



**ONLINE VS OFFLINE READING CLASSES: THE EFL UNIVERSITY
STUDENTS' PERSPECTIVES**

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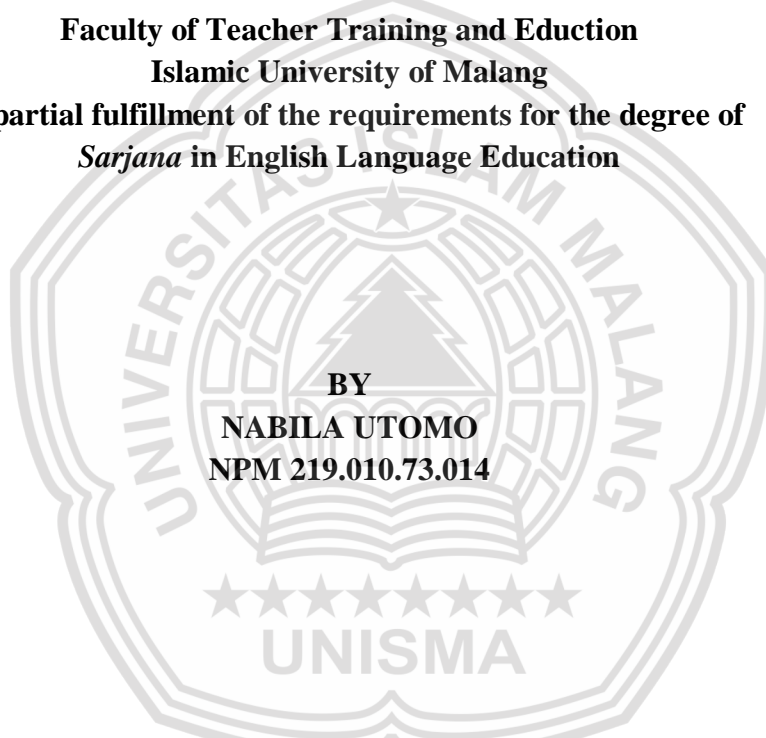
In partial fulfillment of the requirements for the degree of

***Sarjana* in English Language Education**

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ABSTRACT

Utomo, Nabila. 2023. “*Online Vs Offline Reading Classes: The EFL University Students Perspectives.*” *Skripsi*. English Educaion Department, Faculty of Teacher Training and Education. University of Islam Malang. The first advisor: Dzurriyyatun Ni'mah, S.S., M.Pd. The second advisor: Henny Rahmawati, S.Pd., S.S, M.Pd.

Keywords: Online reading classes, offline reading classes, EFL students' perspectives

This qualitative study was conducted to identify the EFL university students' perspectives on online and offline reading classes. This study involved ten English students of the seventh semester, from one of the private universities in Malang who have excellent scores in English reading classes. Using a semi-structured interview, the students were asked about problems, difficulties, advantages, and reading understanding in online and offline classes. The data were analyzed using content analysis. The investigation triangulation was performed by involving two data analysts to triangulate the data. The result found in this study are students frequently experience problems with unstable internet connections, communication difficulties with lecturers, textbook download troubles, and eyestrain from reading online content. Whereas, the advantages are students have more reading sources, have time and reading topics flexibility, and are cost-effective. Moreover, EFL university students' problems or difficulties in offline reading classes are more cost, limitation of reading time and topics, and few reading resources. While the advantages of offline reading classes are enjoyable, interactive, and communicative.

CHAPTER I

INTRODUCTION

Many points related to this study are presented in this chapter. They comprise background of the study, research problem, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

EFL reading classes in Indonesian education are often conducted in classrooms, but COVID-19 has transformed it. Early in 2020, the existence of the Corona virus, also known as COVID-19 has immobilized the entire world. The COVID-19 virus has had an impact on education in Indonesia, where the education minister implemented a policy to conduct teaching and learning activities online. The government is developing guidelines for keeping a distance in an effort to stop the spread of COVID-19. These rules encourage people to stay at home, avoid crowd activities, and interact with many people. Then implemented work from home, allowing individuals to do both their work and their schooling from home. The students switch from offline reading activities to online reading activities.

After around two and a half years of online education, it has gradually become possible to engage in activities away from the house. The community

begins to work, as students slowly begin to return to class. English learning has also started face-to-face, as well as reading classes. Well known, reading is one of the key components of learning English. As stated by Hung and Ngan (2015), vocabulary, writing, fluency, and speaking are all improved by having a good reading framework. This means the more the students read, the more new information they will also learn.

Every student will develop a perspective as a result of their experiences in both online and offline classroom settings, whether it be knowledge gained or the learning environment. The participants' previous experiences influenced how the lecturer evaluated the circumstances surrounding the online and offline learning processes. Students' perspective on e-learning, as stated by Caporarello (2018), which demonstrates the general opinion the students have toward e-learning, also with regard to what they understand about e-learning and its future tendencies. Students' usage of e-learning, illustrates their perspectives of it based on how frequently they use it, why they use it, and how satisfied they are with it. Students' perspectives on the advantages of online learning, as well as their perspectives on its disadvantages.

