



Students' Perception on Offline-Online Learning in Speaking Class of English Education Study Program in Universitas Negeri Padang

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Abstract

Speaking is one of the challenging skills for students to master because they must use the skill whenever they interact in an English setting. Speaking has always been regarded as one of the most essential skill to master in the history of English language teaching and learning. The aimed of this research was to investigate the advantages and disadvantages of online – offline learning in speaking for formal interaction class of English Education Study Program in Universitas Negeri Padang and to describe what the students think of offline and online learning (students' engagement). This research employed a descriptive qualitative study. The respondents of this research were 85 students which were Class 3, 4 and 5 at third semester English Education Study Program in UNP who become the sample of this research. This study used open and closed-ended questionnaire. This research found that there were 5 advantages of offline and 5 advantages of online learning then also there were 4 disadvantages of offline and 5 disadvantages of online learning based on the students' preference. Mostly the students have good engagement while learning speaking in offline rather than in online class. The students have big eager to participate speaking class in offline learning rather than online. They said that in offline class, they always actively participate, whether responding to the lecturer's questions or making presentations in class. Mostly the students answered it was easy or not too difficult to complete the task while studying speaking in offline learning. And also the students feel excitement and challenging while studying speaking in offline class rather than online.

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INTRODUCTION

Online learning is a structured learning activity that uses technology with Internet-based tools and resources as a delivery method for instruction, research, assessment, and communication. Virtual learning systems or online learning systems are learning systems that incorporate internet connections into the teaching process.

Learning activities that incorporate the internet are meant to enhance connection between educators and students, even if it is not face to face.

Since recently the Covid-19 hasn't been an issue in Indonesia anymore, the education system has been back to face to face learning. However in Universitas Negeri Padang, there are some subjects which were taught using both online and offline learning. Offline education is the traditional counterpart to online education. Offline learning is mainly unaffected by technical constraints and provides students with an excellent opportunity to create and maintain a regular schedule (Norman, 2020). Even while online learning is regarded to be the way of the future in education, it will never entirely replace traditional learning.

Goyal (2012) states that there are several considerations in implementing offline-online learning. Basically, learning is a socio-cognitive activity, so not all students will be suitable for this method. Some students can feel bored quickly in front of the computer, others can assume has more freedom in learning. In the future, online learning will continue to develop as an alternative to traditional learning. However, the implementation of offline-online learning has several problems as summarized by Pratama & Mulyati (2020), namely low mastery of technology, limited facilities and infrastructure, internet networks, costs, and decreased motivation of teachers and students because they are bored with using this technology. Even so, offline-online learning also has several advantages, including research from Sadeghi (2019) those are study anywhere and anytime, saving a significant amount of money, no commuting, and the flexibility. In several studies, it is stated that online learning can provide equivalent results to offline learning in speaking class.

Speaking is one of the challenging skills for students to master because they must use the skill whenever they interact in an English setting. Speaking has always been regarded as one of the most essential skill to master in the history of English language teaching and learning. The ability to communicate in English as the target language is a criterion for successful language learning. In other words, poor speaking ability is one of the indicators of foreign language learning failure. The truth is that the majority of students still view speaking as the most challenging ability to learn (Hinkel, 2005). Even if a student receives a high English score in other skills such as listening, writing, and reading, this does not guarantee that he or she will be able to communicate in English fluently in everyday situations (Umasitah: 2014).

METHOD

This was a descriptive qualitative study. According to Gay (2000), descriptive research entails gathering data to answer questions about the current state of the subject of study. A descriptive determines and reports on the state of things. In this research, the researcher used purposive sampling technique since from the five classes of population, there are only three classes which used offline and online learning in speaking subject. Therefore, there were 85 students in Class 3,4 and 5 at third semester of English Education Study Program in UNP who became the sample of this research.

Questionnaires were used as research instruments in this study. This study's questionnaires were opened and closed-ended. A closed questionnaire designed to assess EFL students' perceptions of online-offline learning in the speaking class. Respondents were asked to select one of two answers to questions. Meanwhile open-ended questionnaire was used for investigating the students' engagement in offline and online class; closed ended questionnaire for investigating the students' perception related to the advantages and disadvantages of offline and online learning. The data collected from the questionnaires were analyzed using the Microsoft Excel. Furthermore, when analyzing the interview results, the researcher used Miles and Huberman's interactive data analysis model (1994). The data analysis is divided into three sections: (1) data reduction, (2) data visualization, and (3) drawing and validating conclusions.

