

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

The researcher analyzed the interview result and also the scores obtained from their documents in English class using Creswell's model, comprising data sampling, data comparing, and conclusion. To protect the privacy of the students, initials labeling participants were assigned according to their classes: IPA, IPS 1, IPS 2, and Agama (C1-C4).

This section outlined the investigation on analyzing and comparing the strength and weakness of methods, techniques, and media used in both online and offline teaching based on the student's data and experience from the teachers of MAN 2 Balangan, and also the comparison between online and offline teaching in terms of effectiveness and student outcomes.

Analyzing and comparing the strengths and weaknesses of methods, techniques, and media used in both online and offline English teaching at MAN 2 Balangan involves examining student data and teacher experiences. In the IPA class (C1), consisting of 25 students, the highest individual average English score is 90.5 and the lowest is 75.83, with a final average of 86.39. The highest total average was achieved in the odd half of 2019 with a score of 91.2, while the lowest was in the even half of 2020 with a score of 81.2.

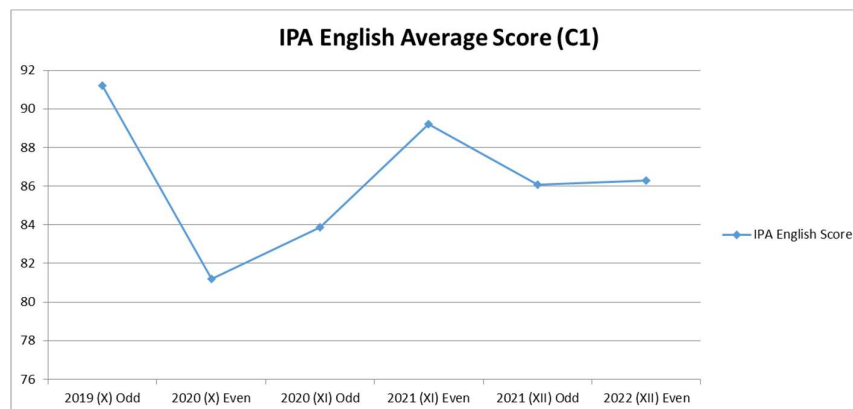


Figure 4.1. Diagram of C1's Average English Score in each semester

In the IPS 1 class (C2), also with 25 students, the highest individual average score is 86.66 and the lowest is 67.66, with a final average of 77.57. The highest total average was in the even half of 2021 with 81.52, and the lowest was in the odd half of 2020 with 74.32.

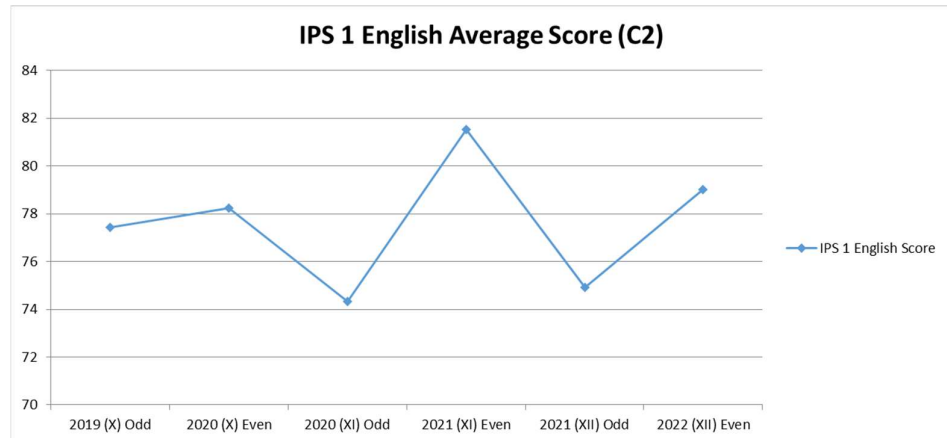


Figure 4.2. Diagram of C2's Average English Score in each semester

While in the IPS 2 class (C3), which has 21 students, the highest individual average score is 86.5 and the lowest is 68, with a final average of 78.89. The highest total average was in the even half of 2021 with 80.14, while the lowest was in the odd half of 2019 with 78.42.

