TEACHERS’ PERCEPTION TOWARDS ONLINE LEARNING:
A CASE IN FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA

Thesis
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

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Table of Content

1. Pernyataan tidak Plagiat ........................................................................................................ ii
2. Pernyataan Persetujuan Akses ........................................................................................ iii
3. Copyright Statement .......................................................................................................... iv
4. Approval Sheet......................................................................................................................... v
5. Table of Content ................................................................................................................ vi
6. Introduction ............................................................................................................................ 1
7. Literature Review .................................................................................................................. 3
8. The Study .............................................................................................................................. 9
9. Finding and Discussion ........................................................................................................ 12
10. Conclusion .......................................................................................................................... 22
11. Acknowledgement ............................................................................................................ 24
12. References .......................................................................................................................... 25
13. Appendix ............................................................................................................................ 26
TEACHERS’ PERCEPTION TOWARDS ONLINE LEARNING

A CASE IN FACULTY OF LANGUAGE AND ARTS

Fassio Theokharis Yosua Kapoh

ABSTRACT

Online learning is a common phenomenon today and many teachers are embracing it for educational purposes these days. Since online feature for education purpose is becoming popular, it has its own advantages and disadvantages for the teachers. This study was aimed at finding out the teachers’ perspective towards online learning. As a qualitative research, this study looked at the teachers comment about using online features for teaching. The study was done by interviewing five FLA (Faculty of Language and Arts) teachers. The data was then categorized into two parts which were advantages and disadvantages. The result of the study shows that there are five advantages and four disadvantages when using features for teaching and learning.

Keywords: Online Learning, Advantages, Disadvantages, FLA Teachers’ perception.

INTRODUCTION

Nowadays, technology is an important thing in life, especially in education. The growth of the internet and related technologies has resulted in the merging of online teaching and learning into the routine practices of higher education institution (Haythornthwaite and Andrews 2011). Based on this view, it should be admitted that it is hard to survive without technology and the education system is also affected by it. It is proven that some teachers are using online feature as their teaching tool. The
use of online teaching and learning features such as Schoology, Edmodo, even Facebook is intended for educational purpose by teachers in schools, universities, or other education institutions in hope that it will become a significant tool in teaching and learning system.

For some teachers, online learning provides learner with a flexibility to choose when, where, and how to study (Bates, 2005). In online learning system, teacher and student can omit formal meetings. They only need to be connected to the internet and do the class activity virtually. For the teachers, online learning technologies have the potential and the development of supportive collaborative professional learning communities, bringing teachers from across schools, states, and even nations together to learn, share successes and challenges, and co-constructor and transfer learning to transform professional development of teachers. (Dede, 2006; Whitehouse, Breit, McCloskey, Ketelhut, & Dede, 2006). In other words, with online learning technologies, teachers can connect with their students wherever, whenever they want to. Through online learning system, teachers can also improve their professional skill and obtain new skills in online learning.

This study will look at the teachers’ perceptions about online learning. An interview was conducted with some teachers who use online feature such as Schoology & Edmodo as their teaching tool. By interviewing teachers who use online features, the researcher is expecting that this study will be useful as a reference for
teachers in deciding whether they want to use online features as their teaching tools or not.

LITERATURE REVIEW

Teachers’ Perception

Teachers’ perception is not always the same for each teacher, and it affects the way teachers teach in the class. Perception is something important when doing or seeing something. According to Lindsay and Norman (1977), perception is the process in which organisms interpret and organize to produce a meaningful experience of the world. Therefore, it is common for teachers to have different perceptions towards something, especially in education.

Online Learning

There are some terms about learning online which are; E-Learning, Online Learning, and Fully Online. In this study, it will here be emphasizing on the online learning. Ally (2008) as cited in Hartnett (2016.p. 7) defines Online Learning in the following way: the use of the internet to access materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience (p. 5). Basically, online learning feature is a tool for teachers and students in their teaching and learning activities. It helps the teachers from giving an
assignment, learning materials to the students, until opening a discussion via online. It can also become a new experience for students who use online features as learning tools in their education for the first time. Another definition from Isaksen and Ramberg (2005) described online learning as an approach to digital learning. Technology can be helpful if people know how to use it and fortunately, the education institutions find out technology can be used as one of the tools for learning activities which is Online Learning.

Currently, online education has gained popularity through the years because of its convenience and flexibility for students (Bates & Sangra, 2011; Patterson & McFadden, 2009). A research has shown that attrition rates in online courses are often higher than attrition rates for traditional courses (Patterson, Mallett, & McFadden, 2012; Rovai & Downey, 2010). This means that online learning system is proven to be useful for teachers and students. Teachers and students can use some features which are provided online such as Edmodo, Schoology, and even Facebook to help them to do learning activities outside the class.

Isaksen and Ramberg (2005) explain that there are 3 main elements of online learning which are; ICT (Information and Communication Technologies) learning aids, availability of subject material, and communication. Without one of those elements, online learning will not be effective. ICT learning aids is a learning tool such as classroom, PC, overheads, and projector. The next element is the availability of subject material; which means the materials that are available to download online
from the students’ PC. The last is communication. It means that in online learning, we use asynchronous (indirect) and synchronous (direct) communication. The example for Asynchronous communication is when we communicating through E-Mail when the sender and the receiver do not meet each other. As for synchronous communication, it is when people talk to each other directly. By having those 3 elements of online learning, teachers and students may get the advantages of online learning.

There are advantages of using online learning as a teaching and learning tool in education institutions. The advantages from the view of the learners, Ally (2008) said that online learning knows no time zones, and location and distance are not issues. Students can access the material anytime because it is online. Students also do not need to come to class to learn or to submit their assignment when using online learning features. From the view of the instructor or teacher, Patti Shank & Amy Sitze (2004) said that online learning enhances collaboration and communication. Therefore, some online technologies have features for discussion, sharing materials and projects without meeting each other face to face. The next advantage is that it can motivate the students. Schunk & Usher (2012) states that, “Motivation plays a crucial role in learning and can influence what, when, how we learn and is a significant factor in performance.” Technology, in this case online learning features can be the tools to attract the students’ interests and motivate them since students nowadays use technology in many ways such as gaming, social media, etc. Research by Alavi
(1994) also suggested that by using technology, students’ performance will improve. The word “improve” here, means that the learning efficiency of the students may increase because there are a lot of online features that can help them learn in fun ways. With online features, teachers have a lot of helping tools and creativities that can be used to make the students become motivated in learning.

However, Serhan (2010) mentions that there are five disadvantages of online learning which are: lack of immediate feedback, lack of live interaction, self-learning which puts an extra responsibility of learning on one’s own, amount of material covered, and technical problems.

In technical problems aspect, Rekkedal & Dye (2007) mentions that when the learning process is using mobile devices, it is going to be limited by the screen, reduced storage capacity and it will be relying on battery device. Another disadvantages also mentioned by Maroff (2003), is “Careful test and diligent monitoring reduce dishonesty, but cheating occurs when students take tests in person or online.” One of the teachers from Maroff’s interview said that some students probably cheat on an online test by having someone else to do the test for them since there is no supervisor during the test. This is one of the critical problems in using online features as a tool for holding a test outside the classroom. The debate about advantages and the disadvantages of online learning is actually mediated by Patti Shank & Amy Sitze (2004) that wrote:
A better question is which instructional methods work best in which circumstances, and which technologies best support them. Good instruction is less about media and more about methods. And it’s not an either-or situation. Often, a combination of classroom and distance learning works best. (p.19)

In other words, Patti Shank & Amy Sitze believed that by balancing the teaching methods and online learning is probably the best choice for teaching and learning. Therefore, there should be a balance in a teaching method; a teacher should not only use technology, but they also have to be creative in the class.

**Teachers’ Perception towards Online Learning**

The definition of perception itself is something important when doing or seeing something. According to Lindsay and Norman (1977), perception is the process in which organisms interpret and organize to produce a meaningful experience of the world. It is the way people perceive things that defines their characters and attitude. Kindness, hate, love and all other emotions originate from one's perceptions about something. Teachers’ perception comes from their experience with their students in the teaching and learning activities. The perceptions are not all the same as each teacher might have a different experience with the students. In this study, the researcher is going to focus on the teachers’ perception towards online learning. Studying the teachers’ perception is important because it can decide whether the use of online learning is useful for them as a teaching tool or not.
Alastair Wilson and Donald Christie (2009) stated that teachers show both good and bad attitude towards online learning because, in the study, one of the teachers argued that the virtual environment was also useful in encouraging students to take more responsibility for their work at home. In other words, online learning is useful when it comes to the students’ responsibility especially in their home works which provide a convenient for teachers. For example, if some students have something to ask about their assignment, the teacher will be available online, so his or her students do not need to meet face-to-face with them. Ally (2008) also wrote:

“For instructors, tutoring can be done anytime, anywhere. Online materials can be updated, and learners can see the changes immediately. When learners are able to access materials on the Internet, it is easier for instructors to direct them to appropriate information based on their needs. If designed properly, online learning systems can be used to determine learners’ needs and current level of expertise, and to assign appropriate materials for learners to select from, to achieve their desired learning outcomes.”

