JEEF
Journal of English Education Forum
https://jeef.unram.ac.id/index.php/jeef/index

Student's Perception of Offline and Online Learning in Writing Class at the University of Mataram

Sukma Mulyaningsih[1], Atri Dewi Aziz[2], Udin[3], Lalu Jaswadi Putera[4]
[1-4] English Education Program, Faculty of Teacher Training and Education, University of Mataram, NTB, Indonesia

Received : May 27, 2025
Revised : June 20, 2025
Accepted : June 21, 2025
Published: June 25, 2025

Corresponding Author
Sukma Mulyaningsih
sukmamuliyaningsih@gmail.com

DOI: 10.29303/jeef.v5i2.862

Abstract
This research aims at analyzing and describing, then finding out students' perception of offline and online learning in writing class at the University of Mataram. The research method used is quantitative and qualitative method. 25 students are selected as the sample of this research from the population. The instruments of this research were questionnaires and interview. Online surveys were employed as research tools to get the data. These questionnaires were administered through a Google Form survey sheet and they were distributed via WhatsApp. The results of this research students have mixed opinions about the implementation of offline and online learning in writing class. Students also face challenges in learning English through offline and online methods, such as having trouble adjusting to new learning habits. The students' perceptions toward offline and online learning in writing class at the University of Mataram split into 2 categories: students' perception of offline and online learning and students' challenge experiences during offline and online learning in writing class at the University of Mataram. The majority of students support the implementation of offline and online learning in writing classes, with 32.16% agreeing and 29.76% remaining neutral. The bottom position is seated by the groups of students that oppose or do not support the implementation of offline and online learning in writing class with 11.44% of the total students. Thus, it can be concluded that the more students propose or support the implementation of offline and online learning in writing class.

Keywords
perception, online learning, offline learning, writing class

INTRODUCTION

Education is a deliberate and structured endeavor aimed at fostering a learning environment and a learning process that will enable students to actively develop their full potential. This includes their religious and spiritual values, their self-discipline, their personality, their intelligence, their moral character and the essential skills that are necessary for both personal and social growth (Mulcaster et al., 2003). In an educational setting, direct interaction between students and teachers takes place during the teaching and learning process, fostering active engagement and communication in the classroom.

Online learning is a form of education delivered over the Internet that enables the dissemination of knowledge through activities or applications such as websites. It uses information and communication technologies such as the Internet and computer networks (Anderson, 2008). Participation in online learning through media-based activities is possible at any time and from any place, providing exceptional flexibility as it is not restricted by specific locations or schedules.

However, the integration of technology in education presents a number of challenges, encompassing a range of issues that affect the effectiveness of online learning. Difficulties in maintaining consistent engagement in online learning are associated with the use of instructional materials, student interactions, and the overall learning environment (Fortune, 2011). As a result, it becomes increasingly difficult to monitor the teaching and learning process

Online learning as a mode of communication has the potential to bring significant benefits to researchers, educators, and students. Therefore, educators need to understand its characteristics and potential in order to maximize its effectiveness in improving student learning. One of the main advantages of online learning is its engaging nature, which stimulates students' interest in online programmers (Fu et al., 2024). Students who adapt well to this mode of learning can quickly acquire computer skills or develop necessary digital literacy skills by accessing online resources (Riyanti et al., 2023).

This allows students to learn from anywhere at any time. In Indonesia, the impact of online learning has begun to be recognized through independent learning processes with assigned tasks. One example is the use of Google Classroom, an online learning platform that uses the WebCT system. The presence of Google Classroom facilitates schools by allowing learning systems to be accessed anytime, anywhere, without the need for face-to-face interaction (Hamad, 2023; Rahmawati et al., 2020).

Autonomous learning emphasizes the acquisition of knowledge from a variety of available sources with minimal assistance from others (Abin & Andas, 2022). The development of online learning became more apparent with the emergence of distance learning. Through distance learning, the government can address the issue of educational equity by ensuring access to education for all individuals. This approach integrates traditional learning with e-learning, marking the beginning of the expansion of online learning in Indonesia. Over time, online learning has grown rapidly in Indonesia. Initially, it was blended with traditional learning to help students develop greater independence in their studies.

RESEARCH METHOD

Research Design

Research design involved careful planning before initiating an investigation (Pandey & Pandey, 2015). Pandey & Pandey described that in order to extract valuable conclusions from a sample and extrapolate them to a broader

population; a research design provided an organized framework for data collection and analysis.

