



Students' Readiness of Learning English Process During the New Normal at Junior High School

Hashikin Putri RIZKI^a, Herfyna ASTY^a, M. Khairi IKHSAN^a

^a*English Education Study Program, Universitas PGRI Sumatra Barat, Padang, West Sumatra, Indonesia*

*Corresponding author: hashikinputririzki@gmail.com

Abstract

During the pandemic, distance learning was thought to be more effective and efficient. In light of this situation, online learning requires learning readiness because of changes in the way students learn. At SMPN 36 Sarolangun, Jambi, the goal of this study is to find out how students' readiness of learning English processes during the new normal. In this study, researchers used a qualitative descriptive research method. The participants in this study were eighth-grade students at SMPN 36 Sarolangun Jambi. The purpose of this study was to describe students' readiness for a new normal of learning. The researcher chose the sample by looking for students who studied using blended learning. Purposive sampling was used in this research. The researcher found that the school had delivered subject matter online and offline, therefore, the researcher was interested in doing research at that school, which students still did not understand. In this case, the researcher found a problem in that students could not understand the material clearly when school became normal. Students have not been able to concentrate during the teaching and learning process, but there are still a small number of students who concentrate during the learning process. Readiness to learn can be seen in the reactions of most students because they have not been able to ask the teacher during lessons and have not been able to express ideas to the teacher.

Keywords: Covid-19, New Normal, Student readiness

Acknowledgments: I am grateful to everyone who has contributed to this research.

For citation:

Rizki, H. P., Asty, H., & Ikhsan, M. K. (2023). Students' Readiness of Learning English Process During the New Normal at Junior High School. *Journal of Digital Learning and Distance Education*. 2(1), 395-401. <https://doi.org/10.56778/jdlde.v1i12.84>

Introduction

The Coronavirus pandemic has brought the world to a standstill, entire cities have been locked down, and people are confined to their homes to stop or slow the spread of this disease. This situation forces schools to apply trying learning methods, a learning process based on technology and the web. Initially, learning trying during the pandemic was very urgent without the preparation of masters or students, and infrastructure. At the time of trying learning students and schools are certainly not ready for a situation like this. This condition is like what researchers found at SMPN 36 Sarolangun Jambi based on initial observations. The problem is "student readiness", from the process, how to use technology, some students have limited network access regions, and it also makes changes in the character of students such as some students getting worse, such as lazy learning, lack of students' understanding of learning material, the emergence of boredom, habits students procrastinate in completing assignments, and the number of assignments students receive, indiscipline, lack of student ability.

The government decided to establish crown infection as normal influenza after 2 years of the pandemic and established a full face-to-face learning method. This should be the easy way to do it, but in the new typical learning environment, students need to take part in learning both inside and outside the classroom. Students in the new typical learning method change from passive students to active students. And it is called mixed learning, students do both learning methods, online and face-to-face learning. First, learning with web-based online methods and e-learning, and secondly, face-to-face learning which is divided in turns. And of course both learning methods use technology. Technological proliferation is often met with a mix of eagerness and trepidation. In education, technology has emerged as a crucial component worldwide and this has prompted learning institutions and families to spend a lot of money on computers, mobile phones, and web connections, to name a few, so as not to be left behind. (Bulman and Fairlie, 2016). Blended learning according to Hung, Chou, Chen and Own (2010), consists of components such as PC self-viability, web self-adequacy, online communication self-adequacy, independent learning, control and learner motivation. The efficacy of computer, web, and online communications is related to skills for working with computers and web access. On the other hand, independent learning and student control include student learning approaches, self-assessment, access to resources, resource management,

The explanation above is the result of previous research conducted by experts. The learning method in the new ordinary is what we call mixed learning, which can be measured from several aspects. Previous literature stated that indicators for measuring students' readiness to accept mixed learning were by assessing the accessibility of technology (Anene et al., 2014); (A. Rasouli et al., 2016), independent learning (Seraji, 2013), attitude or acceptance of technology (El-Gayar et al., 2011), and skills to work with computers and Internet access (S. Rasouli and Timmermans, 2016). This problem should be of concern to all parties. Therefore, the student environment is less conducive and will interfere with the implementation of discipline. On the other hand, students actually enjoy learning online because they are playing (Wakhidah et al., 2021). Barriers that students may face that can affect their readiness include difficulties in accessing online class materials due to different socioeconomic backgrounds or lack of IT knowledge (Holley and Oliver, 2010) and low initiative for independent learning (Vaughan, 2007, as cited in Tang and Chaw, 2013).

