Investigating the Effectiveness of Online Learning in ELT: EFL Learners' Perception

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Abstract

Learning English online seems to be challenging for lecturers in English language instruction. This inquiry was about to investigate EFL learners' perception on the effectiveness of online learning in English language teaching viewed from psychological and linguistic standpoint. A quantitative research design was used which primarily concerned on descriptive statistics of the EFL learners' perception due to the integration of online learning in English language teaching. Twenty-one university students from non-English major were selected purposively. A set of well-designed questionnaire items with the format of close-ended was utilized. The research findings found out that positive perceptions were owned by the EFL learners in terms of psychological standpoints particularly on happiness, motivation, convenience, boredom, anxiety, learning independence, learning focus, excluding enthusiasm. In addition, positive perceptions were owned by the EFL learners in relation to linguistic standpoints particularly on listening skill, speaking skill, reading skill, writing skill, grammar understanding, and content knowledge after learning English online in English language teaching. Some pedagogical implications were noted for English lecturer, future participants, concerned stakeholder, and other educational researchers.

INTRODUCTION

Living in the fast-growing technological era requires EFL teachers to be more adaptive and tech-savvy. The teaching paradigm shift from offline learning to online learning was very popular in the COVID-19 outbreak in which online learning was the only solution to keep English teaching and

learning activities run on. This unpredictable shift in educational system had to be swiftly and tactfully responded by EFL educators and teachers (Atmojo & Nugroho, 2020; Metscher et al., 2021; Moser et al., 2021; Urbieta & Peñalver, 2021). In addition, over the past ten years, online English language instruction has steadily gained popularity due to the development of the internet and the accessibility of computers in both home and classroom environments (Butnaru et al., 2021; Ma'azi & Janfeshan, 2018; Suresh et al., 2022). Nonetheless, integrating technology in ELT classroom is exceedingly considered challenging and exciting to some English language teachers in transferring comprehensible input to their students as they are accustomed to having onsite learning. Besides, frequent cases appeared in onsite learning due to EFL learners' psychological and linguistics aspects. Foreign language anxiety is used to highlight situational anxiety related to learning a foreign language, such as concerns about linguistic limitations preventing one from conversing with others in that language (Horwitz, 2017; Pan et al., 2022). The main cause of anxiety related to learning a foreign language is the dread of making mistakes when speaking in social and academic settings (Alla et al., 2020; Wang & Zhang, 2021). Focusing on speaking accuracy and fluency can make students uncomfortable in the classroom, claim Abdulaal et al. (2022). For the above problems, the English language teachers need to seek an eligible solution to resolve those cases in order to support the EFL learners for a better English learning.

Online learning is one of the best solutions to overcome the EFL learners' psychological and linguistics aspects as this provides a new nuance of learning English and also it is as the answer of learning constraints in classroom setting. Online learning, commonly referred to as distance learning, offers substantial technology advantages for the educational process, especially in light of the COVID-19 pandemic. Numerous useful program features make it possible to carry out the full learning process effectively. Additionally, Indonesia, a country whose state constitution places a high priority on education, aims to educate the populace while, of course, completely supporting the sustainability of education. This prevents a lost generation from happening. E-learning, Zoom, YouTube, WhatsApp, and Google Classroom are among the program features that are highly beneficial in the learning process (Wilson, 2020). Apart from that, Wargadinata et al. (2020) claim that the online learning models employed during the pandemic gave students knowledge in a manner comparable to that of in-person instruction. Online learning, on the other hand, offers more experience with the value of process learning, which strikes a balance between time and technological advancements based on each student's capacity for self-regulation. Also, readiness of online learning is impacted by the abrupt switch from an in-classroom to an online learning environment. According to Churiyah et al. (2020), the adoption of online distance learning in

Indonesia must take into account the preparedness of teachers in choosing the best approach.

