

Transition from Online to Offline Learning during the Covid-19 Pandemic in SMAN 4 Kediri

Nimas Ayu Rahardini

Universitas Airlangga Surabaya

nimas.ayu.rahardini-2020@fib.unair.ac.id

Abstract: During pandemic covid 19, students in different schools will face different problems in adapting the transition from online to offline learning. However, each school or class has different characteristics and obstacles. Therefore, this study would like to observe one of senior high schools in Kediri, East Java to find out the obstacles that could be found by the teachers and students based on teachers' perception and classroom observation. The researcher used a qualitative descriptive approach. The results show that the main problem is the students' motivation in learning English. Besides, students' condition at home and the use of gadgets during online learning also influence the students' learning process even until the offline class is implemented again. The researcher also provides the recommendation from some other studies to solve this kind of problem based on the observation and teacher's interview. Finding out students' intrinsic and extrinsic motivation in learning English are recommended. Gamification can be a good method to increase students' motivation during the learning process.

Keywords: covid-19 Pandemic; learning approach; online teaching; offline learning

Abstrak: Di masa pandemi covid 19, siswa di sekolah yang berbeda akan menghadapi masalah yang berbeda pula dalam mengadaptasi peralihan dari pembelajaran daring ke luring. Namun, setiap sekolah atau kelas memiliki karakteristik dan kendala yang berbeda. Oleh karena itu, penelitian ini ingin mengamati salah satu SMA di Kediri, Jawa Timur untuk mengetahui kendala yang ditemukan oleh guru dan siswa berdasarkan persepsi guru dan observasi kelas. Peneliti menggunakan pendekatan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa masalah utama adalah motivasi siswa dalam belajar bahasa Inggris. Selain itu, kondisi siswa di rumah dan penggunaan gadget selama pembelajaran daring juga mempengaruhi proses belajar siswa bahkan hingga kelas luring kembali dilaksanakan. Peneliti juga memberikan rekomendasi dari beberapa penelitian lain untuk memecahkan masalah semacam ini berdasarkan observasi dan wawancara guru. Mencari tahu motivasi intrinsik dan ekstrinsik siswa dalam belajar bahasa Inggris sangat dianjurkan. Gamifikasi dapat menjadi metode yang baik untuk meningkatkan motivasi siswa selama proses pembelajaran.

Kata kunci: pandemi covid-19; pendekatan pembelajaran; pengajaran online; pembelajaran luring

INTRODUCTION

Since corona virus spread in Indonesia, many people's aspects of life have disturbed including education. Teachers and students should move from offline learning which is more traditional learning, to online learning (Lemay et al., 2021). They should adapt teaching and learning process during this pandemic. After more than a year, most of school applied hybrid learning. This is applied by allowing students to attend the offline school for maximum 50% of the class population and for the rest of students still need to study in online class (Rusyada & Nasir, 2022). It shows that the situation is getting better and students will have opportunity to learn in more conducive situation. However, this learning can be very helpful for students and teachers but different school and different class situation will face different obstacles.

A previous study has conducted research related to the effect of teaching and learning process during pandemic covid 19 (Lemay et al., 2021). They collected the student's perception of online

learning before and after the transition to online learning. The research was analyzed by using a quantitative approach. The results show that overall students still get positive academic achievement. However, it is reported that pandemic covid 19 contributes to increased stress and anxiety. They also find the obstacle in adapting the use of technology for online classes. They also need to adapt to the situation that pushes them to apply the learning process online in distance with their friends. This researcher recommends qualitative research related to this topic. Since the population in certain places cannot represent the population in the world, this kind of research needs to be conducted in different places and cases. Then, the result can be elaborated through a qualitative approach to describe the school condition clearly.

Some common obstacles found are also described by some studies. One of them is students' engagement during the class. It was stated that the online class cannot mimic the offline classroom situation which mostly has students' engagement issues (Cheung, 2021; Lemay et al., 2021). It also found that the students' reticence can be a sign that there is something wrong related to students' learning motivation (Cheung, 2021). For learning English, many students still prefer the offline classroom for foreign language teaching because of some issues related to internet connection which will cause the delay on the teacher speaking and for listening tests or activities (Klimova, 2021). On the contrary, although offline learning starts to be implemented again, the obstacles do not disappear immediately. The transition of this learning situation seems to make students confused. It will affect the teaching learning process even for offline classes. Based on those issues, this study would like to observe one of the senior high schools in Kediri, East Java to find out the obstacles that could be found by the teachers and students based on teachers' perception and classroom observation.

