

**STUDENTS' PERCEPTION ON OFFLINE-ONLINE LEARNING IN
SPEAKING CLASS OF ENGLISH EDUCATION STUDY
PROGRAM IN UNIVERSITAS NEGERI PADANG**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed.) in English Language Education*



WRITTEN BY:

**SITI AISYAH INDAH SUMANIKA
NIM: 17018162**

Advisor :

**Nora Fudhla, S.Pd.,M.Pd.
NIP: 198903232020122005**

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2023**


HALAMAN PERSETUJUAN SKRIPSI

Judul : Students' Perception On Offline-Online Learning In
Speaking Class Of English Education Study Program
In Universitas Negeri Padang
Nama : Siti Aisyah Indah Sumanika
NIM : 17018162
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 09 November 2023

Disetujui oleh,

Pembimbing

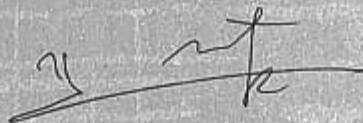


Nora Fudhla, S.Pd., M.Pd.

NIP: 198903232020122005

Mengetahui

Ketua Departemen



Dr. Yuli Tiarina, S.Pd., M.Pd.

NIP. 197707202002122002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang

Dengan judul

Students' Perception On Offline-Online Learning In
Speaking Class Of English Education Study Program
In Universitas Negeri Padang

Nama : Siti Aisyah Indah Sumanika
NIM : 17018162
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 09 November 2023

Tim Penguji

Tanda Tangan

1. Ketua : Dr. Zul Amri, M.Ed.



2. Sekretaris : Carbiriena Solusia, S.Pd, M.Pd.



3. Anggota : Nora Fudhla, S.Pd., M.Pd.





SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Siti Aisyah Indah Sumanika
NIM/ TM : 17018162 / 2017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul "Students' Perception On Offline-Online Learning In Speaking Class Of English Education Study Program In Universitas Negeri Padang" adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikian pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Kepala Departemen Bahasa dan Sastra Inggris

Dr. Yuli Tiarina, S.Pd, M.Pd

NIP.197707202002122002

Saya yang menyatakan,

Siti Aisyah Indah S.

NIM. 17018162

ABSTRAK

Sumanika, Siti Aisyah Indah.2023. Students' Perception On Offline-Online Learning In Speaking Class Of English Education Study Program In Universitas Negeri Padang: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Speaking merupakan salah satu keterampilan yang menantang untuk dikuasai siswa karena harus digunakan setiap kali berinteraksi dalam lingkungan berbahasa Inggris. Speaking selalu dianggap sebagai salah satu keterampilan yang paling penting untuk dikuasai dalam sejarah pengajaran dan pembelajaran bahasa Inggris. Tujuan dari penelitian ini adalah untuk menyelidiki kelebihan dan kekurangan pembelajaran online – offline dalam speaking untuk kelas interaksi formal Program Studi Pendidikan Bahasa Inggris di Universitas Negeri Padang dan untuk mendeskripsikan pendapat siswa tentang pembelajaran offline dan online (keterlibatan siswa). Penelitian ini menggunakan penelitian deskriptif kualitatif. Responden penelitian ini adalah 85 siswa Kelas 3, 4 dan 5 pada semester tiga Program Studi Pendidikan Bahasa Inggris di UNP yang menjadi sampel penelitian ini. Penelitian ini menggunakan kuesioner terbuka dan tertutup. Penelitian ini menemukan bahwa terdapat 5 kelebihan pembelajaran offline dan 5 pembelajaran online, serta terdapat 4 kelemahan pembelajaran offline dan 5 pembelajaran online berdasarkan preferensi siswa. Sebagian besar siswa memiliki keterlibatan yang baik saat belajar berbicara di kelas offline dibandingkan di kelas online. Para siswa memiliki keinginan yang besar untuk berpartisipasi dalam kelas speaking dalam pembelajaran offline daripada online. Mereka mengatakan bahwa di kelas speaking, mereka selalu berpartisipasi aktif di kelas, baik menjawab pertanyaan dosen maupun melakukan presentasi di kelas. Sebagian besar siswa menjawab mudah atau tidak terlalu sulit untuk menyelesaikan tugas saat belajar speaking dalam pembelajaran offline. Dan juga siswa merasakan kegembiraan dan tantangan saat belajar speaking di kelas offline dibandingkan online.