RESULT AND DISCUSSION

Research Finding

The Advantages and Disadvantages of Online – Offline Learning in Speaking for Formal Interaction Class

The researcher observed the advantages and disadvantages of online-offline learning in speaking class using theory from Damayanti (2020). The researcher used closed-ended questionnaire (yes/no) with total 39 questions related to the advantages and disadvantages of online-offline learning in speaking class which divided into 10 indicators for each offline and online learning. The questionnaire was filled up by the students through google form with the result in the table below.

Table 1. Questionnaire Analysis Result of The Advantages and Disadvantages of Online – Offline Learning in Speaking for Formal Interaction Class

No	Indicators	Yes	No
	Offline Learning (face to face)		
	(+) Students' Concentration		
1.	I concentrate more studying English speaking offline.	90,1%	9,9%
2.	I'm more focused studying speaking in offline class.	90,2%	9,8%
	(+) Teaching Clarity		
3.	I think the lecturers' explanation in offline learning is clearly.	97,6%	2,4%
4.	I can easily understand what the lecturer's say while studying offline.	98,8%	1,2%
	(+) Communication		
5.	I feel free to communicate to the lecturers in offline learning without worrying the connection problem.	100%	0
6.	I can easily discuss with some friends in offline class.	97,6%	2,4%
7.	I believe offline learning provides more opportunity to communicate mith my friends and my lecturers.	97,6%	2,4%
	(+) Students' Participation		
8.	I participate more in offline learning.	79,3%	20,7%
9.	My classmates are more active in offline learning.	87,8%	12,2%

	(+) Teaching Guidance to Students		
10.	I can get guidance directly from my lecturers in offline learning.	97,6%	2,4%
11.	I feel helped when the lecturers assist me while i got confused in offline class.	97,6%	2,4%
	(-) Students' Expenses		
12.	I need to spend more money to study in offline learning, such as having printed materials.	74,1%	25,9%
13.	I must spend money on transportation to go to campus to study offline.	69,5%	30,5%
	(-)The Process of Learning		
14.	We barely re-study the material in the class because offline learning cannot be re-played.	67,1%	32,9%
15.	I cannot record the teaching and learning activities in the classroom.	56,1%	43,9%
	(-) Waste of time and resources		
16.	It takes hours for me to go to campus.	19,5%	80,5%
17.	I need more resources to study offline.	85,4%	14,6%
	(-) Flexibility		
18.	I think face-to-face learning is be less flexible since it can only be done in a classroom.	49,4%	50,6%
19.	I think studying English offline limits the time and the place to learn.	54,9%	45,1%
	(-) Class Discipline		
20.	I get so many distractions while studying in offline learning.	20,7%	79,3%
	Online Learning		
	(+) Cost effectiveness		
21.	I can save more money by having online class.	73,2%	26,8%
22.	I dont need to pay for the transportation if I study online.	90,2%	9,8%
23.	I think Internet data is cheaper than transportation expenses.	43,9%	56,1%
	(+) Ease of Access		
24.	I can study English from everywhere online.	95,1%	4,9%
25.	I dont need to come to campus to study online.	96,3%	3,7%
	(+) Flexibility		
26.	I think the schedule for online learning is more flexible than offline.	73,2%	26,8%
27.	I can study anytime without going anywhere in online class.	90,2%	9,8%
	(+)Time Effectiveness		
28.	I can save more time to study online because I dont need to prepare to go to campus.	90,2%	9,8%
	(+) High level of confidence		

29.	I become more confidence while studying online.	54,9%	45,1%
30.	I got less anxiety while studying in online.	69,5%	30,5%
	(-) Internet Connection		
31.	I sometimes get problem with the internet connection when studying online.	90,2%	9,8%
32.	I need to have good internet connection to study online.	93,9%	6,1%
	(-) Lack of Interaction		
33.	I think the interaction between students and lecturers is limited while studying online.	90,1%	9,9%
	(-) Lack of concentration		
34.	It sometimes difficult for me to pay attention while study online.	82,9%	17,1%
	(-) Lecturer's Explanation		
35.	Sometimes the audio was breaking and I hardly heard the lecturer's explanation so that it made it quite unclear.	95,1%	4,9%
36.	It is hard for me to understand the material when I study online.	70,7%	29,3%
	(-) Health Problems		
37.	Sometimes my eyes hurt because I stare at the screen for too long and too often when studying online.	86,6%	13,4%
38.	My neck and my back hurt for sitting too long in front of the laptop.	90,2%	9,8%
39.	I think the internet radiation while online learning may affect some health problems.	95,1%	4,9%

