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The Students' Perception Towards the Implementation of Online Classroom Interaction in ESP Class

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Abstract: The Students' Perception Towards the Implementation of Online Classroom Interaction in ESP Class. There are several aspects contributing to the effectiveness of online learning. One of which is interaction. Interaction commonly is divided into three types, such as teacher-students, students-students and students-content interaction. This study aims to analyse the students' perception about online interaction as well as the challenges of online interaction faced by the students in ESP class. A descriptive quantitative method was used. 125 respondents were selected from students of Management Department in semester two. To collect the data, the researcher adapted online survey questionnaire using Google Form and online semi-structured interview using a video conference. The researcher calculated 20 items of questions based on each respondent and question item answered. Based on the results of this study, it is revealed that the average score of all question items calculated based on each respondent and each question item answered is 76,10%. It was found that students were satisfied with the online interaction such as they were appreciated the instructions given by the teacher, they were excited to have an experience with other students in online discussion, and they preferred the idea of using audio for listening during online interaction. However, students reported that the only major problem found was the lack of internet connection. Meanwhile, other problems also encountered such as less interaction and no direct communication with the teacher which hinder their experience to have effective online interaction.

Keywords: ESP, student's perception, online interaction

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■ **INTRODUCTION**

ESP is a specialized English in which the focus is the acquisition of language based on an assessment of purposes and needs as well as the activities in which English is required (Bekteshi & Xhaferi, 2020; Johns, 2012; Mohammadzadeh et al., 2015; Rahman, 2015; Wette, 2019). ESP is also commonly meant for those already familiar with English and persist in exploring the language more contextually based on a profession-related activity. Thus, English is not taught to be the subject that is distinct to other courses as it is an integration to the learners' essential courses. However, during the pandemic, ESP classes in higher education in Indonesia mostly in fully online instruction. Toquero (2020) said that the shift movement from traditional class learning into distanced learning allows students and teachers to be prevented from the affection of virus and minimize its spread. In the same vein, Sutiah et al. (2020) stated that the existence of online learning has created a switch for many students

and teachers from traditional classroom environment and this has been familiarized despite the obstacles that come along.

English for Specific Purposes is an English learning program in which many people believed to be essential in the era of globalization where the one language that is often applicable in English. In fact, ESP has been designed to accommodate all the four English skills, including speaking, writing, reading and listening thoroughly. ESP involves teaching English in a specific area for a specific purpose (Marcu, 2020). Furthermore, Rahman (2015) mentioned that the important point of ESP course is that the target language that is taught to learners should be well integrated into the subject area that learners consider necessary.

Online classroom interaction aims to let students and teachers exchange information without meeting face-to-face contact. Kim (2015) and Moore (1989) described that online classroom interaction appears to eventuate when there is a reciprocate in communication between students and the teacher. This form of communication that is built helps ease their ability to comprehend the materials in which they are accountable to the knowledge they learn. Hence, students are said to be given opportunities when they can participate, interact and take part in a discussion that involves the assembling of mutual knowledge as a result of the learning environment (Xie & Ke, 2011). One of the most important aspects of online education is encouraging high-quality participation and interaction from students in order to broaden and deepen their own learning experiences (Bao, 2020; Basuony, EmadEldeen, Farghaly, El-Bassiouny, & Mohamed, 2020; Estelami, 2012; Shih, Chen, Chen, & Wey, 2013). Hence, an effective online learning is expected to reach the learning objectives.

Interaction is the key to success in online learning pedagogy, as it may improve the learning and teaching process, as well as the level of student satisfaction and learning outcomes (Han, Geng, & Wang, 2021; Lei & So, 2021; Qutob, 2018; Razali, Ahmad, & Noor, 2020; Wanstreet, 2006). The nature of online classroom interaction is usually implemented between both teacher and students. Interaction is an interchange of thoughts or ideas uttered into words between the teacher and students that will have an effect on each other (Husna et al., 2015). Hawkins et al. (2013) believed that interaction should be seen as crucial by focusing on its quality and frequency. Furthermore, based on a recent research done by Harper (2018), he inferred that success in academic performance of students was influenced by several factors such as the intensity, length and quality of interaction between the teacher and students. Additionally, Knapp (2018) claimed that online classrooms are quite common in using a digital software application such as the Learning Management System (LMS) for long yet somehow unexpectedly it is still missing the presence of interactive zone in order for students to perform discussion and learning activity in the real-time collaboratively. Hence, online classroom interaction can be divided into three categories as follows: teacher-students, student-student and student-content interaction.

