LANGUE

Students' Perception Toward the Transition of Online to Offline Learning English After COVID-19 Pandemic at a Senior High School in Batanghari Regency Jambi Province

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ARTICLE INFO	ABSTRACT
	This research aims to find out students' perceptions and the obstacles experienced by students towards the transition of English learning from online to offline after the Covid-19 pandemic in a high school in Batanghari district, Jambi province. This research is qualitative research with a case study approach. The informants in this research were eleventh grade students and English teachers who taught eleventh-grade. The research location is a school in Batanghari district, Jambi province. Data collection techniques through interview. *The results of the data analysis showed that all students responded well to the transition from online to offline learning. This perception is shown to emphasize that online learning is not always effective due to the lack of supporting equipment at school. In addition, the students were not fully engaged during online learning and they could not participate as effectively as offline learning. This research shows, all students have felt bored to do online learning at home. Because what students get during online learning is only receiving materials, after that, students do the tasks given by the teacher. When offline students get a real learning atmosphere in class, and can interact directly with friends and teachers. In addition, students still need time to adapt when switching from online to offline learning. Students show the same attitude when studying online even though they have studied offline at school. In this case, the role of the teacher is needed by students at school because it helps to generate learning motivation, direct students in class during the learning process, and improve new students' activities.*

1. Introduction

The spread of the coronavirus around the world has dramatically changed almost all aspects of life, including education, and Indonesia is no exception to this change. The difficulty of handling covid-19 so that it spreads less widely has made world leaders develop super strict rules so that the chain of the spread of COVID-19 can be broken. Some of the standards recommended by the World Health Organization (2019), such as social distancing and physical distancing, have created difficult choices for every country to implement. In Indonesia, they implemented "large-scale social distancing" in March 2020 due to the increasing number of people infected with COVID-19. According to Rasmitadila et al. (2020),

other regulations include working from home for workers, praying from home, and homeschooling students ranging from early childhood to higher education (Indonesian Government Regulation No.21 of 2020, 2020).

The Indonesian government's implementation of large-scale social restrictions has impacted the routines of people and students in the learning system. Distance learning or using an online system has provided a solution for schools starting to implement the School from Home (SFH) system. Online learning in early 2020 will be carried out remotely, which can be done at the same time which can be done with alternative media in the form of google classroom, WhatsApp, Telegram, zoom meeting, google meet, teacher's Room, and various applications that support distance learning (T. A. P. Dewi & Sadjiarto, 2021). In the new school year 2021/2022, in July-August, there is a PPKM policy, and SKB 4 Ministers regarding guidelines for implementing learning during the Covid-19 pandemic with one of the contents of the consideration for this decision is the need for face-to-face learning needs from students who experience obstacles to carry out distance learning (PJJ). However, the implementation of the most profound learning in the guide is optional to be carried out by all schools in Indonesia.

Based on the instruction of the Minister of Home Affairs (Inmendagri) No. 48 of 2021 on October 5, the Jambi area is determined to be within the area of the Implementation of Community Activity Restrictions (PPKM) at level 2. So that schools in districts in Jambi province can organize face-to-face and offline learning during the Covid-19 pandemic. Thus, implementing learning in all schools in Jambi, especially in Batanghari Regency, has again shifted from an online system to face-to-face (offline) and requires readjustment to the passive online learning system. The transition of these changes has various impacts that are often problematic for their implementation if they cannot be adapted again. This is because there are sharp differences in the implementation of the online learning system (online) switched to face-to-face (offline) experienced by students, educators, and parents of students.

Many changes have been encountered by teachers towards students after the transition of the implementation of online to offline learning, one of which shows the ineffectiveness of education in the online learning system, which tends to only give and receive knowledge without supervision from the teacher on students and the variable control of parents to their children about the cultivation of character values that should be taught in schools (Sari, 2020). Based on the research background, almost two years of learning were completed online. Then, experiencing the transition to offline, this condition change has been somewhat average. As a result of the transition of learning from online to offline, students have several obstacles when participating in learning. Therefore, Students and teachers must immediately adapt to the existing circumstances. This research aims to determine students' perceptions of the transition of learning from online to offline in high school. Investigating students' perceptions, behaviors, attitudes, daily lives, and skills directly in high school regarding specific issues in the school after experiencing a post-COVID-19 learning transition will depend on various situations such as student conditions, school conditions, teaching and learning conditions, etc.