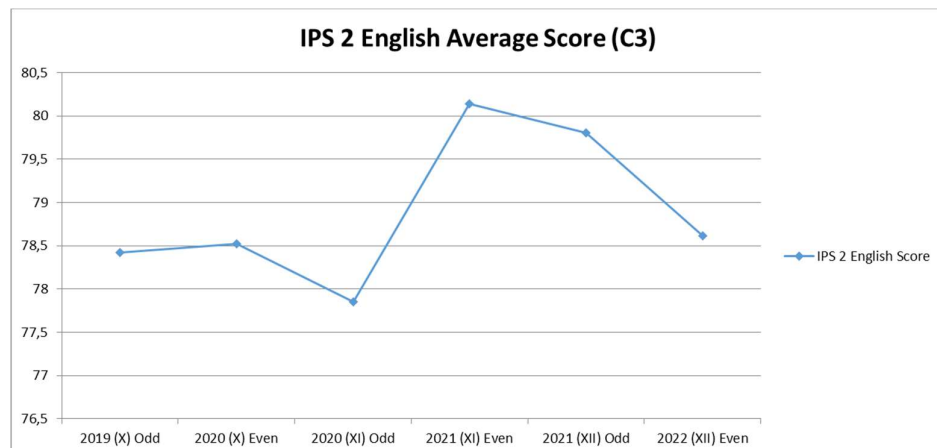


Figure 4.3. Diagram of C3's Average English Score in each semester

The last class is the Agama class (C4), with 26 students, the highest individual average score is 90.16 and the lowest is 73.33, with a final average of 80.19. The highest total average was in the even half of 2021 with 85.11, and the lowest was in the odd half of 2021 with 74.76.

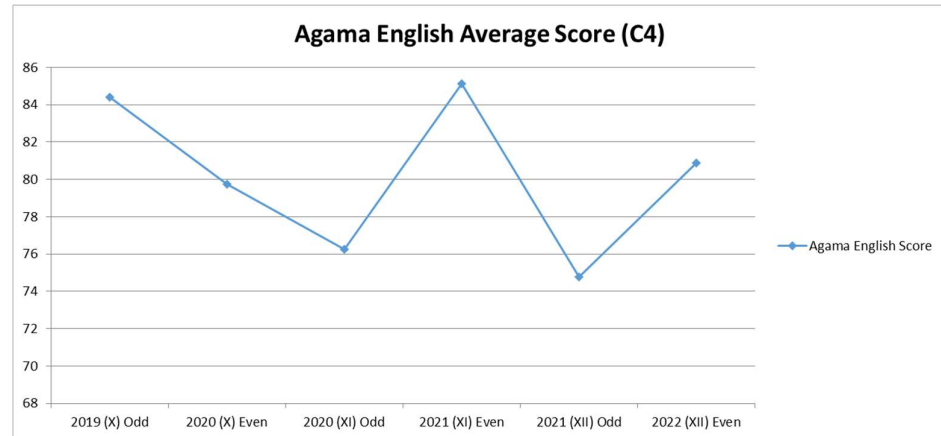


Figure 4.4. Diagram of C4's Average English Score in each semester

The comparison of average English scores across all classes shows significant differences, with each class represented by its own line and color for better visibility. Before the pandemic, English teaching methods at MAN 2 Balangan typically used a lecture method as teachers delivered content directly from self-prepared handbooks. This method allowed for real-time discussions, answering questions, and providing instant feedback to make the learning process more interactive. However, with the onset of the pandemic, teaching shifted to online learning, which presented challenges in method selection. Teachers then utilized video-based learning and task-based methods, where students received lectures, followed by videos for examples and tasks to assess their understanding.

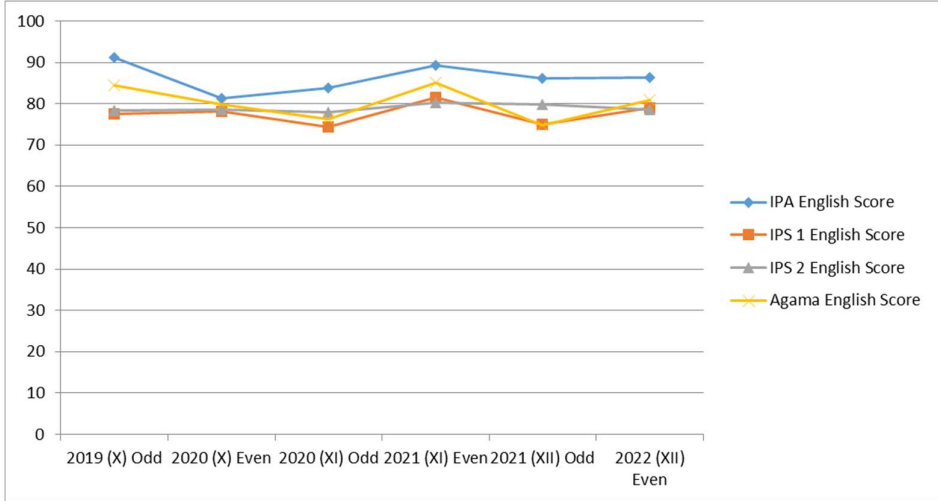


Figure 4.5. Diagram of the average English score comparison across all classes in each semester

