



**STUDENTS' CONCENTRATION IN ONLINE ENGLISH CLASSES:
MAIN FACTOR AND SOLUTION AT UTAR KAMPAR CAMPUS**

KHOO JIA HUEY

1803008

MS. INDIRA MALANI A/P MUNUSAMY

UALZ3023 – FYP2 REPORT

SUBMITTED IN

PARTIAL FULFILMENT OF THE REQUIREMENTS

FOR BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

FACULTY OF ARTS AND SOCIAL SCIENCE

JAN TRIMESTER 2022

ACKNOWLEDGEMENT

It would be impossible for me to complete this research project without the assistance of my supervisor, family, and participants. I am deeply thankful to Ms. Indira Malani a/p Munusamy, my supervisor of the project who gave me guidance throughout the two semesters of final year project journey. She has been very patience in giving help and clearing my doubts for my research project.

Next, thanks to my parents who educate me and allowing me to receive my tertiary education in Universiti Tunku Abdul Rahman (UTAR). I would not have accomplished my studies and research project without their continuous financial and mental support.

Last but not least, I would like to appreciate all the participants who participated in the research study. Without their time and effort in answering the questionnaire survey, the study would not go smoothly due to the collection of data and the objectives would not meet.

APPROVAL FORM

This research paper attached hereto, entitled *Students' concentration in online English classes: Main factor and solution at UTAR Kampar campus* prepared and submitted by Khoo Jia Huey in partial fulfillment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.



Supervisor

Supervisor's Name: Indira Malani a/p Munusamy

Date: 20 April 2022

ABSTRACT

This research presents the students' concentration in online English classes: Main factor and solution at UTAR Kampar campus. The first research objective is to identify the main factor that causes the UTAR ED and EL students to lose concentration in the online English lessons. The second research objective is to determine the strategies that the English lecturers and tutors can do to make students stay focused in online English lessons from the perspectives of UTAR ED and EL students. The findings from this research show that ED and EL students from UTAR Kampar mainly lose focus due to the environmental factor while the strategies that educators can do is to have two-way communication in the online English classrooms. This study enables the stakeholders to understand more about the reasons of students losing concentration on the online English lessons. Furthermore, allowing the educators to know the teaching methods that are preferred by the students in staying focused. To improve the students' concentration in online English classes, all the stakeholders must play their part so that the students can learn English more effectively in online environment.

Keywords: Concentration, Online classes, Factor, Strategy, University Students

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 : Khoo Jia Huey

Student ID: 18AAB03008

Signed :  _____

Date : 20 April 2022

TABLE OF CONTENT

Acknowledgement	I
Approval Form	II
Abstract	III
Declaration	IV
Table of Content	V
List of Tables	VIII
List of Figures	VIII
List of Abbreviations	X

1. Introduction

1.1 Background of the study	1
1.2 Problem statement / justification for proposed study	2
1.3 Research Questions	4
1.4 Research Objectives	4

2. Literature Review

2.1 Students' commitment level and concentration level in online learning	5
2.2 Online learning in tertiary education	6
2.3 Students' self-efficacy in online English learning	8
2.4 Importance of learning style preferences	9
2.5 Issues of educators	12
2.6 Other factors that affect students' concentration level	14
2.7 Theories related to the areas of study	14
2.8 Conceptual Research Framework	16

3. Methodology

3.1 Participants.....	17
3.2 Research Design	17
3.3 Instruments	17
3.4 Data Collection	18
3.5 Data Analysis	19

4. Findings and Analysis

4.1 Findings	20
4.1.1 Demographic Data	20
4.1.2 Data of participants in online learning	22
4.1.3 Data on environment factors	24
4.1.4 Data on self-efficacy factors	26
4.1.5 Data on educator’s teaching method factors	28
4.1.6 Data on strategies to increase concentration level	31

5.1 Discussion and Conclusion

5.1 Discussion on findings	35
5.1.1 Factors	35
5.1.1.1 Environmental factors.....	35
5.1.1.2 Self-efficacy factors	36
5.1.1.3 Educator’s teaching method factors	36
5.1.2 Strategies	37
5.1.2.1 Strategies of staying focus / concentrating better	37

5.2 Discussion relates to research objectives	38
5.3 Limitations	39
5.4 Recommendations	40
5.5 Implications of the study.....	40
5.6 Conclusion	41
References.....	i
Appendices.....	vi

LIST OF TABLES

TABLES	PAGE
1 Environmental factors on students' concentration level in online English classes	24
2 Self-efficacy factors on students' concentration level in online English classes.....	26
3 Educator's teaching method on students' concentration level in online English classes	28
4 Students' opinion on the educators' strategies that may increase their concentration level in online English classes	31

LIST OF FIGURES

FIGURES	PAGE
1 Bloom’s mastery learning theoretical framework.....	15
2 Ryan’s and Deci’s self-determination theoretical framework	16
3 Conceptual research framework	16
4 Percentages of the gender of the participants	20
5 Percentages of the participants’ course of study.....	21
6 Percentages of the participants’ current year of study	21
7 Percentages of the participants’ concentration level in online English classes	22
8 Reasons that distract the participants from concentrating in online English classes	23
9 Percentages of participants’ learning style preferences in learning English online.....	23
10 Participants’ satisfaction level on their lecturers’ or tutors’ online teaching method.....	31

LIST OF ABBREVIATIONS

1	UTAR	Universiti Tunku Abdul Rahman
2	ED	English Education
3	EL	English Language
4	ESL	English as a Second Language
5	ICT	Information and Communication Technology
6	Covid-19	Coronavirus Disease 2019
7	SD	Standard Deviation
8	SA	Strongly Agree
9	A	Agree
10	N	Neutral
11	D	Disagree
12	SD	Strongly Disagree

CHAPTER 1

INTRODUCTION

1.1 Background of the study

To concentrate is to put attention of our thoughts, emotional state, and awareness on one particular activity, and we may ignore other objects unconsciously (Arrasyid, 2019). Student learning concentration is defined as the full mindfulness as well as the emphasis of attention placed on the subject matter being studied (Erwiza et al., 2019). According to Erwiza et al. (2019), concentration in learning is directing attention on the content of the subject matter and the educator. Concentration requires conscious effort. With concentration, one may think in whatever direction that his intention wants him to (Lu & Yang, 2018). Concentration is essential in learning efficiently in the classroom, which can lead to the improvement of academic performance (Lu & Yang, 2018). A nice non-physical school environment and high learning interest may cause the students to have better focus and higher critical thinking in learning, which consequently enables the students to attain greater academic achievement (Erwiza et al., 2019).

Educator's teaching method is the method used by an educator to deliver knowledge to the students. It is a natural and frequently used way to transfer new information in the classroom (Vukic, 2018). It can be approaches, techniques, and classroom activities (Vukic, 2018). Educators' teaching methods can be changed over time and experiences, modifying continuously to ensure the students learn more effectively (Vukic, 2018). Most of the teaching method is teacher-centered, where the educator is the one who talks and lectures the students (Fu, 2009). Hence, the educator's teaching method is usually auditory for the students, where the students need to listen attentively in class (Fu, 2009). In this case, students' participation in

online classes is far not enough. Therefore, educators must work hard to encourage student engagement, keep their attention, gather feedback, and evaluate them in a variety of ways.

During this Covid-19 pandemic, traditional classes have been changed to online classes. It will be more challenging for the students to master English in a virtual learning environment. Students often find that online learning is tedious and unengaging (Dhawan, 2020). Online teaching and learning often allows the educators to talk more which isolates the students from their teachers and peers (Coman et al., 2020). Most of the students prefer two-way interaction in learning (Dhawan, 2020). However, it is hard to implement student-centered learning in an online setting (Dhawan, 2020) due to the fact that educators and students are facing their laptops without getting in touch with persons physically (Coman et al., 2020). These factors may cause the students to lose focus while attending online English lessons. Students may lose concentration due to various reasons. Therefore, it is crucial to conduct this study to find out the factors of students losing concentration in online English lessons and the teaching method that enables them to stay focused.

1.2 Problem statement / justification for proposed study

Most of the students tend to lose concentration when attending online lessons. They are easily distracted by their surroundings such as noise produced by family members, insufficient learning and study space at home (Coman et al., 2020), and other tabs from their browser. These cause the students to have less amount of time to concentrate in online lessons (Coman et al., 2020). Not every student can have their full attention and focus on the subject and teacher while learning online.

Furthermore, teachers often face difficulties in tracking the students' level of attention in online classes. Based on my internship experience in school, not all students are willing to

show their faces on the screen, some of them only show their forehead while some do not turn on their camera although they have been asked to do so. Unlike traditional face-to-face classrooms, teachers are able to determine students' concentration level in learning by detecting the expression of students directly (Lu & Yang, 2018). Therefore, educators should utilise different tools to make online learning more interesting for the students so that an effective and meaningful learning atmosphere can be created (Dhawan, 2020).

Online learning creates a freedom and convenient environment for the learners (Yang, 2004). According to Yang (2004), self-regulation is an essential behaviour for students to be successful in online learning. In other words, students who are not self-regulated in online learning will produce rather poor results. This is because they may focus on other stuff that is not related to the subject matter during online classes. For instance, scrolling social media on smartphones, playing online games, and sleeping. Yang (2004) stated that when the students do not focus on online classes, they may miss the knowledge, information, as well as due dates for assignments and tests. Moreover, there are multiple problems that arise from online classes such as the quality of content delivery, method of taking assessments, technological limitations and so on (Amutan, K. I. et al., 2020). These problems will discourage the students in learning effectively (Amutan, K. I. et al., 2020), which in turn causes them to lose concentration while attending online classes.

