Online and Offline English Learning Systems: Perceptual from Teachers and Students

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Abstract
Current education issues are online and offline learning systems as a mitigation of learning loss. This study intends to investigate (1) the perception of the teachers and students on online and offline English learning systems and (2) The difficulties of teachers in online and offline English teaching-learning. The study attempted qualitative research. The subject of this study were two English teachers and students of SMPN 3 Tinambung. The data was gathered through questionnaires and interviews. The result indicates (1) The teachers' and students' perceptions towards online and offline English learning systems are determined by flexibility, interaction, and knowledge gained. In online learning, teachers have a negative perception of flexibility and interaction and a negative and positive perception of knowledge gained. Students have negative and positive perceptions of flexibility, a negative perception of interaction, and a positive perception of knowledge gained. Teachers and students have positively perceived flexibility, interaction, and knowledge gained on offline learning. (2) The teachers' difficulties were they had no good internet access and students' assessments in online teaching. The teachers' difficulties in the offline class were the students less concentration and focus and classroom management. This paper implies that both online and offline systems have obstacles in the English teaching-learning process.
Keywords *: Offline Learning, Online Learning, Perception, Students, Teachers.*

1. Introduction

Online learning has become a solution in the education system during the pandemic covid 19. At the time, the education ministry recommended applying an online learning system to mitigate learning loss. This situation forced the teachers to adapt to the new social circumstances (Faizah et al., 2021; Ionescu et al., 2020) and attempt the online learning system (Alzahrani & Seth, 2021; Fitria, 2020; Koeswanti, 2021; Rafiqa & Yasim, 2022; Rahayu & Wirza, 2020; Wua et al., 2022). Moreover, online learning has become the usual method of the teaching-learning process (Pei & Wu, 2019). Several learning methods used during the covid-19 pandemic are; project-based learning, distance learning (PJJ), small group method (offline), home visit method, and blended learning (Fitri et al., 2021; Jiang et al., 2021; Kim, 2021; Lalima & Lata Dangwal, 2017; Lapitan et al., 2021). However, the successful implementation of an online earning system is contingent on familiarity with the elements that influence its adoption and the primary obstacles confronted by the most advanced e-learning platforms available today (Almaiah et al., 2020). Also, Information and Communications Technology (ICT) are the essential elements that contribute to the success of online learning (Ionescu et al., 2020).

Whereas offline, face-to-face, and physical learning are the most traditional/conventional ways (Singh et al., 2021). Additionally, an offline learning system is a client procedure that enables users to study for courses on their own computers while enabling instructors to monitor and record the users' progress in their education (Zhong, 2015). Evolving offline learning aims to meet the various needs for teaching content to students with different physical qualities, address the shortage of teacher resources in colleges, and adapt the manner of teaching contemporary physical education (Zhong, 2015). Furthermore, the student enjoys offline learning because it allows them to concentrate, remain active, and have fun throughout the entire session. Additionally, they have an easier time communicating with their peers and better understanding the material (Singh et al., 2021).

Several studies have revealed online and offline learning systems (Almaiah et al., 2020; Ben-David et al., 1997; Firmansyah et al., 2021; Hari et al., 2020; Koeswanti, 2021; Najib & Mursidi, 2021; Singh et al., 2021; Wua et al., 2022), even another paper proposed the integration of both (Lalima & Lata Dangwal, 2017), and some researchers compared both (Gupta, 2021; Pei & Wu, 2019; Singh et al., 2021; Valentino et al., 2021). The primary objective of both online and offline learning is to provide quality education, hence they are similar to two opposite sides of the same coin (Gupta, 2021). Meanwhile, online and offline learning offers many benefits and advantages particularly in teaching and learning English as a foreign language.

It was related to the above statement by Faizah et.al. (2020) revealed that due to their ability to adapt to studying with peers and the availability of a variety of media that can be customized to the specifics of the courses being taught, many teachers find it simple to utilize online learning. In addition from Pei (2019) stated that online learning can elevate undergraduate students' skills and knowledge. Therefore, it is considered a potential way for undergraduate teaching-learning. Furthermore, the researchers' findings explained that online learning effectively enhances the students' interest and motivation through several online platforms: zoom cloud meeting application, youtube, WhatsApp, google form, and other E-learning (Fajri et al., 2021).

