

**LEARNING TRANSITION FROM COVID-19 PANDEMIC TO
POST PANDEMIC ERA: STUDENTS' VOICES IN LEARNING
ENGLISH AT SRIWIJAYA UNIVERSITY**

A THESIS

by

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**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
2023**

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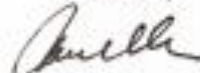
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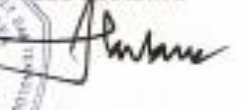


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Certified that data thesis entitled “Learning Transition from Covid-19 Pandemic to Post Pandemic Era: Students’ Voices in Learning English at Sriwijaya University” is my own work and I did not do any plagiarism and inappropriate quotation against crime and rules commended by the Ministry of Education Republic Indonesia number 17, 2010 regarding on the plagiarism in higher education. Therefore, I deserve to face the court if I commit a plagiarism in this work.

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DEDICATION

“I dedicated this thesis to myself and my family”

ACKNOWLEDGMENT

The thesis entitled “Learning Transition from Covid-19 Pandemic to Post-Pandemic Era: Students’ Voices in Learning English at Sriwijaya University” was written to fulfill one of the requirements to earn a degree from Magister of Language Education Study Program, Teacher and Training Education Faculty of Sriwijaya University. This thesis would never be finished without the helps from several parties.

As a result, the writer would like to express her gratitude to Prof. Soni Mirizon, M.A., Ed.D and Machdalena Vianty, M.Pd., M.Ed., Ed.D as her advisors who guided her in terms of academic matters including technical advice for thesis writing. The writer also expresses her thanks to the Dean of Faculty Teacher and Training Education, Dr. Hartono, M.A, the Head of Magister Language Education Study Program, Sary Silvhiany, M.Pd., M.A., Ph.D and staffs for their assistance in administrative matters. Thanks also were expressed to the examiners who give their insights in improving the quality of this thesis. The writer also would like to appreciate her family for their support and personal contribution so that the writer managed to finish her study on time. Last, this also could not have been done without the support from the writer’s friends and the help of all the participants who were willing to share their narratives, which the writer is very grateful for.

In brief, it is hoped that this thesis could benefit the language education learning and the development of science, technology and art.

Palembang, July 2023

The Researcher,



Sisimetrika Katleyana, S.Pd

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LEARNING TRANSITION FROM COVID-19 PANDEMIC TO POST PANDEMIC ERA: STUDENTS' VOICES IN LEARNING ENGLISH AT SRIWIJAYA UNIVERSITY

ABSTRACT

Schools are significantly re-opening after being shut down for more than two years as the effect of the Covid-19 outbreak. To some level, comfort has already been formed during online learning, so it needs re-navigation to leave the comfort zone to attend offline learning. Each student's transition from online to offline learning is distinct to their personal realities which leads to different adaptations. As a result, a narrative design study focusing on the learning transition from online back to offline mode from the perspective of students including their experiences and adjustments to survive the learning transition which had not been majorly discussed yet, was worthwhile to conduct. Four participants at Sriwijaya University were selected with identified criteria-based sampling. The result of the interview showed that almost all the participants reacted positively toward the learning transition although there were challenges they encountered such as technical issues, inner and outer distractions; self-control, learning environment and social media, and the issues related to re-interacting and managing their routines. The adjustments they made concerned with learning expenses, re-engaging in classroom activities actively, and re-managing effective schedules by reducing their leisure time. The flexibility in learning mode and optimization in learning facilities could be considered to overcome those issues.

Keywords: Learning transition, perception, challenges, adjustment.

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CHAPTER I

INTRODUCTION

This chapter introduces (1) background, (2) the problem of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background

The remarkable expansion of the COVID-19 pandemic continues to disrupt learning and teaching environments, as well as the larger higher education scene. The dynamics of online education in diverse contexts throughout the pandemic have attracted significant scholarly attention in the higher education literature to date. (Gamage, de Silva, & Gunawardhana, 2020). The growing use of digital technology for course redesigns and pedagogical reforms, as well as the quick adoption of blended or hybrid models by institutions, has produced substantial issues for both students and academic communities (Kamalipour & Peimani, 2022). These discussions have had a substantial influence on our knowledge of the impacts of emergency usage, as well as the inclusion of online and other sorts of digitalized learning and teaching, on the function of university instructors and post-pandemic higher education. According to data from UNICEF, 47% of children study for only 1-2 hours per day, and 35% have limited or no internet access. Furthermore, roughly one-third of children report difficulty concentrating on subjects.

After being closed for nearly two years due to the outbreak of the COVID-19 pandemic, schools are slowly reopening. The pandemic caused a significant shift in the learning spectrum and school systems compared to pre-pandemic times. However, each student's transition is unique due to personal circumstances that necessitate adaptation to a new world. (Saadé & Dira, 2006). Bridges (2011) provides his transition model, which takes a broad perspective of the transformation process and defines three overlapping phases: 'Ending, Losing, and Letting Go. Where these phases enable the students to experience several changes where in the ending period might symbolize the initial weeks of a student's life, when they face

external changes connected to new learning modalities, as well as experiences of self-regulation from online learning to offline learning, as well as the shock of a new academic setting. Students may suffer despair, worry, discontent, and disorientation as a result of these changes (Denovan & Macaskill 2013; Ramachandran 2011; Thurber & Walton 2012). Then, in the second phase, dubbed "The Neutral (Transition) Zone," occurs when people remain linked to their previous position while attempting to adjust to their new one. Individuals are frequently confused, irritable, and doubtful at this period, as they suffer skepticism, low productivity, and concern about their job. Finally, the students arrive in the third phase, 'The New Beginning,' which begins to embrace the change initiative and begin acquiring the abilities needed to function successfully in the new approach (Bridges, 2011). In other words, they are more receptive to new information, have more energy, and are more devoted to their position. In terms of student transitions, this is the time at which students acquire confidence as they go through university and acclimate to the learning routines of the institution.