The observation was conducted by the student of the Magister Program of Linguistics, Faculty of Humanity, Universitas Airlangga, named Nimas Ayu Rahardini. The observation was conducted from 15th to 18th November 2021. She observed a total of 6 different English classes of SMAN 4 Kediri. Each class consists of a maximum 17 students since the regulation during Covid 19 Pandemic allows the participants of only 50% of the classroom population to join the offline class. The offline class starts from 7.00 am to 9.45 am while the online class starts from 12.00 am to 2.30 pm. This schedule is only implemented every Monday to Thursday while all classes on Friday are online and Saturday is free. However, the observer only gets permission to observe the offline class.

METHODS

This study uses the qualitative descriptive method to describe the phenomenon and how or why it happened (Nassaji, 2015). The goal is to describe teacher and students' obstacles in the offline teaching learning process. The data were collected by using classroom observation and unstructured interviews. The researcher conducted the observation in each of six classes by directly observing the teaching and learning process and take some documentation in form of photo, videos and audio recording. This study would like to describe the teaching and learning process in 6 classes of 12 grades and a class of 11 grades in SMAN 4 Kediri. The participant of the interview is an English teacher that handles those classes. The results of the teacher's interview used to be supporting data related to students and teacher's obstacles in the English teaching and learning process.

Research Problems

1. What are the obstacles found by students and teachers in English offline class after implementing English online learning in SMAN 4 Kediri?
2. What are the recommended strategies for the English teacher in SMAN 4 Kediri to help students' problem in learning English?

RESULT AND DISCUSSION

Teaching and Learning Process

The description of the teaching and learning process starts with the information related to the given material in each class (See table 1.). The table clearly describes different given materials for each class. According to the teacher, it has followed the syllabus, however, since the students' ability to understand the materials are different, it causes each class to have different material at the same time (See, table 1).

Table 1. Teaching and Learning Material

No.	Material	Class
1.	Make summary text about "Juvenile Delinquence"	XII IIS 3 and XII IIS 5
2.	Review text – students ask to review the poem.	XII IIS 1
3.	Discuss a discussion text that talk about "why people being racist?" and students were asked to guess each sentences, active-passive-verbal-nominal	XII MIA 1 and XII MIA 2
4.	Hortatory exposition- discuss the definition and generic structure of the text.	XI MIA 1

All classes are 5 classes of 12 grades and a class of 11 grades which are taught by the same teacher. In these offline classes, students were allowed to bring their own gadget. Apart from offline learning before the pandemic, some instructions or materials at previous online meetings were given through WhatsApp groups. This situation made the teacher decide to make students also submit all assignments through WhatsApp groups, although some assignments were also given directly at school. However, the school also provides free access to the internet. The other facilities, such as, whiteboard and video projector are also available.

All the classes started with the greeting by the teacher and directly discussed the material. The class started with praying together only in the very beginning of the class at 7.00 am and the last of the class at 10.45 am before they went home. To give the material in every class the teacher preferred to utilize the internet rather than the textbook. The teacher only used LKS (*Lembar Kerja Siswa*) or the book consist of exercises related to the material only to test the students' understanding and to give them assignments when the teacher suddenly must attend the meeting at the office or another. Most of the material was delivered by the teacher in English and a little bit of Indonesian language for some students that find it difficult to understand the instruction.



Figure 1. English Teaching Process at SMAN 4 Kediri



Figure 2. English Teaching Process at SMAN 4 Kediri

Obstacles found by teacher and students

Based on Classroom Observation

In delivering the material the teacher does some strategies to communicate to the students. On the one hand, the teacher did *questioning* (to ask a student response to increase learner involvement in the class.), *natural conversation* (the teacher encourages questioning, asking for clarification, commenting and changing the subject as well as introducing functional and everyday language which is often overlooked in course materials, to ensure understanding.), and *storytelling* (a stimulating alternative to the use of a graded reader in the classroom). On the other hand, students are less talkative. Students still need encouragement because many of them do not have courage to speak in front of the class. In some cases, there are still some students who are more active in volunteering to speak even though it is a little bit difficult. However, there are 2 classes that do not even want to speak in front of the class even though they have been given a stimulus by the teacher, through during teacher talk time.

