General English Online Teaching Within Pandemic Outbreak:
Between Need and Satisfaction

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Abstract

Since the COVID-19 pandemic entered Indonesia in 2019, a technological adjustment in learning has been massively implemented. Online teaching is the only logical method for the reason of limiting physical contact. Although the characteristics of Z-Generation learners are digital natives, live learning is still more welcomed. Therefore, this study aims to determine and carefully measure the satisfaction of new colleges students in the general English program at Universitas Hamzanwadi. The measures are three aspects (course content, instructor performance, and media use) and another aspect in teaching mode (online and offline). In addition, this research discusses why the new college students choose to participate in the general English program 2020/2021. This study utilized a quantitative-descriptive approach with the census method. The population was taken from all new students for the 2020/2021 period as many as six faculties totaling 1450, although only 1196 respondents ultimately responded. The primary data collection instruments were questionnaires through google forms, interviews, and documents such as teaching modules and media. The findings show 1196 respondents recorded via a google form telling that the bilingualism reasons were the majority choice (54.93%). The scholarships and student exchanges are the second paramount concern to this program (21.15%). Other positions such as translator or work, reasons are not significantly mentioned. Conclusion tells that new student satisfaction following the General English program (GE) is significantly more than 70 percent in three aspects of the assessment within the program.

Keywords: General English; online teaching; pandemic outbreak

Introduction

Online teaching of English has become popular in learning (Cheung 2021) during this pandemic (Scherer et al. 2021). Teachers use various methods and digital applications (Orabueze et al. 2021) such as Whatsapp, google meet, zoom, and YouTube as teaching media keep motivating (Sholihin et al. 2020) and become innovative (Manca and Ranieri 2016). Teachers use new techniques and strategies acceptable to reach the needs of students (Elizabeth and Plessis 2018) in both formal and non-formal school contexts. Although online teaching practices are still being complained about, some academics consider that the COVID-19 outbreak is an innovative opportunity for breakthroughs. Adaptation of technology in teaching EFL (Escobar Fandiño and Silva Velandia 2020) is a new phenomenon and is believed to shift the conventional teaching model (Vadivel, Mathuranjali, and Khalil 2021). With the help of technology, the opportunity to simplify teaching length, the selection of teaching materials becomes more productive (Wang and Kokotsaki 2018). Technological media is more colorful, considering today's learners are digital natives (Montiel et al. 2020).

The COVID-19 pandemic has entered the territory of Indonesia since mid-2019 and has changed daily teaching (Yi and Jang 2020). New ways and methods have changed widely since the quarantine due to COVID-19. Limiting physical contact and crowds causes the learning and teaching process to go online (Todd 2020). Online learning during the GE process is to be less effective due to various factors. First, how to learn online is instant learning, needs adjustment such as web-facilitated learning (Atmojo and Nugroho 2020). The teaching has not ever prepared beforehand, causing panic. Students have not been introduced to digital learning methods and operating systems. Second, the online learning infrastructure is not entirely ready due to facilities and signal coverage. Not all students have internet access because of conventional learning preferences. Face-to-face learning is more dominant due to ordinary people assuming (Fitria 2020). Third, some students are still not technology-friendly. This reasoning can also have an impact on the effectiveness of online learning.

In the last two years, general English has been conducted online, initiated to create an English-speaking campus community at Universitas Hamzanwadi. This program is a one-month course program for new college students supporting "Hamzanwadi on Bilingualism." General English was started in 2016 to prepare English-

speaking Universitas Hamzanwadi students and support the bilingual teaching program in several study programs; English education, pharmacy, and tourism as a pilot program. The excellent core of this program is the existence of intensive guidance and debriefing on communication as a social language in the university environment. In addition, the General English program facilitates the need for lectures in an academic context to participate in the success of the bilingual campus and for scholarship and student exchange purposes.

GE's teaching adopts local content selected from various topics familiar to the student's life. This motive fits appropriately, considering that learning productivity can be influenced by course participants' material selection (Li 2019; Wirawan 2020), proper teaching methods (Niamhom, Srisuantang, and Tanpichai 2018), and teachers' beliefs. The combination of techniques applied results from various course books from authentic sources tailored to the level of understanding, needs of participants, and the instructor's experience. Integrated learning sources allow knowledgeable students (Tanggoro 2015) even though most teachers pay more attention to adaptable teaching (Bolla 2014). Another drive to successful teaching is the teacher's passion (Afshar and Doosti 2016) for their interest. Such passion drives to give maximum results. Furthermore, it is proved by students' enthusiasm for the GE program in the previous period and even after it was completed. Renewal of curriculum course content fosters students' performance (Chostelidou 2011).

