

Exploring Faculty's Experiences in Teaching English Online: A study at the university level in Indonesia

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Abstract

The researcher conducted this research during the transition from face-to-face (F2F) learning of English to online teaching. The main objective of this study is to explore the views of faculty members on teaching English online. The researcher used the inductive qualitative research method by interviewing six faculty members at a language centre at a private university in Jakarta after completing online teaching for 15 weeks. The researcher analyzed the interviews' results in three steps; quotation, coding, and thematic analysis using Atlas.ti. The data analysis results showed that most faculty members experienced a shock initially because they suddenly had to change the teaching mode from F2F to online. This is partly due to inadequate ICT skills and online learning infrastructure. However, the study results showed that teaching grammar and reading skills were fun through the online system. Over time the faculty members feel comfortable with online learning, but when they were given a choice between online or F2F teaching, most respondents chose F2F mode.

Keywords: Online, face-to-face, higher education, perception, Information & technology

Introduction

Background of the study

The year 2020 was the most difficult year for education in the world, including Indonesia. Indonesia has been hit by the Coronavirus disease (COVID-19) pandemic, directly impacting teaching and learning activities from elementary to tertiary. The impact of COVID-19 requires the Indonesian government through the education ministry to change its teaching and learning system policy by changing the learning mode from F2F to online learning. This is needed to suppress and reduce the transmission of COVID-19, which is increasing day by day. Responding to the COVID-19 issues, the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning the Implementation of Educational Policies in an

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Emergency for the Spread of COVID-19. With this circular, the learning system that students originally did F2F can be done online.

The development of sophisticated technology has contributed greatly to creating new applications in CALL (Computer Assisted Language Learning). The term CALL first appeared in the early 1980s, where the concentration was more on language education. In the beginning, learners and instructors used desktop computers in language learning with programmed instruction based on the theory of language learning behaviourism, the audiolingual method, and structuralism (Jarvis & Achilleos, 2013). CALL has been associated with several terms related to online language learning, such as web-enhanced language learning (WELL) and network-based language learning (NBLL), which is the impact of the very rapid development of The World Wide Web, an online blog that can be created by each student, virtual learning environment, and also the emergence of the social constructivism theory of learning (Allodi et al., 2014; Warschauer & Kern, 2000). Furthermore, the increase in web and network-based functions has allowed for more interactive learning, where learners can interact with peers using computers and internet networks (Jarvis & Achilleos, 2013).

Statement of the problem

According to Yaumi (2018), online learning using any sophisticated technology will not replace the implementation of F2F learning. F2F interactions conventionally bring more human values and direct social interaction between fellow students and students and teachers. Besides that, students and teachers face obstacles in internet accessibility, the availability of hardware and software, and the cost of maximizing online learning resources. Therefore, some of the latest research results on online learning show that students expect online learning to be combined with F2F learning, known as blended or hybrid learning (Gufron & Roziana, 2020; Phung & Yen, 2020).

Government policies regarding online learning do not guarantee the learning process to run smoothly in all areas, both in rural and urban areas. For instance, students spread all over Indonesia conduct online learning at the tertiary level, both in villages and in cities. This raises problems in terms of internet connections which are the main infrastructure in online learning. The lack of adequate funds and facilities between the teacher and students makes the online learning process not run as effectively as expected. Furthermore, faculty members' experiences and challenges in online learning, especially during the transition from F2F to online, are increasing. Faculty members' role is usually illustrated as authority figures in a traditional education environment. In online learning, the role changes to facilitators, where each faculty member becomes a helper and facilitates learners in the learning process in an online learning environment.

Meanwhile, faculty members who are front liners in online learning must be more creative, not only during the class when delivering their learning but also before the class starts when designing the course outline, syllabus, and teaching platform as the main media in online learning. Furthermore, a faculty must create a more innovative classroom atmosphere and keep students engaged during the teaching and learning process by relying on a single learning source like textbooks and referring to other online teaching materials like worldwide web and videos from youtube (Wu, 2019). Faculty should provide a variety of learning materials from various sources to enrich the knowledge of their students. The challenge for faculty members is how to take

advantage of increasingly sophisticated technological developments. Faculty members have to get involved with several online teaching platforms, updated from time to time. The learning contents uploaded should always be up to date so that the teaching and learning process is more interactive and makes students more engaged.

This research focuses on the perceived changes in teaching methods and faculty skills development in online courses at the tertiary level. Therefore, this study explores the faculty's perception of the change in English learning mode from F2F to online learning. The current study seeks to answer the following research question:

“What are the overall faculty perceptions toward changing the mode of learning English from F2F to online teaching?”

Literature Review

English as a Compulsory Subject in Indonesia

English in Indonesia is a compulsory subject taught from elementary school to university level. The aim is to improve the quality and competence of students who can compete in the global market to get better jobs. Several universities in Indonesia teach General English, where the instructors teach students, focusing on improving the four skills in English; listening, speaking, reading, and writing. English in universities in Indonesia is a compulsory subject to form human resources that can compete globally. Learning English as a compulsory subject in Indonesia aims to improve students' soft skills as a strategic tool to build competitive human resources in globalization. English is a global language, used as an international communication tool, both written and oral communication (Zulfikar, et al., 2019).