This study aimed to assess students' perceptions of both online and offline learning methods, as well as the challenges they faced. To provide in-depth insights into the actual situation, a comprehensive understanding of these perceptions was necessary (Tenny et al., 2025). Hence, a quantitative research design was utilized, as it involved numerical data and statistical evaluation. The researcher utilized quantitative approaches.

Population and Sample

A population is composed of objects, subjects, or individuals that fit particular requirements and constitute the whole subject matter of a study. Students in the fifth semester of the University of Mataram's English Education Department during the 2020–2021 academic year make up the population of this study. And for the sample the researcher chooses 7 TI class with 25 students, 5 male and 10 female. The researcher chooses this class because it meets the criteria for respondents, specifically those who have attended academic writing class, both offline and online at the University of Mataram

Research Instrument

A tool used by the researcher to collect data is referred to as a research instrument (Saharan et al., 2024). In this study, the researcher used a questionnaire to gather data and address the research problem. Questionnaires were categorized into two types: open-ended and closed-ended. Open-ended questionnaires allowed students to express their opinions freely, while closed-ended questionnaires offered predetermined response options.

To obtain more specific data, the researcher also employed the Likert scale as a measurement instrument. The Likert scale is one of the most widely used tools for assessing attitudes and perceptions. It includes statements related to a particular topic, with respondents indicating their level of agreement: strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) (Sugiyono, 2014). Through the combination of a questionnaire and Likert scale, the researcher gathered detailed data on students' perceptions of online and offline learning in a writing class at the University of Mataram.

Additionally, interviews were used to collect and analyze information about participants' opinions, experiences, beliefs, and perspectives on relevant issues. According to Showkat and Parveen Huma (2017), there are three main types of interviews: structured, semi-structured, and unstructured. In a structured interview, participants followed a strict question format. A semi-structured interview, while guided by a list of questions, was more conversational and allowed flexibility in wording and order to suit context. Unstructured interviews were informal and spontaneous, with questions generated in response to the interviewee's answers.

Data Collection

Online surveys were employed as research tools to collect data, using a Google Form distributed via WhatsApp. The researcher continued by analyzing the questionnaire responses, conducting interviews with students to identify challenges in online and offline learning, and documenting the interview results.

Data Analysis

Data analysis involved searching for and organizing information to develop understanding and effectively communicate findings (Bergin, 2018). By examining the data, the researcher efficiently organized and evaluated the information. The data were analyzed using the following procedures:

1. Gathering data from the questionnaire forms, calculating the average data using Microsoft Excel to analyze students' responses, and converting the answers into percentage format using the following formula.

   P = F / N x 100%

   Where:
   P : Percentage of student's perception
   F : The number of students who choose the degree of agreement
   N : The total number of students
   (Gravetter & Wallnau, 2017)

2. Selecting data based on the results of the analysis.
3. Conducting interviews with students to get the data.
4. Analyzing the challenges encountered based on interview data.
5. Drawing conclusions based on the results of data analysis.

RESULTS AND DISCUSSION

Questionnaire Result

The questionnaire distribution was conducted from July 24 to August 4, 2024, at the University of Mataram. The study's conclusions and comments are presented in this section. Every student has a unique perspective on both online and offline learning, as the graphic illustrates. The discussion of the questionnaire results is as follows.

Table 1 students' perception of offline and online learning

	strongly disagree	disagree	neutral	agree	strongly agree
1. I feel motivated on online class	4	36	44	12	4
2. I feel motivated on offline class	4	0	20	24	52
3. I feel more comfortable on offline class	8	8	24	16	44
4. I feel more comfortable on online class	4	20	44	12	20
5. I still giving my attention to the teacher even on online class	4	12	28	16	40
6. I still giving my attention to the teacher even on offline class	8	0	4	28	60
9. I quickly understand the lesson on online class	4	20	52	16	8
10. I prefer offline class than online class	8	0	16	32	44
23. Offline learning is cost-effective	4	20	36	32	8
24. Online learning is cost-effective	0	12	44	24	20

Table 1 shows the percentages of students' perception of offline and online learning (Question items No **1, 2, 3, 4, 5, 6, 9, 10, 23** and **24)** as follows:

- **Item 1** ask participants about *"I feel motivated on online class*". The data shows that SD 1%, D 9%, N 44%, SA 12% and A 4%. The groups with the highest

scores were those who provided neutral responses. With 44%, almost half of the students. Then, followed by the groups of students who support the opinion are 12% SA and 4% A that comprises 16% of the total students. While of students who oppose it with 1% SD and 9% D that comprises 10%. While of students who oppose it with 1% SD and 9% D that comprises 10%.

