SNAP TO READ

# EFL STUDENTS' PERCEPTION ON TEACHERS' ROLES IN ONLINE LEARNING ENVIRONMENT: A STUDY SURVEY

**Fhazil Adzikri, Anandayu Suri Ardini**
*Universitas Islam Indonesia*
*18322112@students.uii.ac.id, 173220501@uii.ac.id*

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**Abstract:**
*As a result of the COVID-19 epidemic, public schools have been obliged to switch from face-to-face instruction to online or distance learning only. Teachers may have a more challenging time dealing with the pandemic since they are used to working offline and now must do so online. This study aims to determine how EFL students perceive instructor responsibilities in an online learning environment, and the study's difficulty is how these students perceive teacher roles. The Scale of Teacher Role Inventory (STRI), a tool established by Huang, is utilized to gather data for this study. Student feedback on their work, emotional support, and classroom management were all useful in the results from the three sections. To complete this study question's data, English language education students from a Yogyakarta university were requested to answer 27 questions. Each portion of the questionnaire had varied findings, although the values were comparable. In the cognitive role component, students appreciated lecturers' comments or feedback on their work (M=4.58 SD=0.64), but practice question advice earned the lowest score (M=4.34 SD=0.73). In terms of emotion, the lecturer has offered good help, with the best score received when the lecturer encouraged students to explore their answers and results (M = 4.32, SD = 0.72) and the lowest score gained when the lecturer made learning stressful (M =*

*3.29, SD = 1.32). This component is the lowest, but the computation is reversed, showing that students are not under pressure from lecturers. Students believed the lecturer crafted a good semester-long course plan (M=4.52, SD=0.61). Students considered lecturers lacked control over learning rate hence this assessment utilized the lowest possible score (M = 4.15, SD = 0.85).*
**Keywords:** Teacher role, Online learning, Managerial role, Emotional role, Cognitive role

## INTRODUCTION

Since the spread of the COVID-19 pandemic at the end of 2019 has caused the implementation of the learning system in education units to change the operational form, which follows social policies, namely, social instructions are suspended until it leads to a lockdown appeal. This created a massive change in the educational system in many parts, including Indonesia. There are many challenges in conducting distance learning Adedoyin (2020). Online learning relies on technology and the Internet. This causes students or teachers who have poor connections not to be able to attend classes held. This dependence on technology and the Internet poses challenges for teachers, students, and institutions. For students, the challenges include technical and non-technical ones.

Technical problems during online learning include lack of internet data, unstable connection for some areas, and incompatible devices that do not support the learning activity. Baloran (2020) stated that learning anxiety levels increased during the COVID-19 pandemic. There is evidence that students between two colleges in the southern Philippines dealt with learning anxiety during this pandemic. Besides, they also experience non-technical challenges, such as poor time management, lack of focus, and low interaction among students and between students and teachers. There are numerous differences if compared to offline learning. Wu & Pei (2019) illustrate that online learning may not be able to compete with some components of offline learning, such as teacher-student knowledge-building. In

offline learning, students may engage with each other, allowing them to gain stronger social skills through social interaction. Besides, offline learning also allows teachers to facilitate students with more kinesthetic activities. However, Smedley (2010) online learning also has several advantages compared to offline one, such as students can study anywhere, the time given is more flexible, and there is no direct social interaction which is good for preventing the spread of Covid 19.

Besides the challenges mentioned earlier, students face, one of many aspects that might change due to the shift of education to an online setting is the teacher's role. The teacher's role is crucial in maintaining the quality of the learning. Teachers must be present to maintain a good relationship with their pupils regarding their role's structural, emotional, and cognitive components. One of the essential parts of online education is having a solid social presence. Because of their differing appraisals of the online learning capacities of a communication medium, the two communicators' social presence may be described as the degree of salience they share when using the medium. When technology is used as part of a teacher's education, the teacher's mindset shifts to one that places students first. Unfortunately, there is still little research that discusses teachers' role in online learning. Most previous investigations addressed other aspects of an online learning experience, such as students' motivation or online learning anxiety. For instance, Hsieh & Wu (2017) said that online learning increases student motivation to learn, making them use more expressions or new word combinations.

