



ENGLISH TEACHERS' PERCEPTIONS ON THE IMPACT OF SWITCHING FROM ONLINE TO OFFLINE LEARNING

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ABSTRACT

During Covid 19 Pandemic, students in various schools faced different problems in adapting to switching from online to offline learning. However, each school or class has distinctive characteristics and challenges. This survey research aims to determine the challenges and solutions of teachers on switching from online to offline learning. The research was conducted at three public junior high schools in Sokaraja, Central Java. Data collection was carried out in three stages. The first stage was distributing questionnaires to 10 teachers. The second stage was semi-structured interviews with 3 teachers. The third stage was the observation of learning in the classroom. The data revealed that the biggest challenge during the transition from online to offline learning is bad student behavior carried away online. Students are not enthusiastic when the teacher is in class greeting them and even tends to be ignorant. Student motivation at school is also lacking and they do not know the purpose of learning English. Teachers need to provide learning motivation for students and change students' old habits during online learning. Grouping students into low, medium, and high can be a solution to easily convey material and assess students' improvement in abilities.

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1. INTRODUCTION

At the beginning of 2020, the COVID-19 pandemic struck the world. The government issued a policy to limit outdoor activities and maintain physical distances until the pandemic subsides. The Covid-19 pandemic affecting various countries, including Indonesia, considerably impacted multiple fields, including education. Following National Law No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (covid-19), it was required that teachers used online media to support online teaching and learning activities online (Kemendikbud, 2020). As a result, the all instructional activities must be carried out remotely through an online network to minimize the spread of Covid-19. Basically, online learning hold the same principle with face-to-face learning despite the restriction that students and teachers cannot meet face to face. This idea of online learning proved that learning and technology cannot be separated. A combination of both elements can improve students' learning experience and even mediate learning during the unpredictable period (Mafruudloh et al., 2021).

Teachers must continue to present teaching and learning activities despite the limitations of online learning. These limitations including internet accessibility, hardware, and software, and costs were very common, especially in rural schools with limited resources. Teachers try to provide teaching to students by visiting students' homes to teach because of existing conditions and limitations. Creativity is the key to success for a teacher to be able to motivate students to remain enthusiastic about online learning and not be a psychological burden (Yaumi, 2018; Fitriyani et al., 2020; Yunitasari & Hanifah, 2020; Harnani, 2020).

At the beginning of 2022, schools are in the new normal era where face-to-face learning (offline) can be implemented. All schools should start doing face-to-face learning. Teaching English in switching learning from online to offline provides new challenges. The biggest issue in the transition from online to offline learning, as stated by Rahardini (2022), is the student's motivation to study English. Even in the 12th grade, students are unaware of the significance of understanding English. They continue to believe that English is an unnecessary language to learn because they have no plans to study or work overseas. Switching from online to offline learning has undergone a change that requires teachers and students to adapt to face challenges and find solutions.

2. RESEARCH METHOD

This survey research aims to determine the challenges of switching from online to offline learning and the strategies that teachers use to alleviate these challenges. The research was conducted at three public junior high schools in Sokaraja, Central Java from July to August 2023. The data collection process was carried out in three stages. The first stage was distributing questionnaires to 10 teachers examining indicators of learning including learning media, learning strategy, learning activities, students' liveliness, and assessment. The second stage was collecting data through semi-structured interviews with three selected teachers. The third stage was the observation of the learning process in the classroom.

3. RESULT AND DISCUSSION

3.1. Questionnaire results

There were 20 statements included in the questionnaire. The statements were related to the teachers' perceptions on the impact of switching from online to offline learning.

Below are the results of the questionnaire per indicator:

3.1.1. Learning Media

The first indicator was about learning media. This indicator consists of four statements, statement 1, 2, 3, and 4.

