EFL Lecturers' and Students' Perception towards Online Learning in Riau context: Using Technology Acceptance Model (TAM) as the Organizing Framework

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Abstract

Online learning in the pandemic has been conducted with less preparation by both the teachers and the students. Whether or not it has been effective, little is known. The research aims to conduct research on EFL lecturers'and students' perception toward online learning from the perspective of technology acceptance model by Davis et al. (1989). The design of the reserch is descriptive quantitative. There were 14 EFL lecturers and 121 EFL students recruited in the study. Data collection method was a questionnaire with a 5-Likert scale. Data analysis was descriptive statistics. The findings reveal that the lecturers'perceived usefulness and the perceived ease-of-use fall on high category (respectively, 72,95% and 71,1%) and the students' lecturers'perceived usefulness and the perceived ease-of-use fall on high category (respectively, 79.10% and 72.50%). Out of all items, the lecturers mostly appreciated the flexibility of online learning in term of time and place (82.86%); and the students mostly appreciated the online learning's opportunity to study English ((77,19%). Some suggestions are given to future researchers, namely (1) the next researcher can recruit more participants, (2) the next researcher can use different instruments to collect the data, like observation, interview and tests.

Keywords: online learning, perceived usefulness, perceived ease-of-use, face-to-face.

Introduction

When the covid-19 pandemic took place, the schools are closed and the online learning is the most possible form of learning available at hand. In fact, online learning is a

recommended solution by the Indonesian government whereas the Ministry of Education and Culture issued a Circular Letter no. 1 year 2020 which says that the teaching and learning process shall be conducted from homes amidst the government's efforts to limit the spread of Corona virus by preventing any potential crowds (social distancing). Therefore, whether like it or not, almost all schools in Indonesia embrace the online learning system to replace the face-to-face system. Consequently, Indonesian teachers and students have to learn to use the technology which they probably never used in the learning process. This situation may potentially create massive problems as the effectiveness of the online learning implementation is not known yet.

Online learning is different from face-to-face interaction where gadgets (such as laptops and tablets, cellphones) become the media that connect teachers and students as a means of communication. This is a new learning method for almost all teachers and students. The positive and negative sides of online learning are reported (Sumarwoto, 2020. For example, the first positive side of online learning is a flexible study time. Without leaving the house, teachers and students can carry out learning through synchronous (real-time virtual meeting) or asynchronous (non real-time virtual meeting) or combination of both meeting platforms. The second, online learning is more environmentally friendly (eco-friendly) in terms of decreasing transportation activities and the use of non-paper teaching and learning tools. Books and assignments can be directly collected through digital forms. On the other hand, various obstacles have been reported during the implementation of online learning. The biggest one is that the students find it difficult to participate in online learning which requires them to study independently. Therefore, many students prefer regular face-to-face meeting (Sinaga, 2020).

Many research on online learning implementation report that the implementation of online learning in Indonesia has mixed acceptance. Widodo & Nursaptini (2020) report that the problems faced by the elementary school students are quite complex, for example, a low internet connection problem, inadequate learning media, and the high price of internet quota. Victorian et al (2020) report that the majority of physical education students at an Indonesian university like the implementation of e-learning during the Covid-19 pandemic, although they still liked face-to-face meeting because interacting with lecturers and friends is the best. Yet, most of the Physical Education students think that online learning can increase learning independence. Masruroh et al. (2021) also conducted research at university level and they report that computer science lecturers and students consider online learning to be quite effective (70%), lecture materials can be delivered and received well (72%), the most frequently used platform is Google Classroom (85%), while the most effective method is face-to-face virtual meeting (53%). The drawback is that the internet signal is sometimes unstable.

Online learning implementation at the English education department has been studied by several researchers. For example, Fitria & Yunus (2021) report that online learning is not going well and the students need some guidance on how the learning system works. Harris (2021) reports that online learning in the reading comprehension course went well where more than half of the students expressed a positive appreciation for the material provided by the lecturer. In fact, understanding about students' attitudes towards online learning in the pandemic is still little known.

