prominent advantage of the snowball sampling method is that it is easy, cost and time effective. This statement is supported by, Faan and Gnp-Bc, (2020), which states that Snowball sampling is a quick and easy way to collect data When accessing participants with the desired features. In a snowball sampling existing research participants recruit future study participants from their connections using this strategy. Although snowball sampling is beneficial in several ways it also has its own disadvantages. According to Sharma, (2017), the snowball sampling method makes it impossible to estimate the sample error and make broad generalisations which often leads to sampling bias. However, this is essential in this study as it looks directly into the Form 6 community in Malaysia. Not only that, but this sample also allows the researcher to look into unreachable Form 6 community participants. With snowball sampling, participants are given a voice to speak up about their perception towards the online listening classes and the challenges and benefits of the online listening classes that they have noticed throughout the Covid-19 pandemic.

### 3.4.2: Participants

This study enlisted the participation of 273 Form 6 students. Due to the pandemic, only 273 participants agreed to participate in this study to share their thoughts on online listening classes, including the problems and benefits. As a result, in order to improve the study's reliability and validity, the criteria for selecting participants must include being a Malaysian Form 6 student. This is significant in the study since it focuses entirely on the perceptions of Malaysian Form 6 students toward English language Listening online classes during the Covid-19 Pandemic. Not only that, but it also helps to standardize the research.

## 3.5: Data collection

### 3.5.1: Questionnaire

Questionnaires were used to collect data from participants in this study. In research, questionnaires are used to gather both qualitative and quantitative data. The collected data is then analysed to give readers a comprehensive examination of the topic, which in this case is Form 6 students' perceptions of the online listening classes held during Covid-19. The questionnaire will be performed online because the study is aimed at Form 6 students. Online questionnaires are proven to be efficient in terms of both cost and time. Online questionnaires also make it easier for researchers to obtain a big amount of data at once. Since the current research focuses on the Form 6 population throughout Malaysia, online questionnaires allow participants from all over Malaysia to voice out their perception towards the topic without travelling or spending much time and money (Cleave, 2021).. Furthermore, the data for this research will be collected through 2 methods. The first method is snowball sampling. Through the snowball sampling, the researcher will only have to identify 1 or 2 participants which will



then later invite other participants to participate in the research. Through this, the researcher will be able obtain a large amount of data without much effort.

### 3.6: Data Analysis

Data analysis is known to be an important step in every research. Without data analysis, generalization cannot be made which makes the research unsuccessful. According to Amadebai, (2021), data analysis makes the research simpler, accurate and clear so the researcher would not leave any crucial information out which could provide readers with a clear statistical data on the issue. In terms of this research, both the quantitative and qualitative data will be analysed to provide an in-depth analysis on the issue at hand.

Firstly, the qualitative data will be analysed and presented in a percentage distribution method as seen in figure 2. For this section, every question will be analysed and presented to provide an in-detailed analysis of the questions. This will clearly show readers the perception of students toward the online listening classes that have been conducted during the pandemic. Not only that, but the descriptive data also collected will be analysed in terms of the mean. Mean can be defined as the average number of votes. Therefore, the formula  $x = (\sum xi) / n$  will be utilised to calculate the mean scores of votes. The use of mean aids, researcher to come to a conclusive conclusion on the topic in discussion. It will also provide readers with an in-depth analysis of each question. Secondly, as for qualitative data, the thematic data analysis method to analyse the challenges that students face during their English language listening online classes and the benefits of the English language listening online classes. The thematic analysis of data allows the researcher to gather every response and separate it into themes which will provide readers clarity. According to Jansen, (2021), the thematic analysis of data allows researchers to collect data in terms of its similarities which makes comprehending the data and issue much easier.

1. English Online listening classes promotes the desire to learn

1 response

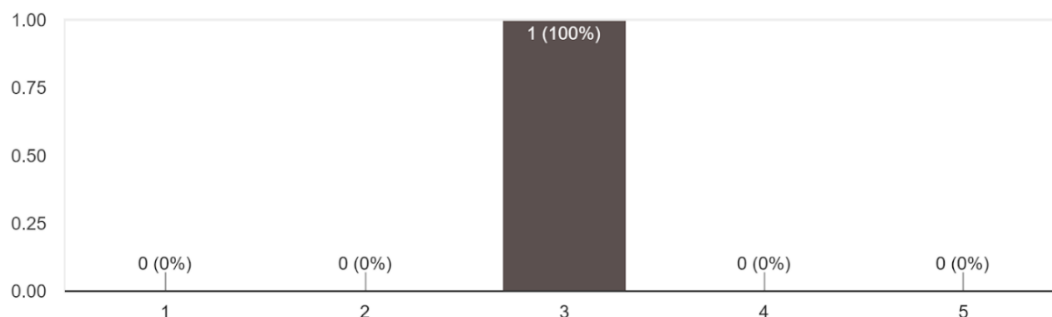


Figure 2: Percentage distribution

## Chapter 4

### 4.1: Introduction

This chapter aims to highlight the results of the study and will attempt to adequately explain the data gathered through a four-month survey of Malaysian Form 6 students' perceptions of the English online listening classes that were held during the Covid-19 pandemic. The data for this research was collected through a 5-point Likert scale questionnaire.

The quantitative data that was collected over the course of 4 months was tabulated into graphs to provide readers with a clear picture of the results. Furthermore, the quantitative data that was collected through the questionnaire, is presented thematically in terms of averages of each statement and averages of the theme. This provides a clear understanding of Form 6 students' perception of the online English listening classes that were conducted throughout the Covid-19 pandemic.

Moreover, the qualitative data regarding the challenges and benefits of the online English listening classes was collected through the open-ended questions in section C. The

qualitative data concerning the challenges and benefits are broken down into several themes such as motivation, the lecturer's strategy, technical issues, flexibility, and the environment.

The data analysis is done in order to answer the 3 research questions of the study, which are :

1. What are Malaysian Form 6 students' perceptions towards the English language listening online classes during the Covid-19 Pandemic?
2. What are the challenges that students face during their online English language listening classes?
3. What are the benefits of online English language listening classes?

#### 4.2: Questionnaire

A total of 273 Malaysian Form 6 students participated in this study. The questionnaire for the study was distributed to five Form 6 teachers around Klang and Kuala Lumpur to assist in the data collection process. The questionnaire was divided into 3 sections: Section A collects participants' socio-demographic information; Section B collects data regarding students' impressions of the online English listening classes; and Section C collects data on the challenges and benefits of the online English listening classes.