Almost all educational levels, including the university level, use online learning to replace in-person interactions during the teaching and learning process during the Covid-19 pandemic. Both students and teachers can take advantage of online learning in order to continue the process of learning new material. In a finding of Racmah (2020) study, students most agree that online classes give them some effectiveness including the efficiency of time and

places, flexibility, easiness of learning, and accessibility anywhere. This helps to keep education in the middle of the Covid-19 Pandemic, especially reading classes. Students can continue studying a new subject, while lecturers can continue guiding and supervising students from a distance while continuing to provide content.

In this situation, it is very important for teachers and students to have technical expertise in technology and online teaching methodologies in order to have a good learning experience. This is necessary because online classes are usually done through online platforms. In line with this, some students in Racmah (2020) study, find it difficult to learn in online classes due to a poor connection, a less of interaction between lectures and students, issues with reading and comprehending media materials, etc. Also, according to a Abeer M. W. Alharbi (2022) study, there are some difficulties in learning reading skills, including the lack of learning resources, the methods used to teach and read, the English course syllabus, a lack of language proficiency, and various different other variables that prevent students from mastering their reading abilities.

The learners and teachers can have direct interaction in offline reading classes. They can get to know one another better and share their thoughts through this circumstance as well. This also happens in offline reading classes because the practice of reading with understanding is known as reading comprehension. This means that readers are expected to understand the author's message or idea and be able to apply it to their own lives. Many reasons why

the students prefer offline reading classes. As mentioned in Wright (2017) research, students' preferences for the in-class lesson are in 58% of the respondents. Their reasons for preference on offline lessons are better for comprehension since they provide more details, more feedback from the lecturer, and more opportunities for interaction with other students and the lecturer. They also don't require an internet connection. Offline learning environments may also make it easier for teachers to assess the strengths and weaknesses of their students.

Due to the aforementioned issues, the researcher decides to perform a study to find out how EFL university students perceive online and offline reading classes. This study hopefully can help English teachers or lecturers in determining whether to conduct online or offline reading classes based on students' perspectives. This study is also intended to serve as a resource for both students who originally enrolled in offline reading classes before switching to online reading classes programs and students who enroll in online reading classes before switching to offline reading classes. The objectives of this study are to investigate the perspectives of EFL university students about offline reading classes as well as online reading classes.

1.2 Research Problem

Based on the background of the study, the discussion of the study is aimed to answer the question:

1. What are the EFL university students' perspectives of online reading classes?

2. What are the EFL university students' perspectives of offline reading classes?

1.3 Objective of the Study

According to the problem composition described above, this study has two objectives, which are as follows;

1. To know the EFL university students' perspectives on online reading classes.
2. To know the EFL university students' perspectives on offline reading classes.

1.4 Significance of the Study

The findings of this study can help English language learners and teachers in the following ways:

Theoretically, this study is essential for advancing the theory of both online and offline reading classes. The finding of this research also can be the expansion of the students' knowledge of both online and offline reading classes.

Practically, this study is intended to serve as a theory for both students who originally enroll offline before switching to online programs and students who enroll online before switching to offline classes. The current research can be a general description for English teachers and help them in determining whether to conduct online or offline classes based on students' perspectives. And for the future researchers who are interested in taking a similar topic, this study hopefully can also help them in arranging a literature review. From a student's perspective, the researcher hopes to assist the institution in finding

solutions to various issues that arise in both online and offline classroom settings.

1.5 Scope and Limitation of the Study

The focus of this study is on EFL students perspectives of online and offline reading classes in line with the research problems and research objectives. In order to accomplish its objectives, this study analyzes EFL university students, taking into account its limitations.

Based on the identification of the foregoing problems, this study only focused on one aspect, which was EFL students' perspectives on online and offline reading classes.

1.6 Definition of Key Terms

In order to avoid misunderstandings and reach a thorough understanding, the following concepts used in this research need to be explained.

