The Effectiveness of Offline and Online Classes in Language Learning at Universities Majoring in English Education

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Abstract
In this contemporary era, technology's influence on education is profound. Online teaching, in addition to traditional offline classes, has become prevalent. This study explores the preferences of 16 English students at the Islamic University of Malang regarding online and offline classes. The research employs a mixed-method approach, analyzing questionnaire data quantitatively and qualitatively. Results indicate a clear preference for offline learning due to its perceived effectiveness, better understanding, and enhanced engagement, mainly attributed to face-to-face interactions with instructors. Consequently, students favor offline classes over online ones.

Keywords
English learning
Offline class
Online class
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Introduction

In this digital era, there is a lot of opportunities to increase visibility and expand learning. Teachers now use internet resources as instructional tools and have made it simpler for students to access thanks to technological advancements. Online education presents fascinating potential that go beyond expanding access. The most essential issue to us is not only enhancing education, but also raising the standard of education. When using online courses, there are numerous factors to be cautious of. (Wright, 2017) discovered that 58% of 112 students said that learning in the classroom was accompanied by: Motivation and interest rise as a result of greater comprehension and fruitful classroom interactions. Instructors and peers, as well as input as a result of learning from instructors. Attendance in this class is a way to better understand and master the material. However, as a student, distance and time are two of his obstacles in attending lectures. This study uses online and offline courses as a comparison.

The researcher aims to determine whether offline and online teaching techniques are effective in helping EFL students comprehend the subject matter. According to the survey, Malang University students provided 16 replies about how well online and traditional courses were used. Both quantitative (Likert scale and dichotomus questions) and qualitative (open questions) questionnaires were provided. Analytical information about offline and online class usage is provided.

This new technology and online learning is indeed attracting more people than ever before. In 2019, due to the impact of COVID-19, this has become one of the reasons to study online. After going through the pandemic for about two years, there are some students who are used to online classes. Many students skip face-to-face classes which are called offline classes. It turns out that even though the pandemic is over, not all online courses have ended. As an example on the campus of the University of Islam Malang. Some classes are in-person, while others are online. University of Islam Malang is in great demand for online lectures among students who live far from the campus. Some require travel time of five hours or even up to 12 hours. Therefore, they prefer online courses which not only save costs, but also save time. Offline courses are also in high demand, as private meetings with instructors are possible here, take language lessons from a tutor.

Online tools like Google Classroom offer cheaper private lessons. It is worth it. Hackman and Walker, quoted in (Mike Allen, 2002), cite how the use of technology has an impact on learning results. According to Talent-Runnels, (2006) argue that web education employs the Internet and communication, an established Internet technology, as a research tool for taking online courses. Online courses are defined as courses that are entirely given online. The Internet is sometimes also utilized to carry out instructions, such as when communicating via websites. Information for learners who attend in-person classes. All courses offered are referred to as online courses. The students do not share the same space. These can be sent online via Google Courses and WhatsApp Courses. Electronically
brokered or facilitated by Zemsky and Massy transaction software referenced below (Talent Runner, 2006). (Mike Allen, 2002) claims if many people could like the option of distance learning.

There are definite benefits to remote or virtual learning environments. Students who take part in interactive online courses express satisfaction with the state of technology. Works well and does not disturb the transmission line. Students may refuse to use it for any reason, suspecting that the technology will soon collapse, not being used to working with machines, and feeling that they cannot have intermediate experience. Mastery of a teacher's spoken language sets an example for the students in the class and is a serious problem in English language learning. According Nation (2003) learning English is a good balance. According to Williams & Burden (1997), learning a foreign language requires more than just learning grammar, rules, and abilities; it also affects the learner's self-image, cultural practice, and way of life, all of which have an effect on their social nature. Students must take English classes to get the most exposure to the language. According to Bliuc, cited in Wright (2017), research on blended learning needs to concentrate on the nature of how it incorporates modes of learning such as face-to-face, online and take into account the ability of students' learning experiences in these classes, or the opposite.

Based on the description above, the researcher formulated the problem formulation as follows: 1) Which is more effective between online and offline learning? 2) How effective is online and offline learning? previous researcher by Nurul Rachmah (2020) were good at explaining the reasons’ students chose online and offline classes, but the questions asked by researchers were not detailed, so this research is now being conducted by researchers and asking some in-depth questions to students, so they can get more detailed answers.