Offline learning has many advantages. The study stated that students perceived offline learning is effective (Najib & Mursidi, 2021). Moreover, offline learning lets students easily understand the material, communicate and interact between teacher and students, and be more focused, active and enjoy the lesson (Rachmah, 2020). An additional study by Singh et al., (2021) explained that some students prefer offline learning hence they not only can communicate with each other and understand the material better but also enjoy the session.

By the two learning systems above, certainly, the teacher and students have the perception towards online and offline learning systems (Faizah et al., 2021; Gupta, 2021; Nashir & Laili, 2021; Rafiqa & Yasim, 2022; Rahayu & Wirza, 2020; Suryani & Sugianingrat, 2021; Wibowo & Khairunas, 2020; Wua et al., 2022). Based on the explanation above, the researchers intended to find not only the teachers and students' perceptions towards online and offline English learning systems but also obtain information on teachers' difficulties encountered in online and offline English learning.

2. Methods
2.1. Research Design
The qualitative approach was attempted in this research. A qualitative research study is required to discover the phenomenon from the perception of distance education students, as mentioned by Creswell (2019). The explanation above aid the researchers conducted the descriptive qualitative research pattern to gather data from the teachers' and students' perceptions. A qualitative descriptive method is to understand people characters from the interviewees' perspective (W. J. Creswell, 2018).

2.2. Participant
The researcher used two English teachers and the students of second-grade A and B students of SMPN 3 Tinambung, Polewali Mandar regency, West Sulawesi, Indonesia.

2.3. Technique of Data Collection
For the data collection, this study used two instruments in this research, namely questionnaire and interview. In this research, the researchers used the questionnaire as the first instrument and also to answer the first research question and used the interview as the second instrument and also to answer the second research question.

2.4. Instrument of Data Collection

In qualitative research, the instrument or tool of the research is the researcher herself. Qualitative research as a human instrument that has functions to determine the focus of the research, select informants as a data source, interpret data, and conclude the findings (J. W. Creswell & Guetterman, 2019; Gay et al., 2006). This research used questionnaires and interview guidelines (semi-structured interviews) as instruments.

2.5 Technique of Data Analysis
The data analysis technique in the interview used in this research is an interactive model of analysis. According to Miles and Huberman in this model, there are three analysis components: data reduction, data display, and conclusion drawing (Miles & Huberman, 2014). The three activities in interactive model analysis can be explained as follows: Data reduction, Data display and Conclusion drawing. For data from the questionnaire obtained from this research used the Likert scale procedure that indicated whether strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD) from each statement. The researchers used SPSS 25 to analyze the questionnaire result.

3. Results
3.1. Findings
3.1.1. The perception of the teacher and students towards online and offline learning systems in English subjects
The table below describes the teachers' perspectives toward online and offline English learning.

Table 1. Teachers' Perception of Online and Offline English Learning

Numb.	Statements	SA (5)%	A (4)%	U (3)%	D (2) %	SD (1) %
1	Online learning is more flexible in managing my teaching time			1	1	
2	Online learning is more flexible		2			

No	Statement			
	in my teaching place and location			
3	I am more active/involved in online learning			2
4	In online learning, I can participate more in class discussion		2	
5	I teach many things during online learning	1	1	
6	Offline learning is more flexible in organizing my teaching material	1	1	
7	Offline learning is more flexible in my teaching location/place		2	
8	I am more active/involved in offline learning		2	
9	I have many opportunities to interact with teachers and students		2	
10	In offline learning, I teach other information/knowledge, such as learning motivation		2	
11	I think offline learning is easier to understand and apply		2	

The table above shows that most two teachers perceive both online and offline English learning positively. The teachers agreed that online learning is the more flexible place and location. The teachers disagreed with the statement that teachers are more involved and participate in the learning process. The teacher strongly agreed with teaching many things during online learning. However, the teachers were undecided and disagreed that online learning is more flexible in managing their teaching time. Conversely, teachers strongly agreed that offline learning is more flexible in organizing teaching material, active/involved, direct interaction with one another, provides knowledge/information and motivation, easy to understand, and attempted offline learning. Then, the teachers perceived that offline learning could be flexible in location and place.