Since 2003, the online learning system in Indonesia has been legalized through the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which later became a reference for the Ministry of Education to develop the Indonesian Open and Integrated Online Learning Program (PDITT) which later changed its name to SPADA or Online Learning System. In addition, Law no. 12 of 2012 concerning Higher Education and Regulation of the Minister of Education and Culture Number 109 of 2013 concerning the Implementation of Distance Education in Higher Education are used as references for online learning systems in universities. Officially, the online learning program plan was inaugurated by Boediona, the eleventh vice president of Indonesia. The main purpose of establishing SPADA is to create quality learning where every student can take courses and access learning materials online from various sources available at several well-known universities in Indonesia. A credit-earning system is applied where every credit earned from outside the campus can be recognized by the university where the student is registered (Gufon & Roziana, 2020).

Online Language Learning

Several works of literature have developed various definitions of interaction in

online learning. The definition developed by Moore (1989) is often cited. It focuses on the dynamics of sending and receiving information between students and content and between teachers and students or peers. Meanwhile, along with the development of information and online learning technology, it focuses on exchanging text-based online messages between instructors and students and between students themselves by utilizing various online learning platforms such as Zoom, Google Meet, Google Classroom, Whatsapp group, etc.

In general, according to Poley (2010), students choose online learning for different reasons, some because of its flexibility, convenience, and some because of the consideration of sustainable professional development. Several international research institutes are established to research online learning issues, such as the World Association for Online Education and the European Distance and E-learning Network (Pham, 2015). The study focuses on issues that support online learning activities such as educational technologies, open educational resources (OER), open course software and learning management systems (LMS), and pedagogical reform. With technology development, more choices are presented to online learning users, learners, and teachers, as the e-moderator. This supports instructors to be more creative in designing learning and creating more innovative learning environments that align with learners' demands in the 21st century (Garrison, 2011).

McDonald (2020), citing a Learning House, Inc. analysis of student learning management system (LMS) activity, notes that students are most active in online coursework on Sunday evenings between 4 p.m. and 11 p.m., and Thursday evenings between 6 p.m. and 11 p.m. These results suggest that faculty should watch for, and quickly respond to, emails received during these periods. Students feel important when faculty quickly respond to emails, especially when the email is sent during non-normal business hours. Such an emotional reaction can encourage them to engage more fully in the course.

Faculty Perceptions

Faculty members are the primary stakeholders in online teaching. The faculty's perception of the environment and online learning will contribute to making course outlines and learning methods. Faculty members exposed to the online learning environment will determine the success or failure of an online learning process. McQuiggan (2012) stated that the faculty's initial model in online teaching was born from previous teachers. They teach what they were taught. They follow what previous teachers have exemplified in teaching online. At the university level, positive or negative perceptions impact the success of an online learning program which leads to the success of students undergoing online learning programs.

Furthermore, Herman (2012) noted that faculty members were often asked to teach online despite being inexperienced, having never taught online, and being unprepared because institutions never provided them with sufficient training; this can create a negative perception towards online learning. Faculties who do not have a background in teaching and learning online and coupled with an infrastructure that does not support creating a good online learning environment will impact learners' negative perceptions (Delaney-Klinger et al., 2014). Therefore, faculty members who have positive perceptions of online learning must be strengthened with adequate skills and teaching

methods to achieve online learning goals. A faculty experienced in online learning and equipped with adequate training will impact students' positive perceptions and lead to world-class online education.

Communication between faculty and students and fellow students is the most important part of online learning. Faculty perceptions of communication in online classrooms originate from the creation of a course outline that can increase the limitations of interaction among students and also students with instructors, to an integrated communication series so that students feel the presence of faculty in the online class (Deggs et al., 2010; Sims, 2003). Apart from teaching in a traditional classroom or F2F class, Mupinga et al. (2006) suggested that faculty members who teach online classes must understand not only the learning environment in online classes but also need to understand the learning styles of each student, their needs, and expectations that students will obtain from teaching and learning activities in online classes.

Furthermore, Pena-Shaff, et al. (2005) noted that one of the most important variables in analyzing the outcome of learning using a new approach or experiencing a new learning environment is understanding students' characteristics. A faculty member needs to understand student learning styles in any classroom environment, especially in online classes. Faculty members have difficulty assessing online classes as to whether all students are receptive to the material being taught. This is due to the limited faculty of direct visual contact. Simultaneously, a faculty member needs to have a broad understanding of each student's pedagogy and learning styles. In principle, according to Mupinga et al. (2006), no particular learning model is claimed to be the most appropriate in teaching students online. Therefore, a faculty member must design online learning activities that can accommodate students' different learning styles. Furthermore, faculty members will be more prepared to teach online classes if they know their needs and understand their learning styles.

Some faculty members assume that teaching online is easier than F2F. Others consider that online teaching is only limited to teaching flexibility, where teaching time can be adjusted and conducted anywhere and anytime. However, teaching online is more challenging because faculty transition from traditional to online teaching (Herman, 2012). However, teaching students online involves skills that are different from those commonly applied on a F2F campus. A faculty member must master information technology and an online learning management system, which will impact each faculty member's success in teaching innovations (Heirdsfield et al., 2011). This will impact how the faculty delivers the teaching materials, which is only monotonous on one link source such as PowerPoint. Students do not have many choices to get sufficient information. Adams and Pente (2011) stated that it is not enough for a faculty to rely on only one software or online teaching platform to negate the effectiveness of online learning.

