

## EXPLORING THE USE OF ONLINE RESOURCES FOR ENGLISH LANGUAGE LEARNING: STUDENTS' PERSPECTIVES

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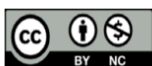
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### Abstract:

*The use of digital technology and the internet has changed how language education works. It gives learners many tools to get better at languages. Teachers and researchers need to understand what online language resources are available to help learners efficiently. This research's main goal is to look into the online resources that students use to learn English and see what students think about them. The data we collected shows that most students like using Language Learning Websites (LLW) to learn English. This shows that interactive websites are important for teaching languages in modern times. The finding that Language Learning Websites are the preferred choice among students aligns with the current trend of a diverse range of LLWs available. Dealing with the students' perception, the findings shows that the students generally have a positive view of online resources for learning English. However, there are still some challenges to work on to make these online platforms better. Researchers and educators need to keep up with these changes to help language learners in the digital age.*



**Keyword:** Online resources; English language learning; Students' perspectives

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## INTRODUCTION

The rapid advancement of technology and the ubiquity of the internet have revolutionized the learning process, allowing learners to acquire knowledge in new ways. Online resources, including websites, mobile applications, and interactive platforms, offer flexibility by enabling learners to access materials at their convenience and adapt their learning to their schedules and styles (Haleem et al., 2022). Means et al. (2010) further highlight the potential of online learning to reach learners worldwide and provide rich educational resources. These insights underscore the significant role of technology and online resources in shaping the future of education.

The emergence of online resources for English language learning has created opportunities for authentic language use. By utilizing technology to deliver authentic materials, learners can alleviate anxiety associated with exposure to foreign languages (Erbağcıoğlu et al., 2012). The web provides instant access to a wide range of resources and up-to-date information, enabling learners to develop vocabulary and cultural knowledge (Kanellopoulou & Giannakoulou, 2021). Access to authentic materials such as articles, videos, and podcasts exposes learners to real-life language usage, improving listening, reading, and comprehension skills.

Moreover, interactive features in online learning environments foster student interactions, engagement, and motivation (Gray & Diloreto, 2016). Group activities, peer assessment, and virtual tools promote active learning and autonomous learning, allowing students to take ownership of their language learning process. Online learning also provides immediate feedback on learners' performance, further enhancing engagement (Hollister et al., 2022). These interactive features are crucial for motivating learners and promoting autonomous learning.

One of the significant advantages of online resources is their adaptability to learners' proficiency levels and specific needs (Kanellopoulou & Giannakoulou, 2021). The web offers a wide range of resources for different language levels, allowing learners to progress at their own pace. Learners can choose resources aligned with their learning goals, whether it's improving speaking skills, exam preparation, or focusing on specific language areas like grammar or vocabulary. Online resources provide personalized learning experiences, enabling learners to tailor their learning to their individual needs and goals.

Despite the numerous benefits, the use of online resources for English language learning presents challenges. Technical issues and limited access to digital devices may hinder learners from fully utilizing online resources (Kuama, 2016). The abundance of available resources can also be overwhelming, making it challenging for learners to select high-quality materials. Customized courses, lecture recording facilities, and online storage for study materials can help learners overcome these challenges (Kanellopoulou & Giannakoulou, 2021).

Furthermore, the credibility and reliability of online resources are important considerations. Learners need to critically evaluate the accuracy and validity of information encountered online (Hämäläinen et al., 2021). Developing digital literacy skills, including information evaluation and source verification, is crucial (Wineburg et al., 2016). Understanding learners' perceptions and attitudes towards misinformation/disinformation on social networking sites is essential for promoting digital media literacy (Mrah, 2022). Addressing challenges related to credibility and reliability is vital for learners to effectively utilize online resources.

Previous research by Kofo et al., (2022) on the utilization of online resources in English language learning has shown that many educators have utilized these resources as aids in the learning process. The research results also indicate that the use of online media is effective in supporting conventional learning. Zhu et al., (2022) add that online learning resources play an important role in teaching and learning in the process of online learning. The findings have implications for the design and development of online learning resources to improve teachers' satisfaction and facilitate students' learning effectiveness and teachers' online teaching.

