

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 11 Number 1 April 2023

THE IMPACT OF REAPPLYING FACE TO FACE LEARNING IN THE NEW NORMAL ERA ON THE ENGLISH ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS AT SMPN 1 MAKALE SELATAN

Tantri Palosong

Christian University of Indonesia Toraja
Email: tantripalosong@gmail.com

ABSTRACT

The objective of this research is to find out the impact of reapplying face to face learning in the new normal era on the English achievement of the eighth-grade students at SMPN 1 Makale Selatan. In analyzing the data of this research, the writer used qualitative method. The subject of this research were the English teacher and students at SMPN 1 Makale Selatan. The data of this research was collected by doing interview. The obtained data were analyzed in three major phases namely reduction, data display, and conclusion. The result of the research found out some the impact of reapplying face to face learning in the new normal era on the student's English achievement, the first there is students learning motivation, the second it is easier for students to understand the material provided by the teacher in class, and the third students English achievement have increased face to face learning is reinstated. Based on these findings, the researcher concluded that the current reapplying of face-to-face learning has every positive impact on students' English achievement

Keywords: Impact, Face to Face Learning, English, achievement

INTRODUCTION

The COVID-19 pandemic has significantly affected life in Indonesia. The consequences of this pandemic have an impact on all areas of life. The education sector is one of the sectors most affected by the COVID-19 pandemic. As the virus spreads from person to person through direct contact, this has forced the government to limit community activities, including educational activities. Restrictions on the learning process are implemented to prevent the spread of the virus. This restriction is carried out in accordance with strict health guidelines so

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 11 Number 1 April 2023

that learning can take place safely for students and teachers who keep it.

Changes in the learning system during the Covid-19 pandemic with the online system has been running for more than 1 year. In the implementation of the online learning system uses technology as connecting interactions between educators and students (Herzamzam, 2021). Over time educators, students and parents can adapting to the online learning system (online) even though it is not optimal as well as efforts at insistence and voicing for implementation face-to-face learning is not as enthusiastic as in mid-early transitional period for implementing online learning, namely at the beginning and middle of 2020. Learning online in early 2020, implemented remotely which can be done in time simultaneously 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 learning remotely (T. A. P. Dewi & Sadjiarto, 2021).

Based on observations, schools carry out learning online, one of which is SMPN 1 Makale Selatan. Online learning interpreted as teaching and learning that takes place online and use effective learning techniques to achieve goals learning. When online learning activities take place, there are One of the obstacles is that learning becomes less effective in the provision of subject matter, student acceptance of the material lessons and students are less motivated to learn. During online learning, students tend to be passive due to only carrying out daily attendance, receiving material, and receive daily tasks sent via WA or Group Messenger. The learning strategy applied is the E-Learning system. E-Learning as implementation of learning carried out between teachers and students online without face-to-face advance and attention to time, (Riyani et al., 2020). Teachers and students in applying E-learning learning without having to gather in a room simultaneously (Hafidzah,2020). In addition, the tasks given are not complete done directly, so it can be said that during online learning students tend to be passive which is one of the causes namely at least direct interaction between teachers and students or fellow students.

After the decline in the spread of Covid-19, the Ministry Education and Culture, Minister of Religion, Minister of Health, and The Minister of Home Affairs of the Republic of Indonesia in Number 03/KB/2021, Number 384 of 2021 concerning guidelines for organizing learning during the corona virus disease 2019 (Covid-19) pandemic has decided that: In terms of educators and educational staff in units education has been fully vaccinated against Covid-19, then in accordance with its authority requires the education unit universities in the region provide face-to-face learning limited and distance learning. This limited face-to-face learning is defined by attendance students to school in rotation, namely by arranging and controlling the number of students attending school by 50% than normal according to the class level or often called the session take turns. By holding the rotating sessions, there is a difference time during class hours, namely the time hours of lessons will be truncated minutes to fill in the other lessons. Furthermore, limited face-to-face learning is highly prioritized the health and safety of students, so the consent of the person is required student parents.

TEFL Overseas Journal

Teaching English as a Foreign Language Journal

ISSN 2461-0240 (Print), 2828-9544 (Online)

Volume 11 Number 1 April 2023

Based on observations, face-to-face learning is limited carried out at SMPN 1 Makale Selatan after carrying out feasibility supervision implementation of limited face-to-face learning and obtaining permits adhering to health protocols. At the beginning of face-to-face learning this limited students are very happy to attend to school, because face-to-face learning is expected by students. That matter seen at the time of observation; students attend school earlier than time learning begins. But on the other hand, from the information obtained, some students feel lazy to take part in learning well, like when the teacher explains the material there are students who are easy sleepy, unfocused, and daydreaming, so that when implemented question and answer session about the learning material that has been taught, there are some students who cannot respond to questions correctly correct.