A study in September 2021 by the Universitas Hamzanwadi language center team clearly showed that the student satisfaction for participating in the General English program is relatively high. The satisfaction indicator has been measured from three components; course content (77%), instructor performance (88%), and media use (77%). Interestingly, this satisfaction rate was not in line with the daily online teaching even though face-to-face classes are held once a week. This data shows a significant need for English to students' needs but slightly rejects the online.

As the prior researches talked the topic little on the three areas of our concern (course content, teachers' performance, media use), this research attempted to examine the formulation of questions on how the level of satisfaction of new college students following the General English program in support of Hamzanwadi on Bilingualism. This section will discuss new college student satisfaction summarized through the three aspects of teaching and the eight supporting factors for questionnaire statements. In addition to this, this research explained the distribution

of motives why students participated in these activities covered in fifty-two study classes with 1196 college students as study subjects. Aspects of teaching online vs. offline are also studied in this research.

Research Methodology

This research approach used quantitative-descriptive with the census method. The census research method is a method of quantitatively collecting data where the unit of analysis takes the entire population, not a sample, as in survey research. The accuracy of such a method is more visible because the data representation is significant; it is also effective in testing doubts about the validity of a variable under study. The basis of the analysis in this study was to generalize the population data of all new students at Universitas Hamzanwadi for 2020/2021 organized by the language center of the Universitas Hamzanwadi. The population emanated from all study programs totaling 22 study programs with six faculties; faculty of language, arts, and humanities (FBSH), faculty of engineering, faculty of social and economic sciences (FISE), faculty of health, faculty of mathematics, and natural sciences (FMIPA), and faculty of educational study. The respondents' sex was 368 men, and 828 were women. There were two main instruments in data collection. First, the questionnaire was distributed digitally with the help of Google Forms to 1196 students as respondents. Respondents were asked to fill out a questionnaire according to the instructions being provided. Course content, the performance of instructors in delivering teaching materials, and the use of media were the three main elements as sources of information collected. Learning modes (online and offline) also became information-gathering materials. The second instrument was document checking and interview with the language center team. Documents as data sources were general English course modules and a set of media used by the instructor.

Findings and Discussion

Findings

1. Students' Satisfaction

The results of the analysis of General English (GE) program activities described student activities in the English learning process using an online learning system for one month. The GE team carried out the census method at Universitas Hamzanwadi using Google forms for 1450 students for the ideal number. However, the number of

students who filled out the questionnaire distributed was 1196 students. Factors such as internet signals, the availability of information to each student, and the intensity of students entering the course would be the potent causes. This census assessed four main aspects: course content, instructor performance, teaching media, and online vs. offline learning. There were three assessment criteria in each element, including like, average, and dislike.

1.1 Course content

Table 1: Course content: General English

Content Of Learning		Total
I love the course content of General English (GE)	Like	1081
	Cannot tell	114
	Dislike	1
The topic is being known and easy to understand	Like	993
	Cannot tell	201
	Dislike	2
Learning activity reflects my daily routine	Like	991
	Cannot tell	203
	Dislike	2
Course content quickly drives me to use English every day	Like	937
	Cannot tell	256
	Dislike	3
it is helpful and actively involve me with my daily	Like	883
	Cannot tell	309
	Dislike	4
A variety of activities is not monotonous	Like	806
	Cannot tell	349
	Dislike	41
Local content is better than those I do not know its topic	Like	757
	Cannot tell	418
	Dislike	21
Exercise and do speaking practice are more available	Like	757
	Cannot tell	259
	Dislike	6

The majority of new students at Universitas Hamzanwadi liked the course content provided by the General English team of the Universitas Hamzanwadi Language Center. The table above concludes that as many as 77% of them enjoyed the range of the course materials. There were about 21% of students gave normal responses to learning content. Dislike statements related to learning topics showed a tiny number,

namely as much as 2% of the accumulated respondents who commented. It can be understood that the learning topics in the GE program use local content according to student needs and are acceptable. The issue or the choice of familiar material was a strong reason why they liked learning General English. The number of respondents who said they wanted it was 993, and only two people gave a dislike response. The second reason was that the teaching materials reflected daily activities. This motif received a relatively large number of likes (991 students) when compared to other indicators.

