

EFFECTIVENESS OF ONLINE VS OFFLINE CLASSES FOR EFL CLASSROOM: A STUDY CASE IN A HIGHER EDUCATION

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Abstract: With the increasing development of technology, online teaching is more readily accepted as a viable component in teaching and learning. Online and Offline class, particularly in developing countries, in its early stages and not without its challenges. This study exposed 16 EFL students of university Ibnu Khaldun responses to an online classroom and offline classroom. And investigates common student perceptions of the online lesson as compared with offline lessons to identify the effectiveness between online and offline class. The method use data analysis adopted from questionnaires using qualitative (Likert scale questions) and quantitative (open-ended questions) approaches provided data for content analysis to determine common student perception. The result, more students associated in-class lessons. They felt more interest, due to better understanding, classroom interaction with the lecturer and student, and enjoy during the lesson. The student prefer to the offline learning than online learning.

Keywords: *Online class, Offline class and English Foreign Language (EFL)*

INTRODUCTION

In this digital era, there are many ways to extend learning materials. Classical conditioning or face-to-face attending is one of unconscious learning method and the most straightforward way in which is humans can learn. With the increasingly development of technology, the teachers use the online method as one of the learning media that makes it easier for students to obtain materials. Online learning provides exciting opportunities for not only increasing the reach of education and reducing its cost, but, most important to us, for increasing the quality of teaching and learning. However, there are many things to consider in the use of online classes.

(Wright, 2017) reveal that 58% from 112 students associated in-class lessons with higher motivation and more interest, due to better understanding, valued classroom interaction with the lecturer and peers, and input from the lecturer as the result of her study. Attendance in class is one of procedure to obtain and understand the materials deeper. However, as the student's employees, distance and time are two of preventing factors for them to attend the class.

For the purpose of this study, which uses an online classes vs offline class. While research focus on student perception of online and offline classroom. Researcher wants to know deeply the EFL students understand the materials using offline and online class methods. This study exposed 16 responses from EFL university student Ibnu Khaldun, about the effective use of online class and offline class. Questionnaires distributed through quantitative

(Dichotomous questions and Likert scale) and qualitative (open-ended questions) approaches provide data on analyzing the use of online class and offline class.

Online vs Offline class.

New technologies and online learning are appealing more people than ever before. Whether for a busy professional, or students facing multiple deadlines, online learning can attract as a way to study from the comfort of our home environment. Taking languages lessons from a lecturer using an online tool such as google classroom, can mean getting one-to-one lessons at a reduced cost. Hackman and Walker as cited at (Mike Allen, 2002) noted that the technology can influence learning outcomes.

(Tallent-Runnels, 2006) state that Online classes are courses that are delivered completely on the Internet. Web-based education uses the Internet and communication technologies, set from the Internet as a research tool to taking online classes. In some instances, the Internet is also used to supplement instruction, as in the use of a website to communicate information to students who are in a face-to-face class.

The term online education is also used to describe any courses that are delivered to students who are not present in the same room. These might be delivered via WhatsApp, online courses, and google classroom. E-learning may be used to describe any learning that is electronically mediated or facilitated by transactions software Zemsky & Massy cited at (Tallent-Runnels, 2006).

(Mike Allen, 2002) said that some people may prefer the distance learning option because of certain advantages that a virtual or a distance classroom provides. Students participating in interactive online classes showed the satisfaction with the technological experience when it worked well and did not impede channel transferences. Students may resist the use of technology for several reasons' technology seems more likely to break down, students may be unused to working with machines, and students may feel that the mediated experience cannot fully replace the live classroom.

Teachers' proficiency in spoken language as the model for students in class has become a critical issue in language learning. Nations (2003) stated that learning English in a well-balanced foreign and second language contexts is through the four strands of (1)focused on input (listening and reading), (2)focused on output (speaking and writing), (3) language focused learning (attention to language features) and (4) fluency development (working with known materials). He further argued that when learners speak in the same language in class, the use of the first language can be natural easier and more communicatively effective.

