EFL Learners' Preference of Grammar Learning Model Amid Covid-19 Pandemic: A Mixed-Methods Study

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Covid-19 Pandemic has greatly affected EFL learners in English grammar. Learning English grammar in its nature is difficult for EFL learners. Covid-19 has made grammar lessons more difficult for them and has caused them to be differentiated sharply in their preference of learning model. Thus, this study is aimed at investigating the underlying factors causing the learners' differentiation of learning model in learning English grammar. Through a mixed-methods, using google-form that consists of closed and open-ended questions, the data of the research were collected. The quantitative data were analysed using descriptive statistics. The qualitative data were analysed using the model of analysis proposed by Miles, Huberman and Saldana (2014). The research results showed that teacher's presence and students' extrinsic motivation were identified as the crucial factors in determining the learners' preferences of learning model of English grammar.

Keywords: EFL learners' preference, English grammar, learning model, blended learning, offline learning, online learning

INTRODUCTION

Many factors have influenced the preferences of EFL learners towards learning model in learning English grammar amid covid-19 Pandemic (Goris, Denessen and Verhoeven, 2020). In normal condition, learning English is deemed as the most interesting lesson and learning English grammar is considered to be easier compared to learning the language skills. However, the covid-19 pandemic has caused changes to the condition and raised many problems (Alotumi, 2021). This crisis has caused sharpening in differentiation of learners' preferences in choosing learning models: offline, online, and blended learning which has never happened before (Abdullah, 2020).

Previous findings on learning English amid covid-19 pandemic have developed from English as the first international language to the development of listening, speaking, reading, or writing competencies, and at a certain level excluding learning grammar (Hartshorne, Tenenbaum and Pinker, 2018). So far, studies on learning amid covid-19 Pandemic tend to be related to e-learning, its challenges and opportunities, its platforms, its effects, learners' perspectives and experiences towards it, and the learners' motivation in joining online lessons using technology (Ayoub, Ahmad and Zabadi, 2020). Covid-19 Pandemic was deemed to have changed the educational systems (Sahlberg, 2020), one of which is the use of E-module (Sumarmi, Bachri, Irawan, and Aliman, 2021).

In fact, there have been several studies available about students' preference as one of the most crucial factors in teaching learning process and about individual factors influencing their preferences (Nehe, 2021). Learning preferences is simply defined as students' preferred methods or ways in undertaking learnings. Moreover, the learning preferences as a term is generally considered as aspects taken into account that might impact on learning, for example, a student may prefer to work alone at home, and do his/her assignment late in the evening. Another student may like to sit in group situations and wish to study only in campus. Thus, learning preferences help to describe how students learn best in their context. Beyth-Marom, Chajut, Roccas, and Sagiv (2003) have highlighted factors affecting students' learning preferences in terms of demographic variables, achievement variables, and value varieties. However, this study is specifically focused on factors influencing students' preference towards learning model of English grammar amid covid-19 Pandemic.

This research indicates subjective dimensions of student's experiences in online-based English grammar learning amid covid-19 Pandemic, completing the limitation of previous studies on EFL learners' preferences in learning amid covid-19 Pandemic. Three main issues are addressed in this study, namely: (1) What is the most preferred learning model of English grammar by EFL learners amid covid-19 Pandemic? (2) What factors influence the EFL learners' preference for the English grammar learning model? and (3) What is the effect of the EFL learners' learning preference on their learning process and learning outcome? Thus, the three issues will be discussed in this article.

This article is based on arguments that English grammar learning for EFL learners is not only interesting and is deemed to be easily learned, but also can raise new problems that

should be investigated (Hall, Joyce and Robson, 2017). These problems are worth investigating since they may influence the learners' attitudes, and their participation in following English grammar lessons, which in turn may influence their learning outcomes. Online learning amid the Pandemic implies many things: lack of learning effectiveness, lack of learning motivation, lack of independence, lack of self-regulated learning and many others which have impacted learning outcomes.

