

CHAPTER IV

DATA AND ANALYSIS

In this chapter, the data will be presented and analyzed using an adapted methodology from a previous study by Sri Ratnasari Sindu Lestari. It can ideally indicate that the data presentation answers the research questions. This chapter is divided into three parts; First, the questionnaire results are presented in a descriptive form. Secondly, the interview result, in this section the researcher examines and discusses the questionnaire results and provide additional insights. The last section is a discussion. In this part, the researcher discusses the result from both sources questionnaires and interviews.

4.1 Data Presentation of the Questionnaires

The respondents of this research are students from the sixth and fourth semesters in the English Education Department of Universitas Nasional Karangturi. There are eight students in total who participated in this research. The research is divided into two sections: a questionnaire and an interview. The questionnaire involves all students and many of them are willing to participate in the interview sections. The researcher conducts the questionnaire using Google Forms and distributes the link via WhatsApp and Instagram Direct Message. The distribution of questionnaires started on May 12, 2023, for both 2020 and 2021 batch students and finished on May 17, 2023. The total number of participants who were willing to participate in this study was only 8 students, 4 from batch of 2020 and the rest is

from the 2021. The answers provided by all respondents are shown in the table below,

No	Participants	Questions																
		Online									Offline							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	B	4	2	3	2	2	3	2	3	2	4	3	3	3	3	3	3	
2	N	4	2	2	2	2	2	2	3	2	4	4	4	4	4	4	4	
3	R	4	2	2	3	3	2	2	3	2	3	3	2	3	3	3	3	
4	C	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	
5	E	4	4	3	4	4	3	3	2	3	3	2	2	3	4	3	3	
6	J	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
7	F	4	3	3	4	4	3	3	3	3	3	3	2	3	3	3	3	
8	S	4	3	3	3	3	3	3	3	3	3	3	2	2	3	3	2	
		Total	Mean		%		Dec											
		48	2,82352941		70,58823529		medium											
		53	3,11764706		77,94117647		high											
		46	2,70588235		67,64705882		medium											
		60	3,52941176		88,23529412		high											
		52	3,05882353		76,47058824		high											
		52	3,05882353		76,47058824		high											
		53	3,11764706		77,94117647		high											
		48	2,82352941		70,58823529		medium											
		51,5	3,02941176		75,73529412		high											

Table 4. 1 The Questionnaire Answers

The table above is followed by the calculation to measure the mean to know the perceptions level of each and total participants. The researcher employed the calculation formula and concluded the result based on the data analysis section in Chapter 3. This computation would serve as the basis of the central tendency graph explained by the researcher at the end of this subsection.

After presenting the whole answers from each participant in the table above, the researcher categorized the responses based on the question and calculate them into percentages to know the perceptions result in the following table,

No	Statement	Frequency of Points of Agreement			
		1	2	3	4
1.	I started online learning in the first semester.	-	-	-	100%
2.	I find online learning interesting because it utilizes the internet.	-	37,5%	37,5%	25%
3.	I feel that online learning makes it easier for students to learn.	-	25%	62,5%	12,5%
4.	I feel more confident during online lectures.	-	25%	37,5%	37,5%
5.	I am satisfied with the learning outcomes of online learning.	-	25%	37,5%	37,5%
6.	In my opinion, online learning enhances my knowledge and exposes me to new experiences.	-	25%	62,5%	12,5%

7.	In my opinion, online learning increases enthusiasm and motivation for studying.	-	37,5%	50%	12,5%
8.	In my opinion, online learning runs smoothly.	-	12,5%	75%	12,5%
9.	I choose the online learning method.	-	37,5%	50%	12,5%
10.	I find face-to-face/offline lectures interesting because they are conducted in a classroom setting with in-person interaction.	-	-	75%	25%
11.	I feel that face-to-face/offline lectures make it easier for students to learn.	-	12,5%	75%	12,5%
12.	I feel more confident during face-to-face/offline lectures.	-	50%	37,5%	12,5%
13.	I am satisfied with the learning outcomes from face-to-face/offline lectures.	-	12,5%	75%	12,5%
14.	In my opinion, face-to-face/offline lectures	-	-	75%	25%

	broaden my knowledge and provide new experiences for me.				
15.	In my opinion, face-to-face/offline lectures enhance enthusiasm and motivation for learning.	-	-	87,5%	12,5%
16.	In my opinion, face-to-face/offline lectures run smoothly.	-	12,5%	75%	12,5%
17.	I choose the face-to-face/offline learning method.	-	12,5%	75%	12,5%