In addition, e-learning readiness is undoubtedly important for students to have. The factors involved consist of knowledge, skills, social, psychological, affective characteristics, and physical opportunities needed for e-learning readiness (Hamzah and Phong, 2021). Furthermore, in this matter e-learning readiness can be defined as the level of readiness of a particular institution or organization for various aspects of e-learning technology, before

the entire learning environment is implemented for various purposes. (Watkins et al., 2008). According to Dalyono (2005: 55), readiness factors are divided into two, namely inner factors and external factors which include: Inward factors are factors that come from within students, such as health, intelligence, motivation, interests, and talents. External factors are factors that come from outside the student's self. In addition, factors that can affect the readiness for independent learning are internal factors and external factors. a) Inner factors consist of physical health, availability of free time, hobbies or hobbies, self-maturity, and intelligence. b) External factors consist of family and friend support, faculty facilities, problems encountered, peer relationships, and the influence of parents and friends (Nyambe et al., 2016). The level of student readiness for independent learning can also be influenced by family social support (Tarmidi, 2010) academic environment in terms of learning facilities, and academic atmosphere (Leatemala et al., 2016).

Students' readiness to learn is an initial condition for students who will face expositions master, including activities that are usually carried out, interactions with other people, and learning achievements. Then make them ready to respond to themselves in achieving certain goals, how much the readiness of students to deal with the behavior, motivation, and willingness of students. goals even in new typical learning conditions.

According to (Headdress: 2022), the way for students to be ready to face the new normal is:

- 1) Vaccination of all educators and education personnel in schools.
- 2) Improving the immunity of students, educators, and education personnel,
- 3) Prepare facilities and infrastructure according to health protocols.

Based on the identification above, the researcher determines the expositions of learning English during the new typical. Do researchers limit the problem of students' readiness in learning English during the new typical at SMPN 36 Sarolangun, Jambi?

Methodology

This review employs expressive subjective inquiry. Additionally, this review's participants were eighth-grade students at SMPN 36 Sarolangun Jambi. The purpose of this study was to illustrate the status of students for a different type of education. Analysts will select members for understudies who master the new normal interaction. The expert's method of testing utilized purposeful testing. After learning the method, the researcher should use the Interview, Observational, and Information Processing Instructions to gather the data. The qualitative analysis of the data is carried out in an interactive manner and is able to provide insight into the genuinely useful data. How to Gather Information, Change Information, Perform Evaluation or Verify Information.

Results

Based on the research results found answers to questions in chapter one. The results of the observation agenda, field notes, and video recordings made by the researcher during the observation. It can be concluded that all participants in this study experienced problems during trying learning, due to several internal and external factors. The inward factor comes from the students themselves, often ignoring class hours that have started using media such as devices, PCs, but sometimes there is also a lack of supervision from parents. In addition, the problem with online tutoring is that the cellphone used is very slow, which causes frequent interruptions during tutoring. However, the external factor in question is the use of instructional media that is less supportive so students are often not included in the learning expositions. Towards this new

typical, students are very overwhelmed with ongoing learning. This is due to the ineffectiveness of online learning which results in material being left behind, and students' understanding of the material provided. Moreover, the language used is a foreign language which makes students less interested in learning English. They think English is very difficult because of the difference between writing and reading. However, it is also possible that there are some students who are interested and interested in learning English but are constrained by the lack of supporting media such as books and dictionaries at this school.

The results of the instrument show that students' readiness in the process of learning English in the new typical time has not gone well. This is indicated by student learning outcomes that are still relatively low. However, every English master uses methods and tactics to keep students interested in learning English. And also the physical and mental readiness of students also plays an important role in student learning outcomes. It can be concluded that the physical readiness of students to take part in the learning process is seen from the general good health condition. The Master is very concerned about students' health conditions, if someone is sick or unwell they are usually not allowed to take part in the learning process due to inadequate preparation due to exposition towards a new normal. And also students are very concerned about their health condition. This is in accordance with the opinion (Slameto, 2013: 144) that learning readiness is: The whole condition of a person who makes him ready to respond or answer in a certain way to a situation.