Here is the table list of a more detailed scores from offline to online then the average:

Participant	Offline	Online					Average
C1	<u>91,2</u>	<i>81,2</i>	83,88	89,2	86,08	86,28	86,39
C2	77,44	78,24	<i>74,32</i>	<u>81,52</u>	74,92	79	77,57
C3	<i>78,43</i>	78,52	77,85	<u>80,14</u>	79,8	78,61	78, 89
C4	84,42	79,76	<i>76,26</i>	85,11	<i>74,76</i>	<u>89,88</u>	80,19

Table 4.1. The list of scores from offline to online learning in each class

The highest score on each class is underlined while the lowest is in *italic*.

Before the pandemic era, the teacher in MAN 2 Balangan told the researcher about the method in teaching and the teacher usually uses a lecturing method in an offline English class because the teacher conducts the lesson content directly from their self-prepared handbook. Under this method, the teacher will deliver the material in a clear and coherent form for the students to be able to grasp the key concepts and information. A teacher could directly address the class students for real-time discussions, answering questions, and giving instant feedback in order to make the learning process livelier and more interactive.

While the pandemic hits, the learning process moved to an online learning or distance learning, and it caused the teacher the difficulties in choosing the methods as the teacher told the researcher in the interview process, the teacher uses video based learning and task-based methods for teaching. Basically the students would be given a lecture about the material and then given a video for examples and finally some tasks to gauge their understanding after the class.

The offline class is delivered through the lecture method, supported by task-based techniques in English class. The teacher first delivers the content of the lesson in the form of a lecture and then assigns students some tasks to support their understanding. Such diversified questioning includes direct questions to students on the material in English, questionnaires, tasks in class and at home, and memorization. Moreover, students are engaged in modeling and educational games that will help them strengthen their knowledge of the material and give them some entertainment and delight in learning. Such a comprehensive strategy enables students to engage themselves in the learning process while being tested by multiple means, which enables a deeper and more practical way of learning English.

When the covid-19 entering the learning process in MAN 2 Balangan, English class shifted to an online class. In this format, the teacher adjusted the techniques of the lecture method by applying virtual platforms and video conferencing tools to deliver lessons. The techniques still used were task-based, with assignment distribution and submission done digitally. The teacher continued to ask direct questions, now through interactive online sessions. Activities were adapted to be done online, and memorization practices were verified through virtual classes. Since activities were transferred to the virtual environment, students and teacher did become face the obstacles, mostly because of they are not familiar with in the early eras of online class. But, it did not become bored because of online demonstrations and educational games added to the digital classroom. This change of setup kept learning consistent—with

students remaining engaged and tested through various online modes—thereby keeping it very functional to learn English even when conducted online.

The English classroom needs media because it provides visual aids and interactive tools for understanding and learning engagement, supports diverse learning styles, and enables language acquisition through its exposure to real-life usage. It also encourages self-directed learning via digital resources and promotes technological literacy, allows immediate feedback, and progress tracking.

The English teacher in MAN 2 Balangan used teaching media and tools during offline learning. These teaching media included teaching materials such as textbooks, which provided structured content and exercises like LKS (Lembar Kerja Siswa) and the teacher's handbook. There was also a physical dictionary that was used to broaden the vocabulary and understanding of the English language for the students. Furthermore, the classroom whiteboard proved to be one of the essential utility objects required for explaining the main topics, writing examples, and engaging students in interactive activities, says the teacher to the researcher during the interview process.

As the pandemic evolved and learning shifted online, the teacher transferred these resources into the digital space, using new media to complete the online class. The same textbooks that were used while teaching offline were continued in order to maintain continuity of the curriculum. Moreover, digital media such as e-book, e-dictionary or the website for learning or playing games became an important tools in looking up the learning process became efficient. The teacher incorporated video links of educational sites like YouTube, which provided opportunities for both visual and auditory learning to complement the basic content of the book.

The teacher and students integrated smartphones and laptops as the primary tools to access the lessons and participate in an online class. The students applied these tools to attend the online classes, submit assignments, and interact with

other students and the teacher. Homework tasks set in the online class were designed to take after homework assignments, but with tighter time frames for submission to ensure high levels of engagement and timely feedback.

