

Remote Area Students' Perception towards Online and Face-to-face Learning in EFL Classroom during the New Norm Era

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Abstract

The pandemic brings new perception to students. The aim of this research was to find out remote area students' perception toward both online and face-to-face learning. This research was a descriptive qualitative research. 77 students from twelve grade class of SMA Negeri 1 Kendawangan participated in this research. In order to collect the data, interview was employed. The result showed most of students faced some difficulties during their online learning such as with the internet connection, their environment at home, lack of communication or practice, and indirect explanation from the teacher. These led students to prefer face-to-face learning in learning English. In conclusion, students in remote areas had negative perception toward online learning. It is crucial for teachers to communicate more with students and be more creative in the teaching learning process in both face-to-face and online learning.

Keywords: *Remote Area, Students Perception, Online Learning, Face-to-face Learning, EFL Classroom*

Introduction

Students in remote areas have adapted to the new norm culture well, especially regarding online learning. However, it was not easy to adapt to the new learning system, mainly as it relates to technology in an area where it was not common. For the first time, students did not go to school for almost two months. There were no teaching and learning activities until it was announced that teaching and learning was changed into online learning. All struggles were real; both teachers and students faced different challenges. The teachers tried to find the most suitable platform to use to teach the students. Meanwhile, the students tried their best to keep their understanding of the material through the new system.

It was quite hard for students; they changed their morning routines from needing to wake up early to prepare to go to school to checking their smartphones to start the learning process. Meanwhile, for the teachers, the change was when they needed new resources from the internet and in the way they share the materials they got from books with the students. The first step for online learning started when the teachers created a WhatsApp group for the class they were teaching. This class WhatsApp group members consisted of teachers who taught all the subjects in that particular class. The purpose was to interact conveniently regardless of the time and place. Some teachers also used Zoom to carry out the teaching and learning session. This new situation brought some students to a new routine where they went to one of their friends' houses to meet up in groups because some of them did not have internet connection.

After going through 2 years of a deadly pandemic, students in SMA Negeri 1 Kendawangan started to go to school after the decision was settled by the government, which allowed schools to have face-to-face learning sessions with new rules applied. The new rules include students having new schedules and spending less time in school compared to before the pandemic. For the first few months, students went to school two times a week. Then for the rest of the week, they had online classes due to switching turns for each grade. However, as of now, with the condition getting better, students can go to school and have full face-to-face learning. Changing from face-to-face to online learning and going back to face-to-face learning with some new situations should create various perceptions of students towards this new phenomenon.

The perspective of students plays a crucial role in the teaching and learning process. Their attitudes, beliefs, and feelings about online and face-to-face learning can significantly impact their engagement and overall educational outcomes or the success of teaching learning. According to Klienke (1978) students' perception can influence the teaching learning process. When students have positive perception towards the learning system as relevant, stimulating and can support their needs, they are more likely to be actively involved during teaching learning. On the other hand, negative perception such as boredom, frustration or lack of confidence can hinder their ability to grasp the concepts and their progress.

In English subject especially in SMA Negeri 1 Kendawangan, during face-to-face learning, the teachers mostly focus on teacher-centered approach; the teachers explain the materials to the students using the book which was prepared by the government as the main resource. The time allocated for face-to-face learning is only 90 minutes a week. Meanwhile, in online learning, the teachers share the material to the students through WhatsApp groups and then mostly the teachers would assign students tasks and give students the opportunity to explore the materials or the tasks on the internet. The allocated time during online learning is longer than face-to-face learning. For instance, when the teachers assign online tasks, the students can submit the task within 24 hours or more.

The differences between these aspects, particularly between online and face-to-face learning, create different views for the students. This research focused on how students perceived the process of teaching and learning such as how they feel during the time they study, how they understand the material, and the struggles they have during activities in both situations, online and face-to-face. This research also examines which type of learning they prefer, and the reasons why they choose that learning style over the other.

Most of previous studies related to students' perception towards both online and face-to-face learning were conducted in higher education settings and found various reasons. However, this issue was different for students in senior high school, especially in remote areas. After some educational system changes, they could have different perceptions of this phenomenon. In short, this research investigated students' perceptions in remote areas towards the implementation of online and face-to-face learning. By knowing students' perceptions, teachers can better understand the effectiveness of their practices and how students view online

and face-to-face learning. This research contributes to this area of education, which can assist teachers seeking to plan classes and teach according to the needs of their students. In addition, due to the pandemic where online learning was introduced, teachers and students were able to adapt to the new method of studying online way earlier than they otherwise would. Moreover, online learning is the future of education due to its limitless capabilities with the help of technologies for students to learn various skills.