Online learning is a challenge for lecturers to carry out learning activities that provide the competencies needed by students in the future. Online learning has a different pedagogical effect from face-to-face learning (Setiono, 2021). This is a challenge for lecturers to carry out meaningful online learning activities. The presence of many online learning platforms has changed the current and future learning paradigm. This is something that must be anticipated by lecturers by thinking about what online learning strategies have a positive pedagogical effect for internalizing the various competencies needed by students, especially the competencies they will need in the future. In this condition, lecturers must have specific pedagogical abilities for online learning that are different from face-to-face pedagogy in class. Apart from that, online learning relies on internet networks, information technology equipment, and students' ability to use them (Chang et al., 2021). Using conferences, video applications, and learning materials, students can participate in lectures and conversations (Musu et al., 2021). This is in line with Dewi & Sadjiarto (2021), who claim that online learning is one of the methods of learning that are conducted remotely using a variety of information technology and are facilitated by the Internet network in order to reach a wide and sizable target audience. Thus, it could be further pointed out that online learning is essential and still relevant to be implemented as this brings new ambience in English language learning.

Additionally, to see the effectiveness of online learning in English language teaching (Henceforth ELT), the experience for EFL learners needs to be recorded as their feedback after English language learning with online platform. In general, feedback is information regarding an individual's performance that has been given by others. This kind of definition is quite inclusive and can encompass both written and spoken beliefs and remarks (Song & Lee, 2017). Besides, feedback is an integral part of any educational process. It enables students to enhance their self-regulation and pinpoint areas where they need to improve their learning (Pinheiro Cavalcanti et al., 2019). On the other point, a number of important elements influence behavioral intentions, including attitude, perceived behavioral control, and subjective norm. Personal experiences or interactions that influence a person to carry out a particular behavior goal are generally referred to as attitude (Datnow, 2020). According to Pasani, Amelia, and Hassan (2020), a person's attitude toward using technology in the classroom is crucial to their ability to embrace it. Students have undoubtedly gained firsthand experience with using technology as a learning platform throughout the pandemic as a result of the switch from in-person to online instruction. As a result, their mindset may influence their behavior and intention to use technology for education. Hence, needs of EFL

learners' feedback to be measured is necessary after learning English through online platform.

There are many researches about the use of online learning platform in English language teaching both the combination between online and face to face learning. Few studies have demonstrated that online learning and traditional teaching techniques yield the same results, and there are no discernible differences in learners' performance when comparing online language learning with traditional classes, according to Alenezi (2020). Nonetheless, Arkorful & Abaidoo (2014) contended that a wide range of studies showed a very favorable opinion of online education. Furthermore, they asserted that certain research revealed detrimental impacts of online education on students' academic performance. The debate about the advantages and disadvantages of online education is still going strong. For example, proponents of online education list the following benefits: First, anyone can quickly access resources in a variety of formats at any time and from any location. Second, asynchronous teacher-student communication is expanded through online learning. Thirdly, instantaneous test feedback encourages autonomous and independent learning; and lastly, technology use influences students' interest and enthusiasm in learning (Sadeghi, 2019; Suresh et al., 2022). Additionally, numerous research also examined the benefits and drawbacks of online courses and applications for teaching languages (Adedoyin & Soykan, 2020; Butnaru et al., 2021; Mishra et al., 2020; Namaziandost et al., 2021). Besides, the topic of attitudes toward online language learning garnered scholarly interest, and other studies looked into how teachers and students felt about taking lessons online (Afroz et al., 2021; Ismaili, 2021; Mahfouz & Salam, 2021). Apart from that, in recent years, the academic community has been concerned about online education. Online education is now an essential component of the curriculum in the majority of educational systems worldwide, claims Janfeshan (2023). As a result, researchers have looked into how beneficial online courses are from both the perspective of the teacher and the student. However, it appears that not many studies have looked at this issue from the viewpoint of the parent (Abdallah, 2018; Heba & Sultan, 2020).