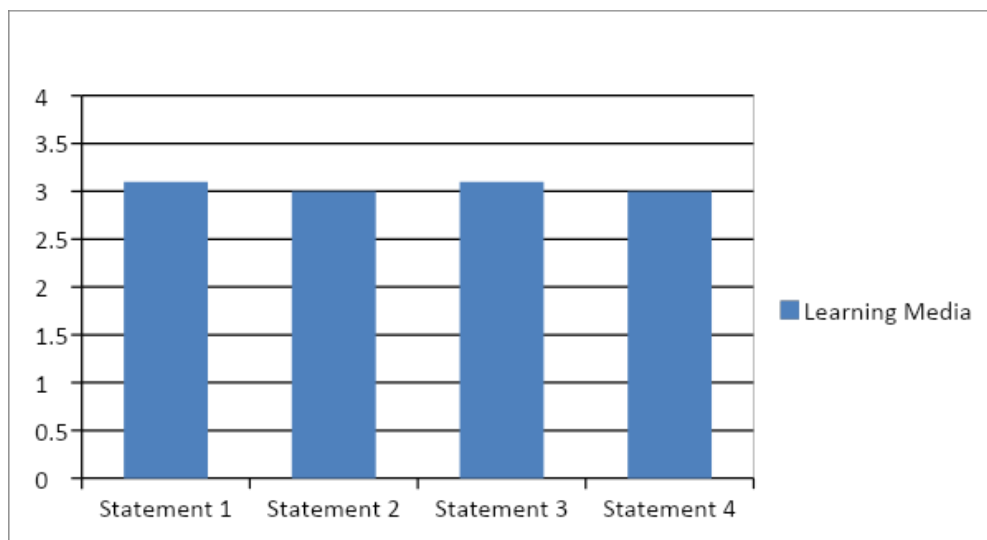


Figure 1. Learning Media

From the bar chart above, there is no significant difference between the statements. The highest score was achieved by statements 1 and 3 with a score of 3.1, and the lowest was achieved by statements 2 and 4 with a score of 3. The highest score was achieved by statements 1 and 3 with a score of 3.1, and the lowest was achieved by statements 2 and 4 with a score of 3. In statement 1, "Offline learning media follows student characteristics more than the learning media used online.", and statement 3, "Offline learning media makes me think more creatively and innovatively compared to online learning media." Most teachers chose the "agree" option for the two statements, meaning they agree that offline learning media is appropriate according to student characteristics and that the learning media used can be more creative than online. In statement 2, "Offline learning media is more practical than learning media used online." and statement 4, "Using offline learning media is easier to use and following teacher skills than online learning media." is only 0.01 different from the two previous statements. Most respondents chose the "agree" option, meaning that most of them agree that offline learning media is more practical and has been adapted to the abilities of teachers than online learning media. Researchers can conclude that the learning media indicator has a category of very positive perception with a total score of 3.05. It means that English teachers agree that learning media in offline learning makes it more creative and innovative and easier to use and follow teacher skills than online learning media.

3.1.2. Learning Strategy

The second indicator was about learning media. This indicator consists of four statements, statement 5, 6, 7, and 8.