1.2 Performance

The instructor's performance in the learning process is an essential part of the analyzed data. The questionnaire was given to the respondents containing eight items regarding the instructor's performance. The following is a data recording of the instructor's performance from August 3 to 31, 2021.

Table 2: Performance: General English

Performance		Total
The instructor is energetic and good at teaching	Like	1030
	Cannot tell	163
	Dislike	3
The instructor is always on time and has a sense of teaching	Like	1073
	Cannot tell	122
	Dislike	1
The instructor is welcomed and energetic	Like	1140
	Cannot tell	54
	Dislike	2
The instructor explains clearly, acceptable and logic	Like	1090
	Cannot tell	104
	Dislike	2
Teaching styles are flexible, adaptive, and humorous	Like	1080
	Cannot tell	114
	Dislike	2
The instructor does more dialogue than speaking alone	Like	973
	Cannot tell	216
	Dislike	7
The instructor actively helps me learn more	Like	967
	Cannot tell	223
	Dislike	6

The instructor is flexible to interact with us	Like	1062
	Cannot tell	124
	Dislike	10

There were three types of choices regarding their interest and satisfaction with how their instructor taught. It was calculated that 88% of new students were satisfied with the instructor's performance, and 12% of new students gave ordinary responses. None of the new students in the GE program gave a disapproving reaction to how their instructor delivered the course materials. The majority of respondents' comments were at the one thousand mark on average for each measurement indicator. Interestingly, of the eight indicators, three aspects became essential highlights. The social personality factor put the top position in favor of as many as 1140 people.

1.3 Media

The teaching media used in teaching GE is a collection of materials adapted from several sources of local wisdom. These media were involved in a teaching media book compiled by the language center of Universitas Hamzanwadi. Teaching media in text and some exciting pictures were packaged and tested in several classes in the previous year. Respondents' comments from 1196 on media use believed that new students at Universitas Hamzanwadi liked the media design. From the above percentage, 77% of new students who joined the GE program responded positively, and 22% showed a normal reaction. From the cumulative number, most of the students who participated in the GE program were satisfied with the learning media used during the GE program.

Table 3: Media: General Englsih

Media		Jumlah
I love learning with local content	Like	949
	Cannot tell	237
	Dislike	10
Local content is entirely contextual for my daily routine	Like	929
	Cannot tell	262
	Dislike	5
The media are seen and attractive	Like	921
	Cannot tell	272
	Dislike	3

Media of local content motivates me more to learn English	Like	924
	Cannot tell	265
	Dislike	7
The content of media helps me learn better English in the classroom	Like	906
	Cannot tell	281
	Dislike	9
The media easily links to the authentic atmosphere to learn	Like	912
	Cannot tell	278
	Dislike	6