Table 4. 2 Data Presentation of the Questionnaires

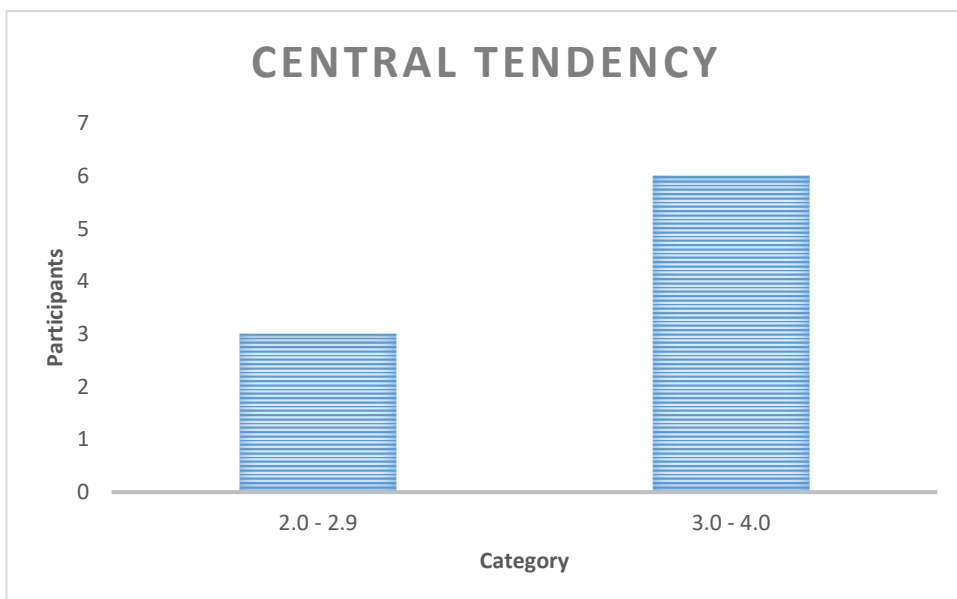


Figure 4. 1 Central Tendency (Mean)

The data obtained from the questionnaire, which consists of 17 questions, can be divided into one question stating that all respondents started their studies with online learning. Then, there are 8 questions related to the perception of online learning (questions number 1-9) and another 8 questions about offline learning (questions number 10-17). Based on Table 4.2, it can be confirmed that all respondents who are new students from the academic years 2020 and 2021, began their studies with online learning. Some of them have a positive perception of online learning. Out of the 8 students, 5 agreed that online learning is interesting because it utilizes the internet. Additionally, 6 participants agreed that online learning facilitates students in studying, enhances their motivation to learn, boosts their confidence, and they are satisfied with the outcomes of online classes. Furthermore, 7 responses expressed that online learning runs smoothly. Meanwhile, the perception of offline learning also received many positive responses. In the same table, all the participants agreed that offline learning is appealing to them because it allows direct interaction in a real classroom setting. This provides them with new experiences that enhance their knowledge and also boost their motivation to learn. Seven of them also agreed that offline learning facilitates students and brings satisfaction in terms of learning achievements. They also agreed that offline learning is considered to run smoothly. On the other hand, there are some students who lack confidence when learning in a real classroom setting, although their perception of face-to-face learning has an impact and provides good feedback.

Based on the central tendency graph, it can be concluded that students' perceptions of online to offline learning are relatively high. Out of the 8 respondents, 5 of them, or 67%, fall within the range of 3.0-4.0, indicating a high category. The remaining 3 respondents, or 33%, fall within the range of 2.0-2.9, indicating a moderate category.