Since online learning relies on technology as the learning media, investigation about teachers' and students' attitudes toward online learning need to be conducted (Lazim et al., 2021). Body of research on online learning reveal that the technology's ease-of-use and usefulness have major roles to develop the users attitudes toward online learning (i.e. Lazim et al., 2021; Robinson, 2019;Wingo et al., 2017). To date, investigation on technology's ease-of-use and usefullness not much researched yet, either internationally or nationally.

Therefore, this study is intended to investigate the perceptions of lecturers and students of English education towards online learning implementation at two public universities in Riau province. Specifically, to describe the EFL lecturers' and students' perception toward online learning from the perspective of technology ease-of-use and usefullness in the scope of local context.

Online learning has been practiced long before the covid-19 pandemi. In general, it is similar as the face-to-face whereas the basic differences lie on the use of internet to connect the teacher and the students (Neuhauser, 2002). Online learning is originally used in distance education learning. Online learning was thought not as good as the face-to-face because it has minimal interaction between the teacher and the students but studies show that they are equal (i.e., Bali & Liu, 2018, Baker & Unni, 2018; Neuhauser, 2002).

As a face-to-face is acknowledged as important, there are opportunities offered by online learning (i.e. Appana, 2008; Gilbert, 2015; Kim et al., 2005). There are potential benefits of investing in online learning for example, increased access, improved quality of learning, better preparation of students for a knowledge-based society, "lifelong" learning opportunity, profit making,

 Online learning can be conducted from anywhere and anytime as far as the internet connection is available. The textbooks and other teaching materials are presented in ebook or digital forms. The materials are very interesting visually and aurally which can attract the students' attention. Multi-modal materials can be remembered longer by the students. Students can study within their own progresses which is not possible in face-to-face learning whereas all students study the same materials in one time. Online learning is eco-friendly. It is paperless that the assignments are submitted in digital forms as well. The teacher and the students do not have to travel from their homes to the school. Online learning does not need building and classroom which make it costs cheaper.

However, online learning has some weaknesses (i.e. Appana, 2008; Gilbert, 2015; Kim et al., 2005, Johnson et al., 2000). The students mostly study in isolation. They may lack of social and interpersonal skills. They may cheat in their assignments. Online learning requires students' high motivation. Thus, online learning is always used with adult students, where they have the abilities to manage the challenges of study well. Online learning also may represent the dominant culture alone and cultural shock might be encountered by diversed students..

Nowadays, many universities offer online learning degree programs to receive more students all over the world (Liyanagunawardena & Williams, 2014). Modern companies also use online learning in their internal programs. The potential of online learning is getting bigger in the future which fits the digital era. More online learners are predicted to join online learning classess. Online learning in the future will likely be different.

Understanding about online learning may give useful feedback to both the teachers and the students (Archambault et al., 2022; Nartiningrum & Nugroho, 2020; Tanis, 2020; Sutarto et al., 2020; Muthuprasat et al., 2021)

Investigation of attitudes towards online learning have been attempted by using some frameworks. One of the popular frameworks is Technology Acceptance Model (TAM) by Davis et al.(1989) (i.e. Lazim. Et al., 2021; Wingo, 2017; Masrom, 2017; Farahat, 2012; . This model was originally developed to investigate technology acceptance by the users towards technology product, such as microsoft word, website, e-mail, not only online learning (Masrom, 2007). There are two factors used in the model to predict attitudes (1) the perceived usefulness and (2) the perceived ease-of-use. In the model, these two variables determine attitudes toward using the technology. In a review by Masrom (2007) the perceived usefulness is defined as the degree to which the technology user believes that using the technology will improve their performance, on the other hand, the perceived-ease-of-use means how effortless the technology user in using the technology. The atttitudes towards using the technology predict the subsequent behavioral intentions and the actual usage of the technology. In the model, the perceived ease-of-use is thought to influence the perceived usefulness. External variables are antecedent variables to the perceived usefulness and the perceived ease of use. The model is presented as follows.