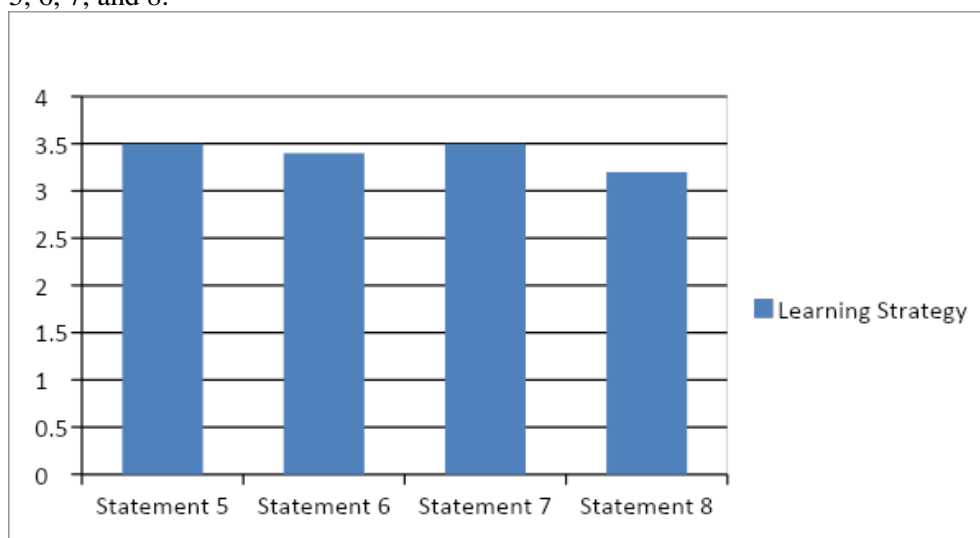


Figure 2. Learning Strategy

The bar chart does not show significant inequality. The highest score is achieved by statement 5, "The offline learning environment is more fun than online." and statement 7, "The learning strategy designed by describing varied patterns of interaction (student engagement) is more accessible to implement offline than online." with a score of 3.5, and the lowest achieved by statement 8 "Online learning strategies cannot be fully applied like offline learning." with number 3.2. In statements 5 and 7, respondents chose a balance between the options "agree" and "strongly agree," meaning no one disputes the statement. In statement 8, many teachers chose the "agree" option, but no one was denied by choosing the "disagree" or "strongly disagree" option. The researcher concludes that the indicator learning strategy had a category of very positive perception with a total score of 3.4. This means that English teachers agree that learner-centered learning strategies are easier to apply when offline and online learning strategies like offline learning cannot be fully applied.

3.1.3. Learning Activities

The third indicator was about learning media. This indicator consists of four statements, statement 9, 10, 11, and 12.

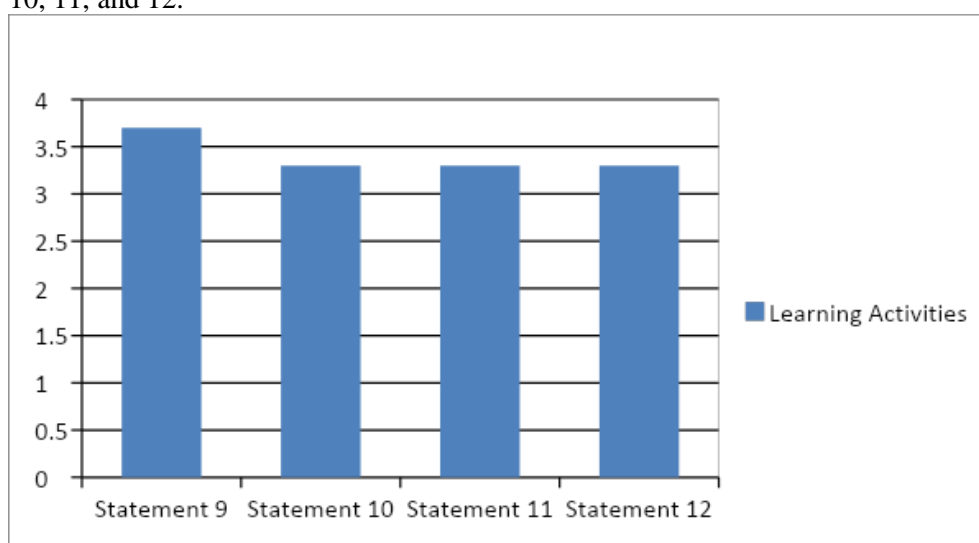


Figure 4.3: *Learning Activities*

From the bar chart above, the highest score was achieved by statement 9 with a score of 3.7, while statements 10, 11, and 12 received the same score 3.3. In statement 9, "Teachers find it easier to motivate students during offline learning than online." 70% of the teachers answered "strongly agree," and the rest "agreed". Motivating students is easier to do when meeting students face to face. Teachers can freely give examples directly to motivate students. Researchers can conclude that the indicator learning strategy had a category of very positive perception with a total score of 3.4. It means that English teachers agree that social interaction between teachers and students takes a better place during offline learning than online.

3.1.4. Students' Liveliness

The fourth indicator was about learning media. This indicator consists of four statements, statement 13, 14, 15, and 16.