2. Literature Review

2.1 Definition of Perception

Perception is an idea, a belief, or an image you have as a result of how you see or understand something especially with the senses (Oxford 2021). In philosophy, psychology, and

cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word "perception" comes from the Latin words perceptio, percipio, and means "receiving, collecting, action of taking possession, and apprehension with the mind or senses."Perception is a natural process and felt by every person to achieve an understanding of information and each person can give different meaning and information about something, depending on his experience and mindset. in Perception process there are three stages, the first is selection, selection is   changing a stimulus into something meaningful, after selecting information from the outside, we need to organize, to find out certain meaningful patterns by putting people into categories such as shape, color, texture, size, etc. And the last stage is Interpretation, which is the process of presenting meaning to a stimulus. (Qiong, 2017).

2.2 Definition of Online Learning

Online learning requires an internet network. The teacher and students carry out the learning at same time but in a different place. Various applications and platforms can use, such as WhatsApp, zoom meeting, Google meet, Edmond, Google classroom, and soon. Students can communicate with the teacher in the classroom virtual. According to Moore et al., (2011), "Online learning is defined as learning that takes place via the internet and includes features such as accessibility, flexibility, connectivity, and the capacity to establish a variety of learning activities". According to Allen and Seamen (2007), "online learning is learning that takes place without the teacher and students meeting face to face".

2.2.1 Characteristics of Online Learning

The following are the characteristics of Online Learning proposed by Rudi and Riyana (2007):
   a. The students' capture of learning material does not depend on the instructor/teacher, because students construct their own knowledge through teaching materials delivered through the website interface;
   b. The source of knowledge is everywhere and can be easily accessed by everyone. This is due to the global nature of Internet media and can be accessed by anyone connected to it;
   c. Teachers / educational institutions function as mediators / mentors;
   d. Restructuring is needed for education system, curriculum, and management policies that can support the utilization of Information and Communication Technology for optimal education.

The four characteristics above are the things that distinguish online learning from conventional learning activities. In online learning, students' capture of learning material is no longer dependent on instructors/instructors, because students build their own knowledge through teaching materials delivered through online learning. In online learning too, knowledge sources are spread everywhere and can be easily accessed by everyone.

2.2.2 Advantages and Disadvantages in Online Learning

Online learning on its own has advantages, such as flexibility (Smedley, 2010), interactivity (Leszczyński et al., 2018; Wagner et al., 2008) Schools and other educational platforms have responded to the pandemic with the quick digital transformation of their educational activities.

The advantages offered by e-learning in journal (Ramdani, 2021) are as follows:

1. Availability of moderating facilities where teachers and students can communicate easily via the internet on a regular basis or whenever such communication activities are carried out without being, limited by distance, place and time.
2. Teachers and students can use structured and scheduled teaching materials or learning instructions via the internet, so that both can assess each other to what extent the teaching materials are studied.
3. Students can study or review teaching materials at anytime and anywhere if necessary, remembering the teaching materials are stored on the computer.
4. If students need additional information related to the material they are learning, the can access the internet more easily.
5. Both teachers and students can conduct discussions via the internet which can b followed by a large number of participants, thereby increasing knowledge and broader insights.
6. Changing the role of students from being passive to active.
7. Relatively more efficient. For example, for those who live far from conventional school.

