Academic Experience as Evaluation Material in Online Language Learning

Hastari Mayrita[1]*, Tito Guterres da Cruz Boavida[2]
Universitas Bina Darma; Pusat Budaya Indonesia Timor Leste
hastari_mayrita@binadarma.ac.id[1]*; guterrestito90@gmail.com[2]

ABSTRACT

This study aims to explore the phenomena experienced by Lecturers and Students of the Indonesian Language Education Study Program in online learning during the Covid-19 period. The research method is qualitative with a phenomenological approach. Data collection was done through semi-structured interviews with five lecturers and eight students. Interview data was then analyzed within-case and cross-case. Researchers identified two problems related to what lecturers and students experienced in online learning: (1) barriers to using online learning media and (2) obstacles in presenting material and using learning methods. The results showed the lecturers' attitude in carrying out online learning was good by creating a fun online learning atmosphere. Unfortunately, the material provided was not understood by students. They complained about the material and its delivery by the lecturers. It was because the lecturers only provided material and assignments through e-learning. In addition, they only used discussion forums on e-learning to communicate. The researchers also identified that quota and internet network errors were the main problems encountered in online learning. This research can be used as material for evaluating the implementation of online academic activities, especially in language learning of the Indonesian Language Education Study Program. Data validity used member checks, triangulation, and peer debriefing.

Keywords: Academic experience; online learning; language learning

INTRODUCTION

The solution that can be overcome in minimizing student boredom in online learning/lectures is that lecturers can use interludes with several learning styles, for example, by using video conferencing applications, such as Zoom, cloud, or the like. So that it can facilitate students' desires and longing for face-to-face lectures, and there is room for direct questions for students even though lectures are conducted online. To overcome the problem of quotas, networks, and conditions, lecturers and students can make an agreement before holding a video conference.

Similar (Janah & Cahyono, 2022; Rahman, Sahayu, 2020; Lengkoan & Rombepajung, 2022) in his research stated that during the coronavirus (Covid-19) era, educators were required to plan quality online teaching. Solutions in online learning according (Damaiyanti et al., 2022) that it is intended that the quality of teaching is more motivated in student learning activities. This research findings on the use of the blended learning model in the Writing course as a solution to addressing online learning problems, especially the effectiveness of lecturers in teaching writing skills.

Ernawati (2020) conducted a similar study. Ernawati examines the problems of lecturers in online learning. This study only describes the problems of online learning through the observations and experiences of the researchers themselves as teachers, without conducting interviews or surveys with other lecturers or students. In his research, the researcher describes that video conferencing can be a burden for students because of quotas and internet networks. Researchers suggest online learning can use e-learning with other online media, such as email and WhatsApp.

In contrast to Ernawati's research. Through this research, researchers explore the experiences of lecturers and students in online learning using transformative theory. The transformative theory in research relates to the involvement of lecturers and students in general in the academic field in the Indonesian Language Education Study Program during learning activities in online lectures by conducting interviews with lecturers and distributing questionnaires to students. As described in (Mukminin & McMahon, 2013), "Transformative student engagement differs qualitatively from the other two conceptions and. Instead of emphasizing identifiable student and teacher behaviors, or teaching techniques and strategies. engagement is present in the iterations that emerge as a result of the dialectical processes between teachers and students and the differing patterns that evolve out of transformational actions and interactions."

Language learning involves the process that occurs when a person learns a second language after acquiring a first language (Liando & Tatipang, 2022). Therefore, motivation is necessary to learn a language. In addition, researchers use Dörnyei's theory related to language learning; motivation is defined as "effort, desire, and attitude towards learning" (Alberto, F., Riaño, & Antón, 2019; Dörnyei, 2005). Through this theory, researchers want to describe the efforts and attitudes of lecturers and students in online learning. In relation to the attitudes of lecturers and students, the researcher also uses Gardner's theory of motivation to study the motivation of lecturers and students in online lectures (Ryan & Decy, 2000).

Dimyati (Hayati, 2017) states that learning is a process of interaction between teachers and learners that involves learning components. Suggests that the learning components are in the form of learning objectives, learning materials/materials, learning media and methods, as well as student

achievement assessments. Through this theory, the researcher identified two general problems related to exploratory activities experienced by lecturers and students in online learning, namely (1) barriers to the use of online learning media and (2) presentation of material and use of learning methods.

