Students' Attitudes Toward The Transformation of Online to Offline Learning in EFL Classroom

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ABSTRACT

Keywords:

Students' Attitudes;
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Covid-19 pandemic enforced all educational institutions to adjust the learning environments from offline to online and from online to offline. The study aimed to find out the students' attitude toward the transformation of online to offline learning in the EFL classroom. This descriptive quantitative study is a survey engaging in three Iyer attitude scales categories; enjoyment, academic efficacy, and anxiety as the instrument. From a total of 225 students in the tenth as the population, 39 students were responded the questionnaires as the sample through purposive sampling. The data obtained was later calculated for each responses' percentage. The participation level of each three scales categories for both online and offline learning was interpreted using the interval scale modified from Erarslan and Topkaya. The interpretation result generated that the students enjoyed offline learning more than online learning, the students' academic efficacy was higher in online learning than offline learning, and the students' anxiety level in online learning is higher than offline learning. This result designates substantial insight for future policymaking by the government regarding the implementation of online and offline learning. Since it demonstrated that students enjoyed more offline learning. However, their academic efficacy and anxiety were higher in online learning.

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A. INTRODUCTION

Education in various forms is expected to facilitate people obtaining adjustable learning. The current pandemic era enforced the shift from offline learning, learning through face-to-face between teachers and students to online learning, learning through advanced digital technology. Offline learning has been widely implemented decade after decade. Meanwhile, online learning is nowadays one of the alternatives.

According to (Asabere & Enguah, 2012), online learning aims to seek changes in the overall pattern of the academic process. In the covid-19 pandemic, online learning is of the choice for all institutions so that the learning process still occurs. Ullah et al., (2017) asserted that among various forms of learning, online learning is the most widely adopted and accepted by well-known academics in the educational setting around the world in the pandemic era. Online learning is an alternative and advantageous circumstance in assisting learners to learn and acquire knowledge fast and appropriately without considering space and time (Khoa, 2020). Digital media in online learning are varied. The most used ones are Google classroom, zoom

meeting, WhatsApp group, and Edmodo (Faizah et al., 2021). In consequence, online learning demands students to have self-discipline in the learning process.

Applying alternative learning like online learning has impacted the attitudes, particularly students who are involved in the learning process. Hardiyanti et al., (2018) and Kurniawan and Susanti (2018) identified attitude as a behavior pattern in the form of human thoughts, feelings, or responses towards a person, object, or problem to know certain aspects in the environment that are difficult to change. Examining attitude to an alternative is essential since it can influence the learning objective. Iyer (2011) proposed three attitudes to examine a new learning paradigm. They are students' enjoyment, academic efficacy, and anxiety.

Numerous previous studies were found out to investigate students' attitudes in online learning. Studies of students' attitudes, perceptions, and perspectives towards online learning have been done by several researchers (Erarslan & Topkaya, 2017; Hasan & Khan, 2020; Khoa, 2020; Maican & Cocoradă, 2021; Okada & Sheehy, 2020; Ullah et al., 2017; X. Wang et al., 2021; Zhang et al., 2021). Most of them focused on enjoyment in online learning. They claimed that students enjoy online learning (An et al., 2021; Hasan & Khan, 2020; Okada & Sheehy, 2020; X. Wang et al., 2021; Zhang et al., 2021). Another found that students had negative attitudes in completing activities in the online course (Erarslan & Topkaya, 2017; Maican & Cocoradă, 2021; Ullah et al., 2017).

However, a study of the students' attitudes toward online learning in comparison to offline learning is barely found. This gap led to a big question of how students perceive offline learning compared to how they perceive online learning. Their attitudes toward online compared to offline learning may affect their learning achievement. Moreover, Education in Indonesia has transformed from offline to online, as well as from online to offline learning after the implementation of the vaccine right after the curve of the pandemic has sloped. This transformation may be surely perceived differently by the students. Hence, an examination of both online of offline learning perceived by students is urgently necessary.

Online learning is a new model of learning for students in Indonesia, including SMK NU 1 Karanggeneng. Based on the preliminary study, SMK NU 1 Karanggeneng started doing online learning in February 2020. The online platform used to apply online learning at SMK NU 1 Karanggeneng was Edmodo. After doing online learning for 13 months, SMK NU 1 Karanggeneng has just started implementing offline learning since sixth March 2021. A preliminary survey directed to some of the students revealed that some of them liked online learning, but some others preferred offline learning, while a few of them were neutral.