In other words, it is easier for the teachers for organizing things, giving materials, and announcements to students without requiring to meet them directly in the class since online features help the teachers to manage their time and keep up with the lesson plan on the same time. However, Dede (2006) stated that teachers’ knowledge of online technologies, access to technologies, and support also present obstacles to online professional development. Pramela & Noraza (2007) also mentioned that there is also a lack of technical and theoretical knowledge on the use of technology. Sometimes the problem comes not only when teachers need to learn how to use the online features, but also how to use the basic, which is the technology.
In the theory, online learning also offers flexibility for working teachers and the chance for geographically isolated teachers to complete their degrees (Osguthorpe & Graham, 2003). It means that, online learning helps teachers when they have another routine outside teaching. However, many online learning environments are instructor-centered, often modeling knowledge transmission (Taylor & Maor, 2000). Instructor-centered means that the teacher controls almost everything from choosing the topics, until evaluating the student’s learning process.

THE STUDY

Context of the Study

This study answered the research question: what perception the teachers of the Faculty of Language and Arts have of online learning. A qualitative method was used to answer this question. In this study, the researcher wishes to get a deep and clear answer from the participants about their perceptions about online learning by doing an interview.

This study took place at the Faculty of Language and Arts, Universitas Kristen Satya Wacana located in Central Java, Indonesia. The researcher chose this place because there are a lot of teachers in this faculty who use Online Learning features as their teaching tool. The faculty is also the place where the researcher seeks for his degree, so it will be easy for him to have a research here.
Participant

The participants were the university teachers from the English Language Education Program, Faculty of Language and Arts. The participants of the interview were the teachers who were already familiar with online learning tools such as Edmodo, Schoology, F-Learn, and Facebook. There were five Universitas Kristen Satya Wacana teachers to be interviewed. The teachers were those who ever used online learning features or still using it until now. Five participants were enough because the researcher wanted to interview the participants with following questions to gain more answers connecting with the topic.

Instrument

This study used a semi-structured interview. By doing a semi-structured interview, the researcher gained more answers from the participants by following up the questions. The semi-structured interview could be like a usual conversation. The interviewer also could give explanations about the questions, so the interviewee understands more about it. For the questions, the researcher took the questions from Hoe Kyeung Kim journal from Cleveland State University entitled Beyond Motivation: ESL/EFL Teachers’ Perceptions of the Role of Computers. The researcher used the questions number three to seven and changes some words to suit the topic.
Data Collection Procedure

First, the researcher interviewed the teachers from the English Language Education Program and followed up some questions to gain more explanations for the study. The interview was conducted in the teachers’ office or café to get an atmosphere for an efficient interview. English will be used in the interview because it will be easier for the researcher to transcribe the interview results. The researcher recorded the interview using a handphone or sound recorder, in case there was something forgotten from the interview results. After the interview finished, the researcher transcribed the recordings into sentences.

Data Analysis Procedure

The analysis of the data was done in a form of categorization process, following the work of Alastair Wilson and Donald Christie (2009) in researching about the teachers’ attitude towards online learning. The researcher compared the teachers’ answers from each interview sections to be analyzed the differences or similarities in the data. After that, the results were categorized based on themes relevant to the items of the interview. After the categorization, the findings were discussed by the researcher by connecting to theory about Online Learning & Teachers’ Perception towards Online Learning from the literature reviews.
FINDING AND DISCUSSION

In this section the finding was presented and discussed. From the interviews, it was found that teachers’ perception towards online learning can be categorized into five advantages and four disadvantages. Every teacher has their own advantages and disadvantages in using online features provided by technology. These findings about advantages and disadvantages of online learning can be related to Ally (2008), Serhan (2010), Dede (2006), Osguthorpe & Graham (2003), Patti Shank & Amy Sitze (2004), Schunk & Usher (2012), Alavi (1994), Bates (2005), Rekkedal & Dye (2007), & Maroff (2003). In their study, they argued that online features are useful but also challenging to use. Therefore, these theories from them act as a support for these particular findings.

The summary can be found in the following table:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Mentioned</th>
<th>Disadvantages</th>
<th>Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing things</td>
<td>6</td>
<td>Technical Problems</td>
<td>4</td>
</tr>
<tr>
<td>Inspiring/Motivating</td>
<td>4</td>
<td>Teacher’s learning problems</td>
<td>2</td>
</tr>
<tr>
<td>Time Management</td>
<td>2</td>
<td>Monitoring problems</td>
<td>3</td>
</tr>
<tr>
<td>Online Features as Tools</td>
<td>2</td>
<td>Student’s Digital Literacy</td>
<td>1</td>
</tr>
<tr>
<td>Monitoring</td>
<td>1</td>
<td></td>
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</tr>
</tbody>
</table>

The contents of the table were made by conducting a qualitative method or interviewing five FLA teachers. The table above shows that teachers see the advantages and also the disadvantages of online learning. There are five benefits and four disadvantages of online learning. From the table above, it shows that the most
beneficial thing when using online learning is Organizing Things and the most disadvantaging thing is the Technical Problems.

Advantages

Based on Merriam Webster Dictionary, benefits can be defined as something that produces good or helpful results or effects or that promotes well-being. The benefits of Online Learning features based on the interview results are organizing things, inspiring/motivating, time management, online features as tools, and monitoring. Here, the three most mentioned categories from the benefits will be discussed which are; organizing things, inspiring/ motivating, and time management. The researcher will explain each category with an example stated by the participant during the interview.

The first category of the benefits is organizing things. It is because the teachers do not have to bring many papers of materials or a flash disk in their backpack or bag. They only need an internet connection to save their file to some internet features such as Schoology and Gmail and then share it with their students later. From the transcriptions, FLA teachers keep their files on those both online features. One example about the benefits of online learning was mentioned by a Participant E regarding to organizing things.

“It makes almost everything easier. The fact that I can carry my work anywhere. All I need is just connection. And that is good.”
The teacher said that online learning ease the learning management process. Teachers could easily organize the teaching and learning materials when they connect to the internet. They can keep it in some online features such as Google Drive, and Cloud. All they need are to bring a laptop and find an internet connection to organize things easier. Internet nowadays has improved a lot, especially in organizing features.

Ally (2008), stated that it is easier for the teachers for organizing things and giving materials and announcements to students without meeting them directly in the class since the online features help teachers to manage their time and keep the materials in one place. One place here means the online features like Google Drive and Schoology. One of the teachers from the interview also mentioned that by using Schoology, grading becomes easier because of the Schoology grading recap. By using this feature, he does not need to worry anymore about recapping grades and Schoology will show the overall grades in the end of the semester. Another authors, Patti Shank & Amy Sitze (2004) also stated that, “The main concepts involve organizing a site so learners can find what they’re looking for, supplying navigational elements that tell learners where they are and where they can go, and designing pages and content that are clear, concise, and easy to digest.” In other words, teachers can sort out and organize their files, so they will be able to search their file easily later. Google Drive is one of the online features which should be highlighted for its convenience in organizing files. In Google Drive, teachers can save many files and sort it out in a folder without plugging in a flash disk in his or her laptop. With this
benefit, teachers will have an easy way of keeping their teaching materials and grades.

The second benefit is motivating. Students nowadays often surf the internet and use some of the online features. By using online features in the class, teachers can attract students’ attention and show them that using online features for learning in the class is interesting since the internet has many various features for teaching and learning situation inside and outside the classroom. An example about the benefits of online learning was mentioned by a participant B regarding inspiring/motivating.

“I think like the discussion feature, there are more dialogs happening.”

The teachers explained that sometimes students are hesitating to contribute, but in written form they might want to share something. There are some students with this kind of issue. Those who are afraid to speak up in the class can be more confident in sharing their opinion in an online discussion. Motivation plays an important role in learning something. Without motivation, someone will lose the interest in learning the thing that he or she should have learned. Motivation is like the main factor why a student decides to learn something.