##### 4.2.1: Section (A): Respondent's demographic data

Demographic Data	Frequency	Percentage
Gender:		
Female:	187	68.5%
Male:	86	31.5%

Age:		
18	19	7.30%
19	149	54.60%
20	88	32.10%
21	5	1.80%
22	8	2.90%
23	2	0.70%
24	1	0.40%
30	1	0.40%
Ethnicity:		
Malay	145	53.10%
Indian	53	19.40%
Chinese	67	24.50%
Kadazan	3	1.10%
Indian Muslim	1	0.40%
Punjabi	1	0.40%
Christian	1	0.40%

Bugis	1	0.40%
Iban	1	0.40%

Figure 1 : Demographic information

Figure 1 depicts the tabulated data of participants' socio-demographic information. This study enlisted the help of 273 Malaysian Form 6 students. Among the 273 participants, 68.5 % were female, while 31.5 % were male. Furthermore, the majority of participants in the survey are between the ages of 18,19 and 20, accounting for 7.30 %, 54.60 %, and 32.10 percent, respectively. Furthermore, 1.80 % and 2.90 % of participants are aged 21 and 22, respectively. Among the participants, 0.70%, 0.40%, and 0.40% of participants were aged 23, 24, and 30. Moreover, the dominant populations were Malays, Indians, and Chinese, accounting for 53.10 %, 19.40 %, and 24.50 %, respectively. Meanwhile, Kadazan, Indian Muslim, Punjabi, Christian, Bugis, and Iban made up the minority group, accounting for 1.10 %, 0.40 %, 0.40 %, 0.40 %, 0.40 %, and 0.40 %, respectively.

#### 4.2.2: Section (B): Student's perception on the listening classes

The data regarding students' perception of the English Language online listening classes were collected and tabulated based on 5 major themes such as student satisfaction, Interactions (Student-Student, Student-Teacher), Easiness, Environment, and Teacher's strategy.

##### 4.2.2.1: Student's Satisfaction:

Statement:	1	2	3	4	5
	N (%)	N (%)	N (%)	N (%)	N (%)

1. English Online listening classes promotes the desire to learn	7(2.6)	37(13.6)	119(43.6)	76(27.8)	34(12.5)
2. I prefer the online listening class compared to face-to-face sessions.	57(20.9)	85(31.1)	65(23.8)	35(12.8)	31(11.4)
3. I understand the material given during the English Online listening classes better compared to face-to-face sessions.	29(10.6)	84(30.8)	95(34.8)	45(16.5)	20(7.3)
4. English Online listening classes promotes critical thinking skills	10(3.7)	44(16.1)	106(38.8)	76(27.8)	37(13.6)
5. English Online listening classes promotes the need to develop listening skills	6(2.2)	29(10.6)	89(32.6)	84(30.8)	65(23.8)
6. I encounter more challenges during the English Online listening classes compared to face-to-face session.	29(10.6)	42(15.4)	75(27.5)	73(26.7)	54(19.8)

Figure 2: Frequency and Percentage of Students Satisfaction.

Figure 2 shows a tabulation of student satisfaction with the English Language online listening classes offered during the Covid-19 pandemic. Six statements were used to assess students' satisfaction with English language online listening classes. The first question was whether 'English Online listening classes encourage the desire to learn.' 2.6 % strongly disagree, 13.6 percent disagree, 43.6 % neither disagree nor agree, 27.8 % agree, and 12.5 % strongly agree among the 273 participants. The second theme-related statement was, 'I prefer the online listening class over face-to-face sessions.' This statement was added to the questionnaire to determine whether students preferred online or face-to-face listening classes.

The data collected shows that 20.9% strongly disagree, 31.1% disagree, 23.8% neither disagree or agree, 12.8% agree and 11.4% strongly agree. Furthermore, the third statement that was employed under the theme was ‘I understand the material given during the English Online listening classes better compared to face-to-face sessions.’ Among the 273 participants, 10.6% strongly disagree, 30.8% disagree, 34.8% neither disagree or agree, 16.5% agree and only a total of 7.3% strongly agree. The fourth statement that was employed to get a better understanding of students' satisfaction was ‘English Online listening classes promote critical thinking skills.’ The data tabulated in Figure 2 exhibits that 3.7% strongly disagree, 16.1% disagree, 38.8% neither disagree nor agree, 27.8% agree while 13.6% strongly agree. Moreover, the fifth statement that was employed under the theme was ‘English Online listening classes promote the need to develop listening skills.’ The data collected reveals that students' opinions varied drastically. As shown in figure 2, a total of 2.2% strongly disagree, 10.6% disagree, 32.6% neither disagree nor agree, 30.8% agree while 23.8% strongly agree with the statement. The final statement under the theme of student satisfaction was, 'I face more challenges during English Online listening classes than in face-to-face sessions.' This statement was added to the questionnaire to assess students' overall satisfaction with the level of challenges they faced during the online listening classes. The data tabulated reveals that 10.6% of students strongly disagree, 15.4% disagree, 27.5% neither agree nor disagree, 26.7% agree while 19.8% strongly agree.

Statement	Mean
1. English Online listening classes promotes the desire to learn.	3.3406
2. I prefer the online listening class compared to face-to-face sessions.	2.6263
3. I understand the material given during the English Online	2.7912

listening classes better compared to face-to-face sessions.	
4. English Online listening classes promotes critical thinking skills.	3.3150
5. English Online listening classes promotes the need to develop listening skills	3.6336
6. I encounter more challenges during the English Online listening classes compared to face-to-face session.	3.2967
Total Mean	3.1673

Figure 3: Mean of Students Satisfaction

In addition to this, the averages of each statement were calculated to gain a thorough understanding of students' satisfaction with the English language online listening classes. Figure 3 above shows the tabulated averages of each statement and the total average of the theme. Based on the figure above, the highest average of the theme comes from statements 1, 4, 5, and 6 which are 3.3406, 3.3150, 3.6336 and 3.2967, respectively. Statements 2 and 3, on the other hand, had the lowest averages of 2.6263 and 2.7912, respectively. These averages added up to a total of 3.1673, indicating that students negatively perceive the English language online listening classes.

#### 4.2.2.2: Interaction (Student-Student, Student- Teacher)

Statement:	1 N (%)	2 N (%)	3 N (%)	4 N (%)	5 N (%)
1. I am able to actively interact with other students during the English Online listening classes.	38(13.9)	75(27.5)	102(37.4)	42(15.4)	16(5.9)
2. It is easy to ask questions during the English Online listening classes.	23(8.4)	57(20.9)	92(33.7)	57(20.9)	44(16.1)



3. It is easy to contact my lecturer during online classes.	24(8.8)	46(16.8)	104(38.1)	58(21.2)	41(15)
4. The lecturer provides online discussion forums.	10(3.7)	29(10.6)	116(42.5)	83(30.4)	35(12.8)

Figure 4: Frequency and Percentage of Interaction.