Aiming to find out the students' attitudes toward the transformation of online learning in comparison to offline learning, this study's findings are expected to be further considered by the policymakers to implement whether online or offline learning.

B. METHODS

This study used a descriptive quantitative in survey methodology. The variable in this study is students' attitudes toward transformation from online to offline learning. A total of 39 students were selected as the sample of this study through purposive sampling from the population of 225 students at tenth grade of SMK NU 1 Karanggeneng. The purpose of selecting tenth-grade students was to dig deeper information about the variable from those who did not previously undergo offline to online learning and were new students in SMK NU 1 Karanggeneng.

In fulfilling the aim, finding out students' attitudes toward the transformation of online compared to offline learning in EFL classrooms, the attitudes were examined through Iyer's

(2011) scales. The scale encompasses three categories; enjoyment, academic efficacy, and anxiety. The data were collected by giving the questionnaire to the sample through Google Form. The questionnaire was adopted from Iyer's (2011) attitude scales that consisted five-point frequency scale; almost never (1), seldom (2), sometimes (3), often (4), and almost always(5).

To find the students' attitude levels for both online and offline learning, the numerical data from questionnaire were calculated by finding the percentage of each responses. Respectively, the result of the percentage calculation was presented in tables and interpreted descriptively. To interpret the participation level of each three scales categories (enjoyment, academic efficacy, and anxiety) for both online and offline learning, the interval scale modified from Erarslan and Topkaya (2017)was applied by n-1/n formula where n is 5. The interval was calculated as 5-1/5=0.08 shown in Table 1 below.

Table 1. Interval Scale of Participation Level

Participation Level	Mean
Almost Never	1,00 – 1,80
Seldom	1,81 – 2,60
Sometimes	2,61 – 3,40
Often	3,41 – 4,20
Almost Always	4,21 – 5,00

C. RESULT AND DISCUSSION

This study investigated the students' attitudes toward the transformation of online to offline learning using three Iyer (2011) attitude scales; enjoyment, academic efficacy, and anxiety. The Mean of three attitude scales as Figure 1 below.
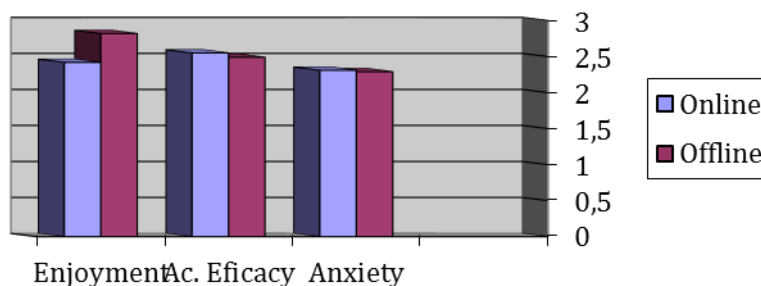

Figure 1. The Mean of Three Attitude Scales

The finding, as displayed in Figure 1, generated that the students enjoyed offline learning more than online learning. Additionally, the student's academic efficacy was higher in online learning than offline learning. Furthermore, the student's anxiety level in online learning is higher than in offline learning. In detail, those three attitudes were described below.

1. **Students' Enjoyment**

The enjoyment scale consists of six statements about enjoyment in learning both online and offline. The results of the students' enjoyment as Table 2 below.

Table 2. Students' Enjoyment in Online Learning

	Q1	Q2	Q3	Q4	Q5	Q6	Average
Almost Never	20,5	12,8	20,5	20,5	15,4	23,1	18,8
Seldom	33,3	38,5	41,0	38,5	25,6	35,9	35,4
Sometimes	30,8	28,2	15,4	23,1	25,6	28,2	25,2
Often	7,7	10,3	12,8	5,1	12,8	5,1	8,9
Almost Always	-	2,6	5,1	7,7	12,8	2,6	6,1

	Q1	Q2	Q3	Q4	Q5	Q6	Average
Total	92,3	92,3	94,9	94,9	92,3	94,9	93,6
Missing	7,7	7,7	5,1	5,1	7,7	5,1	6,4
Total	100	100	100	100	100	100	100
Mean	2,28	2,47	2,38	2,38	2,81	2,24	**2,42**

Q1	I look forward to lesson in English.
Q2	Lessons in English are fun.
Q3	English is one of my favourite subjects.
Q4	Lessons in English interest me.
Q5	I enjoy the English lesson.
Q6	I enjoy activities that we do in English learning.

