

The Transition in Learning English from Face to Face to Online Instructions in Higher Education Level in Indonesia: A View from Students' Perspective.

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ABSTRACT: This research was conducted in the midst of the Covid 19 pandemic that hit the worldwide, including Indonesia, which requires learning English on campus to be done online. The main objective of this research is to explore the students' views on the transition of English learning from face to face to online learning. The current study has been conducted at Pradita University, Serpong Indonesia. Teaching and learning English fully online was carried out for fourteen weeks. Besides conducting the research, the researcher was also the instructor of the online English course. Quantitative research is the primary data used in this study by administering questionnaires to 35 freshman students as the object of the study. Besides the data obtained from the questionnaire, the researcher also conducted a semi-structured interview as secondary data. The results of this study indicate that in general students are not ready to do full online English learning due to several factors including internet connection, an unsupportive learning environment, and class interaction. The participants of the study viewed that learning English online could not be done fully online, on the contrary, it could be done in a blended manner by combining online learning with face to face learning.

Keywords: Face to face, online, higher education, students, perception, Indonesia

I. INTRODUCTION

The Corona Virus Disease Pandemic (COVID 19) which has spread throughout the world since the end of 2019 has changed the interactions of the world community in the social, political, economic fields and also brought drastic changes to educational institutions. Students could no longer leave the house to conduct face-to-face classes at school due to the COVID 19 outbreak which can be transmitted through human-to-human social interactions. This situation forces students in Indonesia and even around the world affected by this epidemic to carry out distance learning to avoid the spread of the virus. Since the Indonesian government declared the COVID 19 emergency, all schools in Indonesia ranged from kindergarten to tertiary levels, are no longer able to conduct face-to-face classes. The learning process is carried out online through platforms that are available and can be accessed via smartphones such as WhatsApp, Google Classroom, Learning Management System (LMS), and Ruang Guru (in Indonesia, specifically).

This kind of situation creates a cultural shock not only for the teachers but also for students who suddenly have to change the learning culture from face to face or offline to online distance learning classes. During the transition from offline to online classes, many problems arise like infrastructure, learning methods, and students' engagement, especially in remote areas that have never been touched by the internet, where instructors and learners

should be ready to start online learning instructions. Instructors need to be equipped with technical skills in using learning tools such as computers and applications on smartphones as well as the need to master teaching methods that are carried out online which is certainly different from face-to-face teaching. Learners, on the other hand are also required to be internet savvy so they can participate and engage in the online learning process.

Basically, online classrooms are more complicated than face-to-face classrooms. Changes in the teaching culture that are usually created in face-to-face classrooms dash the expectations of students who are used to face-to-face class environments.^[1] However, developments in technology and information have changed people's views about the world made people easier to access information. Teachers and students have begun to evolve in their teaching in the classroom by taking advantage of information developments such as learning management systems (LMS). In many cases, students are more proficient than teachers in using websites and LMS so that teachers need to be equipped with training to be able to understand and use LMS more effectively.^[2] Instructors who are well-trained in using LMS would make online classrooms more attractive and make students more engaged in the teaching and learning process.

1.1 Background of the study

Online learning in Indonesia has been supported by the Indonesian government since 2012 through the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 24 of 2012 concerning the Implementation of Distance Education. With the enactment of this regulation, several universities can conduct distance learning online. The process of teaching and learning activities which was previously usually carried out in classrooms face-to-face (F2F) now has to be replaced by the Distance Learning method which utilizes social media such as Whatsapp and several Learning Management System applications available on internet pages.

In the era of the industrial revolution 4.0, online learning is a new challenge for students, especially during the pandemic that hit the world, including Indonesia. Specifically, this year the government of Indonesia issued a policy for higher education called Independent Campus Program. This program opens a great chance for students to determine the learning areas that become their focus and interest. This opens up opportunities for students to take courses at other campuses online.