Regarding to the questionnaire result for the advantages of offline learning, all of the students (100%) of students answered yes that they feel free to communicate to the lecturers in offline learning without worrying the connection problem. Mostly students (98%) can easily understand what the lecturer's say while studying offline. Moreover, mostly of them also (97%) think that the lecturers' explanation in offline learning is clearly, they can easily discuss with some friends in offline class. They believe offline learning provides more opportunity to communicate with their friends and their lecturers. They can also get guidance directly from my lecturers in offline learning and feel helped when the lecturers assist me while they got confused in offline class. For the disadvantages of offline learning, there were 85% of students answered they need more resources to study offline. Moreover, there were more than half of total students (60-70%) answered that they need to spend more money to study in offline learning, such as having printed materials. They must spend money on transportation to go to campus to study offline. They also barely re-study the material in the class because offline learning cannot be re-played. For the rest of questions, there were less than half of students who answered yes for the disadvantages of offline learning in speaking class.

For the advantages of online learning, mostly the students (>90%) answered yes that they can study English from everywhere online. They don't need to come to campus to study online and don't need to pay for the transportation if they study online. They can study anytime without going anywhere in online class, they can save more time to study online because they don't need to prepare to go to campus. For the disadvantages of online learning, most of students (>90%) answered yes that they sometimes get problem with the internet connection when studying online. They need to have good internet connection to study online. They think the interaction between students and lecturers is limited while studying online. Sometimes the audio was breaking and they hardly heard the lecturer's explanation so that it made it quite unclear. Their neck and my back hurt for sitting too long in front of the laptop, and they think the internet radiation while online learning may affect some health problems. Moreover, 80% of students confirmed that it sometimes difficult for them to pay attention while study online and sometimes their eyes hurt because they stare at the screen for too long and too often when studying online. The summary of questionnaire result can be seen in the following table.

Table 2. Summary of Questionnaire Result

No	Summary of Questionnaire Result	Mean	
		Yes	No
1	Advantages of Offline learning	93,50%	6,50%
2	Disadvantages of Offline learning	51,74%	48,26%
3	Advantages of Online learning	79,76%	20,24%
4	Disadvantages of Online learning	87,79%	12,21%

Regarding to the summary of questionnaire result above, the advantages of offline learning (93,50%) got higher percentage than the advantages of online learning (79,76%). Then, mostly the students answered that online learning(87,79%) has higher percentage for the disadvantages indicators than offline learning (51,74%). It can be concluded that the students preferred more to study speaking in offline rather than online class.

The Students' Experience (Engagement) on Offline and Online Learning

Regarding to the questionnaire result, some students answered that they got difficult to access the internet and other software when studying speaking in online class but some others do not. It means that internet access and the software are not difficult to access by the students since mostly the area in Indonesia has good internet connection yet. Therefore based on the open ended questionnaire result related to the students' experience or engagement of online-offline learning, it can be concluded that mostly the students have good experience and engagement while learning speaking in offline rather than in online class. The students have big eager to participate speaking class in offline learning rather than online. They said that in speaking class, they always actively participate in class, whether responding to the lecturer's questions or making presentations in class. Mostly the students answered it was easy or not too difficult to complete the task while studying speaking in offline learning. And also the students feel excitement and challenging while studying speaking in offline class rather than online.

Discussion

This research was aimed to investigate the advantages and disadvantages of online – offline learning in speaking for formal interaction class of English Education Study Program in Universitas Negeri Padang and to describe what the students think of offline and online learning (experience, feeling, or engagement). The result of the research found that there were five advantages of offline learning based on the students' preference, namely; teaching clarity (the lecturers' explanation in offline learning is clearly), communication (the students feel free to communicate to the lecturers in offline learning without worrying the connection problem), teaching guidance to students, students' concentration (the students can get guidance directly from my lecturers in offline learning), and students' participation (the students participate more in offline learning). The disadvantages of offline learning; students' expenses (the students need to spend more money to study in offline learning, such as having printed materials and transportation), the process of learning (offline learning cannot be re-played), waste of time and resources (it takes hours for me to go to campus and need more resources to study offline), flexibility (studying english offline limits the time and the place to learn), and class discipline (the students get so many distractions while studying in offline learning).