Literature review

As human beings, having different perceptions toward things is one of our unique traits. It is proven that every human being perceives things based on their senses. Qiong (2017) believes that perception is a process experienced to achieve awareness or understanding of sensory information. The classroom, which consists of around 30 students, must inspire different perceptions to each of them. From the definition above, it can be said that perception is the process or phenomenon by which students perceive any object and interpret it, which mainly involves all their five senses' organs and the brain to interpret and organise the whole process. For example, the process of students' stimulation can be influenced by various factors such as knowledge, desire, and experience, which are relevant to stimulation affected by human behaviour. Therefore, it is crucial to understand what students think to help teachers plan for the future. Akande (2009) discusses how perceptions help to understand a person's motivation and reaction to different situations. In addition, Layali and Al-Shlowiy (2020) explain how focusing on students' perceptions to understand this new reality can give insight into how the COVID-19 pandemic has changed the face of education and how to move forward.

The outbreak of Covid-19 changed the education system. Particularly, the Covid-19 epidemic has resulted in two distinct effects on the sustainability of education. The first effect experienced by numerous households in Indonesia, whether in urban or rural areas, constitute the primary focus. In Indonesia, a significant number of families with limited familiarity opt for online learning as an educational approach. Similarly, the psychological challenges experienced by students who are acclimated to in-person classroom learning might also manifest when they transition to online learning. This shift may contribute to increased feelings of boredom, tension, and sadness among students (Rohana et al., 2021).

Since the pandemic, online learning has become a familiar word among students and teachers. Some terms for online learning also have become more well-known, such as e-learning and distance learning. Online learning can be defined as a system that can be used in education to overcome the problem of distance and time, especially in the pandemic era. During the implementation of online learning, students experience both positive and negative effects. Some studies have shown both the advantages and disadvantages faced by students during their online learning. EviŞen et al. (2020) completed a study in Turkiye and found that students thought there were some advantages to e-learning during the pandemic. Some students liked

having more time to complete tasks and work more independently, and ultimately many felt more comfortable learning in their own homes in a safe environment.

However, students also faced some challenges in online learning. Yuliza (2021) stated in her study that the students encountered several challenges in the process of online learning, including issues such as inadequate internet connectivity, diminished motivation, susceptibility to distractions, and heightened stress levels arising from the workload assigned by teachers. In addition, Dhull and Sakhi (2017) argue that there needs to be more motivation for online learning. Online students need more motivation to study because they are easily distracted by other activities. Students who need help with time management and tend to procrastinate face disadvantages when working at their own pace. These students typically have greater success with the structure of conventional learning. Another disadvantage of online learning is its inaccessibility in remote areas. For example, in remote areas with poor internet access, online learning is impossible for some students who lack suitable devices and internet connection.

Traditionally, the teaching-learning process is conducted in a classroom where students and teachers interact directly or face-to-face. Typically, in a traditional classroom, teachers emphasize traditional lectures, homework assignments, and assessments such as projects, exams, and quizzes (Tran, 2016). After almost two years of online learning, some students may have been waiting for the time when they can have a face-to-face interaction. Indriani and Sulaiman (2023) found out that students had positive responses toward face-to-face learning after the pandemic. They stated the implementation of face-to-face learning following the post-pandemic era has significantly heightened students' enthusiasm, as evidenced by their notable levels of drive towards learning (Indriani & Sulaiman, 2023). Furthermore, it is worth noting that face-to-face learning fosters meaningful engagement and communication between teachers and students.

Moreover, Tran (2016) explains that one of the most significant advantages of face-to-face learning is the face-to-face interaction between the students and the teachers, which allows students to ask immediate questions and get feedback directly. He divided the details advantages into three: first, students can pose questions and receive immediate answers or teacher feedback in certain situations. At the same time, other students who are unlikely to inquire can benefit from the provided answer. Second, students recognise what is expected of them. Therefore, a good teacher will review what is due from the previous meeting, allowing students to stay on track and stay caught up. However, students also have some challenges in face-to-face or traditional classroom environment including scheduling issues, and many teachers need to entirely apply technological improvements rapidly. Feedback to students is frequently delayed and not immediate, such as grading feedback and test results. The last disadvantage is how teachers explain the materials. Teachers determine the teaching process; some students struggle because they may find the pace too fast. Some students are not able to keep up, while others may find it too slow and tedious (Tran, 2016).