There is a change in the learning system from online to Limited face-to-face learning makes students must be able to follow good learning. Teachers must be able to provide motivation to students so that students quickly adapt to the learning system Limited face to face. A journal that discusses motivation learning, reveals that motivation to learn plays an important role in obtain learning outcomes, because of the learning motivation that students have such as enthusiasm in learning, diligent, tenacious, and have concentration full, can affect student learning outcomes. Vice versa students who do not have the motivation to learn, both intrinsically and extrinsic is not able to obtain good learning outcomes. In implementing limited face-to-face learning during the pandemic, schools were required must produce an optimal implementation of learning with appropriate timing effective and efficient. The learning strategy is the educator's effort to implement learning strategies that are not only about adding or increasing understanding only in terms of knowledge, but aspects of attitudes and skills must also be affected planning and preparing learning strategies for students, (Ramadan, 2021). In implementing learning, each school has a learning strategy, strategy learning is made with the aim of maximizing the ability of students, (Azizi,2021). Teachers or educators must always develop a learning plan to follow technological advances, to facilitate the educational process, (Riyani et al., 2020). Teacher has an important role in the change of students, so the teacher must always develop competency in educating students.

The learning implementation plan (RPP) at SMPN 1 Makale Selatan is using RPP by adjusting the conditions of face-to-face learning during the pandemic. But RPP What is made has a difference that lies also in the learning time limited. The core contents of the RPP are preliminary activities, with greeting, checking student attendance, then directing students to review the subject matter contained in the E-Learning application. Implementation learning with E-learning is online learning with mastery demands technology in applying it, (Yaniawati, 2013).

Entering the odd semester of the 2022/2023 academic year, learning is again being carried out face-to-face. In this post-pandemic full face-to-face learning, the roles of teachers, parents, and of course the government are expected to be able to motivate students to remain enthusiastic, able to adapt, and excel at

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 11 Number 1 April 2023

school.

The Ministry of Education and Culture also launched the Independent Curriculum which is a simplification of the 2013 Curriculum to suppress learning loss. "So this Independent Curriculum is an effort to deal with the low quality of education in the past, and also as a solution to the challenges in the world of education due to the Covid-19 pandemic (Nadiem Makarim)".

METHOD

The writer conducted this research at SMPN 1 Makale Selatan, regency of Tana Toraja, academic year 2022/2023. It is located on Jl. Poros Bera, Kelurahan Tiromanda, Kecamatan Makale selatan, Kabupaten Tana Toraja. The participant in this research were the eighth grade students and English teachers at SMPN 1 Makale selatan, English teacher and eight students. The researcher used random sampling technique, where the sampling was randomly by interview two students from each class and the English teacher of eighth grade. In collecting data, The researcher took the permit searching at Campus UKI Toraja, the researcher prepare question for English teacher and students, the researcher enter to the class and directed to students before interviewing, the researcher gave question by interview the English teacher and students, the English teacher and students answer the question from the researcher, the researcher recorded while the process interview, and the researcher analyzed the data collection.

FINDING DAN DISCUSSION

Findings

In this study, researchers used interviews to collect data. The findings presented are based on research questions which are intended to find out the response of one teacher and several students regarding the application of face-to-face learning in the new normal era. The researcher conducted his research at SMPN 1 Makale Selatan.

In the interview session, the researcher recorded 8 students, consisting of 4 boys and 4 girls with an English teacher using a recorder. After recording, the researcher transcribes the data then quotes.

The following are the result of interviews with students:

Extract 1: The students feel happy with reapplying face to face learning.

In this extract, the researcher asked the students how interested they were in face to face learning again

- S1 : I feel happy, because I can meet teachers and friends and the teaching and learning process becomes even better
- S2 : feeling happy, because I can gather with friends, can ask the teacher if there are subjects that are not understood, can solve problems with the teacher at school, can communicate with friends
- S3 : happy to meet the teacher and learn well

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 11 Number 1 April 2023

Based on the statement above, the researcher concludes that face-to-face learning is very enjoyable for students, with the reapplying of face-to-face learning, students can establish interaction back at school. The statement above also supported by the S4, S5, S6, S7, S8.

Extract 2: the application of face-to-face learning has a positive impact on students.

In this extract, the researcher asked the students the impact of re-implementing face-to-face learning.

S1 : more diligent in doing assignments at school than studying online because they are more concerned with playing than doing assignments. Understand more about what the teacher explained and can ask questions if there is something that is not understood.

S4 : can ask the teacher if you don't understand the learning material, are more diligent in doing assignments, rather than studying online, can establish friendships with friends.