The first interaction is teacher-students interaction in online learning. The interaction between teachers and students within an online classroom is distinguished from a traditional classroom setting. Moreover, in an online classroom, students are usually assigned with online course work and allowed to use a virtual space where they can interact and discuss with others as well. In their analysis, Nandi et al. (2012) concluded that there was a high engagement between students discussing, asking questions, and giving their answers in asynchronous discussion as the teacher also provided assistance in encouraging profound learning related to the course content. This research also suggested that it can be beneficial to pay attention to both

student-centred as well as instructor-centred discussion.

The second interaction is student-student interaction in online learning. Students' interaction is a kind of interaction that allows them to socialize with one another. This kind of socialization allows students to explore one another from different backgrounds of living. This means that students are taught the understanding of human values since they all have an equal sense of responsibility to value moral and social principles at their mature age. Cheruvalath (2017) believed that the teaching of human values brings out peacefulness in the relationship between human being that may support bonding towards each other. As a result, this can create a sense of moral attitude such as one being respectful and appreciative to another. Moreover, online interaction among students has been facilitated by a platform of discussion to talk about any current issue related to the course content. The students form a discussion in groups and collaboratively learn as well as share new information of knowledge. In a study of Javadi et al. (2017), the interaction between students through online discussions was reflected upon the students' comments that were reciprocated on the ideas of one another within a sixteen period of semester during four times of online discussions. Thompson et al. (2019) then implied that discussion threads function to promote a community of learners between student-student as well as teacher-student in order to steer away procrastination.

The third interaction is student-content interaction in online learning. Student-content interaction focuses on how learning materials provide students with flexible learning that creates a sense of engagement. In their findings, wilhelm-Chapin and Koszalka (2020) mentioned that nowadays students interact with learning materials known as substantial activities that can be used to obtain knowledge as they receive new

information. In response to their findings, the study found that twelve students out of twenty-five mostly opted for e-text and video tutorials as their primary guide to study the course content. Additionally, the findings indicated that students gradually reported the processes of their course content learning, such as downloading, printing, reading, highlighting, and taking notes.

Obviously, in the era of digitalization, student learnings are performed mostly online, and a lot of courses are made available through document management. Arifani et al., (2020) stated that the method utilized by students in order to collect information from the course content that consists of text, audio, video, computer program, or online communication can be referred to the interaction of student-content. Neslihan and Mustafa (2016) also pointed out that learning materials are formatted into Portable Document Format (PDF). Video and audio contents are also produced and arranged by a program called Adobe Presenter and Computer-Aided Training & Educational Services (CATS) program.

There are several research studies on the learners' perception of online learning implementation in various EFL settings. Anwar and Wahid (2021) justified that students acknowledged the discouragement that online learning has impacted them in the way they learn. Additionally, Avsheniuk et al. (2021) examined the students' behaviour towards ESP online learning in relevance to being socially present, interactive, participative, and satisfaction with their learning. Their research interpreted that positive response from the students about how course engagement activities could positively impact students' motivation. Furthermore, the utilization of information through delivery methods and tools that were functional could lead to students intensively becoming satisfied by a given opportunity.

In their research, Kaufmann and Vallade (2021) discussed an investigation of the

components identified in communication and interaction at which students thought were most and least prepared for during an online class in their perspective as they communicate with their instructor. Based on the findings of this previous research, the results suggested practical implications for online instructors as well as online students. Practical implications for online instructors reported that students are to be prepared and supported by maximizing the course engagement and learning success. Practical implications for online students also deduced that students highly expect to have a comprehensive understanding of pursuing their online course related to how communication is performed. Plentiful research examines the students' perception of the implementation of online learning (Islam, 2019; Khoiriyah, 2021; Webb & Doman, 2019). Nonetheless, limited studies have been conducted on students' perception of the nature of online interaction in a language class such as ESP program in Indonesia. Hence, the research questions are formulated as follows:

1. What are the students' perceptions towards the implementation of online classroom interaction in ESP class?
2. What are the challenges faced by the students during online classroom interaction in ESP class?