1.2 Statement of the problem

In the transition period of teaching English from F2F to online instruction, there are many experiences as well as new challenges faced by not only students but also faculty members. The role of a faculty member changes from an authority figure to a facilitator where a faculty member becomes a helper for students and facilitates students in the teaching and learning process. It is inevitable that this transition also challenges faculty members to make drastic changes in teaching approaches and strategies to create an interactive learning atmosphere so that student learning needs are met.^[3] Some teaching approaches taken during F2F classes might be irrelevant to be applied in online instructions. A report published by Educause which is a summary of the research findings entitled Foundations of Online Learning: Where Digital Living and Education Meet reports that several learning approaches and strategies such as blended courses, flipped classrooms, and massive open online courses (MOOCs) could make students more engaged in learning, produce better learning outcomes, and provide a better quality of learning.^[4]

Meanwhile, students who are the main objects in online learning cannot be separated from the challenges faced in the transition era from F2F to online instructions. Students are required to be more engaged in the learning process. Students are very dependent on improving technology to support communication with lecturers both during the learning process and outside the online learning classes. Students are challenged to be more creative in learning by not only depending on one teaching material provided by the lecturer. Students can explore various learning materials from several sources to enrich their knowledge. The challenges of faculty members and students are related to their ability to use learning technology. The content of online learning that is uploaded in the LMS must be continuously improved and refined to make it more interactive so that it allows students to be more engaged in the learning process.

Therefore, the aim of this study is to investigate students' perceptions toward the transition process of

learning English from face-to-face to online instruction. The focus of this study is to investigate the perceived changes in teaching methods and the development of student skills in online courses at the tertiary level. The current study seeks to answer a research question: **What are the overall students's perceptions toward the transition of learning English from face-to-face to online instruction?**

II. Review of Literature

2.1 Online instructions

In Indonesia, the legal standing of online learning has existed since 2003 through the Law of the Republic of Indonesia Number 20, 2003 concerning the National Education System which later became a reference for the Directorate of Learning and Student Affairs, the Directorate General of Higher Education to develop the Indonesian Open and Integrated Online Learning program (PDITT) which was later changed its name to SPADA or Online Learning System. In addition to Law No. 30, the online learning system in higher education also refers to Law no. 12, 2012 concerning Higher Education and Regulation of the Minister of Education and Culture Number 109, 2013 concerning the Implementation of Distance Education in Higher Education. The online learning program plan was officially launched by the eleventh vice president of Indonesia, Mr. Boediona.

The main objective of SPADA is the creation of access to quality learning in tertiary institutions where a student can take courses from other campuses that are considered more advanced and developing. Any Credit hours earned from outside the campus can be recognized by the university where the student is enrolled (<https://spada.kemdikbud.go.id/>)

Meanwhile, online education systems at the tertiary level have evolved since the mid-1990s by replacing the traditional teaching with the use of the Learning Management System (LMS). LMS has started to change the way students learn, which previously had to follow the traditional model by following a strict schedule set by the campus administration. With the online instructions model, teachers can deliver their teaching anytime and anywhere without any time and place barriers. Instructors who are accustomed to teaching with traditional models in face-to-face classrooms are required to adapt their teaching strategies to the use of technology so that classroom learning remains effective in this new educational environment.^[5]

In the initial phase, there were many obstacles in the use of LMS by both the tertiary institution and the students. However, lecturers with the support of campus management continue to develop their online teaching methods so that this online system develops gradually.^[6] Over time, new batch of lecturers began to enter the academic world. They had ample experience in online education when they were students. With their online teaching experience, they could convey online teaching materials well. Lecturers who joined the academic world of higher education in the late 1990s and early 2000s had more experience teaching online because they were familiar with the online education system when they were students.^[6]

2.2 Learning Management System (LMS)

Learning Management System (LMS) is an application developed for e-learning activities which include educational administration, documentation, distribution of learning materials, and delivery of educational courses.^[7] Meanwhile, according to another research, LMS is an infrastructure used in online learning to deliver learning materials, support learning systems such as collaborative learning, documentation of learner data, assessing student performance, and generating final reports from each student.^[8]

Several studies that concentrate on the utilization of LMS have been conducted. A study by Brook revealed that 63% of lecturers who participated in the study said that LMS is the most important tool used in online teaching.^[9] Likewise, 61% of faculty members use LMS as the main medium in posting teaching materials to students. Meanwhile, only 44% of faculty members use LMS for student interaction with students, students with content, and students with instructors. Similarly, a study conducted by Dahlstrom and Brook showed that lecturers consider LMS to be a very supportive medium in improving their online instructions.^[10] Besides that, by using LMS,

lecturers are more skillful in integrating LMS technology into their courses so that the learning process runs more effectively.