Nevertheless, there are still not many studies that discuss the comparison between online and offline learning in particular. A study conducted by Huang (2019) compared f2f and online learning. However, the settings did not occur during the Covid-19 pandemic, so the mode used was not as fully online as it is today. Furthermore, Huang (2019 propose mixed learning has also been seen as a vital

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alternative instructional mode that combines the benefits of both f2f and online learning at various educational levels and across diverse topic areas. Huang (2019) compares teachers' essential roles in teachers' and offline learning. Unlike Huang (2019), this research will only focus on investigating students' perceptions of teachers' role in online learning in higher education because the pandemic has lasted for two years, and the participants who will be given the questionnaire have undergone whole online learning for two years. Hence, they are not relevant anymore for the condition of the participants. Therefore this research aims to find out EFL students' perceptions of the teacher's role influence learning online.

The impact of the COVID-19 pandemic has forced the government to close face-to-face learning activities in schools to learning at home or online. Of course, this change in learning activities has its advantages and disadvantages. For students, it could be a lack of devices or poor networks. For teachers, it may be heavier because they are used to being offline because of the pandemic, they have to teach online. Therefore, this paper aims to compare the teacher's role in face-to-face learning and online learning in the context of EFL. The problem can be formulated as follows: how is EFL Students' Perception of Teachers' Roles in Online Learning Environment?

**Online Language Learning in EFL Context**

In this digital era, face-to-face learning starts to be eliminated with online learning. Syaharudin (2020) stated that making ourselves human learners is one key to successful learning in the pandemic era because we have a lot to learn about information technology. According to Huang (2019), English online learning refers to virtual learning activities where students can access various digital resources outside and inside the campus. Online learning also facilitates communication between students and teachers and students and students. Means et al. (2009) learning over the Internet may be described as "online

learning". It is not included in this definition, which is limited to Internet-based education, any kind of broadcast television or radio, video conferencing, or videocassettes.

According to Hsieh (2017), flipped learning is when group instruction changes to individual learning. The outcome is a dynamic, interactive learning setting where students may participate. Their teachers guide students as they apply ideas and participate in creative activities in the classroom.

The flipped classroom is also used as one of the strategies where technology becomes an essential component in the classroom, and this is based on research by Vinogradov (2016) When teaching and learning in an inquiry-based classroom and fostering civic online thinking, the flipped method is a good option. In addition to fostering digital literacy skills, the United States Department of Education Literacy Information and Communication System (LINCS) courses for adult students of English as a second language should emphasize inquiry-based learning.

The research was done by Al-omari (2012) to determine the extent to which e-learning differs from conventional learning than he stated that Jorden's e-learning research is more critical than conventional learning that has shown that e-learning improves the students' and the degree holders' (GPA) skills and abilities focus on interaction as opposed to conventional learning, which does not provide any flexibility students' GPA Therefore, it seems that e- learning is superior than conventional institutional training learning. In the study, it is said that e-learning improves students' abilities and skills so that they can increase students' GPA. From the research, the conclusions about the positive effects of online learning where the time is more flexible, more confident to discuss in class, and can learn various things although it has not been taught in class. This is also supported by the research conducted by Thang and Bidmeshki (2010) where a group of 23 students shared their views of an online reading course they took at

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a Malaysian institution. They compared the students' reading abilities, methods, autonomy, and motivation to the changes they experienced. The participants saw the online reading course as helping them advance their reading abilities and help them enhance their independence. A few of the students liked having a mix of online and face-to-face learning forms, which significantly influenced their motivation.

Several studies, such as a study by Golonka et al. (2014), state that An evaluation of over 350 study of how technology can be used to help people learn languages, together with an analysis of the current state of technology, compared the use of modern tools with older approaches or instructional materials. Golonka et al. (2014) study analyzes the effects of contemporary technology on language acquisition and shows that the evidence of its efficacy is limited. As a general rule, the benefits of technology are most notable in connection with communication, motivation, and feedback, but they may also increase engagement and productivity.