Figure 4 shows the tabulated data of the interaction between Student-Student and Student-Teacher. This theme was added to the questionnaire to examine the rate of interaction that occurred between students and teachers. A total of 4 statements were created under the theme interaction. The first statement that was employed under the theme was “*I am able to actively interact with other students during the English Online listening classes.*” The data tabulated in figure 4 indicates that among the 273 participants, 13.9% strongly disagree, 27.5% disagree, 37.5% neither disagree nor agree, 15.4% agree and 5.9% strongly agree. As a whole, the data reveals that students' perception of the student-student interaction was neutral. The second statement that was employed in the theme interaction was “*It is easy to ask questions during the English Online listening classes.*” A total of 8.4% of participants strongly disagree with the statement, 20.9% disagree, 33.7% neither disagree nor agree, 20.9% agree and 16.1% strongly agree. Subsequently, the third statement that was employed under the theme of interaction was “*It is easy to contact my lecturer during online classes.*” This statement was added to the questionnaire to investigate whether students could contact their teachers during the online listening classes. As a result, among the 273 participants, 8.8% strongly disagree, 16.8% disagree, 38.1% neither disagree nor agree, 21.2% agree and 15% strongly agrees to the statement. Finally, the last statement was “*The lecturer provides online discussion forums.*” The data tabulated reveals that a total of 3.7% strongly disagree, 10.6% disagree, 42.5% neither disagree nor agree, 30.4% agree while 12,8% strongly agree.

Statement	Mean
1. I am able to actively interact with other students during the English Online listening classes.	2.7179
2. It is easy to ask questions during the English Online listening classes.	3.1538
3. It is easy to contact my lecturer during online classes.	3.1684
4. The lecturer provides online discussion forums.	3.3809
Total Mean	3.1053

Figure 5: Mean of Interaction.

Additionally, the averages of each statement was calculated and tabulated in figure 5. The statements 2, 3 and 4 accounted for the highest average of 3.1538, 3.1684 and 3.3809 respectively. On the other hand, statement 1 possessed the lowest average of 2.7179. These averages were then added together to yield the total average of 3.1053. This demonstrates that the participants had a negative perception toward the English language online listening classes.

#### 4.2.2.3: Easiness

Statement:	1 N (%)	2 N (%)	3 N (%)	4 N (%)	5 N (%)
1. I have enough time to download the listening materials.	5(1.8)	34(12.5)	82(30)	75(27.5)	77(28.2)
2. I have enough time to listen to the listening materials.	6(2.2)	33(12.1)	79(28.9)	72(26.4)	83(30.4)

3. It is easy to access the material and recording during the English Online listening classes.	9(3.3)	27(9.9)	76(27.8)	88(32.2)	73(26.7)
4. It is easy to reopen and repeat the listening material.	5(1.8)	15(5.5)	52(19)	88(32.2)	113(41.4)

Figure 6: Frequency and Percentage of Easiness.

Figure 6 above displays the tabulated data of students' perception on the English online listening classes in terms of ease. The theme easiness was included in the research to investigate the level of difficulties faced by students during the online listening classes as opposed to face-to-face listening classes. Therefore, to gain a better understanding of the theme a total of four statements were created. The first statement that is under the theme easiness is ***“I have enough time to download the listening materials.”*** Among the 273 participants, 1.8% strongly disagree, 12.5% disagree, 30% neither disagree nor agree, 27.5% agree and 28.2% strongly agree. Although only 1.8% of participants did not have enough time to download listening materials, most of the participants had a neutral opinion on that particular statement. Furthermore, the second statement that was under the theme easiness was ***“I have enough time to listen to the listening materials.”*** The result tabulated in figure 6 reveals that 2.2% strongly disagree, 12.1% disagree, 28.9% neither disagree nor agree, 26.4% agree and 30.4% strongly agree. This displays a much more positive perception in terms of ease. The third statement under the theme easiness is ***“It is easy to access the material and recording during the English Online listening classes.”*** As a result of this statement, among the 273 participants, 3.3% strongly disagree, 9.9% disagree, 27.8% neither disagree nor agree, 32.3% agree while 26.7% strongly agree with the statement. The final statement under the theme easiness is ***“It is easy to reopen and repeat the listening material.”*** This statement was employed to investigate if students could repeat the listening material with ease. As seen in figure 6, 1.8% strongly

disagree, 5.5% disagree, 19% neither disagree nor agree, 32.2% agree while a total of 41.4% strongly agrees to the statement.

Statement	Mean
1. I have enough time to download the listening materials	3.6776
2. I have enough time to listen to the listening materials.	3.7069
3. It is easy to access the material and recording during the English Online listening classes.	3.6923
4. It is easy to reopen and repeat the listening material.	4.0586
Total Mean	3.7839

Figure 7: Mean of Easiness.

In addition to the percentages, the average mean of each statement was calculated and tabulated in figure 7. As seen in figure 7, statement 4 possesses the highest average of 4.0586 while statement 1, 2 and 3 possesses the lowest average of 3.6776, 3.7069 and 3.6923. The averages of each statement was added, and the total average of the easiness was yielded at 3.7839. This demonstrates that the participants had a favourable impression of the level of convenience of attending the online listening classes virtually.

#### 4.2.2.4: Environment

Statement:	1	2	3	4	5
	N (%)	N (%)	N (%)	N (%)	N (%)
1. Online listening classes are more comfortable than face-to-face classes.	42(15.4)	58(21.2)	83(30.4)	47(17.2)	43(15.8)

2. There were no interruptions during the online listening class.	55(20.1)	68(24.9)	73(26.7)	44(16.1)	33(12.1)
3. I was annoyed by my surrounding during the online listening session.	29(10.6)	44(16.1)	85(31.1)	63(23.1)	52(19)
4. I could not focus during the listening session.	25(9.2)	54(19.8)	91(33.3)	63(23.1)	40(14.7)

Figure 8: Frequency and Percentage of Environment.

Figure 8 shows a tabulation of data regarding the theme environment that students had to face during the English Language online listening classes offered during the Covid-19 pandemic. Four statements were utilized to assess the environment in which students had to sit through the English language online listening classes. The first statement that was employed under the theme environment is “Online listening classes are more comfortable than face-to-face classes.” Among the 273 participants, 15.4% strongly disagree, 21.2% disagree, 30.4% neither disagree nor agree, 17.2% agree and 15.8% strongly agree. Through this, it is clear that the majority of the participants had a neutral perception that online listening classes were comfortable compared to face-to-face listening classes. Moreover, the second statement that was included in the questionnaire is “There were no interruptions during the online listening class.” This statement received more negative votes compared to positive votes. As seen in figure 8, 20.1% strongly disagree, 24.9% disagree, 26.7% neither disagree nor agree, 16.1% agree while only 12.1% strongly disagree with the statement. The third statement that was employed in the questionnaire under the theme environment is “I was annoyed by my surroundings during the online listening session.” This statement showed a varying perception of students. As a result, 10.6% strongly disagree, 16.1% disagree, 31.1% neither disagree nor agree, 23.1% agree while 19% of participants strongly agree. Lastly, the fourth statement under the theme is “I could not focus during the listening session.” Among the 273 participants, 9.2%

strongly disagree, 19.8% disagree, 33.3% neither disagree nor agree, 23.1% agree while 14.7% strongly agree. From the results it is clear that the majority of students could not focus during the online listening class.