- **Item 2** asks participants about *"I feel motivated on offline class"*. The data shows that SD 4%, D 0%, N 20%, SA 24%, and A 52%. The group of students who gave agree answers scores the most on the data with 24% SA and 52% A or half of the students. Then, followed by the neutral groups that scores 20%. The last position is the group of students that oppose the opinion with 4% SD and 0% D that comprises 4% of the total students.

Meanwhile, the groups of students that propose the opinion are 24% SA and 52% A that comprises 76% or almost of the total students.

- **Item 3** questions participants about *"I feel more comfortable on offline class"*. Data shows that SD 8%, D 8%, N 24%, SA 16%, and A 44%. The groups of students that propose the opinion are the biggest in number with 16% SA and 44% A that comprises 60% of the total students or more than half of the total students. Then, followed by neutral group that scores 24%. The last position is the groups that oppose the opinion with 8% SD and 8% D that comprises 16% of the total students. The gap between the group of students who think that they are more comfortable on offline class versus those that think the otherwise is quite big i.e. 44%.
- **Item 4** questions participants about *"I feel more comfortable on online class"*. Data shows that SD 20%, D 20%, N 44%, SA 12%, and A 20%. The groups of students that they feel more comfortable on online class the biggest with 44% N. Then, followed by the group that propose the opinion it with 12% SA and 20% A that comprises 32% the total of students. The last position is the group of students that oppose the opinion with 4% SD and 20% D. That comprises 24% total of the student.
- **Item 5** questions participants about *"I still giving my attention to the teacher even on online class"*. Data shows that SD 4%, D 12%, N 28%, SA 16%, and A 40%. The group of students who support the opinion is the largest, with 16% strongly agree (SA) and 40% agree (A), making up a total of 56% of the students. This is followed by another group of students who support the opinion, with 18.6% agreeing (A) and 11.6% strongly agreeing (SA), totaling 30.2%. Meanwhile, the neutral group ranks last, accounting for 23.3%, or nearly one-fourth of the total students.
- **Item 6** asks participants about *"I still giving my attention to the teacher even on offline class"*. Data shows that SD 8%, D 0%, N 4%, SA 28%, and A 60%. The groups of students that support the opinion sit on top position with 28% SA and 60% A that comprises 88% total of the students. Then, followed the opposing groups with 8% SD and D 0%. with comprises 8%. The last position is seated by neutral groups with 4% that comprises 4% of the total students.
- **Item 9** asks participants about "*I quickly understand the lesson on online class*". The data shows that SD 4%, D 20%, N 52%, SA 16%, and A 8%. The group of students who gave neutral answers scores the biggest with 52%. Then followed the group of students who propose the opinion that they quickly understand the lesson on online class with 16% SA and 8% A that comprises 24% of the total students. Coming last is the groups of students who think they hardly understand the lesson on online class with 4% SD and 20% D. that comprises 24% of the total students.
- **Item 10** asks participants about *"I prefer offline class than online class"*. The data shows that SD 8%, D 0%, N 16%, SA 32%, and A 44%. The group of students who gave agree answers scores the most on the data with 32% SA and 44% A. Then, followed by the groups of students that oppose the opinion with 8% SD and 0% D that comprises 8% of the total students.

Meanwhile, the groups of students that propose the opinion are 32% SA and 44% A that comprises 76% or almost of the total students.

- **Item 23** asks participants about *"offline learning is cost-effective"*. The data shows that SD 4%, D 20%, N 32%, SA 32%, and A 12%. The group of students who gave agree answers scores the most on the data with 32% SA and 12% A. Then, followed by the neutral groups 32% of students. Student that opposes the opinion with 4% SD and 20% D that comprises 24% of the total students.

Meanwhile, the groups of students that propose the opinion are 32% SA and 12% A that comprises 44% of the total students.

- **Item 24** questions participants about *"online learning is cost-effective"*. Data shows that SD 0%, D 12%, N 44%, SA 24%, and A 20%. The group of students who gave neutral answers scores the biggest with 52%. Then, followed by the group that propose the opinion it with 24% SA and 20% A that comprises 44% the total of students. The last position is the group of students that oppose the opinion with 0% SD and 12% D. That comprises 12% total of the student.