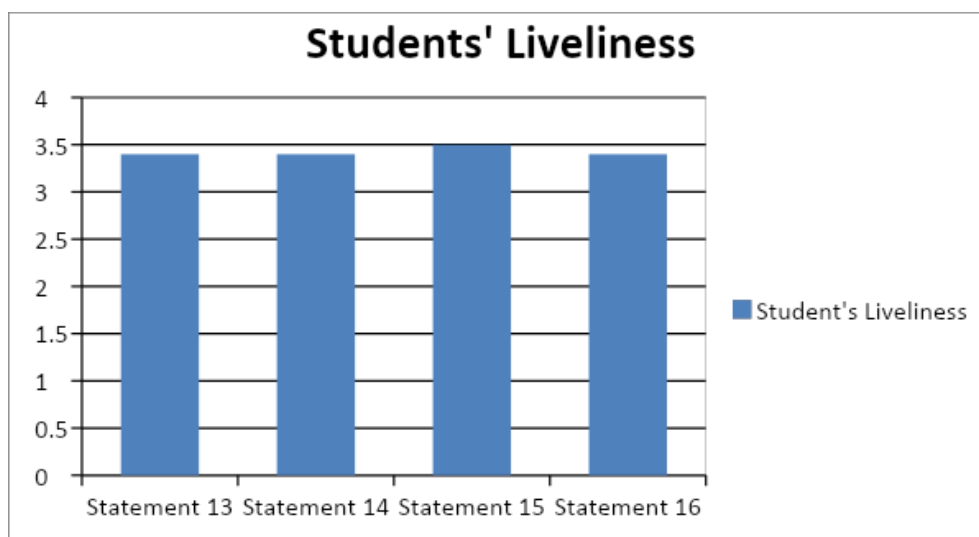


Figure 4.4: *Students' Liveliness*

From the bar chart above, the highest score was achieved by statement 15, with a score of 3.5, and the score achieved was close to statements 13, 14, and 16, with a score of 3.4. Statement 15 "Students are enthusiastic and excited when the teacher explains material offline compared to online learning." There was no significant difference in the results. This means the respondent agrees that students look more active offline than online learning. Researchers can conclude that the indicator learning strategy had a category of very positive perception with a total score of 3.42. It means that English teachers agree that social interaction between teachers and students takes a better place during offline learning than when online.

3.1.5. Assessment

The fifth indicator was about learning media. This indicator consists of four statements, statements 17, 18, 19, and 20.