**Method**

The research method uses an approach that is centered 16 students in the second semester of University of Islam Malang, aiming at understanding their views and effectiveness on online and offline courses. University of Islam Malang has 16 students, online and offline teaching have different levels of efficiency. Most people think that offline courses are more effective than online courses. The proportion of students who specify the percentage of results when completing the questionnaire can be used to calculate this. While offline courses are delivered according to a set timetable at the start of the lecture, online courses are delivered by lecturers when they are unable to attend class. Due to the numerous challenges that online courses present, many students were disappointed with them, such as the limitations of the Internet, students cannot ask the lecturer directly, if they do not understand the substance, as well as other interferences that occur during the implementation of online courses.

This research was used mix methods. The analytical instrument was a questionnaire consisting of open-ended questions, Likert scale questions and dichotomous questions, both of which were used because it is used to measure people's agreement and disagreement, especially with a program plan, the implementation of the program. Descriptive statistics and frequency analysis were used to examine the quantitative data produced by the bimolecular problem and the Likert scale. Responses to open-ended questions, or qualitative content data,
are assessed in light of numerous factors that influence students' decisions to enroll in online or offline courses. Content analysis is used because it is discrete (Neuendorf 2002), suitable for specific research background, and suitable for large data sets. The unit of meaning of qualitative analysis is a phrase, a sentence or a plurality of sentences representing elements of a category or subcategory.

Discussion

The results show that the effectiveness and preferences of students towards online and offline learning generally show more effectiveness in face-to-face learning or offline classes. Of the 16 respondents who were selected from Malang Islamic University students, more students chose offline classes than online classes, and there were also some students who showed preferences for both types of learning. The following table shows the percentage results:

<table>
<thead>
<tr>
<th>Effectiveness level</th>
<th>The number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>2</td>
<td>12,5%</td>
</tr>
<tr>
<td>Neutral</td>
<td>10</td>
<td>62,5%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>1,9%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>1</td>
<td>6,3%</td>
</tr>
</tbody>
</table>

The open-ended question data on the effectiveness of online courses is divided into four areas: these were disagreeing, neutral, and strongly agree. Some students, namely 12,5% of all respondents, provided information as to why they disagreed with the effectiveness of online teaching. About 62,5%, 1,9% of respondents said online course were effective for their learning, and 6,3% of respondents thought online learning was more effective than offline course. The reasons for students who disagree and are neutral about the effectiveness of online learning were concerning the usefulness of online learning, students voiced skepticism and conflicting feelings. These included difficulties with time management for coursework, limited opportunities for interaction with instructors, perceived complexity of course content, disruptions caused by network issues, instances of instructors multitasking during lessons, challenges with understanding course material presented virtually, frequent assignment distribution without adequate explanations, difficulties with time management for coursework, perceived difficulty in understanding course content, perceived difficulty in understanding course material presented in person, and a lack of face-to-face interactions with instructors.
Students that agree or strongly think that online learning is effective do so for a number of convincing reasons. They value the flexibility it provides in terms of effective time management and the freedom to select where they will study. The capacity of online learning to accommodate different schedules and interests is highly regarded since it offers a tailored educational experience. Additionally, their favorable opinion of online learning is influenced by the perceived financial savings that result from reduced transportation costs and traditional textbook fees. These students believe that the variety of multimedia resources and interactive technologies offered in online learning environments improve their educational experience and make it more enjoyable and accessible. Additionally, they view online education as a beneficial substitution for in-person instruction in cases where it is impractical, ensuring continuous access to education. Lastly, the accessibility of online courses from anywhere with an internet connection plays a significant role in promoting inclusivity and broadening educational opportunities.

The effectiveness of offline teaching (face to face). The result of Likert scale on the effectiveness of students' off-line teaching generally show that students have the impression that they fully agree with face-to-face teaching. Overall data on the effectiveness of offline teaching (on-site teaching). The results of the Likert scale of students' effectiveness in offline teaching show that students generally think they are very satisfied with face to face teaching. The overall data of "completely agree" and "agree" categories show that 87,6% of students think that it is more effective to get lessons in face to face learning, while 12,5% of students in the "disagree" and "neutral" categories. The percentage results can be seen in the following table:

<table>
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<th>Effectiveness level</th>
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<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>12,5%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>18,8%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>11</td>
<td>68,8%</td>
</tr>
</tbody>
</table>

Students were asked to explain in detail why they believed employing open-ended questions was effective. It is initially divided into four levels these are disagree: 0% of respondents indicated that they disagreed with the effectiveness of offline class. Second: 12.5% of those surveyed are on this neutral level of effectiveness. Third, 18,8% of the Online Efficacy Class agree. Fourth, strongly agree that students at this level make up 68,8%. Students find offline classes more effective than online classes.