Fig. 1 Technology acceptance model (TAM) by Davis et al. (1989)
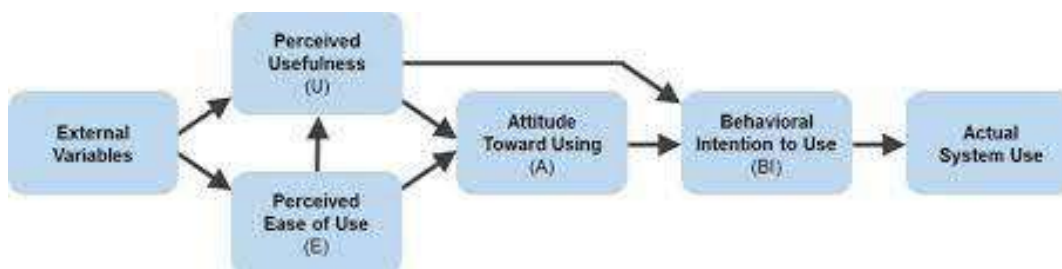
Furthermore, in this research, two variables of the technology acceptance model, namely(1) the perceived usefulness and (2) perceived ease-of-use are used to predict the EFL lecturers' and students' perception toward online learning.

Methodology

The design of this research was descriptive quantitative research, The design is suitable with the research's aim, namely, to describe the perception of EFL lecturers and students toward online learning in Riau Province. The population of this study was all lecturers and the students from two public universities in Riau. The method of sampling was convenience sampling. The participants from the lecturers' and the students' groups were contacted through WA app. Furthermore, those who were interested to participate in the study filled out the referred questionnaire. In total, there were 14 lecturers and 121 students of English Education Departments who became the respondents of the study. The lecturers group were S2 and S3 graduates. They had been teaching for 5-20 years of experiences. Their age was between 30-50 year old. Meanwhile, the students group were undergraduate students. Their age were between 19-22 year old. Both of them had been using online learning for approximately two years when the study was taken.

The method of data collection was Likert-scale questionnaire. The questionnaire collected the respondents' opinions regarding some statements which were presented in two parts, namely, (1) the perceived usefulness of online learning and (2) the perceived ease-of-use of online learning which were adapted from Davis et al (1989). The questionnaire was kept on Google Form app and the link was distributed via WA app. When the respondents clicked the link, they were automatically directed to the questionnaire page. The total number for the perceived usefulness was 7 items and for the perceived ease-of-use was 8 items. To ensure the language clarity for all participants, the questionnaire was given in Bahasa Indonesia.

Data analysis of the study used descriptive statistics to describe the EFL lecturers and students' perception toward online learning. To use the descriptive formula, firstly, the researchers changed the Likert scale data into ordinal data by conversed them into 1-5 score, respectively 'strongly disagree' equals 1 and 'strongly agree' equals 5. Secondly, the researchers calcult ed the mean score (sentral tendency) for each category which was aimed to describe the trends. The mean score was calculated by using a formula, as follows: the total score: the highest score x 100%. Narrative explanation was provided to accompany the statistical description. In so doing, the researchers combined similar category of answers (i.e. strongly agree+agree) and compared them with the opposite category of answers (i.e. agree vs disagree) to easily describe the trends to the audience.

Results and Discussion

Online learning is different from face-to face-learning in the way the learning is presented. To present the lessons, online learning teachers heavily rely on the technology aid as the learning media. In that sense, in this research, investigation of the EFL lecturers and students' perception toward online learning adapted a framework by Davis et al.(1989). They propose that two major factors contribute to attitudes toward online learning study, namely, (1) perceived usefulness, and (2) peceived ease of use.

In what follows, data of (1) perceived usefulness, and (2) peceived ease of use which had been received from the lecturers and the students are presented respectively.

The lecturers' perception toward online learning

(1) Lecturer's perceived usefulness of online learning

Table 1. Lecturer's perception that online learning is efficient for knowledge analysis

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
2. Online learning is efficient for analyzing knowledge for the classes I teach.	3	21,4	5	35,7	3	21,4	1	7,1	0	0,0

Table 1 shows that more than half of the lecturers (57, 1%) regard that online learning is efficient for knowledge analysis. Only one out of all lecturers state that it is not efficient, even though three of them are undecided. Undecided opinion means they neither support

or discourage the idea that online learning is efficient for knowledge analysis. This result can be interpreted that most of the lecturers view online learning as quite usefull to hold the process of teaching and learning of English in the pandemic situation.