Online learning experiences can be used as material for evaluating language learning (Ahmadian & Changizi, 2020; Chen & Chen, 2020; Wei, 2021). Such factors as technological advances, especially the internet and digital communications, have changed the way we learn and teach. Online learning provides an opportunity for students and teachers to be involved in the process of teaching and learning languages without being limited by physical or geographical boundaries. With online learning, students can access courses and resources from anywhere in the world as long as they have internet access. Online learning provides greater time flexibility. Students can set their own study schedule, choosing the time that best suits their convenience. Even though online learning takes place online, many online language learning platforms provide interactive spaces for students and teachers. Students are able to communicate with fellow students from various cultural and linguistic backgrounds, enhancing social and collaborative learning experiences. Online language learning systems can provide instant feedback on students' language skills assessment, making it easy to measure and evaluate their progress (Ballesteros & Ibaranez, 2021; Tung et al., 2021). Online learning can be a solution for individuals who have physical limitations or special needs. By using the right assistive devices and technology, individuals with physical or learning challenges can still access and engage in language learning.

Based on the description above, researchers explored the phenomenon of online learning experienced by lecturers and students. This is a form of contribution to the success and acceptance of online learning in the context of evaluation of language learning. Exploration of the phenomena studied by researchers focuses on the phenomenon of using online media and online material delivery experienced by lecturers and students. This research can be followed up for future researchers by adding a larger sample because the researcher realizes that the research results cannot be generalized, because the sample is small and not all data from all students. For further research, in-depth information can also be obtained from the Manager, the academic section, and the IT (Information Technology) section for linkages in the management of online learning. Although the researcher realizes that there are shortcomings in this research, the data that the researcher has obtained is representative enough to provide solutions and input to study programs, deans, and universities in implementing online learning, especially for lecturers, so that online learning can be carried out effectively.

The implications of the research results for education are as an evaluation of policy materials in implementing online language learning in the Indonesian Language Education Study Program. The policy evaluation material is the use of online learning media, which can support students' learning of language and literary skills. Lecturer skills in choosing and using appropriate and supportive online learning media. Lecturer skills in communicating online so that good communication is established between students and lecturers. In addition, through the lecturer's communication skills, students can be motivated and stimulated to learn even though only online. This is because the learning materials in the Indonesian Language Education Study Program are more focused on language and literature theory and language and literary skills.

MATERIALS AND METHOD

Write the research methodology uses a qualitative phenomenological approach (Creswell, 2007; Merriam, 1998) According to (Mukminin & McMahon, 2013) qualitative research wants to report the information that has been obtained by describing the experiences of the participants, the researcher's personal connection with the subject and the research topic being explored. This research also leads to the researcher's perspective on the subject according to the problem being studied naturally (Moustakes, 1994).

Data collection was carried out in this study through interviews and surveys. Semi-structured interviews were conducted individually with each lecturer at a mutually agreed location/condition/time. During the interview, participants were asked to discuss their experiences in online learning. Each interview lasted between 90 to 120 minutes, as explained by Mukminin & McMahon (2013). Interviews were conducted with five permanent lecturers and eight students of the Indonesian Language Education Study Program in one of the private universities in the city of Palembang. The authors also recorded the responses of each participant. Interviews with lecturers were carried out face-to-face and by telephone, and some were also done with WhatsApp media. The interview protocol contains questions related to activities during online learning, including interests, motivations, and obstacles faced by lecturers and students.

Data analysis according to Miles and Huberman, 1994 in (Mukminin & McMahon, 2013) data collection and analysis are intertwined and influence each other. Analysis, within-case and cross-case, in this study begins with analyzing interview data while data collection is still ongoing. The researcher will mark the sections that are potentially interesting and relevant to this research and disseminate interview data to find and list any crucial statements relevant to the topic, to see patterns and themes, and to deepen understanding and explanation of the data among cases (participants).

All transcripts obtained from interviews will be analyzed and compared to find similarities and differences to organize or group important statements among cases (participants) into themes or units of meaning and to reduce data repetition. After the researcher analyzes the transcript to look for categories or themes, the researcher classifies and reduces it to a small, manageable set of themes consisting of short statements or several statements, which are important for drawing conclusions.