Based on the previous investigations above due to online learning integration in English language teaching, it could be then pointed out that online learning could make a difference in EFL learning and also there were some relationships between the EFL learners' attitude and academic attainment. In alignment with the description mentioned above, the researcher was about to focus on investigating EFL learners' perception on the effectiveness of online learning in English language teaching viewed from psychological and linguistic standpoint. This inquiry was primarily concerned on psychological standpoint which covered happiness, motivation, convenience, enthusiasm, boredom, anxiety, learning independence, learning focus, and linguistic standpoint which covered listening skill, speaking skill, reading skill, writing skill, grammar

understanding, and content knowledge being intervened with online learning. Those standpoints mentioned brought new insights and ground in English language teaching which those were not vividly addressed in the previous related research.

In relation to description, research problems, and previous related studies, two research questions were consciously generated: (1) What were the EFL learners' perception after being intervened with online learning in ELT viewed from psychological standpoint, (2) What were the EFL learners' perception after being instructed with online learning in ELT viewed from linguistics standpoint. Apart from that, noting down research questions above, two research aims were jotted down as follows: (1) To see whether or not the EFL learners had positive perception on being intervened with online learning in English language teaching viewed from psychological aspects, (2) to see whether or not the EFL learners had positive perception on being instructed with online learning in English language teaching viewed from linguistic aspects. Viewed from theoretical perspective, this research was expected to give some additional contribution for English language teacher or instructors in conjunction with positive relationship among online learning, psychological factor, and linguistic factor. Viewed from practical perspective, this was accordingly intended to provide fruitful and meaningful insights particularly on integrating ICT as an alternative teaching solution in curriculum development.

RESEARCH METHODOLOGY

This inquiry used a quantitative research design which primarily concerned on descriptive statistics of the EFL learners' perception due to the integration of online learning in English language teaching. It discusses the psychological and linguistic standpoint of the EFL learners after being intervened with online learning in English language teaching. The intervention was provided with fourteen teaching session. Twenty-one university students from non-English major were selected purposively as they did have the same cohort, did take no additional English course, did have no online learning class formerly. This was conducted in one of non-state university in southern region of Sumatera. To check the EFL learners' perception in parallel with the use of online learning in English language teaching, the researchers designed a set of close-ended questionnaire which was exclusively focused on psychological and linguistics standpoint after the EFL learners were instructed with online learning in English language setting.

Instrumentation and data analysis

This investigation was conducted in English language setting in which it consisted of sixteen meeting including pretest and posttest. Different learning materials were given to cover four integrated English language skills. However, the researcher was highly intended to see the EFL learners' perception on the use of the effectiveness of online learning in English language teaching. A set of well-designed questionnaire items with the format of close-ended was used based on the researcher' need which primarily concerned on psychological and linguistic standpoint of EFL learners after being provided with online learning integration in English language instruction. This was made to specifically see whether the participants had a positive perception or negative perception after being systematically intervened. Additionally, fifteen questionnaire items were properly designed in this inquiry. Questionnaire item 1- 8 was consciously typed to see the psychological standpoint of EFL learners after getting instructed with online learning integration in English language instruction. Questionnaire item 9-15 was accordingly typed to see the linguistic standpoint of participants after having instructed with online learning in English language teaching. All questionnaire items were made with five Likert scales (Strongly agree – strongly disagree). Furthermore, to rate the level of internal consistency of the close-ended questionnaire made, Cronbach alpha correlation computation was finely used. After being calculated with SPSS software, the result generated was much higher than .70. In addition, it could be revealed that the questionnaire generated value was pondered reliable and ready to be used for instrumentation. Thereafter, the online questionnaire dissemination was shifted into google form to gain the participants' perception in person. Afterwards, to scientifically calculate the results of questionnaire taken, frequency, percentage, obtained mean score (MS), and standard deviation (SD) were meticulously tabulated in data presentation. Apart from that, it was thoroughly interpreted and supported with close-knits studies by some academic scholars.

RESULT AND DISCUSSION

After getting finished making and disseminating the questionnaire, the researcher calculated, analyzed, and described the questionnaire items in a thorough way. The descriptive statistical analyses were performed in parallel with the frequency, mean score, percentage, and standard deviation. This calculation was computed thoroughly and carefully and so was the tabulation input. The descriptive statistics analyses result could then be viewed in the presented tabulation below.