The previous studies had revealed the effects of self-interest, breakfast intake, and school environment on the students' concentration level in physical classrooms. Nevertheless, they do not display the effect of the teachers' teaching method on students' concentration level. Moreover, I will be conducting research in tertiary education. Therefore, my research study will focus on identifying the factors affecting Universiti Tunku Abdul Rahman (UTAR) English Education (ED) and English Language (EL) students' concentration level while

learning English in an online environment as well as their preferred lecturers' and tutors' teaching method in staying focused.

1.3 Research Questions

The research questions are as below:

- a) What is the main factor that causes UTAR ED and EL students to lose concentration in the online English lessons?
- b) What do the UTAR ED and EL students think that English lecturers and tutors can do to make them stay focused in online English lessons?

1.4 Research Objectives

- a) To identify the main factor that causes the UTAR ED and EL students to lose concentration in the online English lessons.
- b) To determine the strategies that the English lecturers and tutors can do to make students stay focused in online English lessons from the perspectives of UTAR ED and EL students.

CHAPTER 2

LITERATURE REVIEW

2.1 Students' commitment level and concentration level in online learning

Students' concentration level can be identified by measuring the amount of time the students place their attention on a learning subject (Gerschler, 2012). According to Gerschler (2012), there are two types of attention claimed by the educational psychologist, which are focused attention and sustained attention. Focused attention is committed to an interruption, such as a ringing phone or a doorbell ring that interrupts a period of continuous attention. It usually takes only a few seconds (Gerschler, 2012). Focused attention is not useful in learning purposes as it is a kind of distraction from continuous attention (Gerschler, 2012). Besides, sustained attention takes place when an individual is doing a task for a longer period of time, which is usually counted in the scale of minutes (Gerschler, 2012). Students tend to utilise this type of attention in learning (Gerschler, 2012). For example, students pay great attention to what is being taught throughout the lessons, or discuss actively in groups (Gerschler, 2012). The time taken for sustained attention is known as attention span (Gerschler, 2012).

Aderibigbe et al. (2021) states that students' commitment level in online learning need to be reinforced although there are various advanced functions that can aid the students gain knowledge through online collaborative events. This is because the online reflection and collaboration activities seem to have a low disposition on the students (Aderibigbe et al., 2021). Some learners stated that their level of dedication was moderate to low since they were unable to devote as much time to the platform as they would have desired (Aderibigbe et al., 2021). However, well-designed courses that foster interaction and allow effective use of students' time can boost students' involvement in the virtual classrooms (Aderibigbe et al., 2021).

Sometimes, students' concentration level in online classes can be affected by the distractions, their interest and understanding on the subject matter, and their learning preferences (Gerschler, 2012). Distractions are split into two categories: controllable and uncontrollable types (Gerschler, 2012). Controllable distractions are the distractions that can be managed by the educators, such as the noise produced in online classes, and students' behaviour on the screen (Gerschler, 2012). On the other hand, uncontrollable distractions are the distractions that cannot be managed by the educators, such as students' physical problems and emotional problems (Gerschler, 2012). These problems can be sickness, fatigue, depression, and others (Gerschler, 2012). In addition, there are also external factors to consider which are unrelated to the students' concerns, be it the noise from construction or issues with the institution (Gerschler, 2012).

2.2 Online learning in tertiary education

Cai (2012) described that learning English is easier in an online setting where we can obtain the materials and resources at low cost from the Internet. Students can have easy access to the information regardless of the time and place (Cai, 2012). Reading articles or novels can be very convenient as there is a function of reading aloud in online reading (Cai, 2012). The e-learning pedagogical techniques are different from the traditional ones, which provides more opportunity for the students to be involved in the activities (Cai, 2012). Student-centered learning environment can be cultivated to allow the students to master English in a more effective way. Besides, e-learning enables the students to get the latest reading materials and read their interested materials on their own (Cai, 2012).

A study carried out by Mahyoob, M. (2020) showed that Arabian university students use WhatsApp as an alternative tool in learning English the most. Homework and other given

activities were sent and received via WhatsApp (Mahyoob, 2020). Some professors utilized WhatsApp to communicate with their students and to conduct classes (Mahyoob, 2020). WhatsApp is commonly available in mobile phones and is able to assist learners in online learning (Mahyoob, 2020). The second alternative tool is email, which is often used to submit the assignments (Mahyoob, 2020). Followed by Zoom, Google and Microsoft platforms, which usually applied to conduct lectures (Mahyoob, 2020).

Several challenges of online learning have been identified from previous studies. Studies from Mahyoob, M. (2020) and Amir et al. (2020) revealed that internet speed is the major issue encountered by the undergraduates. This is because most of the students were from rural areas where the network was unstable (Mahyoob, 2020). They often faced difficulties in downloading the learning materials, attending online classes, and conducting online exams (Mahyoob, 2020). Furthermore, to access the materials and attend classes online, students need to have sufficient internet quota, which will be an additional cost burden (Amir et al., 2020). Some of the learners did not have appropriate digital devices that can support the format or extension of the online materials (Mahyoob, 2020). 18% of the students did not face any issues in online learning (Mahyoob, 2020). 14% of the students were concerned with downloading materials online (Mahyoob, 2020). Overall, most of the students were satisfied with their online learning experiences during the epidemic, only 13.80% of learners were unhappy with online learning (Mahyoob, 2020). This might be due to the fact that the majority of the students had never been having online classes before (Mahyoob, 2020). Studies from Amir et al. (2020) revealed that some of the students were unready to adapt to the new style of learning. They lacked the knowledge and confidence to study on a new online platform (Mahyoob, 2020). In addition, time management and staying concentrated for a long period of time were also a big challenge for the students (Amir et al., 2020). Learning English in an online environment was still a challenge for the undergraduates (Mahyoob, 2020).

According to Coman et al. (2020), there are certain things that may be regarded as limitations in students' learning processes when accessing E-learning platforms. For example, the diminished students' motivation, delayed feedback or aid since the educators are not always present when students need help while studying online, or feelings of loneliness due to the absence of peers' physical presence (Coman et al., 2020). Therefore, it can be concluded that the learners are not well-prepared for fully online-based learning (Coman et al., 2020). Studies also showed that accessibility, connectivity, a lack of adequate equipment, and social concerns reflected by a lack of contact and engagement with instructors and classmates were the top obstacles that students faced.

According to the study conducted by Amir et al. (2020), students of different years of study have different perspectives towards distant learning. When compared to the seniors, first-year students exhibit a larger preference for distant learning (Amir et al., 2020). This shows that online learning is more easily adapted by younger students (Amir et al., 2020). For group discussions and explanation sessions, the majority of students, which comprised 87.4% favoured synchronized learning sessions (Amir et al., 2020). Besides, the results showed that there is more time for the students to learn in a distant learning environment (Amir et al., 2020). This is because they can learn at any time and anywhere.

2.3 Students' self-efficacy in online English learning

A study carried out by Kuama and Intharaksa (2016) showed that the metacognitive skills of the students in online English learning is averagely high. The students were proved to have high self-regulation and time management skills, where they will complete the assigned task during their free time in an online learning environment (Kuama & Intharaksa, 2016). This may be due to the fact that they have the chance to arrange their time freely while learning

from home. Students also claimed that they have a medium rate of concentration and self-awareness in attending online classes (Kuama & Intharaksa, 2016).

Findings from Kuama and Intharaksa (2016) stated that students are highly motivated in studying English online. They have specific goals to achieve in the online English course and are able to learn English online without much difficulty (Kuama & Intharaksa, 2016). Therefore, goal-oriented behaviour is vital to increase the motivation in learning English online. On the other hand, some students claimed that they have internet anxiety as they are worried of the issues that may arise in the new learning setting (Kuama & Intharaksa, 2016). Course design, online learning activities, and teaching quality are the main concerns of students towards online English learning (Kuama & Intharaksa, 2016). The dissatisfaction of students towards these factors may result in the demotivation of students in learning English online (Kuama & Intharaksa, 2016).

Furthermore, study from Kuama and Intharaksa (2016) found out that the students are very good at environmental management, assistance seeking, and resources utilization. Students often search for solutions when they experience issues in learning English via online mode (Kuama & Intharaksa, 2016). For instance, they are able to find a nice study place which has a good internet connection and is quiet (Kuama & Intharaksa, 2016). These enable the students to study English online effectively. Some of them also seek assistance from their peers regarding the computer issues and academic-related issues that they faced in the online learning period (Kuama & Intharaksa, 2016).

2.4 Importance of learning style preferences

Gerschler (2012) claims that every student has different learning preferences. The implementation of different teaching styles in the classroom will have a beneficial or negative

impact on the students' attention span (Gerschler, 2012). Gerschler (2012) mentions that teachers should utilise different learning approaches in teaching, which combines auditory, visual, and kinesthetic methods. A learner may have an equal preference for all three strategies, but they are more likely to have a larger preference for one of them (Gerschler, 2012).

In general, students do better when they pay close attention to the learning materials and activities (Lu & Yang, 2018). Nevertheless, studies conducted by Lu and Yang (2018) displayed that the visual and verbal learners who are gaining conceptual knowledge using graphical courseware are in a distinct situation. With a high level of focus, visual learners were able to attain higher results (Lu & Yang, 2018). On the other hand, with reduced focus, the verbal learners scored higher (Lu & Yang, 2018). According to Lu and Yang (2018), text and pictures make up a graphical courseware. By using graphical courseware, this enables the visual learners to have advantage in learning (Lu & Yang, 2018). This is because the learning demands of visual learners were more likely to be met by graphical courseware (Lu & Yang, 2018). Therefore, it can be concluded that the focus of students is influenced by their interest (Lu & Yang, 2018) and learning style preferences. In addition, studies from Erwiza et al., (2019) also stated that learning interest has a direct impact on learning concentration and critical thinking, which contributes to the learning achievement.