The use online learning in educational institutions in Indonesia today has many advantages, one of which is minimizing the cost of accommodation of consumption which is usually used for schools. Hence, there are advantages if all aspects of online learning are properly implemented. Also, continue (Ramdani, 2021) mention the Online learning on its own has disadvantages,

1. Culture
Some people feel uncomfortable taking computer training. The use of e-learning demands a culture off self-learning, where a person motivates himself to want to learn in contrast, in most training cultures in Indonesia, motivation to learn is more dependent on the teacher.
2. Investment
Even though e-learning saves a lot money, an organization still has to make a large initial investment to start implementing e-learning investment can be in form of design and development costs for learning management system programs, lesson packages and other costs. If the infrastructure tht is owned is not sufficient, the organization must spend a certain amount of money to buy computers, networks, serves, and so on.
3. Technology
Because the technology used is diverse, there is a possibility that the technology is not in line with existing ones and there is a technology conflict so that e-learning does not work well.
4. Infrastructure
The intrnet has not reached all cities in Indonesia. New broadband services exist in major citiees. As a result, not all people or regions have not been able to experience e-learning with the internet.
5. Material
Although e-lerning offers a variety of functions, there are some materials that cannot be taught though e-learning.

2.3 Definition of Offline Learning

In the Big Indonesian Dictionary, the meaning of the word Luring (offline) comes from the acronym "outside the network", which means being disconnected from a computer network

(offline). Teachers and learners interact directly in the classroom and activities like conventional schools (Primary & Mulyati, 2020). Offline learning can be done by studying through books or in person meetings. The types of offline learning activities are the activity of watching news as a learning resource, students collect assignments in the form of documents, where offline learning does not take advantage of internet networks, computers, and other media. In other words, face-to-face learning is needed in implementing offline learning. In implementing offline learning the teacher can provide stimulants for learning material.

2.3.1 Characteristics of Offline Learning

Offline learning (face-to-face) is a learning model that is still being carried out and is very often used in the learning process. Face-to-face learning is a form of conventional learning model, which seeks to convey knowledge to students. Offline learning brings together teachers and students in one room to learn. Offline learning has characteristics, namely planned, place-based and social interaction. Offline learning is usually carried out in classrooms where there is a synchronous communication model, and there is active interaction between students, students and teachers, and with other students. In offline learning, the teacher or student will use various methods in the learning process to make the learning process more active and interesting. Various forms of learning methods that are usually used in offline (faceto-face) learning are: 1) lecture method, 2) assignment method, 3) question and answer method, 4) demonstration method.

2.3.2 Advantages and Disadvantages in Offline Learning

The advantages offered by offline learning;

1) Friend Interaction Students in traditional settings can meet with their peers and friends on a daily basis, enabling them to forge human relationships outside of courses and curricula. This is important for children's growth as it enables them to build support structures outside the family and to socialize well.

2) Higher Discipline Given the structured nature of traditional classrooms, young students learn discipline, punctuality and follow a schedule that will stand out in their adult life. This allows them to monitor themselves and adhere to a set of rules aimed at making them better individuals.

3) Hard Learning Environment Classrooms are designed as learning centers, so it's easy to slip into that mindset on entry. In this way, traditional learning ranks higher than using education's online streaming platforms, where familiar environments and lax schedules can often lead to relaxed attention.

4) Infrastructure Traditional learning arrangements also come with access to school and school infrastructure, including libraries, online subscriptions, labs, studios, and more. All online courses cannot offer this; hence, this is where traditional learning gets its own advantages.

The government recommends studying online but many regions in Indonesia are unable to do it. Schools that usually study offline also experience many obstacles, including:

1) Ineffective Teaching and Learning The main thing that has become ineffective and not in accordance with the curriculum is cutting the number of lessons. For example, one subject should be 4 hours a week, but during a pandemic it only takes 2 hours so that competency attainment is reduced.

2) Curriculum Needs to Be Adjusted Some education officials are working to improve the curriculum for emergencies like now. Teachers and students cannot

follow the achievements in the normal curriculum because the conditions are so different.

3) Risk of contracting Covid-19. Students must implement strict health protocols to avoid the risk of transmission of the COVID-19 virus.

4) Cost. Parents should prepare additional money for the purposes of face-to-face school fees, such as transportation costs, printed books, etc. This is an obstacle for parents who are used to learning online at home.

3. Research Methodology

3.1 Research Design

This research investigates students' perceptions of the transition from online to offline English language learning after the Covid-19 pandemic in senior high schools in Batanghari Regency Jambi Province. According to (Hartley, 2004), case study research consists of detailed investigations relating to the research subject's period, context, and phenomena.

