A COMPARATIVE STUDY BETWEEN STUDENT'S ENGLISH LEARNING ACHIEVEMENT BEFORE AND DURING PANDEMIC TO EIGHT GRADE AT SMPN 13

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Abstract

The research was conducted to determine student learning achievement before the pandemic using face-to-face learning and after pandemic using E-learning. The research was conducted at SMPN 13 Tangerang. In the research, the researcher used a qualitative approach. The researcher took the sample of this study were 10 students of class VIII and 2 English teachers. The instrument in the study was a questionnaire given to students, then observations and interviews with students and teachers. Based on the results of interviews with class VIII students and teachers, it was found that students are more comfortable, and more able to understand and follow the lesson by using the face to face learning model because students can meet face to face, discuss the material given or ask the teacher directly if there is something they haven't. understanding of English material. Likewise, teachers in making materials, managing classes, evaluating students more easily during face-to-face learning. This research proves that student learning achievement is maximized and run well using the face-to-face learning model.

Keywords: Learning achievement, Before and during pandemic

INTRODUCTION

Education is something that cannot be separated from humans. Education is transferring values, knowledge, experience, and skills to the younger generation as an effort for the older generation to prepare for the life functions of the next generation, both physically and spiritually. So that education is very important for future provisions that must be mastered by everyone to develop their potential in terms of knowledge and skills, one of which is knowledge and skills in English. Maduwu, (2016) English is a universal language that has been used by several countries in the world as the main language. Although English is still a foreign language in Indonesia, English must be learned and mastered for the progress and development of Indonesia towards an international level, such as in terms of work, business, or even education.

The learning carried out before this pandemic emphasized the ability of students to think critically, connect knowledge with the real world, master information technology, communicate, and be active in class. Teaching and learning is an activity that has educational value, education values color the interactions that occur between educators and students so that good social interactions are established Kustanti, (2016). In achieving these skills by applying appropriate learning methods in terms of mastery of the material and the skills themselves.

However, since the Covid-19 outbreak, everything has changed, including in the field of education. Eka et al., (2020) Learning has changed which is usually done face-to-face after Covid-19 became online and the learning process uses technology so that it becomes a challenge for teachers, Huang et al. (2020:2) also detail the three main challenges in E-learning during the

pandemic. First, teachers have very limited time in preparing and/or adapting face-to-face learning materials to E-learning. Second, the lack or limited opportunities for teachers and students to interact directly and freely during E-learning results in disruption of the learning process. Third, the use of an effective pedagogical approach requires more effort in motivating and activating students in online learning. In addition, there are several factors that affect students learning achievement, one of them is the lack of student motivation in learning both from within and from outside because if there is no internal motivation and environmental support for these students in learning then they will not be able to absorb and understand the knowledge that has been given by the teacher.

THEORETICAL FRAMEWORK

1. BEFORE PANDEMIC/FACE TO FACE LEARNING

The teacher explains the material to the students and the students listen and listen to the material being explained. so that teaching skills such as mastery of concepts and the way a teacher is delivered will determine the success of student understanding. Jamaluddin, (2016) Face-to-face learning is a learning model that is almost the same as conventional learning models, namely learning activities in the form of an interaction process between students, teaching materials, teachers, and the environment (Permendiknas Number 22 of 2006, Glosariumbutir 15); So that in face-to-face learning, teachers and students meet in one room to study. In face-to-face learning, the ability of a teacher in delivering material is very decisive and important for the success of student learning achivement. Especially in English lessons.