(Sullivan, 2011) state that teachers' oral proficiency in the target language is a significant factor in both teaching effectiveness and student learning. At least the teachers' classroom language involves telling the class what to do controlling behavior and explaining activities (Nation, 2003).

English Foreign Language (EFL)

(EFL) Williams & Burden (1997) contend that learning a foreign language is not simply learning the skills, rules or grammar; it involves self-image, cultural behavior and ways of being that impact on the social nature of the learner. English language instruction is needed by students to maximize the language exposure

Bliuc, as cited at (Wright, 2017) state that blended learning research needs to focus on the nature of how to integrate modes of learning such as face-to-face and on-line and consider the quality of students' learning experiences. With these points in mind, this study aims to prove whether online classroom learning (e-learning) is more effective than offline classroom learning (face-to-face) or in the contrary.

RESEARCH METHODOLOGY

This research procedure uses an approach that is centered on 16 students (EFL) and was carried out to ascertain their perception and effectiveness about online and also offline classroom. 16 students at Ibnu Khaldun University state, there are several levels of effectiveness in online and offline classes. Most of them consider that offline class is more effective than online class, showed from the number of students giving a percentage of the results of the questionnaire filling. Online classes are conducted by lecturers when lecturers cannot be present in the classroom, while offline classes are carried out according to the schedule that was set at the beginning of learning. Many students feel dissatisfied with the online class, because online class makes students unable to ask directly to the lecturer when they do not understand a material. The planning paradox has questioned the emphasis on lesson planning by highlighting that what actually happens in a lesson is a result of more complex interactions that are influenced by what is happening minute by minute between teacher and student (Harmer, 2007).

This research employed qualitative and quantitative design approaches, the analysis instrument being a questionnaire consisting of Open-ended question, Likert scale questions, and dichotomous questions. Quantitative data generated by the dichotomous and Likert scale questions were analyzed using descriptive statistics and frequency analysis. Qualitative data content, i.e. responses to open-ended questions, were analyzed and coded into some reason why they choose online/offline classes. Content analysis (Neuendorf, 2002) was used because it was not obtrusive, fitted the specific context of the study, and was suitable for a large quantity of data. Units of meaning for the qualitative analysis were phrases, sentences or more than one sentence indicating one category or sub-category item.

RESULT AND DISCUSSION

Effectiveness of online classroom(face-to-face)

Student effectiveness and preferences more students indicated a general effectiveness for face-to-face lessons. Of the 16 respondents, 42 students, or 37.5%, showed preference for the online lesson as compared with a total of 58% of students who preferred face-to-face lessons. In addition, 5 students, or 4.5% of the total sample, indicated preferences for both types of lessons.

Table 1. student's opinion about effectiveness of online classroom(n=16)

Level of effectiveness	Number of student	Percentage
Disagree	1	6,3 %
Neutral	11	68,8%
Agree	3	18,8%
Strongly agree	1	6,3%

Open-ended question data on effectiveness of online classroom fell into four areas: Disagree, neutral, agree, strongly agree. Some students, indeed 6,3% of all respondents, provided information as to why they disagree the effectiveness online classroom. Students who felt neutral for the effectiveness of online classroom, numbering 68,8%, 18,8% respondent state that online classroom was affective for their learning, and 6,3% of respondents, thought the online lesson more effective than offline classroom. Students reasons who were disagree and neutral for the effectiveness of online learning are listed below:

1. Students and lecturers cannot meet, so students do not understand the materials.
2. Because, the lecture give the assegment , without explaining the materi.
3. Make student difficult for devide time between work and study.
4. Difficult to read and understand the materials from media.
5. Less interaction between lecture and student.
6. Difficult to understand the materials.
7. Bad connection..
8. Not really efective.