Statement	Mean
1. Online listening classes are more comfortable than face-to-face classes.	2.9670
2. There were no interruptions during the online listening class.	2.7509
3. I was annoyed by my surrounding during the online listening session.	3.2380
4. I could not focus during the listening session.	3.1428
Total Mean	3.0247

Figure 9: Mean of Environment.

In addition to this, the averages of each statement were calculated to gain a thorough understanding of students' environment during the English language online listening classes that was conducted during the Covid-19 pandemic. Figure 9 above demonstrates the tabulated averages of each statement and the total average of the theme. Based on the figure above, the highest average of the theme environment comes from statements 3 and 4 with averages of 3.2380 and 3.1428, respectively. Statements 1 and 2 on the other hand, had the lowest averages of 2.9670 and 2.7509, respectively. These averages added up to a total average of 3.0247, indicating that students had a negative perception on their environment compared to the other themes such as interaction and easiness.

#### 4.2.2.5: Lecturer/Teacher's strategy:

Statement:	1	2	3	4	5
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	N (%)	N (%)	N (%)	N (%)	N (%)
1. Teachers provided virtual meetings.	4(1.5)	6(2.2)	90(33)	92(33.7)	81(29.7)
2. Teacher would explain the materials before providing the task.	3(1.1)	5(1.8)	61(22.3)	92(33.7)	112(41)
3. Feedbacks were given after completing the listening task.	4(1.5)	18(6.6)	81(29.7)	81(29.7)	89(32.6)

Figure 10: Frequency and Percentage of Teacher's strategy.

The last theme that was used to find out Malaysian Form 6 students' perception on the English language online listening classes that was conducted during the Covid-19 pandemic is teacher's strategy. A total of 3 statements were employed under the theme teacher's strategy to investigate students' perception of the teacher's teaching strategy during the online listening classes. The first statement that was employed in the questionnaire under the theme teacher's strategy is ***"Teachers provided virtual meetings."*** Among the 273 participants, 1.5% strongly disagree, 2.2% disagree, 33% neither disagree nor agree, 33.7% agree while 29.7% strongly agree. This shows that teachers do conduct online virtual meetings focusing on listening skills. Furthermore, the second statement that was utilized under the theme is ***"Teacher would explain the materials before providing the task."*** This statement received more positive votes compared to the other statement. As seen in figure 10, 1.1% strongly disagree, 1.8% disagree, 22.3% neither disagree nor agree, 33.7% agree while 41% strongly agree with the statement. The last statement that was utilized in the questionnaire under the theme teacher's strategy is ***"Feedbacks were given after completing the listening task."*** This statement showed that students had positively perceived the online listening classes that were conducted during the Covid-19 pandemic. As a result, 1.5% strongly disagree, 6.6% disagree, 29.7% neither disagree nor agree, 29.7% agree and 32.6% of participants strongly agree.

Statement	Mean
1. Teachers provided virtual meetings.	3.8791
2. Teacher would explain the materials before providing the task.	4.1172
3. Feedbacks were given after completing the listening task.	3.8534
Total Mean	3.9499

Figure 11: Mean of Teacher's Strategy.

Additionally, the averages of each statement was calculated and tabulated in figure 11. As seen in figure 11, statements 2, accounted for the highest average of 4.1172. On the other hand, statements 1 and 3 possessed the lowest average of 3.8791 and 3.8534, respectively. Not only that, among the other themes, this theme had the highest total average of 3.9499. This displays that students positively perceive the online listening classes due to the teachers strategy of conducting the listening classes over the pandemic.

#### 4.3: Total mean

Theme	Total mean
Students satisfaction	3.1673
Interaction	3.1053
Easiness	3.7839
Environment	3.0247
Lecturer/Teacher's strategy	3.9499
Total	3.4062

Figure 12: Total Mean



Based on Figure 12, the highest total average comes from the theme lecturer/teacher's strategy. This theme obtained a total average of 3.9499 which is considerably higher compared to the other themes. This shows that Malaysian form 6 students somewhat positively perceive the strategies used by their teachers during the online listening classes during the COVID-19 pandemic. The statements used in the questionnaire to collect data regarding the strategies used by the teachers questioned teachers strategies such as providing online discussion forums, feedback, and virtual meetings to match students' needs. Furthermore, the second highest total average comes from the theme easiness. This theme scored a total average of 3.7839. Although the results do not indicate a high average score, it is considered high due to the score being above 3.5. This shows that students positively perceive the online listening classes that were held during the pandemic because it was user friendly.

The next highest total mean score that dominates the third place is the theme students satisfaction with a total average of 3.1673 . This score is higher than the total average score that was scored by the theme interaction with a total average of 3.1053. The results indicate that students negatively perceived the online listening classes due the teacher-student and student-student interaction. Lastly, the lowest total average was scored by the theme Environment with a total of 3.0247. This score is considered low which indicates that the environment in which the online listening classes were conducted during the Covid-19 pandemic was negatively perceived by Malaysian Form 6 students. As a whole, the total mean that was accumulated based on the five themes are 3.4062. This indicates that Malaysian form 6 students had a neutral perception on the English language online listening classes that were conducted during the pandemic.

#### 4.4: Open- ended questions

The questionnaire that was employed in this study contains 2 open-ended questions. The first open-ended question, questions students on the challenges that they encountered during the English language online listening classes that were conducted during the Covid-19 pandemic. The second question that was inserted in the questionnaire questioned students on the benefits of the English online listening classes. For each statement students were required to provide 2 challenges and 2 benefits. The challenges and benefits were then separated into related themes to provide readers with a clear picture of students' opinion regarding the challenges and benefits of the English language online listening classes.

