



Students' Perception on Learning English Proficiency Class in Offline Learning at English Department

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Abstract

Over the past ten years, more researchers have analyzed how the Internet has influenced the teaching mode, from offline to online, especially for EFL students. The purposes of this research is how the students' interaction between students' and lecturers' in offline learning? and how the students' perception in learning English Proficiency course on offline learning in interaction between students' and lecturers' aspect. This research used descriptive methods. The data collection in this study used two questionnaires that have 5 items. This reasearch were 94 respondents that filled the questionnaire. In conclusion, based on the results of students' perception that the students feel comfortable to answer the questions given in offline learning. The score indicated that offline learning makes students more concentration and easy to understand to the lecturer.

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INTRODUCTION

According to the Big Indonesian Dictionary, the term "offline" derived its meaning from the word "outside the network," which describes a state in which a person is disconnected from a computer network (offline). Also, offline learning helps students discuss and participate in the learning process in the class (Halili, 2015). Offline and online learning consists of two components: traditional face-to-face education and technologically generated platforms (Dziuban, 2018). Students generally feel more comfortable and learn easier in a familiar, traditional classroom environment (Julien & Dookwah, 2020). Furthermore, Offline learning brings teachers and students into the same room to learn. Offline learning has some characteristics, such as being planned, based on a place, and involving social interaction.

Offline learning usually happens in classrooms with a synchronous communication model and active interaction between students, lecturers, and other students. Offline learning makes it easy for students and teachers to speak directly to each other. In offline learning, the teacher or student will use different techniques to make the learning process more active and

exciting. Offline (face-to-face) learning methods include: 1) lecture method, 2) assignment method, 3) question-and-answer method, and 4) demonstration method.

In addition, learning in person and studying on the internet each have their own merits and drawbacks. According to Padmalini (2021), many people believe that offline learning can be more effective in the classroom than online learning. This is because offline learning enables students to communicate directly with their instructors and classmates and assists students in better comprehending the subject matter. Accordingly, it was also noted in (McBrien et al., 2009) that online learning might provide many opportunities for social interaction. Students believe that the biggest obstacles to online learning are technological issues and difficulty understanding educational objectives (Song et al., 2004). However, learning can take place purely online, offline, blended setting, or by switching between online and traditional classrooms (a half online and offline).

Here the aspect of offline learning in English Proficiency Class:

a. Interaction between lecture and students

In the learning process outside of class, there should be interaction between the lecturer and the students. Students should also be aware of how technology is changing and be able to use it. It is in line with Fisher (2009) 's statement, that technology plays an essential role in facilitating the communication between students and lecturers for the offline and online learning process. Hence, students should have access to the technology during online learning by letting them be familiar with the technology that is going to be used for the lectures. Hence, writing, discussion, and assessment activities were prioritized to provide students more chances to interact to one another and think critically about their work.

Gu et al, (2020) report that to train students' creative idea production, and deal with various emergent challenges, teachers can "immerse" themselves in a problem-solving environment by having them work through a series of instances. This means that in the world after COVID, teachers who only have access to the most fundamental teaching resources may use either online or offline approaches to delivering course material. Because both may enhance students' ability to process, comprehend, apply, analyze, evaluate, and build an interest in their studies (ThongmakNopphon, 2021). Moreover, English Proficiency is one of the subject in English Department of Universitas Negeri Padang. In the first semester of new college members, students can follow the subject to learn the basic skill in EFL. In addition, this subject is going to be switch learning for half of the semester, the students follow this subject for online around eight meetings. Students or lecturers used a Google Meet and Zoom platform after covid-19 decreased the learning process switch to offline learning.

The problem in this research is how the students' interaction between students' and lecturers' in offline learning? and how the students' perception in learning English Proficiency course on offline learning in interaction between students' and lecturers' aspect.

RESEARCH METHOD

This study used descriptive research to see Students' Perception on Learning English Proficiency in Offline Learning At English Department. The research took place at English Department, Faculty of Languages and Arts, Universitas Negeri Padang. The place is located on Jl. Prof. Dr. Hamka, Air Tawar. Kec. Padang Utara, Kota Padang, Sumatera Barat. The population in this research were all English Education students who learned English Proficiency class in the first semester. There were nine-ty four respondents who have been filled out the instrument. The researcher collected the data by using a Questionnaire. The questionnaire used in this research was a close-ended questionnaire where the Likert Scale

was used to measure the participants' agreement with each item in the questionnaire. The researcher adapted the questionnaire from Liya Astarilla Dede Warman (2020), Yustina Fitriani (2021), and Eka Wulandari (2021). The questionnaire draft that the researcher selected contains 5 items of offline learning in interaction between students' and lecturers' aspects.

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RESULT AND DISCUSSION

This chapter presents the findings and the discussions of the research about Students' Perception On Learning English Proficiency In Offline Learning At English Department. In this section, the author investigated how the students' interaction between students' and lecturers' in offline learning and how the students' perception in learning English Proficiency course on offline learning in interaction between students' and lecturers' aspect.

Research Finding

The researcher used microsoft excel to determine how is the interaction between the students' and the lecturers' and to see how the students' perception in learning English Proficiency course on offline learning in interaction between students' and lecturers' aspect.

Interaction between Students and Lecturers.