Table 2 students' challenges experiences with offline and online learning

Questions	strongly disagree	disagree	neutral	agree	strongly agree
7. Online class help me to expand my skill in technology	4	16	44	16	20
8. Offline class help me to expand my skill in technology	4	0	16	24	56
11. Online class help me to be more independent	4	8	20	36	32
12. Offline class help me to be more independent	0	4	24	24	48
13. The schedule on offline class has more organized	20	20	28	20	12
14. The schedule on online class has more organized	20	16	16	32	32
15. I have many difficulties in learning	4	8	20	24	44

Questions	strongly disagree	disagree	neutral	agree	strongly agree
process on offline class but I can fix it					
16. I have many difficulties in learning process on online class but I can fix it	4	4	28	20	44
17. IT make learning process more effective and fun	4	8	40	28	24
18. There are many problems in internet network	4	12	24	32	28
19. I can follow the learning process anytime and anywhere on online class	12	16	44	12	16
20. I can follow the learning process anytime and anywhere on offline class	4	8	16	40	32
21. I can develop my learning competence on offline class	8	8	24	32	28
22. I can develop my learning competence on online class	0	12	36	16	36
25. Offline class can provide opportunities for relations between learners by the use of discussion forums	0	24	40	28	8
26. Online class can provide opportunities for relations between learners by the use of discussion forums	4	4	12	36	44

Table 2 shows the percentages of students' challenges experiences with offline and online learning (Question items No **7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25** and **26)** as follows:

- **Item 7** asks participants about *"Online class help me to expand my skill in technology".* The data shows that SD 4%, D 4%, N 12%, SA 36%, and A 44%. The groups of students who support the opinion is the biggest with 80% almost of the total students, followed by the groups of students who gave neutral answers scores is 12%. the students that oppose the opinion comes last with 4% SD and 4% D that comprises 8% of the total students.
- **Item 8** asks participants about *"Offline class help me to expand my skill in technology".* The data shows that SD 0%, D 24%, N 40%, SA 28%, and A 8%. With 40%, the group of students who provided neutral responses comes in first. followed by the groups of students that propose the opinion Offline class help me to expand my skill in technology with 28% SA and 8% A that comprises almost 45% of the total students. Groups of students who disagree with the opinion hold the final spot, accounting for 24% D and 0% SD of all the total students.
- Item **11** asks participants about *"Online class help me to be more independent".* The data shows that SD 0%, D 12%, N 36%, SA 16%, and A 36%. With 16% SA and 36% A, or 52% of all students, the group of students who support the opinion has the highest results. The second-largest group of students, comprising 36% of the total, provided neutral responses. Groups of students who disagree with the viewpoint rank third with a 4.7% D and a 0% SD of all students.
- **Item 12** asks participants about *"offline class help me to be more independent".* The data shows that SD 8%, D 8%, N 24%, SA 32%, and A 28%. The group of students who support the opinion that score is the biggest with 38% SA and 28% A that comprises 66% of the total students. With 24%, the neutral group comes in second. With 8% D and 8% SD, or 16% of the overall student body, the groupings of students who disagree with the opinion come in last.
- **Item 13** asks participants about "*The schedule on offline class has more organized".* The data shows that SD 4%, D 8%, N 40%, SA 40%, and A 32%. The group of students who support the opinion that score is the biggest with 40% SA and 32% A that comprises 72% of the total students. At the second place is the neutral group with 40%. With 8% D and 4% SD, or 12% of the overall student body, the groupings of students who disagree with the opinion come in last.
- **Item 14** asks participants about "*the schedule on online class has more organized*". The data shows that SD 12%, D 16%, N 44%, SA 12%, and A 16%. The group of students who gave neutral answers scores the biggest with 44%, Then for students that oppose the opinion and support the opinion have the same point with 12% SD and 16% D and 12% SA and 16% A of the total students.
- **Item 15** asks participants about *"I have many difficulties in learning process on offline class but I can fix it".* The data shows that SD 4%, D 12%, N 12%, SA 32%, and A 28%. The largest percentage of students—32% SA and 28% A, or 60% of the total—support the belief that "*I have many difficulties in the learning process on offline class but I can fix it."* Next, with 12% D and 4% SD, are the student groups that disagree with the viewpoint. With 12%, the neutral group of students came in last.
- **Item 16** asks participants about *"I have many difficulties in learning process on online class but I can fix it".* The data shows that SD 0%, D 8%, N 40%, SA 28%, and A 24%. The group of students who support the opinion scores the biggest with SA 28%, and A 24% that comprises 48%. Then came the 40% of students who provided a neutral response. Opposing student groups rank bottom with 0% SD and 8% D, making up just 8% of the overall student body.
- **Item 17** asks participants about *"It make learning process more effective and fun".* The data shows that SD 4%, D 4%, N 28%, SA 20%, and A 44%. With 20% SA and 44% A, or 64%, the student groups that believe that IT makes learning more efficient and enjoyable receive the highest scores. The group of students who are neutral (28%), followed by the groups of students who disagree with the opinion (4% D and 4% SD), who make up 8% of the entire student body, come next.
- **Item 18** asks participants about *"There are many problems in internet network".* The data shows that SD