Schunk & Usher (2012) stated that, “Motivation plays a crucial role in learning and can influence what, when, how we learn and is a significant factor in performance.” Online learning features can be the tools to attract the students’ interest and motivate them since students nowadays tend to use technology in many ways such as gaming, social media, etc. A participant from the interview mentioned
that like it or not, students will see another side of internet which can be used for academic purposes. Even social media like Facebook, can be a tool for teaching and learning since it have a discussion and group making features. A research by Alavi (1994) also suggested that by using technology, students’ performance will improve. Improving here means the learning efficiency of the students may increase and they won’t be bored since there are many online features that can help them learn in many ways. With the online features, teachers will have many helping tools and lots of creativity that can be used to make the students becomes motivated in learning.

The third benefit that FLA teachers obtain from using online learning feature is time management. Time management means the ability to use one’s time effectively or productively, especially at work. By using the online features, FLA teachers can manage their time better which is a good thing for them. An example of the benefits of online learning was mentioned by a participant B regarding time management.

“I could replace my presence with more lively discussions between students or among students even without my presence. So that is the benefit. When I’m not around, the technology can help me being present with my students, even though not physically but virtually.”

From the data above, we can see that FLA teachers also get a good time management from using the online learning feature. The teacher said that when the teacher cannot attend the class, the teacher can use technology to replace him or her in the class for a
video conference with their students. By using online learning feature, the teacher will still be able to conduct a conducive class. It is clear that the time managing for teacher is important and by having online learning features in their side, it is possible to have more efficient classes in the future.

Time management also plays a crucial part for the teacher. Osguthorpe & Graham (2003) said that by using online learning, teachers can have the flexibility in teaching, especially for the teachers who have another works besides teaching. Online learning provides features to make a class by using video conference or online discussion in case of the teacher cannot attend the class. The teaching and learning process can now be done outside the class with online learning features. Bates (2005) mentioned that by adding online learning, the time and location restriction can be handled and overcome since teacher can held a class or discussion outside the classroom by using online features. In other words, teachers will have the ability to hold a class outside of the classroom time. Teachers also can keep up with the syllabus when they have to cancel several classes because of something urgent. In this case, online features can help them in planning and holding a class outside the fixed schedule with a video conference or discussion in the online features like Schoology. In conclusion, online features can help the teachers to manage their time well in teaching.
Disadvantages

If there are benefits of online learning, it also has disadvantages. Disadvantages here can be defined as a flaw or a weak point. According to the table above, there are four disadvantages of using online learning system. There are technical problems, teachers’ learning problems, monitoring problems, and students’ digital literacy. Here, the three most mentioned categories from the disadvantages will be discussed and explained by the researcher with one example for each category. There are technical problems, monitoring problems, and teachers’ learning problems.

The first disadvantage is technical problems. In the interview, five participants mentioned technical problems. There are a lot of technical problems which are; internet connection, laptop battery, virus, and etc. According to the interview, many teachers face technical problems even though they can solve the problem. Participant D mentioned an example about the disadvantages of online learning regarding technical problems.

“Technology is not reliable right now. Like online internet connection is very very slow especially if you want to use it.”

The participant said that sometimes the connection is not good. He said it is crucial during the online learning because it needs a connection to the internet. In Indonesia, an internet connection could be a complicated thing. Sometimes it is reliable
sometimes it is not. The Wi-Fi router still has a limited radius, and some internet providers have a slow connection.

Serhan (2010) states that there are some disadvantages of online learning and one of them is a technical problem such as connection, laptop battery and an online feature that have a different version between mobile and web. To put it in another way, the technical problems in online learning is not only the internet connection. One of the participants from the interview mentioned that some online features such as Schoology have a different version between mobile and web version. In the mobile version, the features become limited and sometimes teacher forced to open it from the web to use a feature that only provided in the web version. This problem is somehow making the teaching and learning activities disturbed when the classroom must use online features. Sometimes when the students or even teachers forgot to bring their laptop, they will use their mobile phone instead. It takes more time to operate using a mobile phone, and it was limited in many ways. Rekkedal & Dye (2007) also mentioned that when using mobile devices, it limited by the screen, reduced storage capacity and it will be relying on battery device.

The second category is monitoring problems. Since online learning sometimes makes the teachers have the ability to conduct a non-face to face teaching and learning class, it can be quite difficult to monitor students’ progress in that class because teachers are not monitoring the student directly. They do not know whether
the student is purely active in the discussion or just pretending to be active. Participant A mentioned an example of monitoring problems.

“Sometimes student do not take the assignment seriously. Because it’s on Facebook and they think it is just like just for fun. So sometimes they would just give feedback "good, good job, nice work” without really--when the teacher, in fact I always tell my students to give supportive comments, elaborative comments and feedback”

Here, the teacher from the interview mentioned that the students do not take the discussion seriously. Some students only give a simple feedback like ‘good job’ and ‘nice work’ without giving more details about their feedback. Sometimes it is because some students are passive and lazy, and they are not seen by the teacher.

According to the Serhan (2010) research regarding to the online learning, Serhan mentioned that the lack of feedback and communication become some of the disadvantages of using online learning features. The feedback is sometimes delayed because students do not see their friends’ assignment thoroughly. There is also a lack of communication between students since teacher cannot monitor the students directly. The teacher will not really know whether the students do their assignment by themselves or not; do they understand what the discussion is about, or do the students cheat during the online assignment or not. Another journal from Maroff (2003) mentioned that, “Careful test and diligent monitoring reduce dishonesty, but cheating occurs when students take tests in person or online.” One of the teachers from the researcher’s interview said that some students probably cheated in an online test by getting someone to do the test for them since there was no teacher to monitor the test.
This is one of the critical problems in using online features as a tool for conducting a test outside the classroom.

The third category of the disadvantages is the teachers’ learning problems. Because of the advancing technology, many teachers use it to help them in teaching and learning in the classroom and outside the classroom. However, technology needs quite a lot of time to be learned, and some teachers have some difficulties when learning the technology or the online features provided by the internet. Participants C mentioned an example of teachers’ learning problems.

“In my case when I first use schoology, I didn’t know how to use it. I needed sometimes to get around it, to check things and for instance I didn’t know how to lock assignments box, so then a very late students can still submit. It was a disadvantage to me, because I didn’t really want that, so I want to lock it so it’s like a penalty so the student will not be able to get any mark.”

Here, the participant told his or her experience when learning one of the features of Schoology; which is a website specifically made for education. She needed more time to learn about how Schoology works and she made some crucial mistake during the learning process. It is hard for teachers when they want to use an online feature, but they also need to learn to use it at the same time.

Regarding the teachers’ learning problems, Dede (2006) said that there are some obstacles to online professional development, and one of them is teachers’ knowledge of online technologies. For some teachers, especially the young one still
can follow the advancing of the technology, they can learn fast about some online feature. Different from the young one, the older one sometimes needs some time to learn online features, and it usually takes a long time like the example above. Pramela & Noraza (2007) also mentioned that there is also a lack of both technical and theoretical knowledge on the use of technology. Teachers’ problem sometimes not only when they need to learn how to use the online features, but also how to use the basic first, which is the technology. Teachers need to know how to integrate the technological tools with learning since no matter what happens; a teacher cannot be replaced by the technology for it is only a tool to help teachers in education activities.

Conclusion

In conclusion, this study is discussing about the advantages and the disadvantages of online learning for Faculty of Language and Art teachers. Data was taken by interviewing five Faculty of Language and Art teachers. The findings show that there are five advantages and four disadvantages. However, the researcher only chooses three most mentioned advantages and disadvantages by the interviewee. The online learning has advantages which most of them are organizing things, motivating and time management. As for the disadvantages of using online learning, most of them are technical problems, monitoring problems, and teachers’ learning problems.
Based on the study, teachers should also consider the advantages of using online learning when they are in doubt of using the online learning features since it significantly helped teachers in teaching and learning situation inside and outside the class. As for the disadvantages, teachers should pay attention to learning to use the online learning features, especially for the older teachers. It is better to have a consultation with young teachers who use the technology and probably learned it faster than the older one. When teachers have learned and can use the online features, they will be able to handle the monitoring problems.

In this study, there were flaws and mistakes during the interview. In the next study, it will be better if the researcher interviews more than five interviewees. Furthermore, since this study only focuses on the Faculty of Language and Art teachers’ perceptions, the researcher suggests for a wider participant in the future study, for example, UKSW teachers.
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Appendix

INTERVIEW QUESTIONS

1. Have you ever taught any class by incorporating online activities?
   a. What courses?
   b. What platforms?
2. What are the benefits of using online features in language teaching?
3. What do you think of the roles of online features in language teaching?
4. How do you use the online platforms or how do you design the online activities?
   a. What activities?
   b. Do you give online homework/assignment?
   c. How do you assess the homework/assignment?
5. What are the challenges? Any disadvantages of the use of online features

Transcribed Ms. Yustin’ Interview (Participant A)
(Lecturer from FLA English Language Education Program)

A=Interviewer

B= Interviewee (Ms. Yustin)
A: Okay, good afternoon Miss Yustin.