Previous studies on faculty's experiences in teaching online

In online classes, a faculty member loses F2F contact and, at the same time, changes the role of a faculty member to become a facilitator in the online education environment. This has an emotional impact on faculty members, as described by several researchers in their studies. Menzies & Newson (2007) found that some faculty

members find it difficult to learn new skills in navigating online education. The change in the role of the traditional instructor in the F2F class to the facilitator in the online class affects the instructor's professional identity. Furthermore, Maier (2012) focuses on the level of anxiety. He found that changes also occurred in anxiety levels. The transformation from traditional learning to online instructions has made some faculty members more likely to learn about themselves and their role as instructors in an online learning environment (Terosky & Heasley, 2015).

When entering the world of online education, the faculty member faces several cultural changes in teaching as experienced in the F2F classroom. In the online education environment, the faculty can no longer make direct contact through visual cues that he usually does in the F2F classes. Besides, faculty cannot immediately respond to students' academic issues because of the blocking of direct communication between the instructor and the learners. However, students can continue to provide direct feedback, which can help instructors improve their instructional methods as the semester progresses. As Esani (2020) discussed that faculty members could be challenged by the presence of visual cues in online classes by maximizing free time when online classes are delivered asynchronously.

Another challenge faced by faculty members in the transformation process is the perception among faculty itself. They consider designing and preparing teaching materials for online classes as an additional workload compared to traditional classes. This additional workload is considered a barrier to their willingness to teach online classes (Berge & Muilenburg, 2000; Herman, 2013; Koehler et al., 2004; Seaman, 2009). Additional work exists naturally as the nature of the online class, which makes the instructor more burdened. Communication with instructors may occur by sending written messages outside of classroom learning hours, requiring more time to respond than direct conversations (Esani, 2010). Meanwhile, a study conducted by Mahmood (2020) on online teaching strategies during the Covid pandemic 19 suggested that the government should work with the telecommunications industry to overcome internet connection problems in online learning.

Bao (2020) found five basic principles in online teaching that have a big impact on education. The first principle is relevance appropriateness. An instructor should adjust the teaching quality, difficulty, and duration to students' online learning characteristics and academic readiness. The second principle is the effectiveness of the delivery of learning materials. Instructors need to adjust the teaching speed and ensure all students can absorb the information from the teacher. Of the several challenges that have been explored above, it is necessary to conduct more research to understand how deeply this online learning transformation affects faculty members' perceptions and how to develop programs that can help them to face challenges in online learning by assessing what they need and designing the teaching model that can help faculty members individually (Terosky & Heasley, 2015). Among the recommendations put forward in online learning and research include dealing with Frequently Asked Questions (FAQ) in an online education environment, providing feedback for learners to improve the syllabus, and seeing each student's progress every semester (Lewis & Abdul-Hamid, 2006).

Of the several challenges that have been explored above, it is necessary to conduct more research to understand how deeply this online learning transformation affects faculty members' perceptions and how to develop programs that can help them to

face challenges in online learning by assessing what they need and designing the teaching model that can help faculty members individually (Terosky & Heasley, 2015). Among the recommendations put forward in online learning, the research includes dealing with Frequently Asked Questions (FAQ) in an online education environment, providing feedback for learners to improve the syllabus, and seeing each student's progress every semester (Lewis & Abdul-Hamid, 2006).

Methodology

Research Design

This study used a qualitative-inductive method by interviewing several faculty members who have taught English for one semester to examine faculty perceptions towards the changes in teaching modes from F2F to online instructions. Qualitative research is an inquiry strategy that focuses on searching for meaning, understanding, concepts, characteristics, and descriptions of a natural phenomenon presented in a narrative (Yusuf, 2014). Furthermore, qualitative research aims to reveal the audience's behaviour and perceptions about certain topics. Qualitative research uses several methods such as semi-structured interviews, content analysis, focus group discussion, and deductive or inductive document analysis. This study used a semi-structured interview. The researcher interviewed six faculty members who had finished teaching English online for 14 weeks. The results of the interviews were then analyzed using Atlas.ti.

Participants

This study was conducted at the University of 17 Agustus 1945 (UTA '45), Jakarta. The samples were drawn from faculty members who taught English at the English Center during semester 1, 2020-2021. This was when the university implemented teaching and online learning because of the government's social distancing policy due to the Covid 19 pandemic. English Center UTA 45 is an English language institution that a separate institution professionally manages under the management of the UTA 45 campus. All UTA '45 students from all departments are required to take English courses for 4 semesters. Before starting a new academic year, all new and existing students must take an English Placement Test to measure their English proficiency which is then placed in several classes based on their English proficiency level, starting from beginner to advanced level.

Research Instruments

According to Fraenkel et al. (2021), interviews collect data by verbally asking individuals or groups of people to explore what is on people's minds about a certain issue. In this qualitative research approach, the researcher used semi-structured interviews as the main instrument to explore respondents' views and experiences in teaching English online. This enables the researcher to understand each respondent's views and personal perceptions about online English instructions. By conducting

interviews, the researcher got more information about faculty members' experiences in teaching English online. In this study, the researcher interviewed 6 faculty members who had just finished teaching English online at UTA '45 English Center. The researcher classified the interview questions into several items to ensure that respondents could analyze their online instruction experiences when answering multiple questions.