2.3 Transition from Face To Face (F2F) to Online Learning

There are several studies on the transition from face-to-face learning (F2F) to online learning.^{[11][12][13][14]} Most of these studies focus on several different studies in learning English online, ranging from learners' interpersonal interaction, exploring challenges in learning English online, students' perception, and experiences of using online systems in learning English. The study showed that stakeholders experience several new experiences in learning languages online so they have to adopt several new methods of learning. Several learning experiences and changes in the learning style of learners in online instruction have the potential to determine success through the transition from F2F to online instruction.

In an empirical study investigated by Foley, the initial experiences of instructors in online teaching.^[15] This study showed that some instructors at the first experience level of teaching online mostly feel anxious and experience significant differences in the delivery of online teaching materials. In addition, instructors have a negative view of online learning compared to F2F instructions, especially in relation to students' body language, one-to-one interaction with students, time management, and an increased workload, especially in preparing teaching materials. As a result, in the end, the instructors applied teaching practices and teaching methods commonly used in F2F learning environments.

2.4 Perception of Online English Learning

There are several studies conducted on students' perceptions. It was found that students generally have a positive perception of online learning.^{[16][17]} However, it was also revealed that some learners prefer a blended or hybrid course delivery where the materials are delivered online and F2F. Tate in his study that combines online and F2F with eTutor support found the same condition in which students' positive perceptions are reported.^[14] In a study involving high school students who were considered successful in organizing online learning, it was discovered that in addition to students having a positive perception of online learning, students also experience freedom in learning, increase challenges, and can develop autonomous learning compared to face-to-face instructions.^[17]

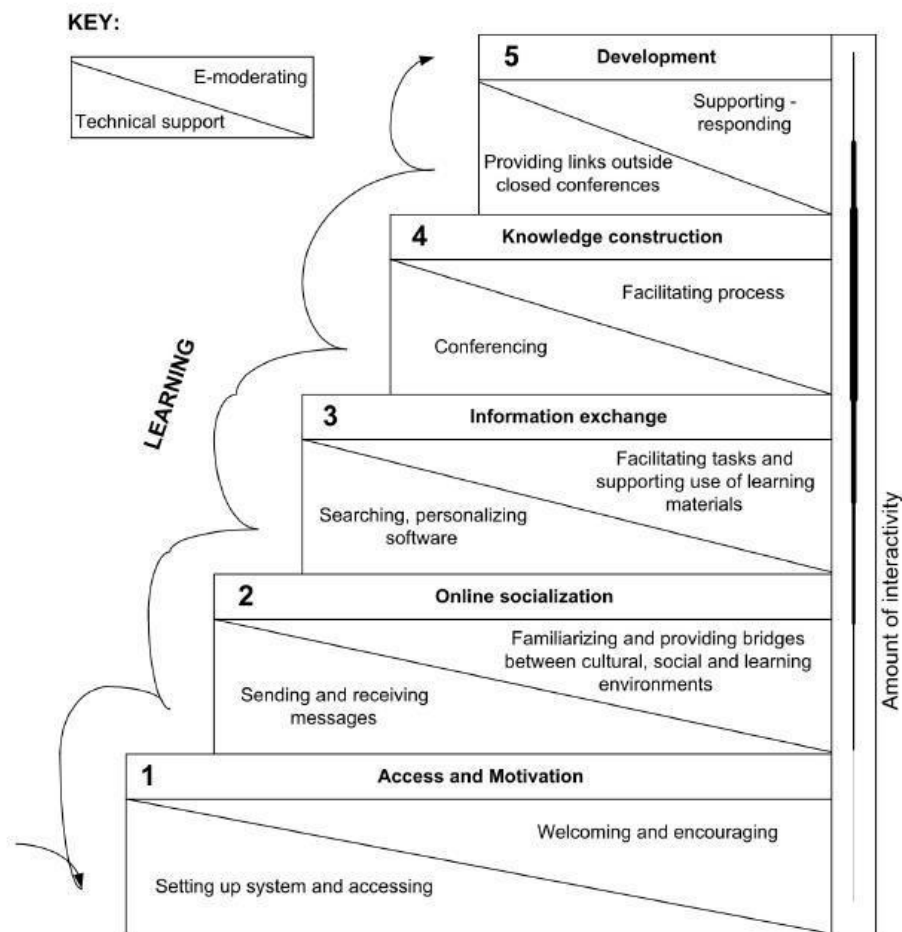
Meanwhile, there was an investigation on students' attitudes and motivation in learning a language online.^[18] In her research, the factors that influence students' motivations as well as attitudes, and how these factors can influence learning are addressed. The findings showed the same results as Kaler where overall students showed positive attitudes and stable levels of motivation during the learning process. Furthermore, Ushida explained that the contributing factors were students' freedom in choosing courses and self-confidence in using computers before class started. However, there are also studies on online teaching that show negative perceptions. Research conducted by Oliver et al. shows the negative perceptions of foreign language learners on online instructions.^[19] This study compares the perceptions between students learning foreign languages and students learning other subject areas online. Some of the recommendations given by teachers and students are developing several aspects of teaching such as collaborative learning, providing facilities and infrastructure to develop online learning, and providing timely feedback.