The success of students' language learning is greatly affected by the matching of their learning style and teacher's teaching method (Ahmad, 2011). Students will have poor learning attitudes and feel demotivated when there is a mismatch between their preferred learning style and teachers' teaching method (Ahmad, 2011). There are teachers' teaching methods which do not meet the students' learning style (Akbarzadeh & Fatemipour, 2014), causing the students to face challenges in attending the English language subject with full attention. Besides, Asian students tend to show respect to their teachers by adapting their learning style to their teachers' teaching method (Fu, 2009). They usually would not ask their teachers to change the teaching

method although it is incompatible to their learning style (Fu, 2009). They may just focus on other stuff when they think that their teachers' teaching methods are uninteresting. In the Asian classrooms, teachers are recognized as the source of knowledge while the students are perceived as the passive receivers (Fu, 2009). Due to the teachers not having well-implemented ways to keep students attentive, they are quickly distracted and lose attention (Coman et al., 2020).

According to Akbarzadeh and Fatemipour (2014), the teachers did not know the students' learning styles and thus designed the lessons that are not suitable for the students. This causes the attention span of students to be shortened. According to Akbarzadeh and Fatemipour (2014), the teachers did not utilise diversified teaching methods to match with the learning style preference of every student. Auditory method is the main role in teaching (Fu, 2009). However, only 23.7% of the students are auditory learners (Fu, 2009). There are 70.3% and 6% of the students are visual and kinesthetics learners respectively (Fu, 2009). Thus, this shows that the students' learning styles do not match with the teachers' teaching method, which directly causes the students to lose focus in learning. Thus, teachers must integrate all the learning approaches in teaching to satisfy the needs of every student in a classroom. The design of lessons has a significant impact on students' enthusiasm in an assignment (Gerschler, 2012). According to Gerschler (2012), the art of teaching is to transform a potentially dull, and uninteresting content into something engaging and enjoyable for the students.

Nevertheless, previous studies from Rogowsky et al. (2020) shows that learning preferences have no effect on the academic performance of students. There is no substantial beneficial link between auditory learning style and listening comprehension, or visual learning style and reading comprehension (Rogowsky et al., 2020). On both listening and reading comprehension tests, those with a preferred visual learning style outperformed those with an auditory learning style (Rogowsky et al., 2020). Hence, the findings reveal that reinforcing

reading skills in every student is essential despite their learning preferences (Rogowsky et al., 2020). It is not necessary for the teachers to give instructions based on the students' learning preferences when giving tasks or assignments (Rogowsky et al., 2020).

2.5 Issues of educators

Rahiminia et al. (2020) found that the main reason that causes the female learners' concentration to be affected is the lack of information and mastery of knowledge by the lecturers. On the other hand, the male learners thought that the lecturers' techniques of giving inspiration is vital to make them stay focused in class (Rahiminia et al., 2020).

Moreover, there is a lack of quality English teachers in some of the schools. This is because there is a lot of turnovers among the teachers (Cheng et al., 2016). This scenario happens when the teachers who are posted to the rural schools to gain experience in the first few years choose to transfer back to the schools of their respective states (Cheng et al., 2016). Thus, the precious experience gained in teaching English has been brought to another school (Cheng et al., 2016). On the other hand, new teachers who are posted to schools may not teach English subjects effectively due to their insufficient teaching experience (Cheng et al., 2016). They may not be able to design English lesson plans that suit the learners' needs and improve their English performance effectively.

Besides, educators also face several issues in teaching online. This is due to the instructors' lack of familiarity with E-learning tools and the little amount of time they had to adjust their teaching approach to the new circumstances (Coman et al., 2020). There were findings of a survey performed by School Education Gateway at the start of the epidemic, revealing that 66.9% of respondents said they were using online platforms for the first time to educate (Coman et al., 2020).

English as a second language (ESL) teachers' information and communications technology (ICT) skills are the most integral component that challenges the effectiveness of online teaching and learning. Online teaching and learning are furnished with digital devices and internet access (Lukas & Yunus, 2021). The immediate alternative of teaching mode due to the Covid-19 pandemic causes the ESL teachers incompetent to acquire the technological skills beforehand (Izhar et al., 2021). The research further pointed out that ESL teachers are unfamiliar with the online platforms, so they require more time preparing teaching materials, but in reality, they are given limited time for preparation due to the sudden change of teaching mode (Izhar et al., 2021).

Due to the low implementation rate of online platforms in physical classrooms, ESL teachers have low proficiency in ICT skills, and it is hard for them to utilize more complex applications (Lukas & Yunus, 2021). Zainal and Zainuddin (2021) mentioned that ESL teachers in urban areas had attended the training session utilizing Google Classroom; however, the training session focused only on the fundamental functions of Google Classroom, where the ESL teachers could not acquire the advanced skills, such as video conferencing (Zainal & Zainuddin, 2021). With the low competence of ICT skills, ESL teachers are affected by the online teaching and learning mode in terms of their teaching progress and quality (Lukas & Yunus, 2021). Therefore, it is challenging for ESL teachers to implement online teaching effectively and to maintain the interest of the students in an online environment.

In addition, it is challenging for ESL teachers to stay motivated during online teaching. Mazlan et al. (2021) claimed that online teaching and learning minimized the interaction between teachers and students. ESL teachers claimed to be lonely in online teaching as students are passive and silent during the lesson, where it is hard for the teachers to motivate the students to be active in the class (Mazlan et al., 2021). Therefore, ESL teachers are isolating and

demotivating in online teaching, which consequently influences the motivation of students in online learning.

2.6 Other factors that affect students' concentration level

A study conducted by Rahiminia et al. (2020) showed that female learners have problems of tiredness and sleepiness in class, which causes them to get distracted and could not concentrate on the lessons. This is because most of the students have problems falling asleep, which is known as insomnia (Rahiminia et al., 2020). Bad quality of sleep and lack of sleep reduces their ability to stay focused in the long hour class (Rahiminia et al., 2020). Meanwhile, male learners claimed that they are unable to focus in class if they are not interested in the subject (Rahiminia et al., 2020). Hence, the level of concentration of male learners in class greatly depends on their interest in the subject matter.

Rahiminia et al. (2020) also found that sitting in front of the classroom is able to increase students' concentration on the lessons taught, especially in the first row. In addition, the study displayed that the students have better concentration and understanding while they are attending morning classes (Rahiminia et al., 2020). Based on the survey filled up by the students, the time frame for possessing the highest concentration in class is at 10am to 12pm. The second preferred time for the students to focus in class is at 8am to 10am (Rahiminia et al., 2020).

2.7 Theories related to the areas of study

The first learning theory that can be incorporated in the study is Bloom's (1968) Mastery Learning Theory. Bloom's Mastery Theory is a philosophical approach to teaching and learning (Guskey, 2010). Bloom states that over 90% of learners can grasp the knowledge

effectively in a learning environment or context which suits their learning style (Small, 2014). In this theory, educators are advised to teach by using different types of instructions, tools, and interactive style (Small, 2014). This is crucial to meet the variety of learning styles of every student (Small, 2014). This theory matches with my areas of study, where the educators' teaching methods need to change accordingly to fit the learners' learning styles, thus enabling the students to stay concentrated in online English lessons. The theoretical framework is included below.

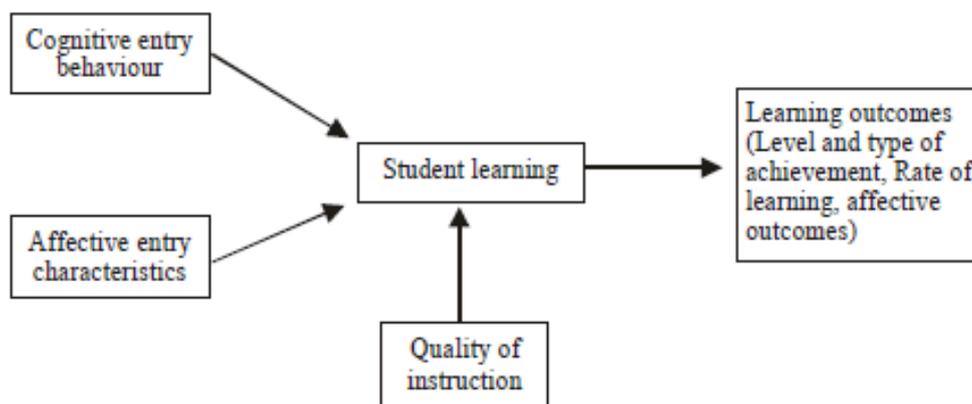


Figure 1 Bloom's mastery learning theoretical framework

Secondly, self-determination theory by Ryan and Deci (1985) can be included in the study. This theory studies the psychological motivation and personality of humans (Dornyei, 2003). It is often used in the learning of a second language to discuss the effect of intrinsic and extrinsic motivation on the students' learning (Dornyei, 2003). A learner will have autonomy in second language learning when his or her second language motivation is high (Dornyei, 2003). This results in the good second language performance of learners. This theory guides my study, where the motivation which is part of self-efficacy is important for an individual to stay focused throughout the online English lessons. The theoretical framework is inserted below.