Review of Literature Review

There are three key concepts that were used in this study, namely factors affecting learning preferences, learning model, and covid-19 Pandemic. The three concepts will be elaborated briefly in the following sections

Factors Influencing Learning Preferences

Learning preferences have been defined as a set of features or the visualizer-verbalizer dimension that influences learning like the setting, situation, and atmosphere, including the time and the place students prefer learning (Plass, Chun, Mayer, and Leutner, 1998), .Thus, the students' learning preferences can be used to encourage their presence, keep their interest, and enhance their involvement to optimize learning (Hawk & Shah in Deale, 2019). It is important to investigate the references to have them feel more self-assured, more productive learning, and improved working relationship in the future. In this way, the students may know what works best accordingly. There are two factors that affect and mediate students' learning preferences, i.e., personal and environment factors. Personal factors are like motivation, readiness, ability, attention, and general health condition. Surprisingly, personal factors also include age (Beyth-Marom, Chajut, Roccas, and Sagiv (2003) influencing the learning preference. As the result, students aged before 20 prefers to study in front of computer screen to study face to face. On contrary, the older students are predicated as computer anxious. Meanwhile, environment factors are such as society, economy, and culture (Madireddy, 2017). According to a previous study, the changing of learning environment needing the changing of technologies might make students' learning preferences to lose predictive value in relation to their receptiveness to online learning (Christensen, Anakwe, and Kessler, 2001). A study found that culture had a significant effect on the students' choice of learning style preferences (Song & Oh, 2011).

Learning Model

Winataputra in Sugiyanto and Wacaksono (2020) suggests that the learning model is a systematic procedure in organizing learning experiences to achieve specific learning objectives implemented through learning activities. Basically, learning models can be classified into three, namely face-to-face (offline learning) model, online learning model, and blended learning model. The first model is Face to face (F2F) learning so called offline learning which is the most traditional learning model. Students may prefer face to face classrooms in which the learning materials are taught in a live interaction. Thus, it makes learning easier. Then, this kind of relationship can sometimes increase the students' level of confidence and intelligence. Thus, in face to face learning, students

are allowed to have bigger learning chance in which the information transfer from the lecturer the students take place (Bandara and Wijekularathna in Gabriel & Rhonda, 2020). It generally occurs in an enclosed physical classroom setting. Offline learning or face to face learning has advantage of challenging and motivating students to maximize their potential (Gabriel and Rhonda, 2020).

Secondly, virtual learning is defined differently, such as, "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access; or, using technological tools in teaching learning process to enable learners to learn whenever and wherever (Arkorful and Abaidoo, 2014); extending horizons of the users in learning related to the availability of space, resources and time (Andrews and Richard, 2011). In these environments, students can be anywhere (independent) to learn and interact with instructors and other students" (Singh and Thurman, 2019). In this time of crisis, online platforms are needed in which several activities or things may be possible to be used, namely: (a) video conferencing, (b) discussions, (c) good internet connections, (d) accessible lectures, (e) watching already recorded lectures, and (f) instant feedback from students (Basilaia, Dgebuadze, Kantaria and Chokhonelidze, 2020). It is also beneficial due to flexible access to materials (Simamora, 2020). Unfortunately, based on several studies, in some contexts, online learning has disadvantages due to reasons such as the sense of loss, isolation, and lack of online communication skills, etc. (Wojciechowski and Palmer, 2005); the weak internet connectivity, student-teacher low interaction, and also students' low motivation, participation and understanding (Almanar, 2020); difficulty in accessing internet in rural areas, and in an internet quota (Febrianto, Mas'udah and Megasari, 2020); students' feeling of social isolation (Rawashdeh, Mohammed, Arab, Alara, and Rawashdeh, 2021). Different from the previous studies, a study by Ja'ashan (2020) showed that the students had a highly positive attitude towards E-learning in English. Several advantages of online learning based on some students include students' feeling of safety, and comfort, economic reasons, and time. On the other hand, some students found its difficulty due to little interaction between classmates and teachers, lack of authentic English practice, lack of feedback from the teacher, difficulty to concentrate, and internet connection problems (Sevy-Biloon, 2021); and more students obtain lower achievement in online learning because online courses require students' more responsibility for their learning(Xu and Jaggars, 2014)