◼ METHOD
Research Method

The researcher uses a descriptive quantitative method to analyze and interpret the information of data. Polit and Beck (2003) mentioned that a quantitative descriptive aim to find the frequency, degree of an occurrence, measurement, and other characteristics of phenomena.

Participants

In this research, the population is 718 students of Management Department in the second semester, Faculty of Economics and Business at University of Muhammadiyah Malang. The researcher considered this research population as they are sufficiently representative regarding students' perception of the implementation of online classroom interaction in ESP class. Furthermore, 17% of the total population is taken as the sample for this research, including 125 respondents. The researcher used a simple random sampling method in obtaining the data.

Data collection and Data Analysis

There are two research instruments used, including questionnaire and semi-structured interview. The questionnaire used is close-ended and open-ended questionnaire. The items of the questionnaire are adapted from Husna et al. (2015) and Muijs (2004). The close-ended questionnaire consisted of choices that is measured by using Likert Scale. Bradburn et al. (2004) asserted that although closed-ended questions may be harder to design, they tend to be simple in data analysis as well as avoid undesirable answers that may be biased. The Likert Scale used has 4 categories which include strongly agree (4 points), agree (3 points), disagree (2 points) and strongly disagree (1 point). Additionally, the questionnaire is distributed online via Google Form.

The questionnaire consists of four part. The first part is the students perceive the implementation of online classroom interaction in overall (5 items). The second part is related to the students perceive in online interaction with the ESP teacher (5 items), this part explores the teacher-student interaction in online ESP class. The third part discusses the students perceive in online interaction with other students in ESP class (5 items), and the last part is expressing about the students' perception of online interaction with ESP learning materials (5 items). The last part is two open-ended questions examining the benefits and the drawback of interaction in online learning.

Meanwhile, online interview is conducted after distributing the online questionnaire. The online interview was conducted to confirm the students' responses regarding the result of-ended questions.

With the regards to data analysis, for the result of the questionnaire, all of the question items were calculated altogether. The maximum score for each respondent is 80 and the maximum score for each question item answered is 500. The researcher calculated and found the percentage of mean score from the result of the questionnaire based on each respondent and each question item answered. For the result of the interview, the data was analyzed using thematic analysis.

RESULT AND DISCUSSION

The students' perceptions towards the implementation of online classroom interaction in ESP class

In relation to the students' perception toward the implementation of online classroom interaction, the findings suggested about their practicing skills, their social presence throughout the online learning, their preference to interact online, their excitement in taking participation as well as their engagement and the satisfaction they feel when they are joining online class. The details are described in the following table:

Table 1. The students perceive the implementation of online classroom interaction

	Item	Mean
A	I enjoy being socially present throughout FLSP/ESP online learning	3.18
B	I like practicing my English skills through FLSP/ESP course to interact online	3.14
C	I feel excited taking participation in FLSP/ESP online activities	3.12
D	I feel engaged and satisfied in FLSP/ESP online class	3.01
E	I like interacting during FLSP/ESP online class	2.91
	Grand Mean	**3.07**

It can be seen from table 1, the researcher found and noted that the highest mean score is 3,18 which indicates the respondents' strong agreement to be social and fully present during ESP online learning. Whereas, item E indicates the lowest mean score which is 2,91 and this suggests the least opinion from students' preference to interact online during ESP class.

In addition, the student's perception of online interaction is divided into three points. The first online interaction is students with the teacher, followed by students with other students and the last is the students with the learning materials. Three of these points in the online interaction suggest how perception of students differ based on whom they interact with.

The teacher-student interaction in online ESP class

Online interaction with the teacher in ESP class basically describes the perception of students' feeling regarding (1) the teacher's help to assists them with learning facilities during online classroom interaction; (2) their convenience whilst interacting online with the teacher; (3) their excitement to receive knowledge and information given by the teacher; (4) their feeling of gaining encouragement throughout the online interaction with the teacher in ESP class; and 5) their opinion for sharing and discussing about knowledge and information related to ESP course as part of their online interaction. The finding is presented in the following table.