For the credibility of the findings, 1) the researcher interprets the data according to the actual conditions and is agreed upon by the participants. In order for these conditions to be met, the researcher checked the participants through member checks. In addition, 2) the researcher also triangulated the data to compare it with the research results. The researcher will triangulate the data and retest the data obtained. Triangulation is done by comparing the results of research with different data collection methods. The results of data triangulation will be able to show that between lecturers and students are the same. 3) Conduct peer debriefing. This activity was carried out to avoid various obscurities that could lead to deviations in research. Peer debriefing is carried out to colleagues and experts/experts.

RESULTS & DISCUSSION

Results

Barriers to the use of online learning media

The university's policy to use e-learning in distance learning as the main means of online learning in all subjects in study programs is a must as a medium of learning between lecturers and students. Apart from e-learning, lecturers use other online media in learning, such as email and WhatsApp. This is because there are still students who cannot use e-learning. However, the main media in online learning used by participating institutions in this study is e-learning. Lecturers are required to upload material on e-learning, create forums, give assignments, and provide assessments on e-learning. This was found through information reports obtained from Lecturer Er, "...the problem is students cannot access e-learning...". He also said that, "students can contact and send assignments via WhatsApp". Lecturer-Er, "delivering material to e-learning and also WhatsApp. Lecturer-Hi is also like that, "if you have trouble, you can use WhatsApp." As contained in the following table.

Lecturer	Interview Result	Findings
Er	"...the problem is students cannot access e-learning	Cannot accses
	"Students can contact and send assignments via WhatsApp"	Send assignments via WhatsApp
	"Delivering material to e-learning and also WhatsApp"	Lecture send material to e-learning or WhatsApp
Hi	"If you have trouble, you can use WhatsApp"	WhatsApp

Enthusiastic lecturers continue to conduct online lectures that do not hinder learning with the various media used and do not make it difficult for students to follow the whole series of learning. Lecturers guide students, especially new students, in using e-learning. Because all materials, assignments, and assessments are in e-learning. Lecturer-Er, *"...the old students have no problems...the new students have to frequently and repeatedly repeat the instructions for online activities*."

Lecturer	Interview Result	Findings
Er	"...the old students have no problems...the new students have to frequently and repeatedly repeat the instructions for online activities."	Lecturers repeat instructions more often for online activities.

In addition, the lecturers also said that the obstacles to online learning were network problems and internet quotas, and there were some lecturers who said that students could not access e-learning because they had not been paid for the semester. Lecturer-Hi, *"...the problem is the student quota and they haven't paid for the semster yet"*. Lecturer Yo, *"...the semester fee is hampered.*" Likewise, Lecturer-Az also said that, *"...many students have not been paid and are constrained by the internet...they cannot open e-learning."*

Lecturer	Interview Result	Findings
Hi	"...the problem is the student quota and they haven't paid for the semster yet".	Quota, network, semester fee
Yo	"...the semester fee is hampered."	Semester fee is hampered
Az	"...many students have not been paid and are constrained by the internet...they cannot open e-learning."	Network (internet) Cannot open e-learning

Regarding the quota constraint, we also found that new students still need to receive a study quota, so if you zoom too much, it will burden students. Lecture Mu, "Lecturer-Er explained that, *"...New students have not yet received their study quota so too much zoom will be a burden."*

Lecturer	Interview Result	Findings
Hi	"...the problem is the student quota and they haven't paid for the semster yet".	Quota, network, semester fee
Yo	"...the semester fee is hampered."	Semester fee is hampered

Az	"...many students have not been paid and are constrained by the internet...they cannot open e-learning."	Network (internet) Cannot open e-learning

On the other hand, the barriers to online learning for students that we found were that students were constrained by networks or signals that were not supportive. Due to unsupportive signals, students are less enthusiastic about attending online lectures. M-Ri-2017, *"sometimes there is a problem with the signal, if the light goes out, then usually the signal also disappears, so learn to decline."* M-De-2017, *"...signs are less supportive, the spirit becomes slack...."*. M-Ut-2017, *"again looking at the lecturer's material but the signal, weather conditions, and power failure."* M-Ye-2017, *"...signal is not supportive."* M-La-2018, *"...poor signal."* M-Ma-2018, *"...the signal is sometimes down."*

