AN ANALYSIS OF STUDENTS' PERCEPTION TOWARD OFFLINE ENGLISH LEARNING IN NEW NORMAL (AFTER COVID-19) FOR SECOND YEAR STUDENTS AT SMP N 43 MUKOMUKO

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ABSTRACT

The purpose of this research is to describe the students' perception toward offline English learning in new normal (after Covid-19) at SMP N 43 Mukomuko. The design of this research is descriptive research. The population of this research is the second year students at SMP N Mukomuko in the 2022/2023 academic year. Total sampling technique is used to get the sample. The number of sample is 33 students. The instrument for collecting the data in this research is questionnaire. To analyze the reliability of the questionnaire, the researcher used Alpha formula. The result of the analysis showed that the questionnaire was reliable. It was supported by the reliability index is 0.53 (Reliable). Then the questionnaire was valid in terms of the content because it was constructed based on certain criteria and there was expert judgment.

The result of this research shows that the students of the second year at SMP N 43 Mukomuko had positive perception toward offline English learning in new era (after Covid-19). It was indicated by the data that 22 students (66,6%) had a positive perception. Specifically, the students' perception toward learning material was positive. It was proved by the fact that 24 students (72,7%) were categorized as having positive perception. Then the students' perception toward learning media was also positive. It was shown by the fact that 22 students (66,66%) were categorized as having positive perception. The last the students' perception toward learning activities was positive. It was represented by the fact 26 students (78,7%) were categorized as having positive perception.

Based on the findings, it can be concluded that the students of SMP N 43 Mukomuko had positive perception, Based on the conclusion, the researcher suggested to the English teacher to make students more enjoyable to study offline. Students are suggested to study well because students had positive perception. It means they were interested toward offline learning. Further researchers are suggested to refer this research result for the future research.

Keywords : Covid-19, Offline learning, Perception.

INTRODUCTION

Pandemic COVID-19 has a considerable impact on student learning. However, along with the decline in the number of covid-19 transmissions, so that online learning in its management began to change so that new rules (new era) were implemented, namely balancing learning both online and offline, but when implementing offline/face-to-face learning, health protocols were still implemented and a vaccination program was held and a certificate of able-bodied was also needed as a condition for participating in offline learning. Despite experiencing many obstacles, learning activities must not stop because schools must be oriented towards relevant global needs (Arafah & Bahri, 2020).

In new normal era to overcome the impact of learning loss and literacy loss that occurred during the Covid-19 pandemic in Indonesia, it was deemed necessary to carry out face-to-face learning (Nissa & Haryanto, 2020). They revealed that face-to-face learning is a classical way of learning where teachers and students communicate face-to-face in the same room or forum. This learning requires the presence of teachers and students in a real (not virtual) place. In line with that, according to Anggrawan,(2019) face-to-face learning is learning in the classroom that relies on the presence of educators to educate. In face-to-face learning students are involved in communication directly in the physical. Based on the description above, face-to-face learning is a learning process that is carried out by communicating between educators and students directly in a place without virtual media intermediaries.

On March 30, 2021, a Joint Decree (SKB) of 4 Ministers was issued, namely the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs Number 03 / KB / 2021, Number 384 of 2021, Number HK.01.08 / MENKES / 4242 / 2021, Number 440-717 of 2021 concerning Guidelines for Implementing Learning during the Coronavirus Disease 2019 (COVID-19) Pandemic. Face-to-face learning during the pandemic was welcomed by

teachers because of the many obstacles to online learning. The results of the study done by Sutia & Sagita, (2020) revealed that there are several obstacles experienced by teachers and students during the implementation of online learning, namely related to internet access and quota, schools need to provide support to teachers and students, especially in providing internet access, both students and teachers miss face-to-face learning activities directly.

There are two researchers that have conducted the research related with offline learning and Students' perception. First, Nurhayati and Ratnaningsih (2022) did a research entitled "Perceptions of Parents, Teachers, and Students on Face-to-Face Learning (PTM) are Limited during the Covid-19 Pandemic". Their finding was good in the challenges of students perception in offline learning during Covid-19. Next, (Carolina et al. 2022) also did research entitled "Analysis of the Effect of the Transition from online to offline Learning on Post-Covid-19 Pandemic Students' Mental Health". She found that the mental health of students is good on offline learning.

Because the researcher above has not yet done the research about the students' perception toward offline learning in new era (after Covid-19), So, the writer was interested to conduct a research entitled "The students' perception toward offline English learning in new normal (after covid-19) for first year students at SMP N 43 Mukomuko".

In this research, the researcher used descriptive research. The researcher described the students" perceptions of learning during face-to-face in new era (after Covid-19). According to Refnita (2018), descriptive research involves collecting data to test hypotheses or to answer questions concerning the current status of the subject of the study. Descriptive research is designed to give information and a clear illustration. In this case, the point of descriptive research is to collect and accumulate the basic data descriptively to make the description of students" perceptions of learning during face-to-face in new era (after Covid-19) pandemic.

The researcher used total sampling technique to determine the sample because the number of population is less than 100. According to Arikunto (2010), the total sampling is a technique to collect the data which is the total number of sample is similar with the total population since the total of students at eight grade of SMP N Mukomuko are 33 students and it is less than 100 in number, the researcher used all the population to became the sample of this study. Thus, the total member of sample is 33.