Case study research is a method to find or investigate in-depth problems about an individual, group, institution, social movement, or event related to phenomena, context, and time. In line with (Creswell's, 1998) definition that a qualitative approach was best suited to obtain students' perceptions of what is happening in their natural setting. In other words, this research has its phenomenon. Therefore, this research is suitable to use qualitative because it aligns with (Merriam's, 2009) definition that the qualitative approach consists of a social constructionist view and provides a broader understanding by focusing on the phenomenon.

The research was shows existing phenomena that are happening or in the past. In this research, researcher want to get the data as it is and also describe what it is. The author uses a case study design, a research method that seeks to describe and interpret objects in accordance with reality. Researcher will describe and identify the phenomena from Student Perceptions of the Transition of Online to Offline English Learning after the Covid-19 Pandemic at Senior High Schools in Batanghari Regency.

3.2 Participants of The Research

Participants This research participants were selected using the purposive sampling technique, which carefully selects information to fulfill the research objectives. Data information was selected using criterion sampling techniques (Patton, 2002: 243). With criterion sampling, the selected informants meet the predetermined criteria to ensure data quality. The criteria for participants in the study were grade eleventh-grade students in one of the public high schools students in Batanghari Regency. Students who participated in the implementation of English learning during the covid-19 pandemic until after the covid-19 pandemic. In addition, students have been willing to become participants and reviewed by researchers. It can provide a lot of information that researchers need.

This research, purposeful sampling with a convenience case strategy was used. (Creswell, 2007) wrote, "Convenience cases represent sites or individuals researcher can easily access and collect data from. In this case, you cannot confidently say that the individuals represent the population". However, the sample can provide helpful information to answer questions and hypotheses. The researcher interviewed four eleventh-grade students at the high school. The researcher provided a demographic background survey and consent form to participate in the research.

In this research, the Researcher took four students as participants. They were two male students and two female students. Participants in this research used pseudonyms for the

convenience of answering questions from the Interview. Student 1, Student 2, Student 3, and Student 4 are high school students in eleventh Grade at a school in Batanghari. They have been through English learning activities for approximately 2 years and a half in school. They went through a learning transition before, during, and after Covid-19. It is a new experience for them to learn English at school by adjusting to the Covid-19 pandemic.

3.3 Data Collection and Instruments of the Research

During The researcher prepared an interview protocol to obtain data from the participants. According to (Creswell, 2012), the interview protocol serves to remind questions to be asked and provides a means of recording notes. Qualitative interviews occur when the researcher ask general, open-ended questions to one or more participants and record their answers (Creswell, 2012). We used audio recordings to support the interview data. We also used a demographic background survey to obtain participants' backgrounds, including gender, age, and students who did online learning before and after the Covid-19 pandemic. Interviews were conducted in person using Indonesian to make it easy for participants to understand. The interview lasted for 30 minutes for each participant.

The researcher used the interview protocol as a guide in collecting data. (Creswell, 2012) states, "A purposeful interview protocol reminds you of the questions and provides a means for recording notes." Qualitative interviews occur when the researcher asks one or more participants general, open-ended questions and records their answers. "The researcher transcribes and types the data into a computer file for analysis" (Creswell, 2012, p. 217). In this study, we also used a demographic background survey to obtain participants' backgrounds, including gender, age, and students who did online learning before and after the Covid-19 pandemic.

3.4 Technique of Data Analysis

During the research, data analysis is an ongoing process. In this research, the researcher analyzed demographic data descriptively while interview data were transcribed and then analyzed. Data from interviews were used as sources of information and transcribed, then analyzed and compared to find similarities and differences between one and two interviewees. Transcription converts audiotape recordings or field notes into text data (Creswell, 2012). The results of the interviews were analyzed qualitatively according to the content and procedures suggested by (Miles, Huberman, and Saldana, 2014); the figure can be seen below;