Related to students' perception toward face-to-face and online learning, some researchers have studied students' perceptions of online and face-to-face learning; the first study was conducted by Hafis et al. (2021). The study's findings revealed that online learning was convenient for students in order to keep up learning activities during the pandemic. Nevertheless, students preferred face-to-face learning due to the intensity of the teaching-learning process which made the lecturers' explanations clearer and hence it made it easier for them to comprehend the material. A second study conducted by Yusny et al. (2021) attempted to determine the students' perceptions of learning in two distinct circumstances. The circumstances involved online and face-to-face learning, with a focus on learning frameworks such as learning intensity and comprehensiveness, appropriate learning, comfortability, and learning flexibility. It was discovered that most students prefer face-to-face learning. The results additionally showed that interaction between students and lecturers was still essential to students' satisfaction and comfort of learning. The last study was by Mather and Sarkans (2018) who conducted a qualitative study and showed that students differently perceive their performance, challenges, satisfaction, and achievement in online and face-to-face learning. According to the findings, the most difficult challenge in online learning was students' ability to use technology and accepting timely feedback and communication from faculty. The majority of students preferred face-to-face learning over online learning.

Problem statement

Based on the topic and introduction above, this research was designed to address four research problems as follows;

- i) What are the differences in students' perceptions between online learning and face-to-face learning?
- ii) What are students' struggles in online learning and face-to-face learning?
- iii) What type of learning is preferred by students in SMA Negeri 1 Kendawangan?
- iv) Why do students prefer the chosen type of learning?

Methodology

The primary purpose of this research was to find out students' perceptions of online and face-to-face learning. Using an appropriate research design to solve the research problem was crucial. The researcher applied a qualitative study for conducting this research. Gay et al. (2012) believes that qualitative research aims to delve thoroughly into the research setting to acquire in-depth understandings of how things are, why they are as they are, and how participants in the context perceive them. Furthermore, although Creswell (2014) believes that qualitative design emphasizes data collection, analysis, and writing, these elements originate in

the discipline and flow throughout the research process. Therefore, qualitative design helped the researcher gain details about students' online and face-to-face learning perceptions.

In order to collect the data and relate it to the research problems, the interview method was chosen. Gay et al. (2012) state that the researcher can investigate the participants' responses to collect thorough facts about their experiences and feeling in interviews. According to Nazir (2009), an interview is a process of asking face-to-face questions between the researcher and the respondent using an interview guide in order to gain the information for the research. An interview between an unstructured and structured interview is called a semi-structured interview, arranged according to the interest area chosen. This research used a semi-structured interview where the questions are formulated like a structured interview but the interviewers can modify the format when the interview begins according to the interviewers' needs. There are eight (8) open-ended questions, which would discourage interviewees from answering the questions with simple answers such as yes or no. The list of questions is designed to reveal and discover the vital matter to understand the phenomenon under study. The interview was used to get the interview data from twelfth grade students in this research. Finally, it investigated how online and face-to-face learning application was based on their perception.

The data collected should be analysed, as explained by Moleong (2005), who describes analysing data as organising and putting consecutively into a pattern, category, and unit to get the theme to form a hypothesis based on data. In analysing the data collected by interview, this research used three phases in analysing the qualitative research in accordance with Ary et al. (2010), who outlined the steps as (1) familiarising and organising, (2) coding and reducing, and (3) interpreting and representing. In this research, the researcher conducted all steps of the phases to analyse the data. The detailed steps as explained below:

1) Familiarising and Organising

The first step that needed to be taken was for the researcher to reread the note and listen to the audio recorded. Furthermore, the researcher must transform the audio and the note into transcription. The transcription is a big help when it comes to arranging and analysing the data later. The researcher is able to review the different types of data and information that occurred while interviewing and observing more effectively.