Keywords: Pembelajaran offline-online, Persepsi siswa, Kelas speaking

ABSTRACT

Sumanika, Siti Aisyah Indah.2023. Students' Perception On Offline-Online Learning In Speaking Class Of English Education Study Program In Universitas Negeri Padang: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Speaking is one of the challenging skills for students to master because they must use the skill whenever they interact in an English setting. Speaking has always been regarded as one of the most essential skill to master in the history of English language teaching and learning. The aimed of this research was to investigate the advantages and disadvantages of online – offline learning in speaking for formal interaction class of English Education Study Program in Universitas Negeri Padang and to describe what the students think of offline and online learning (students' engagement). This research employed a descriptive qualitative study. The respondents of this research were 85 students which were Class 3, 4 and 5 at third semester English Education Study Program in UNP who become the sample of this research. This study used open and closed-ended questionnaire. This research found that there were 5 advantages of offline learning and 5 online learning then there were 4 disadvantages of offline learning and 5 online learning based on the students' preference. Mostly the students have good engagement while learning speaking in offline rather than in online class. The students have a big eager to participate speaking class in offline learning rather than online. They said that in speaking class, they always actively participate in class, whether responding to the lecturer's questions or making presentations in class. Mostly the students answered it was easy or not too difficult to complete the task while studying speaking in offline learning. And also the students feel excitement and challenging while studying speaking in offline class rather than online.

Keywords: Online Offline Learning, Students' Perception, Speaking Class

ACKNOWLEDGMENTS

First and foremost, I would like to begin by thanking Allah Subhanahu Wata'ala, Whose Grace and Blessings have enabled me to complete my thesis. The trustworthy prophet Muhammad Sallahu 'Alaihi Wasallam, who was sent as a mercy for all peoples, is also being blessed and saluted. May Allah's peace and blessings be upon him, his upright family and companions, and all those who follow them in righteousness until the Day of Judgment.

Additionally, I also want to express my sincere gratitude to my advisor, Nora Fudhla, S.Pd., M.Pd., for the unwavering support, guidance, and invaluable insights throughout the entire research process. Her expertise and dedication have been instrumental in shaping my research and academic growth, also to the reviewers and examiners of this thesis, Dr. Zul Amri, M.Ed and Carbiriena Solusia, S.Pd, M.Pd., for their valuable feedback, constructive criticism, and encouragement., to my academic advisor Dra Ratmanida, M.Ed, Tefl., to Dinovia Fannil kher, S.Pd., M.Pd for helping me analysing the data, and to all the lectures and of English department.

I would like to thank my family for their constant support and inspiration throughout my academic journey. Their love, understanding, and faith in my abilities have been a constant source of motivation. Furthermore, I am grateful to my friends and colleagues who have supported me along the way.

Padang, Desember 2023

Siti Aisyah Indah S.

Penulis

TABLE OF CONTENTS

ABSTRAK	i
ABSTRACT	ii
ACKNOWLEDMENT	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES	v
LIST OF APPENDIXES	vii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Problem.....	1
1.2 Identification of the Problem.....	6
1.3 Limitation of the Problem.....	6
1.4 Formulation of the Problem.....	6
1.5 Research Question	6
1.6 Purpose of Research	7
1.7 Significance of the Research	7
1.8 Definition of Key Terms.....	8
CHAPTER II LITERATURE REVIEW	9
2.1. Review of Related Theory.....	9
2.1.1. Speaking Skill.....	9
2.1.2. Online Learning	15
2.1.3. Offline Learning.....	17
2.2. Advantages and Disadvantages of Online and Offline Learning.....	18

2.3. Student's Engagement.....	24
2.4. Relevant Research	27
2.5. Conceptual Framework.....	28
CHAPTER III METHODOLOGY	29
3.1 Research Design	29
3.2 Instrumentation	31
3.3 Technique of Collecting Data.....	32
3.4 Technique of Data Analysis	33
3.5 Validity Test.....	34
CHAPTER IV RESEARCH FINDING AND DISCUSSION	35
4.1 Finding.....	35
4.2 Data Description	35
4.2.1 The Advantages & Disadvantages of Offline-Online Learning	36
4.2.2 The Students' Engagement in Offline-Online Learning.....	43
4.3 Discussion.....	52
CHAPTER V CONCLUSION AND SUGGESTION	58
5.1 Conclusion	58
5.2 Suggestion	60
REFERENCES	61