3.3 Instrumentation

According to Refnita (2018), the device the researcher used to collect the data is called an instrument. To collect the data for this research, the researcher used a questionnaire as an instrument. The researcher used a questionnaire to collect data about students' perception toward offline English learning in new normal (after covid19) at SMP Negeri 43 Mukomuko. The type of questionnaire used by the researcher was a close questionnaire. There are 18 statements in the questionnaire and they consist of positive statements and negative statements. The questionnaire is formulated using both English and Indonesian language in order to be easy to understand. The researcher makes a questionnaire using paper and distribute it to the students. The specification of the items of questionnaire can be seen on table 2 bellow.

Table 1: The Specification for Questionnaire on Students' Perception of offline English Learning in new normal (After Covid-19)

o	Aspect of Questionnaire	mount of Item	Item Specification	
			Positive Statement	Negative Statement
	Learning Material	6	1,2,3	4,5,6
	Learning Media	6	10,11,12	7,8,9
	Learning Activities	6	13,14,15	16,17,18
Total			**9**	**9**
Total Items		**18**		

The questionnaire was constructed on the Likert Scale. According to (Refnita, 2018:149), the Likert scale is an instrument that asks an individual to respond to a series of statements by indicating whether she or he strongly agrees (SA), agrees (A), undecided (U), disagrees (D), and strongly disagrees (SD) with each statement

Table 2: The Score of Questionnaire on Likert Scale

Scores for Positive Answer	Categories	Scores for Negative Answer
5	Strongly Agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5

(Sugiyono, 2019:134)

The criteria for a good questionnaire is having validity and reliability. Arikunto (2015:80) says that a questionnaire is valid if it measures what it is supposed to measure and one of the types of validity is content validity. Gay et.al, (2012:139) states that validity refers to the degree to which a questionnaire measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores.

The researcher used several characteristics to have a questionnaire, as follows:

1. The questionnaire deals with the significant topic
2. The questionnaire is an attractive appearance, neatly, arranged, and duplicated or pointed
3. Directions are clear and complete
4. The questionnaire is objective, with no leading suggestion as to the responses desired
5. Questions or statements are presented in good physical order
6. It is easy to tabulate and interpret

To find out the reliability of the questionnaire, the researcher used variant formula suggested by Arikunto, (2012 : 123) as follows:

$$\sigma^2 \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n}$$

where :

$\sigma^2 = Variant$

$\sum x^2 = $
Total quadrate score for each question

$\sum x = Total\ score\ for\ each\ item$

To find out the reliability index of the questionnaire, the researcher used the Alpha formula suggested by Arikunto (2015) as follows:

$$r^2 = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma b^2}{\sigma t^2}\right)$$

Where:

$r^2 = Reliability\ of\ instrument$

$K = The\ number\ of\ item$

$\sum \sigma b^2 = Calculation\ of\ variants\ score\ for\ each\ item$

$\sigma t^2 = Total\ of\ variant$

To know the reliability index of questionnaire the researcher refers to the following criteria suggested by Arikunto (2015:89)

The Classification of Reliability Coefficient Criteria

0.81-1.00	Very High Reliability
0.61-0.80	High Reliable
0.41-0.60	Reliable
0.21-0.40	Low Reliable
0.00-0.20	Very Low Reliable

Furthermore, Arikunto (2015:90) states that the questionnaire is said to be reliable if it reaches the minimum criterion of reliability (0.7). After analyzing the reliability index, the reliability index was found that **0,53 (Reliable). (see appendix 3)**

3.4 Technique of Collecting the Data

The data of this research are students' score from question about students perceptions toward face-to-face learning in new era (after the Covid-19) pandemic. The researcher collected the data of this research by using questionnaire.

The procedures for collecting data are as follows:

a. The researcher gave the questionnaire to the students.
b. The researcher asked the students to respond to the questionnaire.
c. The students were asked to complete the questioner in 30 minutes and submitted.
d. The researcher gave the score for students responses based on the classification of the statement in the questionnaire like table below :

Table 3: the classification of the statement in the questionnaire on students erception of offline English learning in new normal(after Covid-19)

Scores for Positive Answer	Categories	Scores for Negative Answer
5	Strongly Agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5

e. The researcher calculated the total score of the each student.

3.5 Technique of analyzing the Data

In this study, the researcher used several steps to analyze data, as follow:

a. The researcher made a table of students' scores.
b. The researcher foud the mean scores by using the formula as follows:

$$M = \frac{\Sigma x}{N}$$

Where:
M = Mean score
Σx = Total score of the students
N = Number of Students

c. The researcher classified the student's perception by using the following criteria:
$\geq$ Mean is classified as having positive perception
$<$ Mean is classified as having negative perception

d. The researcher found the percentage of students who has positive and negative perception by applying the following formula :

$$P = \frac{R}{N} \times 100\%$$

Where :
P = the percentage of students.
R = the sum of students who have positive or negative statement
N = the sum of the students.

e. Finally, the researcher discussed the result.

CONCLUSIONS AND SUGGESTIONS

Based on the result in chapter 4, the researcher concluded as follows:

1. Students had positive perception toward learning media of offline English learning during Covid-19 at SMP N 43 Mukomuko. It was indicated by the fact that also 66,66% students have positive perception. It means that the studentsare interested to have learning media of offline English learning.

2. Students had positive perception toward learning activities of offline English learning during Covid-19 at SMP N 43 Mukomuko. It was indicated by the fact that 78,2% students had positive perception. It means that students are interested in learning activities of offline English learning.

3. Students had positive perception toward offline English learning after Covid-19 at SMP N 43 Mukomuko. It was indicated by the fact that 66,6% students had positive perceptions. It means that the students like to have offline English learning.

4. Students had positive perception toward learning material of offline English learning during Covid-19 at SMP N 43Mukomuko. It was indicated by the fact that 72,7% students had positive perception. It means that the students are interested to have learning material of offline English learning.

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