At last, blended learning is "almost any combination of technologies, pedagogies and even job tasks" (Bryan and Volchenkova, 2016), a system of learning that combines physical and online teaching (Moise, Diaconu, Negescu, and Gombos, 2021), and the effective unification of different modes of delivery, teaching models and learning styles (Procter, 2003). It combines face-to-face instruction mediated with computer (Graham, 2006). Likewise, it is the most effective techniques of teaching face-to-face and online interactively, and the combination of both provides a system that functions in constant relationship and shapes a single whole (Krasnova, 2015). It also provide the combination of virtual and physical environment (Stacey and Gerbic, 2008) and introduce the increased of interaction utilizing face-to-face teaching methods as well as different kinds instructional technologies. Moreover, the use of communication

channels of various types can significantly improve students' learning outcomes and enhance their satisfaction (Lim and Morris, 2009). This blended learning platform takes advantages of the conveniences from online learning during face-to-face contact and it was effective to help learners to learn English grammar (Isti'anah, 2017) because it can increase students' achievement better (Lie, Tamah, Gozali, Triwidayati, Utami, and Jemadi, 2020; Lin, Tseng, and Chiang, 2017; Almanar, 2020). E- learning, on the other hand, is flexible, convenient and offers more balanced ways of fulfilling obligations at home, at work, and at school. Unfortunately, using this type of learning model can make the learners' have the feeling of isolation and get technical problems (Gloekler and Lucas, 2021).

Covid-19 Pandemic and education

The covid-19 pandemic has created the widest disruption in education systems in history in which more than a billion students all over the world have been affected by the pandemic. Visser & Law-van Wyk, (2021) stated that the locking down of social activities during the crisis has greatly affected on societal lives, especially in the aspect of education. At the same time, the pandemic has also transformed the system of education from offline to online. This has forced academicians to do some adaptations towards ICT (Firmansyah, Putri, Galih, Wicaksono, Putri, and Widianto, 2021).

METHOD

This research used a mixed-method design aimed at finding out quantitative and qualitative data related to Indonesian EFL leaners' preferences of learning models amid covid-19 pandemic. In the following parts, the research participants, the data collection, the research procedure, and the technique of data analysis will be elaborated.

Participants

Participants of this study were 262 EFL learners from three state universities in Indonesia, namely IAIN Batusangkar, UIN Yogyakarta, and Universitas Bengkulu. They consisted of 57 freshmen (21.76%), 180 sophomores (68.70%), 9 juniors (3.44%) and 16 seniors (6.11%). They were 62 male learners (23.66%) and 200 female learners (76.34%). Their major was English. Their ages ranged between 18-23 years old, namely: 18 years old (29 learners or 11.07%), 19 years old (104 learners or 39.69%), 20 years of age (105 learners or 40.08%), 21 years of age (19 learners or 7.25%), 22 years of age (2 learners or 0.76%), 23 years of age (2 learners or 0.76%). The reason for choosing the participants because they were mostly affected by the covid-19 Pandemic. Learning English grammar in the classroom with their lecturer besides them is already difficult for them. In addition, the importance of English grammar for prospective English teachers makes this research inevitable.

Data Collection Technique

The data were collected through a mixed-questionnaire constructed in a google-form. The questionnaire consisted of closed-ended items and open-ended items. The closed-ended items were used to collect the quantitative data about the EFL learners' preferences in learning English grammar, and the factors influencing the EFL learners'

preferences. In the closed-ended items, there were five options to be chosen: strongly agree, agree, undecided, disagree, strongly disagree. The open-ended items were used to collect the qualitative data complementing their choices in the previous items. So, after closed-ended questions, open-ended questions followed.

The research began with a desk–review to obtain basic data from relevant references or literature. Then, the data collection was continued with a field-research in which a questionnaire in a google-form was sent to the research participants through WhatsApp application. Before the participants filled in the google form, their willingness to participate in the research was asked. They were also informed of what to do with the google form and were asked to raise questions in case there were ambiguous or unclear items. Besides, they were encouraged to fill the google-form based on their true conditions.