S5 : happy and excited because the material can be explained directly by the teacher, so we understand better in doing assignments.

Based on the statement above the researcher concluded that face-to-face learning had a very positive impact on the learning process where students more easily understood the material presented by the teachers at school. interaction at school returned to normal and students received direct guidance from the teacher. The statement above also supported by the S3, S4, S6, S7, S8.

The following are the result of interviews with English teacher:

Extract 1 : online to offline learning causes changes in the teaching process.

I : Are there any changes in the teaching process that arise from online face to face learning.

T : yes, of course there have been changes, the change that I feel is that in online learning we deal with students via computers, laptops and cellphones only, so to measure students' understanding of the material explained is very difficult, compared to face-to-face learning we can deal directly with students, and the impact is very large, where we as teachers can guide and educate students directly.

Based on the statement above, researchers can conclude that online or offline learning causes drastic changes in the teaching process where teachers can directly guide and educate students.

Extract 2: student learning outcomes continue to increase.

T : regarding the impact that has arisen, the first thing you can see is the progress of student learning outcomes, in this case, you can see it from the assignments given. then secondly, in face-to-face learning, students are more active in the learning process, for example, students actively ask if there is material that is not understood. lastly, in face-to-face learning,

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 11 Number 1 April 2023

students are very enthusiastic about learning so that student learning outcomes continue to increase.

Based on the statement above the researcher concluded that this face-to-face learning student learning outcomes continued to increase.

Extract 3: the level of students' understanding of learning is quite good.

I : What is the level of students' understanding of the material presented in class?

T : regarding the level of student understanding in the face-to-face learning process, this is of course different where students can understand faster and there are also students who are slow. but it is all our job as teachers to guide and direct students in learning. As far as my monitoring in class, the level of students' understanding of the learning material is above average or quite good.

Based on the statement above, the researcher can conclude that learning that is carried out directly in class is easier for students to understand and understand.

Extract 4: using the technique of practicing the material in front of the class.

T : the technique that I use in learning English is directing students to practice the material directly in front of the class, this technique makes students more active in learning and easily understands the material.

Based on the statement above, the researcher can conclude that by using techniques to practice directly the material provided in class can motivate students to actively learn in class.

Discussion

In this part, the researcher would like to discuss the result of the data analysis of the respect to problem statement of this research. After analyzing the interviews, The researcher found are:

The impact of face to face learning in the new normal era on the level of students understanding of English learning.

1. *The students feel happy with reapplying face to face learning.*

With the implementation of face-to-face learning, students feel happy because they can meet friends and teachers at school, can communicate directly with teachers. From the results of these data it can be concluded that students are motivated to return to carrying out the learning process at school. With the motivation of students to return to school, it makes students enthusiastic about learning, so that it influences student learning outcomes to increase. According to Sulistijo (2017) the learning process really needs learning motivation, students who are not motivated to learn, their learning achievement is also not good. This statement is in accordance with Sumarti (2018) that low learning motivation affects learning outcomes and student learning goals. Students will be more enthusiastic in learning and seeking knowledge when their motivation increases,

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 11 Number 1 April 2023

so that the resulting achievements are better.

2. *The application of face-to-face learning has a positive impact on students.*

Face-to-face learning has a positive impact on the student learning process, the teacher explains directly in class so students understand the material more easily, students are more diligent in doing the assignments given without any obstacles. Student learning outcomes continue to increase if students are diligent in doing the assignments given. According to Pertiwi (2019) evaluation in learning is also needed to determine the level of student understanding, which will later affect learning outcomes. This statement is in accordance with the opinion of Suwasti (2016) through the evaluation of learning activities it can be seen the results of student learning, evaluation serves to measure students' ability to master the material presented.

Teacher quality on the level of students understanding of English learning

1. *Online to offline learning causes changes in the teaching process.*

In addition to having an impact on the student learning process, it also has an impact on the teacher's teaching process. The change from online to offline learning causes changes in the teaching process, where in this process the teacher directly educates and guides students in class.

2. *Students learning achievement continue to increase*

Development of students learning achievement has increased, where in face-to-face learning students are active in doing assignments, active in the learning process. According to Arifin (2010) that optimal learning achievement can be seen from the completeness of learning skill in doing assignments, and have a good appreciation of learning.

3. *The level of students understanding of learning is quite good*

Basically, understanding is one form of learning achievement. The easier it is for students to understand the material explained by the teacher, it will affect students learning achievement. As revealed by Sudijono (2011) that understanding is ability of a person to understand or understand something and after it is known and remembered.