Furthermore, Dao (2020) mentioned another advantage of online learning: students made the hours of flexibility accommodating. Furthermore, current technology enables users to learn where they want, so long as they have an intelligent device linked. Also, they recommended this learning method as a cost-saving method. This is convenient, as defined. Moreover, there are many levels of an available variety of content-based materials, one of the significant benefits highlighted. That truth being enabled students to actively pick their favorites, update, and refine their knowledge and continually expand their knowledge. Any free goods, including bulky novels, were prohibited from e-books, web links, videos, recordings, and lecture notes. The researcher also pointed out the disadvantages of online learning. However, Dao (2020) also mentioned that online learning has its shortcomings as well. Many students felt that online learning was optional, implying that they had to study independently. Students

who lack self- study abilities or awareness will struggle more. They were also worried about the method of performance monitoring/ evaluation. The others found it hard to converse or engage with teachers or classmates online. English would be utilized to communicate in the actual world because of this.

In her dissertation, Yalcin (2017) built a model measuring the pleasure of student who learn online. Cronbach's alpha was .90 for "social self-efficacy with peers." .93 for "self-efficacy to connect with online instructors" and .94 for "self-efficacy to communicate with classmates".

Akorful (as cited in Odhaib, 2018) found that e-learning has gained prominence globally, and many corporate companies and educational institutions have begun offering online learning courses to assist learners. The development of technical infrastructure and the increased use of electronic gadgets has accelerated the learning pace in many spheres of life. Additionally, the technique changes. Individuals make use of various electronic gadgets, including laptops, personal computers, and the Internet. Software and blogs, among others, acquire new talents and enhance their existing ones. The portability and adaptability of e-learning add to its importance since it eliminates the need for students to attend class. International courses may be studied online using technological devices and the Internet. Additionally, it is inexpensive and transcends the limitations of conventional education. Additionally, it encourages remote education since this provides the learner with a degree from any foreign institution without traveling abroad, making it as effective as ACCA and the CA diplomas. All of these factors contribute to its global importance and acceptance.

**Teacher's Role in Online Language Learning**

Teacher presence is essential in terms of the systemic, emotional, and cognitive aspects of the teacher's position, and it helps to establish a healthy connection between teachers and students. Murphy (2015)

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stated that Social visibility is among the most crucial aspects of online education. Social presence can be defined as the degree of salience shared by two communicators when they use a communication medium due to their varying assessments of its online learning capabilities. Alqurashi (2016) discovered that most online self-efficacy scales address issues related to technology usage, including self-efficacy in the use of computers, the Internet, and information-seeking. While utilizing technology efficiently in an online course is critical, successful online learning demands other abilities.

In contrast to Sandholtz et al. (1997) a shift was made toward focusing on the needs of the students as the primary concern, with collaborative activities taking precedence over solitary ones and active learning over passive learning. As the education system developed, he role of the teacher has changed from being the only source of information to helping students work together to learn. This fact is supported by Norum and others' (1999) study, which indicates that the roles and teaching and learning practices are evolving due to technology usage, which favors student-centered learning techniques.

The development of the times and the role of strict teachers in the classroom has changed as technology has become more advanced. According to Chin and Hortin (1993- 1994), technology led to a reconsideration of the authoritarian teaching position, which was previously only the teacher who was active in learning such as giving material and also answering student questions without students looking first. According to Duffield (1999), technology impacts how teachers educate, students learn, and administrators function. Teachers' pedagogical ideas regarding student-centered classrooms are intertwined with their technology implementation. After the technology gets more sophisticated and the development of online learning, the teacher, becomes an information facilitator where the teacher provides information for students so that students

first find out what the question means. Then after discussing it, the teacher explains the material presented this is shown from research conducted by Marshall (1992). Students socially build knowledge and negotiate meaning via interactive discussion in an online community. Facilitator/co-participant, the teacher acts as a facilitator and as a co-constructor of information. Teachers' knowledge, attitudes, and views on technology can determine when they should use technology in their teaching techniques, teachers need this view because when we teach in a class, not all students have online learning support tools, this is based on research by Penuel (2006) instructors' attitudes and views regarding the role of technology in their curriculum may influence how and when teachers use computers in their teaching.