Students who disagree or neutral of offline learning provide specific justifications. They think that because it enables a more in-depth knowledge of the material, offline learning improves students' mastery of the subject matter. They also emphasize the benefit of face-to-face interaction with teachers and classmates in a physical classroom setting, which they see as important for efficient learning.
Students who agree or strongly agree of offline learning point to a number of convincing factors. They discover that offline learning makes it easier to understand and communicate with instructors, which promotes good communication and active participation. Students are more at ease asking questions and getting clarifications from teachers in a real classroom. They appreciate how instructors can quickly assess and resolve students' problems, fostering a more engaging and intense learning environment. Offline classes are structured to keep students' attention, and the face-to-face connection encourages a more seamless interchange of information, enabling students to ask for specific materials and assuring their engagement throughout the class.

Students Preference

More students showed a general preference for face-to-face classes. Out of 16 respondents, 3 students or 18.8% indicated that they prefer online classes, while a total of 68.8% of students prefer face-to-face classes. In addition, 2 student or 12.5% of the total sample, indicating a preference for both types of learning.

In general, more students expressed a preference for face to face classes. Out of 16 responses, 3 students, or 18.8%, said they prefer online education, while 68.8% of respondents said they prefer face to face classes. Additionally, 2 students, or 12.5% of the sample as a whole, preferred both forms of learning.

<table>
<thead>
<tr>
<th>Preference for class method</th>
<th>The number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online class</td>
<td>3</td>
<td>18.8%</td>
</tr>
<tr>
<td>Offline class</td>
<td>11</td>
<td>68.8%</td>
</tr>
<tr>
<td>Both of them</td>
<td>2</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

The reasons given by students in answering open-ended questions prove their preferences and reveal several common themes. Students who expressed a preference for offline classes, comprising 68.8% of respondents, cited several key reasons for their choice. They emphasized that offline classes are more conducive to understanding compared to online classes. The ease of asking direct questions and interacting with the instructor and peers directly in an offline setting was highlighted as a significant advantage. Students prefer offline classes and wish to have more offline classes as they find them easier to understand and enjoyable. Offline classes are also considered more time efficient and offer clearer delivery of material. In contrast, online classes are considered more challenging to understand. Overall, the preference for offline classes stems from better understanding, opportunities for direct interaction and overall greater satisfaction with the learning experience.

Students that stated a preference for online classes, who made up 18.8% of the respondents, did so because of time and location-related factors. They emphasized the convenience of taking classes online, which gave them the
freedom to learn whenever and whenever they pleased. Additionally, they valued how online learning saved time by reducing the amount of time generally needed for traveling or being physically present somewhere. These variables reinforced the significance of ease and flexibility in their educational preferences and led to their propensity for online programs.

The following are some of the claims made above about online and offline learning that are supported by data from interviews with the students of Islamic University Malang:

Student 1

Online classes can be disrupted by the signal and network, and occasionally they get stuck so the sound goes out. In contrast, offline classes are more successful since you can directly discuss topics with friends and meet in person.

Student 2

Offline classes are more effective because students can meet face to face and can review courses effectively. And anticipating the existence of a lazy soul within and also sleepy when listening to lecturers carrying out online lectures.

Student 3

Face to face learning is more effective because a teacher can more easily supervise his students, and ensure that each student pays attention to the learning that is delivered properly, because face to face between teachers and students are easier to interact and communicate directly, whereas online is still there are many obstacles such as poor and broken connections, so that what the teacher conveys is not clear, and the teacher cannot ensure that the student is actually attending class or is only absent.

Student 4:

Offline classes are more effective because educators can understand the situation of students, can convey directly and can use learning media, and there are many positive sides to doing offline learning, one of which is being able to understand how to teach a teacher, the character of the teacher and friend.