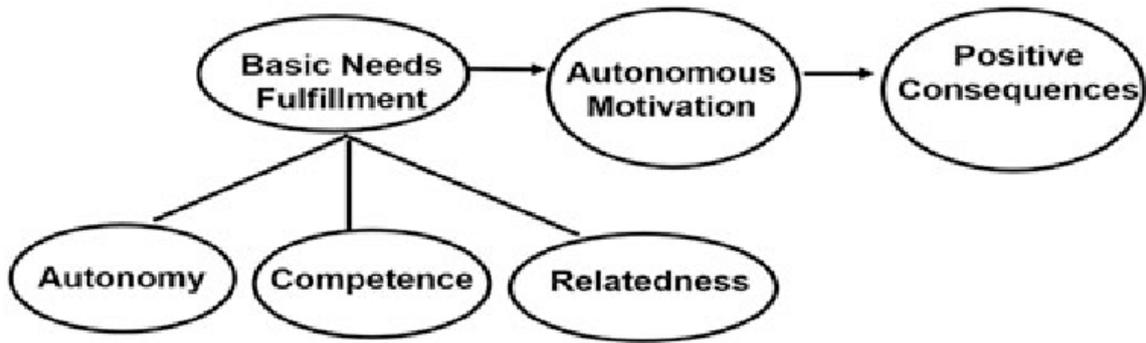


Figure 2 Ryan's and Deci's self-determination theoretical framework

2.8 Conceptual Research Framework

The diagram below shows the variables that may influence the UTAR ED and EL students' concentration level while learning English online, which will be investigated in the current study.

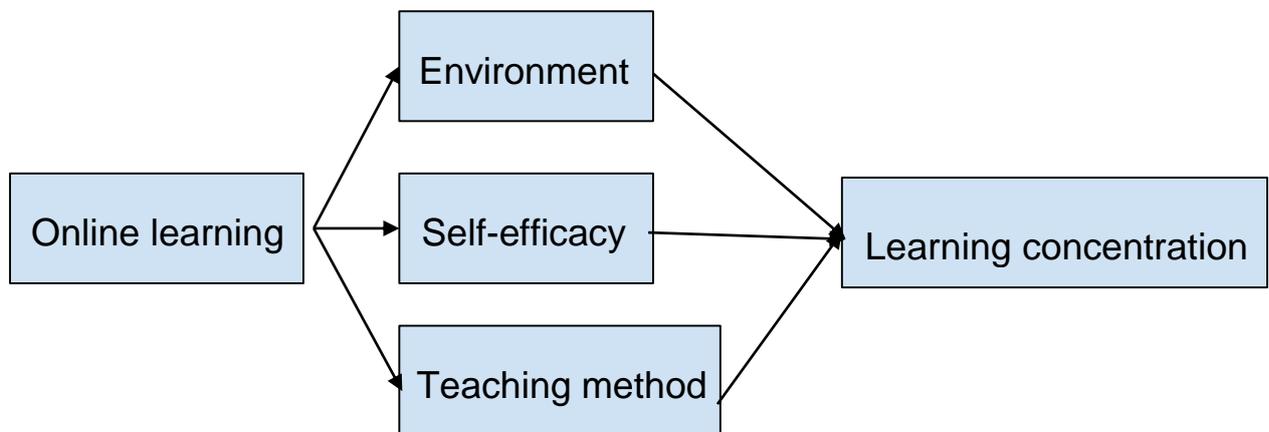


Figure 3 Conceptual research framework

CHAPTER 3

METHODOLOGY

3.1 Participants

The participants in the study will consist of 52 English Education (ED) and English Language (EL) students from Universiti Tunku Abdul Rahman (UTAR), Kampar, Perak, Malaysia. Purposive sampling will be used to carry out the research. UTAR students who are studying ED and EL courses currently are selected to participate in the study, regardless of their years of study. Year 1 to Year 3 students are eligible to participate. This is because ED and EL students take more English subjects than the students from other courses. Hence, this group of students are more suitable to take part in the study.

3.2 Research Design

Quantitative research method is used to identify the factor of students losing concentration in online English lessons and the teachers' teaching method to stay focused from the perspectives of UTAR ED and EL students. Apuke (2017) mentioned that quantitative research methods are utilized to obtain the specific and measurable data as well as to identify the cause and effect of a study.

3.3 Instruments

There will be five sections in the Google Form that requires the UTAR ED and EL students to complete. The survey takes around 10 minutes for the participants to complete.

The first section of the questionnaires survey in the form of Google Form is the consent form. The second section is to collect the participants' demographic data. Third section is about

understanding the participants in online learning environment. Multiple choice questions are used in this section. Next, the questions in the fourth section of Google Form will be distributed to identify the factors that cause the students to lose concentration in online English lessons. There are three main categories for the factors, which are the online learning environment, students' self-efficacy, as well as the lecturers' and tutors' teaching methods. Likert scale questions are used to identify the students' perceptions based on their experience in online English classes. The participants will need to select Strongly disagree, Disagree, Neutral, Agree, or Strongly Agree for every statement to determine their main factor of losing concentration in online English classes.

Besides, the fifth section of the questionnaire survey requires the participants to answer all the statements which they prefer their English lecturers and tutors do in the online English teaching to have better concentration. This survey is mainly based on the opinions from the UTAR ED and EL students to improve their English lecturers and tutors online teaching strategies. The participants need to complete all the Likert scale questions by selecting Strongly disagree, Disagree, Neutral, Agree, or Strongly Agree in the Google Form. The questionnaire is a clear indicator for the students' preferred English lecturers' and tutors' teaching method in online classes.

3.4 Data Collection

The study will be conducted virtually due to the Covid-19 pandemic. 52 UTAR ED and EL students will be informed to take part in the study. A brief explanation on the purpose of study will be given to the participants before distributing the questionnaire's survey in Google Form. Before conducting the study, the students will be given a consent form regarding the purpose of study and the collection of confidential information in the first page of Google Form.

The students are allowed to take part in the study if they accept the terms and conditions stated in the consent form. They can choose not to participate if they do not want to. The questionnaire's surveys are anonymous, and the data collected are solely for the purpose of the study. The responses will be collected right after the students completed the questionnaire's survey in Google Form.

3.5 Data Analysis

After the collection of the data, the results of the data will be analyzed using mean and standard deviation. Mean and standard deviation will be calculated via a computer software, which is Microsoft Excel. By getting the mean and standard deviation for each item in the questionnaire's surveys, the research questions of the study can be answered.

CHAPTER 4

FINDINGS AND ANALYSIS

4.1 Findings

4.1.1 Demographic Data

Gender
52 responses

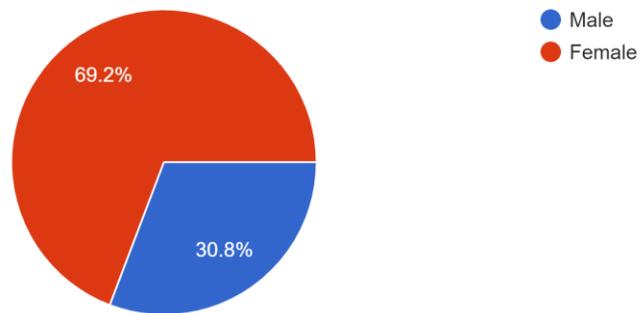


Figure 4 Percentages of the gender of the participants

There are a total of 52 participants who take part in the survey of “Students’ concentration in online English classes: Main factor and solution at UTAR Kampar campus”. 69.2% of the participants are female while 30.8% of them are male.

Course of Study

52 responses

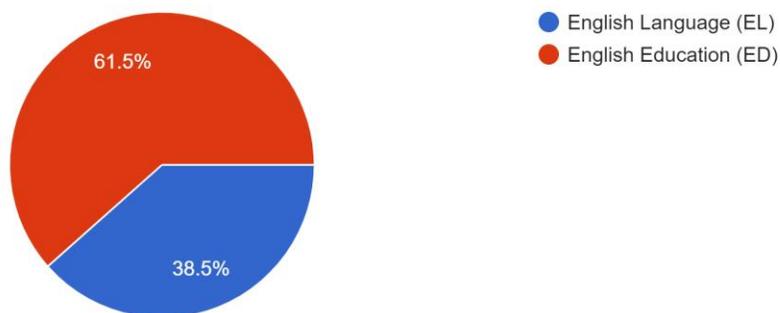


Figure 5 Percentages of the participants' course of study

Among the 52 participants, the majority of the participants study English Education (ED), which comprised of 61.5% while English Language (EL) participants comprised of 38.5%.

Current year in UTAR

52 responses

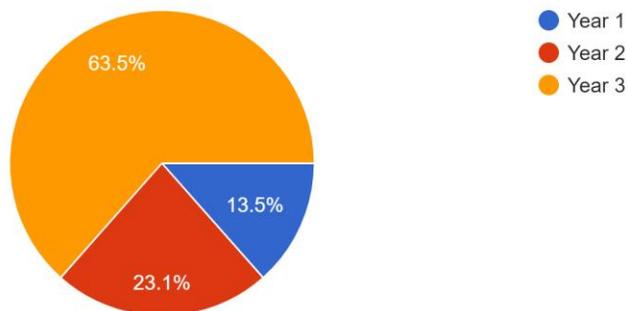


Figure 6 Percentages of the participants' current year of study

Year 3 students (63.5%) are the biggest group of students, followed by Year 2 (23.1%) and Year 1 (13.5%).

4.1.2 Data of participants in online learning

1. Your concentration level in online English classes?

52 responses

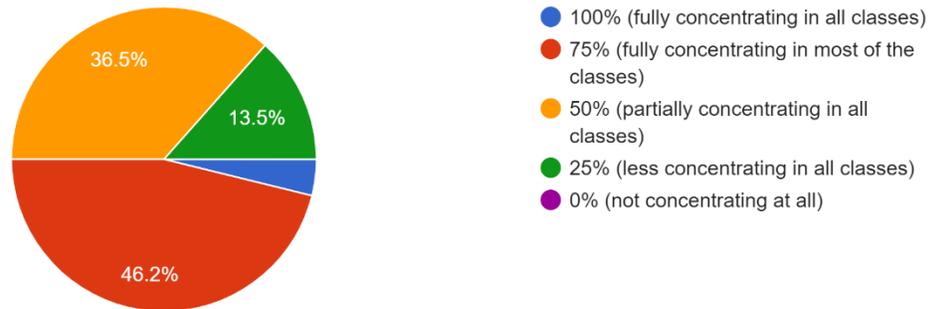


Figure 7 Percentages of the participants' concentration level in online English classes

In Section C, which is the section of understanding the participants in online learning, 46.2% of the participants claimed that they have 75% of concentration in online English classes, which is fully concentrated in most of the classes. 36.5% of the students chose 50% of concentration level in online English classes, which is partially concentrating in all classes. Next, 25% of the concentration level, which is less concentrating in all classes, is selected by 13.5% of the participants. 3.8% of the participants are 100% fully concentrated in all classes, and none of the participants choose 0% of concentration level, which is not concentrating at all.