4%, D 8%, N 20%, SA 24%, and A 44%. With 24% SA and 44% A, or 68% of the entire student body, the groupings of students who support the opinion score the highest. The group of students who are indifferent (20%) comes next, and then the groups of students who disagree with the position (4% D and 8% SD), which make up 12% of the overall student body.

- **Item 19** asks participants about *"I can follow the learning process anytime and anywhere on online class".* The data shows that SD 4%, D 16%, N 16%, SA 32 %, and A 32%. With 32% SA and 32% A, or 64%, the student groups that support the opinion score the highest. With 16% D and 4% SD, or 20% of the overall student body, the group of students who disagree with the opinion comes in second. Last place went to students who selected "neutral" responses, accounting for 16% of all students.
- **Item 20** asks participants about "*I can follow the learning process anytime and anywhere on offline class".* The data shows that SD 20%, D 20%, N 28%, SA 20 %, and A 12%. The groups of students that oppose the opinion score the biggest with 20% SD and 20% D that comprises 40%. At the second position is the group of students that support the opinion with 20% SA and 12% A that comprises 36% of the total students. Last position coming from student who chose "neutral" answers with 28% of the total student.
- **Item 21** asks participants about *"I can develop my learning competence on offline class".* The data shows that SD 0%, D 4%, N 24%, SA 24 %, and A 48%. The groups of students that support the opinion score the biggest with 24% SA and 48% A that comprises 72%. At the second position is the group of students who chose "neutral" answers with 24% of the total student. Last position coming from students that oppose the opinion with 4% D and 0% of the total students.
- **Item 22** Participants are asked if "I can develop my learning competence on online class". According to the data, SD is 4%, D is 8%, 20 N is 36% SA, and 32% A. With 36% SA and 32% A, or 68% of the total, the student groups that believe that I can improve my learning competency in an online course scored the highest. The group of students who are indifferent (20%) comes next, and then the groups of students who disagree with
- **Item 25** asks participants about *"offline class can provide opportunities between learners by the use of discussion forums".* The data shows that SD 4%, D 0, 16% N, 24% SA and 56% A. The groups of students that support the opinion that offline class can provide opportunities for relation between learners by with 24% SA and 56% A, or 80%, the utilization of discussion boards received the highest score. The group of students who disagree with the position came next, with 8% D and 4% SD, making up 12% of the overall student body, followed by the group of neutral students with 16%.
- **Item 26** asks participants about *"online class can provide opportunities for relations between learners by the use of discussion forums"*. The data shows that SD 4%, D 14%, 44% N, 16% SA and 20% A. The groups of students that who gave neutral answers is the biggest score with 44% then followed by student support the opinion that online class can provide opportunities for relation between learners by the use of discussion forums with 16% SA and 20% A that comprises 36%. Then, it is followed by the group of students who oppose the opinion with 14% D and 4% SD that comprises 18% of the total students.

Interview Result

The interviews were conducted over 9 days, from August 07 to August 16, 2024, at the University of Mataram. The duration for each respondent was between 5 to 6 minutes. In this research, the interview is the second instrument used. It was conducted with six students. The following are the results of the interviews.

Significance of adaptability for students and self-motivation.