2.5 Challenges and Changes of teachers and learners' role

The biggest challenge in the transition period from F2F to online instruction is on the teaching side. One of the biggest challenges face is a lack of experience in developing online teaching materials and teaching methods.^[20] This is reaffirmed by Fish & Gill (2009) that most teaching staff have difficulty in developing online courses by utilizing technological developments as well as integrating technology and teaching styles that are suitable for the online teaching environment so that they cannot help students to achieve their virtual needs in online learning.^[21] To face these challenges, teachers should be equipped with some training on online learning which includes how to use technology reliably and teaching methods that are compatible with online learning.^[22]

Meanwhile, the changes model in the transition from F2F to online instructions were developed by Salmon (2011).^[23] The model was described in five stages which can be used as a reference by the instructor to make their role as facilitators easier and to assist students to become successful online learners. The first stage is access and motivation; this is to help students to log in and guide them technically about how to use the new system in online learning. The second stage is the online socializing. A group of online social media needs to be built between instructors and learners as part of alternative media to ease communication. The next stage is the information exchange. At this stage, an instructor needs to direct students to study material that has been posted on the LMS. Teachers need to help with how to access teaching materials and how to submit each assessment and quiz answers online. The fourth stage is knowledge construction . At this stage, students are encouraged to think more critically by evaluating learning materials and being able to make learning content independently. Finally, the last stage is development. Students are requested to reflect and evaluate all online learning processes and develop their own learning creating their own website link.

Fig. 1: The 5-stage e-moderating model for teaching and learning online (Salmon, 2002)



Carril, Sanmamed, and Sellés (2013) in a quantitative study tried to identify the new role and pedagogical competency of the instructor in a virtual learning environment.^[24] In his study, it was found that instructors had high competencies in creating learning content as opposed to assessment proficiency. It was also found that instructors were aware of the importance of training. They are ready to attend some training to cope with the teaching environment from F2F to online instructions. In addition, the role of online learning automatically also has an impact on the role of students. Learners are required to be more active in the learning process by using collaborative learning to increase their understanding of learning materials carried out online. It is important for each learner and instructors to understand that they have different roles in a virtual environment to succeed in the online learning and teaching model.^[25]

III. METHODOLOGY

3.1 Research design

The research employed a mix method of qualitative and quantitative research design to examine students' perceptions towards the transition of learning English from face to face to online instructions. Qualitative research design is research that is used to examine the conditions of natural objects, where the researcher is a key instrument.^[26] Quantitative research is a study that uses the logic of the verification hypothesis which starts with deductive thinking to derive the hypothesis then conducts testing in the field and draws the conclusion based on empirical data.^[27] A semi-structured interview and questionnaires with Likert scale were assigned ranged from Agree (A) to Strongly Disagree (SD).

3.2 Participants

This study was conducted during the first semester of the 2020-2021 academic year at The Pradita University, Serpong, Indonesia. The samples were taken from students majoring in Business Management and Accounting who had started maiden lectures with full online academic English course. These students' first language is Bahasa Indonesia and English language is regarded as a foreign language. They are from the same age, which is between 19 to 21 years old and their English language proficiency is measured by the pretest in the first week of the class.