Data Analysis

Because there were two types of data collected in the study - the quantitative data and qualitative data- there were also two types of data analysis techniques applied. The quantitative data obtained from the closed-ended items were analyzed using Descriptive Statistics. Thus, to draw conclusion about the learners' preferences quantitatively, the percentage was used. The qualitative data deriving open-ended items were analyzed using qualitative data analysis as proposed by Miles, Huberman and Saldana (2014), namely: data condensation, data display, and conclusion drawing and verification of the data condensation. The classified data were analyzed using the method of interpretation, which included three levels, namely restatement, description, and interpretation.

FINDINGS

Learning Model of English Grammar Preferred by the EFL Learners amid Covid-19 Pandemic

The first question is related to the EFL learners' preferences for the learning models of English grammar amid covid -19 pandemic. The fact showed that each type of learning models was preferred differently by the EFL learners. It can be seen from Table 1 that more than a-half of the EFL learners preferred to learn English grammar via blended learning model. Less than a-half of them preferred to learn English grammar using offline learning model. Inevitably, online learning was only preferred by a few learners. To see how different the preferences of the EFL learners' learning model are, the spread of the students' preferences can be seen in the following:

Table 1
EFL learners' preference of english grammar learning model

No	Type of Learning Model	Number		Percentage	
1	Blended learning	134 EFL learners			51.15%
		Male : 27		10.31%	
		18 years old (2)	0. 76%		
		19 years old (9)	3.44%		
		20 years old (9)	3.44%		
		21 years old (6)	2.29%		
		23 years old (1)	0.38%		
		Female : 107		40.84%	
		18 years old (17)	6.49%		
		19 years old (51)	19.47%		
		20 years old (32)	12.21%		
		21 years old (7)	2.67%		
2	Offline Learning	112 EFL learners			42.75 %
		Male : 33		12.60%	
		18 years old (1)	0.38%		
		19 years old (9)	3.44%		
		20 years old (18)	6.87%		
		21 years old (3)	1.15%		
		22 years old (1)	0.38%		
		23 years old (1)	0.38%		
		Female : 79		30.15%	
		18 years old (8)	3.05%		
		19 years old (26)	9.92%		
		20 years old (41)	15.65%		
		21 years old (3)	1.15%		
		23 years old (1)	0.38%		
3	Online Learning	16 EFL learners			6.10%
		Male : 2		0.76%	
		19 years old (1)	0.38%		
		20 years old (1)	0.38%		
		Female : 14		5.34%	
		18 years old (1)	0.38%		
		19 years old (8)	3.05%		
		20 years old (5)	1.91%		

Based on the table 1, an inference may be made. Most the EFL learners chose blended learning as the highest preference. Offline learning was chosen at the second rank, and online learning was at the lowest rank. Even though, in general, the EFL learners chose blended learning (51.15%) with the highest percentage, the fact shows that this type of learning was chosen by most of the female learners, in line with the order of their preference. Interestingly, most of the male learners, on the other hand, preferred offline learning better than blended and online learning.

Factors Influencing EFL Learners' Preference of the English Grammar Learning Model

There are several factors underlying the EFL learners' preference of English grammar learning model amid covid-19 Pandemic. Their preference of English grammar learning model is related to the advantages and disadvantages they get in the learning model used.

First, those who preferred blended learning emphasized the composite advantages of lecturer's presence, convenience of time and place, ease of reference finding, and self-independence. This finding is supported by the following excerpts by informants:

"Dengan cara belajar seperti ini saya bisa langsung berinteraksi, melakukan tanya jawab, dan melihat langsung materi tanpa harus terkendala jaringan"
(In this way of learning, I can interact, have questions and answers, and get the materials directly without any handicaps) (Respondent 35).

Saya sangat mengalami kesulitan dalam belajar grammar selama belajar secara online, karena saya kurang paham dengan materi. Tapi saat dosen menjelaskan saya paham.
(I really had a hard time learning grammar while learning online because I did not understand the material. But when the lecturer explained, I understood (Respondent 53)

Second, it can be seen that the 112 learners (42.75%) preferred to use offline learning model. For them, offline learning avoids the problems of network connection. It is considered to be more effective and more communicative, makes them understand English grammar materials better, makes them have better spirit, and makes them get more feedbacks. These findings are supported by the following respondents 48, 14, 26, 27, 50, 51, and 64.