Table 1. Descriptive of Questionnaire Dissemination

No	Questionnaire Items	Percentage (Frequency)					Mean (Standard Deviation)
		(5) SA	(4) A	(3) N	(2) D	(1) SD	
1	I feel happy learning English online	52.4 (11)	33.3 (7)	9.5 (2)	-	4.8 (1)	4.29 1.007
2	I feel motivated learning English online	42.9 (9)	38.1 (8)	14.3 (3)	-	4.8 (1)	4.14 1.014
3	I feel convenient learning English online	33.3 (7)	38.1 (8)	23.8 (5)	-	4.8 (1)	3.95 1.024
4	I feel enthusiastic learning English online	4.8 (1)	23.8 (5)	28.6 (6)	9.5 (2)	33.3 (7)	2.57 1.326
5	I feel bored learning English online	4.8 (1)	23.8 (5)	28.6 (6)	9.5 (2)	38.1 (8)	2.29 1.347
6	I feel anxious learning English online	9.5 (2)	4.8 (1)	33.3 (7)	19 (4)	33.3 (7)	2.38 1.284
7	Online learning enhances my learning independence	4.8 (1)	28.6 (6)	47.6 (10)	-	19 (4)	3.00 1.140
8	Online learning enhances my learning focus	9.5 (2)	33.3 (7)	38.1 (8)	-	19 (4)	3.14 1.236
9	Online learning enhances my listening skill	19 (4)	19 (4)	42.9 (9)	-	19 (4)	3.19 1.327
10	Online learning enhances my speaking skill	23.8 (5)	33.3 (7)	33.3 (7)	4.8 (1)	4.8 (1)	3.67 1.065
11	Online learning enhances my reading skill	23.8 (5)	38.1 (8)	33.3 (7)	-	4.8 (1)	3.81 .873
12	Online learning enhances my writing skill	28.6 (6)	28.6 (6)	38.1 (8)	-	4.8 (1)	3.81 .928
13	Online learning enhances my English vocabulary	28.6 (6)	33.3 (7)	33.3 (7)	-	4.8 (1)	3.86 .910
14	Online learning enhances my English grammar	28.6 (6)	33.3 (7)	33.3 (7)	-	4.8 (1)	3.86 .910
15	Online learning enhances my content knowledge	28.6 (6)	23.8 (5)	42.9 (9)	-	4.8 (1)	3.76 .944

Regarding question item one (Qi1), it could be revealed that 52.4% or 11 students pressed the strongly agree button on and 33.3% or 7 students pressed the agree button on that they felt happy learning English online. 9.5% or 2 students pressed the neutral button on and 4.8 or 1 student pressed the strongly disagree button on. In addition, the obtained mean score and standard deviation were 4.29 and 1.007. Hence, it could be then stated that 85.7% or 18 students had positive perception that learning English online made them happy.

Regarding question item two (Qi2), it could be said that 42.9% or 9 students pressed the strongly agree button on and 38.1% or 8 students pressed the agree button on that they felt motivated learning English online. 14.3% or 3 students pressed the neutral button on and 4.8 or 1 student pressed the strongly disagree button on. Additionally, the generated mean score and standard deviation were 4.14 and 1.014. For that reason, it could then be verbalized that 81% or 17 students had positive perception that learning English online made them feel motivated.

Regarding question item three (Qi3), it could be vividly seen that 33.3% or 7 students pressed the strongly agree button on and 38.1% or 8 students pressed the agree button on that they felt convenient learning English online. 23.8% or 5 students pressed the neutral button on and 4.8 or 1 student pressed the strongly disagree button on. Furthermore, the obtained mean score and standard deviation were 3.95 and 1.024. Thus, it could be pointed out that 71.4% or 15 students had positive perception that learning English online made them feel convenient.