Furthermore, the rapid move to online learning modes reveals a substantial decline in course completion and an increase in dropout rates (Hernando-Malipot, 2021). According to Mahyoob's (2020) research, the most difficult barrier for learners was technical challenges with instrumental accompaniment. Some people have difficulty accessing course materials and troubleshooting, while others have difficulty joining online synchronous classes. On occasion, students were unable to open their tests on their mobile devices. Pastor (2020) discovered the similar findings, with students citing a lack of appropriate understanding of the teachings, feeling misunderstood by their lecturers, and bad or sluggish internet access as major issues. Similarly, Dayagbil et al., (2021) discovered in their study that technological issues are frequently attributed to poor internet access and an inability to acquire essential gadgets. This demonstrates that not all learners have access to the tools required for online learning. One may have purchased a smartphone but been unable to afford an internet connection. Stoian et al (2022) focused on students' voices in terms of the benefit of online learning after transmitting back to face-to-face learning with the quantitative design used, a survey. The findings

revealed several preferences among the targeted students, including teachers' support for electronic educational resources, the use of online educational platforms to access resources and take tests, easier and more personalized communication with teachers, and peer connectivity in common projects. However, a study case from Julien and Dookwah (2020) highlighted the voice of students regarding learning transition from offline to online learning. The data found that to a certain subject which is math, face to face is more convenient as it is also very essential for human interaction yet online learning (ONL) is a feasible instructional alternative. Soesanto and Dirgantoro (2021) emphasized the topic on students' perceptions about previous emergency learning, limited face-to-face transition, and expectations from teachers towards the transition. Conducting a cross sectional survey to gather all the information needed revealed the result that the learning transition was welcomed by the participants which was accompanied by the optimism that teachers would properly develop educational tactics. Furthermore, it provided opportunities for fresh discoveries from all education stakeholders, which will improve a positive learning environment. Various studies have been discussing the transition from offline to online however the transition from online to offline have not been majorly discussed.

While offline learning is not a new concept, the fact that both teachers and students have developed a new normal habit in the online mode makes the re-transition difficult for some (Amri, et al., 2021). Russell, 2020; Zhang, Liu, & Lee, 2021; and Liang et al., 2020 are just a few of the studies that have found that teachers and students struggle with issues like a bad internet connection, complicated home situations, low engagement/participation, low motivation, lack of confidence and digital readiness, and mental health problems. However, with clear indications that the epidemic is nearing an end, campuses and schools are eager to welcome instructors and students back to traditional classrooms. This is because they have become accustomed to the limitations of online learning. In any case, returning to (physical) school or campus could not be seen as a return to previous ways of doing things. During online learning, both teachers and students have gathered and packed up a lot of fresh experiences and developed new methods

of doing things. Comfort has already been created to some extent, so leaving that comfort zone will take some re-navigation. Moreover, in the preliminary study that was conducted, it is known that the students of English Education in Sriwijaya University also experienced some troubles in online learning as well as the offline learning especially the students from academic year of 2020 where they went to online learning since the first day of their college and stayed online until 2 years and went back again to offline for the first time. Therefore, a study focusing on the learning transition from online mode back to offline from the perspective of the students is worth conducting as it influences the effective learning process. In relation to it, this study focuses on students of English Education's experience in learning transition from online learning to offline learning, and the adjustment students make to survive the learning transition.

1.2 The Problems of the Study

Based on the background above, the problems of this study are formulated into the following questions;

1. How do the students of English Education perceive learning transition from Covid-19 Pandemic to Post Pandemic era at Sriwijaya University?
2. What challenges do the students of English Education experience in the learning transition from Covid-19 Pandemic to Post Pandemic era at Sriwijaya University?
3. How do the students of English Education adjust in learning transition from Covid-19 pandemic to Post Pandemic era at Sriwijaya university?

1.3 The Objectives of the Study

The objectives of this study are;

1. to find out students' perceptions toward learning transition after the pandemic,
2. to find out the challenges rising from the learning transition,
3. and to find out the adjustments that the students do to deal with the learning transition.

1.4 The Significance of the Study

This study is expected to be beneficial for the students, the lecturers, and the further researchers.

For students of English Education especially who experience the transition, it is expected that they are able to understand that transition is an inevitable thing which can actually benefit them as it assists the students in moving smoothly between activities so that they can remain focused and engaged with each task.

For English lecturers, it is expected that they are aware of the students' voices so that it helps the learning process better as the lecturer can adjust the learning process based on the students' needs as they experience the transition.

For the further researchers, this study can be a reference in conducting further research related to the topic.

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