2) Coding and Reducing

In the second step, the researcher was ready to sort and separate the data. The researcher started by coding the data into specific criteria based on research problems such as students' perception, students' struggles, students' learning preference, and students' reasons. Finally, it was divided according to the foci of the researcher. Subsequently, the data was reduced and divided by selecting points and separating the unnecessary data until all data was categorized. This step helped the researcher organize and focus on analyzing data.

3) Interpreting and Representing

Interpreting data was how the researcher explained and presented the outcomes of the data. The interpretation was done descriptively by the researcher then the researcher concluded and gave the outcomes related to the research problems that the researcher wanted to analyze.

Subjects in research are essential in order to get the needed information. Lodico et al. (2006) state that depending on the type of question asked, the researcher wants to select subjects that are able to provide the critical information essential for the research. In conclusion, in qualitative research, the researcher selects his/her subjects according to the subjects' knowledge and capability of answering the questions. In this research, the researcher used purposive sampling in order to choose the participants. The researcher involved grade twelve students of SMA Negeri 1 Kendawangan in the academic year of 2022/2023 as the subject of the research. There are four classes of grade twelve in SMA Negeri 1 Kendawangan. Every class consists of around 27 to 30 students. The researcher then chose two students from each class as participants as the representative of each class. All the participants also were chosen because they experienced the changing from face-to-face to online learning and went back to face-to-face which the criteria of participants. However, two (2) students did not want to participate because they were too shy and felt uncomfortable and other students also did not want to participate. It was quite hard to ask the students to participate because students in the SMA Negeri 1 Kendawangan have difficulty participating in the interview virtually due to connectivity issues and their inexperience in participating in a research which leads to only six (6) students willingly taking part in the interview. The researcher communicated with all the participants through Whatsapp application before the interview was conducted and asked the participant how they wanted to be interviewed and they decided to have the interview through voicenote in Whatsapp. The researcher then sent them the questions through voice one by one and they answered the questions one by one.

Findings

The students had a good response toward face-to-face learning. Meanwhile, in online learning, there was no significant difference which was proven by students' answers, which were mostly neutral. It can be interpreted that face-to-face learning was their learning preference. They felt more comfortable with face-to-face learning, and it had more benefits for their learning process. However, they were also fine with online learning when there was no other way in order to continue their learning progress. In addition, the detailed answer for each research question is described below:

Students' perception of online and face-to-face learning

Even though it was their first time learning English subject through online learning, from the interview's result, Student 1 argued that there was no different in both situation online and face-to-face learning then he

enjoyed both classes because online learning was as fun as face-to-face learning. However, in contrast with Student 1, the rest of the students did not feel the same. Student 2 believed that learning English was much easier to be understood in face-to-face learning because the teacher explained the material directly. Then, it was hard for her to understand the material through online learning. However, due to situation where online learning was the only way to continue the class at that time, she did enjoy online learning a little bit because it has benefit where she got the materials and it was easier for her to look for information from another resources in the internet. The relevant points stated by students regarding their experiences with face-to-face and online learning for their English subject are;

i) The effectiveness of learning

Student 3 and student 4 both express that face-to-face learning was more effective for them. They found it easier to understand the material when taught in person, with more detailed explanation from the teacher. In contrast, Student 5 found online learning easier to understand. However, Student 3 and Student 4 mention challenges in online learning, such as a lack of explanation from teachers, limited understanding, and difficulties in staying focused due to distractions.

ii) Comfort and Happiness

Student 4 mentions feeling happy in both settings but is more comfortable in online learning.

iii) Communication and Interaction

Student 5 and Student 6 highlight differences in communication. Student 5 finds it easier to communicate in face-to-face settings, while Student 6 believes that face-to-face learning provides more opportunities for interaction and using English in communication.

From the results above, it can be concluded that students positively perceived face-to-face learning because they did the teaching-learning process directly, and the explanation was given directly. It made them communicate more effortlessly with the teacher. On the other side, less explanation from the teacher, indirect communication between teacher and students, and the situation at home, which could bother the students while they did online learning, made students have negative perceptions toward online learning even though it could be fun, too. In short, the students generally lean towards face-to-face learning being more effective, but there are variations in their comfort levels, with some finding online learning more convenient. Communication and interaction also appear to be factors influencing their preferences for one mode of learning over the other.