In FTF learning have two approach that is teacher centered learning and student centered learning. Teacher-Centered Learning (TCL), According to Zohrabi, Torabi, & Baybourdiani (2012) is a teacher-centered learning approach, the teacher plays an important role in the learning process. Here the teacher provides information and conveys the material to be studied, the teacher also provides an evaluation to monitor student learning progress. In this TCL approach, students are assessed as objects who only receive information from the teacher. Usually, teachers use media such as certain textbooks. Students only listen, understand and create notes than already described. Educators become the center of the role in achieving learning outcomes so teachers must master the learning material to be taught. The advantage of teacher-centered learning is that teachers can serve as information providers and evaluators for students, secondly, teachers can monitor student learning progress. There are also disadvantages of teacher-centered learning, namely students cannot think critically in learning and seek information from other sources because learning only comes from the teacher. Second, students tend to be more individualistic, because they only interact with friends and the surrounding environment a little. Face to face learning have two strategies that is expository learning and discovery inquiry learning. According to Wina Sanjaya (2006) An expository learning strategy is a learning strategy that emphasizes the process of delivering material orally from a teacher to students with the intention that students can master the subject matter optimally. And according to Wartini et al., (2017) Inquiry learning strategy is a series of learning activities that emphasize students to think critically and analytically to seek and find answers to a problem in question. Indicators that can be used to determine effectiveness in the face-to-face learning process are:

a. Organizing material well by the teacher.
b. Effective communication between students and teachers.
c. Students can follow the learning process in class.
d. Mastery and enthusiasm for the subject matter

e. Fair Value

f. Students can be active when studying

(Izzaty et al., 1967) learning effectiveness is the level of success that can be achieved from a particular learning method in accordance with the planned learning objectives.

2. E-LEARNING

E-learning is an information and communication technology for enables students to learn whenever and wherever, Dahiya, 2012). There are 3 (three) important things as requirements for electronic learning activities (e-learning), namely: (a) learning activities are carried out through the use of networks, in this case limited to the use of the internet, (b) the availability of support for learning services that can be utilized by participants learning materials, such as external hard disks, flash disks, CD-ROMs, or printed materials, and (c) the availability of tutor support services that can help participants learn if they have difficulties, Hartanto, (2016). According to Koswara (2006) there are several teaching strategies that can be applied using E-Learning technology are as follows:

a. Learning by doing.
b. Incidental learning.
c. Learning by reflection.
d. Case-based learning.
e. Learning by exploring.

E-learning provides a big change in the development of learning. If E-learning is used properly and correctly, the results will be good. The following are the benefits of E-learning according to Rohmah (2016) :

a. With e-learning, it can shorten learning time and make study costs more economical.

b. E-learning facilitates interaction between students and materials.

c. Students can share information with each other and can access learning materials at any time and repeatedly, with such conditions students can further strengthen their mastery of learning materials.

d. With e-learning, the knowledge development process does not only occur in the classroom, but with the help of computer and network equipment, students can be actively involved in the teaching and learning process. Tri et al., (2016) The success indicators of E-learning learning are:

a. Communication process. The communication process means information that the teacher gives to students to get certain goals. online communication using applications such as zoom, googlemeet, etc., must run effectively, namely with feedback from students.

b. Management of learning implementation. Indicators of managing the implementation of learning are various ways in terms of processing situations and conditions in the learning process (Magdalena, Wahyuni, & Hartana, 2020). When students feel bored while studying, the teacher must prepare something that attracts students' attention. So that students become focused back on the learning material being taught.

c. Student response. This student response is needed by the teacher, so that the teacher knows how much students understand the material that has been explained. Student responses can be in the form of expressing opinions, or asking a question.

d. Learning activities. Learning activities are a process of interaction between teachers and students in learning. So it's not only the teacher who delivers the material, but students also have to play an active role in learning.

e. Student learning achievement. Student learning achievement become the teacher's benchmark in determining student success in understanding learning materials.

3. LEARNING ACHIEVEMENT

Student learning achievement can be seen from students' knowledge of the material that has been delivered by the teacher. Susanto (2013: 5) says that learning achievements are changes that occur in students, both related to cognitive, affective, and psychomotor aspects as a result of learning activities. So that these learning achievement can be evidence of student changes in terms of knowledge, attitudes, and skills as long as they study in the classroom with the teacher. Therefore, learning achievement become a benchmark for the success of learning in the classroom. In school, there are four skills that students must master in English, namely speaking, listening, reading, and writing. Student achievement in school is an assessment of the quality and success of students in an education system in schools. The opinion above is in line with the opinion of Slameto (2013: 54-72) which says that there are two factors that influence learning, namely internal factors and external factors.

a. Internal factors

Internal factors are factors that come from within the student such as, health, physical condition, student interest, student talent, maturity of students, and readiness of students in learning.

b. External Factors

Prihatin, (2016) External factors are factors that come from outside the student, the first factor is family, family greatly influences learning achievement because from within the family students get knowledge about something from their parents. Student achievement can help teachers to determine what strategies and methods will be used for further learning. According to Suryabrata in Asril (2011) learning achievement is the result of a process in the form of numbers for evaluation such as report cards. Given to students in the last semester after taking the final exam.