In the interview question regarding "*student's difficulties when studying online in writing class*". The participants shared a variety of perspectives. Respondent 1 mentioned "*Online learning makes me less disciplined in the learning process*". this was supported by Respondent 3 "*In my opinion, when participating in online learning. I, along with my friends, often lack motivation to study. Sometimes we tend to play around because we feel like we are not being supervised.*"

Similarly, Respondent 5 and Respondent 6 shared similar perspectives. They have not enjoyed online learning yet. On the other hand, respondent 4 provide another perspective. Respondent 4 mentioned that "*online learning makes me study harder than offline learning.*" This was supported by respondent 2 "*Online learning requires extra focus compared to offline learning.*"

Overall, the interviews found that the majority of those interviewed they difficult to adapt to the schedule and other factors, and there is still a lack of interest or self-awareness to study online.

Technical issues problem, computer literacy and time management.

The participants shared a variety of perspectives. respondent 1, respondent 2, respondent 3, respondent 5, and respondent 6 mentioned that technical issues, and time management is the most common problem encountered. As stated by respondents 1, *"it's difficult because sometimes the signal is blocked or the internet network has an error".* This was supported by respondent 2 *"The internet connection is not good so it disrupts my learning activity".* Similarly, respondent 3, respondent 5 and respondent 6 shared similar perspectives.

On the other hand, respondent 4 provide another perspective. Respondent 4 mentioned that *"It is about time management also Lack of facilities"*.

Overall, the interviews found that the majority of those interviewed agreed the obstacles when studying online is about technical issues problem where the internet network is the main obstacle.

Online learning provides flexibility in terms of time and location.

In the interview, respondent 1, respondent 2, respondent 3 Mentioned that online learning allowing students to choose when and where they study. As mentioned by

respondent 1, *"online learning can afford me with no limit of time. Also, I can choose the place I want to study.*

This supported by respondent 2 "*It can be everywhere*". This is also supported by respondent 3 "*Online classes give me ability to review material as needed and move through the course work in a way that suits my learning style*."

On the other hand, respondent 4 provides another perspective. Respondent 4 mentioned "*Certainly, very helpful with technology, and online classes give me ability to set my own pace."*

Similarly, respondent 5 and respondent 6 shared similar perspectives. they can enjoy online learning.

Benefit face to face learning or offline learning.

In the interview, respondent 1, and respondent 2, mentioned that teaching in traditional classroom or face to face learning setting encourages discussions and the exchange of fresh ideas, enabling educators to promptly address queries and deliver content more flexibly.

As stated by respondent 1 "*This is certainly very suitable through direct learning with real feedback*". This was supported by respondent 2 "*There are no difficulties that are so influential when studying offline*".

Similarly, respondent 3, respondent 4, respondent 5 and respondent 6 shared similar perspectives that they prefer to conduct learning activity in offline class, it's more effective and help to increase skill.

Students' Overall Perception toward offline and online learning In Writing Class at the University of Mataram

This section explains how University of Mataram students generally feel about both online and offline studying. Based on the results, Table 1 displays all of the students' questionnaire responses.

Table 3 Students' Overall Perception toward offline and online learning at the university of Mataram

	Strongly disagree	Disagree	Neutral	Strongly agree	Agree	Total
	48	128	312	212	300	1000
	76	158	432	420	504	1590
	124	286	744	632	804	2590
Percentage	4.96	11.44	29.76	25.28	32.16	100

According to the data, there are 1590 occurrences of the following answers for SD: 76, D 158, N 432, SA 420, and A 504. The overall score for SD is 124 points (4.96%), D 286 points (11.44%), N 744 points (29.76%), SA 632 (25.28%), and A 804 (32.16%) when all items are combined. This results in a total score of 2590 points, or 100.0%.

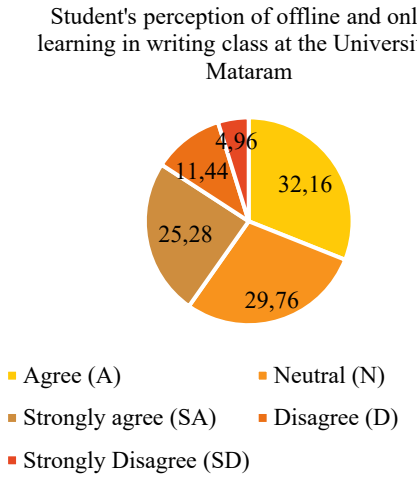

Figure 1. the total weight of each category in the questionnaire

Figure 1 above illustrates the total weight of each category in the questionnaire. SD 4.96%, D 11.44%, N 29.76%, SA 25.28%, and A 32.16%. The data shows that the group of students who support the implementation scores the highest with SA 25.28% and A 32.16% that comprises 57.44% of the total student. followed by the groups of students that chose "neutral' answers with 29.76% of the total students. The bottom position is seated by the groups of students that do not support the implementation with 11.44% D and 4.96% SD that comprises 16.4% of the total students.