#### 4.4.1: Challenges

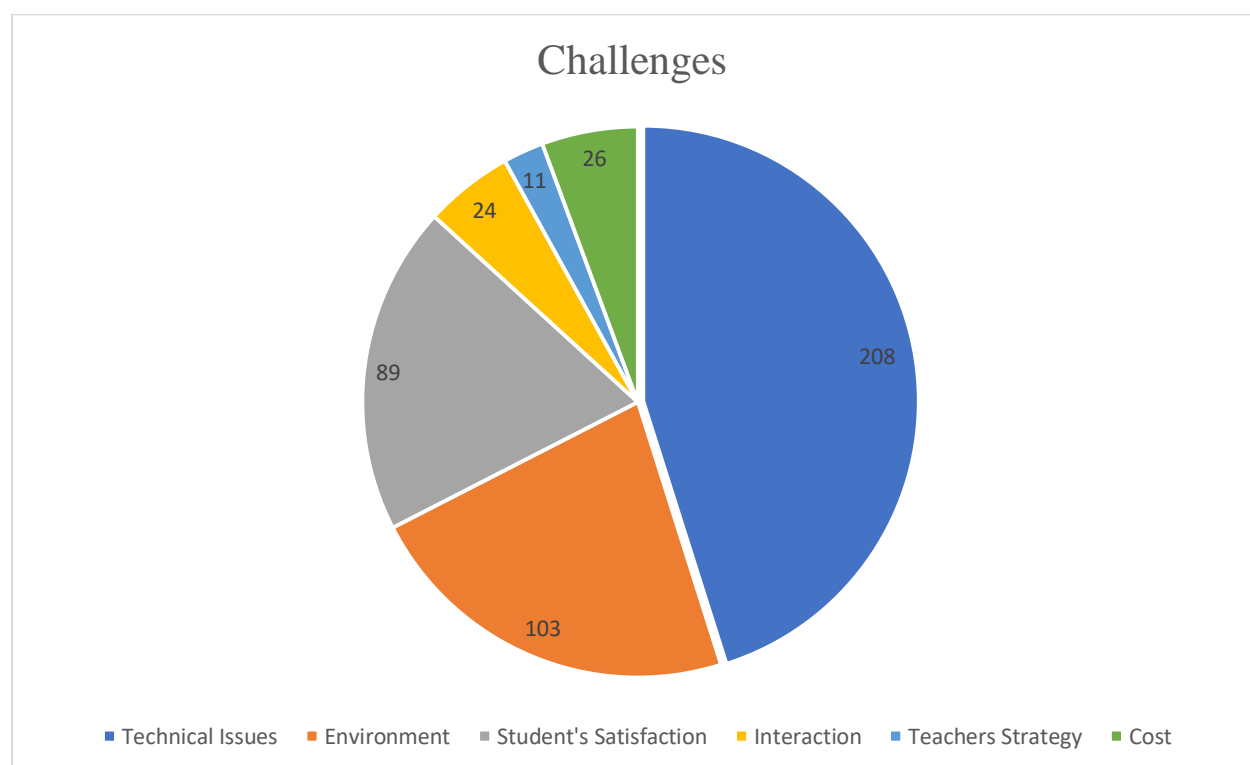


Figure 13: Challenges

Students response regarding the challenges were collected and separated into several themes such as technical issues, environment, students satisfaction, interaction, teachers strategies and others. As seen in figure 13 above, technical issues and environment received a total of 208 and 103 responses respectively making it a 1<sup>st</sup> degree challenge. This results demonstrate that students were facing several technical issues during the online listening classes. This statement can be supported by students response such as **“Some other students faced technical issues, and everyone had to wait for them before continuing.”** Not only that, the environment in which the online listening classes were conducted during the Covid-19 pandemic was not suitable. Students have stated that the environment was distracting for instance **“Not easy to understand chaotic environment.”**

Furthermore, the theme students satisfaction received a total of 83 responses making it a 2<sup>nd</sup> degree challenge. Students satisfaction was seen in terms of students motivation, focus and stress level. The result above demonstrate that most of the respondent were facing issues concentrating in the online listening classes. This statement can be supported by the response given by the students such as **“It was hard to focus in class.”** Moving on, the theme interaction and cost received a total response of 24 and 26 respectively making it a 3<sup>rd</sup> degree challenge. The results shown in Figure 13 demonstrates that students had encountered issues with the interaction mode. Several student had stated that the interaction between them and the teachers were not great. Not only that, but students have also stated that they could not interact with their peers. Some examples of students response are as follows: **“It was hard discussing projects with peers and a lack of physical interaction”** and **“Can't easily question further instructions to the teacher due to miscommunication and lack of cooperation between student and teacher.”**

Lastly, the theme teacher's strategy receives a total of 11 response making it a 4<sup>th</sup> degree challenge. The result demonstrated in Figure 13 indicates that not many students encountered

issues with the strategies used by the teachers in providing online discussion forums, feedback, and virtual meetings during the online listening classes that were conducted during the Covid-19 pandemic. Some examples of students response regarding the challenges under the theme teacher's strategy are: **"I can't follow with teachers speed."** and **"I did not receive clear instructions."**.