Table 2. Lecturer's perception that online learning is efficient to construct language skills

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
3. Online learning is efficient for constructing English language skills.	2	14,3	5	35,7	5	35,7	1	7,1	1	7,1

Table 2 shows that half of the lecturers (50%) regard that online learning is efficient to construct language skills. Two of the lecturers say that it is not efficient, even though five of them are undecided. Undecided opinion means they neither support or discourage the idea that online learning is efficient to construct language skills. This result can be interpreted that the lecturers still view online learning as quite usefull to build students' language skills in the the process of teaching and learning of English during pandemic situation.

Table 3. Lecturer's perception that online learning is efficient to exchange opinions

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
4. Online learning is efficient for exchanging opinions.	3	21,4	7	50,0	3	21,4	1	7,1	0	0,0

Table 3 shows that more than half of the lecturers (71,5%) regard that online learning is efficient to exchange opinions. Only one out of all lecturers state that it is not efficient, even though three of them are undecided. Undecided opinion means they neither support or discourage the idea that online learning is efficient to exchange opinions. This result can be interpreted that majority of the lecturers can share ideas effectively during the process of teaching and learning of English in the pandemic situation.

Table 4. Lecturer's perception that learning process is faster via online learning than via face-to-face learning

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
5. The learning process on online learning is faster than face-to-face learning	1	7,1	1	7.1	5	35,7	7	50%	1	7,1

Table 4 shows that more than half of the lecturers (57,1%) regard that learning process is faster via face-to-face than via online learning. Only two out of all lecturers say that the learning process is faster with online learning. Three of them are undecided. Undecided opinion means they neither support or discourage the idea that learning process via online learning is faster than face-to-face learning. This result can be interpreted that most of the lecturers hope for face-to-face learning.

Table 5. Lecturer's perception that learning outcomes can be improved via online learning faster than via face-to-face learning

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
6. I can improve learning outcomes through the online learning system	2	14,3	6	42,9	5	35,7	1	7,1	0	0,0

Table 5 shows that more than half of the lecturers (57,2%) regard that learning outcomes can be improved via online learning faster than via face-to-face learning. Only one out of all lecturers state that online learning system is not able to improve learning outcomes, even though five of them are undecided. Undecided opinion means they neither support or discourage the idea that learning outcomes can be improved via online learning system. This result can be interpreted that most of the lecturers view online learning system is helpful to hold the process of teaching and learning of English in the pandemic situation.

Table 6. Lecturer's perception that online learning is more comfortable

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
7. I feel more comfortable teaching with an online learning system.	0	0,0	9	64,3	3	21,4	2	14,3	0	0,0

Table 6 shows that more than half of the lecturers (64,3%) regard that online learning is more comfortable. Only two out of all lecturers say that it is uncomfortable, even though three of them are undecided. Undecided opinion means they neither support or discourage the idea that online learning system make them comfortable. This result can be interpreted that most of the lecturers view online learning especially for women lecturers is as a flexible system because they can do many activities from home.

Table 7. Lecturer's perception that online learning is useful for teaching English in general

No Item	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
8. I find online learning useful for teaching English in general	1	7,1	6	42,9	4	28,6	2	14,3	1	7,1

Table 7 shows that half of the lecturers (50%) regard that online learning is useful for teaching English in general. Three of them assume that it is not helpful at all, but the rest of lecturers are undecided. Undecided opinion means they neither support or discourage the idea that online learning is useful for teaching English. This result can be interpreted that some of of the lecturers view online learning as a solution in the process of teaching English during pandemic situation.

(2) Lecturers' perceived ease of online learning system

Table 8. Lecturers' perception that online learning is handy

No Item	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
10. I find it easy to use online learning in the classes I teach.	1	7,1	9	64,3	2	14,3	1	7,1	1	7,1

Table 8 shows that more than half of the lecturers (71,4%) regard that online learning is easy to use during the teaching process. Two of all lecturers consider that it is not handy, while two of them are undecided. Undecided opinion means they neither support or discourage the idea that online learning is easy to apply. This result can be interpreted that majority of the lecturers view online learning do not find it difficult to use online learning in learning process.