This study is focused on a deeper exploration of the types of online resources frequently used by students in their English language learning, considering the diversity and abundance of online learning sources available. Furthermore, this research aims to uncover students' perceptions of using online learning resources and to understand their feelings when using these resources. This is of significant relevance in promoting online learning resources that cater to students' learning needs and reducing the likelihood of negative experiences in using such resources. Additionally, the research findings can provide guidance for educators in planning and developing learning content that better aligns with students' needs.

To gain comprehensive insights into students' perspectives on the use of online resources for English language learning, a qualitative research approach was employed.

Based on the background above, two corresponding research objectives are as follows: (1) To find out types of online resources the students mostly use for English language learning. (2) To investigate the perceptions of students regarding the usefulness and effectiveness of these online resources for language learning purposes.

## **LITERATURE REVIEW**

One of the most significant advantages of online resources for English language learning is that they provide learners with a wide range of materials to choose from. Learners can access resources that are tailored to their specific needs, interests, and proficiency levels. For instance, some resources may focus on grammar and vocabulary, while others may emphasize pronunciation and listening skills. Learners can also choose resources that align with their learning styles, such as interactive games, quizzes, and videos (America, 2020).

Another advantage of online resources for English language learning is that they offer learners the opportunity to practice their language skills in a safe and supportive environment. Many online resources provide learners with feedback on their progress, which can help them identify areas where they need to improve. This feedback can be in the form of quizzes, tests, or interactive exercises that allow learners to track their progress over time (Edutopia, 2020).

In conclusion, online resources for English language learning provide learners with access to a wide range of materials and activities to improve their language skills. These resources offer learners the opportunity to practice their language skills in a safe and supportive environment and receive feedback on their progress. With the availability of these resources, learners can improve their English language skills at their own pace and from anywhere in the world.

### *Types of Online Resources for English Language Learning*

Types of online resources for English language learning refer to various digital platforms, websites, and applications that provide educational materials, tools, and activities to help individuals improve their English language skills. In this research, these resources are categorized into several main categories, including:

1. **Language Learning Websites:** These websites offer comprehensive learning materials, including grammar explanations, vocabulary lists, reading and listening exercises, and interactive quizzes. Examples of popular language learning websites include Duolingo, Babbel, and Rosetta Stone.
2. **Online Courses:** Many institutions and organizations provide online English courses, allowing learners to study at their own pace. These courses often include video lectures, assignments, and assessments. Platforms like Coursera, Udemy, and edX offer a wide range of English language courses taught by qualified instructors.
3. **Language Exchange Platforms:** These platforms connect learners with native English speakers for language practice. Users can engage in conversations via voice or video calls to improve their speaking and listening skills. Popular language exchange platforms include HelloTalk, Tandem, and ConversationExchange.
4. **Podcasts:** English language learning podcasts offer audio content designed to enhance listening comprehension and pronunciation skills. They cover a variety of topics and often include transcripts or accompanying materials. Some well-known English language learning podcasts are "The English We

Speak" by BBC Learning English and "EnglishClass101" by Innovative Language.

5. Online English Tutors: Learners can opt for personalized, one-on-one lessons with online English tutors. These tutors provide tailored instruction, feedback, and guidance to help learners improve their language skills. Platforms such as italki, Preply, and Verbling connect learners with qualified tutors worldwide.
6. Online Language Communities: These communities provide forums, chat groups, and social networks where learners can interact with fellow English language enthusiasts. Participants can ask questions, share resources, and practice their writing skills. Popular online language communities include Reddit's r/EnglishLearning and Englishforums.com.
7. English Language Apps: Mobile applications offer a range of English language learning tools, including vocabulary builders, grammar exercises, and language games. Notable language learning apps include Memrise, Quizlet, and FluentU.
8. Video Platforms: Video-sharing platforms like YouTube provide a vast array of English language learning channels. These channels offer instructional videos, language lessons, and tips for improving various language skills. Some popular YouTube channels for English language learning are Learn English with Emma, English with Lucy, and Rachel's English.

These categories encompass a wide range of online resources that cater to the diverse needs of English language learners, offering flexibility and convenience in self-paced learning and interactive practice.

### *Students' Perception*

Students' perception in education is a crucial aspect of the learning process. It refers to students' understanding and interpretation of the learning process and environment. According to Hazari (2014), students' perception encompasses various aspects, including their perspectives on teaching methods, learning materials, classroom atmosphere, relationships with teachers and classmates, as well as their expectations and motivations related to learning. Students' perception can greatly influence their level of engagement in the learning process. If students have a positive perception of teaching and the learning environment, they are more likely to be motivated and actively participate in learning. On the other hand, if they have a negative perception, they may be less motivated, less engaged, or even exhibit resistance towards learning.