4.2 Data Presentation of Interview

The interview serves as the second source of data that provides more in-depth insights into the perceptions already answered in the questionnaire. The type of this interview is a semi-structured interview that has guided questions and adjusted accordingly to their responses in the questionnaire. At the end of the questionnaire, there is a question regarding the willingness to be interviewed as a source for this research. As a result, four respondents agreed to be interviewed. Due to facilitating and providing the interviewees the flexibility to answer without disturbing their other activities, the researcher designs the interview section via WhatsApp Voice Note. The researcher began distributing the interview questions on May 23, 2023, and fully collected all the interview data on May 28, 2023. Subsequently, the audio recordings/voice notes are transcribed into written form and would be analyzed by the researcher. Based on the interview conducted by the researcher, the participants had varied answers. As shown below,

4.2.1 Students' initial feelings when starting online lectures

The results show that most of the students stated negative feelings during online learning, which can be seen as follows,

Extract 1

I1: Feeling confused due to frequent internet connectivity issues.

Extract 2

I2: I find online classes overwhelming because we are in one place but also have to pay attention to the online conference or meeting. It can be quite complicated, especially when I first started, and didn't have the convenience we have now, like Wi-Fi and other amenities. So, it was an unpleasant experience for me.

Extract 3

I3: My feelings when starting online classes in the first semester were both happy and sad. I was happy because the learning could proceed effectively since there were COVID cases at that time. The sad part was not being able to meet the professors and friends. What made online classes unappealing, despite

running smoothly, was the inability to communicate directly with professors and friends.

Extract 4

I4: It required some adaptation to the new academic environment and the shift to online learning. However, it was relatively easy to adapt because of the availability of adequate technology. But other than that, the initial feelings were quite ordinary, just needing a little adjustment.

Based on the extracts above, online learning is represented with negative expressions such as confusion, being overwhelmed, complexity, unpleasantness, and sadness. The first interviewee (I1) stated that it was confusing due to internet connection problems. This is supported by the second interviewee's (I2) opinion that the internet was not as accessible as it is now, and online learning was overwhelming as it required more focus and attention during online conferences. Meanwhile, in extract 3, the researcher found that the negative aspect of online learning was the lack of direct interaction among participants. However, I3 also mentioned that online learning was a good solution to prevent the spread of the COVID-19 virus at that time. In contrast to others, I4 asserts that online learning was a

new thing to adapt to, but it was easy due to the advancements in technology.

4.2.2 Students' Perceptions during the learning process

The researcher divided perceptions of learning online and offline into several aspects: 1) interest, 2) ease, 3) motivation, and 4) self-confidence. Students' perception of online learning tends to be more negative, whereas conversely, offline learning receives more positive responses. It would be demonstrated by the interview results presented below, starting with the first aspect, interest;

Extract 5

I1: In my opinion, online lectures are very monotonous because we cannot interact directly and we only use mobile phones or laptops as the media. If the internet connection is unstable, it hinders the learning process.

Extract 6

I2: As I mentioned earlier, besides being in an unpredictable and potentially noisy environment, we also have to focus on online conferences or meetings. For me, it is not efficient in terms of time. Even though we can multitask, I find it highly ineffective to multitask. So, it is not interesting for me.

Extract 7

I3: What makes online lectures unappealing, despite running smoothly, is the inability to communicate directly with lecturers and friends.

The above-mentioned online learning is described as less engaging due to its monotonous nature, limited to staring at a computer screen, and its smoothness depends on internet connectivity. Additionally, there is a lack of direct interaction with professors and classmates. I2 further adds that another reason is the less conducive environment that disrupts concentration. It is also considered inefficient time management, as multitasking is not possible during online learning, even though it may be forced, as it is deemed ineffective.

On the other hand, online learning is considered to have a flexible nature, which makes it appealing as it can be done or followed anywhere and anytime. In addition to its flexibility, it can also save energy and effort as there is no need to commute to campus. This statement comes from I4, which is extracted below:

Extract 8

I4: Because, I think online learning is very efficient and does not

waste energy, it is not necessary to come to the campus, and it can be done anywhere. That is all that makes it attractive, and maybe that is what makes it go smoothly because it can be done anywhere.

Meanwhile, students have different perceptions regarding their interest in offline learning.

Extract 9

I1: Offline learning is perceived as easier and more engaging because we can interact directly with friends, not just limited to the laptop screen.