The researcher conducted this interview to answer a question from the research question of this study, namely, 'What are the overall faculty perceptions toward changing the mode of learning English from F2F to online teaching. They are issues in teaching English online, the benefit of teaching English online, and faculty preferences. More specifically, the researcher segmented the interview protocol into three points of view to obtain more in-depth information about faculty members' views and experiences in the online English learning environment. Thus this interview model supports the researcher in systematically collecting more in-depth information from several respondents.

Data Collection Procedure

In collecting data, the researcher was directly involved by interviewing colleagues at the Language Center UTA'45. Interviews were conducted online using the Gmeet platform. One of the advantages of interviews using Google Meet is that the interview results are automatically saved to a cloud system available on google, such as google drive, and sent automatically to the Gmail account. The researcher conducted a semi-structured interview session at the end of the semester after faculty members had finished teaching for 14 weeks. The respondents' data were then processed and analyzed through semi-structured interviews by describing the interviewees' responses, whose answers have been clustered into three categories of issues in teaching English online, benefits of teaching English online, and faculty preferences. The researcher used Atlas.ti to process and analyze data from scripts of interviews.

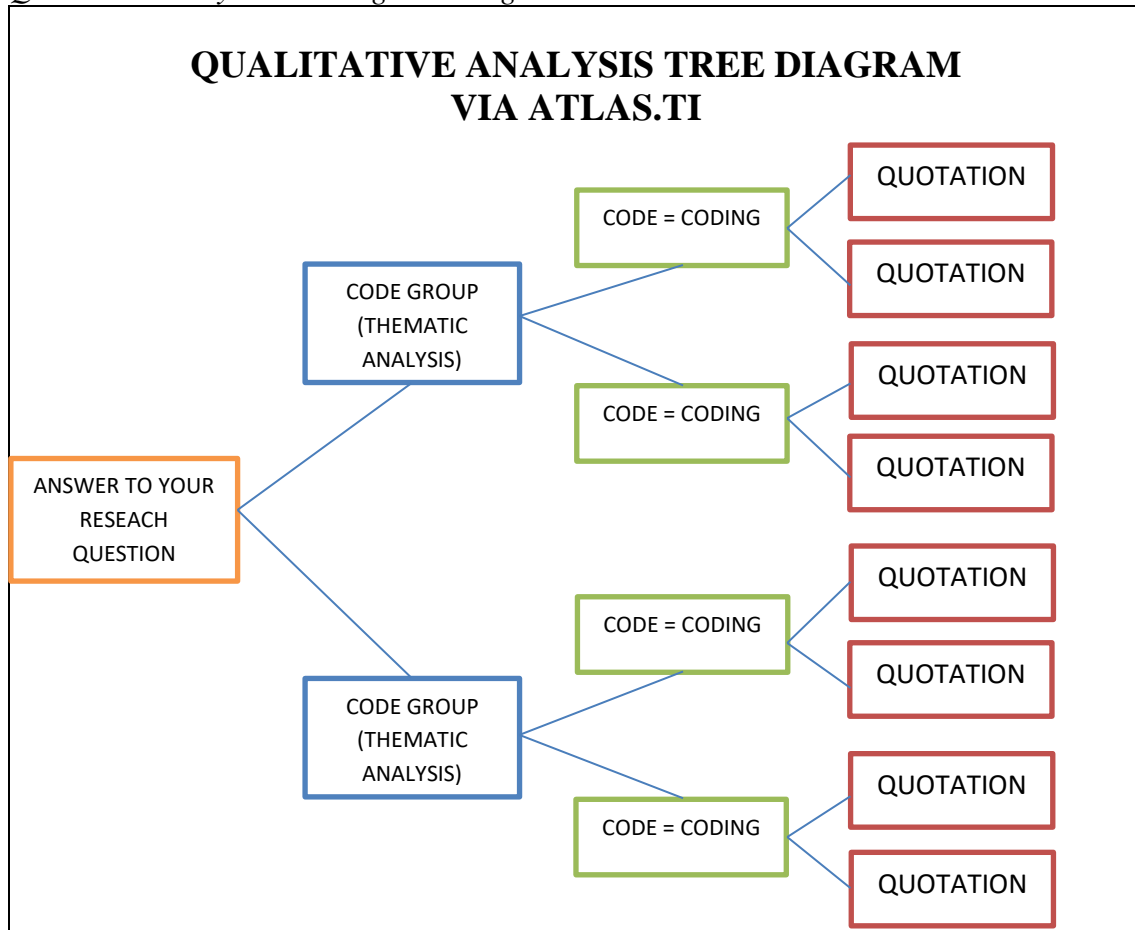
Findings and Discussion

The overall faculty perceptions toward changing the mode of learning English from F2F to online instruction

The researcher analyzed the interview results using Atlas.ti to get a more detailed and comprehensive answer. The interviews conducted with faculty members in this study were transcribed and then given a thematic code following Braun and Clarke's coding system (2006). According to them, thematic analysis is a method commonly carried out in a research pattern that aims to identify, analyze, and report. Before thematically coded, the researcher took several steps. The first step is Quotation; In this process, the researcher transcribed all the respondents' answers, then coded for each answer. The coding process was the second step in analyzing the interview results. The next step is to conduct thematic analysis by grouping each code generated to answer the research question of this study 'What are the overall faculty perceptions toward

changing the mode of learning English from F2F to online instruction.' Figure 1 shows the process of analyzing the interview results using Atlas.ti.

