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THE IMPACT OF ONLINE LEARNING PLATFORM ON ENGLISH LANGUANGE PROFICIENCY AMONG HIGH SCHOOL STUDENTS

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Abstract

The widespread adoption of digital technology has influenced the way English as a Foreign Language (EFL) is learned, particularly through the use of online learning platforms and artificial intelligence (AI)–based applications. This study examines the role of online learning platforms in supporting English language proficiency among eleventh-grade students at Madrasah Aliyah As'adiyah Uloe. A quantitative descriptive approach was employed, involving 20 students as research participants. Data were collected through a structured questionnaire designed to explore students' experiences and perceptions of both conventional online platforms, such as Zoom and Google Classroom, and AI-based tools, including ChatGPT and Gemini.This data is taken from analysis using statistical techniques.The findings reveal that AI-based platforms are perceived as helpful in facilitating English learning by providing flexible access to learning, clearer explanations, and assistance in understanding instructional content. Conversely, platforms used for fully online instruction were perceived as less effective than face-to-face learning, as most students indicated a preference for direct classroom interaction. These results suggest that AI-based platforms serve more effectively as supportive learning resources rather than as substitutes for in-person instruction. Therefore, this study recommends the adoption of a blended learning approach that integrates AI-assisted platforms with face-to-face teaching to enhance students' English language proficiency.

Keywords: *online learning platforms; artificial intelligence; English language proficiency, EFL students, blended learning*

Introduction

Rapid technological advances throughout the 20th century have brought about fundamental changes in education. The emergence of internet-based learning platforms which now play a major role in contemporary education is the most significant development of this century. Examples of platforms that provide new, flexible, and highly interactive education for teachers and students include Google Classroom, Zoom, Microsoft Teams, BBC Learning English, and AI-powered applications such as ChatGPT, which offer highly sophisticated tools in education and become an integral part of students' learning activities, including their English language learning.

Since the COVID-19 pandemic, schools and universities have increasingly used technology to support distance learning. Many teachers now depend on digital platforms to deliver lessons and manage learning activities. This change has influenced ESL teaching by

enabling students to practice English more independently in listening, speaking, reading, and writing, as well as by providing easier access to various learning materials.

In an increasingly globalised world, mastering English is more important than ever. English is the primary language of business, science, and digital content, as well as being the language of international communication. Likewise, improving students' English proficiency and fluency is a key educational goal, especially in non-native English-speaking countries. The integration of online platforms into English language education presents both opportunities and challenges. On one hand, students can learn independently, practice skills at their own pace, and receive instant feedback from intelligent systems. On the other hand, not all students benefit equally differences in motivation, internet access, digital skills, and the quality of content can influence the outcomes significantly.

Lisa Rakhmanina et al., (2020) The results of their study show that most students are interested in online learning. Online learning is considered more fun and flexible.

Daun Rara et al., (2022) There is no significant effect between online learning on English students at SMA NEGER 12 MAKASSAR.

Hesti Aulia Indrasari et al., (2024) Research findings highlight a positive overall reception among students regarding the implementation of the Duolingo application for English vocabulary learning in STAR course.

Cakrawati (2017) found that students responded positively to the use of online learning platforms. They also believed that online learning is environmentally friendly, as it reduces paper use for assignments.

Khaled Besher Albesher, ESL students at Saudi universities still face difficulties in academic writing despite receiving specific instruction. This study examines the use of Google Docs as a collaborative writing tool to help improve their writing skills.

Liu et al. (2020) reported that students who used collaborative platforms such as Google Docs developed better writing organisation and grammatical accuracy.

An online learning platform is a digital-based learning system or medium that allows the teaching and learning process to take place over the internet, without the need for face-to-face meetings. Main idea: Provide flexible learning access (anytime and anywhere). Provide digital learning materials such as videos, texts, quizzes, and assignments. Facilitate online interaction between teachers and students. Support both independent and collaborative learning. Examples of platforms: Google Classroom, Moodle, Coursera, Ruangguru, Zoom (for online classes)

English Language Proficiency Definition / Idea English language proficiency is a person's level of ability to use English effectively and appropriately in various contexts. Main Idea: Measures The main idea of this section is to measure comprehensive English language proficiency. Comprehensive English language proficiency involves four main skills: listening, speaking, reading, and writing. It is essential for academic, professional, and international communication. Common assessments used to measure proficiency include TOEFL, IELTS, and TOEIC.

The Relationship Between English Language Proficiency and Online Learning Platforms Online learning platforms serve as effective tools for improving English language skills.With the help of these platforms, students can improve their English in a flexible and organised way without being constrained by time or location. The four primary skills of English language proficiency—listening, speaking, reading, and writing—are directly trained using a range of interactive resources offered by online learning platforms, including learning videos, listening exercises, discussion boards, tests, and writing assignments. Additionally, communication tools like discussion boards and video conferencing let students practice speaking and engaging in English in authentic contexts. Thus, using online learning platforms not only facilitates access to learning but also serves as a strategic tool for

improving English proficiency, whether for academic, professional, or global communication purposes.