The comparison between offline and online teaching in terms of effectiveness and student outcomes reveals several obstacles and setbacks encountered in each learning process. In the offline class, It mostly involves the students sometimes lacking physical dictionaries (whether it was forgetting or not owning one), this made them slightly struggle in translations. Second is their vocabularies, whether it was slow or them not knowing the words from memories. Other than those, there are no other notable obstacles or setbacks.

While in the online learning, the teacher and students itself have more obstacles, a few times, some students could not attend the class due to the lack of hardware media available (such as laptop or smart phone) or not having internet data available at the moment.

However, the internet strength is actually quite stable so it was a non-issue. The problem with student's vocabularies also exist somewhat but they've already memorized more than on the first year.

The teacher's assessment for the student's overall understanding and material absorption in offline class is quite good, almost everyone understands the material and know how to pass the tests given to them.

For online student's understanding, the teacher said the students did not stumble into any issue and able to absorb the material quite well. Hence, their results are not very far from the that of offline class and teaching.

B. Discussion

The discussion will touch the subjects in order of the findings above, which means each class will have their own sections explaining and elaborating further upon the research, any relation to research questions will also be mentioned.

For analyzing and comparing the strength and weakness of methods, techniques, and media used in both online and offline teaching based on the student's data and experience from the teachers of MAN 2 Balangan. The trend for the average English score of the students in the C1 class across the academic year is very interesting. The class began with a very impressive average score of 91.2 during the first set of offline classes. This high level of achievement takes a serious hit when the mode of instruction shifts to online classes.

While this average score of 91.2 dropped to 81.2, a clear drop of 10 points, when it transitioned to online learning, it might mean that the students had been going through a lot of obstacles and some adjustments in this new online learning environment. There might be a number of reasons behind reduced performance, related to either technical problems, lack of direct interaction with the teachers, or the requirement that students needed to cope with a new style of learning by themselves. After all that, the C1 students turn out to be resilient and have the good ability to adapt. Throughout the next two semesters, their average score improved steadily. At the end of the year, the average score now increases to 89.2. This recovers the point difference by only 3 points from their initial offline classroom performance.

This trend illustrates the first impact that the sudden shift to online learning had on students and that they were able to get over it and recover academically. It indicates that the support of students through transitions and recovering their loss with sustained effort and suitable interventions is the main key in this part.

For the next class, the average of the English scores for students from C2 portrays quite an interesting trend throughout the academic year. It starts off on an average note, where the initial score is 77.44 during the offline classroom sessions.

After shifting to online classes, fluctuations creep into their performance. Although the C2 class does improve a little when the online phase of learning kicks in, to an average score of 78.24, it may be that the 0.8-point increase

indicates some students adapted well to the online class and could have had far greater success as a result of that flexibility and self-paced nature that is part of online learning. However, the class is increasing significantly toward score volatility. The test scores of C2 spike a few times during online learning. These reflect performance inconsistencies, which could be caused by several factors: unequal access to the internet, differing home conditions, and individual differences in adjusting to online learning. Despite the spikes, the average score eventually stabilizes and ends up returning to about the same level from whence they began the year.

The trend of class C2 to the transition to online learning is a lot more complicated. Whereas there is a slight initial improvement in the average score, it remains intermittent with spikes, thus confusing that some students have really done well while others have faced challenges that caused variations in performance. At the end of the academic year, the average score went back to the baseline, indicating return to normalcy after the adjustment period.

This pattern underlines the necessity of individual support and interventions for the ups and downs of performance management during transitions in particular. The fact that class C2 eventually succeeded in stabilizing their scores provides evidence that, with the right kind of strategies and support, students have the ability to get through the primary challenges and finally put-up stable performances.

C3 Class displays a rather interesting trend over the course of the academic year. First, the class has a brief period of low scores (it's during the shift from offline to online classes). Even without this small setback, the students bounce back quite easily and keep the high scores they got to the end of the year. In the beginning of the school year, the average score of C3 becomes 0.10 and it escalates to a higher value in online learning compared to the one in the physical classrooms. This slight increase indicates a small yet positive adoption of the

online learning environment. Year-long, the C3 delivers a stable performance with sporadic score-up moments.