B: Good afternoon Theo.

A: Thankyou for the chance that you give to me to interview you. In my interview we are going to talk about your opinion of online features. Let's proceed to number one. Have you ever taught any class by operating online activities?

B: yes.

A: On what courses?

B: Quite many. Pronunciation Practice, Extensive Reading, Creative Writing, Academic Writing, TEYL and many more.

A: Okay. So you have taught many classes with online activities. And by what platform?

B: Facebook, Schoology, some websites of websites which provides electronic books and.

A: Oh websites which provide electronic books?

B: Yeah. And in the past it was muddle(?) f-learn. F-learn for Extensive Reading in the past before Schoology.

A: Can you give me example of using websites that provide online books, Miss?

B: For this websites, I would only choose to share the link to the students and websites already have the list of books, Penguin Reader. So my Extensive Reading student would choose to click the link of the websites. So it's actually not my websites but other's sources.

A: such as book find..

B: Yeah something like that.

A: So they dont need to go to library anymore.
B: If they know the visibility consideration, if they are not really mobile, they have difficulties to go to the library in Diponegoro Campus, they can use the electronic versions of the book. If not they are still suggested to borrow the book, the real book.

A: okay, let's proceed to the next question, Miss.

B: What about the other platform? You don't ask me about that?

A: oh yeah, another platform.

B: so I use Schoology as well, Facebook and F-learn.

A: You mentioned Instagram before?

B: I didn't use.

A: You didn't use it?

B: I use it, I currently do.

A: What about Facebook? How do you use it?

B: I use Facebook group and the page features. I use both for my Creative Writing classes. So I use it for the public display for the student to showcase their products. In Creative Writing it was poems.

A: Oh poems? And they can discuss it there?

B: Yeah they show it there and have discussion with their friends, give comments and feedbacks before they submit the final submission for the assessment. The feedback from their peers will be conducted in Facebook, too.

A: Okay. And the next question, Miss.

B: the benefit?

A: Yes the benefit of using online features.
B: The first one is why I decided to use online applications, because it's easy to share materials to the students and also announcement and on the other way around it's easy for the students to have access to the materials and keep themselves updated with the information. The second, it is also easier for me to monitor my students progress, because for the assignments, usually schoology for example have the assignment features so it's easier for me to check their progress. Which student who haven't submit it and who have submitted their work. Also if I sent reading materials, I can also check who are student who have read the material and who haven't. And how many percent they have read the material or not. So it is easier to check my students progress and also it is easier to give feedbacks, the written feedbacks. And it can be accessed anywhere anytime so I can do the things I usually do that I mentioned before, I can do it anywhere anytime and also later on if I suddenly remember I'll come back to number two.

A: okay, so it is just like easier for the teacher to organize their . . .

B: Oh also for group discussion. It is easier for the teacher to have group discussion, so students can discuss there and also the sharing materials thing.

A: so the next is the role of online feature in language teaching,

B: I think it is more like supporting tool. I still believe that teacher is--teacher's role is still important in language teaching. So the idea of using online feature here is for me, personally, technology is a helping tool that supports and make the language teaching process become easier for both the teacher and the students. So yeah, a helping tool.

A: Okay, so the teacher can't be replaced by technology?

B: In my personal opinion, no.

A: Okay, the next question is how do you design the online activities.

B: The online platform, I usually use the ones which already have the special features that are helpful for the activities I want. Like schoology, facebook, f-learn; they already have the menus the features that are helpful. And as for designing online activites, I would use the advantage features that the certain application has and use it according the task or the
objective that I want from the lesson. For example the activities like group discussion, so I would use the discussion menu on schoology. For example then I will group the students into smaller groups, I would only just created the program but within one forum there will be smaller groups and only the students in that smaller group can access there. And about peer review other activities, yeah mostly my favorite is the discussion.

A: And you have mentioned that you usually assess the students via schoology, how do you assess it?

B: A good thing about schoology that it is specifically designed for teaching learning activities so in the assignment menu there will be also options to input the rubrics. So I would just input the rubrics there related to objective of the lesson and the aspect of the assessment. The point, the criteria will be inputted there and I would just use it. Students submit the work and just click the rubrics and our thing will be done there.

A: So,

B: And I will get the record the result for the assignment right away. Sometimes I would input it manually or sometimes I can just--this feature assignment on schoology is integrated with the microsoft excel so we can just download the result of the assessment as well in microsoft excel file.

A: So it can make our work become efficient

B: Yeah, easier to keep the record. Oh that will also be the advantage then. Having the backup copy of the material and backup copy of the student work.

A: Also when your laptop suddenly shutted down and all the files are missing there are still copies.

B: I can still open schoology with my brother's laptop and the backup files would be there, the materials, the students work, yeah.

A: And the last question, miss. The challenges of using online features and also the disadvantages.
B: about the challenges, sometimes when I want to conduct the group discussion in class, the students do have their devices like laptop and the tab, but it is the internet connection that sometimes not supporting. And so maybe that is one of the biggest challenge here especially in our campus. Because the internet connection is not available anywhere, sometimes in certain classrs the signal is low and not supporting. That is the first one. Another challenge is especially for the first year students to deal with students who are not ready for technology. Their digital literacy is not that they dont have that but they are still not familiar with the use of schoology, the intense use of technology for teaching and learning activities. That is the second one. The student's digital literacy and the third one is students motivation I guess. Sometimes I know your generation is very familiar with the use of technology, but sometimes their motivation--many students are still reluctant or unwilling or lazy to participate, actively involved. Maybe some of them think that it is burdensome. "We could have just done it in the class, we could have just meet our friends and have discussion. Why would we have to connect to the internet, log in to schoology and do discussion there?". As for disadvantages, for the teachers--oh and another challenge sometimes student do not take the assignment seriously. Because it’s on facebook and they think it is just like just for fun. So sometimes they would just give feedback "good, good job, nice work" without really--when the teacher, in fact I always tell my students to give supportive comments, elaborative comments and feedback. But they would just say because they didn’t take it seriously. "okay, good job, nice" just click the like button and they wont join the discussion. As for the disadvantages... maybe I couldnt get to--sometimes--to dependable to technology. I mean the online application. Like so I can be so reliant or dependebt to use online application to the sense that this is what I want. I want to use schoology for my class. So for my student if you cant follow this, if you dont know how to use this, that is your problem, not mine. I’m wuite forcing my student to use this because I'm using it and I dont want to use the other online application. I just want this.

A: so what do you think the teacher sometimes think about that? Is it because teachers only get used to schoology or..

B: yeah it will lead to other disadvantages. If the students dont know how to use it or--and then the teacher usually in the first meeting have to teach it first. So it takes time before
finally everybody can use it. Is it disadvabtages? Because if I want to use it and you cant use it, it is your problem not mine. The class would have to invest one meeting for the teacher to teach the student how to use the application properly.

A: I think that is all about the interview, miss. Thankyou for the time you have given to me and good afternoon.

B: anytime, yeah.

Transcribed Mr. Josh’ Interview (Participant B)

(Lecturer from FLA English Language Education Program)

A= Interviewer

B: Mr. Josh

A: “Okay, good afternoon, Sir. Thank you for the chance today for giving me chance to interview you. The topic is about online activities and we have 5 questions here and let’s begin with the first one. Have you ever taught in class by incorporating online activities, Sir?”

B: “Yeah, like this morning I just use schoology for the online discussion on certain topic. So I think discussion feature on schoology, I gave them a prompt like an instruction what to do and then student has to respond to prompt and yeah, it worked. And a couple of other times I also incorporated online discussion like when I ended a meeting in another building, G building. My class was at F at that time, I assigned my students to work online. They had
more discussion on schoology, again, using the feature of discussion, and in another building I could monitor them during the class so I was not necessary in the class physically but I was there and I could monitor who contributed to the discussion and who did not contribute.”

A: “Usually on what courses, Sir?”

B: “uhmm, usually in critical pedagogy class, (2:00-2:09) and writing class. I think I used it in academic writing and this semester writing for the media.”

A: “Okay, so you have said that you use schoology as one of your platform. Any other platform?”