Regarding question item four (Qi4), it could be clearly described that 4.8% or 1 student pressed the strongly agree button on and 23.8% or 5 students pressed the agree button on that they felt enthusiastic learning English online. 28.6% or 6 students pressed the neutral button on, 9.5% or 2 students pressed the disagree button on and 33.3% or 7 students pressed the strongly disagree button on. Moreover, the generated mean score and standard deviation were 2.57 and 1.326. Due to the description above, it could be further concluded that 28.6% or 6 students felt enthusiastic learning English online. On the other note, 42.8% or 9 students did not feel enthusiastic learning English online. Hence, it could be revealed that more dominantly the EFL learners had negative perception that learning English online made them feel enthusiastic.

Regarding question item five (Qi5), it could be stated that 4.8% or 1 student pressed the strongly agree button on and 23.8% or 5 students pressed the agree button on that they felt bored learning English online. 28.6% or 6 students pressed the neutral button on, 9.5% or 2 students pressed the disagree button on and 38.1% or 8 students pressed the strongly disagree button on. Moreover, the obtained mean score and standard deviation were 2.29 and 1.347. Due to the description above, it could be further concluded that 28.6% or 6 students felt bored learning English online. On the other side, 47.6% or 10 students did not feel bored learning English online. Thus, it could be briefly concluded that more dominantly the EFL learners had negative perception that learning English online made them feel bored.

Regarding question item six (Qi6), it could be noted that 9.5% or 2 students pressed the strongly agree button on and 4.8% or 1 student pressed the agree button on that they felt anxious learning English online. 33.3% or 7 students pressed the neutral button on, 19% or 4 students pressed the disagree

button on and 33.3% or 7 students pressed the strongly disagree button on. In addition, the generated mean score and standard deviation were 2.38 and 1.284. In relation to the noted explanation above, it could be succinctly stated that 14.3% or 3 students felt anxious learning English online. On the other point, 52.3% or 11 students did not feel anxious learning English online. In brief, EFL learners had negative perception that learning English online made them feel anxious.

Regarding question item seven (Qi7), it could be asserted that that 4.8% or 1 student pressed the strongly agree button on and 28.6% or 6 students pressed the agree button on that online learning enhances their learning independence. 47.6% or 10 students pressed the neutral button on, and 19% or 4 students pressed the strongly disagree button on. Besides, the obtained mean score and standard deviation were 3.00 and 1.140. Hence, it could further said that 33.4% or 7 students had positive perception that their learning autonomy was improved after learning English online.

Regarding question item eight (Qi8), it could be conveyed that 9.5% or 2 students pressed the strongly agree button on and 33.3% or 7 students pressed the agree button on that online learning enhances their learning focus. 38.1% or 8 students pressed the neutral button on, and 19% or 4 students pressed the strongly disagree button on. Besides, the generated mean score and standard deviation were 3.14and 1.236. In conjunction with description above, it could then be verbalized that 42.8% or 9 students had positive perception that their learning focus was boosted after learning English online.

Regarding question item nine (Qi9), it could be pointed out that 19% or 4 students pressed the strongly agree button on and 19% or 4 students pressed the agree button on online learning enhances their listening skill. 42.9% or 9 students pressed the neutral button on, 4.8% or 1 student pressed the disagree button on and 4.8% or 1 student pressed the strongly disagree button on. Moreover, the obtained mean score and standard deviation were 3.19 and 1.327. Thus, it could be concisely concluded that 38% or 8 students had positive perception that their listening skill was developed after learning English online.

Regarding question item ten (Qi10), 23.8% or 5 students pressed the strongly agree button on and 33.3% or 7 students pressed the agree button on online learning enhances their speaking skill. 33.3% or 7 students pressed the neutral button on, and 4.8% or 1 student pressed the disagree button on and 4.8% or 1 student pressed the strongly disagree button on. Moreover, the generated mean score and standard deviation were 3.67 and 1.065. For that description above, it could be revealed that 57.1% or 12 students had positive perception that their speaking skill was promoted after learning English online.

Regarding question item eleven (Qi11), it could be described that 23.8% or 5 students pressed the strongly agree button on and 38.1% or 8 students pressed the agree button on online learning enhances their reading skill. 33.3%

or 7 students pressed the neutral button on, and 4.8% or 1 student pressed the strongly disagree button on. Additionally, the obtained mean score and standard deviation were 3.81 and .873. Due to the noted illustration above, it could be vividly stated that 69.1% or 13 students had positive perception that their reading skill was fostered after learning English online.