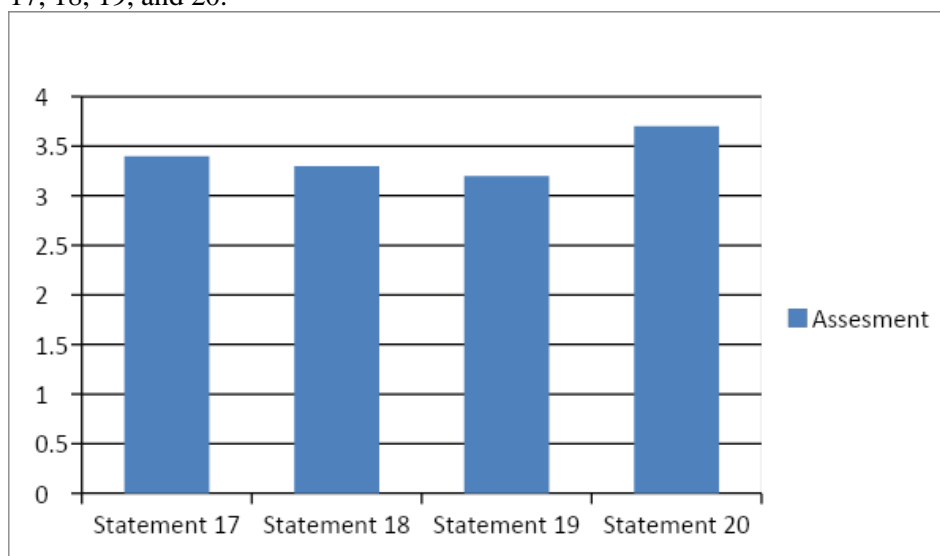


Figure 4.5: *Assessment*

From the bar chart above, there is a considerable difference between the responses of statement 20, "Teachers can quickly assess students' skills and knowledge offline than online." which got the highest score with number 3.7, and statement 19, "It is easy for teachers to see improvements in students' learning abilities when they are offline rather than online." who got the lowest score in the "assessment" indicator with a score of 3.2. Teachers will find it easier to assess students when offline learning than online. Teachers can directly see the development of a student's abilities in speaking, reading, writing, and listening without reason being constrained by the signal. Different from statement 19, in looking at the development of a student's abilities, teachers can assess through online learning, but offline learning is

more efficient. Researchers conclude that the indicator learning strategy had a category of very positive perception with a total score of 3.4. This means that English teachers agree that it is easier to assess student activity and see students' improvements in abilities when teaching and learning take place offline than online.

From all the tables above, 20 statements had very positive perceptions by English teachers in public junior high schools in Sokaraja.

2. Interview Results

Researchers interviewed various teachers about English teachers' perception in switching from online to offline learning. Three teachers from different public junior schools were chosen to participate in the interview this time. Several questions have been produced by the researcher to strengthen the results of the questionnaire. The first question involves the challenges in switching from online to offline learning. The following excerpts depict the teachers' responses toward the question:

Teacher 1: *"During online learning, students are at home and the problem is learning at home, not all students follow the learning perfectly, some are on time, some are late (wake up, etc.). Most students when they start learning offline mostly forget about the material provided online."*

Teacher 2: *"Students' communication is very lacking because they tend to be silent during online learning so that students are slow to respond when the teacher gives stimulus to students when they are offline."*

Teacher 3: *"Students' responses when learning online tend to be passive and these bad habits carry over until learning switches to offline."*

According to the results of interviews with three teachers, they had almost the same difficulties; namely, when learning changed from online to offline learning, students' online habits were carried away passively. Students were lazy to do assignments, underestimated online learning, and made them not understand the learning being given. One of the obstacles is passive students during learning. In one of the schools, there was a class that, during the first offline meeting, wanted to avoid answering the greeting from the teacher. Then the next challenge is the character of students who tend to behave less politely toward teachers. This is due to the need for more communication between them and the surrounding environment and the impact of their gadgets during online learning.

The second question involves solving the problem or challenge of switching from online to offline learning. The following teachers' responses to the question:

Teacher 1: *"Providing students with an understanding that online learning is only temporary even though in the future they don't know whether there will be modernization of learning even though the pandemic has passed is one of the solutions that English teachers can do."*

Teacher 2: *"Teachers need to facilitate interesting learning media such as Quizziz, Wordwall, etc. so that students don't get bored during offline learning. The solution is that as teachers we must be able to map students with an understanding of criteria such as low, medium, and high. The teacher gives more understanding to students with low understanding criteria, such as giving questions that are easier to understand than students with high and medium understanding."*

Teacher 3: *"Teachers need to improve the character of students who are lazy and impolite by giving advice and direct examples that students can emulate."*

According to the interviews with three teachers, the solutions from the teacher are increasing creativity in making fun learning media. In online learning the teacher used Wordwall, Quizizz, Powerpoint as learning media this can also be applied in offline learning, teacher can also add other learning media so that learning is more varied and not boring. Teachers can also group students into 3 categories, namely high, low, and medium, this is adjusted to their ability in English. Students in the high category can be given more difficult questions than students in the medium and low categories and vice versa. This is expected to make students more motivated to learn English and teachers more easily control the improvement of students' abilities. Teachers also need to motivate students and provide advice to students if student behavior is still bad and disrespectful to teachers. Teachers need to set an example for students by behaving well, so that students can imitate not only giving suggestions but the teacher himself does not do it.

