THE COMPARATIVE OF ONLINE AND OFFLINE LANGUAGE LEARNING METHODS: STUDENTS' PERCEPTIONS IN ENGLISH EDUCATION PROGRAMS

THESIS

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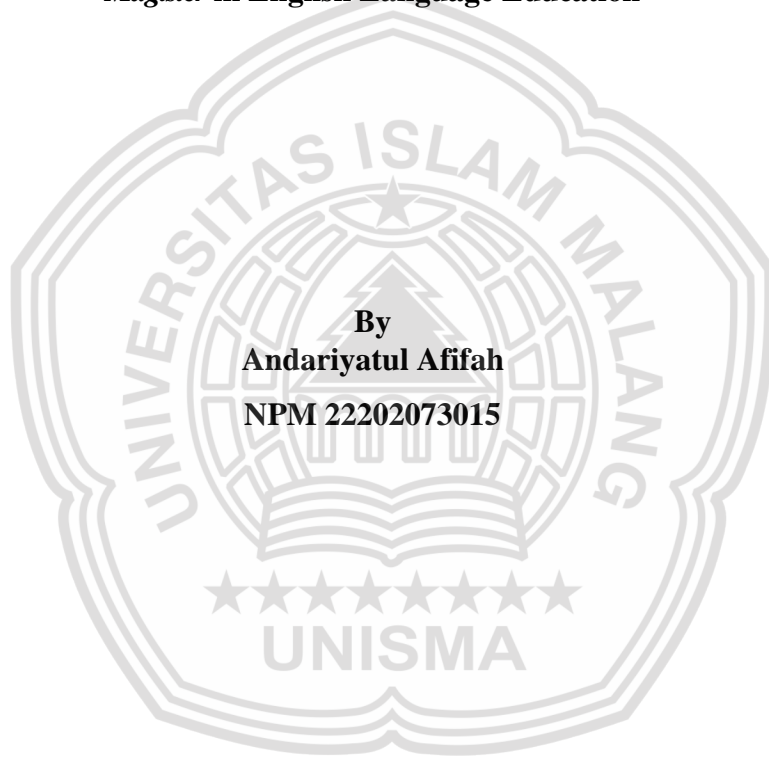
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THE COMPARATIVE OF ONLINE AND OFFLINE LANGUAGE

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Abstract

Afifah, Andariyatul. 2024. *The Comparative of Online and Offline Language Learning Methods: Students' Perceptions in English Education Programs.* Thesis. English Education Department. Program Pascasarjana, Universitas Islam Malang. Pembimbing: (I) Dr. Dwi Fita Heriyawati, S.Pd., M.Pd. (II) Dr. Muhammad Yunus, M.Pd.

Kata Kunci: *Pembelajaran online dan offline, pendidikan bahasa Inggris, Persepsi Siswa.*

Integrasi metode pembelajaran online dan offline dalam pendidikan bahasa Inggris telah memicu beragam perspektif mengenai efektivitasnya. Memahami persepsi dan preferensi siswa sangat penting untuk mengoptimalkan pendekatan pedagogi. Penelitian ini bertujuan untuk membandingkan pengalaman mahasiswa dalam lingkungan pembelajaran bahasa Inggris online dan offline di Universitas Islam Malang, dengan fokus pada pandangan mereka mengenai aksesibilitas, interaksi, keterlibatan, dan hasil belajar.

Pendekatan kualitatif digunakan dalam penelitian ini, yang melibatkan wawancara mendalam dan observasi terhadap lima siswa yang dipilih berdasarkan kriteria tertentu. Pesertanya terdiri dari tiga orang mahasiswa tingkat magister perempuan dan dua orang laki-laki dari berbagai latar belakang pendidikan dalam program Pendidikan Bahasa Inggris. Mereka dipilih untuk memastikan keterwakilan gender yang seimbang dan serangkaian kemahiran teknologi dan lokasi geografis yang berhubungan dengan kampus. Metode purposive sampling ini bertujuan untuk menjaring pemahaman menyeluruh tentang pengalaman mereka dengan metode pembelajaran daring dan luring.

Studi tersebut mengungkapkan bahwa meskipun pembelajaran online menawarkan fleksibilitas dan kenyamanan, kendala teknis dan kurangnya interaksi tatap muka menimbulkan tantangan yang signifikan. Sebaliknya, pembelajaran offline memberikan interaksi langsung, umpan balik langsung, dan lingkungan terstruktur, yang menumbuhkan disiplin dan keterlibatan. Kedua metode ini memiliki kelebihan dan tantangan unik, yang memengaruhi pengalaman siswa berdasarkan preferensi individu dan kemahiran teknologi.