Students	Interview Result	Findings
M-Ri-2017	"sometimes there is a problem with the signal, if the light goes out, then usually the signal also disappears, so learn to decline"	Problem signal
M-De-2017	"...signs are less supportive, the spirit becomes slack...."	Signal and decreased learning motivation
M-Ut-2017	"again looking at the lecturer's material but the signal, weather conditions, and power failure"	Signal, weather, power failure
M-Ye-2017	"...signal is not supportive."	Signal
M-La-2018	"...poor signal."	Signal
M-Ma-2018	"...the signal is sometimes down."	Signal

When collecting student questionnaires, we found that some students hadstill needed to receive free study quota assistance. We found this data from the M-Ta-2018 questionnaire, *"Internet quota because until now I have not received free quota assistance."* M-Ta's attitude shows that he wants to inform that he has not received quota assistance, while the other friends have.

Students	Interview Result	Findings
M-Ta-2018	"Internet quota because until now I have not received free quota assistance"	Quota internet Have not received free quota

According to the Management of the Indonesian Language Education Study Program (where the researcher conducted the research), E-learning is used to upload lecture rules, Semester Learning Plans, teaching materials, and discussion forums, as well as upload exercises, assignments, quizzes, mid-semester exams, and exams end of the semester.

Obstacles in presenting material and using learning methods

Based on information through observation by researchers, the Manager of the Indonesian Language Education Study Program at a private university in the city of Palembang that online learning is carried out with a one-time face-to-face system to introduce lectures, seven face-to-face and six online times, plus two face-to-face meetings for Midterm Exams and Final Semester Examinations. In March 2020, online learning was fully implemented because it was in accordance with government policy to implement online learning to stop the spread of COVID-19 in Indonesia. There are four aspects of online learning activities that must be carried out by lecturers, namely providing learning materials, providing references, conducting discussion forums, and providing exercises/assignments. M-La-2018, "...the material for all lecturers is in e-learning." M-Ma-2018, "Many assignments and materials are given by lecturers through e-learning. The material given is difficult to understand."

While on the other hand, Lecturer-Er, "*stated that most students only do assignments, but do not open material from lecturers through reference links*." He also explained that, *"...there are some students who have not been able to use discussion forums on e-learning.*" On average, lecturers explain that learning is constrained by quotas. Lecturer-Az said that, *"...students' academic activities may be hampered by the internet...they can't open e-learning, or even skip the material given."*

Lecture/Students	Interview Result	Findings
M-La-2018	"...the material for all lecturers is in e-learning."	Material in e-learning
M-La-2018	"Lecturers give many assignments and materials through e-learning. The material given is difficult to understand".	Assigments and material through e-learning is difficult to understand
Lecture Er	"stated that most students only do assignments, but do not open material from lecturers through reference links"	most students only do assignments, but do not open material
Lecture Er	"...there are some students who have not been able to use discussion forums on e-learning."	Student cannot E-Learning
Lecture Az	"...students' academic activities may be hampered by the internet...they can't open e-learning, or even skip the material given."	Internet

Doing exercises only but skipping reading, listening, and understanding material, not opening and studying articles listed through reference links, and not participating in forums. In online learning, there are students who have not been able to discuss using discussion forums on e-learning.

Learning material cannot be presented through PowerPoint alone. Lecturers must present learning materials that students can understand. Lecturers need to innovate the presentation of the material to be more attractive and complete. It is necessary to add audio/audio-visuals to PowerPoint, provide instructions, examples, additional material, and exciting exercises, and stimulate student activity even though everything is done online.

As Lecturer-Er said, "*it is necessary to present interesting teaching materials so that online learning activities are more effective.*" Lecture Yo, "*all materials are uploaded to e-learning including RPS".* Lecturer-Hi also explained that, "*the material is made interesting, presenting an interesting power point.*" Lecturer-Er, "*Power points can use audio, to make it more effective.*"

For obstacles regarding online teaching materials and techniques, the lecturers provided information that they found not too difficult to give these materials online because they were used to it. But the obstacle is students who find it difficult to access the internet.