Table 2. The students' perceive in online interaction with the ESP teacher

	Item	Mean
A	I am excited to gain new knowledge and information from my teacher during online classroom interaction in FLSP/ESP class	3.22
B	I feel helped when my teacher assists me with the online learning facilities	3.14
C	I feel that I gain encouragement during online interaction with the teacher in FLSP/ESP class	3.05
D	I feel comfortable interacting with the teacher during online class as the teacher assists me in FLSP/ESP class	3.04
E	I like sharing knowledge and information I found online and talk about it with the teacher	2.98
	Grand Mean	**3.09**

Table 2 suggests the mean score for all five items on the students' perception of online interaction with the teacher. From all the five items, the mean for item A is 3,22. This indicates that students mostly agree and appreciate the knowledge and information given by the teacher during online classroom interaction. The lowest mean score with the least opinion can be indicated as the respondents' least agreement when it comes to sharing knowledge and information from an online source to discuss it with the teacher.

Based on the perception of students about online interaction with the teacher, it is important that students are encouraged and guided by the teacher during the learning process in order to have a meaningful interaction with the teacher. As it is supported by Mayne and Wu (2011), explaining that it is still quite challenging when it comes to maintaining the nature of the learning environment, keeping consistency in interaction whilst making sure that the interaction with students is still engaging. Further, Keengwe et al. (2013) suggested in their finding about the need for teachers to improve ways of creating the presence of students and making the online interaction useful. They mentioned that teachers ought to have the capability in assisting their students' interaction that happens in an online classroom.

The student-student interaction in online ESP class

With regard to the students of online interaction with other students, it discusses several aspects including (1) the students' awareness of their classmates' presence; (2) the students' perception towards their presence of being helpful and providing support to one another through online interaction; (3) the students' excitement as they gain the experience of interacting in an online discussion; (4) the students' autonomy to cooperate and to work together as a group with other member of students in an online group discussion; (5) the students' comfort in replying to others' posts online and the way they offer as well as suggest ideas. Further explanation is presented in the table below.

From table 3, the researcher noted that the highest mean score which is 3,14 indicates students' expression of excitement to have an experience during online interaction with other students through online discussion. Meanwhile, the least score is found to be 2,96 which states the least agreement on students' convenience in posting their answers on other students' questions through online discussion as a way of interaction through online discussion.

Students' perception of online interaction with other students describes about their

Table 3 The students' perceive in online interaction with other students in ESP class

	Item	Mean
A	I feel excited when I get an experience as I interact with other students during online discussion	3.14
B	I am free to cooperate working together with other students in online group work discussion	3.12
C	I feel helpful when I support other students as I interact with them during online class	3.04
D	I am free to offer and suggest ideas with other students in online discussion	2.97
E	I feel comfortable replying to other students' questions as I interact through online discussion	2.96
	Grand Mean	**3.05**

interaction experience with their classmates and how they help to support each other in learning and sharing ideas with each other mostly through online discussions. Javadi et al. (2017) pointed out that through online learning, students are able to communicate their thought or point of view through online discussions provided. Xie and Ke (2011) reported that students believe that participating in an online discussion can be valuable to them. Online interactions that made students interact with one another were performed for social purposes such as greeting and building rapport.

The student-content interaction in online ESP class

In relation to the students' online interaction with the learning materials, it describes some aspects such as (1) the variety ways in which the students practice their English skills in ESP class through the utilization of online video tutorials; (2) whether the students prefer highlighting and note-taking the important points in their learning; (3) how easy it is to access online reading materials ; (4) the use of audio for listening to help the students to improve their skills for online interaction; and (5) the feeling of students' contentment when it comes to studying the learning materials shared online. The following table illustrates the finding regarding the students' perception of online interaction with the learning materials in ESP class. The findings are described in the following table:

From table 4, it has been found that the use of audio materials for listening skill improvement received the most attention from the students with

Table 4. The students' perception of online interaction with ESP learning materials

	Item	Mean
A	The use of audio for listening has helped me improve my skill for online interaction	3.12
B	I feel it is easy to download and read online materials that are shared to me	3.07
C	I feel content studying the online learning materials shared	3.06
D	I enjoy the use of video tutorials as a guidance to interact and study for my ESP online learning	3.02
E	I like highlighting and taking notes to capture the important points in FLSP/ESP online learning	2.99
	Grand Mean	**3.05**

the highest mean score of 3,12. This suggests that students agreed more on the use of audio as the learning media. It has also been found that the highlighting and note-taking important points being the lowest mean score of 2,99 which tells those students prefer less jotting down points during online interaction.