Figure 1
Qualitative analysis tree diagram using Atlas.ti



The researcher decided to focus on three group thematic analyses from the quotation, coding, and thematic analysis processes, namely (1) issues in teaching English online, (2) benefits of teaching English online, and (3) faculty preferences.

Issues in Teaching English Online

Internet Connection

Infrastructure such as internet connectivity is the main prerequisite for the delivery of online learning. The institution must provide a good internet connection. As stated by (Bailie, 2014; Delaney-Klinger et al., 2014), institutions' role is crucial to support learning and teaching activities by providing good infrastructure such as a strong internet connection so that learning can run smoothly. In this study, the researcher found that faculty members' biggest problem teaching English online is the internet connection. Lack of internet connectivity was experienced by many of the students and greatly interfered with the ongoing teaching and learning process, as

expressed by Respondent 2 "The major problem I encountered and my students did is the internet connection." He further revealed that the unstable internet connection causes the process of transferring knowledge to be interrupted "... and I have to transfer knowledge and give feedback online which is sometimes interrupted by the internet signal." This situation is in line with Adnan & Anwar's (2020) research that most learners had difficulty accessing the internet.

Furthermore, several additional factors, including bad weather, cause lousy internet connection and some students live in the suburb area. Hence, it is not easy to get a strong signal. As stated by respondent 3, "Sometimes they have a problem with the internet signal because of bad weather, or some of them live in suburb area so they cannot access the internet." In teaching English, especially speaking skills, a strong internet signal is needed because it can interfere with the voice's quality if the connection is not stable. Students do not hear what is being discussed. This situation was experienced by respondent 3, where the poor internet signal greatly interfered with the speaking skills learning. "In teaching speaking, for instance, it is hard to monitor their performance that is sometimes caused by a bad internet connection resulting in the quality of their voice."

No Direct Interactions

The interaction between lecturers and students is another problem that arises in online learning. What is conveyed by Yaumi (2018) emphasizes that no matter how sophisticated the development of technology will not be able to replace the way instructors interact with students in the F2F class. Some faculty members often experience the issue in teaching English online is No Direct Interaction; as expressed by respondent 1, "the biggest challenge in teaching English online is also the interaction with students." They cannot interact directly as in F2F classes. A teacher cannot see and monitor every learning activity carried out by students when online learning activities are taking place. This is also experienced by respondents 4 "Meanwhile, in an online class, we cannot see what is happening with each student" and "I can't monitor each student's activities. So it really changes a lot to teach them online ". Furthermore, due to the absence of direct interaction with students, a faculty member was unsure whether the students listened to what was being said. As stated by respondent 5, "Since I cannot see directly like in F2F classroom, I cannot ensure that students are still there joining my class." This fact was also expressed by respondent 6 "Also, I'm not sure whether they understand and follow my instructions in an online class." A study conducted by Azhar & Iqbal (2018) revealed that the sophistication of technology that can provide an online teaching platform is only limited to a tool that facilitates an instructor to deliver teaching material.

Teaching Workload

The next problem that faculty members often experience was Overload Teaching Workload. Some teachers assume that online teaching is easier because of the more flexible time, so teaching seems more relaxed. However, teaching English online adds more to the workload due to the ineffective teaching and learning process conducted in online classes. Prensky (2006) stated that the impact of flexibility in online teaching,

teaching workload actually increases even more than 40 hours in one week. Because students are less focused and less engaged during online classes, students often ask teachers outside teaching hours via Whatsapp messages. As expressed by respondent 2, "It's like teaching more than 24 hours online because I have to entertain students apart from teaching hours in class".

Besides being less focused during online classes, some students also experience problems with their internet connection not to attend whole synchronous live classes. This makes students ask the instructor outside the teaching hours again, as said by respondent 6, "Sometimes students ask me questions via WhatsApp because they had a bad internet connection during live synchronous class." Almost all respondents experienced the same thing: they entertained students outside of class hours who asked questions via the Whatsapp platform. They revealed that they have to be always open and ready to entertain students apart from the teaching hour, especially questions dealing with the assignments.

No IT Training

The next issue that arose in online English teaching is No IT training. Khan (2020) recommended that institutions should provide training to ensure the online learning process runs smoothly. During the transition from offline learning to online, an instructor faces IT obstacles whereby in online learning, everything has to deal with IT, starting from how to operate an LMS to how to upload and download learning materials on online learning platforms like Google Classroom. Unfortunately, not all faculty members are internet savvy and mastering IT. The impact of faculty members' limitations in IT skills is students' negative perception (Delaney-Klinger et al., 2014). According to respondent 1, the institution only provides short training and tutorials in operating an online teaching platform. To be more skilful on using the platform, they do self-taught and ask personal IT experts"... the institution did give one-day training on using online teaching platforms like how to use platform, zoom, and google classroom". Some faculty members learn on their own by doing try and error as was done by respondent 5. Even though it relatively took time, he finally mastered how to use online teaching platforms such as Gmeet, Zoom, and Google classroom "I'm the person who likes to do trials and errors, and I can do it, and it goes to perfection, and I can use the zoom or google meet."