Lecturer –Mu, "*there are no obstacles in delivering learning materials*". Lecturer-Hi, *"So far there are no problems, because the campus supports it."* Lecturer-Az, in fact explained the information that, *"...internet problems can represent every obstacle in learning*". We found that learning methods and techniques had to be adapted to the means of learning. Lecturers, if they want to use direct methods such as Zoom applications or the like for face-to-face learning purposes, can actually burden students. Due to problems with the internet network, that is not smooth. The researcher obtained this information from an interview with lecturer-Er, *"...too much zoom will burden students, because of network/quota problems."*

Lecture/Students	Interview Result	Findings
Lecture Er	"it is necessary to present interesting teaching materials so that online learning activities are more effective."	Interesting teaching materials
Lecture Yo	"all materials are uploaded to e-learning including RPS".	All materials are upload to e-learning
Lecture Hi	"the material is made interesting, presenting an interesting power point."	Interesting power point for material
Lecture Er	"Power points can use audio, to make it more effective."	Used audio
Lecture Mu	"there are no obstacles in delivering learning materials"	-
Lecture Hi	"...internet problems can represent every obstacle in learning."	Internet
Lecture Er	"...too much zoom will burden students, because of network/quota problems."	Quota, Zoom

Many obstacles in the material are found on the student side. The main problems in online learning are internet networks, quotas, and interest in the material presented by lecturers. There are students who complain about the assignments given. Some materials and assignments are

difficult, but feel free to ask questions. During online learning during the pandemic, many students from outside the region returned to their villages. Some areas/villages need help to get an internet network. This results in online learning activities that cannot be followed by students are delayed or are not on time. In addition, prior to the study quota assistance from the government, students needed to incur additional costs to purchase internet quotas, and of course, this burdened students and their parents/guardians from the government.

M-Ma-2018, "*For me...the factor is...difficulty understanding the material that has been given by the lecturer. Unlike the case with face-to-face, there are questions and answers that are explained in detail. Online lectures can also ask questions, but they are a bit less effective.*" He also said that, "*uncomfortable and dissatisfied with the material presented by the lecturer.*" In addition, he also informed that, "*Initially, I was enthusiastic about taking online lectures, because I could relax. However, over time they get bored, because there is no face to face. Lecturers only provide material through e-learning, it is not explained, attendance is through forums and usually assignments are included immediately. Some of the tasks given are easy, but some are difficult.*"

M-La-2018, "*Do not understand the lecturer's material because the signal is not good.*" He also said that, "*it is difficult to grasp the material given by the lecturers and is not satisfied with receiving the material, because learning is not effective.*" He also explained the same thing as M-Ma-2018, that, "*Initially, I was enthusiastic about studying at home, because I could relax. However, after a while they are not comfortable with the material given, and are not effective, because sometimes it is related to the time limit of the given task. Because there are materials that are still lacking for us to understand.*" He also said that, "*lecturers only provide material through e-learning, reply to forums for absences, and assignments that must be done every week.*"

Students	Interview Result	Findings
M-Ma-2018	"For me...the factor is...difficulty understanding the material that has been given by the lecturer."	Difficulty understanding the material
M-Ma-2018	"uncomfortable and dissatisfied with the material presented by the lecturer."…"	Uncomfortable and dissatisfied
M-La-2018	"it is difficult to grasp the material given by the lecturers and is not satisfied with receiving the material, because learning is not effective"	Learning not effective
M-Ma-2018	"Initially, I was enthusiastic about studying at home, because I could relax. However, after a while they are not comfortable with the material given, and are not effective, because sometimes it is related to the time limit of the given task. Because there are materials that are still lacking for us to understand."	Signal and not comfortable

M-Ta-2017, "*Network is difficult, because the lights often go out in the area, sometimes the weather is bad*." He also explained that he did not understand the lecturer's material, *"...the lack of explanation given by the lecturer."* Students were also dissatisfied with receiving the lecturer's material, *"I feel a little dissatisfied when I don't understand the material, but I can't ask questions at that time. The tasks given are also sometimes a bit difficult.*" Lecturers do not have direct face-to-face meetings, only provide material through e-learning. "*Mr/Mrs lecturers only provide material through e-learning, forums for absences and places to ask questions for assignments."* M-Tp-2017, "*...not satisfied with the lecturers' materials...*" He also explained that the lecturers only provide materials and assignments via e-learning. *"Lecturers only provide materials and assignments through e-learning, there are even some lecturers who only give assignments."* M-tp-2017 also informed that he was one of the students who had not received a study aid quota. *"The situation in the village often goes out of light, the signal is bad, ... I am one of the students who have not received a free study quota for government assistance."*

M-De-2017, "*It is difficult to understand the lecturer's material. For lack of explanation."* In addition to the assigned tasks come constantly. M-Ri-2017, "*The task given is difficult, but to ask only through the discussion forum. There are lecturers who explain the material, but there are also some lecturers who only give assignments"*. When the quota for study aid has not been received by students, internet network and quota constraints are major obstacle that affects students' enthusiasm for learning in online lectures. However, now, the quota problem can be solved since the study quota assistance. However, some students have not received the assistance.