Discussions

Based on the results of the analysis of the data, student's perception of offline and online learning in writing class at the University of Mataram found to be classified into 2 categories, students' perception of offline and online learning and students' challenges experience in offline and online learning. Students are categorized into "*students' perception of offline and online learning"* with data related to the frequency of answers shows the total answers are of SD are 48, D 128, N 312, SA 212, and A 300 that make up a total of 1000 occurrences. Meanwhile, students are categorizing into *"students challenge experience in offline and online learning"* answers for SD are 76, D 158, N 432, SA 420, and A 504 that makes up a total of 1590 occurrences. By combining all the items, we can obtain the total score data for SD is 124 points (4.96%), D 286 points (11.44%), N 744 points (29.76%), SA 632 (25.28%), and A 804 (32.16%) with the total score of 2590 points or 100.0%.

The identified as it is described in the previous Section through perception, we can absorb sensory data and translate it into meaningful understanding, depending on the theoretical context, it can be concluded that perception conveys information from an individual to the surrounding environment based on what is read, seen, and felt in that environment (Brown & Brüne, 2012)

Based on results of the questionnaire and student interviews, they feel comfortable with online learning due several benefits. as stated in the interview they can manage their time, they can study anytime and anywhere, and also, they very helpful with technology. The adoption of online learning in education offers several benefits:

1. It provides flexibility in terms of time and location, allowing student to choose when and where they study (Turan et al., 2022; Arkorful & Abaidoo, 2014).
2. Online learning enhances knowledge and qualifications by providing easy access to a wealth of information (Yuhanna et al., 2020).
3. It fosters connections among learners through discussion forums, overcoming barriers that might hinder participation (Gillett-Swan, 2017; Uyun & Fitriani, 2025).
4. It proves cost-effective by eliminating the need for travel and excessive infrastructure.
5. Online learning accommodates diverse learning preferences, allowing students to focus on specific course areas or review the entire curriculum ((El-Sabagh, 2021; Turan et al., 2022).
6. Online learning addresses staff shortages by compensating for the lack of instructors, teachers, facilitators, and lab technicians.

CONCLUSION

After analyzing the collected data, the researcher has reached a conclusion. Based on the data analysis, students have mixed opinions about the implementation of offline and online learning. While some students enjoy learning English through both methods, others do not. Offline and online learning can be both beneficial and monotonous at the same time. Students tend to engage in it mainly to complete assignments given by their lecturers. Additionally, they acknowledge that they rarely ask their lecturers for help when facing difficulties, and most students prefer learning English through conventional methods.

According to students, the positive impacts of offline and online learning in writing classes include enhancing their digital literacy, improving their English skills, effectively managing their study time, developing independent learning habits, and fostering creativity in finding online resources for assignments.

However, students also face challenges in learning English through offline and online methods, such as having trouble adjusting to new learning habits, having trouble understanding English-language materials in online learning, having trouble expressing their ideas, and having trouble participating fully in class both online and offline. The learning process was also negatively impacted by internet problems in some places.

Based on the conclusion above, researcher offers some suggestion to the students, lectures, and researchers. By using a variety of online resources, students can improve their English and study on their own at any time and from any location, reducing their dependency on in-person instruction. Lecturers are advised to improve their English teaching techniques and digital literacy through both offline and online learning, enabling students to easily understand the material. Additionally, lecturers should be able to utilize technology effectively as a learning medium to create a more engaging learning process. Other researchers are encouraged to conduct further studies on similar topics.

REFERENCES

Abin, R., & Andas, N. H. (2022). The effect of using autonomous learning model by Duolingo-Assisted to improve students' vocabulary mastery at VIII Class of SMPN 3 Buton Tengah. *EduLine: Journal of Education and Learning Innovation, 2*(4), 415–426. https://doi.org/10.35877/454RI.eduline1258

Anderson, T. (2008). *The theory and practice of online learning*. Athabasca University Press.