Research shows that student perceptions are a powerful tool for measuring effective teaching practices in the classroom (André et al., 2020). In fact, student perceptions of classroom processes may actually be more important than what outsiders would observe since student perceptions steer their own learning behavior, based on their own insights. Studies indicate that student perceptions are mostly more predictive of student outcomes than external observations and teacher perceptions (André et al., 2020). Therefore, exploring and understanding students' perception is important for educators, as it can help them understand students' needs, interests, and preferences. By knowing students' perception, educators can adopt more effective teaching strategies, create a positive and inclusive environment, and motivate students to achieve optimal learning outcomes.

Regarding online resources for learning English, there are various aspects of these digital sources that can be examined to understand students' opinions about the online materials they use. Here are a few aspects as outlined by Pecsí, (2021):

1. Perception of content quality: Students may have perceptions about the quality of the content provided by online resources. They may consider the content relevant, informative, and engaging, or conversely, they may find it less useful or unappealing.

2. Perception of interactive engagement: Students can evaluate the level of interactivity offered by online resources. They may feel engaged in interactive activities such as quizzes, game-based exercises, or online discussions, or they may feel less involved and more passive in their learning.
3. Perception of usability: Students may have perceptions about how user-friendly the online resources are. They may find the user interface intuitive and the navigation easy, or they may face difficulties in operating the platform or finding the appropriate resources.
4. Perception of learning effectiveness: Students can assess the extent to which online resources help them understand and improve their English language skills. They may feel that the resources are effective in aiding their learning and enhancing their English language proficiency, or conversely, they may perceive that the resources do not provide significant benefits.
5. Perception of time and place flexibility: Students may have perceptions about the flexibility offered by online resources in terms of time and place. They may appreciate the flexibility to learn anytime and anywhere, or they may feel that online learning lacks sufficient structure or lacks direct interaction with instructors and classmates.

It is important for educators and online resource developers to understand these aspects, as it can help them enhance students' learning experiences and create more effective and satisfying online resources.

## **METHODS**

In this study, a qualitative research design was chosen. The reason for choosing a qualitative research design is that it allows for a more in-depth exploration of the research topic. Qualitative research is particularly useful when the research question is complex and requires an in-depth understanding of the context in which the phenomenon occurs. It also allows for the collection of rich and detailed data that can provide insights into the experiences and perspectives of the participants. Moreover, qualitative research is flexible and can be adapted to the research question as it evolves throughout the study. The participants chosen were the students from the English department at Universitas Bhinneka PGRI, selected based on purposive random sampling. The total number was 6 students in which 5 female and 1 male.

The researcher originally planned to use an interview sheet as the instrument for this research. However, due to time constraints, accessibility issues, research timeline, and participant availability, the researcher decided to use a questionnaire as a secondary instrument. The primary instrument remained the researcher himself.

The research procedure refers to the systematic process followed to conduct the study. The following steps was the procedure taken in this study:

1. Identifying Research Problems: Clearly define the research question and objectives that guide the study. These should be focused and aligned with the purpose of the research.
2. Considering the Research Design: Select an appropriate research design that aligns with the research question and objectives.
3. Considering participants: Selecting participants using sampling technique chosen. In this research will use purposive random sampling.
4. Collecting the Data: Choosing the methods and techniques for data collection that best suit the research design. Common methods include interviews, focus groups, participant observation, document analysis, or archival research. Data collection may involve fieldwork, conducting interviews, taking field notes, or collecting relevant documents.
5. Analyzing the Data: Analyze the data in a systematic and rigorous manner. This may involve coding the data, categorizing themes, identifying patterns or relationships, and interpreting the meaning within the data. Techniques such

as content analysis, thematic analysis, or constant comparative analysis may be used.

6. **Triangulation:** Consider using multiple sources of data or multiple researchers to ensure the validity and reliability of the findings. Triangulation helps strengthen the credibility and trustworthiness of the research.
7. **Reporting:** Prepare a comprehensive research report that includes an introduction, methodology, findings, analysis, and conclusions. Share the research findings through presentations, publications, or other appropriate means to contribute to the field.