Students	Interview Result	Findings
M-Ta-2017	"Network is difficult, because the lights often go out in the area, sometimes the weather is bad…"	Network, weather
M-Tp-2017	"...not satisfied with the lecturers' materials..."	Not satisfied
M-De-2017	"It is difficult to understand the lecturer's material, …"	Materials had difficult to understand
M-Ri-2017	"The task given is difficult, but to ask only through the discussion forum. There are lecturers who explain the material, but there are also some lecturers who only give assignments.."	Signal, quota, network, and motivation

Information obtained from several lecturers and managers of the Indonesian Language Education Study Program at a private university in Palembang City shows that with the help of study quotas, the quota problem has been resolved. It's just that it clashes with the network in the village/area where the student lives. In addition, lecturers in this study program did not use the video conferencing application during the 2019/2020 semester. "Just entering the 2020/2021

school year, several lecturers in our study program have just tried using the Zoom application for their first meeting."

Discussion

Based on the interview results, it was found that in March 2020, online learning was carried out in full because it was in accordance with the government's policy to carry out online learning to stop the spread of COVID-19 in Indonesia. There are four aspects of online learning activities with e-learning that must be carried out by lecturers, namely providing learning materials, providing references, conducting discussion forums, and providing exercises/tasks. The researcher explores the experiences of lecturers and students in online learning by using transformative theory. The transformative theory (Mukminin & McMahon, 2013; Maharani & Fithriani, 2023) in research relates to the involvement of lecturers and students in general in the academic field in the Indonesian Language Education Study Program and the academic success obtained by students during learning activities in online lectures.

With regard to the attitudes of lecturers and students, the researchers used the theory (Alberto, F., Riaño, & Antón, 2019; Dörnyei, 2005), the researchers identified that the attitude of the lecturers was very enthusiastic in carrying out online learning. They strive to create a fun learning environment, even if online. However, lecturers are not aware that the material given is not understood by students. Students complain a lot about the lecturer's material. For them, lecturers only provide material through e-learning. Facilities prepared by lecturers to ask questions through e-learning discussion forums are still lacking for students because students want to ask in detail, such as face-to-face lectures that are not conducted online. This is because of the time limit given. Students complain that the material has not been fully understood, but there are assignments. At the same time, the tasks given are sometimes difficult to understand. Students also complain about assignments that don't stop. As well as learning that seems rigid. Student motivation was identified by theory (Ryan & Decy, 2000), it was found that students were less motivated in online learning conducted with their lecturers. Learning seems rigid because it only uses e-learning. There are even some lecturers who only give assignments in e-learning.

Looking at the phenomenon of student attitudes with theory (Alberto, F., Riaño, & Antón, 2019; Dörnyei, 2005), researchers identified that students did not seem enthusiastic about receiving lecturer material in online lectures. They had difficulty in understanding the material, while the questioning session was limited. Inadequate internet quota and internet network. Because there are several students in this study program, it is constrained by the internet network in the village/region. This is because the lights often go out in his village. On the other hand, almost all

students in this study program want the delivery of material that is not only provided through e-learning because they want to ask directly, like a regular face-to-face lecture.

Through the above phenomenon, the researcher provides a solution that can overcome a small part of the problems experienced by the participants, namely, that the delivery of material is not done only through e-learning. Lecturers can use interludes with several versions/learning styles, for example, using video conferencing applications, such as Zoom, cloud, or the like. So, there is room for students to ask questions and overcome the boredom of students receiving material that is only uploaded to e-learning. Or you can make an agreement with all students before doing a video conference.

Regarding the use of video conferencing, the results of this study differ from those conducted by (Ahmadian & Changizi, 2020; Chen & Chen, 2020; Ernawati, 2020; Wei, 2021). Factors such as advances in technology, particularly the internet and digital communications, can influence online learning. On the contrary, online learning provides opportunities for students and lecturers to be involved in the language learning process. Like the Zoom application, it has an impact on problems due to quotas and networks. However, on the contrary, students are motivated to do face-to-face through online learning. This desire of students can be overcome by using a video conferencing application or the like.