3.3 Instruments

The research instrument used in this study was a survey form of a rating scale and semi-structured interview. A systematically set of questions was designed to get responses from respondents who are involved in online English learning.

3.3.1 Questionnaire

Questionnaire is a structured set of questions that is designed to obtain the necessary information from a number of respondents.^[28] A Linkert of questionnaire type ranged from (1) strongly disagree, (2) disagree, (3) neutral, (4) agree to (5) strongly agree was used to specify the level of agreement of respondents statements which describe students' perceptions. In this study, the researcher administered this questionnaire in two parts, the first is a general statement to elicit students' background in learning English online, the second is questions related to student perceptions on the transition of learning English from face to face to online instruction with a total of 15 items clustered into 3 categories; own-pace learning, learners' participation, and class assessment and learning style.^[29]

3.3.2 Interview

In addition, the interview session was conducted to explore the students' views on the transition of learning English from face to face to the online instructions. Seven (7) selected students were interviewed on their perceptions of the process of converting the courses from F2F to online and how their perception change towards online teaching as they learn new technologies.

3.4 Data collection procedure

To collect the data, one of the researchers was directly involved in online learning in class as a lecturer. From the very beginning, students were informed that the transition from face-to-face to online learning would be studied with the aim of obtaining information about students' perceptions of learning English online by administering questionnaires. Questionnaires were distributed to the respondents at the 10th meeting using a Mentimeter platform that provides a live question feature. To use this platform, students are directed to download the platform on their smartphone first. By using Mentimeter the researcher can control each question and explain in more detail each question by reading one by one and responded by the respondents simultaneously. The results were automatically generated once the respondent answered the question.

Data obtained from the respondent through administering questionnaires were then processed and analyzed by describing frequencies and percentages of the results of each statement provided by each respondent. Meanwhile, the data obtained from the interview sessions were analyzed using thematic analysis by describing each answer given by the respondent. NVIVO 20 was used to analyse the scripts of interview generated from the respondents.

IV. RESULTS AND DISCUSSION

4.1 The Transition of Learning English from Face to Face (F2F) to Online Instructions

To get evidence on how students perceive the transition of English learning from face to face to online instructions, main data from questionnaires were analyzed. The overall students' perceptions as the research question of the study were illustrated from the data which was obtained from fifteen item questions that had been clustered into 3 categories; own-pace learning, learners' participation, and class assessment and learning style. Frequency tests were carried out to identify participants' opinions about each aspect of the categories. The students' perceptions of own-pace learning were presented in table 3 as first category..

Table 1: Students' perceptions of own-pace learning

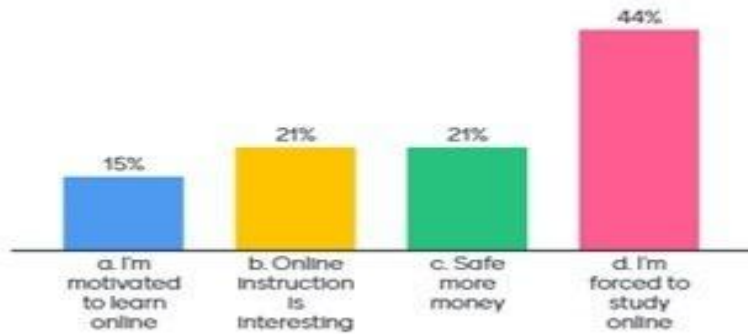
No	Items	Responses				
		SA	A	NEU	D	SD
		%	%	%	%	%
1	I am well prepared to take online instructions.	0.0	31.4	62.9	5.7	0.0
2	I need technical training on online teaching and learning prior to learning the first	11.4	51.4	20	14.3	2.9
3	The Mentoring program would be effective to assist me in an online environment.	31.4	45.7	20	2.9	0.0
4	I easily understand the explanation of the material taught by the lecturer during the online.	0.0	11.4	45.7	37.1	5.7
5.	Online learning is interesting	5.7	14.3	62.9	11.4	5.7

The first part of the questionnaire is represented by five-question items from the Own-pace learning category. As can be seen from Table 1, students are not quite ready to do online learning. This can be seen from the percentage of the first question about students' readiness to start online learning. 31.4% of respondents agreed that they are well prepared to take online instructions. The majority of respondents (56%) stated neutral, while the rest disagreed. This is in line with what is expressed in the general statement section of this questionnaire which states that the majority of respondents (44%) conduct online classes because of compulsion to run as they are required by the campus. Only 15% stated that they took online classes based on their own motivation. See table 4 below.