1.4 Online and offline

The satisfaction of new students with online vs. offline learning in the General English program was slightly different. Online learning accounted for 45% of recent college students satisfied with the method used. While dissatisfaction was not significant, 55% of the GE participants chose not to prefer online learning. From the table above, it can be concluded that the difference between new students who liked and disliked online teaching is not much different.
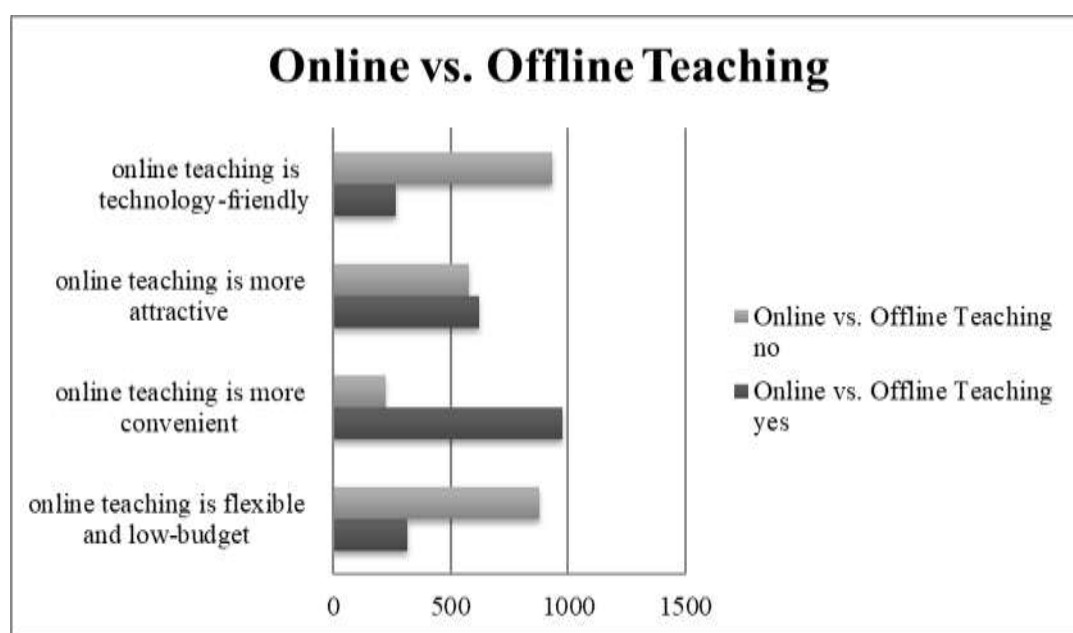

Figure 1: Online vs. Offline

1.4.1 Online

Teaching time of 90 minutes in each class was considered flexible for instructors in delivering material. Every day, classes started at 08.00 to 09.30 in the first session. The second session continued from 10.00 am to 11.30 am. The first thing to do was

pray together before the class started. The activity was resumed with the provision of videos or other media as brainstorming to activated students' attention to be actively involved in guided learning.

Furthermore, the material was presented in detail without forgetting examples as a direction for the implementation process. Instructors needed 40 minutes on the explanation part of the material. In the last twenty minutes, we were allowed to ask questions related to the presented material. The instructor closed the class after giving feedback. Sometimes students were given additional assignments in the form of homework if the material required more practice. However, using new alternatives in online learning created many obstacles for both students and instructors. The internet network played an important role considering that network stability was a complaint. Not infrequently, they were forced to leave the online space because of this factor.

Furthermore, the effectiveness of online learning is still being complained. The instructor's control over the learning situation is limited. Mastery of digital technology among students and instructors is not evenly distributed due to the availability of facilities. The delivery of online learning media is no better than face-to-face learning. The majority of instructors feel this better compared to face-to-face because it cannot be applied directly.

1.4.2 Offline

During the pandemic, this program carried out face-to-face learning once a week. New students were allowed to take classes, offline classes, with rigorous health procedures. One was meeting health protocols and leaving the campus area to prevent crowds from forming after learning finished. The placement of a sitting position with a minimum distance of one meter did not go unnoticed by the instructor when offline classes took place.

The GE program conducted offline classes once a week for each class in turn. Every day ten classes would carry out offline, divided into two sessions. The first session was from 08.00 am to 09.30 am, and the second session was from 10.00 am to 11.30 pm. In other words, each instructor was tasked with providing teaching materials twice a day. The material presented was the same as the online class, with only slight changes regarding the technical implementation. Students were instructed to use voice messages; in face-to-face courses, the instructor asked

students to come forward one by one or in pairs with their friends to practice. Instructors were more flexible in evaluating students. The media used were in the form of worksheets, books, or other physical objects. Offline classes also made it easier for instructors to hold games that can revive the spirit of learning while eliminating boredom.

2. GE Motives

The GE program from the recorded data captured in this study amounted to 1,196 new students from 22 different study programs. Their motive or purpose for joining this program was not only for bilingual needs, which has become a campus campaign where English has begun to be applied as an interactive language. In addition to being bilingual, their goals for joining the GE program were for work purposes, scholarships, to become tour guides. However, some respondents just followed the learning process without any definite reason.

Of the total number of students, 657 new students joined GE for Bilingualism/academic study purposes, 253 people whose goal was to get a scholarship/students exchange, then 58 students chose a tour guide/interpreter. In addition, there were as many as 62 new students who took part in the General English program for work needs. It was also stated that 157 new students had no particular reason or no reason to join the GE program.