Penelitian ini membandingkan pengalaman mahasiswa dalam pembelajaran bahasa Inggris online dan offline di Universitas Islam Malang, dengan fokus pada aksesibilitas, interaksi, keterlibatan, dan hasil belajar. Pembelajaran online menawarkan fleksibilitas namun menghadapi tantangan teknis dan kurang interaksi tatap muka. Pembelajaran offline memberikan umpan balik langsung dan lingkungan terstruktur namun kurang fleksibel. Studi ini menyimpulkan bahwa kedua metode memiliki kelebihan dan keterbatasan yang unik. Pendekatan pembelajaran campuran, yang menggabungkan kekuatan keduanya, direkomendasikan untuk meningkatkan fleksibilitas, keterlibatan, dan aksesibilitas, didukung oleh pelatihan teknis untuk siswa dan guru.

Abstract

Afifah, Andariyatul. 2024. *The Comparative of Online and Offline Language Learning Methods: Students' Perceptions in English Education Programs.* Thesis. English Education Department. Postgraduate Program, University of Islam Malang. Advisor: (I) Dr. Dwi Fita Heriyawati, S.Pd., M.Pd. (II) Dr. Muhammad Yunus, M.Pd.

Keywords: *Online and offline learning, English education, Student perceptions.*

The integration of online and offline learning methods in English education has sparked diverse perspectives regarding its effectiveness. Understanding student perceptions and preferences is critical to optimizing pedagogical approaches. This study aims to compare students' experiences in online and offline English learning environments at Malang Islamic University, focusing on their views regarding accessibility, interaction, engagement, and learning outcomes.

A qualitative approach was used in this research, which involved in-depth interviews and observations of five students who were selected based on specific criteria. The participants included three female and two male master's-level students from diverse educational backgrounds within the English Education program. They were chosen to ensure a balanced representation of genders and a range of technological proficiencies and geographical locations relative to the campus. This purposive sampling method aimed to capture a comprehensive understanding of their experiences with online and offline learning methods.

The study revealed that while online learning offers flexibility and convenience, technical obstacles and lack of face-to-face interaction pose significant challenges. Conversely, offline learning provides live interaction, immediate feedback, and a structured environment, fostering discipline and engagement. Both methods have unique advantages and challenges, influencing students' experiences based on individual preferences and technology proficiency. These findings emphasize the importance of balancing flexibility with meaningful engagement in both online and offline learning environments.

This study compares students' experiences in online and offline English learning at Universitas Islam Malang, focusing on accessibility, interaction, engagement, and learning outcomes. Online learning offers flexibility but faces technical challenges and lacks face-to-face interaction. Offline learning provides immediate feedback and a structured environment but lacks flexibility. The study concludes that both methods have unique advantages and limitations. A blended learning approach, combining the strengths of both, is recommended to enhance flexibility, engagement, and accessibility, supported by technical training for students and teachers.

CHAPTER I

INTRODUCTION

This study will provide detailed explanations regarding the background, questions, objectives, significance, scope, conceptual framework, and methodology of the research.

1.1 Background of Study

In this era of digital transformation, the landscape of education has significantly evolved, presenting abundant opportunities for enhanced learning experiences. With the abundance of internet resources and advances in technology, educators have seamlessly integrated online platforms into their teaching methodologies, thereby facilitating easier access to educational materials for students. Online education not only broadens access to learning but also holds the potential to elevate the quality of education imparted. However, it is imperative to approach online learning with caution, considering various factors that may influence its efficacy.

Online learning has revolutionized education by leveraging the internet and computer-based tools to deliver educational content. This mode of learning, also known as e-Learning or electronic learning, provides flexibility and accessibility for students to achieve specific learning objectives outside traditional classroom settings. According to (M. Syahrul Afandi & Asari, 2022) generally online learning is defined

as education conducted via the internet utilizing computer-based tools and connectivity. It goes by various names such as electronic learning, e-Learning, internet-enabled learning, interactive learning, or web-based learning. This mode of learning involves the delivery of educational content electronically through computers and computer-based media, often accessed through a network. Resources like websites, the internet, intranets, CD-ROMs, and DVDs can serve as platforms for online learning. Additionally, online learning platforms may include features to track student progress and report on their advancement, besides providing instructional materials. Furthermore, online learning not only grants access to knowledge but also guides students towards specific learning objectives. Mobile learning encompasses diverse interpretations, including learning that occurs beyond fixed physical locations and learning facilitated through cellular technology.