Table 2. Students' Perception on Online English Learning

Numb.	Statements	SA (5)%	A (4)%	U (3)%	D (2) %	SD (1) %
	Flexibility					
1	Online learning makestime learning do not flexible	9.67	24.39	12.20	53.66	
2	Online learning flexible in study place/location	7,32	39.02	17.07	36.59	
	Interaction					
3	Students more active/involved in online learning	4.68	19.51	19.51	56.10	
4	Students can participate more in class discussion	7.32	29.27	14.53	48.78	
	Knowledge gained					
5	Students learn a lot inonline	14.63	43.90	12.20	26.83	2.44

Above table shows that students has perceived variously. Most of students disagreed on online learning makes time learning do not flexible. Several students agree on online learning can flexible place or location and the other students disagreed on it. Majority students disagreed on statement of students more active/involved in online learning and they can participate more in class discussion. Mostly students can learn a lot in online way. Furthermore, below is table of students' perception on offline learning:

Table 3. Students' Perception on Offline English Learning

Numb.	Statements	SA (5)%	A (4)%	U (3)%	D (2) %	SD (1) %
	Flexibility					
1	Offline learning more flexible in managingsubject matter	36.59	46.34	12.20	2.44	2.44
2	Offline learning flexible placeand location in study	34.15	56.10	4.88	4.88	
	Interaction					
3	Students more active/involved in offline learning	34.15	46.34	9.76	9.76	
4	Offline learning giveopportunities to	41.46	56.10		2.44	

	interact with the teacher/students					
	Knowledge gained					
5	Offline learning makestudents get other information likemotivation	41.46	43.90	9.76	4.88	2.44
6	Offline learning easier to understand the material and easy to apply	51.22	36.59	2.44	7.32	

The table above implies that students perceive flexibility, interaction, and knowledge gained positively. For details, most students perceived offline learning as more flexible in managing subject matter and flexibility in place and location in learning. The majority of students strongly agreed and agreed on the statement that students are more active and interact in offline learning. Largely students strongly agreed and agreed on offline learning make them gain information, motivation and understand the material easely.

3.1.2. The English teachers' difficulties in online and offline English teaching.

The teachers' difficulties in online and offline English teaching can be seen in the table below:

Table 4. Teachers' Interview Transcript

Questions	TCR1	TCR2
What do you think about online and offline learning?	Online learning is a distance learning concept that utilizes digital technology, while offline learning is a teaching and learning activity that is carried out face to face	Online learning is less effective because most of it causes problems for students and educators themselves and one of the most common is network constraints, which are not ready to support distance learning because there are still many students who do not have mobile phones, and the lack of supervision of students because they don't have a mobile phone, there is direct interaction and regarding offline carried out face to face in the teaching and learning process by educators to students it runs as it should, where attendance presentations, interaction, and delivery of learning materials in the form of teaching materials with detailed explanations are carried out
Do you use media in the learning process?	Yes, I do. In sending material, I use the messenger application because this application is easy to use and easy to access	Yes, I do online learning using the mobile phone (WA) and offline learning, the students usebooks, laptops, etc.

	because without a quota, students can use the application	
Is there a time difference between online and offline?	Yes, there is. Online learning is shorter than offline. Online learning takes about 30 minutes, and offline learning takes about 2 hours to learn	Yes, half of the offline class (face-to-face)
What are the difficulties in teaching online and offline learning?	Online, the first thing is an internet connection, when the link is error, we can not send the learning material. While offline, students' lack of focus and concentration, sometimes going in and out of class, is challenging to manage	If online, internet access is not good. So sometimes, students do not understand the explanation. If we gave the assignments, the students' answer would be the same. While offline, we lack media for teaching, such as LCD projectors, and some students are challenging to manage in class

Teachers encountered difficulties in conducting online and offline learning. In online learning, the network did not support it, the time was shorter, and lack of media usage. While in offline learning, teachers have difficulty in classroom management and lack of media usage.

3.2. Discussion

Based on the results of the questionnaire that has been distributed, the teacher's opinion regarding online and offline learning on three aspects, namely flexibility, interaction, and knowledge gained. Firstly, the flexibility of online learning, English teachers have a negative perception of the flexibility of online learning. It was caused the teachers must be connected to the internet network, hence only some spots have good access to the network. In contrast to another study, they can access the network everywhere (Rachmah, 2020; Wibowo & Khairunas, 2020). On the other hand, offline learning is more flexible in organizing the teaching material and flexible in the teaching place because English teachers find it easier to manage and explain during offline learning. It did not support the finding that flexible and efficient only in online learning (Nashir & Laili, 2021).