"Kalau dilakukan secara online tidak semua mahasiswa itu memiliki signal yang bagus dan pasti ada juga mahasiswa itu yang tidak memperhatikan saat pembelajaran berlangsung"

(Whenever the learning conducted online, not all students will have good internet connection and there is also probability of the students not to pay attention on the lesson (Respondent 48)

"Saya lebih suka dijelaskan secara langsung atau face to face tanpa terkendala jaringan".

(I preferred the material being explained directly or face to face without any hurdles with the online model) (Respondent 14)

"Saya kurang puas jika belajar secara online, karena materi yang disampaikan bisa saja tidak jelas sehingga kita sulit memahami".

(I am not satisfied if the learning conducted online, because the delivered material can be unclear, so that it is difficult to be understood) (Respondent 26)

"Karena dengan tatap muka, interaksi yg diciptakan dapat lebih efektif dan komunikatif".

(Because through face to face, interactions run more effectively and more communicatively (Respondent 27)

"Interaksi secara langsung dengan dosen membuat saya lebih paham dengan materi karena jika tidak memahaminya bisa langsung bertanya. Metode dan media yang digunakan oleh dosen juga berbeda. Dan an juga kondisi kelas dengan teman-teman secara bersama-sama juga membuat belajar lebih semangat".

(Having face to face interaction with the lecturer makes me understand learning material better because if I do not understand, I can ask the lecturer directly. The methods and the media used by the lecturer are also different. In addition, classroom atmosphere with friends in the classroom also makes the learning more enthusiastic. (Respondent 50)

"Karena lebih ada feedback dari pada kuliah online".

(Because there are more feed-backs compared with online learning (Respondent 51).

"Belajar English grammar secara tatap muka dengan dosen membuat saya lebih mengerti materi.

(Learning English Grammar through face-to-face model with the lecturer makes me understand the materials better (Respondent 64)

Third, online learning model is preferred by introvert learners, part-timer, and those who are have good digital literacy as can be seen in the following responses:

"Karena anak yang introvert pun bisa ikut secara aktif di kelas. Terkadang kalau secara tatap muka suka malu/takut salah".

(Because the introvert students can participate actively in class. Sometime if it is face to face, the introvert students will feel shy or afraid of making mistakes) (Respondent 5).

"Karena jika belajar secara online waktu yang digunakan juga sangat fleksibel. Selain itu belajar secara online banyak menggunakan aplikasi yang menunjang pembahasan materi yang lebih terperinci dan juga mudah dipahami. Selain itu juga media yang menampilkan materi bisa di putar berulang kali dan mudah dicatat. Karena banyak media yang bisa diakses untuk membantu memahami materi yang diberikan"

(Because if I follow online learning, the time will be very flexible. Besides, the media used to understand the learning material can be played again and again and note can be taken. There are also a lot of media that can be accessed to help in comprehending the given material)" (Respondent 63).

The Effects of EFL Learners' Preference on Their Behaviour in the Learning Process and Their Learning Outcome

The EFL learners' preference of English grammar learning model during the COVID-19 pandemic have affected their behaviour and mood in learning, their participation, and also their learning outcomes. This is expressed by Respondent 55 below:

"Karena belajar secara online itu kebanyakan mahasiswa tidak fokus dengan perkuliahannya, bisa jadi dia melakukan perkuliahan sambil tiduran, main game dan lain lain"

(Because in learning online many students aren't focused on the lesson, they follow the class while laying down, playing games or doing other activities)

"Belajar Online membuat saya malas". (Learning grammar online makes me lazy) (Respondent 4)

The situation that does not meet the students' preference of grammar learning model has also affected the students' participation in learning as stated by Respondent 26 as follows:

"Pada saat belajar tatap muka semua mahasiswa akan mendengarkan apa yg dijelaskan dosen nya, sedangkan ketika belajar…secara online mahasiswa bisa melakukannya sambil tidur dan lain-lain. Jadi ketika belajar online mahasiswa itu tidak fokus dengan perkuliahannya.