Online learning is one method in the learning process without meeting or face to face, so the student can learn from home or everywhere (Afif et al., 2021). Online learning, which relies on electronic and internet-based technology, has transformed education by providing a platform for delivering lessons to a wide audience via the internet. This approach has not only expanded access to educational resources beyond traditional boundaries but also enhanced the learning experience through diverse formats like print, video, and audio materials. Afandi and Asari (2022) stated that online learning is a type of distance education that utilizes electronic and internet-based technology (ICT) for teaching purposes. Online learning enhances

effectiveness by utilizing a variety of technologies, including the World Wide Web, email, chat, and internet-based audio and video conferencing. These tools help manage and disseminate knowledge, thereby improving student learning outcomes, even when resources are limited (Suhartoyo et al., 2021). It involves delivering lessons to a large number of students via the internet. Online learning relies heavily on internet-based features and is characterized by the accessibility of information technology. The demand for educational applications employing online learning has grown significantly, providing students access to information beyond traditional textbooks and extending learning beyond the confines of the classroom. Both teachers and students enjoy unrestricted access to a vast array of materials available from numerous libraries worldwide. The internet serves as an extensive repository of information, offering content in various formats such as print, video, and audio recordings. Afif et al., (2021) Online learning is one of the ways in the learning process without met or face to face so, they can learn from home or everywhere. To be more explicit, E-learning was alluded to the utilization of Web advancements to convey an expansive cluster of arrangements that upgrade information and execution. Yasin (2021) claimed that the use of online learning is generally referred to as the intentional use of networked information and communications technology in teaching learning process. Online learning also is the function of technology in using online learning media assisted by: internet, computer, multimedia, with the aim as the best alternative solution to overcome the problem faced by the students and the lecturer in

conducting meeting in the classroom so that the process of learning still able to be run well.

Students tend to value traditional classroom learning more than online courses because of the dynamics of face-to-face interaction and comprehensive understanding built in such an environment. A study by (Molina-Torres, 2022) shed light on the perceptions of students regarding traditional classroom learning versus online courses. Findings revealed that students attributed their motivation and interest in the subject matter to the dynamics of face-to-face interactions and comprehensive understanding fostered in traditional classrooms. The presence of instructors and peers, coupled with direct engagement, was cited as instrumental in enhancing learning outcomes. (Gherheș et al., 2021) mentioned that face-to-face education remains the most popular teaching method despite the availability of online learning options. Factors such as student motivation, technical issues, time management, and limited internet access are identified as major contributors to the preference for offline education. In face-to-face teaching, students are typically required to attend classes in person to enhance the effectiveness of direct interaction between teachers and students. However, with technological advancements, alternative methods like online learning have emerged. Despite facing various challenges, online learning offers benefits in expanding the scope of education.

Offline learning also known as face-to-face learning, refers to a structured academic process that is primarily designed for the dissemination of knowledge to

individuals rather than fostering social interactions among students. Social aspects play an important role in raising awareness and guiding students towards new educational technologies that integrate social networking features. Face-to-face learning is usually carried out in classrooms and facilitated by experienced educators. Students engage in spontaneous verbal interactions in a consistent physical environment during these sessions (Jena et al., 2021).

One of the disadvantages of traditional face-to-face learning is the higher tuition costs, especially at top universities. However, the advantageous aspect of face-to-face teaching lies in survey findings which show that the majority of students are indifferent to attending such lectures. In addition, participation in face-to-face learning is known to have a positive impact on social and emotional aspects, as well as facilitating better absorption of learning material and problem-solving skills. (Alam & Jackson, 2013)

In the context of English as a Foreign Language (EFL) education, it becomes pertinent to investigate the effectiveness of both offline and online teaching modalities in facilitating student comprehension and mastery of the subject matter. This qualitative case study aims to delve deeper into the nuanced experiences of students enrolled in English Education programs at Malang University. By employing qualitative methodologies, including open-ended questions, this study seeks to glean insightful perspectives on the utilization and efficacy of offline and online learning platforms.