The results of Table 2 show that students' enjoyment in online learning based on the statements asked is 2,42. It signifies that they seldom enjoy English online learning. The response to question 1 demonstrates that only 33,3% of students seldom looked forward to English lessons in online learning. Some of them (38,5%) also felt that English lesson in online learning is rarely fun. Furthermore, 41 % of them perceived English online learning as their favourite subject infrequently. In response to question 5, only 12,8% of the students almost always enjoy English online learning, while 25,6% of the students sometimes and seldom enjoy English online learning, and 15,4% of the students almost never enjoy English online learning. In question 4, 38,5% of students are seldom interested in English online learning. Likewise, 35,9% of the students rarely enjoy activities in online learning (question 6). The finding proposes that students seldom enjoyed learning English online so that they seldom looked forward to English online learning because they felt English online learning is fun and interested only rarely. Students' enjoyment in offline learning as Table 3 below.

Table 3. Students' Enjoyment in Offline Learning

	Q1	Q2	Q3	Q4	Q5	Q6	Average
Almost Never	17,9	12,8	25,6	20,5	15,4	20,5	18,7
Seldom	20,5	5,1	23,1	30,8	10,3	17,9	17,9
Sometimes	35,9	38,5	30,8	28,2	33,3	30,8	32,9
Often	20,5	28,2	10,3	7,7	12,8	17,9	16,2
Almost Always	5,1	12,8	7,7	7,7	23,1	10,3	11,1
Total	100	97,4	97,4	94,9	94,9	97,4	97
Missing	-	2,6	2,6	5,1	5,1	2,6	3
Total	100	100	100	100	100	100	100
Mean	2,74	3,24	2,50	2,49	3,19	2,79	**2,82**

Q1	I look forward to lesson in English.
Q2	Lessons in English are fun.
Q3	English is one of my favourite subjects.
Q4	Lessons in English interest me.
Q5	I enjoy the English lesson.
Q6	I enjoy activities that we do in English learning.

On the other hand, Table 3 resulted that students' enjoyment of offline learning is 2,82. It suggests that the students sometimes enjoy learning English offline. About 35,9% of students occasionally looked forward to English lessons in offline learning. Equally, 38,5% of them considered that English in offline learning is sometimes fun. Additionally, they sometimes considered English in offline learning as their favorite subject (30,8%). However, the result of the question 4 response identified a slightly similar between online and offline learning that 30.8% of them interested in English lessons in offline learning. Surprisingly, 23,1% of the students almost always enjoyed English lessons in offline learning, while

33,3% of them sometimes enjoy English lessons in offline learning. In question 6, there are 30,8% of students enjoy the activities in English offline learning.

The abovementioned finding revealed that the students enjoyed learning English offline more than online learning since most of them felt fun, interested, and enjoy the activities in English offline learning. Furthermore, the mean of students' enjoyment in offline learning is higher than that of online learning. (2,82>2,42). The findings were consistent with Erarslan and Topkaya (2017), Ullah et al., (2017) as well as Maican and Cocoradă (2021) who asserted that students had negative attitudes about their enjoyment in online learning. However, this finding is in contrast to some recent research findings that uncover that students enjoy online learning (An et al., 2021; Hasan & Khan, 2020; Okada & Sheehy, 2020; X. Wang et al., 2021; Zhang et al., 2021).

2. Students' Academic Efficacy

Academic efficacy is students' beliefs on their skills. The academic efficacy scale is made of six statements on students' efficacy in online and offline learning. The results of the students' academic efficacy are illustrated as in Table 4 below.

Table 4. Students' Academic Efficacy in Online Learning

	Q7	Q8	Q9	Q10	Q11	Q12	Average
Almost Never	5,1	10,3	25,6	10,3	17,9	43,6	18,8
Seldom	38,5	30,8	20,5	15,4	28,2	28,2	26,9
Sometimes	25,6	38,5	25,6	46,2	43,6	12,8	32
Often	15,4	10,3	17,9	12,8	5,1	10,3	11,9
Almost Always	10,3	5,1	5,1	10,3	-	-	7,7
Total	94,9	94,9	94,9	94,9	94,9	94,9	94,9
Missing	5,1	5,1	5,1	5,1	5,1	5,1	5,1
Total	100	100	100	100	100	100	100
Mean	2,86	2,68	2,54	2,97	2,38	1,89	**2,55**

Q7	It is easy to get good grade in English.
Q8	I am good at English.
Q9	My friends ask me for help in English.
Q10	I find English is easy.
Q11	I outdo most of my classmates in English.
Q12	I help my friends with their homework in English.