LIST OF TABLES

Table 1	Advantages and Disadvantages of Online and Offline Learning	18
Table 2	Students' Engagement.....	24
Table 3	Population of the Research.....	30
Table 4	Indicators of Questionnaire 1.....	31
Table 5	Indicators of Questionnaire 2.....	32
Table 6	Questionnaire Analysis Result 1.....	36
Table 7	Indicators of Advantages of Offline Learning.....	40
Table 8	Indicators of Disadvantages of Offline Learning.....	41
Table 9	Indicators of Advantages of Online Learning.....	41
Table 10	Indicators of Disadvantages of Online Learning.....	42
Table 11	Summary of Questionnaire Result.....	42

LIST OF APPENDIXES

APPENDIX 1 66
APPENDIX 2 67
APPENDIX 3 72

CHAPTER I

INTRODUCTION

This chapter will explain about the background, research question, objective, limitation, significance and definition of the key terms of the research.

1.1 Background

For the past three years, certain schools and universities in Indonesia have used distance learning. Distance learning is a simple way to study in which the teacher and the learner are separated by space and/or time, the interaction between the teacher and the learner occurs via a technology link, and students are evaluated by an educational organization (Cohen, Eimicke, et.al, 1998). Nowadays, distance learning has evolved into offline-online learning, in which students can study both online and offline in the classroom. In Indonesia, this system has been running since the Covid- 19 appeared.

Dichev et al. (2013) define online learning as a structured learning activity that integrates technology with Internet-based tools and resources as a delivery method for instruction, research, assessment, and communication. Virtual learning systems or online learning systems are learning systems that incorporate internet connections into the teaching process. Learning activities that incorporate the internet are still meant to enhance connection between educators and students, even if it is not in offline setting.

Since recently the Covid-19 hasn't been an issue in Indonesia anymore, the education system has been back to offline learning. However in Universitas Negeri Padang, there are some subjects which were taught using both online and

offline learning. Offline education is the traditional counterpart to online education. Offline learning is mainly unaffected by technical constraints and provides students with an excellent opportunity to create and maintain a regular schedule (Norman, 2020). Even while online learning is regarded to be the way of the future in education, it will never entirely replace traditional learning.

According to Goyal (2012), there are some factors to consider while adopting offline-online learning. First, learning is primarily a socio-cognitive process, therefore, teachers and lecturers should consider that this approach will not be suitable for all students. Second, some students may become bored quickly in front of the computer, while others may believe they have greater freedom in learning, in this case, teachers and lecturers have to find a suitable media or learning method so that all students will experience greater engagement for both online and offline learning. Online learning will continue to evolve as an alternative to offline learning in the future. However, as summarized by Pratama and Mulyati (2020), the implementation of offline-online learning has several issues, including low mastery of technology, limited facilities and infrastructure, flexibility, internet networks, costs, and decreased motivation of teachers and students due to boredom with using this technology. Nonetheless, online-offline learning has various advantages, according to Sadeghi (2019), including the ability to study anywhere and at any time, save money, avoid commuting, flexible, more communication, actively participate and clearer explanation. Several studies claim that online learning may give comparable results to offline learning in speaking class.

Speaking has always been regarded as the essential skill to master in the history of English language teaching and learning. Speaking is one of the most challenging abilities for language learners to master. It is thought to be the most crucial of the four language abilities, because they must use this skill whenever they interact in an English setting. Many students claim that they have spent years studying English but are still unable to speak it correctly and understandably (Bueno, Madrid, & McLaren, 2006). The ability to communicate in English as the target language is a criterion for successful language learning. In other words, poor speaking ability is one of the indicators of foreign language learning failure. The truth is that the majority of students still view speaking as the most challenging ability to learn (Hinkel, 2005). Even if a student receives a high English score in other skills such as listening, writing, and reading, this does not guarantee that he or she will be able to communicate in English fluently in everyday situations (Umasitah: 2014).

One of the English subjects which is taught in offline-online learning in UNP is speaking. Basically this speaking class was not taught in online learning, it was intended to be in offline setting since speaking class is a practice session, however due to several circumstances somehow speaking class was taught in online learning. Actually, the transition of offline-online learning affects the students' speaking preparation or readiness. In fact, many students struggle with speaking English in and out of the classroom. Furthermore, speaking subject at third semester of UNP was taught in offline-online learning. The speaking class

was implemented in accordance with the subject's syllabus. Students must complete tasks and assignments that are given to them either in person or online.

