

Revisiting Receptive Skills in Online Learning: The Students' Attitude

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Abstract. *This research attempts to investigate the English language learners' attitude on the online learning of receptive skills, namely listening and reading skills, conducted in English Language Education Department of UIN Raden Intan Lampung. One hundred and twenty-four students of the first year of English Education Department participated in this descriptive quantitative research with online survey design. The data were collected by using a close-ended questionnaire of the ABC model of attitude proposed by Jain which revealed three elements; affective, behavior, and cognition. The questionnaire was administered online to the students who had experienced the process of teaching and learning online in listening and reading courses. The result showed that students' attitude towards online learning of receptive skills indicated as positive attitude on affective aspect ($\bar{x} = 3.04$), behavioral aspect ($\bar{x} = 3.01$) and cognitive aspect ($\bar{x} = 3.01$) which concerned on the online learning platforms, task completion, lecturers' strategies in delivering online materials, online group discussion, and receptive skills improvement. In spite of the positive results elicited from this research, there were some limitations encountered such as learning platforms provided by the lecturer, their strategies in teaching receptive skills, and task types which had not been revealed in this research. Thus, for the future research who are interested in doing research in education, it is expected to investigate those areas.*

Key words: *online learning, receptive skills, students' attitude*

A. INTRODUCTION

Almost all sectors in education have reshaped the regulations into online-based including teaching and learning processes as the covid-19 attacked the world. Teaching and learning online becomes new common trend since face-to-face teaching has been restricted at school due to the massive transmission of the virus. Teachers and students are forced to rapidly adapt with this instantaneous transformation and have to manage exclusive online learning.

The term of online learning has become familiar in this 21st century. Online learning needs integration of technologies and internet connection to support learning (Meladina & Zaswita, 2020) and to develop materials for educational purposes, instructional delivery, and management of programs (Adedoyin & Soykan, 2020). Moreover, in online learning, teachers should do constant learning that covers applicable theory in the real world through multimedia, video, and interactivity (Mardiana, 2020). Furthermore, content of learning and pedagogy should be integrated with technologies in teaching processes (Famularsih, 2020). In accordance with recent situations, highly use of various online learning media such as learning management systems, video conference applications, social media and other platforms is done in order to encourage the student to learn from a distance.

Online learning in English language teaching has also been widely implemented. Studying language skills in fully online environment becomes a challenge for English language learners and the teachers. In order to achieve the goal of language learning, the teachers need to build the situation where the students can develop their language skills (Sreena & Iankumaran, 2018) without face-to-face interaction in online learning. The students need to adapt on how to use such kinds of digital tools to supports their learning in English, either productive skills in which the students need to produce or use the language by speaking and writing, or receptive skills where the students begin to learn language by understanding new items from listening and reading activities (Masduqi, 2016).

This present research concerned more on learning receptive skills in online environment by the English language learners in which receptive skills play important roles for the students in achieving the clear goal of learning (Sreena & Iankumaran, 2018). Moreover, simultaneous listening and reading gives a beneficial effect on comprehension of language learners (Woodall, 2010). However, conducting teaching and learning of receptive skills online has many challenges. Some challenges faced during online teaching and learning listening; applying suitable technologies, preparing

suitable online materials, and applying suitable methods or strategies (Susilowati, 2020). While in online reading comprehension, there were four challenges uncovered such as developing proficiency with aspects of online reading comprehension, developing digital wisdom, meeting the demands of a digital participatory culture, adjusting to new teaching roles (Coiro, 2014).

The way of teaching receptive skills which are re-adjusted from offline to online will more or less influence the students' behavior in learning. Besides challenges of learning online stated earlier, some factors may affect the students' behavior in learning online. In relation to engagement and goal setting in online learning due to the covid outbreak, it was disclosed that higher performing students accessed course content significantly more than lower performers (Unger & Meiran, 2020). Furthermore, motivation and attitude have great roles in raising proficiency and efficiency of the students in language learning (Oroujlou & Vahedi, 2011). A positive attitude is a tendency to approach, cheer, accept, and always expect the presence of certain objects (Mustaji & Arianto, 2020). In other words, attitude towards language learning plays a pivotal role in achieving learning goals. Moreover, possessing a positive attitude towards language learning can contribute to successful learning (Lubis, 2015). Therefore, discovering the students' attitude towards online learning of receptive skills will benefit both teacher and students in doing teaching and learning in listening and reading class.