Several studies by Meirink, Meijer, Verloop, & Norton et al. (as cited in Jääskelä & Häkkinen, 2017, p. 2) have found that teachers who place themselves at the center of the learning process prefer traditional teaching methods in which the teacher relays information to the students without involving them in the process, as opposed to teachers who place their students at the center of the learning process and therefore favor teaching methods that encourage students to take ownership of their education and education process. to learn and grow as a community. However, teachers who embrace this philosophy go for teaching methodologies that activate learners by challenging them to be both learners and actors of their learning, allowing them to advance their knowledge and learn collaboratively. Contrary to this theory, teachers should be able to understand better to be able to involve students in learning because the learning method that makes the teacher the center of information is no longer relevant at this time. However, there are still teachers who prefer face-to-face learning, the teacher should be able to consider learning that makes students a center, and the teacher as a facilitator can be used in the classroom. However, there is no connection between teachers who spend time

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using computers and teachers who use student-centered learning, this is supported theory reviewed by Cuban, Kirkpatrick, & Peck, Judson, Saye, Wang, Windschitl & Sahl (as cited in Palak & Walls, 2014, p. 414) showed that instructors who include technology in their education move toward teaching methods that put students first, and this movement implies a shift in teachers' attitudes. However, other research showed no significant connection between the amount of time spent using computers and the likelihood of a teacher implementing a student-centered approach.

The idea put out by Huang provides the foundation for the theoretical framework that underpins this investigation (2019). Online learning in English refers to activities that take place in a virtual environment and allow students to access a variety of digital materials from both within and outside of the school. Communication between students and professors, as well as between students themselves, is made easier through the use of online learning. Then there is the online learning theory stated by Means et al. (2009) characterize online learning as learning over the internet. It is not included in this definition, which is limited to Internet-based education, any kind of broadcast television or radio, video conferencing, or videocassettes. However, face-to-face learning is still widely chosen by students and institutions. This is based on research conducted by Sethughes (2012) asserts that more students and institutions choose conventionally or face to face learning.

Then the comparison of the teacher's role in online learning and offline learning is based on Duffield's (1999) theory. Technology impacts how teachers educate, students learn, and administrators function. Teachers' pedagogical ideas regarding student-centred classrooms are intertwined with their technology implementation.

The role of technology resulted in a shift in teacher attitudes towards teaching methods that prioritize students in line with reviewed

theory by Cuban, Kirkpatrick, & Judson, Saye, Wang, Windschitl & Sahl (as cited in Palak & Walls, 2014, p. 414) showed that instructors who include technology in their education move toward teaching methods that put students first, and this movement implies a shift in teachers' attitudes. However, other research showed no significant connection between the amount of time spent using computers and the likelihood of a teacher implementing a student-centred approach. However, there are still teachers who believe that teachers are the center of information without involving students in active learning, preferring face-to-face or traditional learning; Meirink supports this, Meijer, Verloop, & Norton et al. (as cited in Jääskelä & Häkkinen, 2017, p. 2) have found that teachers who place themselves at the center of the learning process prefer traditional teaching methods in which the instructor just imparts knowledge to the class without participating the pupils in any way in the activity, as opposed to teachers who place their students at the center of the learning process and therefore favor teaching methods that encourage students to take ownership of their education and education process. to learn and grow as a community. However, teachers who adhere to this philosophy use teaching methodologies that activate learners by challenging them to become learners and actors of their learning, enabling them to advance their knowledge and learn collaboratively.

To support this research, a survey study uses to collect the necessary data. As for the meaning of the survey study itself, it is the collection of data taken from participants through several questions, this type of research can allow various methods for data collection to use both quantitative and qualitative methods, this explanation is supported by the theory proposed by Ponto (2015). Recruiting people, collecting data, and employing a wide range of methodologies are possible in this sort of study. in the survey research, Quantitative research (such as surveys with numerically evaluated items) is paired with qualitative

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research (such as open-ended inquiries, mixed-methods).

## METHOD

### Context of the study

In this research survey study is used as the design, then the meaning of the survey study itself is based on Creswell (2012) In quantitative research, scientists deliver a survey of a small group or the whole population to find out how people feel, views, actions, or features of the people. Survey researchers use questionnaires to collect quantitative, numerical data in this method. Survey designs differ from experimental research because they do not entail a treatment administered by the researcher to participants.