Students' agreement towards online and face-to-face learning

The second research problem was whether students agreed that online learning was more effective in learning English subjects in school. In their opinion, the students found that between the two, face-to-face learning is more effective than online learning. In the interview, Student 1 simply believed that "Face-to-face

learning was more effective in learning English”. This statement was also supported by Student 2 who argued that, “In learning English, it was more effective by face-to-face learning because English was not my first language which means the way the material was being delivered by the teacher and the way i learned had big impact in my learning process.”

Additionally, Student 3 said she certainly believed that face-to-face was more effective than online learning. She stated, “Firts, learning and explanation were given by the teaching directly, second, i could do the practice with the teacher like how to pronounce the word in English. Then, i could ask the teacher immediately when i did not understand the lesson and i could interact with my classmates when there was a discussion etc.”

Along the same line, Student 4 also said, “Face-to-face was more effective because the lesson was easier to be understood and i communicate with the teacher effortlessly. In addition, face-to-face definitely was more effective because i could interact with my classmate and i could do all activities which could not be done during online learning. Lastly, Student 6 shortly stated “Face-to-face learning was more effective because i believed not all students could understand the material in online learning.”

From all the answers above, it was clear that students did not agree that online learning was more effective than face-to-face learning in studying English subjects, as English was not their first language. The system on how the teaching-learning was carried out affected their process of understanding the material. Most of the reasons were because of the limitation of interaction or communication with both their classmate and the teacher. They believed that not all students could follow the online learning process.

Students’ struggles in online learning and face-to-face learning

The third research problem was about the struggles faced by students during online and face-to-face learning. They might have faced many struggles during online learning because that was their first time. However, even though they had been learning face-to-face, there was no guarantee that they did not face some struggles. Tzavaras & Davalas (2022) stated that there are several factors that contribute to the challenges faced by students in face-to-face learning. These include the restricted availability of educational instruments that promote active learning, the difficulties encountered by students residing in remote areas in accessing educational resources, the inflexibility in scheduling classes, and the potential for student distractions within the classroom environment.

According to the interview result, Student 1 shared his experience during online learning. He mentioned, “I had a problem which was the internet connection, especially in English subject which the teacher explained and did the teaching process through Zoom or Google Meet. Some problems I had such as my phone’s storage was full and some times there was black out alternatively”. This was similar to Student 3’s problem, which was when it was blacked out, “it was hard for me to join the class due to the internet con-

nection. During my online learning, i should do the house chores as well because i did the online learning at my house and it brother me until i could not focus on the lesson". Still relating to internet connection, Student 4 also had same problem because electricity powered their internet connection, so it made her internet connection unstable whenever there was a blackout. Then, for Student 6 as well, she felt even just to get a good connection was hard for her.

Meanwhile, for Student 2 struggled with less interaction during practice together and the indirect explanation by the teacher, which made lessons less understandable. On the other side, Student 5 stated that her problem in online learning was her feeling of laziness to study during the online class or some activities which could disturb the class.

It seems that all of the six (6) participants faced the same problem in online learning. It could be due to their area. From all the answers, it could be concluded that the biggest struggle students had was the connection, which was low, and there was always a blackout. Alternatively, the following things made the situation worse: their device to study online, lack of practice, and the teacher's delivery, and the environment where the online learning was.

Furthermore, not only in online learning, but the students also had some struggles in face-face learning. For Student 1, Student 3 and Student 4, they did not face any problems during face-to-face learning. However, Student 2 said based on her experience in learning English subject especially by face-to-face or in classroom, she felt lack of concentration because they had online lessons together in one room. A lot of her classmates sometimes did not want to understand the materials first, and they simply shouted, "I do not understand". Meanwhile, Student 5 said that in face-to-face learning there were too many tasks and also when she was not feeling good, she had to write a letter for permission not to attend the class. Then the last was Student 6 who shared that her problem was when the teacher explained using English language in the classroom as it was hard for her to understand it.

It can be interpreted that the environment in face-to-face learning can also be an influence. As the students above, the familiarity with the English language was still low in the class, making students feel the subject was hard to understand. Students also thought too many tasks were one of those problems. Then, the students needed to go to school to attend the class. However, if they did not feel good, that means they were not able to attend the class because they could not physically go to the school.

Students' learning preference

The last problem concerns students' preference between online and face-to-face learning. After all the changes they experienced, they also had experience learning both online and face-to-face. They indeed had their preference.