Sri Dewi Mulyani, Mahdum, (2019) English is the language used by people in many countries as a foreign language or as a second language. In school, there are four skills that students must master in English, namely speaking, listening, reading, and writing. Syah (2013) suggests that interest can affect the quality of student achievement in certain subjects. This means that students' interest in English subjects can affect students' English learning achievement as well. Student achievement in school is an assessment of the quality and success of students in an education system in schools. Student achievement can help teachers to determine what strategies and methods will be used for further learning. According to Suryabrata in Asril (2011) learning achievement is the result of a process in the form of numbers for evaluation such as report cards. Given to students in the last semester after taking the final exam.

RESEARCH METHOD

In this research, researcher will use a qualitative approach. Kusumastuti & Khoiron, (2019) The qualitative approach is concerned with the subjective assessment of attitudes, opinions and behaviors. Generally, the techniques design is a group interviews, projective techniques and in-depth interviews are used. The method in this study is a descriptive method, according to Arikunto (2019). Descriptive research is research that is intended to investigate a condition, situation, or other event, then the results will be presented in the form of a research

report. The steps that will be carried out in this research are the first to develop a research design, the second to determine the location and research subjects, the third to collect data and analyze the data, and finally draw conclusions. Researcher will research in SMPN 13 Tangerang, Jl. Perintis Kemerdekaan I No.3 7 3, RT.007/RW.003, Babakan, Kec. Tangerang, Kota Tangerang, Banten 15118. This research uses purposive sampling. The data collecting instruments in this research was taken from non test (questionnaire) to students class VIII B and then do observation, interview with 2 English teacher and 10 students class VIII E. Researcher take documentation data in the form of photos, videos, or recorders during the study. Photos, videos, or recorders are used as primary data because they are taken directly by researcher to obtain valid data. In this study, researchers used data triangulation because the data will be taken from the results of observations, interviews, and documentation.

RESULT AND DISCUSSION

Data was collected by means of interviews taken from the VIII E grade students and the English teacher at SMPN 13 Tangerang. Interviews with 8E students were conducted face-to-face in the classroom, and interviews with English teachers were conducted at the school's mosque at the end of the lesson. Interviews were conducted to collect data about students learning achievement during learning using face-to-face learning and E-learning. After collecting data, the researcher will analyze the interview data. Based on the results of interview data analysis related to learning to use face-to-face learning and E-learning, almost they answered that they preferred to study face-to-face rather than studying online at home because they could meet with friends and teachers so that they could directly discuss or Ask if you still don't understand the material being taught. So it can be concluded that 99% of the participants prefer to learn using face-to-face learning because it affects their mood at the time of learning and their ability to understand the learning material. According to Hariadi (2003), there are 2 factors that influence learning outcomes, namely factors that cannot be changed (given) or we can call condition factors and factors that can be changed namely method factors.

CONCLUSION

Based on the research findings and the discussion in the previous chapter, the researcher concludes that face-to-face learning is more than effective it affects student learning achievement for the better. The researcher concludes that based on the results of interviews and observations given to 10 class VIII students and 2 English teachers 95% of students can understand English material and participate in learning activities well when learning using face to face learning, and 100% of teachers say that in making materials, teaching and learning process, up to evaluating student learning achievement more easily using face to face learning. In Indonesia, English is still a foreign language because the majority of people do not use English in their daily life, even though English has become a world language so it must be mastered. Therefore, so that students in Indonesia can speak English, continuous pursuits must be carried out directly in the classroom so that they can immediately practice it. Face-to-face learning is an effective learning system to support the teaching and learning process of English between teachers and students so that they can carry out the teaching and learning process well and produce good learning achievement.

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