A COMPARATIVE STUDY BETWEEN ONLINE AND OFFLINE LEARNING IN ENGLISH ACHIEVEMENT OF THE 6th SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT SRIWIJAYA UNIVERSITY

A Thesis By:

Wahyu Bakti Utama

06011381722061

English Education Study Program

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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Wahyu Bakti Utama

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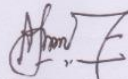
English Education Study Program

Language and Art Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

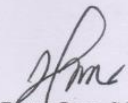SRIWIJAYA UNIVERSITY

Approved by,

Advisor I,

Alhenri Wijaya, S.Pd., M.Pd.

NIP. 196902012014091001

Certified by,

Coordinator of English Education Study Program

Hariswan Putra Jaya, S.Pd., M.Pd.

NIP. 197408022002121001

III

A COMPARATIVE STUDY BETWEEN ONLINE AND OFFLINE LEARNING IN ENGLISH ACHIEVEMENT OF THE 6th SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT SRIWIJAYA UNIVERSITY

Wahyu Bakti Utama

06011381722061

This thesis was defended by the writer in the final program examination and was approved the examination committee on:

Day   : Monday

Date : August 01, 2022

EXAMINATION COMMITTEE APPROVAL :

1. Chairperson : Alhenri Wijaya, S.Pd., M.Pd   (   )
2. Members   : Dra. Zuraida., M.Pd   (   )

Palembang, 01 August 2022

Coordinator of English Education Study Program

<u>Hariswan Putra Jaya, S.Pd., M.Pd.</u>

NIP. 197408022002121001

IV

III

I, the undersigned,

Name   : Wahyu Bakti Utama

Place, date of birth   : Palembang, 09th May 1999

Student Number   : 06011381722061

Study Program   : English Education

Certify that Thesis entitled "A Comparative Study between Online and Offline Learning in English Achievement of The 6th Semester Students of English Education Study Program at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesian Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, 01 August 2022

Wahyu Bakti Utama

06011381722061

DEDICATION AND MOTTOS

This thesis is dedicated to:

My beloved Family and Indonesia

MOTTOS

وَاَحْسِنْ كَمَآ اَحْسَنَ اللّٰهُ اِلَيْكَ

"And do good (to others) as Allah SWT has been good to you"

(*QS. Al-Qashash : 77*)

" A good education is the foundation for a better future "

-Elizabeth Warren

"If you can't be a leader for many people, be a good leader for your family, because family is the most valuable treasure"

-Panglima Jilah

"Life is simple, you make a choice and don't look back"

-Sung Kang

"In this world there are so many good people, if you can't find them then be one of them"

-Bakti Utama

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ABSTRACT

As an important part in teaching and learning activity, learning methods both online and offline learning are priority to improve students achievement in the academic field. However, in 2020, Indonesia was hit by the covid-19 virus resulting in offline learning methods being shifted to online learning because the Indonesian government implemented social distancing. Online learning is the main solution to replace offline learning because it is used to prevent the spread of COVID-19. The aims of this study are to find out and to compare the positive and negative impacts of online and offline learning in English achievement of the 6th semester students of English Education Study Program in Faculty of Teacher Training and Education at Sriwijaya University. The present study employed a descriptive qualitative approach. The samples of this study were the 6th semester students of English Education Study Program at Sriwijaya University. The results of this study showed that there was no significant comparison between online and offline learning and found out the positive and negative impacts of online and offline learning. Both learning method, online and offline learning, play an important role as a means and support for the English achievement of the students and each learning method must have its own advantages and disadvantages according to the required needs.

Keywords: *Online Learning, Offline Learning, and English achievement.*

CHAPTER I

INTRODUCTION

This chapter presents : (1) background, (2) problems, (3) objectives, and (4) significance of the study.

1.1 Background of the Study

Teaching and learning methods in the current pandemic period were very different if compared to the previous ones. The pandemic had forced learning that took place online. Of course, this could have positive or negative impacts on students learning achievement, especially students achievement. As a result, placing students in a series of designed lessons that combine real-world and digital-world learning resources through cellular and wireless communication technologies had become a significant and challenging problem (Chu, Hwang, Tsai, & Tseng, 2010). Students were put in realistic scenarios in the new learning environment, with online tools accessible through handheld devices and wireless networks. Mobile learning (Sharples, Corlett, &Westmancott, 2002) and ubiquitous learning were terms used to describe these types of learning scenarios (Hwang, Shih, & Chu, 2010).

One of the educational technology advances in schools and colleges in this period, especially in the pandemic era, was online classroom learning or online courses. In general, online learning was described as learning that took place over the internet using computer-based media and a network. Electronic learning, E-Learning, online learning, internet-enabled learning, interactive learning, or web-based learning are all terms used to describe online learning. Learning delivered electronically using computers and computer-based media was referred to as online learning or e-Learning. A network was frequently used to access the information. Websites, the internet, intranets, CD-ROMs, and DVDs could all be used as

sources. E-learning may track student success and report progress, in addition to offering instruction. E-learning not only provides access to knowledge, but also directs students toward clear learning goals. There were many meanings for mobile learning, including "learning that occurs outside of fixed locations" and "learning that utilizes cellular technology" (Sharples, 2000).

Online learning was a form of distance education that uses electronic and internet-based technology (ICT) to teach students. It was a method of delivering lessons to a large number of students through the internet. The use of internet-based technology features that were highly dependent on the availability of information technology was referred to as online learning. The demand for educational applications based on online learning had increased. Students have access to information not only from textbooks, but also from sources outside of the classroom. Teachers and students have unrestricted access to a wealth of material, which could be accessed from a variety of libraries around the world.