Students reasons who were agree and strongly agree for the effectiveness of online learning are listed below;

1. Efisien time and places.
2. Fleksibel
3. Easier
4. Make easy student for getting learning.
5. An alternative way when you cannot face to face in learning
6. Can access everywhere

Effectiveness of offline classroom(face-to-face)

Findings for the Likert scale questions concerning students' effectiveness of offline classroom revealed in general that students perceived that they are strongly agree for the face-to-face lessons. Totaled data for 'strongly agree' and 'agree' categories show that 93,8% felt more effective for obtain the lesson during the face-to-face lesson, while 6,2% of students were in disagree and neutral level.

Table 1. student's opinion about effectiveness of offline classroom(n=16)

Level of effectiveness	Number of student	Percentage
Disagree	-	0 %
Neutral	1	6,3%

Agree	5	31,3%
Strongly agree	10	62,5%

The students were asked to detail reasons for their choices about effectiveness using an open-ended question. It was fell into four levels, first; Disagree, 0% of response show that they are disagree about the effectiveness of face-to-face learning. Second; 6,3% of response were in neutral level of this effectiveness. Third, 31,3% agree with the effectiveness of online classroom. Fourth, strongly agree, for this level students show 62,5% for the percentage. Student thought the offline classroom more effective than online classroom. Students reasons who were disagree and neutral for the effectiveness of offline learning are listed below:

1. Help student for more understand
2. Can understand about materi
3. Direct interaction in class

Students reasons who were agree and strongly agree for the effectiveness offline learning are listed below;

1. can easy to understand and interact with our lecture.
2. Because attendance is important.
3. More communication
4. Active to ask.
5. Lecture/teacher can analysis, when stuydent dont understand.
6. Make student active during the class.
7. We can ask more easy when we feel dont understand.
8. Guided directly and easier to understand.
9. Make student more concentration.
10. Face to face class more easy.
11. The student can ask about the materi specifically
12. Make student focus during the class.

Student's Preference

More students indicated a general preference for face-to-face lessons. Of the 16 respondents, 3 students, or 18,8%, showed preference for the online lesson as compared with a total of 72% of students who preferred face-to-face lessons. In addition, 1 students, or 6,2% of the total sample, indicated preferences for both types of lessons.

3. Table General preference for online class or offline class (n=16)

Preference for class method	Number of student	Percentage
Online class	3	18,8 %
Offline class	12	72%
Both of them	1	6,2%

Reasons given by students for their preferences as a response to an open-ended question revealed several common themes. Students indicating a preference for offline classroom, or 72% of the respondents, cited the following themes in their reasoning:

1. more or easier understanding in offline classroom than online classroom
2. directly ask the question to the lecture and more easy to understand
3. I am prevering for offline class
4. Obtain more lesson at offline class
5. Easier for undestand
6. Enjoy during the lesson
7. With offline class makes more efisien time.
8. More clearly during offline class.
9. In offline classes there are all aspects of learning
10. Online class more difficult to understand.
11. Can interact with lecturer or other students.
12. Easy to understanding.

Preferences for the online class, which accounted for 18,8% of the students, with categories related to (efisien place and time):

1. Can obtain the lesson in every where we want (comfort place)
2. shorter time
3. more flexible time and location

the researchers conclude that students preferring the offline class indicated the main reasons for their choice were that they gain better understanding in a classroom, due to opportunities for interaction to explanations with the lecturer or other students; The main reasons given by students preferring the online lesson were connected with comfort and convenience (of time and location).

CONCLUSION AND SUGGESTION

Conclusion

Based on the discussion by the previous part, the conclusion can be described as Offline learning more effective than Online learning. The student prefer the offline larning because, they more undertand the materials, more easy to communicate, student can focus, active and enjoy during the lesson. While online learning showed not effective because of several factors. There are Students and lecturers cannot meet and ask directly when they did not understand the materials, make student difficult for devide time between work and study, Less interaction between lecture and student and also they felt difficult to understand the materials. In the Conclusion from the result of analysis the writer found out the offline class more effective than online class.

Suggestion

Seeing the result of data analysis, the researchers suggest to use of online technology, materials and media in language learning must be skillfully implemented to enhance a course, but should not undermine the importance of face-to-face instruction with EFL teachers.

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