Figure 2: students' motives

Discussion

General English of Hamzanwadi University will be held from 3 to August 31, 2021, for one whole month. With the theme "Hamzanwadi on bilingualism," the General English (GE) for communication course can be a comprehensive campaign to voice the vision of Universitas Hamzanwadi to be globally competitive where English is the benchmark of the language. In practice, the course design adopted an integrative learning model with local content as a characteristic of the teaching materials. Local content is a collection of teaching materials adopted directly from local wisdom, mixed creatively but still refers to quality standardization. This design assumed that topics familiar to students trigger more participation than those not at all (Chostelidou 2011). The preparation of teaching materials also considers new students' needs and knowledge levels.

Twenty-five selected instructors to lead this program under the management of the Universitas Hamzanwadi language center. They came from the English language education study program responsible for two classes each. Class accumulation was distributed into 52 classes with 25 people per class. In practice, there were two learning sessions. The first class was from 08.00 to 09.30, and the second class was from 10.00 am to 11.30 am. The learning modes were offline and online, with 18 particular teaching topics. Interestingly, at the end of every week, the organizing committee held weekly webinars with the aim of; bind students' motivation to remain consistent in being English language users, providing knowledge and job opportunities as well as study across countries and strengthening the sense of kinship between all communities of Universitas Hamzanwadi.

In the context of online learning, most scholars agree that it is critically challenging. Such a friendliness in accommodating students' needs in learning can be applied to increase the intensity of students involved in learning (Huang, Chi-Kin Lee, and Yang 2019). In addition, the delivery method and the instructor's sense of humor significantly affected the students' impression of learning in the classroom as well as media. According to (Asemota 2015) and (Zam Zam Al Arif 2019), media effectively bridge communication and potential learning outcomes. However, in

contrast with what has been discovered by (Hsu 2017), teaching online was much more accepted than that it did not.

The implementation of General English offline has become a must considering the pandemic period is not over yet. This tries to find creations in each learning process to anticipate the boredom of new students considering that online learning tends to be forced (Al-khresheh 2021). Therefore, learning through the Whatsapp application and other online learning applications such as Zoom and Google meet was applicable. When the learning process required speaking practice, the media supported students in remote virtual interactions. Online classes were held five days a week, and the remaining day was face-to-face learning on campus with strict health protocols. Every weekend, webinars were weekly activities filled by Universitas Hamzanwadi teachers who have studied abroad as presenters in each session. With the implementation of the webinar, it was hoped that it motivated new students to increase their enthusiasm and skills in learning English.

It is realized that online learning is less likely to get maximum learning outcomes. The direct-to-head interaction factor is always more impressive than online, yet it is not costly (Mardiah 2020). Virtual learning interactions do not bind solid emotions but are globally innovative from old to modern ways. However, GE instructors have tried to guide the course of the class following the direction of the Universitas Hamzanwadi language center. The arrangement of learning activities was detailed from material preparation to the execution stage. The daily briefing is a must, led directly by the curriculum developer, to discuss how the teaching and learning process occurred.

Conclusion and Suggestion

The effectiveness of learning during the COVID-19 pandemic has attracted the attention of many scholars. This epidemic seems to force students and teachers to be technology-friendly. Although z-generation is a digital native, most students prefer offline mode because of the strong emotional bond and direct physical contact. The data distributed in the questionnaire to 1196 new students indicated that the face-to-face learning option received more attention. The percentage of students who preferred to study online was 55 percent, while the remaining 45% were online. This data provided information that the online learning mode was acceptable even though the majority still chose offline.

Furthermore, three aspects of measuring student satisfaction were categorized as satisfied. The level of satisfaction in the designed material was 77%, followed by 88% liking the instructor's teaching performance and the remaining 77% on the media

used. Furthermore, 1196 respondents chose bilingual reasons as the majority choice (54.93%) for joining the general English program. The second reason was that scholarships and student exchanges were an essential concern, with the figure reaching (21.15%). The rests were like translators, and work reasons did not look significant. This finding provides an understanding that the involvement of technology in teaching must be a collective awareness of both students and teachers. Adjustment of learning through digital is expected to be a solution as a technology-friendly global society. All educational scholars are anticipatory and do not stutter to changes in instant learning. As this research is limited only to assessing students' perspectives on teaching quickly, future research will be searching deeply on classroom action research investigating detailed teaching activities and instructional development design to make broader implications to the teachers.

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