The backdrop of this investigation is further enriched by the global shift towards online education accelerated by the onset of the pandemic in 2019. Although the pandemic at that time forced educational institutions to adopt distance learning as a necessity, its aftermath witnessed a continued preference for online classes among certain cohorts of students. Universitas Islam Malang serves as a pertinent case study where a blend of offline and online classes accommodates diverse student needs. Specifically, Universitas Islam Malang offers both online and offline classes, a practice that began as a response to the covid-19 pandemic. Before the pandemic, classes were conducted exclusively offline. However, some students and faculty have chosen to continue online classes due to their convenience and flexibility. The offline classes, now occasionally supplemented with online sessions, provide a unique environment for this study. It should be noted that this research only focuses on participants from offline classes, even though at Universitas Islam Malang there are online classes, because sometimes offline classes also carry out online learning, depending on the lecturer's request, because sometimes lecturers have problems carrying out offline learning. Another reason is to make it easier for researchers to conduct interviews directly.

The gap in this research lies in further exploring the nuanced experiences and perceptions of students regarding the effectiveness of both offline and online teaching modalities, particularly in the context of English as a Foreign Language (EFL) education at University Islam Malang. Building upon prior research by (RACHMAH,

2020), which explains the reasons why students choose online or offline classes. However, this research lacks detail in explaining students' perceptions and experiences. This research aims to dig deeper into the intricacies of student perceptions and experiences. Rachmah's study primarily used a quantitative approach, highlighting general trends and preferences but lacking detailed qualitative insights. Additionally, it did not deeply explore individual student experiences, the specific factors influencing satisfaction and learning outcomes, or the post-pandemic shifts in learning preferences. By employing qualitative methodologies, including open-ended questions, this research seeks to capture the nuanced experiences of students and provide context-specific insights that can inform more effective and inclusive pedagogical practices in EFL education at Universitas Islam Malang. Furthermore, understanding how students navigate and perceive these modalities within the current digital era can offer valuable guidance for educators and policymakers aiming to enhance the quality of language education.

While Rachmah's study provided initial insights, it is essential to pose more nuanced and detailed inquiries to students to gain a comprehensive understanding of their preferences, challenges, and learning outcomes in different learning environments. By employing qualitative methodologies, including open-ended questions, this research seeks to unravel the complexities and nuances surrounding students' choices and experiences, thus informing pedagogical practices and shaping future directions in language education at Malang University.

Furthermore, the global shift towards online education, accelerated by the onset of the pandemic in 2019, has created a unique context where both online and offline learning modalities are being increasingly utilized. Understanding how students navigate and perceive these modalities within the EFL education context can provide valuable insights for educators and policymakers, especially in designing more effective and inclusive learning approaches in the digital era.

In this study, we aim to provide a deeper understanding of the effectiveness of offline and online learning, particularly in English Education programs at Universitas Islam Malang. By comprehending students' experiences and perceptions thoroughly, this research seeks to offer valuable guidance for educators and policymakers navigating the ever-changing landscape of language education. Through qualitative methodologies and in-depth analysis, we strive to shed light on students' preferences and learning outcomes, thus informing more effective and inclusive pedagogical practices. Ultimately, this study aims to foster a deeper understanding of the relationship between traditional and digital approaches to language learning, paving the way for more effective and inclusive learning approaches in the digital era.

1.2 Research Questions

Based on the background information provided, the following research questions emerge:

1. Which mode of instruction, online or offline is perceived as more effective by students in English Education programs?

2. What factors contribute to the perceived of online and offline learning modalities in English language learning?

1.3 Research Objectives

The research objectives are structured to address the identified research questions:

1. To ascertain the perceived of online and offline instruction methods among students enrolled in English Education programs.

2. To identify and analyze the factors influencing students' perceptions of the of online and offline learning modalities in English language education.

1.4 Scope and Limitation

The scope of this study encompasses students enrolled in English Education programs at Universitas Islam Malang, focusing on their perceptions of online and offline language learning methods. The study utilizes qualitative methodologies to gather in-depth insights into student experiences. However, it is crucial to acknowledge several limitations. Firstly, the study's scope is confined to a specific university, potentially restricting the generalizability of its findings beyond this context. Secondly, time constraints may have influenced the depth and breadth of data collection and analysis, potentially affecting the completeness of the results.

Thirdly, the study's emphasis on qualitative data may limit the provision of quantitative measures to gauge the effectiveness of the learning methods under scrutiny. Finally, the exclusion of perspectives from educators or administrators means that the study focuses solely on student perceptions, potentially overlooking broader institutional insights. Recognizing these limitations is essential for a nuanced understanding of the study's outcomes and implications.