The internet was a limitless library since it could provide information in a variety of media (including print, video, and sound and music recordings). Students and teachers may enhance classroom learning by using websites or other educational service providers to access information from different sources on the internet. Educational institutions may also use development to conduct online learning by hosting schools or online courses. The government and private sector in Indonesia have acknowledged accredited online courses for the results of their learning efforts.

The online class learning and teaching online course was an innovative educational technology in higher education in this era, especially in the pandemic era. The purpose of the study was to find out how the online and offline learning practices influence the achievement and attitudes of 6th semester students of English education study program who use mobile and e-learning devices and offline learning system at sriwijaya university. The aim of social constructivist learning theory was to enhance student social experiences as well as construct and share

information (Vygotsky, 1978). Access to learning materials from anywhere, at any time, and in a variety of formats had the potential to develop students' deep learning abilities and enable them to build their own knowledge.

Offline learning (face-to-face learning) was a structured academic learning process that was primarily used to disseminate knowledge to individuals rather than to increase social contact among students. The social dimension was critical for gaining awareness and orienting students toward new educational technologies that incorporate social networking. Face-to-face learning or offline learning took place in a classroom environment, and it is taught by professional lecturers. Students engage in spontaneous verbal contact in a constant physical environment during face-to-face learning (C. M. Tang and L. Y. Chaw, 2013).

One of the issues with traditional face-to-face learning, according to Norman (2016), is that it needs higher tuition fees, particularly at well-known universities (S. Norman, 2016).What was beneficial about face-to-face instruction, however, is that survey findings indicate that most students are unconcerned about attending face-to-face lectures and that participation in face-to-face lessons had an effect on social, emotional, and absorbing learning materials and solutions to learning problems (S. Alam and L Jackson, 2013).

English achievement arises from learning of English Education, which was a process of interaction that occurs between teachers and students both directly such as face-to-face activities/offline learning or indirectly or better known as online learning, namely by using media, models and learning methods. English achievement was the result of a learning process or better known as grade point average (GPA) from the English education learning that had educational value that colors the interactions that occur both between teachers and students and interactions between students and students. In other hand, learning achievement was a product of the learning process (Lizzio et al., 2002) which is achieved by students after following certain teaching.

The learning model had an important position in the learning process in the classroom in order to achieve the objectives of delivering material and achieving student learning achievements carried out by teachers to students. In this case, online learning during the pandemic and offline learning aims to provide direct learning experiences to students through interactions created between teachers and students during the learning process. According to experts Sudjana (2006), the success of a student in achieving learning goals could be seen from the value of learning. (McClelland, David. 2020) defines success as excellence in performance or ability to achieve. According to this point of view, successful learning was the product of a combination of talent and intelligence, inspiration, and duty. Or, in other words, success requires the will to carry out the task as well as reinforcement.

Based on the explanation above, the writer was interested to write a thesis entitled "A Comparative Study between Online and Offline Learning in English Achievement of the 6th Semester Students of English Education Study Program at Sriwijaya University, In this study, the writer puts a high interest to conduct a study about the comparison between online and offline learning on English achievement in sixth semester students of English Education Study Program of Sriwijaya University. The writer thought that during this pandemic, students will have different responses and assessments of online learning and offline learning on the English language achievements they get from every lesson that has been delivered during lectures, both online and offline. This study was able to contribute results that are seen from positive and negative impacts and could see a comparison between online and offline where students are able to provide responses and assessments of the two ways of learning based on perceptions, and the assessments learned from their learning are based on an assessment of the positive and negative impacts from both the learning system. Therefore, the writer conducted a study entitled "A Comparative Study between Online and Offline Learning in English Achievement of the 6th Semester Students of English Education Study Program at Sriwijaya University".

1.2   The Problems of the Study

The problems of the study are formulated in the following questions:

1. Are there any positive impacts of online learning and offline learning in English achievement of the 6th semester students of English Education Study Program at Sriwijaya University?

2. Are there any negative impacts of online learning and offline learning in English achievement of the 6th semester student of English Education Study Program at Sriwijaya University?

3. Is online learning or offline learning more effective for the English achievement of the 6th semester students of English Education Study Program at Sriwijaya University? Why?

1.3   The Objectives of the Study

The objectives of this study in relation to the problems are as follows:

1. To find out the positive impacts of online learning and offline learning in English achievement of the 6th semester students of English Education Study Program at Sriwijaya University.

2. To find out the negative impacts of online learning and offline learning in English achievement of the 6th semester students of English Education Study Program at Sriwijaya University.

3. To find out whether online learning or offline learning is more effective for the English achievement of the 6th semester students of English Education Study Program at Sriwijaya University and why.

1.4   The Significance of the Study

The results of this study are expected to help lecturers, students, writers, and other parties by providing valuable information about the positive and negative

impacts between online learning and offline learning for 6th semester students of the Sriwijaya University English Education Study Program. The writer hopes that this study can provide valid information for lecturers, students of the English Education Study Program FKIP Sriwijaya University about the positive and negative impacts of online learning and offline learning in English achievement of sixth semester students of the English education study program at Sriwijaya University. This study would explore and present elements of the positive and negative impacts of online learning and offline learning in English achievement of 6th semester students of English Education Study Program at Sriwijaya University. The writer hopes that these elements are related to the provision of feedback and responses by lecturers and students. This study will explore and present solutions for lecturers and students in the role of online learning and offline learning on student achievement during this pandemic. The writer also hopes that other researchers can seek further information for further research on these variables, and can also develop this research based on further research.

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