According to Almahasees et al. (2021), the integration of these platforms increases flexibility, accessibility, and the ability to cater to different learning styles. With advancements in AI and adaptive learning systems, many of these tools can now personalize content according to the learner's level.

The interview findings revealed that e-learning did not significantly enhance students' English proficiency. Several challenges were identified, including technical problems and difficulties in applying teaching strategies that are effective in traditional classrooms. Overall, the results showed that students in Kuwait had a negative perception of online learning. Although e-learning offers valuable opportunities to support learning, it needs to be implemented effectively to increase student engagement. Therefore, it is important to evaluate schools' readiness and develop supporting programs and strategies to help students achieve better mastery of the English language.[1] The use of e-learning has a positive influence on reading comprehension for high school students.[2]

Ilmi HL at al. The Covid-19 pandemic in early 2019 caused major changes in education, as all teaching activities moved online. Teachers had to adjust their teaching methods, materials, and activities to fit online learning. When the situation improved and restrictions were lifted, schools and universities returned to offline or blended learning. This required teachers to adapt again, since learning was no longer fully online. However, because both teachers and students became familiar with virtual learning platforms during the pandemic, online meetings continue to be used as an alternative even after the pandemic ended (Santos, 2022; Jones & Sharma, 2020).[3]

Based prelamination research at SD N 1 Podomoro, SMP N 1 Pringsewu, SMK Muhammadiyah Pringsewu using questionnaire, the researcher found the online learning makes students more interest in learning English, online learning makes students more effective in learning English, online learning makes students more get information, online learning makes students more understand in learning English. The researchers found the problem with the interest of learning students using online on pandemic covid-19, especially in English learning.[4]

The present study examined how online learning programs affect EFL students' study time and learning frequency, highlighting the need for further research on students' engagement and outcomes. Considering the current level of technology and the increasing trend of online education, this study contributes by exploring the use of technological approaches in contrast to traditional teaching methods.[5]

The study provided strong evidence that virtual differentiated instruction has a significant impact on students' English language proficiency. Therefore, using virtual differentiated instruction to enhance the respondents' English skills is both effective and beneficial.

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[1] Ahmad A Alenezi, Manair A Alanezi, and Abdullah M Alazemi, "Impact of E-Learning on High School Students ' English Language Learning" 13, no. 4 (2024): 64–75, https://doi.org/10.5539/jel.v13n4p64.

[2] "International Journal of Social Science And Human Research The Impact of E-Learning on Reading Comprehension in High School Students" 05, no. 10 (2022): 4614–21, https://doi.org/10.47191/ijsshr/v5-i10-29.

[3] Siti Nurul, Ilmi Hl, and A B Sulthan Nurya, "An Analysis Of Students ' Speaking Hesitation In EFL Virtual Classroom" 22, no. 1 (2023): 45–52.

[4] Applied Lingu et al., "THE IMPACT OF ENGLISH ONLINE LEARNING ON STUDENT LEARNING INTEREST DURING THE COVID-19 PANDEMIC" 7, no. 2 (2021): 140–46.

[5] Dedi Aprianto and Lela Rahmawati, "International Journal of Social Science and Human Research Online Learning Platforms on Efl Students ' Learning Intensity and Frequency" 07, no. 09 (2024): 6928–39, https://doi.org/10.47191/ijsshr/v7-i09-25.

Child Hope Philippines, (2021) noted that the outbreak of the COVID-19 pandemic disrupted the conventional education system and required all educational stakeholders to quickly adjust in response to the significant changes caused by the crisis.

Gomez, (2016).To ensure that online teaching and learning run effectively, a suitable media platform supported by a stable internet connection is essential. Online learning platforms help organize instructional content and facilitate interaction with students, which is why they are widely used in schools, colleges, and universities. These platforms support inquiry-based and independent learning by enabling communication between teachers and students, even when they are not physically in the same place. As a result, meaningful interaction can still take place although the learning process is conducted virtually rather than face to face.

Raja and Nagasubramani (2018) state that information and communication technology plays an important role in expanding access to education and improving its quality and standards. When technology is integrated into online learning platforms, it offers a range of tools that assist teachers in managing their classes and course materials more effectively.

Considering the extensive adoption of online learning tools in contemporary education, examining their actual influence on students' English language proficiency has become increasingly important. This concern is particularly relevant at the high school level, where learners are strengthening their language abilities as a foundation for future academic pursuits and career demands. Accordingly, this study investigates the ways in which online learning platforms either support or limit the development of English language skills among high school students within the current digital learning context.