Regarding question item twelve (Qi12), it could be said that 28.6% or 6 students pressed the strongly agree button on and 28.6% or 6 students pressed the agree button on online learning enhances their writing skill. 33.3% or 7 students pressed the neutral button on, and 4.8% or 1 student pressed the strongly disagree button on. Additionally, the obtained mean score and standard deviation were 3.81 and .928. Hence, it could be clearly concluded that 57.2% or 12 students had positive perception that their writing skill was improved after learning English online.

Regarding question item thirteen (Qi13), it could be conveyed that 28.6% or 6 students pressed the strongly agree button on and 33.3% or 7 students pressed the agree button on online learning enhances their English vocabulary. 33.3% or 7 students pressed the neutral button on, and 4.8% or 1 student pressed the strongly disagree button on. Additionally, the generated mean score and standard deviation were 3.86 and .910. For that reason, it could be briefly asserted that 61.9% or 13 students had positive perception that their English vocabulary was enriched after learning English online.

Regarding question item fourteen (Qi14), it could be pronounced that 28.6% or 6 students pressed the strongly agree button on and 33.3% or 7 students pressed the agree button on online learning enhances their English grammar. 33.3% or 7 students pressed the neutral button on, and 4.8% or 1 student pressed the strongly disagree button on. Additionally, the obtained mean score and standard deviation were 3.86 and .910. Thus, it could be clearly revealed that 61.9% or 13 students had positive perception that their English grammar understanding was upgraded after learning English online.

Regarding question item fifteen (Qi15), it could be explained that 28.6% or 6 students pressed the strongly agree button on and 23.8% or 5 students pressed the agree button on online learning enhances their content knowledge. 42.9% or 9 students pressed the neutral button on, and 4.8% or 1 student pressed the strongly disagree button on. Additionally, the obtained mean score and standard deviation were 3.76 and .944. Due to the description above, it could be further concluded that 52.4% or 11 students had positive perception that their content knowledge was added up after learning English online.

Discussion

After earning the statistical computation, tabulation, and description, a meticulous and systematic discussion was drawn. The instrumentation used was intended to figure out two standpoints only namely psychological and linguistics. Q1-Q8 were properly counted into psychological standpoint while Q9-Q-15 were accordingly counted into linguistic standpoint.

Eyeing from psychological standpoint, it was statistically found out that 18 students (85.7%) gave positive perception that learning English online made them happy. 17 students (81%) gave positive perception that learning English online made them feel motivated. 15 students (71.4%) gave positive perception that learning English online made them feel convenient. 9 students (42.8%) gave negative perception that learning English online made them feel enthusiastic. 10 students (47.6%) gave negative perception that learning English online made them feel bored. 11 students (52.3%) gave negative perception that learning English online made them feel anxious. 7 students (33.4%) gave positive perception that their learning autonomy was improved after learning English online. 9 students (42.8%) gave positive perception that their learning focus was boosted after learning English online.

These research findings were in conjunction with some scholars or other researchers which state that positive feelings of perception can encourage students to engage in their online studies, foster greater interaction and communication among students, and help them pay attention more holistically (Majeski et al., 2018; Nolan-Grant, 2019; P. P. Y. Wong et al., 2022). Many people believe that anxiety is a bad emotion that impairs performance and motivation to study (Hilliard et al., 2020; Mihai et al., 2022). Anxiety related to foreign languages has been documented in online contexts and has been demonstrated to reduce students' online participation (Côté & Gaffney, 2021; García-Castro & O'Reilly, 2022). The main criterion for evaluating learning strategies should be how well they boost student participation and engagement while eliminating any stressors or bad emotions that could affect students' performance, particularly under trying conditions (Mihai et al., 2022). Furthermore, immediate assessment feedback encourages autonomous and independent learning, and technology use influences students' motivation and interest in learning (Sadeghi, 2019; Suresh et al., 2022). Additionally, learners become more independent in their learning process as a result of online learning, which encourages self-directed learning (Salamat et al., 2018). Similar to this, (Wong (2020)Wong (2020) asserts that while online learning was successful in fostering student autonomy, the requirement for relatedness or arousal was not satisfied because there was no social or physical interaction with peers and teachers as there would be in a traditional classroom. Therefore, it could be further pointed out that there was positive perception on the EFL learners' psychological standpoints particularly on happiness, motivation, convenience, boredom,

anxiety, learning independence, learning focus, excluding enthusiasm after being intervened with online learning.