The mean of students' academic efficacy in online learning from the six statements asked from Table 4 above is 2,55. Based on the interval scale of Erarslan and Topkaya (2017) as shown in Table 1, the score of 2,55 implies that in general the students seldom had academic self-efficacy in English online learning. Specifically, 38,5% of students seldom felt easy to get a good grade in English online learning. Also, 38,5% of them felt good at English lessons in online learning. Surprisingly, 25,6% of the students were almost never asked to help their friends' English lessons in the online class. Nearly half of the students (46,2%) sometimes found English lessons in online learning were easy. Likewise, closely half of them (43,5%) also sometimes felt they outdid most of their classmates in English online learning. On the other hand, the same percentage result (43,5%) showed that they felt almost never helped their friends with their homework in English online learning. This means that they were confident to do their homework in English online learning themselves and did not need their friends' help. Students' academic efficacy in offline learning as Table 5 below.

Table 5. Students' Academic Efficacy in Offline Learning

	Q7	Q8	Q9	Q10	Q11	Q12	Average
Almost Never	23,1	20,5	28,2	23,1	25,6	56,4	29,4
Seldom	12,8	20,5	12,8	5,1	23,1	20,5	15,8
Sometimes	30,8	28,2	38,5	46,2	41,0	12,8	32,9
Often	20,5	20,5	10,3	15,4	7,7	5,1	13.2
Almost Always	10,3	7,7	7,7	7,7	-	2,6	7,2
Total	97,4	97,4	97,4	97,4	97,4	97,4	97,4
Missing	2,6	2,6	2,6	2,6	2,6	2,6	2,6
Total	100	100	100	100	100	100	100
Mean	2,82	2,74	2,55	2,79	2,32	1,74	**2,49**

Q7	It is easy to get good grade in English.
Q8	I am good at English.
Q9	My friends ask me for help in English.
Q10	I find English is easy.
Q11	I outdo most of my classmates in English.
Q12	I help my friends with their homework in English.

Students' positive attitude on their academic efficacy related to English online learning is also reflected in their academic efficacy in English offline learning. The mean generated that students felt also seldom confidence in their English offline learning (2,49). In detail, nearly half of them (46,2%) sometimes find English offline learning is easy (question 10). Similarly, in question 11, 41% of students felt that they outdid most of their classmates in English offline learning. In question 8, only 7,7% of students thought that they are good in English offline learning, while 20,5% of students never thought that they are good in English offline learning. Similar to the result of Question 12 in online learning, more than half of the students felt the confidence to do their homework by themselves. 56,4% of them almost never help their friends with their homework in English offline learning.

The result of students' academic efficacy in both English online and offline learning indicated that their confidence in English online learning was slightly higher than that of offline learning. It also can be seen from the mean of students' academic efficacy in online learning is only 0,7 difference compared to students' academic efficacy in English offline learning. (2,55>2,49). This is in accordance with Erarslan and Topkaya (2017) who asserted that students had negative attitudes about their academic efficacy in online learning. Maican and Cocoradă (2021) also pointed out that lower-achieving students reported having negative attitudes to online learning. However, An, et al., (2021) and Zahro (2020) claimed that students have a positive attitude to their confidence leading to positive academic efficacy in online or digital learning.

3. Students' Anxiety

The last scale is anxiety. It measures whether students are anxious while learning English online and offline. The higher the student anxiety is the lower the self-confidence. The anxiety level consists of 6 items as Table 6 below.

Table 6. Students' Anxiety in Online Learning

	Q13	Q14	Q15	Q16	Q17	Q18	Average
Almost Never	28,2	51,3	33,3	23,1	28,2	33,3	32,9
Seldom	30,8	17,9	23,1	12,8	25,6	28,2	23
Sometimes	20,5	7,7	17,9	17,9	30,8	12,8	17,9
Often	15,4	15,4	17,9	23,1	2,6	15,4	14,9

Almost Always	-	2,6	2,6	12,8	5,1	5,1	5,64
Total	94,9	94,9	94,9	89,7	92,3	94,9	93,6
Missing	5,1	5,1	5,1	10,3	7,7	5,1	6,4
Total	100	100	100	100	100	100	100
Mean	2,24	1,95	2,30	2,89	2,25	2,27	2,31

	I feel anxious when…
Q13	Working on a task in an English lesson.
Q14	Getting my schedule and view English lessons on it.
Q15	Thinking about English.
Q16	Taking a test in English.
Q17	Learning about grammar lessons in English (e.g. simple past tense, present perfect, past continuous, past perfect).
Q18	Looking through the modules of English.