#### 4.4.2:Benefits

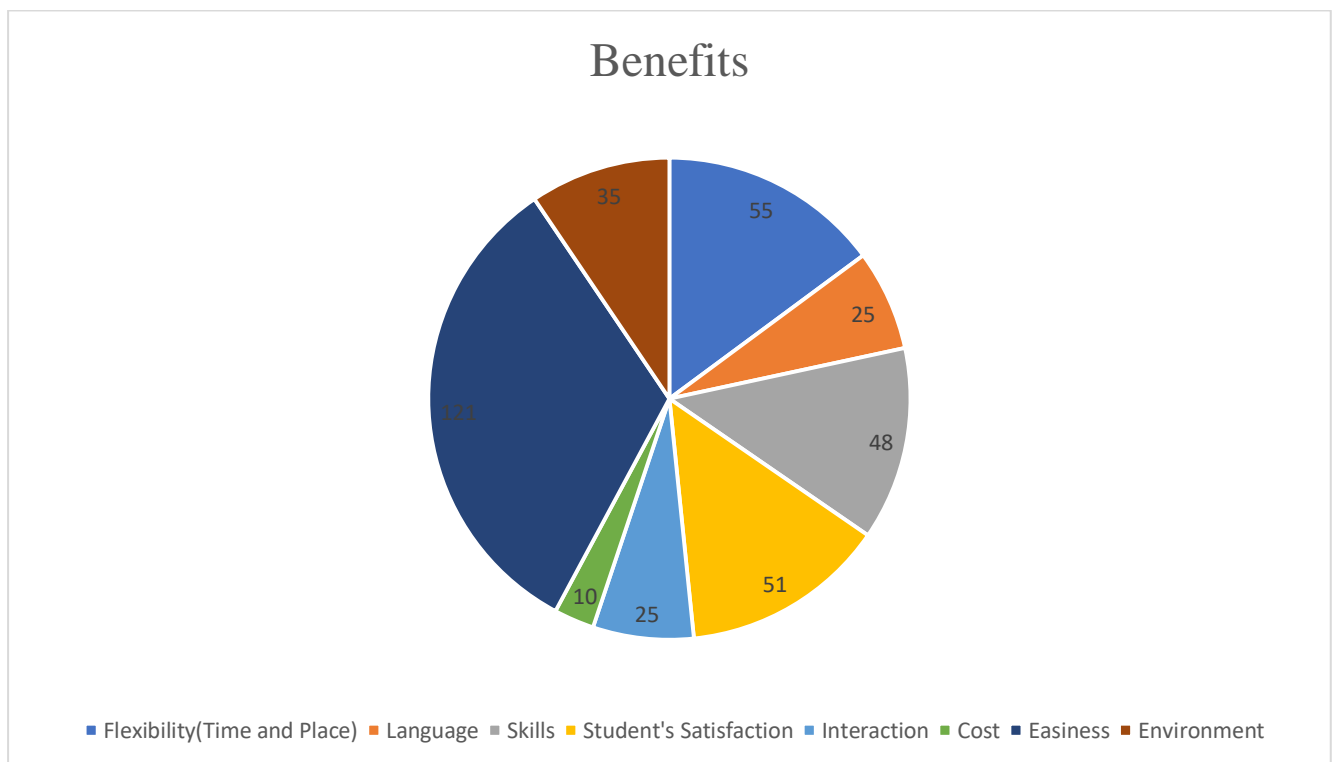


Figure 14: Benefits

Students responses regarding the benefits of the English language online listening classes that were conducted during the Covid-19 pandemic was collected and analysed into several themes such as flexibility, language, skills, students satisfaction, interaction, cost, easiness, and environment. The theme easiness receives a total of 121 responses. Easiness in

this study is seen in terms of accessibility. According to the results shown in figure 14, students felt that the online listening class was very much accessibly. Students could join the class and download the materials given by their teachers easily without much trouble. Not only that, but the theme flexibility also received a total of 55 responses. The theme flexibility was analysed in terms of time and place. The result in figure 14 demonstrates that students were satisfied with the online listening classes due to it being flexible. Not only that, but the theme interaction also received a total of 55 responses.

Moreover, the theme students satisfaction received a total of 51 responses from the students. Here, students satisfaction was analysed in terms of students focus, motivation and stress. Based on figure 14, majority of students find that the online listening classes promotes better understanding and motivation. In addition to this, 48 responses was obtained by the theme skills. This theme focusses on the technical skills that students received during the online listening classes that were conducted during the Covid-19 pandemic. The results shows that students perceived that their technical skills has improved tremendously during the online listening classes. This statement can be supported by students responses such as **“I learned new technical skills during the classes because I had to manage and use the materials given in class”**. Furthermore, the theme environment received a total of 35 responses from the students. In term of environment students express their comfort level of attending the listening online classes from home. Several students have stated they felt comfortable that attending the online listening classes at their home. Not only that, but students have stated that the environment at home was much more suitable to attend online listening session.

Moving on, the theme interaction and language received a total of 25 responses, respectively. Interaction here is seen in terms of student-student interaction and student-teacher interaction. The results demonstrates that students found that they were able to interact with their peers and teachers better compared to the face-to-face listening classes. This statement

can be supported by students responses such as **“Help us to communicate fluently and efficiently”, “I can contact the teacher easily”** and **“Easy to interact with other friends during classes”**. In addition, in terms of language, students felt that their English had improved due to easy access to the online dictionary. This statement can be supported by students responses such as **“I understand English even more”** and **“I learned more vocabulary due to having easy access to online dictionary”**. Lastly, according to figure 14 the theme cost received a total of 10 responses. Students felt that the online listening classes saves cost as students do not need to spend money on transportation.

## Chapter 5: Discussion and Conclusion

### 5.1: Introduction

This chapter will be focussing on the discussion, implication of the study, limitations, recommendations, and conclusion of the study.

### 5.2: Discussion

This research has three major objectives. The study's first objective was to examine students' attitudes toward English language listening online classes that was conducted during the Covid-19 pandemic. Furthermore, the purpose of this study was to collect and evaluate both the challenges and benefits of English language listening online classes. Using snowball sampling, a total of 273 people took part in the study by responding to a questionnaire distributed via a Google form link. The data gathered fulfils the research's objectives. Students' perceptions were divided into five major themes: student satisfaction, interaction, ease of use, environment, and teacher strategy. These themes were then investigated, and the data was tabulated in terms of frequency and mean.

The first theme that was examined was student satisfaction. According to the results, the total mean of the theme accounted for 3.1673. The findings show that Malaysian Form 6 students had a negative perception of English language online listening classes for a variety of reasons. It can be assumed that students did not feel motivated to improve their listening skills and students were unable to understand the listening materials provided due to their low English proficiency level. Despite the fact that English has been formally taught to students for nearly 13 years, Malaysian students' English proficiency is considered low. According to a study conducted by Rusli et al. in 2018, only 28% of students were able to achieve a minimum credit in the 2011 SPM English paper against Cambridge 1119 standards. Not only that, but students' motivation also plays a crucial role in the theme of student satisfaction. Students' motivation varies in an online setting due to their level of readiness. According to Coşkun and Uzunyol Köprü, (2021), students' motivation tends to fluctuate due to the new learning environment and external factors such as distractions and the lack of sleep. Furthermore, the findings indicate that students' negative attitudes toward online listening classes are caused by students' ignorance of the importance of listening skills in language acquisition. The statement above is supported by Nunan's (2002) research, which states that listening is the Cinderella skill in ESL and is frequently overlooked by teachers and students.

Similarly, the second theme that was analyzed in this research is the theme interaction. Interaction here can be seen in terms of student-student interaction and student-teacher interaction. Interaction in the classroom is an extremely important factor to promote learning. According to Sun et al., 2022, classroom interaction encourages students' learning engagement by creating a positive psychological environment, which influences learning effects. The results collected throughout the study shows that the total average mean of the theme interaction was 3.105. Based on the findings, this demonstrates that the participants had a negative perception toward the English language online listening classes. The negative

perception of the English language online listening sessions among Malaysian Form 6 students can be attributed to a number of factors, including the inability to ask questions, a sense of alienation, and a dearth of teacher-student and student-teacher interaction. According to a study done by Baber in 2020, classroom interaction has a positive, considerable impact on how effective online learning is, but this benefit is lessened as a result of the Covid-19 restrictions. Not only that, but the findings of a research also conducted by Lai et al. in 2019 suggests that students who interact with their peers more frequently online perform better academically than those who contact less frequently. This leads us to believe that student- student and student-teacher interaction in an online teaching and learning environment affects students' perception of the classes that were conducted during the Covid-19 pandemic.