CONCLUSION

Researchers explored the experiences of lecturers and students in online learning using transformative theory. Transformative theory in research is related to the involvement of lecturers and students in general in the academic field in the Indonesian Language Education Study Program and the academic successes obtained by students during learning activities in online lectures. Researchers identified that the lecturers' attitude was very enthusiastic in carrying out online learning. However, the lecturer did not realize that students did not understand the material provided. Many students complained about the material and delivery of material by the lecturer. They also complained about lecturers who only gave materials and assignments through e-learning. Questions and answers and discussions are limited because they only often use discussion forums in e-learning. In addition, researchers also identified that quota and internet network problems are the main problems encountered in online learning. Student motivation was found that students were less motivated in online learning conducted with their lecturers. Learning seems stiff because it only uses e-learning. Educators and students need to recognize these barriers and seek appropriate solutions, such as improving technology skills, strengthening internet

connections, and adopting attractive learning strategies to overcome obstacles in the use of learning media.

ACKNOWLEDGEMENT

REFERENCES

Alberto, F., Riaño, & Antón. (2019). Motivating Students to Choose a Language Travel Plan at Level Basic Education. *Porta Linguarum*, 21–35.

Ahmadian, M. J., & Changizi, M. (2020). Online Learning of EFL During COVID-19 Outbreak: Iranian English Learners' Evaluations. Cogent Education. *Cogent Education*, *7*(1), 744–795.

Ballesteros, A., & Ibaranez, J. (2021). Online Language Learning during the COVID-19 Pandemic: Student Experiences and Evaluation of the Learning Process. *International Journal of Environmental Research and Public Health*, *18*(7), 3615.

Chen, Y. F., & Chen, Y. Y. (2020). University Students' Online English Learning Experience and Evaluation during the COVID-19 Pandemic. *Universal Journal of Educational Research*, *8*(9), 4140–4147.

Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five. Thousand Oaks, CA: Sage Publication.* Sage Publication.

Damaiyanti, Yulastri, Sumira, Kemal, & Rahmat. (2022). Blended Learning Model For Writing Courses On Media In Era 4.0. *ILEAL*, 16-30

Dörnyei, Z. (2005). *The psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Lawrence Erlbaum.

Ernawati, Y. (2020). Problematik Pembelajaran Daring pada Mata Kuliah Bahasa Indonesia. *Bina Edukasi*, 01–15.

Hayati, S. (2017). *Belajar dan Pembelajaran Berbasis Cooperative Learning*. Graha.

Janah, M., & Cahyono. (2022). Indonesian EFL Students' Motivation in Online English Learning in the Emergency Remote Teaching Context. *IjoLE*, 281–292.

Lengkoan, F., & Rombepajung, P. (2022). Teachers' Perception of Online Learning in The Pandemic Era. *Jurnal Lingua Idea, 13*(1), 1-11. doi:10.20884/1.jli.2022.13.1.4301

Liando, N., & Tatipang, D. (2022). English or Indonesian Language? Parents' Perception Toward Children's Second Language Learning Context. *Jurnal Lingua Idea, 13*(1), 61-75. doi:10.20884/1.jli.2022.13.1.5749

Merriam, S. (1998). *Qualitative Research and Case Study Application in Education*. Jossey-Bass.

Moustakes. (1994). *Phenomenological Research Methods*. Sage.

Mukminin, A., & McMahon. (2013). International Graduate Students' Cross-Culture Academic Engagement Stories of Indonesian Doctoral Students on an American Campus. *The Qualitative Report*, *18*(69), 1–19.

Rahman, D. S., & Sahayu, W. (2020). How do foreign language teachers motivate students in language learning? *Studies in English Language and Education*, *1*(7), 181–193.

Ryan, R., & Decy, E. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology, 25*, 54–67.

Tung, L. C., Cheng, Y. S., & Chang, C. Y. (2021). Exploring the Learning Experience and Evaluation of Online English Learning in Higher Education during the COVID-19 Pandemic. *Sustainability*, *13*(8), 46–54.

Wei, L. (2021). Investigating Chinese Learners' Motivation, Engagement, and Evaluation in Online English Courses. *Frontiers in Psychology*, *12*(1), 60–64.