Previous research about investigating students' attitude and its relation to successful language learning have been widely drawn up. A study discussed students' attitudes toward online learning in University context based on initial ability, education level, and gender. The study showed that there are differences of students' attitude in attending online lectures reviewed from their initial ability and level of education. Meanwhile, gender has no influence towards students' attitude in attending online lectures (Mustaji & Arianto, 2020). Other study was about the students' perception on online education due to covid-19 outbreak. This study revealed that many students (75.6%) have some level of anxiety towards rapidly shifting to finishing a semester

online and 64.6% students felt well prepared the emergency situation (Unger & Meiran, 2020). Another study discussed about students' attitude toward English which resulted in the conclusion that students with positive attitude are easier to learn English (Lubis, 2015). Moreover, another study about motivation, attitude, and language learning clarified that designing and implementation of various techniques can change students' attitude positively towards L2 learning (Oroujlou & Vahedi, 2011). Another study was about students' attitude towards English in high school context. The result revealed that there is a significant difference in the students' attitude toward English regarding gender, educational status of parents, and monthly revenue of students' family (Kesgin & Arslan, 2015). However, there is no meaningful difference in the accommodation unit from which they graduated.

Despite much research about students' attitude in English language learning, it is believed that little is known about their attitude towards learning receptive skills in fully online environment during the semester which revealed the online platforms, task completion, teaching strategies, and receptive skills improvements. Therefore, this research aimed to investigate the English language learners' attitude on participating the online teaching and learning of receptive skills which was conducted at the English Education Department of UIN Raden Intan Lampung with the research question addressed in this research: How is the English language learners' attitude on online teaching of receptive skills?

B. METHODOLOGY

This research was descriptive quantitative in nature by employing an online survey to students of English language education department at UIN Raden Intan Lampung. The survey was in the form of an online attitude questionnaire which was distributed by using Google Form. In this case, survey allowed to measure attitudes and opinions of different groups toward some issue (Ary et al., 2014).

The population of this research was third semester students of English language education who experienced online learning of listening and reading courses. Convenience sampling was administered to determine the sample of this research because only students who were willing to participate in the survey were chosen as the sample (Ary et al., 2014). There were 124 students who willingly participated in filling in the attitude questionnaire, thus, those 123 students were the sample of this research.

A closed-ended questionnaire of ABC model of attitude (Jain, 2014) was administered to elicit students' responses towards online learning of receptive skills, listening and reading, in terms of affection, behavior, and cognition concerning (a) online learning platforms, (b) task completion, (c) lecturers' strategies in delivering online materials, (d) group discussion of materials in online learning, and (e) receptive skills improvement. The questionnaire was broken down into 3 (three) parts in which each part consisted of 10 items, 5 items dealt with listening and 5 items dealt with reading. Likert scale was brought into the questionnaire by adopting only 4 scales: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

The data collected from the attitude questionnaire were analyzed by using descriptive statistics and were presented in a table demonstrating statements for each aspect, total value of each statement for each aspect, total number of participants, and the average value of each aspect.

C. RESULT AND DISCUSSION

The data in this research were the results of the attitude questionnaire distributed to students of English Language Education Department at UIN Raden Intan Lampung. The questionnaire consisted of 30 items which were disseminated into three parts.

Results

There were 3 (three) aspects of attitude that were evoked in this research, namely affective, behavior, and cognitive, concerning (a) online learning platforms, (b) task completion, (c) lecturers' strategies in delivering online materials, (d) group discussion

of materials in online learning, and (e) receptive skills improvement. The data were acquired by deploying attitude questionnaire filled by 124 students of English language education department at UIN Raden Intan Lampung.

Affective Aspect

Affective aspect dealt with students' feeling towards online learning of receptive skills, listening and reading. Item number 1, 2, 3, 4 and 5 dealt with students' feeling towards online learning of listening and item number 6, 7, 8, 9, and 10 dealt with students' feeling towards online learning of reading.