2. What are the reasons that may distract you from concentrating in the online English lessons?

52 responses

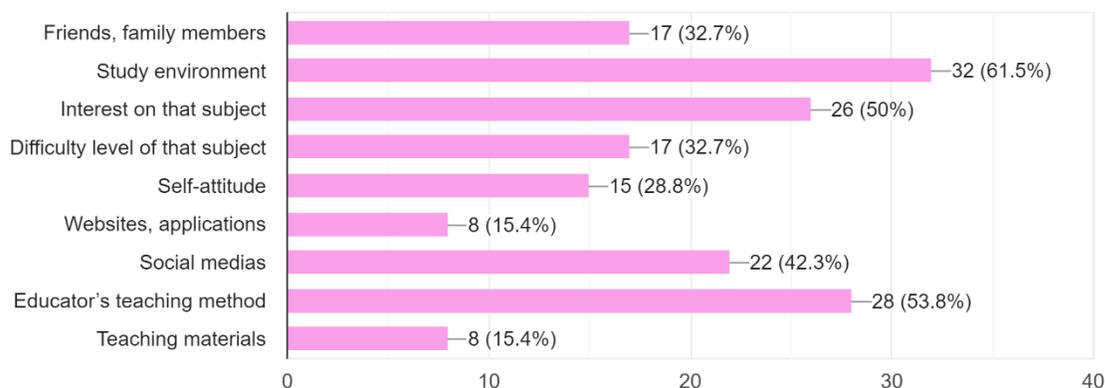


Figure 8 Reasons that distract the participants from concentrating in online English classes

The greatest reason that may distract the students from concentrating in the online English classes is the study environment, which consists of 61.5%. The second most chosen reason is the educator's teaching method (53.8%). The third reason is interest on that subject (50%). Social media is at the fourth place (42.3%). Friends, family members, and difficulty level of that subject rank at the fifth place (32.7%). Followed by self-attitude (28.8%). The least chosen reasons are websites and applications as well as teaching materials, which both consist of 15.4%.

3. Your learning style preferences in learning English online?

52 responses

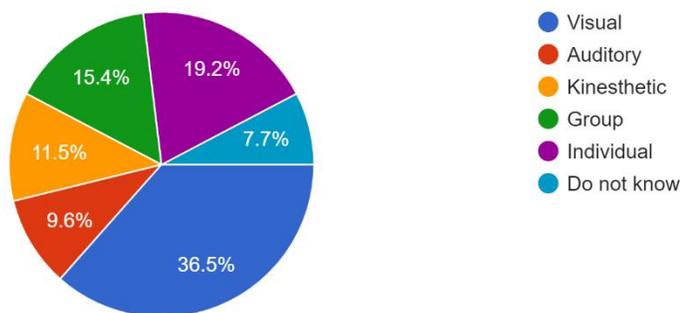


Figure 9 Percentages of participants' learning style preferences in learning English online

The largest learning style preferences in learning English online is visual (36.5%). 19.2% of the participants are individual learners, 15.4% of them are group learners. Kinesthetic learning style is preferred by 11.5% of the participants while auditory learning style comprises 9.6% of the participants. 7.7% of the participants do not know their learning style preferences in learning English online.

4.1.3 Data on environmental factors

Table 1 Environmental factors on students' concentration level in online English classes

Item	SD	D	N	A	SA	Mean	SD
1. You can concentrate better if your study environment is quiet.	1 (1.9%)	1 (1.9%)	5 (9.6%)	22 (42.3%)	23 (44.2%)	4.25	0.86
2. You can concentrate better if you study and attend online English classes at your own room.	1 (1.9%)	2 (3.8%)	7 (13.5%)	18 (34.6%)	24 (46.2%)	4.19	0.95
3. You can hardly concentrate on the online lesson if your family members or friends are beside you.	1 (1.9%)	7 (13.5%)	7 (13.5%)	20 (38.5%)	17 (32.7%)	3.87	1.09

4. You can hardly concentrate on the online lesson if you are studying outside such as cafes.	3 (5.8%)	10 (19.2%)	5 (9.6%)	18 (34.6%)	16 (30.8%)	3.65	1.27
5. You prefer attending online English classes in a library rather than your home.	5 (9.6%)	20 (38.5%)	12 (23.1%)	11 (21.2%)	4 (7.7%)	2.79	1.13
6. You can concentrate better in an online English class when your classmates are active in participating.	0 (0%)	2 (3.8%)	9 (17.3%)	21 (40.4%)	20 (38.5%)	4.13	0.84

Table 1 shows the results of environmental factors on students' concentration level in online English classes.

Based on the table, item 1 (Mean=4.25) (SD=0.86) revealed that 42.3% of the participants agreed and 44.2% of the participants strongly agreed that they can concentrate better in a quiet study environment. 9.6% of the participants have a neutral stand while only 1.9% of the participants each disagreed and strongly disagreed to concentrate in a quiet environment.

Item 5 (Mean=2.79) (SD=1.13) refers to the students' preference to attend online classes in the library rather than their own house. There are 5 (9.6%) of strongly disagree and 20 (38.5%)

disagree responses for the item. 12 (23.1%) neutral responses, in which the participants did not show clear preference for the statement. Besides, 11 (21.2%) of the participants agreed and 4 (7.7%) of the participants strongly agreed with the item.

4.1.4 Data on self-efficacy factors

Table 2 Self-efficacy factors on students' concentration level in online English classes

Item	SD	D	N	A	SA	Mean	SD
1. You often do other stuffs which are not related to the lesson while attending online English lessons.	3 (5.8%)	18 (34.6%)	12 (23.1%)	13 (25%)	6 (11.5%)	3.02	1.15
2. You often use your smartphone for academic-unrelated purposes while attending online English classes.	2 (3.8%)	3 (5.8%)	12 (23.1%)	24 (46.2%)	11 (21.2%)	3.75	0.99
3. You tend to get distracted if there is a notification on your smartphone while	0 (0%)	7 (13.5%)	9 (17.3%)	21 (40.4%)	15 (28.8%)	3.85	1.00

attending online English lessons.							
4. You are easily distracted by the people around you while attending online English lessons.	2 (3.8%)	6 (11.5%)	11 (21.2%)	20 (38.5%)	13 (25%)	3.69	1.09
5. You often remove or ignore anything else that distracts you while attending online English lessons.	2 (3.8%)	9 (17.3%)	17 (32.7%)	19 (36.5%)	5 (9.6%)	3.31	1.00
6. You are highly motivated to keep yourself focused on the content of online English lessons.	0 (0%)	9 (17.3%)	11 (21.2%)	20 (38.5%)	12 (23.1%)	3.67	1.02
7. You have a high interest on the English subjects taught.	2 (3.8%)	3 (5.8%)	11 (21.2%)	22 (42.3%)	14 (26.9%)	3.83	1.02
8. You are interested to learn the English related knowledge which is delivered via online.	1 (1.9%)	3 (5.8%)	13 (25%)	17 (32.7%)	18 (34.6%)	3.92	1.01

Based on table 2, the item that got the highest mean is item 8 (Mean=3.92) (SD=1.01). Most of the respondents agreed and strongly agreed to be interested in learning English related knowledge online, which comprised of 17 (32.7%) and 18 (34.6%) of the respondents respectively. 13 (25%) of the respondents show neutral stand on the statement. 1 (1.9%) and 3 (5.8%) of the respondents strongly disagreed and disagreed that they are interested to learn English related knowledge online.

The item that got the lowest mean is item 1 (Mean=3.02) (SD=1.15). The majority of the respondents (34.6%) disagreed while 6 (11.5%) strongly disagreed that they did not do stuffs that are not related to the lesson, which means that most of them like to do other stuffs while attending lesson. 13 (25%) of the respondents agreed with the statement while 3 (5.8%) of them strongly agreed that they did not do other stuffs while attending online lessons. 12 (23.1%) of them do not agree nor disagree with the statement.

4.1.5 Data on educator’s teaching method factors

Table 3 Educator’s teaching method on students’ concentration level in online English classes

Item	SD	D	N	A	SA	Mean	SD
1. You often manage to follow your lecturer’s/tutor’s instructions throughout the online English lesson.	1 (1.9%)	5 (9.6%)	11 (21.2%)	20 (38.5%)	15 (28.8%)	3.83	1.02

2. Your English lecturer/tutor usually conducts the lessons in the way which suit your learning style preferences.	3 (5.8%)	15 (28.8%)	12 (23.1%)	18 (34.6%)	4 (7.7%)	3.10	1.09
3. You find your online English lessons are boring most of the time.	5 (9.6%)	20 (38.5%)	13 (25%)	11 (21.2%)	3 (5.8%)	2.75	1.08
4. You often get distracted by your lecturer's/tutor's tone/accent/voice volume in the online English classes.	3 (5.8%)	16 (30.8%)	9 (17.3%)	19 (36.5%)	5 (9.6%)	3.13	1.14
5. You often get distracted by your lecturer's/tutor's pronunciation/filler words/poor proficiency in the online English lessons.	2 (3.8%)	13 (25%)	9 (17.3%)	23 (44.2%)	5 (9.6%)	3.31	1.08
6. You often face concentration issues when the pace of your lecturer/tutor delivers the	1 (1.9%)	5 (9.6%)	8 (15.4%)	23 (44.2%)	15 (28.8%)	3.88	1.00

lesson is too fast or too slow.							
7. You think that your lecturers/tutors need more effort to improve their method in online teaching.	1 (1.9%)	8 (15.4%)	15 (28.8%)	21 (40.4%)	7 (13.5%)	3.48	0.98

Based on Table 3, the item that got the highest mean is item 6 (Mean=3.88) (SD=1.00). 23 (44.2%) of the respondents agreed while 15 (28.8%) of them strongly agreed that they often face concentration issues due to the pace of their lecturers or tutor is too fast or too slow. 8 (15.4%) of the respondents have a neutral stand on the statement. Moreover, 5 (9.6%) and 1 (1.9%) of the respondents disagreed and strongly disagreed with the statement.