(In offline classes, all the students will listen to the teacher's explanation, meanwhile in online learning, the students will lay down and do other activities that can make them unfocused on the lesson (Respondent 26)"

Then, the leaning model used by the lecturers that is different from the learners' preferences has caused the decline of the students' achievement and commitment in learning as stated by Respondent 42 below:

"Jujur saya sendiri mengalami penurunan beberapa semester ke belakang baik di mata kuliah ini maupun mata kuliah lainnya karena saya merasa kurang fokus saat belajar online. Saya merasa lalai dan tidak bertanggung jawab atas tugas yang diberikan oleh dosen".

(Honestly, I experienced the decline in my grammar lessons and other lessons the last few semesters because I could not focus in online learning. I feel negligent and irresponsible for the assigned tasks (Respondent 42).

DISCUSSION

The results of the research showed EFL learners' preferences in learning English grammar can be grouped into three models, namely: blended learning, offline learning, and online learning. The difference in learning model preference shows the difference in the learners' perception, expectation, and English learning material mastery (Andreasen, Bjørndal and Kovač, 2019). In fact, most of the EFL learners preferred blended learning better than offline learning, and online learning. It was proven that the COVID-19 Pandemic has sharpened the differentiation in the students' preferences of learning models: offline, online, and blended learning. The sharp differences of

preferences were caused by lecturers' presence physically in the teaching learning process, the students' characteristics, and the use of ICT during the grammar lessons. Such differences have never happened before. (Pangondian, Santosa and Nugroho, 2019). The learners' preference in learning English grammar amid Covid-19 Pandemic was mostly on blended learning rather than merely offline or merely online learning. Blended learning combining offline and online learning gives chances to the learners to have interaction and collaboration with other students and their lecturer. No wonder that some learners consider that interactive and collaborative learning amid the crisis period is very beneficial for their virtual learning (Chen, Kaczmarek and Ohyama, 2021). Another study found that teaching languages when using the blended learning method could be more effective than offline and online learning (Hubackova, 2015).

The results of the research are on contrary with that of (Tosun, 2015) that found many advantages of face-to-face learning over blended learning. "There is a correlation between the preferences of the learning environment, and the constructs of self-efficacy, e-learning motivation, and task value" (Keskin and Yurdugül, 2019). Why do the students prefer blended learning better than the other two models of learning? It is because blended learning takes advantage of combination of both offline and online learning. In offline learning, students have higher motivation and interest in the lessons due to their better understanding, valued classroom interaction with the lecturer and peers, and input from the lecturer. Online learning, on the other hand, gives them advantages of the online lessons speed, and convenience, as well as flexibility of time and place of study (Wright, 2017). It reflects the students' desire and expectation to learn English grammar in more various ways, since blended learning allows them to get advantage of the conveniences of online learning during face-to-face interaction. Moreover, blended learning practices, presenting a combination of both face-to-face and online learning have been more familiar nowadays (Wojciechowski and Palmer, 2005). Offline learning or face to face learning offers an advantage of allowing students to have greater scope of learning involving the transfer of information from the instructor (Bandara and Wijekularathna in Gabriel & Rhonda, 2020). Meanwhile, in online learning, the insertion of ICT into educational activities has successfully increased the learners' interest in the time of crisis (Hargitai, Pinzaru and Veres, 2021), and in some contexts, online learning practices are not sufficiently beneficial due to reasons such as the feeling of loss, alienation, and less skill in online communication etc.

The research results also showed that factors impacting their preference of the leaning models were many. These are in line with the statement stating that learning preference is affected and mediated by two factors, namely personal and environment factors (Madireddy, 2017); like the learners' expertise in ICT for learning (Chokri, 2012); limited connections in certain places, or students' ability to provide adequate equipment (Christian, Indriyarti and Wibowo, 2021); time efficiency and reduced educational costs (Çağlar and Turgut, 2014). As a result, the different preferences of learning models in the students influenced their participation in learning, their learning commitment, and their learning achievements. This Pandemic has also influenced foreign language learning process (Dhawan, 2020). Unfortunately, predictive value of learning preferences may lose in the technologically changing milieu in relation to receptiveness

to online learning Christensen et al., 2001). In the educational sector, this Pandemic has also influenced foreign language learning process (Dhawan, 2020). Besides, the covid-19 Pandemic has led to a sharpening of the differentiation in the students' learning models: offline, online, and blended learning which has never happened before.