In investigating the anxiety factor in online learning, students were asked if they had difficulty taking English. The average value is 2,31 which suggests that the students seldom felt anxious in English online learning. Question 14 shows a positive response that more than half of them (51,3%) almost never felt anxious to get and view English online lessons". Particularly, 30,8% of the students seldom felt anxious working on a task in English online learning. Meanwhile, the same amount of the students (30,8%) sometimes felt anxious taking an English online test. Also, 33,3 of them almost never felt anxious to think about English online learning and look through the English Module in online learning. However, 30,8% of students felt anxious when learning about grammar lessons in English online learning. Based on the abovementioned description, most of the students almost never felt anxious in English online learning (32,9%) as Table 7 below.

Table 7. Students' **Anxiety in Offline Learning**

	Q13	Q14	Q15	Q16	Q17	Q18	Average
Almost Never	25,6	51,3	28,2	20,5	33,3	35,9	32,4
Seldom	33,3	17,9	33,3	20,5	28,2	28,2	26,9
Sometimes	17,9	12,8	20,5	20,5	25,6	20,5	19,6
Often	17,9	12,8	12,8	17,9	7,7	7,7	12,8
Almost Always	2,6	2,6	2,6	12,8	5,1	5,1	5,1
Total	97,4	97,4	97,4	92,3	100	97,4	96,9
Missing	2,6	2,6	2,6	7,7	-	2,6	3,01
Total	100	100	100	100	100	100	100
Mean	2,37	1,95	2,26	2,81	2,23	2,16	2,29

	I feel anxious when…
Q13	Working on a task in an English lesson.
Q14	Getting my schedule and view English lessons on it.
Q15	Thinking about English.
Q16	Taking a test in English.
Q17	Learning about grammar lessons in English (e.g. simple past tense, present perfect, past continuous, past perfect).
Q18	Looking through the modules of English.

The students' anxiety in learning English offline resulted that an average score is 2,29. It implied the students seldom felt anxious in English offline learning. About 33,3% of the student almost never felt anxious to think about English offline learning. Similar to the online learning result, more than half of the students (51,3%) almost never felt anxious when they look at English subjects on their offline learning schedule. Equally, 35,9% of students also never felt anxious looking at the English Module in offline learning (question18). Nevertheless, 33,3% of the students seldom felt anxious while working on a task and thinking

about English offline learning (question13 and 15). In addition, 20,5 % of them responded almost never, seldom, and sometimes felt anxious to take English offline test.

Students' anxiety level in online learning is higher than in offline learning (2,31 > 2,29). This finding is also in accordance with Erarslan and Topkaya (2017) and C. Wang e al., (2020) who discovered a high level of students' anxiety in online learning. Likewise, Maican and Cocorădă (2021) confirmed that high-achieving students are defined as having high anxiety in online learning. Nonetheless, Saadé et al., (2017) claimed that only a few students felt anxious in online learning.

In summary, the result generated that the students enjoyed offline learning more than online learning (2,82 > 2,42), the students' academic efficacy was higher in online learning than offline learning (2,55 > 2,49), and the students' anxiety level in online learning is higher than offline learning (2,31 > 2,29). The fact that the above findings tended to reveal that students had a more positive attitude toward offline learning than online learning designates the substantial insight for future policymaking by the government regarding the implementation of online and offline learning as well as the transformation from offline to online and online to offline.

D. CONCLUSION AND SUGGESTIONS

The study aimed at finding out the students' attitude toward the transformation of online to offline learning in the EFL classroom by adopting attitude scales by Iyer (2011). The conclusions drawn from the findings above are that the students' enjoyment means in offline learning was 2,82 which is lower than that of online learning enjoyment (2,42). This indicated that students enjoyed offline learning more than online learning. Besides, students' academic efficacy mean in online learning was 2,55 which is higher than that of offline learning (2,49). This revealed that students were more confident in online learning than in offline learning. However, the difference between both mean values is 0,7 which is considered not significant. Furthermore, the anxiety scale showed a positive response in offline learning. Students' anxiety in online learning is 2,31, higher than that of offline learning (2,29). So it can be determined that students were more anxious in online learning than in offline learning.

As well, the instrument has been successfully used to examine students' attitudes toward offline and online learning. It is recommended to use the instrument to inspect students' attitudes toward other aspects, such as the transformation of the offline and online assessment. Likewise, due to limited information obtained from the quantitative method, future research may investigate such similar issues through qualitative or mix-methods to dig deeper into the students' attitudes in both learning environments.

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