### Population & sample

The population of this study was all students from the 2nd semester to 8th semester majoring in English education. The population consists of 425 students from batch 2018 to 2021 at one of the universities in Indonesia, Yogyakarta. All the participants have gone through online learning. There was a high degree of similarity across university students due to common enrolling standards and English proficiency levels. Therefore, all 425 participants will voluntarily participate in the study and answer 27 questions on the questionnaire.

The students of the 7th semester at college in Yogyakarta who have taken online and offline classes who were asked to be a participant and fill out a questionnaire

In this study, the Slovin formula was applied in order to derive the total number of representatives drawn from the population. The formula for Slovin may be found below:

$$n = \frac{N}{1 + Ne^2}$$

Explanation:

n: Number of sample N: Population
e: Error rate (5% = 0,05)

Using Slovin's method and dividing it by the margin of error of 5%, the researcher was able to establish the appropriate number of samples to collect. According to the calculations shown above, this study will involve around 425 participants, and the results of the estimation are as follows:

$n= N / (1 +N e^2)$

$n= 425 / (1 + 425 * 0,05^2)$

n= 207 students

The numbers of sample in this study were 207 participants

**Instrument**

A Huang-created tool, the Scale of Teacher Role Inventory (STRI), was utilized in this research (2017). Teachers' responsibilities in online learning and blended learning are assessed using the STRI, a 27-item scale with a five-point Likert scale. This scale may be used both in online and blended learning environments. Moreover, the instrument comprises three well-validated primary factors: the cognitive role of items 1–10, the emotional role of items 11–20, and the management role of items 21–27 (Huang,2017, p. 6). It is clear from the strong Cronbach alpha values that the questionnaire is trustworthy, since it has an overall reliability score of .955.

Table 1. STRI Questionnaire Items

| ITEMS | QUESTIONS |
|---|---|
| STRI-1 | The teacher uses videos to help students to learn English. |
| STRI-2 | The teacher uses audios to help students to learn English |
| STRI-3 | The teacher recommends English websites/web pages to students to learn English |
| STRI-4 | With the explanation of the teacher, the focus of the learning materials becomes clearer |
| STRI-5 | The teacher helps students to overcome misunderstandings |
| STRI-6 | The teacher helps students to analyze the learning content |

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| | |
|---|---|
| STRI-7 | The teacher comments on students' work |
| STRI-8 | The teacher gives advice on doing exercises |
| STRI-9 | The teacher helps students to correct mistakes |
| | |
| STRI- 10 | The teacher shows students the right direction of doing activities |
| STRI- 11 | The teacher leads students to play games to learn English. |
| STRI- 12 | The teacher encourages students to express their feelings in English |
| STRI- 13 | The teacher encourages students to exchange ideas in English |
| STRI-14 | The teacher brings students closer to each other |
| STRI- 15 | The teacher helps students to stay focused |
| STRI- 16 | The teacher encourages students to explore answers on their own. |
| STRI- 17 | While learning English, I feel confident of myself because of the teacher |
| STRI- 18 | The teacher makes English learning interesting to me |
| STRI- 19 | The teacher makes English learning stressful to me. |
| STRI- 20 | The teacher brings up different issues for discussion |
| STRI- 21 | The teacher makes learning plan for students |
| STRI- 22 | The teacher makes teaching schedule in class |
| STRI- 23 | The teacher controls learning pace |
| STRI- 24 | The teacher disciplines the class |
| | |
| STRI- 25 | The teacher sets up rules and regulations for doing activities |
| STRI- 26 | The teacher keeps a record of students' exercises |
| STRI- 27 | The teacher adapts the exercises to meet students' needs |

Table 2. Scale Items

| Number | Meaning |
|---|---|
| 1 | Strongly disagree |
| 2 | Disagree |
| 3 | Neither disagree nor agree |
| 4 | Agree |

| | |
|---|---|
| 5 | Strongly agree |

**Data collection**

This study will be conducted at the conclusion of the academic semester after students have completed both offline and online coursework during the pandemic. The researcher will inform students about the research's educational objective and send an online or Google form- based questionnaire to those who agree to participate in the survey. The researcher will gather the findings from the Google form once all questions have been answered. Following that, the questionnaire data will be entered and analyzed using the SPSS program.