Table 2: Students' reason taking online classes.

Go to www.menti.com and use the code 24 74 07 4

What is your reason for taking an online course?



Furthermore, the percentage of students who agreed that online learning was very attractive was relatively low at 20% compared to those who stated neutral at 62.9 % while 17.1% disagreed. This is in line with the statement of the majority of respondents who stated that they took online classes due to policies from the government and universities. 72% of learners show that the major motivating factors that lead to learning online are because of government and university policy, only 3% of respondents were interested in online instruction, and the rest concerned in teaching flexibility as depicted in Table 2.

Table 3: Major motivating factors to take online class.

Go to www.menti.com and use the code 24 74 07 4

What is the major motivating factor that leads you to learn online?

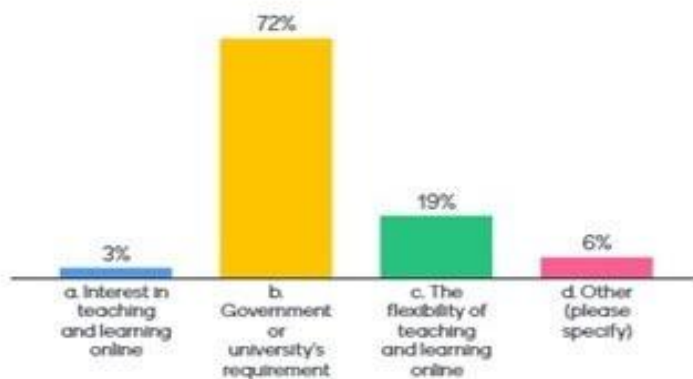


Table 4: Students' perceptions of their participations in Online classes.

No	Items	Responses				
		SA	A	NEU	D	SD
		%	%	%	%	%
1	I am more concentrated on studying online.	0.0	11.4	25.7	54.3	8.6
2	I find it easier to get teaching materials from studying online.	11.4	17.1	48.6	20	2.9
3	Based on my online learning experience, online-only is the best format in distance learning.	0.0	14.3	40	34.3	11.4
4	Web conferencing program provides a more interactive learning environment.	2.9	25.7	54.3	14.3	2.9
5.	I am more engaged in the online learning environment.	0.0	8.6	68.6	17.1	5.7

In the participatory category, the learners showed that they were not focused and concentrated on taking online classes. Respondents who said disagreed that learners more concentrated on studying online were relatively high at 62.9 % compared to those who stated agreed which was only 11.4% while another 25.7 % were neutral. Furthermore, online learning makes it easier for learners to get teaching materials so that it can make it easier for them to learn. 28.5 % agreed compared to 22.9 % who disagreed while others said neutrally. A percentage of online learning experiences indicate that learners are not comfortable with online-only learning systems. Only 14.3% agreed with the statement that online-only is the best format in distance learning, while 45.7% disagreed. Meanwhile, in terms of engagement in the online learning environment, the number of percentages who are engaged was very low at 8.6 % while the majority of respondents stated neutral at 68.6 % and the rest of 22.8% of respondents are not engaged.

Table 5: Students' perceptions of class assessment and learning style.

No	Items	Responses				
		SA	A	NEU	D	SD
		%	%	%	%	%
1.	Online assessment and feed back in online classroom is more motivated than that F2F.	5.7	34.3	51.4	8.6	0.0
2.	I like my learning style in online classroom compared to F2F class.	0.0	17.1	40	34.3	8.6
3.	I interact with other students very well like in F2F class.	5.7	14.3	42.9	34.3	2.9
4.	I don't have problem using online learning platform.	5.7	25.7	42.9	20	5.7
5.	I would like to recommend hybrid face to face and online learning.	25.7	37.1	31.4	5.7	0.0