The item that has the lowest mean is item 3 (Mean=2.75) (SD=1.08). The majority of the respondents, which is 20 (38.5%) of them disagreed and 5 (9.6%) strongly disagreed that their English classes are boring. 13 (25%) of the respondents do not agree nor disagree with the statement. In addition, 11 (21.2%) of them agreed while 3 (5.8%) of them strongly agreed that their English classes are boring most of the time.

8. Rate your satisfaction level on the online teaching method delivered by your English lecturers/tutors.

52 responses

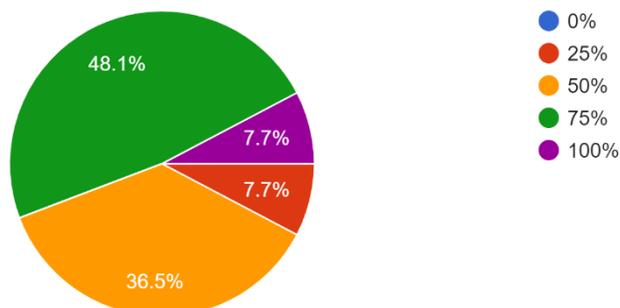


Figure 10 Participants’ satisfaction level on their lecturers’ or tutors’ online teaching method

Based on figure 10, the majority of the participants, which comprised of 25 (48.1%) claimed that their satisfaction level on lecturers’ or tutors’ online teaching method is 75%. Next, 19 (36.5%) participants gave a rating of 50% regarding their satisfaction level on lecturers’ or tutors’ online teaching method. Moreover, only 4 (7.7%) of the participants rate their satisfaction level on the lecturers’ or tutors’ online teaching method as 25% and 100% respectively.

4.1.6 Data on strategies to increase concentration level

Table 4 Students’ opinion on the educators’ strategies that may increase their concentration level in online English classes

Item	SD	D	N	A	SA	Mean	SD
1. You tend to stay focused in an online	2 (3.8%)	13 (25%)	11 (21.2%)	17 (32.7%)	9 (17.3%)	3.35	1.15

English class if your lecturer explains the lecture information without asking any questions throughout the lesson.							
2. You tend to stay focused in an online English class if your lecturer/tutor randomly calls up students to answer the questions.	1 (1.9%)	0 (0%)	9 (17.3%)	26 (50%)	16 (30.8%)	4.08	0.81
3. You tend to stay focused in an online English class if your lecturer/tutor uses two-way communication in the virtual classroom.	0 (0%)	0 (0%)	11 (21.2%)	16 (30.8%)	25 (48.1%)	4.27	0.79
4. You can concentrate better if your lecturer/tutor only uses Microsoft Teams as the platform to	2 (3.8%)	8 (15.4%)	12 (23.1%)	13 (25%)	17 (32.7%)	3.67	1.20

deliver the online English lesson.							
5. You can concentrate better if your lecturer/tutor uses different types of online application/platform to deliver the English lesson.	3 (5.8%)	2 (3.8%)	12 (23.1%)	15 (28.8%)	20 (38.5%)	3.90	1.14
6. You can concentrate better in an online English class if your lecturer/tutor plays video in explaining the content of the lesson.	2 (3.8%)	2 (3.8%)	9 (17.3%)	20 (38.5%)	19 (36.5%)	4.00	1.03
7. You can concentrate better if you write down notes while attending online English class.	0 (0%)	2 (3.8%)	7 (13.5%)	20 (38.5%)	23 (44.2%)	4.23	0.83
8. You can concentrate better in an online English class if your lecturer conducts a small quiz at the end of the lecture.	2 (3.8%)	3 (5.8%)	9 (17.3%)	16 (30.8%)	22 (42.3%)	4.02	1.09

9. You can concentrate better if your lecturer/tutor provides individual task for you to complete in an online English class.	2 (3.8%)	3 (5.8%)	14 (26.9%)	14 (26.9%)	19 (36.9%)	3.87	1.10
10. You can concentrate better if your lecturer/tutor provides group activities for you to complete in an online English class.	3 (5.8%)	3 (3.8%)	8 (15.4%)	16 (30.8%)	22 (42.3%)	3.98	1.16

Based on Table 4, item 3 got the highest mean (Mean=4.27) (SD=0.79). There are 25 (48.1%) strongly agree responses and 16 (30.8%) agree responses in the statement which respondents stay focused in online English classes if their lecturer uses two-way communication in the classroom. 11 (21.2%) neutral responses towards the statement. Moreover, none of the respondents (0%) strongly disagreed nor disagreed with the statement.

Item 1 which has the lowest mean among all the items in table 4 (Mean=3.35) (SD=1.15), there are 17 (32.7%) respondents agree and 9 (17.3%) respondents strongly agree that they can stay focused if their lecturer did not ask any question in online English classes. On the other hand, 13 (25%) of them disagree and 2 (3.8%) of them strongly disagree with the statement, whereas 11 (21.2%) of them remain neutral to the statement.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Discussion on findings

5.1.1 Factors

5.1.1.1 Environmental factors

The findings found out that students can concentrate better in online English lessons if they are in a quiet learning environment. The study by Arnou et al. (2020) stated that the learning space is optimized when the surroundings are quiet, and learners have less auditory stimulation. This shows that physical learning space is essential although the lessons are carried out online. The physical space is an important component of the learning environment (Arnou et al., 2020). Even though we utilize digital technology extensively in our classrooms, students and instructors are constantly present, either at school, at home, or at the library (Arnou et al., 2020). The physical environment is constantly present and may either help or impede the students in the process of learning (Arnou et al., 2020).

Moreover, the respondents claimed that they are unable to concentrate on online English lessons in library than their home. This is because own's house is more convenient and comfortable. The students do not need to travel back and forth if they attend online classes at home. They can also choose to study at any area of the house which they think is comfortable to them. This can be supported by the study from Erwiza et al. (2019), which pupils must be able to build a pleasant non-physical classroom atmosphere in order to obtain a high level of learning focus.

5.1.1.2 Self-efficacy factors

The majority of the students from the findings are interested to learn the English related knowledge via online. According to Erwiza et al. (2019), to stay focused in learning, learners need to cultivate high level of learning interest. This portrays that interest affects learners' concentration in learning. Learners learn delightedly when they are interested in a subject (Erwiza et al., 2019). As a result, their concentration level increases (Erwiza et al., 2019). Nevertheless, a study from Cicekci and Sadik (2019) found out that most of the students were lack of interest towards the course, which made them to lose concentration in class.

Besides, the findings revealed that most of the students do not do other stuffs that are not related to lesson during online English lessons. This may be due to the students have the desire to learn and score well in English subject. Students are really enthusiastic about learning English online (Kuama & Intharaksa, 2016). They have defined the goals in mind for their online English course (Kuama & Intharaksa, 2016). Hence, it is shown that students do not do other stuffs while attending online English lessons as they have a goal to be achieved. In addition, previous study by Cicekci and Sadik (2019) stated that students often tried their best to focus and make eye contact with their teachers when they were distracted, instead of doing other things and abandoning the lesson.

5.1.1.3 Educator's teaching method factors

Learners claimed that they could not concentrate in online English lessons due to the pace of their lecturer or tutor is too fast or too slow. Simmons (n.d.) stated that teaching pace is defined as the frequency with which instructional tasks or specific learning trials are provided to students.

The article written by Simmons (n.d.) showed the link between educator's efficient pace and students' engagement. It is critical to think about how quickly the educators move through a lesson and how quickly they deliver different aspects of it (Simmons, n.d.). Students grow bored and disinterested when the tempo is too slow (Simmons, n.d.). Nevertheless, when things go too quickly, some students may lose track of what they are learning and become frustrated (Simmons, n.d.).

In addition, most of the respondents do not think that the online English classes are boring. This is quite abnormal as the previous research proved that there were students complained about the lesson which their teachers conducted is boring (Cicekci & Sadik, 2019). The students claimed that their teachers' voices are monotony, and they often use unnecessary digital devices while teaching (Cicekci & Sadik, 2019).

5.1.2 Strategies

5.1.2.1 Strategies of staying focus / concentrating better

Based on the findings, the strategy of teacher using two-way communication to conduct lessons is preferred by the UTAR ED and EL students in staying focused. Previous studies by Gilbert (2015) revealed that students' motivation will increase when interaction and communication are present in the online classes. Two-way communication is vital for teachers to conduct effective online lessons (Gilbert, 2015). One of the ways to conduct two-way communicate is that educators need to provide immediate feedback and response to the learners (Gilbert, 2015).

Not only that, taking down notes can also make the students to concentrate better in online English classes. According to the research by Cicekci and Sadik (2019), students usually take down notes when they wish to recollect their attention in distractions. Moreover, one of the symptoms of students get distracted is when their note-taking behaviour reduces.