Discussion

The classroom serves as a place for siblings to interact with one another. The term "school readiness" refers to a group of students who work together to learn, share information, and support one another in a classroom setting that is based on scientific, psychological, cognitive, and social theories. In accordance with PP No. In 2005, the National Education Standard (SNP) was established to ensure that schools as a whole are more diverse and inclusive. At that time, the school held an event called "Era New Normal," in which participants were instructed to take precautions to prevent them from engaging in normal activities and to use a proton pump to produce Covid-19. As a result of participating in the New Normal Era, the school was given the task of analyzing the process of teaching and learning. According to Prakash (2012), if a person applies for a job, they will be paid in full, and if they don't apply, they won't be paid in full. If there is a readiness to learn, then student learning achievement will be provided. As a result, the school's efficiency and effectiveness are also demonstrated, as are the high-quality investments made by students. In this case, the purpose of the questionnaire is to define the questionnaire's purpose in order to simulate the behavior change based on effective and satisfactory learning. React is the will for readiness. In order to achieve the goal of skill, it is necessary to have arisen in one's own body. Readiness is a part of the process of making a decision because if a person tries to make a decision and doesn't, the outcome will be even worse. E-learning can be defined as a type of education for individuals or organizations based on a variety of e-learning technologies.]

Factors that can be used to explain a problem, such as hunger, malnutrition, and emotional instability, as well as financial, social, economic, and linguistic factors, such as exposure to drugs and toxic substances at the time of the study; neglect and abuse; solitary organizations; as well as stability and division of the material. According to Deyo et al., "readiness for learning" is an important factor in achieving a higher level of student achievement during the educational process. 2011). Due to the absence of any student readiness in the process of learning, efforts to provide quality education in schools are referred to as "sia" in this context. At this point, it should be clear that readiness is a student's capacity to take responsibility for the actions of others and

serve as a guide for self-improvement. Blended learning is the use of the most effective training solutions, applied in a coordinated manner, to achieve learning objectives that will achieve desired business objectives (Wilson and Smilanich, 2005). This includes mental and emotional. In this way, you can solve the problem you've been trying to solve. In addition to the definition previously provided, blended learning is referred to as a model of blended learning that combines classroom and online instruction. The face-to-face can be compared to the previous one in terms of its character, material, and context.

Getting rid of it (Chapnick: 2004) developed a model for institutional E-learning implementation. The model in question uses a variety of days; psychology, linguistics, sociology, and financial aptitude; equipment; technological skills; likewise, content readiness. McLean and Engholm: 2001) assert that this element derives from the substantive indicator used in the study and serves as a vehicle for identifying administrators and individuals in accordance with the standards used in the establishment of the E-learning organization. (Anas and Co., In addition, it argue that blended learning is a form of teaching that combines traditional teaching methods with online and offline teaching methods based on technological advancements in order to provide students with a variety of educational opportunities. Online education utilizes the internet's network that originates from web-based education. In addition to the definition previously provided, blended learning is referred to as a model of blended learning that combines classroom and online instruction. The face-to-face can be compared to the previous one in terms of its character, material, and context. The items that will be long-lasting can be obtained through the student's needs. Blended learning, which can be done online, can make learning easier and less dependent on creativity and innovation when developing educational strategies and media. As a result, more and more people are realizing that the traditional mode of campervan registration—online registration and face-to-face registration is less effective than the other methods. This debate focuses on the reasons why online registration is less effective or less effective than face-to-face registration. However, in the following decade, a number of studies focus on challenges, and the majority of them were online (Alkalay et al., 2016).

The idea behind blended learning is that it can complement a fully online learning experience by providing both the opportunity to learn and the time required to learn it. Additionally, blended learning is superior to traditional classroom instruction. Blended learning is a method of online education that combines offline, online, and blended learning methods. On the first day of the program, the transformative practice of learning was based on a design for learning that was based on holistic technology for teaching learning. The Internet increases online potential. There are numerous indications that there is no significant difference. Online Learning is a process that uses technology to improve communication between the student and the instructor. Based on (Medford, 2004) Online learning includes various technologies such as the worldwide web, e-mail, chat, groups, and new text, sound, and video conferencing delivered via computer networks to provide education. This means that online registration is based on technology and software to provide online registration for audio, video, web, or text. Because of this, Rapid Technology identifies spaces for those who have the potential to identify bias in learning. To put it another way, despite the fact that the internet is present in the United States, there isn't a significant factor that can guarantee that online advertising will be more effective. In light of the fact that there are media outlets that are reputable and associated with face-to-face. Online education, on the other hand, is a type of education that involves learning a new skill and using technology to perform tasks such as computer education, web education, virtual education, and digital literacy (Keengwe & Kidd, 2010). The discipline of online is a combination of technology and software, with the process of taking place on a computer and in conjunction with digital media. Because, of this Rapid Technology identifies spaces for those who have the potential to identify bias in learning. Because of this, Rapid Technology identifies spaces for

those who have the potential to identify bias in learning.