Based on the findings, students feel greatly impacted by listening to an audio or video tutorials as a guidance to improve their listening skills rather than highlighting and taking notes on the online materials. In a study of Wilhelm-Chapin & Koszalka (2020), a student stated that video tutorials were the key source of learning content that seem more reliable than having to read. This is because it is easier and takes less time to listen than having to read online materials. They also mentioned in their study that there are 14 students who uses a video tutorial as a source content and only six took notes.

The challenges faced by the students during online classroom interaction in ESP class

Based on the students' perception, the researcher found strengths and weaknesses of online interaction in ESP class. The researcher concluded the results from both the survey and interview. From the survey, the open-ended questions discussed whether students perceive and find any strengths and weaknesses of online interaction in ESP class. In the interview, the researcher looked deeper into the challenges that are faced by the students during online interaction in ESP class.

The benefits during online classroom interaction in ESP class

Analysis of the data from the survey of open-ended questions showed that there are 10 aspects of online interaction that the respondents appreciated in ESP class. Table 5 highlights the number of students who responded to the first open-ended question. First, 20% of the respondents reported that understanding learning materials is quite easy. This suggests that students do not find any problem with the explanation of learning materials and they do not feel too difficult to learn even during online interaction. Additionally, the findings can be seen in the following table.

Table 5. Students' perception on the strengths of online interaction

Strengths	%
Easy and understandable learning materials	20.0
Availability of online learning materials which can be downloaded easily	16.8
Increasing students' insight	15.8
Building teacher and students rapport	12.6
Easy and quick access of information	10.5
Increasing students' self-confidence	10.5
Freedom of expression	4.2
Opportunity to learn new experience	3.2
Friendly lecturer	3.2
Energy and time efficiency	3.2
Total	100

Furthermore, it can be seen from table 5, about 16,8% of respondents stated that online interaction is beneficial for them in terms of the online learning materials because all of the materials are available to be downloaded easily from online sources. This suggests that many

students have similar perspective on the availability of online learning materials. Students also find it easier to check back later and study about the topic they do not really understand and the materials that is required more understanding. Additionally, the researcher found 15 respondents which is about 15,8% of the students stated that online interaction allows them to become more insightful as they learn to explore English through different online media, helping them to maximize online interaction. Since it is easier to access information online nowadays, it allows students to utilize the internet to practice their English skill more.

Developing a sense of connection and engagement through online interaction with the teacher and students can be intriguing. Table 5 shows that about 12,6% of respondents also believed that making connection and building rapport with the teacher and other students is quite easy. However, the researcher found the least opinion such as only 3,2% of the respondents thought that some teachers were friendly and they let the students to contact or send a message in case they have doubts.

One of the most beneficial aspects perceived by students is the easier transfer of information and knowledge. From table 5, about 10,5% of respondents also have answered that online interaction helps them to access and receive information faster in which it helps them to complete their task. This also suggests that they could access all kinds of relevant information within minutes.

Furthermore, online interaction also brings an impact to the level of students' confidence. 10,5% of respondents have mentioned that they are able to boost their self-confidence. Online interaction also helps them to practice their speaking skill better during online interaction. Most of students prefer online interaction as it can be conducted through video conferences such as Zoom or Google Meet and they do not have to interact face-to-face with the teacher and other students.

In addition, there can be less pressure when it comes to expressing opinion through online discussion. Table 5, therefore, suggests that 4,2% of respondents thought that they find more freedom in conveying their ideas online rather than face-to-face. Another 3,2% of respondents also stated interaction in online learning not only gives them the opportunity to learn new experience from the teacher but also to discuss with their classmates who come from different places.