Meanwhile, the data analysis used involved three main steps: data reduction, data display, and conclusion drawing and verification. During data reduction, the researcher categorized and organized data into themes or codes. This helps to extract the most relevant and significant information from the data. The next step, data display, involved the researcher presenting the organized data in a clear and concise way. Lastly, during conclusion drawing and verification, the researcher analyzed the patterns and relationships between the themes or codes and interpret the data in the context of the research objectives.

## **RESULTS AND DISCUSSION**

As discussed in the previous chapter, questionnaires were used to collect data for this research. This section now presents the findings from the questionnaires. This section is divided into two sections:

### *1. Types of Online Resources for English Language Learning*

The question dealing with this topic taken from questionnaire is “From several common types of online resources, such as: apps, websites, or other platforms for learning English, what type of online resource do you usually or most often use to learn English?”.

Student 1 answered, “There are several things I usually use to learn, but the most frequent one is YouTube”. This indicates that she regularly relies on YouTube as a primary online tool for learning English. Moreover, the online resource she predominantly utilizes falls under the category of Video Platform (VP).

Student 2 answered, “Duolingo, because this application is available to all smartphone users, including...”. It suggests that she likes using Duolingo as an online resource for learning English. Meanwhile, Duolingo here is categorized as Language Learning Websites (LLW) because basically it is one of web resource which can be accessed using browser such as chrome or firefox. Even tough, now it is available for Android and or IOS app.

Student 3 answered, “Duolingo, because it can help me to learn writing, listening, speaking quickly”. It shows that she also uses Duolingo as a tool for learning English.

Student 4 answered, “OALD app, I use this app because it's very efficient, has no ads, and includes symbols, audio...”. This statement indicates that she uses OALD app to learn English. OALD app refers to Oxford Advanced Learner's Dictionary. It is a kind of mobile application that can be accessed using smartphone. Hence, it is categorized as English Language Apps (ELA).

Student 5 answered, “... Cake app, because its features is very complete...”. He also added, “ ...for web resource, i.e. Web English or English Course...”. It can be concluded that he uses Cake app, Web English Class, and English Course to learn English. Cake app is a kind of mobile application that can be accessed using smartphone which is categorized as ELA meanwhile Web English Class is a kind of web resource which is categorized as LLW.

Student 6 answered, “Englishnesia, because it gives appropriate vocabularies.....”. From this statement, it is known that she likes using Englishnesia as a resource for learning English. In addition, Englishnesia is a Digital Platform for Online English Language Courses that is here to provide English language learning services. Therefore, it is categorized as Online Course (OC).

Based on the findings above, it can be summarized as shown in the Table below:

Table 1. Types of Online Resources for English Language Learning Accessed by Students

No	Student	Types of Online Resources								Platform
		LLW	OC	LEP	POD	OET	OLC	ELA	VP	
1	SDN	√						√	√	Youtube
2	VAR	√								Duolingo
3	VTA	√					√			Duolingo, Pinterest
4	RWS							√		OALD app
5	AWA	√						√		Cake, Web English Class
6	DALK		√						√	Englishnesia, Youtube

Notes:

LLW = Language Learning Websites

OC = Online Courses

LEP = Language Exchange Platforms

POD = Podcasts

OET = Online English Tutors

OLC = Online Language Communities

ELA = English Language Apps

VP = Video Platforms

Based on the data presented in Table 1, we can observe that 4 students utilize Language Learning Websites (LLW), 1 student opts for Online Courses (OC), 1 student prefers Online Language Courses (OLC), 3 students utilize English Learning Apps (ELA), and 2 students favor Video Platforms (VP) for their English learning. Additionally, 3 students use two different types of online resources for learning English, and 1 student uses three different types. Therefore, it can be deduced that Language Learning Websites (LLW) are the most favored online resource for learning English among the students.

## 2. Students' Perceptions

In this section, we present an analysis of the questionnaire results aimed at understanding the students' viewpoints regarding online resources for learning the English language. The explanations are as follows:

### a. Perception of content quality

It is about the quality of the content provided by online resources. The students may consider the content relevant, informative, and engaging, or conversely, they may find it less useful or unappealing. Here are the related findings from the students' answers in questionnaire given.

Student 1 said, “many people share their knowledge through online resources....”. This suggests that the information shared on online platforms is informative and valuable due to its source being educated individuals. In essence,

she holds a favorable view regarding the quality of content offered by online resources for learning the English language.