**Data analysis**

The mean and standard deviation of the variables were determined using data analysis tools such as Microsoft Excel and SPSS. Following that, the outcome is given in the form of charts. The researcher employed the same method with this research:

1. Reviewed the STRI questionnaire.
2. Adapted STRI as the instrument and translated it into Bahasa Indonesia.
3. Checked the translated items.
4. Distributed 27 items questionnaire to 103 students at one of the universities in Indonesia, Yogyakarta. Through Google form.
5. Used Microsoft Excel 2019 and SPSS 26 to analyze the data from the questionnaires into the statistical package to find standard deviation and mean.

**Data Indicator**

To classify the data, use the following criteria: high frequency (average score of 3.48 or above), mid-frequency (average of 3.29)), and low frequency (average of 3.11 or lower).

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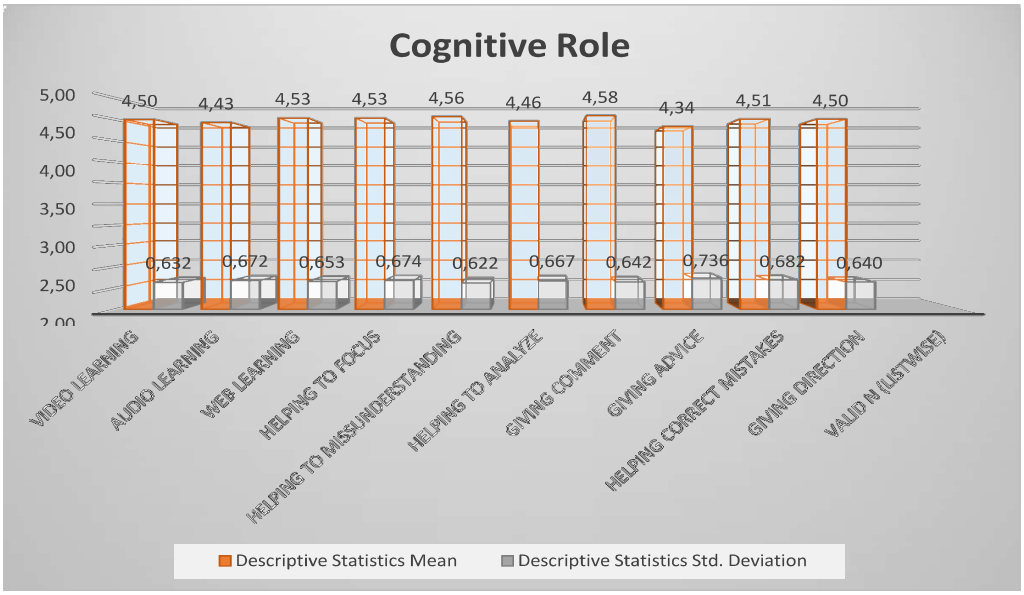
## FINDINGS AND DISCUSSION

### Research Findings

#### *Cognitive role*

The first part of this scale contains ten cognitive role questions that explain students' perceptions of how the role of lecturers in maximizing brain potential and building students' cognitive development during online lectures.