Arkorful, V., & Abaidoo, N. (2014). The role of e-learning, the advantages and disadvantages of its adoption in Higher Education. *International Journal of Education and Research, 2*(12), 397-410. https://www.ijern.com/journal/2014/December-2014/34.pdf

Bergin, T. (2018). *An introduction to data analysis: Quantitative, qualitative and mixed methods*. SAGE Publications.

Brown, E. C., & Brüne, M. (2012). The role of prediction in social neuroscience. *Frontiers in Human Neuroscience, 6*, 1–19. https://doi.org/10.3389/fnhum.2012.00147

El-Sabagh, H. A. (2021). Adaptive e-learning environment based on learning styles and its impact on development students' engagement. *International Journal of Educational Technology in Higher Education*, *18*(1). https://doi.org/10.1186/s41239-021-00289-4

Fortune, M. F. (2011). Students' perceptions of online or face-to-face learning and social media in hospitality, recreation and tourism. *MERLOT Journal of Online Learning and Teaching, 7*(1), 1–16. https://jolt.merlot.org/vol7no1/fortune_0311.pdf.

Fu, P., Gao, C., Chen, X., Zhang, Z., Chen, J., & Yang, D. (2024). Proactive personality and its impact on online learning engagement through positive emotions and learning motivation. *Scientific Reports, 14*(1). https://doi.org/10.1038/s41598-024-79776-3

Gillett-Swan, J. (2017). The challenges of online learning: Supporting and engaging the isolated learner. *Journal of Learning Design*, *10*(1), 20. https://doi.org/10.5204/jld.v9i3.293

Gravetter, F. J., & Wallnau, L. B. (2017). *Statistics for the behavioral sciences* (10th Edition). Cengage Learning. https://ndl.ethernet.edu.et/bitstream/123456789/29095/1/Frederick%20J%20Gravetter_2017.pdf

Hamad, W. (2023). Students' experiences of learning in virtual classrooms facilitated by Google Classroom. *Journal of Educational Technology and Online Learning, 6*(2), 362–383. https://doi.org/10.31681/jetol.1250095

Mulcaster, J. T., Mills, J., Hung, O. R., MacQuarrie, K., Law, J. A., Pytka, S., Imrie, D., & Field, C. (2003). Laryngoscopic intubation. *Anesthesiology*, *98*(1), 23–27. https://doi.org/10.1097/00000542-200301000-00007

Pandey, P., & Pandey, M. M. (2015). *Research methodology: Tools & techniques*. Bridge Center.

Rahmawati, B. F., Zidni, & Suhupawati. (2020). Learning by Google Classroom in students' perception. *Journal of Physics: Conference Series, 1539*(1), 012048. https://doi.org/10.1088/1742-6596/1539/1/012048

Riyanti, A., Sagena, U., Lestari, N. C., Pramono, S. A., & Haddar, G. A. (2023). Internet-based learning in improving student digital literacy. *Cendikia: Media Jurnal Ilmiah Pendidikan, 13*(4), 585-594. https://iocscience.org/ejournal/index.php/Cendikia/article/view/3598

Saharan, V. A., Kulhari, H., Jadhav, H., Pooja, D., Banerjee, S., & Singh, A. (2024). Introduction to research

methodology. In *Principles of Research Methodology and Ethics in Pharmaceutical Sciences*. CRC Press.

Showkat, N., & Parven, H. (2017). *Non-probability and probability sampling*. e-PG Pathshala.

Sugiyono. (2014). *Memahami penelitian kualitatif* (Cetakan kesepuluh). Alfabeta.

Tenny, S., Brannan, J. M., & Brannan, G. D. (2025). Qualitative study. In *StatPearls*. StatPearls Publishing. http://www.ncbi.nlm.nih.gov/books/NBK470395/

Turan, Z., Kucuk, S., & Karabey, S. C. (2022). The university students' self-regulated effort, flexibility and satisfaction in distance education. *International Journal of Educational Technology in Higher Education*, *19*(1). https://doi.org/10.1186/s41239-022-00342-w

Uyun, M., & Fitriani, F. (2025). From isolation to engagement: Understanding and addressing online learning challenges among university students in Indonesia. *Al-Ishlah: Jurnal Pendidikan, 17*(2), 1806-1818. https://journal.staihubbulwathan.id/index.php/alishlah/article/view/6264

Yuhanna, I., Alexander, A., & Kachik, A. (2020). Advantages and disadvantages of online learning. *Journal Educational Verkenning*, *1*(2), 13-19. https://doi.org/10.48173/jev.v1i2.54