In the interview, it was not surprising that all of their answers were quite similar. From Student 1 until 6, they stated that they like face-to-face more than online learning because they are more comfortable and it was easier for them to understand the learning material face-to-face. Student 4 added that she prefers face-to-face learning so she could interact with her classmates and get more pocket money when she went to school. The students' answer can be seen from the table below:

Table 1. The students' preference

No	Question	Participants	Answers
1	In learning English, which one do you prefer, Online learning or face-to-face learning?	Student 1	I choose learning activity by face-to-face.
2		Student 2	I like learning English through face-to-face more.
3		Student 3	I like face-to-face learning more
4		Student 4	Through face-to-face.
5		Student 5	I feel more comfortable in face-to-face learning especially learning English.
6		Student 6	I do like face-to-face learning when learning English.

From all of the students' answers, it was clear that they preferred face-to-face learning to online learning for English subjects. It was because of their struggle, and they did not feel online learning was a learning activity they could follow for some reason. However, some students agreed to online learning as an additional class. As Student 3 stated his viewpoint that if online learning was just for an additional class in the future but if it was for school main subject, he disagreed. In the same line with her, Student 5 stated that she did not agree if online learning was being applied like before or during the pandemic without any face-to-face meeting. However, if it was just for an additional class besides the schedule in the school, she agreed.

Based on students' feedback, it can be concluded that online learning has a significant potential to be used in the teaching-learning sessions as a supplementary class for future usage after improvements have been made. There is a lot of progress needed to boost the online learning effectiveness and optimise the

online learning experience. Some of the participants of this research shared their insights with the researcher on ways to improve online learning experience. Student 1, Student 3, and Student 5 suggested that the teachers should explain learning material in a detailed manner and pay more attention to each student's needs to make sure the students understand the material and to avoid simply assigning tasks to students. In addition, Student 2 hoped that during online learning, the teachers can run more practices such as question-answer sessions related to the material so the students can have more vocabulary every meeting. Online learning seemed to lack the opportunity for practice during the class, and the teacher was unaware of the student's attendance list, so they did the attendance freely. As students have suggested, since English is a foreign language, it is essential to have much practice to improve students' skills in learning English.

Discussions

The pandemic created a new experience for the students and introduced them to new learning activities, such as online learning. It was their very first time using technology in their teaching-learning activity entirely. Thus, it created a new perception not just of face-to-face learning, which is the activity they have been doing since they started school, but also of online learning. This research showed that students in a remote area positively perceived face-to-face learning when they learned English. On the other hand, they perceive online learning negatively. It was revealed that the students think learning English using face-to-face methods is easier because of the material being delivered directly.

During their online learning, students might enjoy the activity. However, some felt it was not entirely fun to learn online because of less explanation from the teacher, lack of interaction between the teacher and students, less familiarity with the system, and the impact of the environment where they did online learning. Learning English face-to-face made them feel much happier and understand the material more accessible. Also, they could ask the teacher directly when they did not understand the material.

Due to these reasons, the students indeed agreed that, in their opinion, online learning was less effective than face-to-face learning in English subject. At this point, the teacher, especially the English teacher, should be more creative to make students feel more excited and aware of their feelings when they learn. It is crucial to understand their side. When the students feel comfortable and happy, it is easier to understand the material, particularly in online learning, where they need to adapt to the new learning system.

Indeed, in the teaching-learning process, there were some struggles that students faced, not only in online learning but also in face-to-face learning. In online learning, electricity was a common problem in remote areas, which could affect the students' internet connection. There was always a blackout turning at least once or twice a week, and the duration was quite long; it could be from morning until the afternoon, which is highly likely to interrupt the ongoing learning session. A lot of files related to the material sent by

the teacher also became one of the problems because the students' devices could be an error when they did online learning.

Additionally, there needed to be more interaction, practice, and direct explanation by the teacher during online learning to help students understand the material. Finally, one of the biggest struggles was the environment, such as a home where the students did online learning. Most parents still need to gain an understanding of the online learning situation, and most of them still ask their children to do the house chores while they are studying, which could decrease students' concentration. The situation at home also could make students less motivated and lazy to follow the teaching-learning process due to less supervision from the teacher.