Figure 3.1 Component of data analysis
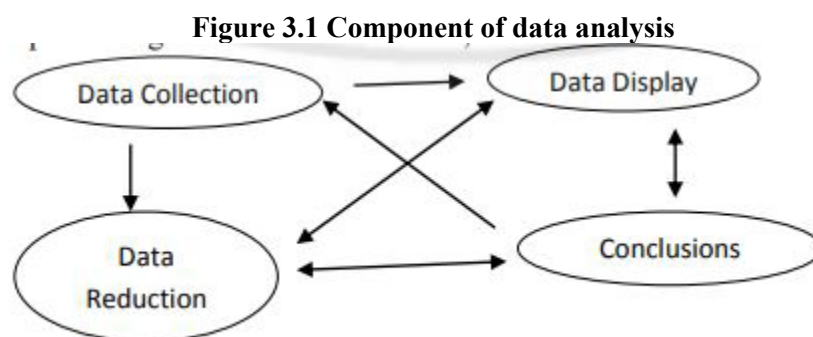
1. Data Collection

The data collection stage used interviews. The researcher interviewed students about the perspective of the transition from online to offline English learning after the Covid-19 pandemic by using an interview protocol as a guide in conducting interviews and using a cellphone to record interviews between researchers and participants.

2. Data Condensation

In the data condensation stage, researchers focused on the teaching and learning process in classes that experienced a transition from online to offline after the Covid-19 pandemic, starting from learning activities during the pandemic to post-pandemic learning activities. Data condensation refers to selecting, focusing, simplifying, abstracting, and transforming data contained in field notes and transcripts in this study described as follows field notes and transcripts. (Miles, Huberman & Saldana, 2014)

The researcher interviewed students based on the list of questions made. The results of interviews about student perceptions during learning transitions. From the data obtained, researchers reduced it to the form of narrative text. The researcher transcribes the results of the record and simplifies, selects, and focuses in accordance with the study's objectives. The researcher make main themes and sub-themes easier to group the results of student answers based on their categories.

3. Display Data

The data display stage is carried out as a brief description using narrative text; it can also be in graphs, matrices, and charts (Miles, Huberman & Saldana, 2014). Data display is a form of analysis that describes what happens in a natural setting to help researcher conclude. The data display process is based on the formulation of research problems. In this case, researcher display data regarding Student Perceptions of the Transition of Online to Offline English Learning after the Covid-19 Pandemic at Senior High Schools in Batanghari Regency. The data was obtained from interviews with students at school.

4. Conclusion

According to (Miles, Huberman & Saldana, 2014), the last step is conclusion drawing. In this research, students' perceptions of the transition from online to offline English learning after the Covid-19 pandemic in senior high schools in Batanghari Regency are further analyzed to conclude.

4. Findings

The research conduct interviews with four English students, Student 1, Student 2, Student 3, and Student 4 from high schools located in the Batanghari district through semi-structured interviews and after analyzing the interview transcripts, there two main theme and six sub-themes that emerged from the research on Students' Perception Toward The Transition of Online to Offline Learning English After Covid-19 Pandemic at a Senior High School In Batanghari Regency Jambi Province.: (1) perception, (2) obstacle.

4.1.1 Perception

4.1.1.1 Classroom Atmosphere

In 2020, the world of Education will suddenly have to experience something that has never been felt and practiced before. Learning is done online or through cyberspace due to the Covid-19 pandemic. Furthermore, in June 2022, learning activities carried out face-to-face in classrooms in all schools in Indonesia, only being carried out on a limited basis now. The policy of switching online schools to face-to-face schools makes various responses for those who carry out school learning.

Based on the results of interviews on February 5, 2023, regarding students' views on the Online to Offline Learning Transition after the Covid-19 Pandemic at Senior High Schools in Batanghari Regency. When learning online during the Covid-19 pandemic, students felt bored because there was no direct interaction between students and teachers in the learning process.

Based on the results of researcher interviews with respondents about students' perception toward the transition of online to offline Learning after the Covid-19 Pandemic in Senior High Schools in Batanghari Regency. First, it can be assumed that online learning during the Covid-19 pandemic has been undertaken by students for approximately two years. This can be seen from the response of students bored with learning online through their mobile phones. Second, the transition to learning after the pandemic, namely learning offline at school, was responded to well by students, although they were still surprised by the changes. Students better understand the material explained directly by the teacher. Furthermore, I can interact with friends directly.