Last but not least, calling up students to answer the questions may enhance students' concentration level in online English classes. Referring to the research carried out by Cicekci and Sadik (2019), the positive behaviour of teachers in tackling the problem of students lose concentration is to ask questions about that subject. Students will be more alert to the things that their teacher say when they know that they might be called to answer the questions in class.

5.2 Discussion relates to research objectives

The first research objective is to identify the main factor that causes the UTAR ED and EL students to lose concentration in the online English lessons. The main factor that leads to the problem has been identified, which is learners' learning environment. Learning environment is the main factor as it got the highest mean (Mean=4.02) among the three factors, which includes self-efficacy (Mean=3.58) and educators' teaching method (Mean=3.31). Not all the items in the survey are used in finding the main factor. All items in environment factor are used to calculate the mean except for item 5. Besides, only item 1 to item 4 is analyzed for self-efficacy factor. In addition, the mean for item 3 to item 7 is determined for the factor of educators' teaching method. The selected items are the ones that can contribute to answer the research questions. The higher the mean of the selected items in a particular factor, the greater the impact of that particular factor in decreasing concentration level of the students.

The second research objective is to determine the strategies that the English lecturers and tutors can do to make students stay focused in online English lessons from the perspectives of UTAR ED and EL students. Based on the findings, the top three strategies that the educators can implement in the online English classroom are clearly shown. The first strategy is that educators use two-way communication while teaching in the online classroom. This strategy got the highest mean (Mean=4.27) among the ten strategies. Secondly, taking down notes in the online classroom is a method to sustain students' concentration (Mean=4.23). The third strategy is that educators randomly call up students to answer the questions in the online classroom (Mean=4.08).

5.3 Limitations

There are several limitations in the study. Firstly, the items for environmental factors in the questionnaire survey are inadequate. The items only focus on the auditory environment, distractions, and places that may affect the students' concentration level in online English classes. However, it neglects the usage of ICT infrastructure and living conditions of the students when studying from home. Study from Arnou et al. (2020) mentioned that living conditions may increase the trouble of online learning at home. The basic facility of online learning is where the students have computer or laptop, power supply, chair, study table (Arnou et al., 2020). These ICT infrastructures and learning space greatly depends on the living conditions of the students.

Secondly, there are quite a number of neutral responses collected from the questionnaire survey. The participants like to select "neutral" in the Likert scale of strongly disagree, disagree, neutral, agree, and strongly agree. They may simply select the options without serious consideration or thinking.

5.4 Recommendations

To overcome the first limitation, the questionnaire survey of the study can be modified by adding in some questions regarding the ICT infrastructures that the students own and do these affects their concentration level in learning English online. For example, the items of “You can hardly concentrate when your digital devices cannot function properly” and “You can hardly concentrate when your internet speed is slow” can be added under the environmental factors that affect students’ concentration level in online English classes. Besides, to understand the living conditions of students, the item of “You think your living conditions affect you in studying English online” can also be added in the questionnaire survey.

To tackle the second limitation, it would be better to modify the research design of the questionnaire survey. Future researchers could add in qualitative data such as having interview with the participants instead of only collecting quantitative data. This allows the researchers to understand more about the participants’ point of view and reasons behind every answer. Moreover, adding open-ended questions in the questionnaire survey can also let the researchers to collect specific data from the participants.

5.5 Implications of the study

Teachers, parents, school administrative, as well as the students themselves will understand more about the reasons of students losing concentration on the online English lessons. It may be due to the factor of environment, self-efficacy, and teacher’s teaching method. All parties mentioned above can do their own part in improving the study environment, facilities, motivation, teaching method in order or the students to retain their attention in online English classes.

Besides, educators can understand the teaching techniques that are preferred by the students in online English classes. This enables the educators to improve their online teaching method and improvise the activities to meet the students' needs. Therefore, students can focus more on the educator and the learning content throughout the online English lessons.

5.6 Conclusion

The research questions of the study have been answered and the research objectives are achieved. From the study, we realised that environment issue is the main factor that causes students to lose focus in online English lessons. It is followed by the self-efficacy issue, and educator's teaching method. Moreover, we found out that educators can implement two-way communication teaching method in the online English classroom to enable the students to stay focused. Taking down notes and calling up students randomly in class are also the strategies that educators can do to retain the attention of students in online English classroom. When students focus their attention on a subject, they can notice and understand the purpose of the task easily. Therefore, they are able to learn and absorb the learning information more effectively. All parties including parents, teachers, school administrative, and students themselves are responsible in ensuring the students are learning effectively in an online environment. Taking actions towards the issue is a must among the parties so that the purpose of conducting this study can be fully attained.

REFERENCES

- Aderibigbe, S. A., Dias, J., & Abraham, M. S. (2021). Understanding issues affecting students' commitment to online discussion forums in undergraduate courses. *International Journal of Interactive Mobile Technologies*, 15(1), 4-21. <https://doi:10.3991/ijim.v15i01.17939>
- Ahmad, A. A. (2011). Language learning style preferences of low English proficiency (LEP) students in a tertiary institution. *Malaysian Journal of ELT Research*, 7(2), 33-62.
- Akbarzadeh, M. & Fatemipour, H. (2014). Examining the match or mismatch between teaching style preferences and upper intermediate EFL learners' learning style preferences. *Procedia Social and Behavioral Sciences*, 98, 137 – 142.
<https://doi:10.1016/j.sbspro.2014.03.399>
- Amir, L. R., Tanti, I., Maharani, D. A., Wimardhani, Y. S., Julia, V., Sulijaya, B., & Puspitawati, R. (2020). Student perspective of classroom and distance learning during COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia. *BMC Medical Education*, 20(1), 1-8. <https://doi:10.1186/s12909-020-02312-0>
- Amutan, K. I., Maruthai, E., Hee, S. C., & Wong, W. L. (2020). Challenges of learning English in 21st century: online vs. traditional during covid-19. *Malaysian Journal of Social Sciences and Humanities*, 5(9), 1–15. <https://doi:10.47405/mjssh.v5i9.494>.
- Apuke, O. D. (2017). Quantitative research methods a synopsis approach. *Arabian Journal of Business and Management Review (Kuwait Chapter)*, 6(10), 40-47.
<https://doi:10.12816/0040336>
- Arnou, C., Cornelis, G., Howard, S. K., & Leemans, G. (2020). *COVID-19 and educational spaces: Creating a powerful and social inclusive learning environment at home*. Research Gate. https://www.researchgate.net/publication/341205829_COVID-

19_and_educational_spaces_Creating_a_powerful_and_social_inclusive_learning_environment_at_home

- Arrasyid, L., Sari, D. D., & Nurohmi, S. (2019). The effect breakfast of energy intake on learning concentration level among Islamic boarding school students. *Malaysian Journal of Applied Sciences*, 4(2), 40-50.
- Cai, H. (2012). E-learning and English teaching. *IERI Procedia*, 841-846.
[https://doi: 10.1016/j.ieri.2012.06.180](https://doi.org/10.1016/j.ieri.2012.06.180)
- Cheng, L., Yunus, M. M., & Mohamad, M. (2016). Issues contributing to low performance of English in a national school in Song, Sarawak. *Proceeding of ICECRS*, 1(1), 499-510.
[https://doi:10.21070/picecrs.v1i1.519](https://doi.org/10.21070/picecrs.v1i1.519)
- Ciceksi, M. A., & Sadik, F. (2019). Teachers' and students' opinions about students' attention problems during the lesson. *Journal of Education and Learning*, 8(6), 15-30.
<https://doi.org/10.5539/jel.v8n6p15>
- Coman, C., Tiru, L. G., Mesesan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *MDPI*, 12(24), 1-24. [https://doi:10.3390/su122410367](https://doi.org/10.3390/su122410367)
- Dhawan, S. (2020). Online learning: A panacea in the time of covid-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22.
<https://doi.org/10.1177/0047239520934018>
- Dornyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *A Journal of Research in Language Studies*, 53(51), 3-32. <https://doi.org/10.1111/1467-9922.53222>

- Erwiza, Kartiko, S., & Gimin (2019). Factors affecting the concentration of learning and critical thinking on student learning achievement in economic subject. *Journal of Educational Sciences*, 3(2), 205-215. <https://doi:10.31258/jes.3.2.p.205-215>
- Fu, J. Y. (2009). A study of learning styles, teaching styles and vocabulary teaching strategies in chinese primary school. *Semantic Scholar*.
<http://hkr.diva-portal.org/smash/get/diva2:228945/FULLTEXT01.pdf>
- Gerschler, J. (2012). Classroom strategies for maintaining student focus. *Proceedings of the Oaxaca State University System ESL Conference, Mexico*, 1-17.
https://www.researchgate.net/publication/326066230_Classroom_Strategies_for_Maintaining_Student_Focus
- Gilbert, B. (2015). *Online learning revealing the benefits and challenges*. [Undergraduate honors thesis, St. John Fisher College]. Fisher Digital Publication.
https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1304&context=education_ETD_masters
- Guskey, T. R. (2010). Mastery learning: Applying the theory. *Theory into Practice*, 19(2), 104-111. <https://doi.org/10.1080/00405848009542882>
- Izhar, N. A., Al-dheleai, Y. M., & Kew, S. N. (2021). Teaching in the time of Covid-19: The challenges faced by teachers in initiating online class sessions. *International Journal of Academic Research in Business and Social Sciences*, 11(2), 1294-1306.
<http://dx.doi.org/10.6007/IJARBSS/v11-i2/9205>
- Kuama, S., & Intharaksa, U. (2016). Is online learning suitable for all English language students? *Journal of Language Teaching and Learning in Thailand*, 52, 53-82.