This finding was confirmed a theory from Chien (2014) who stated that in offline classrooms, students are also believed to have more opportunities to build a two-way interaction with the teacher for a better understanding of the material discussed. This is one of the advantages of offline learning. Damayanti and Rachmah (2020) also assumed that in offline classrooms, teachers were able to communicate directly with learners and provided immediate feedback during the teaching and learning process. However, it is also important to note that “conventional (offline) classrooms also tend to be teacher-centered where teachers dominate the classroom and are the primary source of information and students have fewer chances to interact with each other (Ameliana, 2017). This issue becomes one of the disadvantages of offline learning.

Furthermore, there were five advantages of online learning based on the students' preference, namely; ease of access (the students can study English from everywhere online), time effectiveness (they can save more time to study online because they dont need to prepare to go to campus), flexibility (the schedule for online learning is more flexible than offline), cost effectiveness (they save more money by having online class), and high level of confidence (they become more confidence while studying online). The disadvantages of online learning; internet connection (the students need to have good internet connection to study online), health problems (the internet radiation while online learning may affect some health problems), lack of interaction (the interaction between students and lecturers is limited while studying online), lack of concentration (it is difficult for the students to pay attention while study online), and lecturers' explanation (it is hardly to hear the lecturer's explanation). This research findings was in line with Dennen and Bonk, (2007, as cited in Kim and Frick 2011), who suggested that to drive a positive atmosphere for students' active participation in the learning process, motivational strategies need to be incorporated in online courses. For instance, a participant in this study said he was once experiencing a motivational online learning in a course where

the teacher provided attractive activities and assignments, and he always took part in every discussion. Moreover, a previous study found that teacher's involvement in online learning such as giving guidance with course materials and assignments and/or feedback on assignments could give satisfaction to students in online learning (Richardson and Swan, 2003).

This research also found that mostly the students have good experience or engagement while learning speaking in offline rather than in online class. The students have a big eager to participate speaking class in offline learning rather than online. They said that in speaking class, they always actively participate in class, whether responding to the lecturer's questions or making presentations in class. Mostly the students answered it was easy or not too difficult to complete the task while studying speaking in offline learning. And also the students feel excitement and challenging while studying speaking in offline class rather than online. In regard to this finding in this study, online learning has some challenges that need to be faced by students. Students felt it was inconvenient to check their online tools every time, but if they did not do that, they could miss any updated information. Correspondingly, due to deadlines in submitting assignments, and the rule in the quiz given, students admitted that online learning was more challenging than offline learning. The pressure was also heavier compared to classroom meeting (Roberts and McInnerney, 2007).

CONCLUSION

The advantages and disadvantages of offline-online learning in speaking for formal interaction class of English Education Study Program in Universitas Negeri Padang are: (1) There were five advantages of offline learning based on the students' preference, namely; teaching clarity (the lecturers' explanation in offline learning is clearly), communication (the students feel free to communicate to the lecturers in offline learning without worrying the connection problem), teaching guidance to students, students' concentration (the students can get guidance directly from my lecturers in offline learning), and students' participation (the students participate more in offline learning); (2) The disadvantages of offline learning; students' expenses (the students need to spend more money to study in offline learning, such as having printed materials and transportation), the process of learning (offline learning cannot be re-played), waste of time and resources (it takes hours for me to go to campus and need more resources to study offline), and flexibility (studying English offline limits the time and the place to learn); (3) There were five advantages of online learning based on the students' perception, namely; ease of access (the students can study English from everywhere online), time effectiveness (they can save more time to study online because they don't need to prepare to go to campus), flexibility (the schedule for online learning is more flexible than offline), cost effectiveness (they save more money by having online class), and high level of confidence (they become more confidence while studying online); (4) The disadvantages of online learning; internet connection (the students need to have good internet connection to study online), health problems (the internet radiation while online learning may affect some health problems), lack of interaction (the interaction between students and lecturers is limited while studying online), lack of

concentration (it is difficult for the students to pay attention while study online), and lecturers' explanation (it is hardly to hear the lecturer's explanation). Suggestions for future research, other instruments such as interview and survey can be used to collect data, so large participants can be used

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