Conclusion

When it comes to distributing educational materials both online and offline, there is a lot of confusion because the method used to distribute the materials is based on the available curriculum. Nevertheless, this is true due to the fact that the language barrier exists when learning English. As a result of the fact that students' ability to carry out the learning process is strong, students must engage in health in accordance with regulated sleep, regulated food, and regulated exercise. When it comes to establishing a new normal, the way in which a person feels about being belted differs from how they feel about the process of being belted; however, there is another type of person who feels the same way about being insulted about the process of being insulted.

Funding

This research was conducted independently by the research team

Conflicts of interest

The authors declare no conflict of interest

Authors' contributions

HPR contributed to the conceptualization and data curation; HPR and HA contributed to Writing-review & editing; MKI and HPR contributed to the methodology; HPR, HA, and MKI contributed to the writing-original draft.

References:

- Alkalay, FM, Carter, E., Abrahams, D., & Alshameri, F. (2016). Traditional Versus Online Learning in Institutions of Higher Education: Minority Business Students' Perceptions. *Business and Management Research*, 5(2). <https://doi.org/10.5430/bmr.v5n2p31>
- Anas, A., Athaillah, T., Afira, CL, & Fitra, R. (2021). The Impact of the Covid-19 Pandemic on UD. Banana Sale Business Income. *BJ Johan Pahlawan District, West Aceh Regency, Aceh, Indonesia. Agro Bali: Agricultural Journal*, 4(3), 480–488. <https://doi.org/10.37637/ab.v4i3.728>
- Bulman, G., & Fairlie, RW (2016). Technology and Education: Computers, Software, and the Internet. In *Handbook of the Economics of Education* (1st ed., Vol. 5). Elsevier BV <https://doi.org/10.1016/B978-0-444-63459-7.00005-1>
- Deyo, ZM, Huynh, D., Rochester, C., Sturpe, DA, & Kiser, K. (2011). Readiness for self-directed learning and academic performance in an abilities laboratory course. *American Journal*
- Hamzah, F., & Phong, SY (2021). Exploring Students' Readiness on English Language Blended Learning Exploring Students' Readiness on English Language Blended Learning. September. <https://doi.org/10.24191/ajue.v16i4.11948>
- Holley, D., & Oliver, M. (2010). Student engagement and blended learning: Portraits of risk. *Computers and Education*, 54(3), 693–700. <https://doi.org/10.1016/j.compedu.2009.08.035>

- Keengwe, J., & Kidd, T. (2010). Towards best practices in online learning and teaching in higher education. ... *Journal of Online Learning and Teaching*, 6(2), 533–541
- Leatemia, LD, Susilo, AP, & van Berkel, H. (2016). Self-directed learning readiness of Asian students: students' perspective on a hybrid problem-based learning curriculum. *International Journal of Medical Education*, 7, 385–392. <https://doi.org/10.5116/ijme.582e.021b>
- Medford, ARL (2004). Online learning. *Quality in Primary Care*, 12(1), 87–89. <https://doi.org/10.4324/9780429355097-7>
- Nyambe, H., Harsono, & Retno Rahayu, G. (2016). Factors Affecting Self-Directed Learning Readiness in First Year Students. 5(2), 67–77.
- Prakash, P. (2012). India's internet clock. *Index on Censorship*, 41(4), 72–80. <https://doi.org/10.1177/0306422012467577>
- Wakhidah, N., Erman, E., Widyaningrum, A., & Aini, VN (2021). Reflection Online Learning During Pandemic and New Normal: Barriers, Readiness, Solutions, and Teacher Innovation. 10(3), 464–474. <https://doi.org/10.23887/jpi-undiksha.v10i3.31093>
- Watkins, R., Leigh, D., & Turner, D. (2008). Assessing Readiness for E-Learning. *Performance Improvement Quarterly*, 17(4), 66–79. <https://doi.org/10.1111/j.1937-8327.2004.tb00321.x>
- Keskin, S., Şahin, M., Uluç, S., & Yurdugul, H. (2020). Online learners' interactions and social anxiety: the social anxiety scale for e-learning environments (SASE). *Interactive Learning Environments*, 0(0), 1–13. <https://doi.org/10.1080/10494820.2020.1769681>