According to a diagram, the C3 grades throughout the year fluctuate, but these fluctuations are small. The maximum of score hikes is 2.29 points, and this is a proof of the fact that students maintain a high level of their academic performance. Despite some small ups and downs, on the whole, the behavior of the C3 will be more and more positive. In addition to the minor improvement in the second half of their education, the group of students still posts a lower score than at the onset of the year. The smooth and steady rise of grades, together with the strictly controlled and slight changes, is a sign of the students' ability to adapt and do well in the online learning environment.

The data from the C3 demonstrates the students' capability, with the right assistance and resources, to not just adjust but shine in different educational settings. The cumulative nature of the scores, though sometimes interrupted by short, sharp increases, indicates their firm psychological capacity and successful learning process.

The students in the C3 demonstrated an agile move and showed high performance over the year which was the result of them managing to be adaptive to the online learning model and gathering high scores and maintaining stability even with all the difficulties which was caused by the move. This strength and improvement in grades are the proofs of the students' commitment and capacity to overcome the first obstacles they face to obtain good results all the time.

Then, C4 showed an unpredictable progression throughout the year, deviating from the main path at times, and showing remarkable improvement at others. The class opened with a stable average score of 84.42 in the offline class sessions. This regularity of allocation began to loosen with the introduction of online class.

After starting the online class, the C4 had to face a huge drop in their average score, which dropped 4.66 points to 79.76. This initial drop can be said to be a major obstacle that students face while adjusting to the new learning environment. The problems faced in the online education process are the reduced face-to-face learning time, both with teachers and peers, as well as possible technical difficulties.

Midway through the second half of the year, the C4 made a drop again. The average score was calculated by subtracting 3.5 points; the result was 76.26 which was also 8.16 points below the score obtained during the offline classes. Despite the challenges, the students were persistent and adaptable and were able to achieve an average grade of 85.11 in the 4th semester. This not only marked an important regeneration but also a good result that outperformed their first grades including 0.69 points improvement.

However, problems remained, as the class experienced its first drop to 74.76. It was then followed by an increase to 80.88 in the following semester. When the school year ended, it was evident that the average grade was 80.19, indicating an upward trajectory for student learning, despite the hurdles they had to overcome.

The entire C4 transition to online learning had made such a huge impact on their studies that the performance of this particular class was well worth considering. The drop in grades in the first and subsequent periods was, of course, a result of the difficulties that the teachers faced in attempting to raise the performance levels of students who were not present in the face-to-face classroom environment. For the most part, the class not only recovered previously held grades, but also occasionally lightened those grades as if they were getting full support and appropriate intervention.

The irregularity in the average grade of the C4 over a semester is an important visualization of their very lively learning journey. They had problems, and the fact that they were able to reach the recovery stage and eventually

improve their grades is evidence enough to show their courage not to give up on their education and ability to adjust and adapt to the new way of teaching. Their performance, when it shifts from good to bad, is a sign showing that they really need our almost continuous support and adaptive methods to overcome the complexities of online learning.

The comparison of the average of the English scores across all classes, one would immediately realize that this is similar. Each class witnessed a dip in scores immediately after switching to online learning. This dip shows the initial challenges that the students did face with the new mode of instruction.

However, all classes recover either immediately or by the next semester. They do show periodic spikes in their scores but ultimately stabilize in performance by the end of the year. This indicates students did adjust to online learning over time.

In simple terms, all classes have dropped at the beginning due to the transition to online learning but recovered and maintained stable good average scores by the end of the academic year. This shows their resilience and strength in overcoming challenges.

For the comparison between offline and online teaching in terms of effectiveness and student outcomes. The learning outcomes for students are, relatively similar when it comes to offline and online teaching. In the interviews, no tremendous difference is noted in the students' scores. Further proof of this observation is represented in data showing that the average marks did not drop by more than 10 points during the change to online learning; thus, it had a relatively successful adaptation.

The students seem to understand the concept very well in both conditions. Online classes, too, they perform their tasks and assignments very fast, hence proving that they understood the lessons well. Few challenges are noted, but in relation to understanding, there are none. They mostly pertain to the availability

of devices for attending online classes. These minor difficulties were easily solved with the assistance of students' guardians.

The overall performance of students was not affected adversely by the shift from offline to online teaching modes. Students adapted quite well to this novel learning environment, holding on to stable scores in the learning process and grasping materials effectively. Technical issues were also resolved quite fast, ensuring that the learning progressed smoothly.

In summary, a comparison of offline and online learning environments has established that they only appear to be as effective as the other in terms of student results. The transition to online learning, with no effect on scores and no problems bypassed by minor technical hurdles, has proved the flexibility and resilience of students and teachers alike.