Differentiation of English grammar learning preference indicates different learning cultures the learners have. Several studies have confirmed the effect of culture (Charlesworth, 2008; De Vita, 2001); and culture variations should be considered to avoid students' frustration and subsequent failure in language classrooms (Charlesworth, 2008). In fact, many students prefer blended learning because they like traditional classrooms in which the students and the teacher are engaged in the teaching learning process. It means many of the learners expect that their lecturer is present to help them in learning English grammar. It indicates that they take advantage of their lecturers' help in traditional face-to-face meetings or classroom. Besides, they also take advantage of ICT used in online learning. Other learners have different hope for the lecturer's presence. In other words, the presence of lecturers has been expected differently by learners.   Some of them increasingly feel the importance of the presence of their lecturers in their classrooms (Poenaru, 2022). Lecturers' presence in the classroom has increased their motivation to engage in online learning during covid-19 Pandemic (Assunção Flores & Gago, 2020). Students' perception about the importance of lecturer's presence in their learning reflects their low ability in doing self-control and their low skills in using technology in learning (Rahmawati and Febriani, 2021). Their preferences have also affected how they misbehave during the lessons and their achievement get lowered when learning online (Vázquez-Cano, Parra-González, Segura-Robles, and López-Meneses, 2022). The use of blended learning model was proved to improve their skills (Setiawan, Muhtadi, and Hukom, 2022). Moreover, some learners consider that interactive and collaborative learning amid the crisis period is very beneficial for their virtual learning (Chen, Kaczmarek and Ohyama, 2021). The insertion of ICT into educational activities has successfully increased the learners' interest in the time of crisis (Hargitai, Pinzaru and Veres, 2021).

The results of the research imply that the learners should be made aware of being self-dependent in learning a foreign language, especially its grammar. They should be made aware that their learning success will depend on themselves, not depend on others, and even on their lecturers. The independent learning culture should be built. Therefore, the lecturer should, specifically, train the learners to be self-dependent and to have self-regulated learning. Students who have better self-regulated learning will have higher learning achievement (Sumarni, Nurhidayah and Suprianto, 2020). The students should also be taught learning strategies to promote their learning (Martínez, 1996). The methods used by the teacher in the classrooms should be the ones which make the students rely on themselves. The lecturer should also assign the learners with tasks which can build independency in learning based on their needs. Besides, the learners should be provided with many language learning strategies and be trained to use the strategies in their foreign language learning. Their ability in using ICT should also be improved. It is a fact that   covid-19 Pandemic has struck all over the world and the pandemic has caused big changes in all aspects of human lives. One of the sectors

greatly influenced by the pandemic is education (Firmansyah, Putri, Galih, Wicaksono, Putri, and Widianto, 2021).

CONCLUSION

Students' preference in choosing English grammar learning model is largely determined by their level of independence, and their motivation which tend to be extrinsic. The results of the study indicate that their learning preferences are highly dependent on external factors, their low ability level of mastery of English grammar, of self-regulated learning, and high external motivation have led them to high level of dependence on the lecturers as their stimuli. The presence of the lecturers, has become the main factor in determining their preferences on certain learning models, and so do their digital literacy, and their openness. As a result, those who have good ability in ICT do not rely on their lecturers very much. On contrary, those who have low ability in using it expect the vice versa.

The results of this study can contribute to a new concept towards the development of online learning where the learners will be more independent due to their good ability in ICT. Thus, their success in the EFL learning can be supported through the improvement of their ability in using ICT. In addition, they should be able to manage and control their own learning path by being self-regulated learners relying their learning success on themselves instead of on their lecturers. That way, they still can reach their learning success despite the absence of the lecturers physically around them.

This study is limited to a group of students at a certain region with certain cultural background. More comprehensive information will be obtained if next studies can be conducted. Doing further research through a qualitative approach is needed. Using an in-depth interview may give more comprehensive data.

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