The final category of the questionnaire to get evidence on how students perceive the transition of English learning from face to face to online instructions is the class assessment and learning style. In terms of the assessment format applied in the online class, it shows that learners are more motivated to do exercises, quizzes, and tests in the online class. 40% agreed that the online assessment and feedback in the online classroom is more motivated than F2F instructions compared to the only 8.6 % who stated disagreed. Meanwhile, the percentage of learners admitting that the learning online style is more interesting than the F2F class was relatively low at 17.1% compared to those who disagreed at 42.9 %. Consistently, in online classrooms, learners didn't interact very well like in the F2F class. Only 20 % of respondents agreed that learners interact very well with other students like in F2F class compared to 37.1 % disagreed. Interestingly, when respondents were put forward an alternative to blended learning where 50% of teaching and learning instruction is carried out online and the other 50% is F2F, the highest percentages at 62.9 % agreed and only 5.7 % disagree while the rest voted for neutral.

The findings from the analysis of the questionnaire highlighted that the participants described the highest level of agreement in their own pace learning category. This shows that in learning English online learners enjoy

freedom and autonomy. This is in line with previous research conducted by Kaler (2012) which found that students experience freedom in learning and develop autonomous learning.^[17] This is followed by the third category, namely the class assessment. These findings are in accordance with the data obtained from interviews with respondents. Class assessments conducted online through an LMS (Learning Management System) can increase motivation because learners can access all forms of assignments, quizzes, or tests online without having to face an instructor directly. The results of the assessment can be seen online anytime and anywhere. This is in accordance with previous research on LMS conducted by Dahlstrom and Brooks (2014) which suggests the use of LMS is highly supportive of improving the quality of online instructions.^[10]

Meanwhile, the findings from the questionnaire highlighted that participants described the lowest level of agreement is in the participation category. The supporting data obtained from the interview illustrates that learners follow these online instructions because they have no other choices. Online learning is required by the government and campuses because of the pandemic that has hit Indonesia and the world.

V. RECOMMENDATIONS

Some of the findings described above provide some further implications which are expected to benefit students, English teachers, and institutions that have authority in the field of education. Regarding EFL learners, learning English online allows them to further explore the English learning materials available online such as youtube, ebooks, and some English language learning platforms. It can be seen from the participants' opinions on perceptions of own-pace learning which showed that in learning English online learners enjoy freedom and autonomy. Students are expected to further develop autonomous learning to improve their language skills, both written and spoken skills.

For English instructors where English is the foreign language (EFL), the results of the study imply several things; First, the instructors must be internet savvy by equipping themselves with some training in online learning. There are several tips and tricks that instructors need to master in teaching online so that students remain engaged in online classes. Second, the teaching approach. the approach to teaching English online should be different from the teaching approach in F2F. Teaching methods such as flipped classroom may be suitable for online classes. In the flip teaching method, students learn teaching materials online prior to class starts.^[30] Third, the instructor is concerned with the students' workload. The assignments and quizzes should be given after the teaching material explanation and mark rightaway by giving comments and rewards. this can increase student motivation in learning English online.

With respect to institutions as providers of online learning, the findings of this study can be taken into consideration. fully online learning can increase the level of stress of students so that the institution should practice the blended model.

VI. CONCLUSION

In particular, the research question in this study seeks to determine students' perceptions of the transition to English teaching from F2F to online instructions. The results of data analysis obtained from respondents through questionnaires indicate that the majority of learners are not ready to carry out learning English online. This finding is in accordance with the results of the previous study conducted by Oliver et al. (2012) which show the negative perceptions of foreign language learners on online instructions.^[19] However, The results of this study were not in accordance with several previous studies that showed student positive perception results on online learning^{[16][17][14]} Data obtained from interviews with several respondents shows that another factor affecting the learners' negative perceptions to learn English online is because at the same time all other subjects were also taught fully online. Due to the pandemic, all students are required to learn from home and restricted to mingle around with friends because of government physical distancing regulation.

Meanwhile, this study found that the learners preferred blended learning in which English learning is carried out in two modes; online and F2F. This can be supported by data from interviews with several respondents who expressly agree with this blended learning model. Learners thought that with the blended system, learning will be more interesting because they have the opportunity to collaborate and interact physically with both classmates and instructors. This is also consistent with previous research conducted by Tate

(2014) that combines online and face-to-face with eTutor. Students show a positive attitude when the learning model is carried out in a hybrid manner.^[14]

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