1. EFL Students' Perspectives

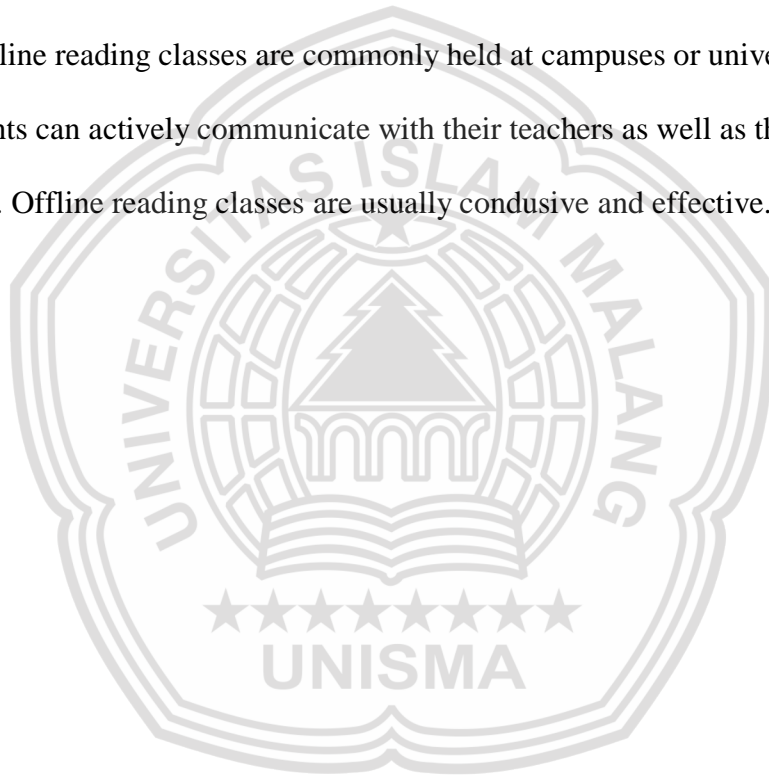
In order to develop and motivate students in upcoming reading classes, we need to understand the perspectives of EFL students. The primary focus of this study is on students' perspectives who are learning English as a foreign language. Perspective denotes one's own opinion based on experience. The perspectives of EFL students in this study included students' own opinions, problems, difficulties, and preferences about online and offline reading classes.

2. *Online Reading Classes*

In online reading classes, students and teachers do not physically interact in the classroom. The classes held by using several online platform from a distances. Students who take online reading classes read material while staring at a laptop or smartphone screen.

3. *Offline Reading Classes*

Offline reading classes are commonly held at campuses or universities. EFL students can actively communicate with their teachers as well as their classmates. Offline reading classes are usually condusive and effective.



CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings and discussion of the data analysis, this chapter offers conclusions and a suggestions.

5.1 Conclusion

According to the student's perspective presented above, both online and offline reading classes present students with a variety of difficulties and advantages. It can be concluded that EFL students generally struggle with internet stability, difficulty communicating with the lecturer, downloading textbooks, and weary eyes in reading online text. Whereas, the advantages experienced by EFL students in online reading classes are that students have more reading sources, have time and reading topics flexibility, and are cost-effective. Moreover, EFL university students have problems or difficulties with offline reading classes such as more cost, limitation of reading time and topics, and few reading resources. While the advantages of offline reading classes are enjoyable and interactive also communicative.

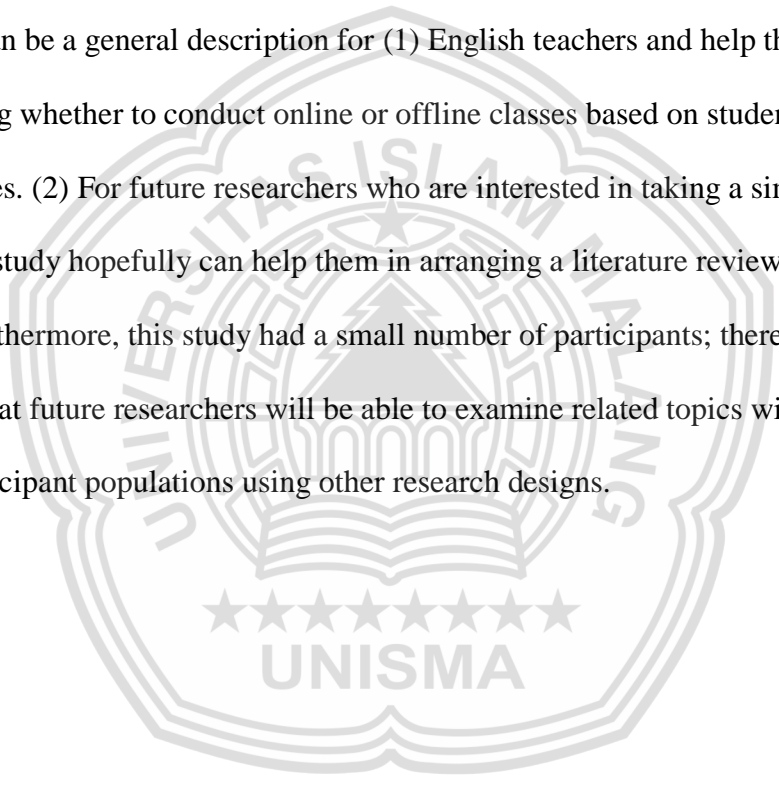
Student preference information was also discovered in this study. Following an extended discussion of the benefits and drawbacks of both online and offline reading classes, students then share their preferences as well as the reasons behind their choices. Due to the flexibility of the time and reading topics, as well as the larger number of reading resources, three of the study's

participants chose online reading classes. The other seven students prefer communicative, interactive, and non-eye-weary offline reading classes.

5.2 Suggestion

Based on the conclusions, the students' preferences can represent that students prefer offline reading classes with its various advantages. The current research can be a general description for (1) English teachers and help them in determining whether to conduct online or offline classes based on students' perspectives. (2) For future researchers who are interested in taking a similar topic, this study hopefully can help them in arranging a literature review.

Furthermore, this study had a small number of participants; therefore, it is hoped that future researchers will be able to examine related topics with larger participant populations using other research designs.



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