Moreover, the third theme that was analyzed in this research was the theme easiness. In this research, ease is seen in terms of the user-friendly technological tools and platforms that were used to conduct the English language online listening classes during the pandemic. The pandemic had shifted the face-to-face learning environment into an online setting whereby teachers and upper educational institutions had to utilize several online platforms to simplify the teaching and learning possible. Based on the results obtained through the questionnaire, total mean of the theme easiness was yielded at 3.7839. Furthermore, the findings of this study are consistent with a study conducted by Nurani and Widiati in 2021, which found that the total mean of easiness in terms of downloading materials is 3.23 on a 4-point Likert scale questionnaire. This statement is supported by a study conducted by Ayu in 2020, which discovered that students were pleased with their studies due to the ease of online access and the usefulness of the educational materials. Therefore, it can be assumed that Malaysian Form 6 students' positive perception was caused due to the user-friendly aspect of the platforms that was used to conduct the online listening classes.



In addition, the fourth theme that was employed and analyzed in this research was the theme environment. Environment in this research is seen in terms of the setting in which the English language online listening classes were conducted during the Covid-19 pandemic. Not only that, but the environment can also be seen in terms of student settings, where students were required to sit through English language online listening classes. According to the findings, the total average produced by the theme environment is 3.0247, indicating that students had a negative perception of the environment in which the English language online listening classes were held during the Covid-19 pandemic. This negative perception can be attributed to a variety of external factors, including family distractions, noise pollution, and the level of comfort with which students attend online listening classes. According to an article published by Solhi in 2021, 64% of students and their parents reported having difficulty focusing at home and losing motivation to attend virtual classes due to distractions. This assertion is supported by a study conducted by Nurani and Widiati in 2021, in which students stated that they were infuriated by the crowd around them when they attended the online listening courses. This leads to the conclusion that the environment in which the online listening classes were administered was inappropriate due to distractions.

The last theme that was employed and analyzed in this research is the theme teacher's Strategy. The theme teacher's strategy was employed in this research to investigate students' perception of the teaching strategies of the teacher that was implemented during the English language online listening classes. In this research, the theme teacher's strategies can be seen in terms of the discussion forums, feedbacks and exercises provided to the students during the Covid-19 pandemic. The results collected through the questionnaire shows that the theme teacher's strategy yielded a total mean of 3.9499. This denotes that Malaysian Form 6 students positively perceive the English language online listening classes due to the strategies implemented by the teachers in conducting the English language online listening classes. The

research results are in accordance with a research conducted by Nurani and Widiati in 2021, whereby the total mean of the lecturer's role accounted for 3.06 in a 4-point Likert scale. This finding is consistent with a study conducted by Aisyah and Wicaksono in 2020, which found that teacher feedback is critical in facilitating the learning process. Students benefit from the methods used by the teacher during the listening sessions. This concludes that students had positively perceived the online listening classes conducted during the Covid-19 pandemic due to the teacher's teaching strategies.

Furthermore, this study focuses on the difficulties encountered by Malaysian Form 6 students who participated in English language online listening classes. According to the findings, technical issues and the environment are regarded as first-degree challenges. During online teaching and learning sessions, technical issues are seen as a major challenge for both students and educators. This assertion is supported by a study conducted by Song et al. in 2004, which found that technical issues are the biggest challenge of the online assessment and learning environment. According to Wentling et al., (2007), the presence of technical issues reduces students' satisfaction with the instructional experience, resulting in a negative perception of online classes. Moreover, both students and educators perceive the environment as a major challenge. According to a study conducted by Besser et al. in 2020, students had overwhelmingly negative reactions to online assessments because they were unable to adapt to the new learning and testing environment. On the other hand, based on the results, the teacher's strategy is regarded as a 4th degree challenge. This demonstrates that only a small number of students were dissatisfied with their teachers' teaching strategy during the online listening classes. Students felt that their teachers' instructions in class were unclear. This impedes students' learning. Clear instructions can help ensure that students truly comprehend what they need to do in the classroom (Barile, n.d.).

Finally, the aim of this research is to determine the benefits of English language online listening classes that were held during the Covid-19 pandemic. According to the results, students believe that the main advantages of online listening classes are the ease of accessing materials and the flexibility of the classes. The theme easiness received a total of 112 responses. This demonstrates that students thought the materials and platforms used during the online listening classes were simple to use. The findings are consistent with a study conducted by Nurani and Widiati in 2021, in which the total mean of the statement "Listening materials or recordings can be easily accessed" yielded a total mean of 2.95. This demonstrates that the majority of students have a positive perception of online listening classes due to their accessibility. Furthermore, according to the findings, flexibility is viewed as a significant benefit. Flexibility in time and place has been shown to increase student motivation in learning because students can learn at their own pace. As a result, students' academic achievement improves. According to Kokoç (2019), students perform better academically in an e-learning environment because they have greater access to learning resources and can study at their own pace. As a result, it is clear that the benefits of online listening classes lead students to have a positive perception of the English language online listening classes that were held during the pandemic.

### 5.3: Implications

As mentioned in the previous chapters, listening skill is often ignored by educators and it is labelled as a Cinderella skill (Nunan, 2002). According to a research conducted by Huei-Chun in 1998, educators believe that listening is a skill that is automatically learnt thus not much importance is given to the listening skill in classroom activities. Not only that, but the listening skill is also often ignored because listening appears to be the least accurate of the four language skills, making it the most difficult to master (Ghaderpanahi, 2012). Therefore, this

research focussed on Form 6 students' perception towards the English language online listening classes that were conducted during the Covid-19 pandemic to identify students' perception regarding the listening skill and classes. After conducting the research, the results obtained from this research indicates that Malaysian form 6 students had a neutral perception on the English language online listening classes that were conducted during the pandemic.

Moreover, this research would benefit future researchers that will be focussing on the listening skill as not much research has been conducted focusing on the listening skill. According to a research conducted by Nunan in 1997, states that when compared to reading comprehension, listening has always been an overlooked skill in both research and practice; it is undeniable that listening is weaker in literature. Not only that, but this research also employs several themes focussing on students' perception regarding the listening class conducted during the pandemic such as students perception, environment, interaction, easiness, and teachers strategy. This would provide future researchers with a concrete foundation to start their research. Not only that, the use of themes in this research would provide future researchers who are interested in analyzing students' perception regarding the English language online listening classes a clear frame. The use of prior themes in a research results in reliable and valid data which strengthens the research. Besides the main advantage of using a priori themes is that they can help to speed up the initial coding phase of analysis, which is normally time-consuming and complicated. This would lessen future researchers' burden of creating new themes. Furthermore, the results obtained in this study would present a clear understanding to researchers whose research will be focussing on Malaysian form 6 students' perception towards the online listening classes (Themes and Codes, n.d.).