B: “I intended to use Edmodo but I gave up, Pak Calvin is more knowledgeable about edmodo. I only tried to use edmodo like including the title of the course or some detail of the course, but I have never really use that because I actually wanted to add the name of the course or add the course, I couldn’t do that, so I gave up.

A: “Oh, so you’d rather use schoology..”

B: “Uhmm, sometimes I also used facebook for my CC student group, but I seldom use it now. So for announcing. For announcement sometimes I used facebook group.

A: “Another platform?”

B: “No, yeah for some groups, teaching practice group or CC students group.”

A: “It’s all on facebook?”

B: “On facebook or whatssap.”

A: “Oh.”

B: “I rarely use facebook platform right now. I rarely use it now, more on the use of schoology.”

A: “It's more…”
B: “Yeah, apart from being reader friendly, I think it’s more, it’s a special, a specific platform for learning management system. Facebook is more for entertainment purpose.”

A: “So you have used Facebook only for announcing?”

B: “announcement, not really for discussing. For more discussion, I prefer using schoology.”

A: “So you almost use many features in schoology?”

B: “Uhmm, no. Only use for assignments, discussions, updates. Student can look at my announcement or my prompt and then they respond, but I think the discussion feature is more suitable for group work and individual work, updates on the wall is usually more on two ways, either from me to my students or from my students to me, or one to friend. I think the discussion feature; I can monitor group work, what happened in the group and how other student respond to the group in how one group responds to other group so the dynamic is more controlled. The dynamic can be monitored with the discussion feature. Pak Toar helped me to use it.

A: “So Pak Toar taught you the discussion feature?”

B: “yeah, why not use this—well he told me the feature but then I experimented with that and yeah it’s cool I would use that. So Pak Toar is my technological consulting, I (6:33-6:35) and some other feature I use. I don’t know but I think there is one feature I’d like to have I haven’t get to use that. So basically schoology or edmodo is more on collaborating with other classes as well. I haven’t used that feature. Not only online classes in Salatiga or Satya Wacana, but from other classes as well.”

A: “So we can collaborate this class to other class in outside Indonesia.”

B: “They have particular interest, but I haven’t used that. Not yet.”

A: “Okay, let’s continue to question number 2. What are the benefits of using online features in language teaching for the teacher?”

B: “Yeah, like what I have shared with you before, sometimes I couldn’t attend the class physically. So basically using online discussions, I could replace my presence with more
lively discussions between students or among students even without my presence. So that’s the benefit. When I’m not around, the technology can help me being present with my students, even though not physically but virtually.”

A: “in their discussion?”

B: “yeah, I’m not saying that this is an excuse for me to be skipping class, I’m still thinking that dialog with students is more meaningful, not only to me but also to my students, but in case of busy days or I had to attend conference or I have to present on the conference, online discussion substitutes my presence in virtual way, that’s number one. And then, I think like the discussion feature, there are more dialogs happening. Sometimes students hesitate to contribute, but in written form they might want to share something. They are more brave in speaking using the online discussion for some students who are not brave or brave enough to speak up in a class, sometimes they can also be active through online discussion. I’m not saying that all students who are shy will contribute on schoology or on online but sometimes it’s better, some of the shy student can contribute more on the online discussion. Two benefits I think I can think of.”

A: “okay, let’s continue to number 3, Sir. What do you think of the roles of online feature in online teaching?”

B: “Ah, that’s a good one. I think Pak Toar has conducted some researches and I agree when we post something at the media like social media or MLA’s management learning system like schoology, uhm, there is the accuracy, so the students are expected to be active when they present themselves in written form. So be accurate. And be polite, that’s number two, because we do not want to say something to the world in a massive way.”

A: “Sir, I think, let’s continues to umber 3, what do you think of the roles of online feature in language teaching?”

B: “I don’t know if my answer will be similar to the previous answers for number 2. I don’t know how to distinguish between role and advantage; they can mean the same thing for me. So, role. A meditating role I guess. Uhmm, especially for fostering dialogs for most students. If the physical presence, I mean students and teachers meeting in a classroom can’t really
talk, the online platform might be a meditating tool that allows students to communicate with each other and I think the meditating role here will be really important because sometimes in the non-online platform, when students are working in groups, I can’t really see what’s going on there. But if students are using the online platform, they are forced or they are conditioned to express their thoughts in written form that can be accessed not only by me but also by their friends. That’s the meditating role that I can think of. Uhm the role, I actually don’t know.”

A: “So we can say that the online feature is a tool to help you in teaching?”

B: “Yeah.”

A: “So the feature itself—the teacher itself can’t be replace by technology?”

B: “I still believe that teacher can use technology, but the personal touch is still better, when the student meet the lecturer in person. Well, there are some video conference features, but sometimes it’s lacking in (14:17-14:18). And sometimes, you need the internet connections, the communication might not be that smooth, so to me technology can’t really replace teaching classroom. It might substitute on one or two like what I have said if I had to attend conference, seminar in other country or out of town, yeah there’s a role for the online discussion platform.”

A: “So you can only use it as a tool?”

B: “yeah, an important tool, it doesn’t have to replace human being.”

A: “okay, let’s continue to number 4. How do you use online platform or how do you design online activities?”

B: “I think I have mentioned it somewhere before. I use the prompts also. Basically I have to (15:27-15:29) instruction of what’s the student supposed to be doing and then they can contribute to the online discussion. Without the clear instructions, I don’t think the activity would be successful, but I am open to students’ responses. Sometimes they still can’t understand, so it’s the time for me to negotiate things like clarifying. I tried to clarify instruction also on the online platform.”
A: “okay, I think question number 4 is already answered by you in number 1 or 2. Let’s continue to the last question, what are the challenges using online feature?”

B: “Yeah the challenges using online feature, sometimes even though I can be sure my student contribute, but in other—in using other feature like only updates, as I mentioned, there are only updates and there are features, there’s also features for online discussion. In online discussion I can condition the student, all of them to contribute something, but if I make it upon—if I use it only on updates tool, I can’t expect that anybody in the class will involved and I noticed only only few of students are usually already active in class will dominate the conversation with me and the rests are kind of on those people already brought their idea, I think I don’t have something else to see. Yes that’s what the challenge. （dari menit 16:35）

… Yeah, but in other, with using other features, like updates, yeah, as I mentioned there are only updates and there are also the feature for learn discussion. In learn discussion, I can condition the students, all of them to contribute something. But if I make it on the, if I use only for the update tool, I cannot expect everybody in the class would be involved, and I noticed only very few students are usually already active in class who will dominate the conversation. The rest are kind of, “Oh those people have brought their ideas very brilliantly I don’t think I have something else to say.” Yeah that’s one of the challenges. Another challenge…

A: For you yourself as a teacher…

B: For myself as a teacher, maybe I still don’t know how to collaborate with other classes. I’m dreaming about having online collaboration with other institutions or other people outside of my class. Another thing, I don’t know, maybe, I am not that explorative in a sense that a person like Bu Neny or Pak Calvin or Pak Toar maybe has more, has better intuition as to how they use this tool and that, so I’m kind of timid ndak terlalu berani in exploring many other possibilities of using Schoology, or
even Edmondo. I was kind of, I hesitated in using Edmondo. If a person who is more orientated toward technology like pak Toar to the other people they might want to explore this this this, and many other functionalities of the tools technology offers.

A: So it can be said that you’re already comfortable with Schoology…

B: Yeah, I’m already comfortable with Schoology and even only some feature. As long as I can use those to serve my purposes in teaching I’d probably do not have. But sometimes if pak Toar came over to my house, “Hey there’s this feature.” That sounds like fun, I think I can use that, but only then will I be more comfortable in experimenting with other functional tools of other technology. When it comes to technology, there’s a challenge.

A: And… And the next sub-questions. In number two we have talked about the benefits of online features in language teaching. Now, we’re talking about the disadvantages of the use of online features.

B: I don’t know, the disadvantage. I can’t hink of any yet, but maybe the (…) of technology. But I still encounter that, students perhaps rely on Google translate, they copy and paste they have their own version in Bahasa Indonesia and let the Google Translate do the translation, and Google Translate is getting better and better, so that’s a challenge and probably the drawback of using online platform. I cannot really monitor whether the student is really original in expressing his or her idea in their own words, or is it thanks to Google Translate or his friends. I cannot really monitor, except for the online discussions when in a split second they have to say something. But if I cannot really monitor what really happens, there is a delay, I cannot really monitor the originality of their ideas or sentences. Maybe the ideas are original, but the way they construct it might not be original because they use Google Translate.
Well, but I cannot really think that this is the disadvantage yet until I really identify that students make use of Google Translate to make things easier for them. But it might be a potential disadvantage of using technology including blending Schoology and Google Translate. What else?