Table 9. Lecturers' perception that online learning is flexible in term of time and place

No Item	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
12. Online learning is flexible in terms of time and place.	8	57,1	3	21,4	1	7,1	1	7,1	1	7,1

Table 9 shows that 78, 5% of the lecturers regard that online learning is flexible in terms of time and place. Two of the lecturers assume that online learning is inflexible, while one out of all lecturers is undecided. Undecided opinion means she/he neither supports or discourages the idea that online learning is flexible to apply. This result can be interpreted that most of the lecturers view online learning can be applied anytime and anywhere.

Table 10. Lecturers' perception that online learning is simple

| No Item | Optional answers | | | | | | | | | |
| | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
13. It is easy to operate online learning.	0	0,0	10	71,4	4	28,6	0	0,0	0	0,0

Table 10 shows that more than half of the lecturers (71,4%) regard that online learning is easy to operate. None of the lecturers notice that online learning is complicated, even though four of them are undecided. Undecided opinion means they neither support or discourage the idea that online learning is simple to apply. This result can be interpreted that most of the lecturers do not view online learning as a barrier to hold the process of teaching and learning of English in the pandemic situation.

Table 11. Lecturers' perception that online learning is user-friendly

| No Item | Optional answers | | | | | | | | | |
| | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
14. I think my friends have no problem using online learning.	2	14,3	8	57,1	1	7,1	3	21,4	0	0,0

Table 11 shows that more than half of the lecturers (71,4%) regard that online learning is user-friendly. Three of the lecturers disagree with the statement, while one of them is undecided. Undecided opinion means she/he neither supports or discourages the idea that he/she does not face any problem in using online learning system. This result can be interpreted that most of the lecturers can learn the online learning system easily.

Table 12. Lecturers' perception that they can use online learning media without anyone's assistance

| No Item | Optional answers | | | | | | | | | |
| | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
18. I can operate online learning media even though no one is teaching me.	0	0,0	12	85,7	2	14,3	0	0,0	0	0,0

Table 12 shows that majority of the lecturers (85,7%) regard that online learning media are easily used without anyone's assistance, even though two of them are undecided. Undecided opinion means they neither support or discourage the idea that the online learning media can be operated without anyone's help. This result can be interpreted that most of the lecturers considered the online learning media as easy tools to operate. Moreover, the tutorials of using all media might be accessed from YouTube.

Table 13. Lecturers like using online learning platform for teaching

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
1. I like to use online learning as a medium for teaching English.	5	35,7	8	57,1	1	7,1	0	0,0	0	0,0

Table 13 shows that almost all lecturers (92,8%) regard that they like using online learning platform for teaching, even though only one of them is undecided. Undecided opinion means she/he neither supports or discourages the idea that lecturers like to use online learning as a medium for teaching English. This result can be interpreted that majority of the lecturers might use varieties of online learning platform for teaching.

Table 14. Lecturers regard interaction via online learning is clear and easy

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
11. I find interactions through online learning clear and easy.	1	7,1	8	57,1	4	28,6	1	7,1	0	0,0

Table 14 shows that more than half of the lecturers (64,2%) regard that interaction via online learning is clear and easy. Only one out of all lecturers assume that it is not, even though four of them are undecided. Undecided opinion means they neither support or discourage the idea that the interaction between lecturers and students is clear and easy. This result can be interpreted that most of the lecturers do not face significant problem when they interact via online learning.

Table 15. Lecturers think that they will continue to online learning in the future

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
15. I think I will continue to use online learning for the next classes.	4	28,6	5	35,7	5	35,7	0	0,0	0	0,0

Table 15 shows that more than half of the lecturers (64,3%) regard that the will continue using online learning in the future. None of them refuses to use online learning, even though five of them are undecided. Undecided opinion means they neither support or discourage the idea that online learning will be used for the next class. This result can be interpreted that most of the lecturers view online learning as quite usefull to hold the process of teaching and learning of English in the future.

Students' perception toward online learning

(1) Students' perceived usefulness of online learning system

Table 16. Students' perception that online learning is efficient for knowledge analysis

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
Online learning is efficient for analyzing knowledge.	10	8,26	76	62,81	30	24,79	5	4,13	0	0,0

Table 16 shows that more than half of the students (71,07%) regard that online learning is efficient for knowledge analysis. Five of the students disagree with the statement, while almost 25% of the students are undecided. Undecided opinion means they neither support or discourage the idea that online learning is efficient for knowledge analysis. This result can be interpreted that most of the students view online learning as quite usefull to hold the process of teaching and learning of English in the pandemic situation.