Student 5:

Offline classes are more effective, because I have experienced both offline and online classes. At the beginning of taking online classes, I felt that there was no difference and they were equally effective, but after I took offline classes it turned out that the differences were very significant, and I concluded that offline classes are more effective, because I can get a more detailed explanation, because in online classes, sometimes there are some material that is not conveyed and not absorbed perfectly. In contrast to offline, I can understand better when explained. The two differences can be seen when I do assignments from the lecturer, when in online class I cannot share with friends, only through online anyway and it is less effective, when in offline class when I get assignments I can actually share with friends, and it really helped me to complete the assignment from the lecturer.
The researchers concluded that students who prefer offline courses said that the main reason they chose offline courses was that they got a better understanding in class because they had the opportunity to interact and explain with professors or other students. The main reason why students prefer online courses is related to comfort and convenience (time and place).

Before there was the covid outbreak in early 2020, on the campus of the Malang Islamic University all learning was done face to face, all majors and all students had to come to campus to study according to the schedule set by the lecturer. For the English major at the post-graduate campus of the Malang Islamic University, it is divided into two types, the first is the regular class where students have to come to campus once a week, while the other is the employee class where students have to come to campus once every two weeks. After the virus spread throughout Indonesia, it was not possible for all educational institutions to carry out face-to-face learning, therefore learning was carried out totally online. After the covid pandemic ended at the end of 2022, teaching and learning activities at the Malang Islamic University campus were effective again, but there was a slight difference, namely on this campus after the pandemic, students were allowed to choose between online and offline class, where students who chose online were students whose homes are far from campus can spend a day, two days, or even more than that to come to campus. Meanwhile, students who choose offline classes are students who are close and have the possibility to come to campus every week. This research aims to analyze the effectiveness of online and offline learning for students. The study was conducted on the Malang Islamic University campus with 16 respondents.

The results demonstrate that students find it challenging to adapt to online teaching methods, despite its effectiveness being less appealing to them. The technique of learning that takes place offline continues to be the most popular. The findings show that brave learning will be more effective. Most students feel that online learning does not give them many benefits for learning and improving their academics because they cannot meet face-to-face with lecturers, thus solving the material they get. Previous studies have shown that offline class is more effective than online class because it can promote a more active learning process, students can ask more questions to lecturers, can interact actively directly without any obstacles (Fighi Liesditiana & Nurul Rachmah, 2020). Online learning is a more efficient learning tool for students who live far from their institution or university, nevertheless. According to the research, a growing number of students believe that learning offline will help them focus and concentrate better while they are learning. Few of them feel that online classes are more effective because they can take up time while studying. Online students can communicate with instructors, interact with classmates, access resources, and finish assignments from any location with internet access (Richardson & Swan, 2003). Our data reveal that students also find online learning materials to be extremely helpful, accurate, and engaging. Additionally, other studies point to a number of benefits of online learning, including improving information assimilation results (Stern, 2004), customizing courses to students’ skills and objectives (Babu & Sridevi, 2018), flexibility and centering (Al-Dosari, 2011), and minimizing time and space inequality (Arkoful & Abaido, 2014). Based on these findings, many people concur that offline learning can be more productive in the classroom because it enables students to communicate directly with teachers and peers, in addition to the fact that students will comprehend the information better than with online learning. Since online learning takes place virtually rather than physically, which allows for more student engagement to fully
comprehend the topic, class interaction might be difficult when it comes to online learning. According to our findings, students at this Malang Islamic University will be more effective during offline classes.

**Conclusion**

Based on the discussion above, it can be concluded that offline class is more effective than online class. The students prefer choose offline class because there are many benefits and positive sides, namely direct interaction between lecturers and students, being able to understand material directly and better, easier to communicate, students can be more active and focused while learning. While online learning proved to be ineffective due to several factors, namely between lecturers and students could not meet face to face, many problems occurred when online classes took place such as network constraints, voices that were not heard clearly, material that was difficult to accept because it was only through virtual media, lack of communication between lecturers and students. This was also proven by one of the students who initially took online classes, then, she decided to move to offline classes, according to this student online learning was less effective, so she chose to take offline classes. The nature of the conclusions from the results of the analysis of the authors found more offline classes than online classes.

**Acknowledgment**

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**References**