Many students are not even familiar with English. They have very minimal vocabulary. As a result, they have difficulty in understanding the given instructions. One case in class XII IIS 3, almost all of them have the same problem. In addition, environmental factors affect students' courage in being more active in English class. The majority of students who are constrained above also affect other students who actually understand the material but do not dare to express themselves and choose to be silent.

Cases in class XI MIA 1 are almost the same as the previous one. All students refused to speak even though the teacher had given the stimulus. Even until the lesson ended, the students did not want to talk. Finally, students began to express themselves and be active in class at the next meeting, after the teachers kept giving them advice. Some students in different classes were seen trying to be volunteers to answer questions, but they seemed to have to take a note before they wanted to say. They tried to compose the sentences they wanted to talk about or find the answers from the internet. In other classes, the researcher also found there are interactions among students that helped each other. When a teacher tries to give exercise to students by giving them a chance to volunteer in answering the questions, certain students will help to give their feedback to their friends' answers. This kind of interaction can be a stimulus for students to be more confident to express themselves.

In class XII MIA 2 and 1, researcher found that the students interact smoother to the teacher than the other classes that have been mentioned above. Most of the students understood the instruction and even had a small discussion with the teacher related to the material that is "Why people get racist". Teachers stimulate the students by giving them example cases by using simple sentences. Then, the students perceived the topic that the teacher talked about. Although the researcher still found some students difficult to speak in English, they still understood the instructions well. As well as in class XII MIA 2 and 1, students interacted smoother in class XII IIS 3 and 5. The researcher found some students that more confident to express themselves can

affect the other students who less confident. They are more motivated to learn English and be more communicative.

Based on Teacher's Interview

In SMAN 4 Kediri, the teacher does not find any different students' performance in English class. The active students still become active students even after experiencing the online classroom. However, the problem happens for some students, influenced by the student's environment at home. In general, if the students do not have problems related to family and distraction because of the use of gadgets, the performance of each student does not change. The teacher explained that there are several students who are distracted by gadgets they use. During the pandemic, not only learning, even entertainment can also be found online including games online. Some students become addicted to games and forget their duty to study and it influences their performance and achievement on learning in general. Besides, some students are also disrupted by the environment at school. Some parents are not aware that their children still need to focus on school even though they do not come to school. The teacher found some of her students working during the pandemic. The parents think that they are doing nothing at home and let their children work. As a result, they cannot focus on studying. They even asked the teacher several times for extra time to submit assignments because they could only do the assignments at night.

The teacher also explained that some classes are only active on the text-based assignment. It means they are actually able to understand the instruction but they do not want to participate actively in speaking. Even when the teacher gave an assignment to record the small conversation in a group and submitted it to the WhatsApp group or uploaded the conversation video to a YouTube channel, only a group of viewers submitted the assignment. They did not submit even until the next meeting. The teacher has tried some methods to make them participate actively in speaking class, but the result shows that they need to adapt in participating in English speaking class.

From the teacher seminar she followed she got insight that most of the students still cannot express their opinion. It is a habit and has become a culture so students in Indonesia mostly still have difficulty expressing themselves, especially in English. The teacher also argued that starting from elementary school the classroom activities give less opportunity for the students to deliver their opinion in written or oral. It makes it difficult for the students to have critical thinking and makes them express their opinion to the teacher in front of the class. They still think that when they are asked to speak in English in front of the class they will be judged by the teacher or their friends.

The teacher also described two classes that are still difficult to express their opinion or answer the teacher's question because they do not want to speak English. It was found by the teacher by giving the questionnaire for the students and the report from the homeroom teacher. The results show that they do not want to speak in English. They wanted the material of the English class delivered by using Indonesian language. However, after keeping on giving advice to attract their motivation, students started to speak English in front of the class.

To solve the problems related to English teaching and learning in SMAN 4 Kediri, the teacher has a plan to teach a certain class starting from X grade and follow their progress to XII grade. The teacher explained that she is never coherently teach any particular class from class X to class XII. This causes teacher to be unable to monitor students' progress from the beginning. This method will be used to analyze the students' needs, consider the appropriate teaching method, and analyze the students' learning progress. It also can help teachers to reconsider the teaching method, so teachers can help students achieve their goals in learning English.

Recommended strategy for the teacher to help students' problem in learning English

Based on the observation, the main obstacles found by the students during the offline English learning process are their motivation in learning English. Even in 12 grades they still are not aware of the importance of mastering English. They still think that English is an unnecessary language to be mastered since they do not have any plan to go abroad for studying or working. Whereas, mastering English for communication in written and oral form can be an additional value for applying jobs and can open up opportunities for students who want to study abroad. (Roinah, 2019). Therefore, in this case, the teacher should have appropriate strategies in teaching English to attract the students' learning English motivation.