A: The technical disadvantages sir.

B: Technical disadvantages… I don’t know yet. Probably I haven’t really thought about that.

The connection. Connection yeah one thing. But I think the connection is getting better and better, except like a couple of minutes ago all of a sudden the electricity went off. But still I think the Wi-fi can still work, so technical matters are no longer an issue in today’s condition I guess. Maybe it was 15 years ago, but not today. Uh, maybe another disadvantage is that some teachers who are not using technology or who use technology but the outdated version of their technology might be labeled as being outdated or not cool enough by the students. It has an identity issue there. Teachers might be, what, marginalized by the students or being negatively labeled as not cool enough, not updated enough. So that’s probably a challenge. The disadvantage of using or depending too much on technology. I’m not saying technology is not good, but, yeah that’s probably the disadvantage of using technology. Yeah… but… For those teachers who decide to not depend on technology, I heard students complain. I cannot really verify this yet. That’s what I heard. I cannot really verify that.

A: So the students complain about the teachers who are reluctant on using technology.
B: They labeled the teacher negatively for not being updated with technology. Yeah technology is cool, but it can harm teachers’ sense of identity for not being (...) enough.

A: Okay, that’s all about the online activities sir. Thank you and have a good afternoon.

B: Good afternoon.

Transcribed Interview With Mr. Wawan (Participant C)
(Lecturer From English Education Program)

A: Interviewer
B: Mr. Wawan

A: Okay, good afternoon, Sir. Thank you for the time that you give to me to interview you. This interview is about your opinion of online features. And I have five questions that you are going to answer. Let’s begin from the first question.

B: Okay.

A: Have you ever taught any class by incorporating online activities?

B: Yes, I have, the first one is Creative Writing, and then the second one Extensive Reading, and then the next one is Academic Writing classes, and the last one is Professional ...(0;47) Writing Class.

A: Okay, you have taught five classes?

B: Yes, more or less, five classes.

A: And by what platform?
B: Mostly I use Schoology as the LMS (Learning Management System).

A: Any other platform?

B: I think, for example for Extensive Reading I use Claris Sketch for, oh and also Screen Capomatic, but those are—those two platforms are used for specific assignments, but in general I prefer using Schoology most of the time.

A: For that specific assignment, can you explain?

B: For Extensive Reading, if you still remember, during the class, you were asked to make a book report and then one of the example of the book report was the oral book report. Therefore I asked the student to use Claris Sketch and Screen Capomatic, yeah. Something like that.

A: So you have used more than two platforms?

B: Yes, more than two.

A: What do you think the benefit of using online features in language teaching, sir? Especially for you, for the teacher.

B: Okay, for example for Schoology itself, I can manage all the files in that program and the students can find all the materials needed on Schoology itself. So I could share anything and even the students could share their works, and for example, for extra material, they could do it there. And for example, in Schoology, they have more features, for example for conducting quizzes, exercises, so it will be much much easier for me to organize. And they could do it anytime, anywhere, even for example during weekend, so they could practice themselves by using those platforms including Claris Sketch and Screen Capomatic, so they could make oral book reports outside the class. Whenever and wherever they want. And then they just submit it, show the link to me and then I could check.

A: Any other benefit, Sir?

B: Previously I mentioned about the organization on the material and then the second one is about the time. The students can do it anytime and especially anywhere they could, they want
or they prefer to make it. And then, oh yeah, especially about grading, it will much much easier for me, because on schoology they will automatically recap those courses, so I don’t need to worry about it. So whenever I put score on it, and then at the end of the semester, I just show the overall records of the scores. So it doesn’t take a long time for recapping the scores.

A: And it makes your job more efficient?
B: Yes, efficient and much easier.

A: And next question is, what do you think about the role of online features in language teaching?
B: well, in my opinion, I think it is more on additional platform, not the substitute of the teacher, because me myself, I think that face-to-face learning is still needed instead of just having the online system like that. So I would say the role of this online features is only for the additional platform for myself.

A: Teaching tools?
B: Yes, one of the tools in teaching.

A: How do you use the online platform, or how do you design the online activities?
B: Okay, if I use Schoology, all the activities are provided there, so I just select one of them first. For example for having discussions, then I have to select discussion feature on schoology and then I clicked it and design when the discussion will be and then due date, something like that, and the grading options. Okay for example for blabla(5;41) skill from 1 up to 5. Holistically or with detail and the rubrics item will be there. So for example when I asked the students to submit weekly journal. So I would like to make a journal first, journal folder, and then I added about the description of the journal, what do they need to submit in that folder and then about the time, the date for the availability of the folder along with their scoring rubrics. So usually I use the scoring rubrics, taken from the standard from this faculty, and then I put it inside. So all the student could see, for example if I would like to submit my journal then what is the elements or the points, important points I need to add to
my journal. They could see it there. And then, later on, when the students submit, then I could easily manage the scoring rubrics by clicking the criteria that I have in the scoring rubrics. And then the student could see why they get such score in that particular assignment, and giving comments as well. Something like that.

A: And this is the last question, Sir. The last question, number two we were talking about the benefits of using online features. Now we are talking about the challenges and the disadvantages for the teacher itself. What do you think, Sir?

B: So, the first thing is about internet connection, I mean for the students. Sometimes, they live in a particular place that could not be able to reach a good signal for their internet connection. Therefore, sometimes there were several students who sent me email and they informed me that they have such kind of problem and then even they were late I have to reconsider it, so I asked them to submit it through email, not schoology account. And that is one. The second one is about the platform from the web and from mobile version. Sometimes schoology doesn’t provide enough features in the mobile version. So whenever I need to make the design for the assignments then I need to check, uh, I need to open my laptop and use the web version, not the mobile version, because the features in mobile version are very limited. That is the second one. And the third one, sometimes there are several technical problems that appear in schoology. For example if—the last problem that I had was the due date. So actually I wrote the due date on a particular date and there was one student who submitted their work, however, the student’s work considered as late. I don’t know why the reason. So such kind of problem that I cannot be able to solve it, but, I just asked my students to submit it to the conversational one, to send their assignment through emails. Something like that.

A: Okay, Sir. I think that’s all about the interview. Thank you for the time and have a good day.

B: Okay, you’re welcome.
Transcribed Ms. Titik Interview (Participant D)

(Lecturer from FLA English Education Program)

A: Interviewer

B: Ms. Titik

Theo: okay good morning ma’am, thank you for the chance you gave to me to interview you and my topic about teacher’s opinion about online learning.

Ms. Titik: Alright yeah.

Theo: Okay, let’s begin to the first question. Have you ever taught any class by incorporating online activities? Online activities, ummm not really, but you know I organize my classes using schoology.

Theo: Oh, using schoology?

Ms. Titik: Yeah, so I you know like I’m never use online learning such as online discussion and thing. Oh, hang on, I used it once you know. Like in writing for the media, but because I had to. It was compulsory.

Theo: Why is it compulsory?

Ms. Titik: It was writing for the media, then I had to ask my student to post writing on, you know like, online media. Actually we asked them to uhm develop blogs and then, other students evaluate one and another by reading the writing in the blogs. But otherwise, I normally only use schoology as a media not as online research things like that. But it reminds me to other thing. In my translation class I normally encourage students to do online research, but didn’t specifically create a specific activity, ask them to do that. I just explain
how you can do online research to find more natural expression to express language in advertisements. But in limited use.

Theo: Yeah, online feature has limited use in your class then.

Ms. Titik: I just use it normally for organizing my class to submit, to announce assignments and then to post materials and also to submit assignments. Yeah, probably I’m a bit traditional hehehe

Theo: So the platform that you used is schoology?

Ms. Titik: Schoology and blogs for writing for the media. I think I will need to use that blogs again for my next writing for the media, but that is because writing for the media and then student needs to have experience with the media. You know, it doesn’t really make sense if okay you need to write this and that but they don’t have experience in using the media.

Theo: In real situation?

Ms. Titik: Yeah in real situation.

Theo: Okay, let’s continue to the next question. What are the benefits of using online feature such as schoology or blogs in you language teaching, ma’am?

Ms. Titik: Okay, as I told you, in my day-to-day class activities I do not normally use online learning except for my writing for the media and also for translation but not much. Apart from them I use schoology. Schoology is especially very useful for me, I can be sure that the information reach to my students rather than using facebook, although not every media is suitable I guess also help me to organize and also help me with documenting the grades and also if someone miss class they can catch up with the ppt files and everything, they can download them by themselves from schoology platforms, but for writing for the media they are very… online platform are very useful to give students direct experience of using the media and also I guess, probably is very convenient to use. So they can, they are not limited. It can be anytime and anywhere, accessible. I guess that’s the thing that I can think of, not much.