No.	Statements	SD (5)	D (4)	N (3)	A (2)	SA (1)	Mean	Category
1.	I think it is easy to interact and communicate with group members to do English Proficiency discussion in offline learning.	4 (4.3%)	7 (7.4%)	19 (20.2%)	34 (36.2%)	30 (31.9)	3.81	Positive
2.	I feel comfortable to answer the questions given in offline learning.	3 (3.2%)	10 (10.6%)	25 (26.6%)	29 (30.9%)	27 (28.7)	3.69	Positive
3.	The lecturer can give feedback when students do not	5 (5.4%)	7 (7.5%)	22 (23.7%)	33 (35.5%)	26 (28%)	3.72	Positive

	understand the material in offline learning.							
4.	I prefer interact with lecture in offline learning.	3 (3.2%)	11 (11.7%)	50 (53.2%)	16 (17%)	14 (14.9%)	3.27	Positive
5.	Offline learning makes student more concentration and easy to understand the lecturer.	9 (9.6%)	4 (4.3%)	17 (18.1)	37 (39.4%)	27 (28.7%)	3.70	Positive
	Mean						3.64	Positive

According to the table, the average score of the students who chose strongly agree that the students easy to interact and communicate with group members to do English Proficiency discussion in offline learning is (31.9%) out of the total number of respondents (30 students). The average score of students who agree was (36.2%). The score of students who chose disagree was (7.4%). Meanwhile, the average score of students who strongly disagree about the students easy to interact and communicate with group members to do English Proficiency discussion in offline learning was (4.3%). In the otherhand, the score of the students who chose neutral was (20.2) out of the total number of respondents (19 students). In conclude, the students agree about the item that the students easy to interact and communicate with group members to do English Proficiency discussion in offline learning.

Next, according to the table, the average score of the students who chose strongly agree that the students feel comfortable to answer the questions given in offline learning is (28.7%) out of the total number of respondents (26 students). The average score of students who agree was (35.5%). The score of students who chose disagree was (7.5%). Meanwhile, the average score of students who strongly disagree to the students feel comfortable to answer the questions given in offline learning was (5.4%). In the otherhand, the score of the students who chose neutral was (26.6) out of the total number of respondents (25 students). In summary, the students agree that feel comfortable to answer the questions given in offline learning.

Then, according to the table, the average score of the students who chose strongly agree that the lecturer can give feedback when students do not understand the material in offline learning was (28%) out of the total number of respondents (27 students). The average score of students who agree was (30.9%). The score of students who chose disagree was (10.6%). Meanwhile, the average score of students who strongly disagree about the lecturer can give feedback when students do not understand the material in offline learning was (3.2%). In the otherhand, the score of the students who chose neutral was (23.7%) out of the total number of respondents (22 students). In addition, the students agree that the lecturer can give feedback when students do not understand the material in offline learning.

Afterwards, according to the table, the average score of the students who chose strongly agree that the students prefer interact with lecture in offline learning was (14.9%) out of the total number of respondents (14 students). The average score of students who agree was (17%). The score of students who chose disagree was (11.7%). Meanwhile, the average score

of students who strongly disagree about the students prefer interact with lecture in offline learning was (3.2%). In the otherhand, the score of the students who chose neutral was (53.2%) out of the total number of respondents (50 students). In summary, the students' neutral prefer interact with lecture in offline learning

Furthermore, according to the table, the average score of the students who chose strongly agree offline learning makes students more concentration and easy to understand to the lecturer was (28.7%) out of the total number of respondents (27 students). The average score of students who agree was (39.4%). The score of students who chose disagree was (4.3%). Meanwhile, the average score of students who strongly disagree about offline learning makes students more concentration and easy to understand to the lecturer was (9.6%). In the otherhand, the score of the students who chose neutral was (18.1%) out of the total number of respondents (17 students). In conclude, the students agree that offline learning makes students more concentration and easy to understand to the lecturer.

Even though the overall score on this indicator indicated that students had a positive perception on the five items, there were a few statements that showed negative perception. For example, in statements two and four. In statement two, it showed that 16 students agreed with 30.9 % while 29 students disagreed with 10.6%. And in statement four, it showed that 16 students agreed with 17%, while 11 students disagreed with 11.7%. Overall, based on the factors Students' Perception on Learning English Proficiency in Offline Learning at English Department could be classified as positive perception. It also indicated that students perceived in the aspect of interaction between students' and lecturers'.

CONCLUSION

Based on the findings and discussions of data, the researcher concluded as below:

The results of learning offline learning showed that students who learned over offline learning in English Proficiency class that the students agree that the lecturer can give feedback when students do not understand the material in offline learning. A large percentage of students successfully applied how much they learned in an offline mode in English Proficiency class, as demonstrated by this score.

Furthermore, the result offline learning in Aspect (Interaction between Students' and Lecturers'), the data showed the value of offline learning in this aspect that the students feel comfortable to answer the questions given in offline learning. Then, the students aslo agree that offline learning makes students more concentration and easy to understand to the lecturer. overall score on this research indicator indicated that students had a positive perception on learning in English Proficiency Class in Offline Learning. Thus, it also make the students more concentration and focus when they are studying in the classroom. It showed by the score that the researcher have been analyzed in this research. In addition, students' perception on learning English Proficiency Class in Offline Learning was the preferably to the EFL students who learned the EP course.

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