Table 1. Students' Attitude of Affective Aspect on Receptive Skills

No	Statement	Total	N	\bar{x}	SD
1	I enjoy learning listening through online learning.	373	124	3.01	0.62
2	I am excited to do listening tasks through online learning.	375	124	3.02	0.53
3	I love how the lecturers deliver listening materials in online learning.	390	124	3.15	0.61
4	I am confident discussing listening materials in online learning with my classmates.	371	124	2.99	0.63
5	I believe that I can improve my listening comprehension skills through online learning.	375	124	3.02	0.66
6	I enjoy learning reading through online system.	378	124	3.05	0.61
7	I am excited to do reading tasks through online learning.	374	124	3.02	0.53
8	I love how the lecturers deliver reading materials in online learning.	390	124	3.15	0.59
9	I am confident discussing reading materials in online learning with my classmates.	368	124	2.97	0.60
10	I believe that I can improve my reading comprehension skills through online learning.	379	124	3.06	0.63
Total		3773	1240	3.04	

Referring to Table 1. most students' responses were positive on online learning of listening and reading, in terms of their affection. They enjoyed the learning process of listening (statement 1) and reading (statement 6), were excited in doing the tasks of listening (statement 2) and reading (statement 7), loved on the lecturers' ways of delivering materials of listening (statement 3) and reading (statement 8), were confident discussing the materials given by the lecturer with their classmates in listening (statement 4) and reading (statement 9), and believed that by getting involved in online learning could help them improve their listening comprehension (statement

5) and their reading comprehension (statement 10). Thus, it could be inferred that students' attitude of affective aspect on receptive skills was positive by referring to average value ($\bar{x} = 3.04$) of total affective statement value.

Behavior Aspect

Behavior aspect dealt with students' expected behavior towards online learning of receptive skills, listening and reading. Item number 11, 12, 13, 14 and 15 dealt with students' expected behavior towards online learning of listening and item number 16, 17, 18, 19, and 20 dealt with students' expected behavior towards online learning of reading.

Table 2. Students' Attitude of Behavior Aspect on Receptive Skills

No	Statement	Total	N	\bar{x}	SD
11	I spend more time learning listening in online learning platform.	366	124	2.95	0.62
12	I do listening tasks in online learning well.	363	124	2.93	0.63
13	I pay more attention to lecturers' explanation of listening materials during online learning.	386	124	3.11	0.59
14	When I find difficulties in understanding listening materials, I will discuss them with my classmates in online learning platform.	384	124	3.10	0.62
15	I become more active in online learning to improve my listening comprehension skills.	357	124	2.88	0.62
16	I spend more time learning reading in online learning platform.	365	124	2.94	0.65
17	I do reading tasks in online learning well.	379	124	3.06	0.59
18	I pay more attention to lecturers' explanation of reading materials during online learning.	389	124	3.14	0.58
19	When I find difficulties in understanding reading materials, I will discuss them with my classmates in online learning platform.	382	124	3.08	0.61
20	I become more active in online learning to improve my reading comprehension skills.	367	124	2.96	0.63
Total		3738	1240	3.01	

Referring to Table 2. Most students' responses were positive towards online learning of listening and reading, in terms of their behavior. They spent more time learning listening (statement 11) and learning reading (statement 16) on online platforms, worked on various kinds of online listening tasks (statement 12) and online reading tasks (statement 17) given by the lecturer well, were not distracted during teaching and

learning process of listening (statement 13) and reading (statement 18), asked their classmates to discuss difficulties encountered in understanding listening materials (statement 14) and reading materials (statement 19), and became more active to improve their listening comprehension skills (statement 15) and their reading comprehension skills (statement 20) in the online learning. Therefore, it could be concluded that students' attitude of Behavior aspect on receptive skills was positive by referring to average value ($\bar{x} = 3.01$) of total behavior statement value.

Cognitive Aspect

Cognitive aspect dealt with students' perception to comprehend and perceive knowledge towards online learning of receptive skills, listening and reading. Item number 21, 22, 23, 24 and 25 dealt with students' perception to comprehend and perceive knowledge towards online learning of listening and item number 26, 27, 28, 29, and 30 dealt with students' perception to comprehend and perceive knowledge towards online learning of reading.