Extract 10

I2: With offline or in-person learning, I can directly receive feedback from the speaker or instructor. This allows for a deeper understanding of the topics being discussed. Offline learning also provides the opportunity to extend the learning time slightly. In contrast, online classes have fixed schedules and there are external tasks that may need to be prioritized before the class. So, offline learning facilitates my learning process. The factors that contribute to this facilitation, as I

mentioned earlier, include direct feedback and extended discussions that are typically utilized in in-person classes.

Extract 11

I3: Offline or in-person lectures are more engaging and facilitate my learning because I can focus better on the professor. The communication process also flows smoothly. Factors that contribute to this ease include a conducive classroom environment, clear delivery of messages, information, or materials, and students' willingness to pay attention to the professor.

Regarding the second, aspect of ease in learning, extract 5 mentions that in online learning, an unstable internet connection can adversely affect the smoothness of the process. Poor connectivity can pose difficulties for students in keeping up with the learning process. Conversely, extract 9 states that offline learning offers greater convenience to students as they can engage in direct interactions, receive immediate feedback from professors, and benefit from clearer and more easily comprehensible explanations. The presence of a conducive classroom environment facilitates the timely delivery of information/explanations from the professor to the students, and face-to-face interactions in the classroom are believed to elicit higher levels of student attentiveness (extract 11).

The next aspect is the motivation of students during the learning process.

Extract 12

I1: In my opinion, this is because when learning is conducted online, solely through screens, we may lack enthusiasm for studying due to limited interaction with classmates.

Extract 13

I2: In my opinion, I lack motivation because I cannot receive direct face-to-face interaction from the person delivering the material. The absence of direct interaction makes me less inclined to seek further knowledge. I believe that online learning always has answers available online. On the other hand, searching for offline resources, such as physical books or other materials, feels more tedious. I may think that the answers I need can easily be found on Google. Therefore, I rely more on Google rather than references from books, professors, or other sources.

Extract 14

I3: With poor signal and unreliable network connectivity, it can

hinder communication between professors and students.

From extracts 12 to 14, the answers are quite similar. They revolve around the constraint of signal quality affecting the smoothness of communication during learning, which in turn lowers their motivation to study. Additionally, extract 13 explains that the advancement of technology nowadays spoils students with the convenience of finding quick and easily accessible answers on Google, rather than seeking information from other more reliable sources, such as physical books and lecturers. Then, what about the motivation to learn in offline settings?

Extract 15

I2: In my opinion, offline or in-person lectures enhance my motivation to learn. Being in a specific environment or room dedicated to the learning process allows me to focus on the material being presented. As a result, I feel more motivated to learn. I have a greater sense of curiosity and eagerness to understand and delve into the topics being delivered by the speaker or lecturers.

Extract 16

I3: What makes offline lectures increase my motivation to learn is the opportunity to engage in discussions with classmates about assignments, exchange ideas, and able to help each other if anyone is struggling with tasks assigned by the lecturers.

Similar to the previous aspects, offline learning receives more positive responses. In extracts 15 and 16, it is mentioned that offline learning enhances motivation to learn, supported by studying in a physical classroom, engaging in direct interactions, having the opportunity to discuss and help each other, and being able to focus better on understanding the presented material. Additionally, offline learning fosters a greater sense of curiosity and eagerness to learn.

However, there is one aspect that leads to a less favorable response to offline learning, which is related to self-confidence. After several semesters of online learning, transitioning back to learning in a real classroom can indeed impact a student's level of self-confidence.

Extract 17

I3: What makes me lack confidence during offline or in-person lectures is when I have to do presentations in front of the class and I am unable to answer questions posed by classmates or

professors effectively.

Extract 18

I4: What makes me lack confidence during lectures is the direct interaction with the professors. Being face-to-face with them, in a one-on-one setting, can make me feel a bit less confident because I may fear making mistakes or not paying enough attention to the material.

4.2.3 Students' learning method choices

After gaining an understanding of the students' feelings and perspectives regarding the learning methods, they were also asked to make a decision or draw a conclusion about which learning method would be most suitable for their needs.

Extract 19

I1: Yes, because offline learning can alleviate the nervousness that comes with interacting directly with others.