Secondly, interaction is one of the significant elements in the teaching and learning process. The findings showed that English teachers have a negative perception of online learning because online learning prevents English teachers from participating more in class discussions. An engaging English teaching method for students would be an online learning system, encouraging them to learn the language more (Fitria, 2020). While offline learning, English Teachers have a positive perception because offline learning is learning that takes place face-to-face between teachers and students, making it easier for teachers to explain the material and provide feedback to students without any obstacles such as network connection. According to Rachmah (2020), there is face-to-face interaction in offline learning, which makes it easy for teachers to discuss with students and direct feedback between teachers and students without any obstacles.

The last is knowledge gained. Based on the th findings, English teachers have different perceptions about knowledge gained in online learning. Teacher 1 has a negative perception. Online learning makes teachers unable to meet face-to-face, so teachers

become less flexible in explaining the material. Online learning also has limited time in learning, it is about 30 minutes. Teacher 2 positively perceives online learning because she can give material from various sources on the internet and Youtube. While Offline learning, English teachers have a positive perception of offline learning. English teachers provide other information/knowledge, such as learning motivation and offline learning is easier to understand and apply. In face-to-face teaching, teachers can also more easily supervise all students and ensure that everyone is paying close attention to the lesson. Usually, the teacher will provide motivation. And also, offline learning is easier to apply because there is no obstacle, such as the internet network and direct interaction between teachers and students (Singh et al., 2021).

The most challenging experience for English teachers when teaching online is the internet network. One of the factors causing problems in online learning encountered by teachers is the problem with the internet network. The internet network is an essential factor for implementing online learning because online learning the smoothness of the internet network is crucial for the smooth teaching and learning process. It is similar to the statement that the infrastructure needed to support online courses and the high cost of material access are additional obstacles to online learning. To accomplish this, students must have access to the necessary equipment, whether a smartphone or a portable computer (Simamora, 2020). The addition is assessing students. The teacher cannot accurately assess students' abilities because their interactions are not direct, many students are late in submitting assignments, and many students who the same answer as each other. According to Firmansyah (2021), the teacher's challenge in assessing students is that the teacher has difficulty asking questions because they do not know directly the abilities that students get in learning. Especially in attitude assessments, teachers cannot make direct observations because they cannot meet face to face and lack teacher monitoring of students (Firmansyah et al., 2021).

Furthermore, online learning has limited time, teachers' and students' interaction will also be less. Especially in online learning at SMPN 3 Tinambung, the teacher only sends material via Messenger, Facebook, and WhatsApp. Based on other studies stated that few students had difficulties understanding lecture material is given online (Rachmah, 2020). Teaching materials are usually delivered as readings that are not easily understood thoroughly by students. They assume that materials and assignments are insufficient because the lecturer needs a direct explanation.

The most difficulties in offline learning experienced by the teacher were difficulty managing students in class. Separate from Koeswanti (2021), the teacher has difficulty controlling and managing the course. Therefore the number of students in the class is too much, and the students disturb other students. And also a lack of focus and concentration of students. Teachers have difficulty transferring knowledge to students if students do not concentrate on learning (Rochani, 2019). Moreover, the view of students toward these platforms changes depending on the needs of the students, and both online and offline learning have advantages and disadvantages of their own (Gupta, 2021).

4. Conclusion

Based on the findings and discussion described above, the study concludes that firstly, the teachers' and students' perception towards online and offline learning systems is determined by flexibility, interaction, and knowledge gained. In online learning, teachers have a negative perception of flexibility and interaction and a negative and positive

perception of knowledge gained. Students have a negative and positive perception of flexibility, a negative perception of interaction, and a positive perception of knowledge gained. In offline learning, teachers and students positively perceived flexibility, interaction, and knowledge gained. Secondly, the teacher's difficulties when teaching English online do not have good internet access, students' assessments and the offline lack of focus and concentration of students and difficulty managing in class.

This paper implies that both online and offline systems have obstacles in the English teaching-learning process. It depends on the facilities or infrastructures, location and media utility. Despite this, the study has a limit on a small sample and only focuses on teachers' difficulties. Hence, the further research is expected to investigate students' difficulties in online and offline learning and its other aspects.

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