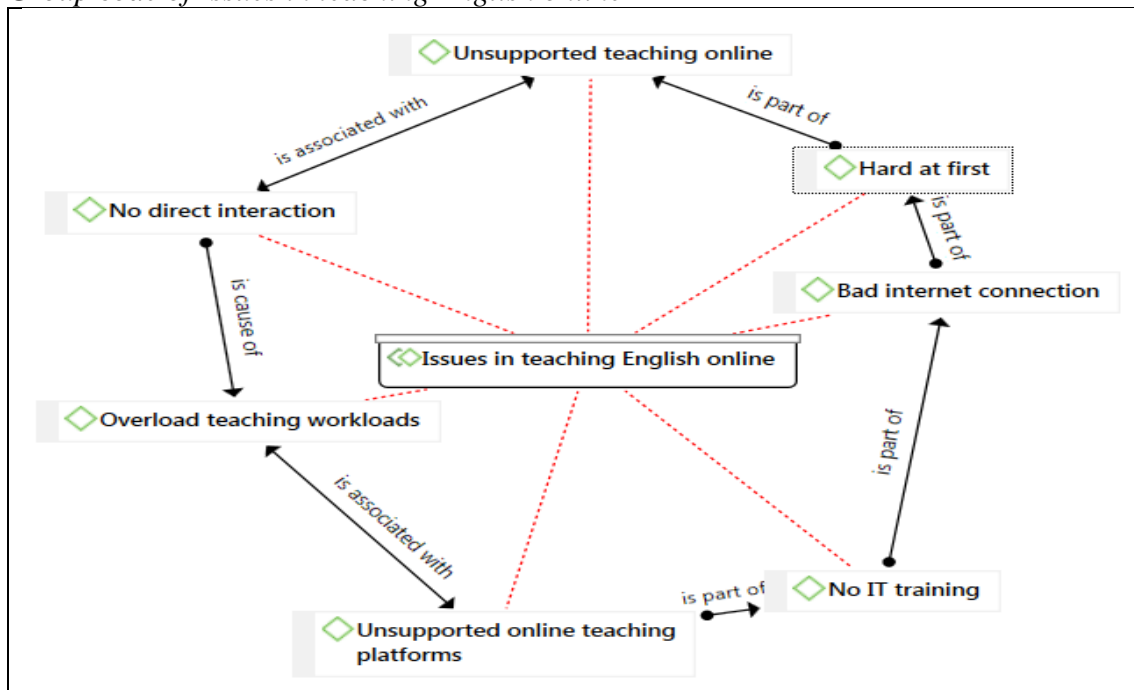
Hard at First

Herman (2012) noted that most faculty members were asked to teach online while they had no experience in online learning and were not ready to teach because the institution did not provide online teaching training. The impact of the lack of IT skill, some faculty members revealed that it was challenging to teach English online "... for the first time I encountered a bit problem because I'm not really good at IT". In fact, some faculty members feel shocked because suddenly they have to change the way of teaching that previously used F2F instruction. As stated by Respondent 1, "Honestly, it's quite hard the first time... it really shocks me". This is due to the transition period from full offline learning to online instruction as conveyed by Respondent 6 "Since it is a kind of transition situation from offline to online, first I feel shocked." But over time, as

teaching English online has been running for 14 weeks, a faculty member feels comfortable with the online learning model. Hence, he chooses to teach online even after the pandemic is over. As expressed by Respondent 5, "So for me, even after a pandemic, I can still handle this teaching online." Figure 2 shows the group code of Issues in teaching English online taken from Atlas.ti.

Figure 2

Group code of Issues in teaching English online



Benefits of Teaching English Online

Flexible Hours

Apart from some of the constraints and problems in teaching English online, faculty members enjoy several advantages provided by online instructions. Among the advantages of teaching English online are flexible teaching hours. Flexibility is one positive that an instructor can obtain from the online learning system. Not only faculty members who enjoy flexible hours but also students benefit from the flexible learning time. (Poley, 2010). Some respondents expressed this benefit because they do not need to leave the house to teach online. By teaching from home, some faculty members can do other works without interrupting teaching and learning activities. This was revealed by Respondent 2 "However, in terms of flexibility, I prefer online classes since I have a baby at home so I can handle my housework at the same time I can deal with teaching my students."

Furthermore, in line with Respondent 2, Respondent 1 felt happy and benefited from online teaching because he can adjust his teaching time with other activities. "I feel happy teaching online because I can adjust my teaching time." Furthermore, a

faculty member can change teaching time if important things cause the class to be cancelled. As stated by respondent 6, "I change the schedule should I have another urgent thing to do." The flexible teaching time is annoying because sometimes students take advantage of this flexible time by asking questions anytime. However, teachers continue to entertain students as long as what is being asked is still related to what is learned online. This was experienced by respondent 2 "As long as it is related to teaching materials, I always answer any questions from students even though it is my free time outside the classroom."

No Need to Commute

Another benefit of teaching English online is that there is no need to travel from home to campus. An instructor does not need to travel either by public transportation or own car. F2F teaching usually has to arrive at the campus and be in class at the specified time. However, in online learning, a faculty member does not need to travel to campus and should not be in class at that exact time. This was stated by respondent 2, "I don't need to come to campus like nine sharp to teach like in F2F classes." Other respondents expressed the same thing where they did not need to spend hours to get to campus "I don't have to spend a lot of time travelling to the workplace." In online teaching, instructors spend time at home every day, stand by at the computer, and do not need to travel to campus every day. Nonetheless, some experts warn that online teaching is not just limited to flexible time because, in fact, teaching online is more challenging as the instructor is in a transition period from traditional to online teaching (Herman, 2012).