4.2.1.1 Completing the Assignment

The emergence of the COVID-19 pandemic has significantly impacted all aspects of Indonesia, including the education sector. The government must move quickly to find the best solution due to the impact of COVID-19. The government has issued Various policies, including the policy for the teaching and learning process to be carried out online during the COVID-19 pandemic. Online learning uses the internet and digital media to deliver the material. Furthermore, the spread of the covid-19 virus, which began to decline, made the government issue a policy for offline learning at school on a limited basis. Offline learning is done face-to-face and through interactions directly. In applying the online and offline learning process, students respond with various positive and negative responses regarding the transition from online to offline learning. In understanding the material online, students gave responses in interviews with participants.

4.2.2 Obstacle
4.2.2.1 Network & Technological Issues

Students who cannot learn with online learning. They should be said to be students who experience learning difficulties. Learning difficulties are situations that cause students to be unable to learn as they should and are manifested in the form of their behavior, both in cognitive, psychomotor, and affective aspects (Dalyono, 2012). The existence of learning difficulties will lead to a situation where students cannot learn as they should, so they have low learning achievement, the results achieved are not balanced with the efforts made, and they are slow in doing learning tasks.

4.2.2.2 Psychological Effect
Here, the difficulty experienced by students is the new atmosphere felt by all students when transitioning from home to school. Students need time to adapt to this learning transition, such as; a quiet atmosphere that turns into a crowded one, studying alone at home, and now meeting directly with teachers and friends in the classroom. This, in turn, affects the students' ability to accept the lesson as it unfolds.

5. Discussion

This research aims to find "students' perceptions and barriers experienced by students towards the transition of English learning from online to offline after the covid-19 pandemic in a senior high school in Batanghari Regency, Jambi Province". Learning activities owned by each student are seen from several aspects, including perceptions and problems students face towards online and offline learning, with sections in each aspect.

5.1 Perception

First, researchers found students' perceptions of the transition of learning from online to offline due to the covid 19 pandemic; there have been many changes in activities in society. One of them is that the covid 19 pandemic also plays a role in affecting the education sector in Indonesia. Students do online learning at home during the pandemic, and after the pandemic ends, students do face-to-face learning at school. Azhar (2011) "explains that learning is an interaction between teachers and learners in which there is information and knowledge." From the beginning of this transition process, many parties, such as teachers, students, parents, and school staff, felt the changes that occurred during the pandemic and after the pandemic, such as when online learning at home students learn using applications such as; google classroom, what apps, and youtube.

Second, students' perceptions of the application of learning in students from online to offline transitions resulted from the covid 19 pandemic. Online learning is a system that is considered appropriate during this pandemic because, during a pandemic like this, learning activities cannot be carried out directly in class or face-to-face. In the online learning system, there are two types of implementation forms, namely synchronous online and asynchronous online. Synchronous learning events take place in real time. Synchronous communication between two people requires them to be present at a particular time. Examples of synchronous learning are live chat, live streaming, application sharing, and virtual classrooms (Chen et al., 2005).

In addition, asynchronous learning is independent of time. Asynchronous learning happens anytime, not in real-time (Riwayatiningsih & Sulistyani, 2020). An example of asynchronous learning is self-paced courses. In asynchronous learning, students usually complete assignments at their own pace using online learning platforms such as email, Google Classroom, and others. Online learning should combine synchronous and asynchronous. If online learning is done with one type only, some things cannot be done optimally.

Based on interviews conducted with students in online learning activities at home. Teachers only implement asynchronous, such as; not conducting learning activities directly between teachers and students but through the help of online media such as WhatsApp and google classroom. This is due to the children's signal factor, which is sometimes difficult to reach. Teachers only provide material through links, voice notes, or directly sent via WhatsApp. After students read the learning material, the teacher explains the lesson; then, students are given assignments by the teacher. Many students need help to understand the material delivered by the teacher. Moreover, English is a foreign language, so it takes time to understand it well. Most students use google translate to help with assignments.