The third question involves the students' responses from the solution given by teachers in switching from online to offline learning. The following teachers' responses toward the question:

Teacher 1: *"The students' responses to the learning motivation given were that most students responded well".*

Teacher 2: *"There were many changes in the student's response when I implemented the solution I provided, but there were some students who came from backgrounds that were less supportive in the world of education so that it affected their enthusiasm for learning."*

Teacher 3: *"Student responses only slightly changed but this happened slowly, smart students more easily followed learning while students with limited abilities tended to have difficulty following the learning process."*

According to the interviews with three teachers, the student's responses to some of their actions resulted in significant changes. Students are willing to interact with friends and teachers; their characters are more polite to teachers and actively answer questions in class. Students' motivation in learning is also higher to be able to go to school and continue to a higher level. However, this is less influential for students with disadvantaged family backgrounds. They find it challenging to study at school because of personal problems. However, all the solutions provided have been quite valuable for solving online and offline learning challenges.

3. Observation results

Teaching and learning activities at the school are full of offline learning. Teacher greetings students and being answered with fast responses by students. When the teacher gives prompt questions to start learning, the students also look active and compete to answer the questions given by the English teacher. When learning the teacher uses cooperative learning strategies type student teams achievement division (STAD) mix contextual learning. Students are asked to form groups of 4 people. Students are given material namely "congratulations, wish, and hope". Students are given assignments regarding the vocabulary in the material and need to answer by discussion with the group until the specified time. During the discussion the students were quite noisy and still asked friends in other groups if they lacked confidence in their abilities. The teacher also looks busy and does not rebuke the students. Then, students are asked to come forward one by one to write the answers that have been discussed. Students looked enthusiastic to write answers on the whiteboard, but the class was still not quite conducive. After all, the teacher relates their answers to examples in everyday life so that students can easily understand what the teacher explained. In this case the teacher uses a contextual learning model by linking the experiences of the teacher and students. The learning strategy used by the teacher is appropriate because the students are conducive and enthusiastic. The teacher also plays English songs that are familiar to students and also requests songs they want to listen to the teacher. Therefore, the learning atmosphere feels more enjoyable and not boring.

During the learning process, the teacher only used the main learning media and the student book. It is run well enough because the learning strategy provided was in accordance with the character of the students, namely the cooperative learning strategies type student teams achievement division (STAD) mix contextual learning model, it can make the learning atmosphere in the class was active. However, the teacher's mastery of the class was still lacking because they were still busy with their own affairs as well as not really caring when students asked other groups when working on assignments and students made noise in class. This is due to the lack of learning media used by teachers. Teachers need to increase creativity in making learning media.

DISCUSSION

Most teachers chose the "agree" option from the 20 statements provided. From these results, the teacher gives a very positive perception. Perception reflects the feelings, needs, expectations, and attitudes of the perceiver due to internal and external influences found in oneself. Internal factors in this case are teachers and students, while external factors are the learning environment and student enthusiasm for learning (Sukhafudin, 2005). From the five indicators in the

questionnaire, the English teacher received a very positive response with a total score of 3.4. Positive perception stems from an individual's contentment with a particular thing, which becomes the source of perception, as well as the individual's knowledge and experience with the object experienced (Robbins, 2002). These results indicate that not many challenges arise when learning changes from online to offline. Because most teachers prefer offline learning for several reasons, such as the teacher's lack of control over students when learning takes place online and assessment of students' English skills, such as listening, speaking, and reading, are easier to assess when learning takes place online.

The relational analysis describes the obstacles of online learning from the teacher's perspective; it is about shifting from traditional to online learning (Henriques et al., 2021). When online learning takes place, one of the problems is the student's limited internet connectivity (Lestiyawati & Widyantoro, 2020). In offline learning, the English teacher also encounters several challenges that occur. They mentioned that there were challenges that occurred when learning changed from online to offline learning. As stated by Mawaridz et al. (2022), there was a reduction in student interest in studying in online learning. However, this habit also continues when offline learning takes place. Students in offline learning become passive until they do not make a sound. As Wandini and Lubis (2021) said, online learning causes the following new behaviors: (1) students do not do homework, (2) students are late in completing homework, (3) miss teaching and learning activities, and (4) play games until late at night. These habits make it difficult for students to adapt in a new environment and meet many people. Habits during online learning are then carried over when offline students have low character education and are not polite to teachers. This change in character is a challenge that needs to be changed, especially by teachers. When the teacher asked about the material studied online, students were only confused and silent, as if they did not know it. It becomes the teacher's task to explain again from the beginning the material even though they should be able to continue learning with new material but have to repeat the old material online.