Good to Teach Grammar and Reading Skills

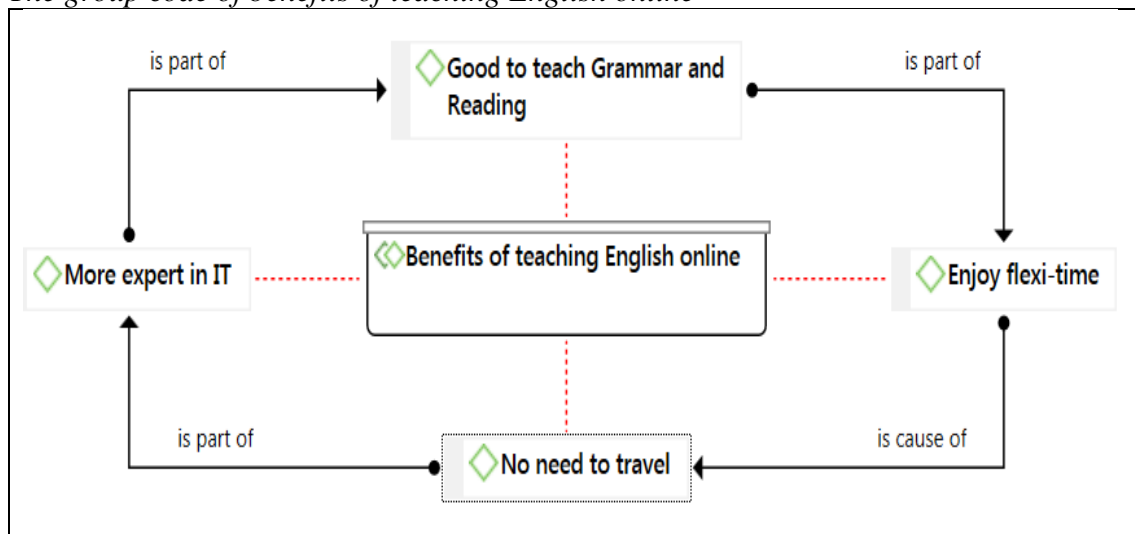
Apparently, not all skills in learning English are appropriate in online learning. As previously mentioned, internet access determines whether a learning process runs smoothly. Besides internet access, the online learning platform should support teaching four skills of English. Deggs et al. (2010) noted that online learning would challenge a lecturer to adjust his teaching methods compatible with online learning media to make students engaged and create the class atmosphere more challenging for students to be more actively involved in the learning process. Respondent 3 complained that teaching Speaking and Listening skills could not run smoothly if the teaching platform is not supported, plus bad internet access, often disturbed by bad weather conditions. Some students complained about internet connection problems because they live in remote areas, so they are not covered by internet signals. Meanwhile, in teaching Listening and Speaking, a student is required to hear clearly what is being discussed in the video conversation through the teaching platform "It's challenging when I teach speaking and listening because the teaching media platform can't really support me '. Unlike teaching Speaking and Listening, teaching Grammar and Reading skills is very supportive in online learning. Students can easily access teaching materials uploaded on teaching platforms such as the Google classroom. "It's not really challenging when I teach other skills like teaching grammar and reading."

More Expert in IT

Another benefit of teaching English online is that the faculty members are more skilful in IT. In teaching English online, every faculty member should be equipped with IT skills and online instruction to make the learning atmosphere more interactive, just like teaching in offline classes (Ragan et al., 2012). Teaching online is almost the same as teaching F2F in offline classes because it supports creating an online learning atmosphere just like teaching in an offline class. As it was expressed by respondent 5 that over time he enjoyed online learning more and more because he had become more expert in IT "...as time goes by now, I can enjoy my teaching online. It increases from 40 - 45 to 90 - 95. If I were given a choice to teach online forever, I would be ok with that. Teaching online is like teaching F2F because, with this advanced technology, we can conduct live synchronous classes, which is the same as conducting F2F classes. In virtual class, I can see my student's faces, and so do they." Furthermore, respondent 6 experienced the same: he worked hard to solve IT-related problems at the beginning of the online class. However, after teaching online for one semester, now her IT skills have improved. "At first, I was struggling to remember the icon should I click. But now I can handle it well." Figure 3 shows the group code of benefits of teaching English online taken from Atlas.ti.

Figure 3

The group code of benefits of teaching English online



Faculty Preferences

Prefer F2F Than Online Teaching

Although some faculty members had started to feel comfortable with online learning after experiencing it for one semester, when they were given choices to choose either F2F or online, all respondents chose F2F. It is in line with what is stated by Yaumi (2018) that no matter how sophisticated the technology presented in online learning will not be able to replace learning F2F systems, especially in terms of interaction. Respondents expressed different reasons. Respondent 4 stated that the F2F class is better than online classes in terms of participation and engagement. Besides that,