Online interaction also significantly saves more time and energy for many students. 3,2% of respondents thought they can be consistent during online interaction since there is less mobility meaning that they do not have to move much. Therefore, it increases energy and time efficiency. Furthermore, the researcher conducted the interview to search for more profound answers from the respondents. Based on the result of the interview, one of the interviewees described that online interaction was maximized more in the second semester where the interaction took place via Zoom Meeting and Google Meet. In addition, the fourth interviewee pointed out that interaction through video conference is more preferrable. The details are shown in the following excerpt:

"The online interaction with the teacher is better during the second semester than the previous semester. The previous semester only relied on the use of Canvas which is a learning management system (LMS). To me, online interaction using Zoom and Google Meet seems better during the second semester. Once, there was a teacher who never conducted a video conference and the interaction felt very limited to me." (KFN)

The researcher further discussed with another interviewee about the online interaction with the teacher in ESP class. The researcher investigated about the interviewee's opinion about

the online interaction with the teacher so far. From the second interviewee, she revealed that the instructions given by the teacher and communication during the first semester were clear as it was a two-way communication mostly as it is explained in the following excerpt.

"During the first semester, I did not feel any bad experience of online interaction with my ESP teacher. It was always a two-way communication and we could directly ask if we did not understand something. I think it was quite satisfying overall." (MAZ)

The challenges during online classroom interaction in ESP class

This section analyses the data from the second open-ended question that have been focused on the weaknesses during the online interaction. It is also followed by an interview that discusses more on the challenges of online interaction. One of the major problems is the internet connection. Most students felt desperate to receive a stabilized internet connection especially during online interaction. The following table reported the findings regarding the weaknesses of online interaction.

Table 6. Students' perception on the weaknesses of online interaction

Weaknesses	%
Lack of internet connection	59.5
Unable to focus	21.5
Less interaction with other students	8.9
No direct interaction with the teacher	7.6
Difficult to communicate	2.5
Total	100

From table 6, it suggests that over 30 respondents have stated that they still experienced the lack of internet connection that hinders their online interaction during the learning activity. This is about 59,5% who had similar opinion about the connection problem. However, only 2,5% stated that it is difficult to communicate well with the teacher and other students only on specific occasions such as during video conference if they start to have trouble with the connection.

As many students experienced the difficulty in connection, table 6 highlights that about 21,5% of respondents also could not focus well in the context of understanding the learning materials. 8,9% of respondents experienced less interaction with the other students. About 7,6% respondents also thought that the online interaction only seems to be indirect and asynchronous with the teacher.

This suggests that information cannot fully be grasped or comprehended when the online interaction is limited or if the interaction is indirect, such as via messaging.

The researcher investigated further into the answers from one of the interviewees. The first interviewee discussed her opinion about several points relating to the challenges faced during online interaction. The interviewee described her feeling regarding the online interaction so far. Since the pandemic, the interviewee mentioned that the shifting of online interaction from the traditional classroom interaction is a new practice and experience. Furthermore, the interviewee stated that her major problem is the internet connection as she has been living in an area with poor internet access. The details are shown in the expert below.

"Personally, I face problem with the internet connection because the signal in my area is quite difficult." (SR)

Online interaction creates many obstacles. One of which is making students feel difficult to understand the materials explained by the teacher. The first interviewee also mentioned that sometimes she tends to get left behind with the topic she learns due to online interaction. It is difficult for her to fully understand the topic when communicating online compared to interacting face-to-face as it is shown in the following excerpt.

"I tend to get left behind with some of the topic that the teacher explains and so I feel the need to understand by repetition." (SR)

Furthermore, during an interview, the researcher also noted similar answer from the second interviewee stating that the implementation of online interaction is more difficult compared to face-to-face interaction in the classroom. The interviewee mentioned that when it comes to online interaction, it is a bit different to bond with the teacher through online interaction than face-to-face. She found it preferable for her to interact face-to-face during the learning process since she also tends to miss any important information from the topic that the teacher explains.

"I prefer interacting offline than online because I think that the way the teacher explains most of the topic is very different to me. Mostly, I tend to miss a lot." (MAZ)

Furthermore, the third interviewee described the most difficult situation during online interaction is when the Internet connection is not in good condition, and when there is an error or the web is under maintenance. She mentioned that this kind of problem really distracts the interaction, especially with the teacher and therefore not only it makes her difficult to communicate but also it limits the time for interaction with the teacher and other students as well.