Offline learning education allows students to satisfy the demands of a broader spectrum of student groups while giving them more freedom and choice in managing their studies (French, 2015). So that, overcoming existing problems, the teacher can provide direction and good examples of action to be one of the solutions that can be applied to overcome existing problems. Students can see their teacher's behavior directly and say that this can motivate them to be good individuals, and it is hoped that these good things will be applied to them in their daily behavior.

The use of interesting and varied learning media also needs to be applied so that students are not bored and sleepy while studying. Considerations that can be used in using learning media when online learning are not different from offline learning. The learning media used needs to be adjusted to the character of the students. Things that students like need to be considered so that the material presented is easily conveyed to students. Like learning media in online learning, students get learning experiences via some technology that happens when online learning (Carliner, 2004), including Quizizz, Wordwall, PowerPoint, and others that teachers can also apply in offline learning. Interesting learning media can also increase student creativity so that students are expected to read and play while learning. This can improve students' memory and make the learning environment more enjoyable.

Students' responses regarding the solutions provided by the teacher were also very well received and by easy stages the changes occurred, such as students were no longer passive and began to ask questions during learning actively. Student characters are also more polite, such as greeting friends and teachers when they meet each other. They are more serious and easy to accept learning material after being given motivation by the teacher. The atmosphere of offline learning is increasingly enjoyable. The creativity of the teacher in applying learning media such as Quizizz, PowerPoint, and Worldwall, make students not get bored and are eager to learn English because students prefer visual learning rather than just seeing and writing.

In delivering the material on offline learning, the teacher uses 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). This is not much different from online learning, teachers also need more time to prepare in online learning instructions (Rahiem, 2020).

The teacher also plays an easy English listening song, which helps improve students' listening skills. Students also asked the teacher several times to play their favorite songs. This can increase students' vocabulary. After each child comes forward, the teacher instructs students to correct their answers by exchanging their answer sheets with their friends. Some students already knew the vocabulary, and others did not, but they still answered when the teacher asked about their answers. The drawback of this lesson is that the teacher only speaks English during the greeting, and after that, the teacher communicates with students in Indonesian. This makes students not accustomed to communicating in English. Teachers also only use learning media in the form of student books. This is not the same as what was conveyed during the interview "We use visual media such as PowerPoint, Quizizz, and others", it was not proven during observation. The learning atmosphere was also rather unconditional and noisy when students asked their friends for answers, but the teacher did not scold them. The teacher should be able to make class conditions remain orderly and quiet.

4. CONCLUSION

This research was collected from a closed questionnaire, semi-structured interviews, and observation. Based on a closed questionnaire from five indicators the highest score reached by learning liveliness with 3.425 and the lowest reached by learning media with a score of 3.05. When offline learning the teacher assesses students to be more active and more fluent in communicating than during online learning, however the change in student activity does not change significantly. Teachers need to provoke questions so that students can be active during offline learning. The factor that causes learning media to get the lowest score is when online and offline learning the learning media used are not much different and can be applied both online and offline learning.

Based on interviews, the biggest challenge during the transition from online to offline learning is the resistance of students towards online learning. Students did not show interest in online learning. As they teacher held the class, students tend to be ignorant. Student motivation at school is also lacking and they do not know the purpose of learning English. Teachers need to provide learning motivation for students and change students' old habits during online learning. Grouping students into low, medium, and high can be a solution to easily convey material and assess students' improvement in abilities.

Based on observation, the challenges that occur come from the teacher. They are less creative in conveying material through learning media. The teacher only uses student books where the teacher's creativity is lacking when teaching students. However, the learning strategy used is appropriate, namely using cooperative learning type STAD mix contextual learning. Students find it easy to grasp the material, nevertheless the classroom atmosphere becomes less conducive, and the teacher is also busy with himself without asking students the difficulty of the assignment.

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