Table 17. Students' perception that online learning is efficient for constructing language skills

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
Online learning is efficient for constructing English language skills.	4	3,31	66	54,55	34	28,1	11	9,09	6	4,96

Table 17 shows that half of the students (57,86%) regard that online learning is efficient to construct language skills. 14,5% of the students state that it is not efficient, but more than

25% of them are undecided. Undecided opinion means they neither support or discourage the idea that online learning is efficient to construct language skills. This result can be interpreted that the students still view online learning as quite usefull to build students' language skills in the the process of teaching and learning of English during pandemic situation.

Table 18. Students' perception that online learning is efficient for exchanging opinions

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
Online learning is efficient for exchanging opinions.	11	9,09	84	69,42	22	18,18	4	3,31	0	0,00

Table 18 shows that more than half of the students (78,51%) regard that online learning is efficient to exchange opinions. Less than 5% of the students consider that it is not efficient, even though 22 students are undecided. Undecided opinion means they neither support or discourage the idea that online learning is efficient to exchange opinions. This result can be interpreted that majority of the students can share ideas effectively during the process of teaching and learning with online learning system.

Table 19. Students' perception that the learning process via online learning is faster than face-to-face learning

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
The learning process in online learning is faster than face-to-face learning.	0	0,00	40	33,06	37	30,58	36	29,75	8	6,61

Table 19 shows that less than half of the student (33,06%) regard that learning process is faster via face-to-face than via online learning. 36,36% of the students disagree that the learning process is faster with online learning, while the rest of them are undecided. Undecided opinion means they neither support or discourage the idea that learning process via online learning is faster than face-to-face learning. This result can be interpreted that most of the students prefer face-to-face learning.

Table 20. Students' perception that they can improve the learning outcomes via online learning

No Item	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
I can improve learning outcomes through the online learning system.	3	2,5	64	52,9	40	33,1	10	8,3	4	3,3

Table 20 shows that more than half of the students (55,4%) regard that learning outcomes can be improved via online learning faster than via face-to-face learning. Only 11,6% of the students assume that it is not able to improve learning outcomes, even though more than 30% are undecided. Undecided opinion means they neither support or discourage the idea that learning outcomes can be improved via online learning system. This result can be interpreted that most of the students view online learning system is helpful to hold the process of teaching and learning of English in the pandemic situation.

Table 21. Students' perception that they feel online learning system is more comfortable

No Item	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
I find it comfortable to learn via online learning system.	2	71,7	66	54,5	36	29,8	13	10,7	4	3,3

Table 21 shows that more than half of the students (56,2%) regard that online learning is more comfortable. Only 17% of the students state that it is uncomfortable, even though almost 30% of them are undecided. Undecided opinion means they neither support or discourage the idea that online learning system make them comfortable. This result can be interpreted that most of the students view online learning as a flexible system because they can do many activities from home.

Table 22. Students' perception that they find online learning is convenient to learn English in general

No Item	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
I find online learning useful for learning English in general.	3	2,5	79	65,3	30	24,8	3	2,5	6	5,0

Table 22 shows that half of the students (67,8%) regard that online learning is useful for teaching English in general. There are only 7,5% of the students thought that it is not helpful at all, but 30% of them are undecided. Undecided opinion means they neither support or discourage the idea that online learning is useful for teaching English. This result can be interpreted that some of of the students also view online learning as a solution in the process of teaching English during pandemic situation.

(2) Students' perceived ease-of- use

Table 23. Students' perception that online learning is handy

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
I find it easy to use online learning in the classes.	8	6,6	68	56,2	35	28,9	9	7,4	1	0,8

Table 23 shows that more than half of the students (62,8%) regard that online learning is easy to use during the teaching process. Not more than 8,2 % of the students consider that it is handy, even though 35% of them are undecided. Undecided opinion means they neither support or discourage the idea that online learning is easy to apply. This result can be interpreted that most of the students do not find any difficulties to apply online learning system in learning process.