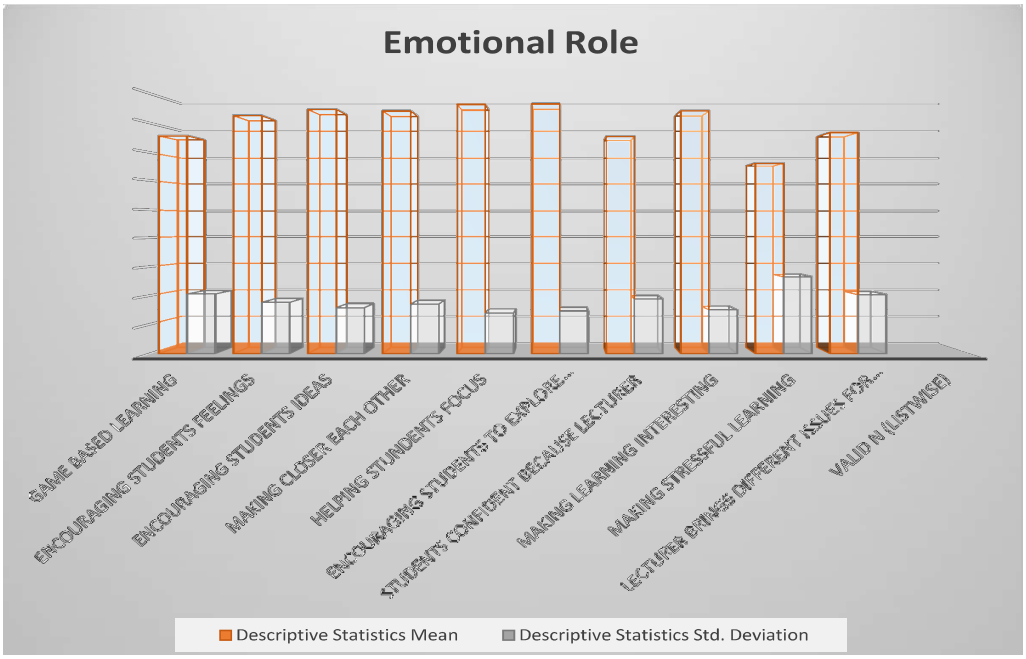



Graphic 1. Cognitive Role

Descriptive analysis of the data above shows that when lecturers provide comments or feedback on student work, many students like it with the highest score (M = 4.58, SD = 0.64), followed by the second position when the lecturer helps when there is a misunderstanding (M = 4.56, SD = 0.62) and the lowest score is when the lecturer advises while doing the practice questions (M = 4.34, SD = 0.73). In this first data chart, the mean of all these means does not differ too much from the highest and lowest mean, with a value of (4.45)

***Emotional role***

The second scale also contains ten emotional role questions about how the role of lecturers in influencing students' emotions during online learning.




Graphic 2. Emotional Role

Based on the data above, which contains questions about the role of lecturers in giving emotional influence to students during online learning, when lecturers encourage students to explore the answers they give, preferably with a result of (M = 4.32, SD = 0.72), followed afterward when the lecturer helps students to focus more during the lesson with results (M = 4.31, SD = 0.69), and the lowest result was when the lecturer made the learning process stressful (M = 3.29, SD = 1.32). Although it is stated as the lowest of the others, the calculation of this component is reversed, which indicates that students feel not stressed by the presence or assistance of the lecturer.

***Managerial role***

This third data contains seven managerial questions about the role of lecturers in planning, organizing procedures and resources,

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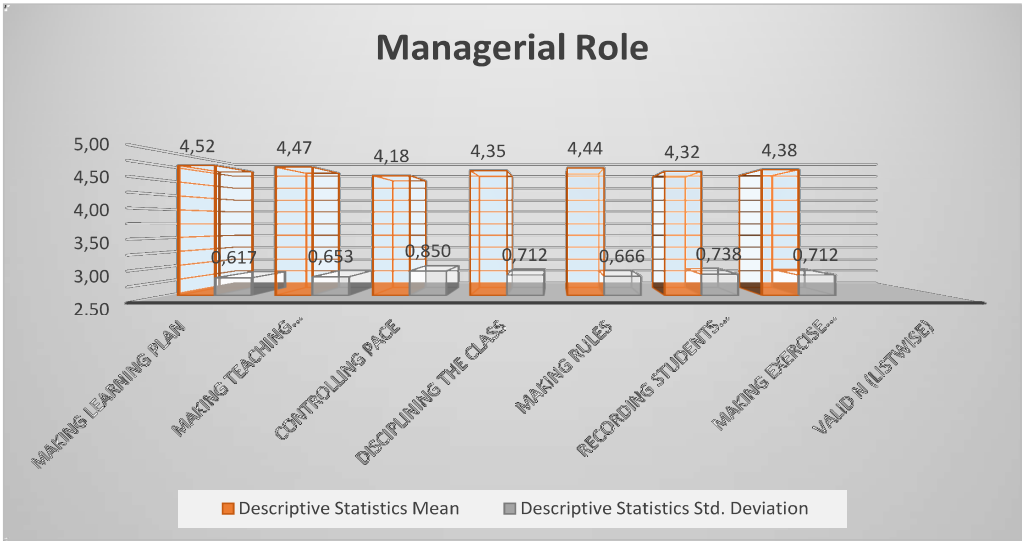
regulating the classroom atmosphere to maximize learning efficiency, monitoring student progress, anticipating potential problems that will be caused