Recently, there has been a lot of research in the area of offline-online learning and perception of those learning. Norman (2020) investigated a research related to the understanding the effect of distance learning vs face-to-face learning experiences on students' engagement in higher education. Dewanto (2021) discovered that Universitas Pekalongan students prefer to attend lectures in offline rather than online. Offline courses are more convenient and fit their demands for understanding the topic. They also feel more capable of performing at their best when studying in offline setting, and they are more challenged to compete with their classmates in academic grades. During the online lecture session, students' willingness to study independently outside of class hours also reduced. Horo et al (2020) also found that students wish for a combination of online and offline mode of learning in the times to come. This preference is motivated by recognition that both modes have their own advantages and can complement each other effectively.

At this point, offline-online learning allows students to explore various sources in order to improve their language skills, particularly speaking. Regarding to the preliminary observation done by the researcher at English Study Program of UNP, Speaking for formal interaction implemented offline-online in teaching process. It was taught in 4-6 times online and the others in offline meeting. Speaking for formal interaction class is a continuation of "Speaking for Informal Interaction". The online learning was run once in two weeks. This lecture trains

students' speaking skills in formal conversations involving expressions such as advise, prediction, conjecture, and speculation.

Furthermore, the observation found that there were some students who seemed excited in applying offline-online learning in speaking for formal interaction class. As student 1 said she was excited to apply offline-online learning because she can explore the material shared by the lecturers before the classroom began. However, there were also some students who did not agree with the implementation of offline-online learning in speaking for formal interaction class, as student 2 said that he had limited access to communicate with the lecturers directly therefore he usually got confused and misunderstood about the material given. Limited internet access also becomes one of the weaknesses in applying offline-online learning. It can be concluded that there are different students' perception toward applying offline-online learning in speaking class.

Regarding to the explanation above, the researcher will conduct a research entitled "Students' Perception on Offline-Online Learning in Speaking Class of English Education Study Program in Universitas Negeri Padang". This research aims to know whether the students' perception about Offline-Online Learning in Speaking Class of English Education Study Program in Universitas Negeri Padang is similar to the result of some previous studies above or not since there are various studies related to this present research, also in order to determine the most effective method or enhance the teaching and learning style for the process of teaching and learning speaking to future students, teachers, and lecturers.

1.2 Identification of Problem

Based on the background above, the researcher identifies several problems related to the perceptions of applying Offline-Online learning in speaking class. First, based on the preliminary study done by the researcher at English Education Study Program of UNP, it was found that there were different students' perception toward applying Offline-Online learning in speaking class. Second, the perception of each student toward Offline-Online learning in speaking class must be collected to find out the most dominant students' perception. Third, the research is needed to do to know whether the result is similar as other previous studies or not and also to intensify the teaching and learning styles by using some advanced media.

1.3 Limitation of the Problem

The researcher limits this study just on the students' perception on Offline-Online learning in speaking class. It focuses on the students' perception at English Education Study Program of Universitas Negeri Padang academic year 2022/2023.

1.4 Formulation of the Problem

The researcher formulates a problems as follow :

1. What are the students' perception of offline and online learning in speaking class in Universitas Negeri Padang?
2. How are the students' perception related to their engagement in offline and online learning?

1.5 Research Question

Regarding to the formulation above, the research questions are divided into:

1. What are the advantages and disadvantages of online – offline learning in speaking for formal interaction class of English Education Study Program in Universitas Negeri Padang?
2. How are the students' perception of offline and online learning in speaking class?

1.6 Purpose of Research

Based on the research questions, the objectives of this research are:

1. To investigate the advantages and disadvantages of online – offline learning in speaking for formal interaction class of English Education Study Program in Universitas Negeri Padang.
2. To describe what the students think of offline and online learning (students' engagement).

1.7 Significance of the Research

The current study aims not only to present the findings and analysis of the phenomenon on the fields, but also to benefit the readers. In theory, this study is useful as a foundation for pursuing a quest in the field of developing online learning media for speaking courses. The current study is aimed at future researchers who will analyze it based on its limitations and methods. Practically, this research will help teachers and lecturers design and develop good material, media, and a positive environment for students to succeed in learning to speak.

This study can help the educational establishment by providing data to create and analyze media and material for offline-online learning.

1.8 Definition of Key Terms

1. Speaking Skill

Speaking is a skill in the body of speech to express meaning that can be direct and visible.

2. Offline Learning

Offline learning is largely unaffected by technical concerns and offers students a great chance to create and maintain a regular schedule (Norman, 2020).

3. Online Learning

Online learning is defined as a structured learning activity that makes use of technology and Internet-based tools and resources to deliver instruction, research, assessment, and communication (Dichev et al. (2013)