1.5 Significance of Study

This research holds significant implications across various dimensions. Firstly, it contributes substantively to the ongoing discourse surrounding the efficacy of online versus offline learning modalities within language education, with a specific focus on English Education programs. Secondly, the findings derived from this study possess the potential to offer valuable insights to educational institutions and policymakers, enabling informed decisions regarding instructional methods and the allocation of resources. Thirdly, by delving into student preferences and experiences, particularly in the digital age, the research sheds light on the evolving landscape of education and provides crucial implications for pedagogical practices and curriculum development. Lastly, by addressing a notable gap in the existing literature pertaining to student perceptions of online and offline language learning, this study enriches the body of knowledge within the domains of language education and instructional technology.

1.6 Definition of Key Terms

To ensure clarity and understanding, key terms in this study are defined as follows:

Online Learning means education conducted via the internet utilizing computer-based tools and connectivity, encompassing various forms such as electronic learning, e-Learning, internet-enabled learning, interactive learning, or web-based learning.

Offline Learning means traditional face-to-face instruction conducted in physical classrooms, characterized by direct interaction between educators and students without reliance on internet-based technology.

English Education Programs means academic programs focused on teaching English as a foreign language (EFL), encompassing courses related to language acquisition, linguistics, literature, and pedagogy.

Perceived Effectiveness means the subjective assessment by students of the degree to which a particular instructional method, whether online or offline, contributes to their learning and comprehension in English language education.

CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusions drawn from the study and offers comprehensive suggestions for students, teachers, institutions, and future researchers based on the findings discussed in the previous chapters.

6.1 Conclusion

The study aimed to explore the perceived effectiveness of online and offline learning methods in English as a Foreign Language (EFL) programs, revealing that both modes offer unique advantages and present distinct challenges. Online learning provides flexibility and convenience, allowing students to access resources and participate in classes from any location and at any time, which is beneficial for those with busy schedules, living far from campus, or preferring independent learning. Advantages include the ability to pause and replay material, access various digital resources, save time and money, and engage in interactive activities. However, technical problems, lack of real-time interaction, and immediate feedback can hinder motivation and concentration.

Conversely, offline learning is valued for its structured schedule, direct feedback, dynamic class interactions, and face-to-face communication, which enhance understanding and motivation. Yet, it has drawbacks such as restrictive schedules, time-consuming travel, and lack of flexibility. The study concludes that a

balanced approach, integrating the strengths of both online and offline learning, can optimize educational outcomes. Personalized learning experiences that consider individual preferences, learning styles, and needs are crucial for enhancing the effectiveness of educational programs, creating more inclusive and effective learning environments by leveraging the advantages of both modes and addressing their respective challenges.

6.2 Suggestions

Based on the findings, the following detailed suggestions are offered to students, teachers, institutions, and future researchers to enhance the effectiveness of online and offline learning methods in language education.

For students it is important to utilize all available resources on online learning platforms, such as digital tools, discussion forums, and interactive quizzes. Developing self-discipline by creating a study schedule, setting goals, and maintaining a consistent routine can greatly improve the learning experience. Additionally, seeking support from teachers, friends, or academic advisors through study groups, consultation hours, and discussions can help address any difficulties encountered during the learning process.

Teachers can enhance the learning experience by integrating elements of both online and offline learning, also known as blended learning, to cater to various learning preferences. Engaging students with interactive activities, live discussions,

and multimedia resources such as videos and podcasts can make lessons more interesting and effective. Furthermore, providing technology training can help students become proficient in using online learning platforms and overcoming technical issues.

Institutions should support blended learning models by investing in the necessary infrastructure, including learning management systems and digital resources. Ensuring reliable technology and internet access for both students and teachers is crucial. Offering ongoing professional development programs can help teachers enhance their skills in both online and offline teaching methods and encourage the adoption of innovative teaching strategies.

Future researchers should investigate the effectiveness of online and offline learning in various contexts, such as different subjects, age groups, and cultural backgrounds. It is also important to examine how factors like socioeconomic status and geographical location influence learning outcomes. Conducting longitudinal studies can provide insights into the long-term effects of blended learning on students. Additionally, exploring ways to make online learning more engaging and beneficial, such as through gamification or collaborative projects, could further improve educational experiences.

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