Research Method

This study used a quantitative descriptive research design to examine the effect of online learning platform use on high school students' English language skills. The quantitative approach was chosen because it allows researchers to statistically analyze data obtained through tests, surveys, and questionnaires, ensuring objective and measurable results. This research design aims to identify patterns, trends, and relationships between the use of online learning media and improved student performance in the four main English language skills: listening, speaking, reading, and writing.

1. *Research Variables*

a. Independent Variable (X): Use of online learning platforms (frequency, type, and intensity)
b. Dependent Variable (Y): English language proficiency (measured through skills-based assessments and standardized comprehension skills)

2. *Population and Sample*

a. Population: This study consists of 11th-grade students enrolled in an English program at a selected MA who are exposed to online learning platforms.
b. Sample: will be selected using a purposive sampling method, focusing on students who regularly use one or more online platforms for English language learning (e.g., ChatGPT, YouTube, Google Classroom, or other AI platforms).
    1) Have internet access and basic digital literacy.
    2) Willingness to participate in the survey and language proficiency test.
    3) A total of 20 students will be targeted, subject to availability and school permission.

3. *Instrument Validity and Reliability*

To ensure the reliability and validity of the instrument:

a. The questionnaire will be validated by research students and tested in a pilot study before full use.
b. The English proficiency test will be based on a standard format.

4. *Technique of Data Collection*

To obtain valid and reliable data, the following instruments and methods are used:

a. Questionnaire A structured questionnaire will be given to assess students' habits and frequency in using the platform.
b. Online learning Types of tools used.g., YouTube, ChatGPT, depending on which one will be chosen later.)
c. Student effectiveness and engagement with the tool.

Resulth

This section reports the quantitative findings based on questionnaire responses from 20 eleventh-grade students about their experiences with online learning platforms in English classes.

Students' Perceptions of AI-Based Learning Platforms

In general, the results show that students have positive views toward the use of artificial intelligence (AI)-based platforms. As presented in Table 1, most students (65%) strongly agreed that AI-based platforms help them better understand English learning materials, and 20% also agreed with this statement. Some students (10%) chose a neutral response, indicating that the effectiveness of AI tools may depend on personal learning preferences and learning conditions. Only a small number of students (5%) disagreed, suggesting that AI-based platforms are not equally effective for all learners.

These findings suggest that AI-based platforms are perceived as beneficial learning tools, although their effectiveness varies depending on users and learning situations.

Table 1. Students' Perceptions of AI-Based Learning Platforms (N = 20)

Response Category	Frequency	Percentage
Strongly Agree	13	65%
Agree	4	20%
Neutral	2	10%
Disagree	1	5%
Strongly Disagree	0	0%
Total	**20**	**100%**

Students' Perceptions of Online Learning Platforms (Zoom, Google Classroom, etc.)

By contrast, students tended to have negative views of general online learning platforms such as Zoom and Google Classroom. Based on the data in Table 2, most students (70%) felt that online learning was not more effective than face-to-face classes. In addition, 20% of the students strongly believed that online instruction could not match in-person learning. Only a few students (10%) were unsure, and none of the respondents considered online learning to be more effective than classroom-based instruction.

Students reported that face-to-face learning enables better understanding of teachers' explanations and more direct interaction, which facilitates comprehension of English materials.

Table 2. Students' Perceptions of Online Learning Platforms Compared to Face-to-Face Learning (N = 20)

Response Category	Frequency	Percentage
Strongly Agree	0	0%
Agree	0	0%
Neutral	2	10%
Disagree	14	70%
Strongly Disagree	4	20%
Total	**20**	**100%**

Summary of Quantitative Findings

Overall, the findings indicate that most students view AI-based learning platforms positively, with 85% stating that these tools help them learn English more effectively. In contrast, online platforms used for virtual classes are seen as less effective than traditional classroom learning, as 90% of students expressed disagreement with their effectiveness. These results suggest that although AI-based tools can provide useful learning support, students still value face-to-face interaction as the most effective way to develop their English skills.

Discussion

An online learning platform is a digital-based learning system or medium that allows the teaching and learning process to take place over the internet, without the need for face-to-face meetings. Main idea: Provide flexible learning access (anytime and anywhere). Provide digital learning materials such as videos, texts, quizzes, and assignments. Facilitate online interaction between teachers and students. Support both independent and collaborative learning. Examples of platforms: Google Classroom, Moodle, Coursera, Ruangguru, Zoom (for online classes)

English Language Proficiency Definition / Idea English language proficiency is a person's level of ability to use English effectively and appropriately in various contexts. Main Idea: Measures comprehensive English language proficiency Includes four main skills: 1. Listening 2. Speaking 3. Reading 4. Writing Used for academic, professional, and international communication Examples of measurements: TOEFL, IELTS, TOEIC.

Based on the interviews conducted, information was obtained regarding the use of online learning platforms, as well as the problems and impacts on student learning.