Table 3. Students' Attitude of Cognitive Aspect on Receptive Skills

No	Statement	Total	N	\bar{x}	SD
21	I understand how to operate online learning platform in learning listening.	380	124	3.06	0.62
22	I can do various kinds of listening comprehension tasks given by the lecturers in online learning well.	380	124	3.06	0.57
23	I get the points of listening materials delivered by the lecturers in online learning.	372	124	3.00	0.58
24	I comprehend more about listening materials by discussing them with my classmates in online learning platform.	364	124	2.94	0.63
25	My listening comprehension skills are improved by getting involved in online learning.	366	124	2.95	0.58
26	I understand how to operate online learning platform in learning reading.	381	124	3.07	0.60
27	I can do various kinds of reading comprehension tasks given by the lecturers in online learning well.	379	124	3.06	0.50
28	I get the points of reading materials delivered by the lecturers in online learning.	376	124	3.03	0.49
29	I comprehend more about reading materials by discussing them with my classmates in online learning platform.	370	124	2.98	0.60
30	My reading comprehension skills are improved by getting involved in online learning.	361	124	2.91	0.58
Total		3729	1240	3.01	

Referring to Table 3. Most students' responses were positive towards online learning of listening and reading, in term of cognition. They knew how to use learning platforms provided by the lecturers for listening course (statement 21) and for reading course (statement 26), were good at doing various kinds of listening comprehension tasks (statement 22) and reading comprehension tasks (statement 27), understood the listening materials (statement 23) and reading materials (statement 28) delivered by the lecturers, got better comprehension of listening materials (statement 24) and reading materials (statement 29) by having group discussion with their classmates, and had improved their listening comprehension skills (statement 25) and their reading comprehension skills (statement 30) by getting involved in online learning for both listening and reading. Therefore, it could be concluded that students' attitude of cognitive aspect on receptive skills was positive by referring to average value ($\bar{x} = 3.01$) of total cognitive statement value.

Discussion

Almost, it has been two years since covid-19 outbreak afflicted Indonesian on March 2020 and so has been online learning. Students in each level of education had experienced this online learning, including students at English language education of UIN Raden Intan Lampung. They must have different attitude towards the implementation of online learning, especially receptive skills which demanded to interact and to practice in offline situation. Therefore, this research was intended to elicit students' attitude towards online learning of receptive skills at English language education department of UIN Raden Intan Lampung in terms of their affection, behavior, and cognition.

The findings of attitude questionnaire distributed to 124 students explicated that they did not express negative attitude towards the implementation of receptive skills in terms of their affection, behavior, and cognition which could be seen from the average value of each total statement value for affective aspect (3.04), behavior aspect (3.01) and cognitive aspect (3.01). This could be caused by several aspects such as the media

or platform provided by their lecturers either in listening or reading course. This utilization of online learning platforms was effective and efficient in the emergency situation such as in this pandemic era (Famularsih, 2020). Their positive feelings towards online platforms drove their willingness to spend more time learning listening and reading through online learning and let them to be familiar with those platforms although several previous studies revealed that signal and internet budget became prominent problems (Meladina & Zaswita, 2020; T. T. Wijaya et al., 2020). Even though those problems may have hindered students from being able to work on the tasks given by their lecturers, the findings of this research demonstrated that they were excited to do various kinds of listening and reading tasks and did them well although those who had initial high initial ability showed a better attitude towards online learning (Mustaji & Arianto, 2020), it did not stop most students doing the tasks well. This was because most of them loved lecturers' teaching strategies in delivering the materials ($\bar{x} = 3.15$ for listening in statement 3 and for reading in statement 8) and it made them focus their attention only to listening to lecturers' explanation of the materials so they could easily get the points of the materials. They were also confident to initiate group discussion with their classmates to overcome difficulties found in comprehending materials during online learning. As a result, their understanding of materials increased ($\bar{x} = 2.94$ for listening in statement 24 and 2.98 for reading in statement 29). Furthermore, they believed that their listening and reading comprehension skills improved by being active in online learning process (M. S. Wijaya, 2019).

D. CONCLUSION

Referring to the findings and discussion presented in this research, it can be inferred that students' attitude towards online learning of receptive skills were positive in terms of affection, behavior, and cognition. It could be seen from the results of attitude questionnaire distributed to 124 students who experienced online learning of receptive skills, listening and reading, explicated that the average value of each total statement value for affective aspect (3.04), behavior aspect (3.01) and cognitive aspect (3.01) concerning (a) online learning platforms, (b) task completion, (c) lecturers' strategies

in delivering online materials, (d) group discussion of materials in online learning, and (e) receptive skills improvement.

Limitation and Study Forward

None is perfect and so is this research. There were some limitations encountered in this research as follows: (a) this research did not manage to reveal online learning platforms provided by the lecturers, (b) this research did not manage to reveal lecturers' strategies in teaching receptive skills, and (c) this research did not manage to reveal types of tasks given by the lecturers. In this case, it is strongly expected to investigate those areas which had not been revealed in this research.

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