Students 2 expressed their opinion on question 16, stating, "I think there's enough clarity in pronunciation." This comment aims to explain that online learning sources deliver high-quality content through clear, playable, and audible videos.

Student 3 provided insights on both question 11 and question 17, saying, "Some online learning sources offer sufficient explanations" and "they provide features that align with certain skills." These remarks collectively suggest that online learning sources deliver valuable content with adequate explanations and relevant features.

Student 4's responses included, "...making it easier for students to find information" (question 11) and "...offering features that enhance students' comprehension skills" (question 17). These answers indicate a positive view of online learning resources, which provide useful information and features tailored to students' English learning needs.

Student 5 addressed question 17 by stating, "They provide explanations and context that are adequate for a good understanding of English." This comment implies that the online learning resources accessed by this student have a positive impact by offering easily comprehensible content for learning English.

Student 6 mentioned, "They provide suitable vocabulary for daily activities" (question 7) and "...offer detailed explanations about learning English" (question 17). These statements suggest that this student believes online learning sources offer appropriate content, including daily vocabulary and thorough explanations. However, the student also noted, "Online learning resources only provide a lot of text" (question 16), indicating a negative perception due to the excessive textual content.

In summary, the majority of students displayed a positive outlook regarding the quality of content provided by the online learning resources they accessed. However, one student experienced a negative impact due to the overwhelming amount of text provided.

#### *b. Perception of Interactive Engagement*

This perception explores the students' responds about the level of interactivity offered by online resources. They may feel engaged in interactive activities such as quizzes, game-based exercises, or online discussions, or they may feel less involved and more passive in their learning. Here are the students' responds based on the questionnaire given.

Student 1, in response to question 18, mentions "exchanging messages with friends who are native speakers or proficient in English..." Additionally, in response to question 19, she notes, "online training tends to make things easier..." These statements collectively suggest that online resources effectively engage learners. In other words, her feedback reflects a positive view of the interactive engagement provided by online learning resources.

Student 2 expressed, in her statement, "...measure the extent of my abilities..." This implies a positive response regarding the interactive engagement offered by online learning resources.

In response to question 19, Student 3 mentioned that she appreciates the "engaging exercises with varying levels" provided by online learning resources, indicating her willingness to participate in them. However, she also had a negative experience with some of the exercises, as indicated by her statement in response to question 20, where she mentioned, "sometimes the questions in the exercises were not suitable".

Student 5 stated, "...provide sufficient exercises to practice listening and reading skills in..." (question 16) and added, "The ones I've worked on from when I opened the app..." (question 19). These remarks suggest that the learning resources accessed by him offer interactive engagement for following provided instructions.

Overall, these students' feedback highlights both the positive aspects of interactive engagement in online learning resources and some challenges they may encounter, such as unsuitable exercises.

*c. Perception of Usability*

This perception explores the students' perceptions about how user-friendly the online resources are. They may find the user interface intuitive and the navigation easy, or they may face difficulties in operating the platform or finding the appropriate resources.

Student 1, in response to question 11, mentioned the "convenience from access to the delivery style." Furthermore, in response to question 16, she noted that "perhaps 'blogs' are also very easily accessible," and in question 20, she mentioned the "ease of access through online resources." These statements collectively indicate that she finds online learning resources easily accessible, suggesting a positive impact for users who access them.

Student 2, in response to question 10, stated the "...ease of accessing online resources..." and in question 17, she mentioned, "...currently available online resources are very easily accessible." These statements collectively convey her perception that accessing online learning resources is straightforward, implying a positive impact for users who utilize them.

Student 3 expressed, in her statement, that "because it's packaged very simply, it's..." This statement suggests that she views online learning resources as straightforward and easily accessible, reflecting a positive response to their usability perception.

Student 4 also provided a positive response regarding the usability of online learning resources. She mentioned, "Because there are many features that make it easier for us..." (question 15). This statement implies that she found these resources user-friendly and easy to navigate.

Overall, these students' responses collectively indicate a positive perception of the usability of online learning resources, emphasizing accessibility and user-friendliness.

*d. Perception of Learning Effectiveness*

This perception assesses the extent to which online resources help them understand and improve their English language skills. They may feel that the resources are effective in aiding their learning and enhancing their English language proficiency, or conversely, they may perceive that the resources do not provide significant benefits.

Student 1 stated, "So indeed, learning with online resources is very helpful for me" (question 6) and added, "In my opinion, online resources are indeed more effective" (question 11). These comments suggest that online learning resources are beneficial for her and she perceives them as highly effective for her English learning.