Table 24. Students' perception that online learning system is flexible in term of time and place

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
Online learning is flexible in terms of time and place.	21	17,4	69	57,0	17	14,0	6	5,0	8	6,6

Table 24 shows that more than half students (74,4%) regard that online learning is flexible in terms of time and place. There are 11,6% of the students state that online learning is inflexible, while not more than 15% of the students are undecided. Undecided opinion means they neither support or discourage the idea that online learning is flexible to apply. This result can be interpreted that most of the students view online learning can be applied anytime and anywhere, so there is no reason to be absent from online class.

Table 25. Students' perception that online learning system is simple

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
It is easy to operate online learning.	9	7,4	71	58,7	31	25,6	6	5,0	4	3,3

Table 25 shows that more than half of the students (66,1%) regard that online learning is easy to operate. Not more than 10% of the students assume that it is complicated, even though 25,6% of the students are undecided. Undecided opinion means they neither support or discourage the idea that online learning is simple to apply. This result can be interpreted that most of the students do not view online learning as a barrier to hold the process of teaching and learning of English in the pandemic situation.

Table 26. Students' perception that online learning is user-friendly

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
I think my friends have no problem using online learning.	9	7,4	78	64,5	25	20,7	5	4,1	4	3,3

Table 26 shows that more than half of the lecturers (71,9%) regard that online learning is user-friendly. Only 7,4% of the students have problem in applying online learning, while a quarter of the students are undecided. Undecided opinion means they neither support or discourage the idea that they do not face any problem in using online learning system. This result can be interpreted that most of the lecturers can learn the online learning system easily.

Table 27. Students can use online learning without anyone's assistance

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
I can operate online learning media even though no one is teaching me.	3	2,5	62	51,2	29	24,0	25	20,7	2	1,7

Table 27 shows that half of the students (53,7%) regard that online learning media are easily used without anyone's assistance. However, there are 41,7 % of the students that can operate by themselves, even though 24 % of the students are undecided. Undecided opinion means they neither support or discourage the idea that the online learning media can be operated without anyone's help. This result can be interpreted that the most of the

students consider the online learning media as easy tools to operate. Moreover, the tutorials of using all media might be accessed from YouTube.

Table 28. Students like to use online learning to learn English

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
I like to use online learning as a medium for learning English.	13	10,7	86	71,0	14	11,5	7	5,79	2	1,65

Table 28 shows that most of students (81,7%) regard that they like using online learning platform for teaching. Only 7,3% of the students do not like using online learning platform, even though 14 % of them are undecided. Undecided opinion means the students neither support or discourage the idea that students like to use online learning as a medium for teaching English. This result can be interpreted that majority of the students might use varieties of online learning platform for teaching.

Table 29. Students find interaction via online learning is clear and easy

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
I find interactions through online learning clear and easy.	4	3,3	70	57,9	38	31,4	9	7,4	0	0,0

Table 29 shows that more than half of the students (61,2%) regard that interaction via online learning is clear and easy. Less than 10 % of the students state that it is not, even though 31,4 % of them are undecided. Undecided opinion means they neither support or discourage the idea that the interaction between lecturers and students is clear and easy. This result can be interpreted that the most of the students do not face any significant problem when they interact via online learning.

Table 30. Students think that they will continue to use online learning in the future

No Item	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
I think I will continue to use online learning media for the next classes.	6	5,0	73	60,3	31	25,6	10	8,3	1	0,8

Table 30 shows that more than half of the students (65,3%) regard that the students will continue using online learning in the future. 91,1% of the students refuse to use online

learning, while there are 25,6% of the students are undecided. Undecided opinion means they neither support or discourage the idea that online learning will be used for the next class. This result can be interpreted that the most of the students view online learning as quite usefull to hold the process of teaching and learning of English in the future.