Theo: So we can say that the benefits is making…
Ms. Titik: It’s convenient. It’s very convenient to use. It’s accesable/

Theo: And help you organize…

Ms. Titik: Yes organize my class, materials and also assignments.

Theo: And what do you think about the roles of online features?

Ms Titik: The role? The role in what… oh, as I told you, there are at least two types of role in my class activities. The first one is to organize my class as I told you before through schoology, and the other one is a site for learning.

Theo: A site for learning?

Ms Titik: Yes, like you know like a form, it’s like the place for students to exercise, like to writing for the media they posted their writing and they also gave feedback to one another and also I put monitor to students too, online.

Theo: So beside they learn in the class, they also learn from the blogs?

Ms. Titik: Outside, yes but someone asked me if it can motivate students. I’m a bit sceptic about that because students are used to use gadget and the media. It’s not something new, maybe if you use less traditional means, probably it’s less convenient but it doesn’t mean, “oh it motivates you” because for me work is work. Because I find among my students that use schoology and things like that, sometimes students are still late in submitting things. They didn’t download the materials. Basically it’s just similar. Probably the benefits are just it makes them, help them to access the material easier, but still maybe I don’t know if it motivates them significantly. I don’t really believes in that because again, whether we can make our class activities interesting or not, I think it doesn’t depend on the use of technology. It depends on different kinds of strategies, not only the means like in the media. Media is only one factor, that’s what I think.

Theo: So we can say that it depends on the teacher itself?
Ms. Titik: Teacher, strategies and also students. There are a lot of aspects of motivation. It
doesn’t depend on whether you use online media or not, but it depends on the students
themselves. Normally, that’s like my general observations, maybe I’m wrong. In my research
design class it didn’t help.

Theo: The online features didn’t help?

Ms. Titik: Significantly at least maybe it made it easy, it’s more convenient, more accessible,
but still apart from that, whether it encourage them to study or not I don’t think so.

Theo: So you also use online feature in your research design class, on what platform and how
do you use it ma’am?

Ms. Titik: Schoology, for announcement. Normally for announcement not for discussion. I’m
not good with that. I normally like a discussion in class.

Theo: Face to face?

Ms. Titik: Yeah, face to face discussion. I think that’s something that we need to have more
right now. It’s something that is very valuable that we might not have in the future. It’s the
human connection.

Theo: Okay, the next question ma’am. What are the challenges when the teachers use in
online features in general?

Ms. Titik: Okay the challenges, let me think about that. In general or what I face?

Theo: Yes, what you face and also…

Ms. Titik: like what teachers face? Okay alright. Especially in my case when I first use
schoology, I didn’t know how to use it. I needed sometimes to get around it, to check things
and for instance I didn’t know how to lock assignments box, so then a very late students can
still submit. It was a disadvantages to me, because I didn’t really want that, so I want to lock
it so it’s like a penalty so the student will not be able to get any mark. Because for me it’s
part of education, to make them discipline. But then couple of students still submit it late,
submit their assignment late. So it makes me feel bad because the student has given me
papers but I didn’t check them. Actually I didn’t want to accept late submission, but finally I had to compromise. The one that is very late was still checked.

Theo: also 5 minutes late.

Ms. Titik: I should have locked the box, but I didn’t know the feature. I just found how could we do that only probably 5 weeks ago. I didn’t have time to have to look at the schoology cause I happened to have a lot of things to do. That is like one challenge. Lack of skill in using the feature and then another challenge is I think because there is less monitor from the teachers, I think student might be able to use online things for plagiarism or probably cheating. Yeah I heard from one teacher, some students in pronunciation practice cheated by taking turns in filling out the test. Online test. So for instance like first test you do it first and we watch together and then you get a bad mark, but then other students got good mark next one and then another student do it first so they got good mark.

Theo: The last one get a better mark?

Ms. Titik: No, not like that. So for instance there are two test, and then first test you do it first, so you tell me what’s inside that or you could watch it together. And then because you can do the test anytime not at the same time, then you can ask your friends to do it first and then you know the items for the test.

Theo: So it’s because it’s online?

Ms. Titik: And then I tell you, the items are like that and then you get good mark. And the next time it’s my time to get good mark, so you do it first. Because especially with online discussion and online test, you don’t know who’s behind the laptop.

Theo: So it’s not good to have online test?

Ms. Titik: Yeah right. Unless you do it in the lab, it’s very easy to monitor, but if you ask anyone you permit anyone to do it anytime, because that’s convenient, you really don’t know who will do the test. It can be someone else. That’s another challenge. Another challenge is not every student have the internet connection. Many has connection but not everyone has the luxury like one of my student was not from the well haved family. She was struggling
because she did not have internet connection at home. You cannot count to the university all the time. Not everyone has laptop, that’s one thing that we really need to consider. Anything else?

Theo: Actually there is one last question. The disadvantages of using online features and it think you have said it.

Ms. Titik: Yeah, that is some of it.

Theo: You almost mention it all.

Ms. Titik: Yeah that is right. I can’t think of something else with the challenges and okay. Another challenge is technology is not reliable right now, like online internet connection is very very slow especially if you want to use it. We can use that to watch from youtube without downloading it. So everything should be downloaded first. I think we can navigate around that but still it’s something that need to be considered especially in context of Indonesia.

Theo: Internet connection?

Ms. Titik: Yeah, maybe another disadvantages, in my case I don’t use it a lot, but maybe if we use that all the time, probably students become not very creative, I mean you need to be able to use anything, not only technology. Well, I mean also like face to face connection, face to face interaction is also important. It’s again like, human connection is important, it creates good relationship. Communication through online media can be different from face to face communication. Is there anything else?

Theo: I think that is all.

Ms. Titik: Okay

Theo: Thank you for the time, good morning ma’am.

Ms. Titik: Okay good luck for your thesis.
Transcribed Interview With Mr. Erio (Participant E)

(Lecturer from FLA English Literature Program)

1: Interviewer

2: Mr. Erio

1: Good morning sir, thank you for the chance to spend your time for this interview about your opinion about online learning. Let’s go to the first question. The first question is have you ever taught any class by incorporating online activities?

2: Class activities?

1: Yes. Have you ever taught any class by using online activities?

2: Yes.

1: On what course?

2: It all started at last semester or two semester or many semester ago. I started by using more conventional method that is by asking students to submit assignments online to email. Then after that semester I use different platform such as edmodo or the one that I use last semester was Instagram. The classes that I use for this kind of activity were journalism and poetry and also interpreting. Oh ya, other than Instagram and edmodo I remember that I also use youtube and also facebook I think uh, Youtube. So youtube, Instagram and edmodo, and their personal blog as well for their journalism project this semester.

1: Oh ya, uh it’s actually quite normal to use Facebook, edmodo and the other online platforms right sir? But I want to ask this two platform I think it’s some kind of unique. Instagram and youtube. How do you use Instagram and youtube to make the online activities in classroom?

2: The online activities, yeah. I will start with from the use of Instagram in our poetry class. I remember that well it was not in your class, I remember since it was all conventional but after
that, in the next semester, I try using Instagram. So the idea was actually for them to submit their interpretation of different poems. Take for example, you’re discussing a poem that’s take randomly or Robert Frost poem and then what students did on their Instagram account is that they’re going to start like posting a part or the whole poem instead of their picture, or instead of their selfie picture. And then under the caption they will share their interpretation of the poem. Now that’s the first phase. In one of the latest assignments still in the same class. I asked them to write their own poem and then they will share their own poem plus their interpretation of their own poem using Instagram. Well you can check that in my other account. The one that is dedicated for FBS related things. It is there. Say you can check probably is it helpful for supporting my answer. While the use of Youtube is still very current. The first time that I use Youtube it is for my interpreting class. It is used for the very last assignments. They were working on this project in groups. So they will create their own script. The rule was that in every group should be about 4 to 6 members and then they will have this kind of role play. One of them went to Goa Rong. And then some of them pretend they were tourist and then the others were some staff there. And also the other members were the interpreters of the scene. And then I asked them to upload the final result on their Youtube account. So this is the two unique platform that I used. Instagram and Youtube.

1: I actually saw the poetry of some fifteeners.

2: Yes you were right.

1: And they were interpreting their own poems in caption. In Youtube, what is the account sir?