Furthermore, this study would also benefit Form 6 educators. This study would provide educators with clear insights on students' perception of the listening classes that were conducted during the Covid-19 pandemic. As this research focuses on students' perception based on 5

main themes such as easiness, environment, interaction, teacher's strategy and students satisfaction, educators would be able to identify the drawback and the advantages of the online listening classes. Although listening skills are important in an individual's communication process, educators and institutes frequently overlook them because they are considered difficult due to their accuracy. According to a research conducted by Tiruneh Dinsa and Mekonnen Gutema's in 2017, listening is a commonly used skill in people's communication processes, making it extremely important. Not only that, but the findings of this study would raise awareness that listening is an important skill that should be taught and practiced in the school system. As this study focuses on the difficulties encountered by students enrolled in English language online listening classes, educators will be able to devise solutions to these difficulties. This would not only improve the learning process for students, but it would also motivate them to do better. The autonomy, interest, and enjoyment of learning are related to students' perceptions of teachers' concern (Bieg et al., 2013).

To conclude, listening skills are extremely important in a student's daily life. Individuals must develop listening skills in order to communicate with others. Although listening skills are extremely important, educators do not prioritize them because they are considered an automatic skill. As a result, the research findings would provide clear guidance to educators and future researchers on how to improve.

#### 5.4 Limitations and recommendations

This research aims to identify Malaysian Form 6 students perception on the English language online listening classes that were conducted during the pandemic, but there were several flaws that should be addressed in future studies. Firstly, since the research was conducted online, the researcher did not personally meet the participants to obtain the results. The questionnaire that was distributed to the participants contained 2 open-ended question.

Students were required to list down 2 challenges and benefits of the English language online listening classes. The results obtained by the researcher shows that students were not able to list down proper challenges and benefits as they did not understand the question. Since, the questionnaire was distributed using snowball sampling, students were not able to understand and answer the open-ended questions. This issue is similar to the issue faced by a research conducted by Nurani and Widiati in 2021, whereby the researcher could not directly meet the participants to collect data due to the Covid-19 restrictions. Therefore, in the future, the researcher should personally meet the participants to explain the content of the study so that students are able to answer the questions without major issues.

Moreover, this research implemented mixed method research design to analyse students' perception towards the English language Listening online classes during the Covid-19 Pandemic. Open-ended questionnaires, and interviews are used to collect qualitative data, while closed-ended surveys and questionnaires are used to collect quantitative data. This research utilised both open-ended and close-ended questionnaires to identify Malaysian Form 6 students perception on the English language online listening classes that were conducted during the pandemic. But since the sample size was large, it took the researcher a long time to analyse participants response. Therefore, for future researchers, an interview should be conducted to receive the qualitative data instead of using an open-ended questionnaire to receive a precise and reliable data. Not only that, but the use of interview is also advantageous to researchers that aims to collect qualitative data as researchers can follow up on new and unexpected subtopics that arise during the conversation. This provides researchers with a clear picture of participants response and the story behind the response (DeCarlo, 2018).

## 5.5 Conclusion

This study attempted to answer 3 research questions: *“What is Malaysian Form 6 students' perceptions towards the English language listening online classes during the Covid-19 Pandemic?”* , *“What are the challenges that students face during their English language listening online classes?”* and *“What are the benefits of the English language listening online classes?”*. A total of 5 themes such as students perception, environment, interaction, easiness, and teachers strategy was employed in this study to receive an in-depth explanation on students perception regarding the online listening classes. The result obtained throughout this study indicates that Malaysian Form 6 students had a neutral perception towards the English language online listening classes that were conducted during the Covid-19 pandemic. Not only that, 2 open-ended questions were employed in this study to identify the challenges and benefits of the English language online listening classes. The main challenge that students encountered were technical issues and environment. Furthermore, the main benefit of the online listening classes were the easiness and flexibility in terms of time and place. Moreover, this research has drawbacks as it was conducted online, the researcher was unable to physically meet the respondents to receive the feedback. Therefore, in the future, an interview should be conducted to receive the qualitative data instead of using a questionnaire. The interview would provide clear and detailed analysis on the challenges that students had encountered and the benefits of the English language online listening classes.

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## Appendix:

### Survey Questions:

## Survey on Malaysian Form 6 students' perception towards the English language Listening online classes during the Covid-19 Pandemic.

Good Day respondents,  
I am Dakshayani, a Year 3 Semester 1 Bachelor of Arts (Honours) English Education student from UTAR, Kampar campus. Currently, I am conducting my Final Year Project (FYP) titled as Malaysian Form 6 students' perception towards the English language Listening online classes during the Covid-19 Pandemic. I would like to invite all Form 6 students to participate in the survey by completing the survey questions. This questionnaire consists of 4 sections, which are:  
Section A : Sociodemographic questions  
Section B : Perception on the listening classes  
Section C : Challenges and benefits of listening classes

If you have any questions regarding the questionnaire, feel free to contact me through :  
Phone number : 014-3813988  
E-mail : [dakshayani2000@gmail.com](mailto:dakshayani2000@gmail.com)

 dakshayani2000@gmail.com (not shared) [Switch account](#) 

\* Required

1. By participating in this study, your participation is voluntary and your information will be kept confidential. Your information will be used for research purpose only. \*

☐ Agree

Next

Clear form

### Section A: Socio-demographic Questions

1. Gender \*

- ☐ Male
- ☐ Female

2. Age \*

Your answer \_\_\_\_\_

3. Ethnicity \*

- ☐ Chinese
- ☐ Indian
- ☐ Malay
- ☐ Other: \_\_\_\_\_

## Section B: Perception on the listening classes

### Student's satisfaction

1. English Online listening classes promotes the desire to learn \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2. I prefer the online listening class compared to face-to-face sessions. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3. I understand the material given during the English Online listening classes better compared to face-to-face sessions. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

4. English Online listening classes promotes critical thinking skills \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

5. English Online listening classes promotes the need to develop listening skills \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

6. I encounter more challenges during the English Online listening classes compared to face-to-face session. \*

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

Interaction ( Student-Student, Student- Teacher)

1. I am able to actively interact with other students during the English Online listening classes. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2. It is easy to ask questions during the English Online listening classes. \*

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

3. It is easy to contact my lecturer during online classes. \*

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

4. The lecturer provides online discussion forums. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

## Easiness

1. I have enough time to download the listening materials \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2. I have enough time to listen to the listening materials \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3. It is easy to access the material and recording during the English Online listening classes. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

4. It is easy to reopen and repeat the listening material. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

## Environment

---

1. Online listening classes are more comfortable than face-to-face classes \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

---

2. There were no interruptions during the online listening class \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

---

3. I was annoyed by my surrounding during the online listening session \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

---

4. I could not focus during the listening session \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

### Lecturer's/Teacher's strategies

1. Teachers provided virtual meetings \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2. Teacher would explain the materials before providing the task. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3. Feedbacks were given after completing the listening task . \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

### Section C: Challenges and benefits of listening classes

1. What are the challenges that you as a student have faced during their English language listening online classes? (Provide at least 2 challenges) \*

Your answer



This is a required question

2. What are the benefits of the English language listening online classes?(Provide at least 2 benefits) \*

Your answer