Student 2 expressed, "Aside from being practical, it's also very efficient" (question 11) and added, "...greatly helps in learning English" (question 22). In summary, she emphasized the practicality and efficiency of online resources, highlighting their significant assistance in learning the English language.

Student 3 mentioned, "...Online resources are very effective for learning language..." (question 11) and also noted, "Online learning resources help improve writing skills..." (question 18). It means that she indicated that online resources are highly effective and give positive impact for learner.

Student 5 stated, "Online resources are more effective than..." (question 11) and added, "They are very effective because they greatly assist me in various aspects" (question 23). Meanwhile, student 19 added, "I think it is good, because it can train our skill in learning English". In conclusion, they expressed those online resources are highly effective and provide significant assistance in various areas of learning.

*e. Perception of time and place flexibility*

This perception talks about the flexibility offered by online resources in terms of time and place. They may appreciate the flexibility to learn anytime and anywhere, or they may feel that online learning lacks sufficient structure or lacks direct interaction with instructors and classmates.

Student 1 mentioned, "...once I have the freedom to choose which platform and style..." (question 11). Student 3 expressed, "...it's very flexible, so there's no time constraint" (question 14). Student 5 contributed, "...I can learn English whenever I want to..." (question 14).

In conclusion, these students highlighted the flexibility of online learning resources. Student 1 appreciates the freedom to select platforms and learning styles, while Student 3 and Student 5 value the absence of time restrictions, emphasizing the convenience of learning English at their own pace. This underscores the positive impact of flexibility offered by online resources for their learning experiences.

The findings dealing with the most online learning resources used by the students is consistent with the findings of the British Council study in that it shows that students use a variety of online resources to learn English, with websites and apps being the most popular. It also shows that students who use multiple types of resources are more likely to make progress. According to a 2019 study by the British Council, (Tinsley, 2019) found that the most popular online resources for English language learning are: Websites (41%), Apps (30%), Video platforms (20%), Online courses (9%), Other (10%). The study also found that students who used a variety of online resources were more likely to make progress in their English language learning than those who only used one type of resource.

Additionally, the students' positive perceptions of the content quality, usability, and learning effectiveness of online resources are supported by research evidence. For example, a study by (Hazaymeh, 2021) found that online learning resources can be effective in improving students' English language skills, particularly in the areas of reading, vocabulary, and grammar. Similarly, a study by (Gray & Diloreto, 2016) found that online learning resources can be effective in promoting student engagement and learning outcomes in English language learning.

However, it is important to note that the students' feedback also highlighted some challenges they faced with online learning resources. For example, one student mentioned that some of the exercises were not suitable, and another student noted that online learning resources can be overwhelming due to the large amount of text. These challenges underscore the importance of carefully selecting online resources that are appropriate for the individual learner's needs and preferences.

Overall, the findings of this study suggest that online resources can be effective tools for learning English. However, it is important to be aware of the potential challenges and to choose resources that are appropriate for the individual learner's needs and preferences.

## **CONCLUSION**

The analysis of students' responses to the question regarding their preferred online resources for learning English has provided valuable insights into their usage patterns and preferences. It is evident that students employ a diverse range of online resources, including Language Learning Websites (LLW), Online Courses (OC), English Learning Apps (ELA), and Video Platforms (VP) to facilitate their English language learning journey. Notably, YouTube and Duolingo emerge as popular choices among students, with the former being a preferred Video Platform (VP) and the latter classified under Language Learning Websites (LLW). Furthermore, some students employ multiple online resources concurrently, demonstrating the versatility and accessibility of these digital tools for enhancing language skills. Overall, Language Learning Websites (LLW) appear to be the most favoured category of online resources for English

learning among the surveyed students, underscoring the importance of interactive and web-based platforms in supporting language education in contemporary learning environments. These findings not only shed light on the current landscape of online language learning but also offer valuable guidance for educators and curriculum developers seeking to optimize the use of online resources in language education programs.

Meanwhile, the findings dealing with the students' feedback indicates a positive perception of online resources for learning English, with a few challenges and concerns that can be addressed through thoughtful resource selection and design. These findings align with the notion that well-designed online resources can play a significant role in enhancing language learning experiences, providing valuable content, interactive engagement, usability, effectiveness, and flexibility.

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