2: There are about 6 to 8 groups and the deadline of the submission is last night. So far when I last checked my Edmodo account because I wanted them to share their links there, the were only 2 or 3 groups before yesterday. And then what I noticed is that they uploaded their videos using their own private account. One of them is Monica’s account, Monica of 2014. So maybe you can check on your Youtube account, you’ll find Monica or let’s do this, after I go home I will share the links.

1: Okay then, so you have used many platform right sir? For online activities.
2: In fact forgot one thing. I also use line and whatsapp also for their interpreting class but it was not for their final project. It was one for their GE's. The graded exercises. The idea was this. So I offer them 4 videos from youtube. I downloaded the 4 of them. 4 videos come from 4 different topics. If not mistaken the topics were health, tourism, education, I forget the other one. And then, because this is an individual work. I give them freedom to choose which topic is the most suitable for them. And this was a take home assignment. They went home and then they played the files and in the same time they will record their voice and I gave them about 8 to 12 hours because on the same day I wanted them to send the result of the recording to line or whatsapp. I give some example. It was done 3 weeks ago I think. It was for their consecutive interpreting. As you have probably know there are kinds of interpreting, simultaneous, and then consecutive. And this is for their assignment.

1: so you have used many online platform sir.

2: Yeah, I think it is a perk of being a gadget freak. Because i have the chance to explore the features of many different platform of online media, social media and also chat application. So i can use this positively.

1: So what do you think the benefits of online feautre especially in language teaching sir?

2: The benefits, I can say many. First is for the lecturer. It gives me some time. Take for example, if I don’t have enough time today. I play the file another time. It means I do not have to force myself to listen to them when I was not in a good mood. You know, if somebody is in a bad mood, I think it will influence the way they grade their students performance. So i can take my time. When I’m tired of listening to this. I will take some time to have a break and then I will get back to this. And then fro the second one is for the students to really prepare themselves. They were given 8 to 12 hours to do this and after they submited this assignment, I asked them. So how many takes, how many recording that you do before you satisfied. Oh quite many. 3 times and then the other answered only twice and then some other students said it took hours. So I think it gives them some opportunities to really work on this, to take the best version and then to submit their best version as well. And then well, also it does good thing for self confidences. If you see what the students did in the instagram account with my poetry class it means that they will have to share their ideas not
only to their friends in the classroom but also to much wider audience. Global audience. I was expecting that it will get some feedbacks. But of course I think it is not in our culture yet. To keep online feedbacks.

1: So besides it is good for students, it is also good for teachers too.

2: Yeah, it is good. And for the students as well. I mean like it or not they have to give up to technology. They have to be able to see the more academic side of social media. The social media is not only for fun. But it is also for academic purposes. To inspire to share ideas.

1: Let’s continue to number 3 sir. The roles of online features in language teaching. What do you think sir?

2: Could you specify what online features are?

1: like the online features that you used. What do you think the roles of that online platforms in language teaching?

2: In language teaching? So it’s for me?

1: Yes sir.

2: The role of online feature of language teaching. Now this is tough. I used them. Ed modo for examples. How it benefits me. It benefits me because I don’t have to read papers. It’s like an online box. It’s like an online announcement board. It is also an online grading book. Because everything’s there. And i think it also promotes openness. Because when I post something there, everyone reads. If I post your grades there, everyone reads. They can also read my comments there. What do you think about it? Does it answer your question?

1: I think yes sir. But what about in general?

2: Online features for language teaching, it makes almost everything easier. The fact that I can carry my work anywhere. All I need is just connection. And that’s good. Online features as well, the fact that I can. I can do many things there. Grading, correcting, sharing, documenting, reading assignment.
1: It can be almost like you are lecturing through online platform?

2: that is something that I still refuse doing because maybe this is quite traditional. Although I’m a friend of this online learning but I do think that human interaction is still needed. If you are given 14 weeks in a semester then a number of meeting less than 10 meetings, it not be enough. It happens in my writing class. I think 3 years ago. I tried doing this and it was not effective because, well, again. We need to talk, we need to consult more. And sometimes when you do an online consultation. It’s not natural I think.

1: Oh it’s not deeper than face to face consultation.

2: Maybe they can just say “I understand” but they don’t. But when we are having this kind of interaction. They can say “yes I do” but I can see that they are actually understand or not. I share the materials yes but I do not lecturing online.

1: So we can say the roles of online features is just to share materials and grading. Not for lecturing?

2: No, oh. I also once or twice shared my lecture on Edmodo. I created slides and then I share them for students to read. But they read is not like when they are listening to me.

1: Is it after you lecture them or before?

2: After. After and before. Because I was absent.

1: Oh so that’s some kind of your plan B right sir. Okay let’s continue to the next question sir. Actually this is quite confusing. How do you use the online platform or how do you design the online activities?

2: How did I design online activities. I am using online activities because it can stimulate a wider discussion. Like I’ve told you before. It is not only between you and your classmate. It is also the netizens wether you know them personally or not. So the way I design online activities is that they must create something that will invite questions. It’s an advantage for me to teach literature classes because as you know in literature classes we also want that kind of dissussion, interpretation, and reflecting to what we did in the poetry class. When they
posted something there, when you create something and then you post that thing on Instagram. You expecting some feedbacks. If you interpret this poem, some people might agree or disagree. And that is how I expect the activities to start rolling. It’s not like they are going to post 1 plus 1 equals 2 because that’s math. We cannot argue. Because that’s truth. But in classes like this, we can do something. If you like, you can at least give a thumb, if you dislike you can ask question, if you want some more information you can also ask. So the way I design this is something that will provoke others to ask questions. It will good not only for the students because they will be forced to think about what they have posted. But also for me. If I explain this concept and then you as my student understand but if somebody outside the class still doesn’t understand, then I will take that as one thing to consider “Okay, so next time when I design this material I’m also blabla his or her opinion. Therefore my explanation of a certain concept would reach wider audience.

1: So for example your activities in your poetry class and in your interpreting class in youtube right. What about in youtube sir? Do they still give feedback?

2: That’s a big part to expect feedbacks because I don’t think that the majority of this class are active on youtube. Not like on Instagram, we have hundreds or thousands of followers. It means that they can have some hundreds or thousands of potential equal to who ask questions. But on youtube, zero subscriber, 1 subscriber. It means that I will be the only audience of their video. But it’s a good beginning because I know that their life will not stop after finishing this. They might want to explore more features because some of them also active as vloggers. It means that they can reach more.

1: So the other questions is how do you asses the homework or the assignment especially when you use the online platforms?

2: It’s all going back to basic. Aesthethic like pictures, videography will not be the biggest source of grades. Content is. So no matter how beautiful the picture is, if the interpretation is shallow or even disappointing then I will focus on the quality of the interpretation not the quality of the picture. So evaluation of course content is still the most important thing. Well I’m a fan of technology, I’m a fan of social media and such but I’m not going to be fooled with how they looked.
1: So it’s quite simple right sir to asses the assignment. Okay this is the last question sir. Some lecturers use online for their language teaching and some are don’t. For you, what do you thing the challenges of using online platform?

2: The challenges, well for me it’s not the challenges. It’s something fun actually. Technology is there for us to help us. That what I believe. I heard this statement when I was in senior high school that technology is to help human. Therefore I want to get some help for my teaching, technology is the way forward and of course new features is being offered almost everyday. So if I want to keep this work interesting, I will have to force myself to keep up or keep myself updated to things that are new. So for me that’s not a challenge. It’s an invitation for me to upgrade my knowledge on technology.

1: And especially for you sir. As a lecturer, any disadvantages of the use of online features?

2: Sometimes it takes a toll on my laptop battery. Well, it’s not a big deal tho. I don’t see any disadvantage. Uh you mean professional disadvantage?

1: Yes.

2: No. But physical yeah. Eyes. But profesional I think, I believe that technology is something very positive. It’s a friend.

1: Okay so it depends on how you use it?

2: It depends on how we use it of course. That is why going back to one of your last questions, there are two kinds of lectures the one who use online features and ones who don’t. Well maybe those who don’t should restart thinking using technology. Because, students nowadays, their source of information do not come only from books and from lectures but also from multimedia. Like sounds, pictures, videos.

1: So there are no big disadvantages?

2: As far as I concern, not. Not for me. Maybe because I’m quite organized Theo. File management can be quite be confusing for some. But not for me. With the help of google drive, google photos, hashtag then everything is easier.
1: It depends on how you know the technology itself.

2: That is why you must force yourself to keep learning new features. New features mean new opportunities.

1: Okay then, I think that’s all about the topic sir. Thank your for the time. Good afternoon.