In term of the perceived usefulness, the mean score of the lecturerer's group is 335:490x100% equals 68.37%. It means that two out of three of the lecturers were in agreement that online learning is useful, specifically, in term of knowledge analysis, constructing language skills, exchanging opinions, improving learning outcomes and teaching English in general. They agreed that the learning process was faster and more comfortable via online learning. However, they were in disagreement that it could be better than via a face-to-face learning. Meanwhile, for the perceived ease-of-use, the mean score of the lecturerer's group is 431:560x100% equals 76.96%. It means that three out of four of the lecturers were in agreement that online learning was handy, flexible in term of time and place, simple, user-friendly, and they enjoy it much. The highest score from the the lecturers's data is found on their agreement that online learning is a teaching flexible media (82.86%). This thing is quite the opposite of face-to-face meeting which has a fixed schedule. It makes sense that the lecturers wanted to continue using online learning in the future.

As for students' perception, the mean score of the students's group is 2944:4235x100% equals 79.10%. It means that three out of four students were in agreement that online learning is useful, specifically, for knowledge analysis, constructing language skills, exchanging opinions, improve learning outcomes, and learning English in general. They felt comfortable to study via online learning as well. On the other hand, for the perceived ease-of-use, 3509:4840x100% equals 72.50%. It means that almost two third of the students were in agreement that online learning was handy, flexible in term of time and place, simple, user-friendly, and they enjoy it much. They also in agreement that they wanted to continue using online learning in the future.

The total score of the EFL lecturers' perception towards online learning is 766:1050x100% equals 72,95%. Meanwhile, the total score of the EFL students's perception towards online learning is 6453:9075x100% equals 71.1%. These results demonstrate that both EFL lecturers' and students' perception towards online learning is high. The findings of the present study seem to support previous studies by Kuntarto (2017) who reports that Indonesian language courses can be taught effectively through online learning. Likewise, a research report by Masruroh et al. (2021) on Computer Science Department, report that the lecturers' and students' perception towards online learning was quite effective.

A different result was reported by Hikmat et al (2020) who report that in the Department of Sociology the online learning is effective only in theory-based lectures, as the lectures that have elements of field practice such as practicum are considered as ineffective. In this study, even though English is not fully theory-based lectures, yet, they received a high agreement from both the lectures and the students because English can be practiced individually. It is supported by the students' highest score which was on their agreement that they like to use online learning to study English (77,19%). In fact, many EFL students succeed from independent learning (see Kusniyah & Hakim, 2019; Imawan & Ashadi, 2019; Septiningrum, 2018; Ou, 2017; Orakci & Gelisli, 2019, 2017; Honggang, 2008).

In this study, the both the lecturers and students had high mean scores on the perceived-ease-of-use. The lecturers here used appropriate media which everyone found it easy to use. It may be supported by technology advancement which has been much developed compared to seventeen years ago (see Syamsuar & Reflianto, 2019). Muilenburg & Berge (2005) report that technology of online learning was quite dfficult in the past. It seem the digital technology has helped online learning much, even for new users who were forced to use them due the pandemic reason (Munawar et al.).

However, despite the high perception of online learning, when online learning is compared with the face-to-face meeting, the latter is regarded as the better learning method by both the lecturers and the students. Respectively, the lecturers and the students.gave the lowest score of agreement (7.96%) and (8.29%). It can be concluded that even though online learning has the sophisticated features however the face-to-face meeting is thought to be more superior.

Conclusion

Based on the research findings, it is concluded that the lecturers' and students; perception towards online learning which are based on two assessment categories, namely (1) perceived usefulness and (2) perceived ease-of-use fall on high category (respectively, 72,95% and 71,1%; 79.10% and 72.50%). Both the lecturers and the students had their favorite things, whereas the lecturers mostly appreciated the flexibility of online learning in term of time and place (82.86%); and the students mostly appreciated the online learning's opportunity to study English ((77,19%).

The findings are quite interesting as both the lecturers and the students were very much enjoying online learning. However, their learning preferences went to face-to-face meeting instead of online learning. The lecturers (7.96%) and students (8.29%) gave the lowest agreement score on item whether the learning process via online learning is faster than face-to-face learning which means that the online learning was thought could not surpass the face-to-face meeting as a better learning method. The results may explain for the virtues of the face-to-face meeting which cannot be afforded by the online learning, even though the online learning has interesting virtues as well.

This research is inseparable from the shortcomings, therefore some suggestions are given to future researchers, namely (1) the next researcher can recruit more participants, as the number of lecturers in this reseach is quite little compared to the students, (2) the next researcher can use different instruments to collect the data, like observation, interview and tests.

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