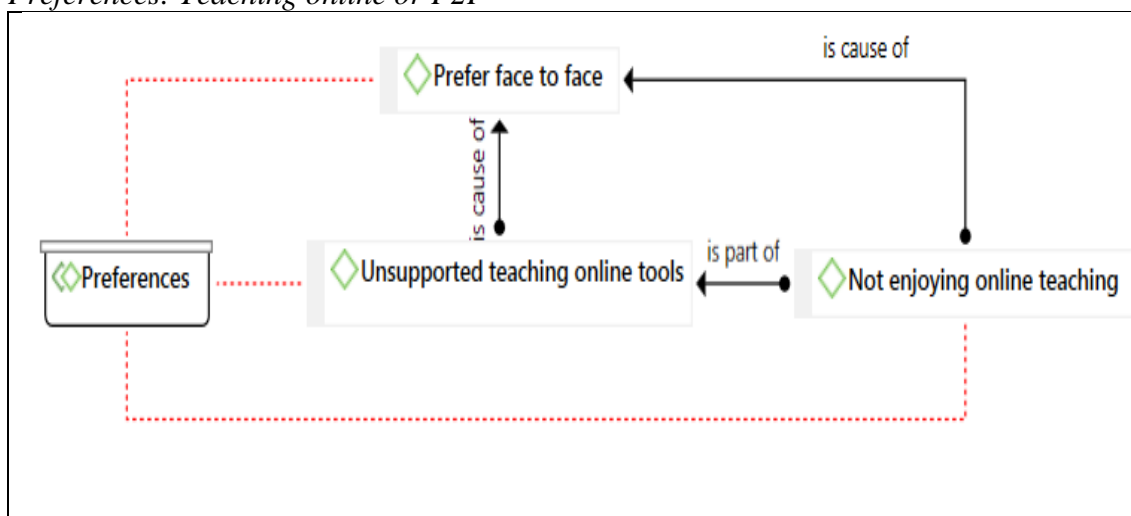
test scores also show that F2F is better than online classes. "F2F is more effective as I can see from the student's study results as well as the participation." This is in line with a study conducted by Arias, JJ, Swinton, J., and Anderson, K. (2018). The study revealed that students in the F2F class get a higher score in the final exam than students in the online class.

Another reason why faculty members prefer F2F classes is that they are constrained by monitoring each student. In the F2F class, an instructor can monitor each student at any time. However, the instructor cannot ascertain whether students taking lessons are in front of their computer and following the teaching and learning process in the online class. This was expressed by respondent 4 "If I were given a choice online or F2F teaching, I would choose F2F. The obstacle of teaching online is how to monitor students". Another respondent further expressed that he did not really enjoy teaching online "...overall, I don't really enjoy teaching online". Besides, student motivation is also an obstacle for faculty members in teaching English online. Students do not show good motivation in online classes because of the lack of direct physical interaction between students and instructors. As complained by respondent 6, "I can feel that students don't have the motivation to study." In responding to this issue, Sims (2003) advised that faculty members need to present a course outline that can integrate two-way communication so that students feel the presence of an instructor in an online class.

Unsupported Teaching Online Tools

Infrastructures that can support online learning run smoothly are less supportive, impacting students' perceptions and motivation (Delaney-Klinger et al., 2014). Not all students have a PC (Personal Computer) or laptop, so they only depend on one device like a smartphone which is sometimes less supported when learning a language skill such as writing skills. A student is constrained to type and upload files to the online teaching platform by only using a smartphone. This was said by respondent 1 "students don't have supported gadgets like laptops or smartphones that can support teaching online." Unfortunately, not all students can afford to have tools that support online learning to run smoothly. As further stated by respondent 1, "Unfortunately, not all students afford to have one." This is also revealed in the results of a study conducted by Lestyanawati and Widyantoro (2020) that many students have limitations in accessing the internet, which disrupts teaching and learning processes. Figure 4 shows the group code of Preferences of teaching online or F2F taken from Atlas.ti.

Figure 4
Preferences: Teaching online or F2F



Conclusion and Implication

This study explores faculty members' perceptions of changing the mode of teaching English from F2F to online. Data analysis results obtained from respondents through semi-structured interviews showed that initially, faculty members experienced difficulties because they had to deal with something new in teaching language online. Previously, they were accustomed to the F2F mode in offline classrooms, and now suddenly, they have to change to online classes without direct interaction with students. In fact, most of them feel pretentious because this is a transition from F2F learning to online instruction. The difficulties faced by faculty members range from hard skills problems such as mastery of IT and soft skills such as how to use the suitable teaching methods to teach speaking and listening skills.

This research also found that some faculty members encountered difficulties interacting between students and students and between students and lecturers. A faculty member found it difficult to ascertain whether students follow the class and understand what is explained through the online video platform. Because there is no direct interaction, a faculty member feels uncomfortable delivering the learning material. They can't directly see their faces to give feedback like what they do in a F2F class. Besides, the teaching workload increases in online classes because some students still communicate via WhatsApp messages even though it is outside of learning hours. This aligns with what Esani (2010) found in his study that the workload increases because online classes sometimes have to entertain some questions outside of teaching hours via Whatsapp messages.

However, the faculty members have increasingly mastered IT skills and feel comfortable with online teaching and mastering English teaching methods suitable for online classes. Furthermore, there are several benefits to this online teaching. Besides improving their IT skills, they also enjoy flexible teaching hours to adjust their teaching activities. Teaching grammar and reading skills in online classrooms is more fun because instructors can easily obtain teaching materials from various online sources.

Grammar and Reading exercises can be done online interactively using an online teaching platform.

Finally, even though some faculty members have started to feel comfortable teaching English online, they prefer F2F to online instructions when asked whether they want to choose online or F2F. Following what was stated by Yaumi (2018), no matter how sophisticated the online teaching platform is used, it will not replace traditional F2F learning.

Interviews were conducted by the researcher, which could produce bias, results limited to the Indonesian context. Further research related to online teaching issues needs to be done more extensively by considering several different aspects and points of view.

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