Meanwhile, when learning offline, students understand the English material better because they can interact directly with the teacher, practice dialog in class, and practice correct pronunciation. Classroom learning encourages students to try using English for introductions, and students can directly practice using the vocabulary they have learned. However, not all children are willing to try. In addition, in doing class assignments, that used to be easy to use google translate to interpret the assignment. Currently, the teacher instructs students to use the dictionary correctly in class. According to students, this is very difficult, but encouragement from the teacher and embarrassment if they do not do the assignment in

class make students do it. In addition, teachers who directly correct the assignments make students happy because they can find out their grades and where they went wrong. So feedback from the teacher is needed by students in learning.

5.2 Obstacle

First, the researcher found students' problems with the implementation of learning from online to offline transition as an impact of the covid 19 pandemic. The current Covid - 19 pandemic presents various learning challenges that impact the learning habits of high school English students. According to Sakkir, G. Rukmana, S.N., & Andrew, M. (2023), the challenges faced in students' conditions when learning English in the new normal era; first, student adaptation in the new normal learning process. Second, students' learning strategies. Third, students need more vocabulary/pronunciation. Fourth, students need more confidence. Furthermore, the last is student motivation.

They are second, based on students' experience after transitioning from online to offline learning. First, students experience changes that previously only studied at home using mobiles phones as media with a quiet atmosphere. Hence, they need a good signal to study in long-distance conditions from each other. Meanwhile, when learning face-to-face, students begin to interact directly at school. It makes students still adapt to new circumstances. Like when at home studying alone, when offline students feel nervous when they are at school. Second, in learning strategies, according to (Naiman et al. 1978; O'Malley & Chamot, 1990; Cohen, 1990; Oxford, 1990). classify learning strategies into four types: cognitive, metacognitive, affective, and social. The teacher gives a topic in class and then explains it. Students start thinking to understand the teacher's explanation, identify it, solve problems, reflect, and evaluate what the teacher explained. It means that it is the students' process to understand the lesson.

Furthermore, affective learning is related to attitude, which emphasizes values and how students act while learning in class. Meanwhile, social is more about students' interaction in the classroom with the teacher and their friends. Third, the similarity of students' vocabulary or pronunciation impacts online learning because when online, teachers only send videos and voice messages and give assignments that students must do. Whereas when learning face-to-face. Currently, students are directed to directly dare to learn to interact by using English vocabulary in class and practicing conversations with friends. Students' abilities will be honed automatically during face-to-face learning, although not all students can do it immediately. Some students still need time to adapt to the class.

Fourth, motivation is one of the factors that influence student success. According to Rianto (2005:53), motivation moves a person or group to do or not do something. With motivation, students will be encouraged to learn to achieve their goals and objectives. Some examples of motivated children in doing activities in class; when students want to get to know their classmates, they try to talk more so that there is frequent interaction so that they get to know their friends better. Students collect assignments during face-to-face meetings; students try to do it because if they do not, they will feel embarrassed. After all, other friends have already done the assignment. Furthermore, when the teacher chooses a child to try to practice English in front of the class, the student will learn, so it is suitable if he/she comes forward when the teacher chooses.

6. Conclusion

The results of the data analysis showed that all students responded well to the transition from online to offline learning. This perception emphasizes that online learning is only

sometimes effective due to the lack of supporting equipment at school. In addition, the students needed to be more fully engaged during online learning and could not participate as effectively as in offline learning.

This research shows that all students have felt bored doing online learning at home. Because what students get during online learning is only receiving materials, after that, students do the tasks given by the teacher. When online, students cannot focus on learning because students can do more than one job at the same time, such as helping mothers at home, playing games, and even students can work on the side. Meanwhile, when students study face-to-face at school, students get a real learning atmosphere in class and can interact directly with friends and teachers. Furthermore, students can carry out learning activities such as before the covid-19 pandemic, participating in extracurricular activities, organizations, and others.

In addition, students still need time to adapt when switching from online to offline learning. Students show the same attitude when studying online despite studying offline at school. In this case, the role of the teacher is needed by students at school because it helps to generate learning motivation, direct students in class during the learning process, and improve new activities.

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