Graphic 3. Managerial Role

Not much different from the first component, this management role has a reasonably high mean (4.38). In this third component, the students stated that the lecturer had made a lesson plan with a score of (M = 4.52, SD = 0.61). However, the students felt that the lecturers were not very able to control the pace of learning, so they made this assessment with the lowest result of ( M = 4.15, SD = 0.85)

**Discussion**

Based on the data that has been presented, it was found that English language education students in semesters 2 to 8 from one of the universities in Yogyakarta elucidate their understanding of the lecturer's role in online education. There are three main segments of how lecturers perceive lecturers' role in online learning. The first segment is about how the role of the lecturer in maximizing the potential of the brain and building students' cognitive development during online lectures. Of 10 questions with almost the same average score on all questions, there is the highest score where students feel happy when

the lecturer provides comments or feedback on what they are doing. (M = 4.58, SD = 0.64), feedback as a form of motivation and in line with theory by Omelich & Covington (1984). Motivation has been demonstrated to be a critical moderator of student performance, and feedback based on theory by Shute (2008) may be a potent motivator, especially in reaction to efforts directed toward a specific objective.

In the second domain about how the role of lecturers in influencing students' emotions during online learning, there are ten questions where the lecturer does his role well so that students dare to explore and look for new answers when studying (M = 4.32, SD = 0.72) then there are several statements as well which contains when the lecturer encourages students to express their ideas, makes them close to each other, and helps them focus more on learning. However, one exciting thing from these ten statements is how students are still less confident when studying. It was said before that the lecturer had encouraged them to focus more when studying. Several things cause students to be unfocused when learning. This could be due to signals, schedules piled up, too many assignments, so they are overwhelmed to be more active and confident in class, then it could also be due to mental health. Their anxiety is supported by the theory put forward by Cao et al. (2020). They found that more over 30% of the students in their study reported feeling anxious because of the pandemic, with 0.9 percent reporting severe anxiety and the rest reporting mild anxiety. It appears to support assertions that students' mental health issues are exacerbated by the use of online learning.

Move on to the third domain where this segment discusses how lecturers plan, organize procedures and resources, manage class atmosphere to maximize learning efficiency, monitor student progress, anticipate potential problems that will arise, Of the seven questions with the same average score, the most significant score was obtained when students answered that the lecturer had created a semester-long

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course plan with a score of (M = 4.52 SD = 0.61). However, this segment has the lowest statement, stating that the instructor does not influence the learning rate (M = 4.15 SD = 0.85). Based on research by Grobe (2014) where lecturers should be able to control the pace of learning a slow pace will make students bored so that it makes them communicate with each other; a pace that is too fast will also cause some students to lose interest, at the correct rate will make students' attention to the maximum.

## CONCLUSION

This study aims to ascertain students' perspectives about lecturerss' roles in online learning. 217 students who have filled out questionnaires from batch 2018 to 2022 from the English language education department in Yogyakarta. The study's conclusion is based on research data and discussion about students' perspectives on lecturers' online learning roles. In the cognitive role part, students felt it beneficial when professors provided comments or feedback on their work (M=4.58 SD=0.64) while advising when working on practice questions received the lowest score (M= 4.34 SD= 0.73). In terms of emotion, the lecturer has provided adequate assistance, with the highest score obtained when the lecturer encourages students to explore the answers they provide, along with the results (M = 4.32, SD = 0.72), and the lowest score obtained when the lecturer made the learning process stressful (M = 3.29, SD = 1.32). Although this component is said to be the lowest of the others, the computation is inverted, indicating that students are not under any pressure from the presence or help of lecturers. In terms of classroom management, students said that the lecturer created a semester-long course plan that produced excellent outcomes (M=4.52, SD = 0.61). However, because students believed that lecturers lacked control over the pace of learning, this assessment used the lowest possible score (M = 4.15, SD = 0.85).

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