"Maybe the most difficult problem is the connection and the website error. Well, there seems to be no other problems during online interaction except that if the connection slows down then interaction becomes unclear with the teacher." (NS)

The last interviewee also described similar issues regarding the limitation of online interaction. Online interaction limits most of the communication between her and the teacher and so the learning is not maximized, especially when it comes to fostering her grammar skill. The interviewee thought that it has been difficult to study grammar online. The interviewee also mentioned that after the end of ESP lesson, she would always recap what she has learned.

"Personally, learning grammar is quite difficult to me if I have to learn the structure word by word and the online interaction adds up more problem. I always try to study what I just learned with the help of YouTube because I think it's just quite not effective to me. Another thing is the online interaction seems to be problematic in terms of the connection and when the teacher explains, sometimes I missed what the teacher said." (HH)

Overall, all of the interviewees seem to face major problem with the internet connection. In addition, the most challenging part is they have to make sure that they do not miss any important points, especially during web or video conference such as Zoom or Google Meet.

Overall, one of the biggest challenges that the majority of students face is the lack of internet connection and this is in line with the study done by Bestiantono et al. (2020). It is described that the unreliability and lack of access to faster connection has triggered the essence of online learning into difficulties. Moreover, with the

compulsory of having to require internet connection, students mentioned that it becomes less effective as the learning materials explained cannot be maximized during online interaction. In essence, online interaction will be greatly impacted by the connectivity of the internet.

Students feel that the shift in online interaction is a new experience. This eventually has to make them to adapt to the change. Based on the study of Bestiantono, Agustina, and Cheng (2020), as they inferred that a new way of learning experience is felt by students as there is a greater shift from the face-to-face learning. Avsheniuk et al. (2021) also revealed the students' insight influences the online learning especially during Covid-19 and this is mainly concerned with the technical, academic and communication issues. In the findings, students pointed out that they hardly understand what the teacher explains especially during online interaction. Most students thought that they prefer face-to-face interaction where they directly communicate with the teacher and other students when the learning process occurs. This is in line with how students tend to favor and become easily adapted in the learning environment where the teacher provides straight-forward and explainable learning content (Anwar & Wahid, 2021).

Additionally, online interaction is not always two-way communication with the teacher and it is quite hard to bond with the teacher when it is not directly implemented. Kim, Kwon, and Cho (2011) described that as the teacher and students become separated by distance and time, learning is still considerable to happen despite the place and time difference. Although, Shelton, Hung, and Lowenthal (2017) mentioned in their study that the frequency of interaction matters to the content of interaction. Thus, it is not always easy to maintain two-way interaction for both students and teacher. Furthermore, students also tend to face a greater challenge to connect via video conference and this usually limits their online interaction with the teacher as well as other students most of the time. Knapp (2018) discussed that a program facilitating students with share-screen option is needed in order to foster real communication such as being freedom in talking, discussing, commenting, engaging activities that are similar to a traditional classroom interaction. It is needed to let students be able to visualize and experience the essence of social presence with other students as well.

■ **CONCLUSION**

Based on presented data relating to the research problems which have been discussed in the previous chapter, it can be concluded that discussion of students' perception about online interaction from three perspectives are the online interaction with the teacher, other students, and the learning materials. Students' perception of online interaction with the teacher showed that students mostly agreed upon the interaction through transferred knowledge and information from the teacher. The online interaction with other students can be seen to give an enthusiasm from the perspective of students and experience through online discussion. Perception towards online interaction with the learning materials highlighted that during online interaction, the most effective way for students to improve their skill is through audio listening. Lastly, the most challenging aspect of online interaction is the unstable internet connection faced by many students which affects the whole process of online interaction such as their interaction and communication performance.

There are limitations of this study based on the perception of students about online interaction in ESP class. First, the current study indicated that students are not fond of the idea of sharing knowledge and information they found online and discussing it with the teacher. This implies that students are required to be more willing to

express themselves in online interaction. Another aspect is that students feel less enthusiastic when replying their comments on other students' posts during online discussion, which indicates that this limits their closeness to build rapport with other students. Finally, students may not be able to comprehend the online learning materials fully if they are less likely to be willing to summarize the important information they receive through online interaction. The students might be unable to focus well on the topic if they miss out due to the internet connection problems. Therefore, further research of the similar area can be directed to pursue more on the influence and quality of online interaction implemented in ESP class based on students' perception.

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