- Lu, T., & Yang, X. (2018). Effects of the visual/verbal learning style on concentration and achievement in mobile learning. *EURASIA Journal of Mathematics, Science and Technology Education, 14*(5), 1719-1729. <https://doi:10.29333/ejmste/85110>
- Lukas, B. & Yunus, M. (2021). ESL teachers' challenges in implementing E-learning during COVID-19. *International Journal of Learning, Teaching and Educational Research, 20*(2), 330-348. <https://doi.org/10.26803/ijlter.20.2.18>
- Mahyoob, M. (2020). Challenges of e-learning during the covid-19 pandemic experienced by EFL learners. *Arab World English Journal, 11*(4), 351-362.
<https://dx.doi.org/10.24093/awej/vol11no4.23>
- Mazlan, A. F., Mohamad, M., Reesha, A., Kassim, R. Othman, Z., & Kummin, S. (2021). Challenges and strategies to enhance online remote teaching and learning by tertiary institution educators: A literature review. *Creative Education, 12*, 718-726.
<https://doi.org/10.4236/ce.2021.124050>
- Rahiminia, E., Yazdani, S., & Rahiminia, H. (2019). Factors affecting concentration and attendance in the classroom from students' point of view in Qom university of medical sciences. *Educational Research in Medical Sciences, 8*(7), 1-6.
<https://doi:10.5812/erms.93075>
- Rogowsky, B. A., Calhoun, B. M., & Tallal, P. (2020). Providing instruction based on students' learning style preferences does not improve learning. *Frontiers in Psychology, 11*(164), 1-7. <https://doi:10.3389/fpsyg.2020.00164>
- Simmons, C. (n.d.). *Pacing lessons for optimal learning*. ASCD.
<https://www.ascd.org/el/articles/pacing-lessons-for-optimal-learning>

- Small, M. (2014). Theoretical implementations of various mobile applications used in English language learning. *Teaching English with Technology*, 14(1), 35-46.
- Vukic, S. (2018). *A match or mismatch between teaching and learning styles in teaching English as a foreign language at the primary school level* [Master's thesis, University of Osijek]. Repository of Josip Juraj Strossmayer University of Osijek.
- Yang, Y., & Cornelius, L. F. (2004). *Students' perceptions towards the quality of online education: A qualitative approach*. Association for Educational Communications and Technology. <https://files.eric.ed.gov/fulltext/ED485012.pdf>
- Zainal, A. Z. & Zainuddin, S. Z. (2021). Malaysian English language teachers' agency in using digital technologies during the pandemic: A narrative inquiry. *Íkala*, 26(3), 587-602. <https://doi.org/10.17533/udea.ikala.v26n3a07>

APPENDICES

Google Form questionnaire survey

Google Form Link:

https://docs.google.com/forms/d/e/1FAIpQLSdKRA0EoiZ512vPsg9nNR3QyTGTeSpGaQaT54ljq59f6BpImg/viewform?usp=sf_link

Screenshot of Google Form:

The screenshot shows a Google Form with a pink header bar. The title is "STUDENTS' CONCENTRATION IN ONLINE ENGLISH CLASSES: MAIN FACTOR AND SOLUTION AT UTAR KAMPAR CAMPUS". The form content includes a greeting, a paragraph about the researcher (Khoo Jia Huey), a list of five sections (A-E), a privacy statement, contact information, and a thank you message. At the bottom, there is a footer with the email "jjahuey.khoo123@utar.my", a "Switch account" link, a "Draft restored" status, and a red asterisk indicating required fields.

**STUDENTS' CONCENTRATION IN
ONLINE ENGLISH CLASSES: MAIN
FACTOR AND SOLUTION AT UTAR
KAMPAR CAMPUS**

Dear respondents,

I am Khoo Jia Huey (18AAB03008), an undergraduate from Universiti Tunku Abdul Rahman (UTAR), Kampar, Perak, Malaysia. I am studying Bachelor of Arts (Honours) English Education from Faculty of Arts and Social Science. I am currently doing my Final Year Project entitled "Students' concentration in online English classes: Main Factor and solution at UTAR Kampar Campus".

The questionnaire consists of 5 sections.
Section A: Consent Form
Section B: Demographic Information
Section C: Understanding you in online learning
Section D: Factors of losing concentration
Section E: Preferred educators' teaching method

All information provided will be kept private and confidential. No sensitive or personal data will be obtained from this survey and the information will only be used for academic purposes.

It will take around 5 minutes to complete the survey. If you have any questions, feel free to contact me at jjahuey.khoo123@utar.my or 012-3127256

Your responses are truly appreciated. Thank you in advance for contributing to this research!

jjahuey.khoo123@utar.my (not shared) [Switch account](#) Draft restored

* Required

Consent Form

By submitting this form, you hereby authorize and consent to me processing (including disclosing) your personal data and any updates of your information, for the purpose of the study. *

Agree

I understand that my responses will be kept confidential and agree to continue with the survey. *

Agree

[Next](#)

Page 1 of 5

[Clear form](#)

Demographic Information

Gender *

- Male
 Female

Course of Study *

- English Language (EL)
 English Education (ED)

Current year in UTAR *

- Year 1
 Year 2
 Year 3

[Back](#)

[Next](#)

Page 2 of 5

[Clear form](#)

Understanding you in online learning

Based on your experience in learning English via online mode, answer the questions below honestly.

1. Your concentration level in online English classes? *

- 100% (fully concentrating in all classes)
- 75% (fully concentrating in most of the classes)
- 50% (partially concentrating in all classes)
- 25% (less concentrating in all classes)
- 0% (not concentrating at all)

2. What are the reasons that may distract you from concentrating in the online English lessons? *

- Friends, family members
- Study environment
- Interest on that subject
- Difficulty level of that subject
- Self-attitude
- Websites, applications
- Social medias
- Educator's teaching method
- Teaching materials

3. Your learning style preferences in learning English online? *

- Visual
- Auditory
- Kinesthetic
- Group
- Individual
- Do not know

[Back](#)

[Next](#)



Page 3 of 5

[Clear form](#)

RO 1: To identify the main factor that causes the UTAR ED and EL students to lose concentration in the online English lessons.

Based on your experience in learning English via online mode, answer the questions below honestly. The following questions refers to the situation while you are attending online English classes.

A) Environment

1. You can concentrate better if your study environment is quiet. *

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

2. You can concentrate better if you study and attend online English classes at your own room. *

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

3. You can hardly concentrate on the online lesson if your family members or friends are beside you. *

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

4. You can hardly concentrate on the online lesson if you are studying outside such as cafes. *

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

5. You prefer attending online English classes in a library rather than your home. *

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

6. You can concentrate better in an online English class when your classmates are active in participating. *

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

B) Self-efficacy

1. You often do other stuffs which are not related to the lesson while attending online English lessons. *

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

2. You often use your smartphone for academic-unrelated purposes while attending online English classes. *

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

3. You tend to get distracted if there is a notification on your smartphone while attending online English lessons. *

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

4. You are easily distracted by the people around you while attending online English lessons. *

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

5. You often remove or ignore anything else that distract you while attending online English lessons. *

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

6. You are highly motivated to keep yourself focus on the content of online English lessons. *

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

7. You have high interest on the English subjects taught. *

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

8. You are interested to learn the English related knowledge which delivers via online. *

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

C) Educators' teaching method

1. You often manage to follow your lecturer's/tutor's instructions throughout the online English lesson. *

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

2. Your English lecturer/tutor usually conduct the lessons in the way which suit your learning style preferences. *

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

3. You find your online English lessons are boring most of the time. *

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

4. You often get distracted by your lecturer's/tutor's tone/accent/voice volume in the online English classes. *

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

5. You often get distracted by your lecturer's/tutor's pronunciation/filler words/poor proficiency in the online English lessons. *

1 2 3 4 5

Strongly disagree Strongly agree

6. You often face concentration issue when the pace of your lecturer/tutor delivers the lesson is too fast or too slow. *

1 2 3 4 5

Strongly disagree Strongly agree

7. You think that your lecturers/tutors need more effort to improve their method in online teaching. *

1 2 3 4 5

Strongly disagree Strongly agree

8. Rate your satisfaction level on the online teaching method delivered by your English lecturers/tutors. *

- 0%
- 25%
- 50%
- 75%
- 100%

[Back](#)

[Next](#)



Page 4 of 5

[Clear form](#)

RO 2: To determine the strategies that the English lecturers and tutors can do to make students stay focused in online English lessons from the perspectives of UTAR ED and EL students.

Answer the following questions honestly regarding how you can stay focused in an online English lesson with the different teaching method delivered by the educators.

1. You tend to stay focused in an online English class if your lecturer explains the lecture information without asking any questions throughout the lesson. *

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

2. You tend to stay focused in an online English class if your lecturer/tutor randomly calls up student to answer the questions. *

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

3. You tend to stay focused in an online English class if your lecturer/tutor uses two-way communication in the virtual classroom. *

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

4. You can concentrate better if your lecturer/tutor only uses Microsoft Teams as the platform to deliver the online English lesson. *

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

5. You can concentrate better if your lecturer/tutor uses different types of online application/platform to deliver the English lesson. *

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

6. You can concentrate better in an online English class if your lecturer/tutor plays video in explaining the content of the lesson. *

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

7. You can concentrate better if you write down notes while attending online English class. *

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

8. You can concentrate better in an online English class if your lecturer conducts a small quiz at the end of the lecture. *

1 2 3 4 5

Strongly disagree Strongly agree

9. You can concentrate better if your lecturer/tutor provide individual task for you to complete in an online English class. *

1 2 3 4 5

Strongly disagree Strongly agree

10. You can concentrate better if your lecturer/tutor provides group activities for you to complete in an online English class. *

1 2 3 4 5

Strongly disagree Strongly agree

[Back](#)

[Submit](#)



Page 5 of 5

[Clear form](#)