In general, students' learning motivation is divided into intrinsic and extrinsic motivation. Extrinsic motivation refers to the certain students' behavior that happened because of incentive / rewards or specific goal, while intrinsic motivation refers to a certain behavior that happened because of the fulfillment of internal needs, such as enjoyment, interest, and self- challenging (Liu, 2017). This is also believed that extrinsic and intrinsic motivation can affect each other although for some cases each of them can stand alone. Based on the classroom observation and the information from the teacher's interview, considering raising students' motivation both intrinsically and extrinsically is recommended. However, the students' extrinsic motivation should be the first step to be improved in this case.

As already mentioned before from the total 6 classes that have been observed, most of the population of those two classes are not aware of the importance of learning English. Even they asked the teacher to deliver the material using Indonesian language. Delivering material using Indonesian language in English class is inappropriate. It makes the main teacher's goal to help students mastering English become more unreachable. Therefore, teachers should start to raise students' learning motivation from their extrinsic motivation.

Further discussion about external motivation can be divided into identified, introjected, or external regulation (Teng et al., 2021). In raising students' awareness of mastering English, which is related to their extrinsic motivation, teachers give motivation to the students based on the identified regulation and external regulation. identified regulation focuses on students' personal purposes of having good achievement of learning English because it can affect their personal well-being, desires, and values. On the contrary, external regulation is related to the immediate reward, pressures, or expectations. Based on this regulation, teachers can inform the students that the better they master English they will get not only good scores on exams but also it can be one of the factors that influence a worker to get a better position and be a well-paid worker in the future.

To maximize the student's motivation, considering the student's intrinsic motivation is also important. Intrinsic motivation is believed that it is related to the students' needs, spiritual motivation and enthusiasm in learning English (Han & Yin, 2021). In other words, it focuses on the learning process. After increasing students' awareness of the importance of learning English, it is very important to increase students' motivation during the learning process in the classroom. It is about how students will feel comfortable expressing themselves and having a high curiosity of learning. In a classroom situation, teachers should try to create a comfortable learning environment that can make students more motivated and feel involved in the learning process.

One method used in intrinsic motivation is gamifying the learning process. Gamifying the learning process, the teacher basically applies the game-design elements to a non-game context (Esquivel Vera et al., 2021). By using gamification, students are expected to be more engaged and interactive. Besides, this method can affect the students to be more challenged. It is because in the learning process there will be a kind of competition among students that will stimulate their motivation to be more and more understanding of the material so they can keep involving and competing. The more they understand they can answer the question correctly they will be more encouraged to learn. The intrinsic motivation also can be increased by applying positive feedback for the students after they express their opinion or answer questions from the teacher. Positive feedback will increase students' confidence. They will feel accepted and it motivates them to be more involved in the learning process.

CONCLUSION AND SUGGESTIONS

The transition of online and offline learning is not really affecting the students in general. However, students still find some obstacles in learning English. Based on the observation and interview with the teacher, the problem that students have in learning English is affected by the student's motivation in learning English. Some students still do not know the importance of mastering English and therefore, they lack of motivation to learn English. The teacher also explained that some classes are only active on the text-based assignment. It means they are actually able to understand the instruction but they do not want to participate actively in speaking. Besides, the influence of the environment condition at home and the use of gadgets also affects their performance in learning English.

To increase learning motivation, teachers need to pay attention to students' extrinsic motivation and intrinsic motivation. Thus, teachers can determine what learning methods are appropriate to help achieve student learning targets. In increasing students' intrinsic motivation, gamification can be a good strategy to apply in teaching English in SMAN 4 Kediri. By using gamification, students are expected to be more engaged and interactive. Besides, this method can affect the students to be more challenged.

The present study limited the sample size as recommended by the previous study to avoid generalizing the finding. The qualitative method used in this study to describe the teaching and learning process and also the perception of a teacher as one of the stakeholders. The researcher believe that the result can be a consideration to evaluate teaching strategy of a particular teacher. However, the result cannot be claimed as the general result for one particular school. Therefore, conducting qualitative research to describe all the population of English teachers in one particular school is recommended. Thus, this finding is expected to be a reference for dealing with any changes and developments related to learning and teaching English at school.

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