In addition, eyeing from linguistic aspects, it was statistically figured out that 8 students (38%) gave positive perception that their listening skill was developed after learning English online. 12 students (57.1%) gave positive perception that their speaking skill was promoted after learning English online. 13 students (69.1%) gave positive perception that their reading skill was fostered after learning English online. 12 students (57.2%) had positive perception that their writing skill was improved after learning English online. 13 students (61.9%) gave positive perception that their English vocabulary was enriched after learning English online. 13 students (61.9%) gave positive perception that their English grammar understanding was upgraded after learning English online. 52.4% or 11 students (52.4%) gave positive perception that their content knowledge was added up after learning English online.

These research findings were in alignment with some scholars or other researchers which state that positive attitudes can result from using online platforms, and this in turn improves and promotes academic success (AbuSa'aleek, 2015; Alshawi & Alhomoud, 2016; Hosseinpour et al., 2019; Janfeshan & Janfeshan, 2021; Ma'azi & Janfeshan, 2018). Beside that, in order to assess and improve the quality of learning, Chang et al. (2021) compared the effectiveness of learning in a traditional classroom with online learning. Students were assessed on both learning modalities, and the findings indicated that online learning was more effective than traditional classroom instruction. Nonetheless, course design, which includes the kind of learning materials utilized, the instructor-student relationship, and learning activities, are the elements influencing the online learning experience. These elements can all have a favorable or negative effect on students' learning experiences (Caskurlu et al., 2021). The learning process may also be impacted by elements brought about by the personality of the learners (Cohen & Baruth, 2017). More importantly, the role of instructor in delivering the pedagogy in online and offline learning is one of the key successes. Pedagogy is essential in relation to both online and conventional offline learning settings (Ananga, 2020; Boada, 2022; Castro & Zermeno, 2020; Regmi & Jones, 2020). Additionally, as noted by Tamayo-Maggi & Cajas-Quishpe (2020), online language training has proven beneficial in academic settings, while Duncan & Barnett (2009) state that online learning has become a significant alternative system from elementary school to higher education. Thus, it could be vividly revealed that there was positive perception on the EFL learners' linguistic standpoints particularly on listening skill, speaking skill, reading skill, writing skill, grammar understanding, and content knowledge after being intervened with online learning.

CONCLUSION

In relation to the research results and description made above, some specific conclusion and pedagogical implication were carefully drawn. Holistically, first finding, positive perceptions of psychological standpoints were owned by EFL learners in terms of happiness, motivation, convenience, boredom, anxiety, learning independence, learning focus, excluding enthusiasm after being intervened with online learning. Apart from that, second finding, positive perception of linguistic standpoints were owned by EFL learners in conjunction with listening skill, speaking skill, reading skill, writing skill, grammar understanding, and content knowledge after being given online learning intervention. However, pertaining to frequency, percentage, and some other components were really significant.

In conjunction with the conclusion drawn above, pedagogical implications were also made to English lecturer, future participants, concerned stakeholder, and other educational researchers in this inquiry. First of all, English lecturers should ponder these researched aspects in designing their teaching and learning materials, activities, and assessment. Second of all, future EFL learners needs to be vividly intervened with these aspects after learning English online as this might help them be more prepared. Third of all, concerned stakeholder should consider this to be included in academic and instructional curriculum. Last of all, other future academic scholar or investigators to undergo similar research with different research variables, design, and instrumentation to gain real deeper research findings, discussion, and pedagogical impacts.

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