On the other hand, students' struggles in face-to-face learning were the situations in the classroom when some students did not want to try the material; they just said it loud then, and it could disturb another student. There were also some students who still did not understand English as it was a foreign language, so when the teacher fully used English to deliver the material, it was quite hard for them to understand. The last one was the distance from home to school, where they needed to go to school almost every day, and then they were not able to attend class if they did not feel good, which meant they were left behind.

It is crucial for the teacher to manage the classroom; the teacher should make sure that the situation in the classroom is conducive enough to deliver the material. Since the position of English language is a foreign language, it is indeed good to speak the language in the classroom in order to make students used to the language. However, in delivering and explaining the material, the teacher should choose the words which are easy to be understood by the students. In addition, the teacher should understand students' situation when they cannot go to school due to some reasons.

After all those answers, it was clear that students' preference was face-to-face learning. In line with it, Rakaj (2022) indicated in his study students had negative perceptions toward face-to-face learning. However, it does not mean teaching-learning online can not be applied anymore in teaching English. There is always the possibility that online learning being applied in the future or even just an additional class in the school.

In order to improve the process of online learning, some students have suggested that the teachers should conduct more practice during class and be more disciplined in monitoring the attendees' list. It is crucial to interact between teachers and students during the teaching-learning process, especially when it comes to language subjects. In short, teachers should not distinguish between online and face-to-face learning. Even though there is distance and some problems, they should try to teach online the same as when they teach in face-to-face learning. This research provides how students perceive the process of teaching learning in online and face-to-face learning. The teachers should consider the students' view, especially the students' suggestions in order to create better teaching and learning process in both online and face-to-face learning.

Dziuban et al. (2004) argued that students are more likely to assess classes and teachers with favorable ratings when they hold the perception that their teachers effectively communicate, encourage or promote their learning, efficiently structure the class, show interest in students' learning and development, demonstrate respect towards students, and accurately evaluate their work. Furthermore, teachers have the ability to establish meaningful connection with students through the provision of constructive feedback, which not only acknowledges their commendable performance but also offers specific suggestions for enhancement (Muirhead, 2004).

Conclusion

In conclusion, it can be stated that students in remote areas have positive perception toward face-to-face learning and on the other hand, they perceive online learning negatively. It can be concluded that the reason why students in remote area, especially grade twelve students in SMA Negeri 1 Kendawangan, perceived online learning negatively was due to some struggles they had during their online learning such as low internet connection, the electricity cuts, the environment at their home, their device, and how hard it was for them to understand the material because it was delivered indirectly. It made them feel not as happy as when they are learning face-to-face. Meanwhile, in face-to-face learning, they felt it was easier to understand the material and to communicate with the teacher when they did not understand as they could just ask directly.

In conclusion, students' preference in learning English is through face-to-face learning because they thought it was more effective than online learning. Even in this modern era, online learning still cannot replace conventional class like face-to-face learning. However, it does not mean that this learning activity should be forgotten as it is a good option as an additional class or the distance learning with some improvement needed especially in remote area.

Recommendations

In order to develop or support modern learning especially online, there are suggestions to make teaching-learning particularly English subject more effective such as it is recommended for the teacher to be more creative and aware of students' need in order to make them more comfortable in the class. In online learning specifically, the teacher should not just give tasks to students without explanation. The teachers should try different ways to deliver the material, conduct more practices, and interact with the students in both face-to-face and online learning. For the school itself, in face-to-face learning, where the students learn totally in the classroom, it is recommended for the headmaster to provide a lot of resources, a comfortable classroom, and any creative activities to develop students' interest in learning English since it has been found that the influence of school facilities on students' interest in learning is significant (Hardiana et al., 2023). Factors

such as the availability of adequate school facilities, the presence of language laboratories, and the utilisation of dictionaries and textbooks all play a part in shaping students' level of engagement and enthusiasm for learning. Meanwhile, it is suggested to support students by providing accessible and strong Wi-Fi connection in online learning. As this research has limitations, it is recommended that future research investigate deeper topics related to students' perception in both online and face-to-face learning, especially in learning English as a foreign language. Moreover, future research also can be investigated from the teachers' side. Both views provide guidance and recommendations to senior high school's policy makers related to online or even face-to-face learning. As technology keeps improving year by year, it is recommended for teachers to become more creative and aware of students' needs in order to make them more comfortable in class. Finally, it is also crucial for the material developers to consider the appropriate material in both learning situations.

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