Extract 20

I2: In my opinion, yes, because with the offline learning method, I feel more motivated and eager to learn about my courses, and about the education that I should receive in this college. What method? Apart from online and offline learning, other methods can be considered, such as using platforms like Edmodo or utilizing quizzes, which can be done online or offline. We can also engage in learning through games or visit places like historical sites, where we can learn something related to our subject matter. That's how it can be. Thank you.

Extract 21

I3: By utilizing the offline learning method, I hope that online classes will meet my learning needs both now and, in the future, because, in my opinion, offline learning has proven to be quite effective at present. Just like before the COVID-19 situation, students can truly focus on the professor without being distracted by other factors.

Extract 22

I4: In my opinion, the online learning method meets the current learning needs because, as I mentioned earlier, it provides a more comfortable and confident environment for speaking.

Perhaps, I prefer online learning or a combination of offline and online methods that can be adjusted according to the needs of students and even professors.

Based on extracts 19 and 21, students agree that offline learning meets their educational needs. However, extracts 20 and 22 present different arguments, suggesting the combination of online and offline methods to complement each other and fulfill the students' learning needs nowadays and in the future.

4.3 Discussion

The main objective of this study is to know the perception of students of PBI National University Karangturi batch of 2020 and 2021 about the change from online to offline learning, and also to know learning methods that fit their learning needs in the future. In order to answer this, the researchers have already gathered data as previously by questionnaire and interviews. Once all the data is collected, the researcher will interpret the results of the data as follows;

4.3.1. Student perception of online and offline learning

There are varied responses about online and offline learning that they go through, both positive and negative responses. The first is about online methods. Based on the results of the questionnaire

data, of eight participants the majority of students agreed that online learning brought great benefits to them such as;

1. Facilitating the learning process,
2. Interesting to use the internet,
3. Increase self-confidence and motivation for learning,
4. Adding insight and knowledge.

This can be inferred from the size of the scores of each of the questions that the participants chose are scales 3 and 4, which means agree and strongly agree to get more than 50% of the votes.

However, in the result of the second data source, which is the interview session, another perception emerged. Of the 4 participants, 3 of them described the negative aspects of online learning as: 1. a less conducive living environment makes it difficult to focus, 2. a less stable network because there is no wi-fi and relies only on the internet data smartphone, 3. lack of interaction with teachers or with friends that tend to become easily bored, 4. decreased desire to learn. In Chapter 2 about perception, there are two factors that influence the way humans perceive something: internal and external. (Fadilah,2018). Statements 1 and 2 are examples of external influences, i.e., environments that do not support the online learning process, thus generating negative perceptions. Then statements 3 and 4 are the internal influences of the individual, that is, the feeling

of boredom because of the lack of interaction with each other, also the occurrence of demotivation to learn.

Unlike online learning, the student's perception of offline learning that they felt when they were new students received quite a good response. From the first source of data, more than 50% of students agree that offline learning is also assessed can;

1. Facilitating Students in Learning
2. Adding insight into students
3. Increase the learning motivation
4. It is more fun to interact directly with doctors and friends.

The statement is supported by the results of interviews, extracts 9,10, and 11 often mentioned that interacting directly with both lecturers and friends makes the learning process easier than just constantly staring at the screen. In addition to positive responses about offline learning, there are difficulties that students face when having to move from online to offline. Because they are accustomed to virtually interacting, when they have to interact directly in the classroom, they feel less confident. Both online and offline have their plus and minus values. Students only need to adapt to existing changes and the new environment.

4.3.2. Student-Choice Learning Method

After students prescribe the learning methods they go through, from online to offline. It can be concluded that students of PBI UNKARTUR choose offline learning methods to meet their learning needs. The results were obtained from as many as 7 out of 8 students or as many (87.5%) votes based on questionnaires. Based on the interview answers in extract 20, Students argue that combining offline learning with online features such as quizzes or Edmodo, as well as with games can be considered to add attractiveness to make students more interested in learning. It can also be combined with studying outside the classroom, such as visiting a place that can enhance student insight. Also, extract 22 mentions that a combination of online and offline can be chosen because it can be tailored to the needs of students at the time. From the statement, it can be concluded that the expected learning methods can meet student learning needs leading to a blended learning system, because they combine face-to-face systems with online features. (Marlina, 2020).