1. Online Platforms Used The interviews revealed that students and teachers use several online platforms in the learning process, including Zoom, Google Classroom, ChatGPT, and Gemini.

a. Zoom is used as a synchronous learning medium (face-to-face online) for delivering material, discussions, and direct Q&A sessions.
b. Google Classroom is used as a learning management tool, such as for collecting assignments, distributing materials, and delivering announcements from teachers to students.
c. ChatGPT and Gemini are used as artificial intelligence-based platforms that assist students in finding information, understanding material, and completing school assignments.

2. Common Problems in Using Online Platforms Interview results indicate several common obstacles and problems experienced while using online learning platforms, namely:

a. Internet network problems, such as unstable or intermittent connections, disrupt the smooth learning process, especially when using Zoom.
b. Difficulty understanding teacher explanations, as online material delivery is considered less effective than face-to-face learning. However, this level of understanding depends heavily on the type and difficulty of the material being presented; some materials are easy to understand, while others are difficult.
c. Laziness to learn and thinking emerges, as students find it easier to find answers from platforms like ChatGPT and Gemini. This has the potential to reduce critical thinking skills and independent effort in completing assignments.

3. Positive Impacts of Using Online Platforms Despite various obstacles, interview results also indicate a positive impact from using online learning platforms. Students find it helpful because:

a. They can learn independently, seek additional references, and review material at any time through the available platforms.
b. Platforms such as ChatGPT and Gemini can help explain unfamiliar material in simpler language.
c. Learning becomes more flexible and allows students to access information quickly and broadly.

The results of this study show clear differences in how students perceive various online learning tools used in English classes. Based on the quantitative data, most students responded positively to artificial intelligence (AI)-based platforms such as ChatGPT and Gemini. In contrast, general online learning tools like Zoom and Google Classroom were viewed as less effective when compared to face-to-face instruction.

The questionnaire findings indicate that 85% of students agreed or strongly agreed that AI-based platforms support their English learning. This result implies that AI tools offer meaningful advantages, especially by providing quick explanations, allowing flexible learning access, and delivering responses that match individual learning needs.

However, despite the overall positive perception, 10% of students expressed neutral responses and 5% disagreed with the effectiveness of AI platforms. This indicates that AI-based learning tools are not equally effective for all learners. The variation in responses can be attributed to differences in learners' digital literacy, learning preferences, and contextual needs. This finding supports previous studies which argue that technology effectiveness depends on how learners interact with the tools rather than the technology itself (Almahasees et al., 2021).

In contrast, the results demonstrate a strong preference for face-to-face learning over online learning platforms used for virtual instruction. A total of 90% of students disagreed or strongly disagreed that platforms such as Zoom and Google Classroom are more effective than face-to-face learning. Students reported better understanding of teachers' explanations and more effective interaction during in-person classes. This finding is consistent with **Constructivist Theory** (Vygotsky, 1978), This highlights the importance of social interaction and direct guidance in the learning process. Face-to-face learning allows students to receive immediate feedback, understand explanations more clearly, and build stronger interactions with teachers, all of which are essential for effective language learning. The findings also support earlier studies reporting mixed outcomes of online learning in EFL contexts. While some research highlights the flexibility and accessibility of online platforms (Raja & Nagasubramani, 2018), other studies indicate that online learning may reduce comprehension and motivation when not supported by effective instructional strategies (Daun Rara et al., 2022). The present study reinforces this view by showing that online

platforms function more effectively as supplementary tools rather than as full replacements for traditional classroom instruction.

Overall, the discussion of the quantitative results suggests that AI-based platforms can significantly enhance English language learning when used to support independent study, material reinforcement, and clarification. However, for core instruction and complex material explanation, students still rely heavily on face-to-face learning. Therefore, a blended learning approach that integrates AI tools with direct classroom instruction may provide the most effective learning environment for improving students' English language proficiency.

Conclusion

Using online learning platform offers both benefits and challenges.Teaching challenges,difficulty understanding, and decreased motivation to learn require attention. However, if used wisely and with teacher supervision, online platforms can also be an effective tool for enhancing student learning independence.

However, the results of this study also indicate that common online learning platforms used for virtual instruction, such as Zoom and Google Classroom, are considered less effective than face-to-face learning. Most students expressed a preference for live classroom interaction, which allows for clearer explanations, immediate feedback, and more meaningful communication between teachers and students. This highlights that online instruction alone may not fully meet students' learning needs, particularly for complex language skills.

Overall, this study suggests that online learning platforms should not be considered a substitute for traditional instruction, but rather as a complementary tool. Therefore, a blended learning approach that combines face-to-face instruction with AI-assisted platforms is recommended to maximize the benefits of technology while maintaining effective teaching interactions. By integrating these two approaches, students' English language skills can be developed more optimally and sustainably, using blended learning.

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