4. *Using the technique of practicing the material in front on the class*

Dealing directly with students, teachers can assess and see the level of understanding of students in learning. Based on the results of an interview with one of the teachers, stated that in the learning process, especially learning English using the method of practicing the material directly, where students are directed to practice the material in front of the class, or directly observe activities related to the material. From this method students grasp the material more quickly and easily understand the material, thus affecting the results of learning English students. According to Idris and Barizi (2009) the learning method is the way the teacher organizes learning and the way students learn. In the opinion of Sudjana (2005) the practical method is a learning method that is used with the aim of training and increasing the ability of students to apply the knowledge and skills they have learned.

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 11 Number 1 April 2023

CONCLUSIONS

The researcher expands the conclusions about the impact of reapplying face to face learning in the new normal era on students' English achievement as follows, The reapplying face to face learning has positive impact such as; (1) students learning motivation, (2) it is easier for students to understand the material provided by the teacher in class, and (3) students English achievement have increased face to face learning is reinstated.

REFERENCES

Arjunanata, V., Kardi, K., Pratama, H., & Kurniawan, S. (2021). Dampak Pandemi Covid 19 Terhadap Proses Pembelajaran Pada Peserta Didik SMA Bina Utama. *Sosial Khatulistiwa: Jurnal Pendidikan IPS*, 1(2), 77. <https://doi.org/10.26418/skjpi.v1i2.51004>

Sundari, S., Wijayatiningsih, T. D., & Mulyadi, D. (t.t.). Scaffolding: Proses Pembelajaran Bahasa Inggris Melalui Pembelajaran Tatap Muka Terbatas Pada Era New Normal. 9.

Rosmayati, S., & Maulana, A. (t.t.). Dampak Pembelajaran Di Era New Normal Di Masa Pandemi Corona Virus Disease 2019 (COVID-19). 12.

Bahua, A., Popoi, I., Bahsoan, A., Moonti, U., & Mahmud, M. (2022). Pengaruh Pembelajaran Tatap Muka Terbatas Terhadap Motivasi Belajar Siswa Di SMP Negeri 1 Bulango Selatan Kabupaten Bone Bolango Provinsi Gorontalo. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(3), 1609. <https://doi.org/10.37905/aksara.8.3.1609-1614.2022>

Pattanang, E., Limbong, M., & Tambunan, W. (t.t.). Perencanaan Pelaksanaan Pembelajaran Tatap Muka Di Masa Pandemi Pada SMK Kristen Tagari. 9.

Has, S. A., & Mulasi, S. (2021). Upaya Guru Dalam Meningkatkan Motivasi Belajar Pada Masa New Normal. 2(2), 15.

Bogdan & Biklen, s. 1992 *Qualitative Research For Education*. Boston, MA:Allyn and Bacon.

Sugiyono. (2013). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.

Al-Tabany, T. I. B. (2017). *Mendesain Model Pembelajaran Inovatif, Progresif, dan Kontekstual*. Jakarta: Kencana.

Pujaastawa IBG. 2016. Teknik Wawancara dan observasi untuk pengumpulan bahan informasi (Online), https://simdos.unud.ac.id/uploads/file_penelitian_1_dir/8fe233c13f4addf4cee15c68d038aeb7.pdf. diakses 8 November 2021.

Chandrawati, Sri Rahayu. 2010. Pemanfaatan E-Learning Dalam Pembelajaran. *Jurnal Cakrawala Kependidikan*, Volume 8, Nomor 2.

Siahaan, M. (2020). Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan. *Jurnal Kajian Ilmiah*, 1(1), 73–80. <Https://Doi.Org/10.31599/Jki.V1i1.265>

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 11 Number 1 April 2023

Tayeb, T. (2017). Analisis Dan Manfaat Model Pembelajaran. *Jurnal Pendidikan Dasar Islam*, 4(02), 48–55.

Wahyuni, A. S. (2021). Penerapan Model Hybrid Learning Dalam Ptma Terbatas Untuk Meningkatkan Motivasi Dan Hasil Belajar Siswa 2(November 2021), 292–297. <https://doi.org/10.5281/zenodo.5681376>

Aristika, A., Darhim, Juandi, D., & Kusnandi. (2021). The Effectiveness Of Hybrid Learning In Improving Of Teacher-Student Relationship In Terms Of Learning Motivation. *Emerging Science Journal*, 5(4), 443–456. <https://doi.org/10.28991/esj-2021-01288>

Asyafah, A. (2019). Menimbang Model Pembelajaran (Kajian Teoretis-Kritis Atas Model Pembelajaran Dalam Pendidikan Islam). *Tarbawy : Indonesian Journal Of Islamic Education*, 6(1), 19–32. <https://doi.org/10.17509/t.v6i1.20569>