

Students' Readiness toward English Learning Post Covid-19 Pandemic

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ARTICLE INFO

Article history:

Received May 29, 2023

Revised June 7, 2023

Accepted July 13, 2023

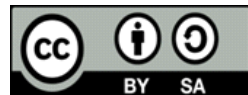
Available online July 25, 2023

Kata Kunci:

Kesiapan Siswa, Pasca Pandemi, Kesiapan Kognitif

Keywords:

Students' Readiness, Post-Pandemic, Cognitive Readiness



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ABSTRAK

Kesiapan siswa merupakan salah satu aspek yang perlu diperhatikan sebelum proses pembelajaran dimulai. Banyak peneliti yang menganalisis kesiapan belajar siswa, namun sayangnya hanya sedikit penelitian yang meneliti bagaimana kesiapan belajar siswa di masa pascapandemi covid-19. Penelitian ini dilakukan untuk menganalisis kesiapan siswa terhadap pembelajaran bahasa Inggris pascapandemi Covid-19. Peneliti menggunakan penelitian kuantitatif dan menggunakan kuesioner untuk mengumpulkan data. Partisipan penelitian ini berjumlah 145 siswa. Data kuantitatif dianalisis dengan menggunakan analisis deskriptif tentang kecenderungan sentral data. Penelitian menunjukkan bahwa siswa memiliki kesiapan menghadapi situasi pembelajaran baru pascapandemi Covid-19 dalam pembelajaran bahasa Inggris, namun belum sepenuhnya siap. Berdasarkan hasil diketahui bahwa siswa masih belum sepenuhnya siap pada bagian kesiapan kognitifnya karena kurangnya pemahaman siswa terhadap bahasa umum dalam pembelajaran bahasa Inggris. Penelitian ini dapat berdampak pada proses belajar siswa karena sangat penting memperhatikan kesiapan kognitif siswa sebelum memulai proses pembelajaran. Penelitian selanjutnya disarankan untuk meneliti terkait cara meningkatkan kemampuan siswa khususnya pada bagian penguasaan kosakata pada masa pascapandemi covid-19.

ABSTRACT

Student readiness is one aspect that needs to be considered before the learning process begins. Many researchers analyzed student readiness in learning, but unfortunately, only a few researches that checked how students' learning readiness is in the post-pandemic covid-19. This research was conducted to analyze students' readiness toward English learning in post-pandemic Covid-19. The researcher used a quantitative research and used questionnaire to collected the data. The participants of this study were 145 students. The quantitative data were analyzed using descriptive analysis about the central tendency of the data. The study showed that the students had the readiness to face new learning situations in post-pandemic Covid-19 in learning English, but were not fully prepared. Based on the results, it is known that students are still not fully prepared in their cognitive readiness section due to a lack of students' understanding of common languages in learning English. This study can have an impact on the student learning process because it is very important to pay attention to the cognitive readiness of students before starting the learning process. Further research is recommended to research related to how to improve students' abilities, especially in the vocabulary mastery section in the post-pandemic covid-19.

1. INTRODUCTION

The Covid-19 pandemic has now entered its 4th year, which began at the end of 2019 in China. This virus has an impact on the whole world and all sectors like the economy and education sectors were affected significantly by this virus (Tarkar, 2020; Wu et al., 2020). It makes changes to the learning system from offline learning mode to online learning mode rapidly. The rapid changes that occurred when learning activities were changed to fully online from offline learning mode impacted the teacher and the students. Teachers are forced to use technology where there are some teachers who are not understand to used some technology, besides that students are forced to study independently and are required to have their own facilities to carry out online learning (Al-Hasmi, 2021; Karuniasih, 2022). The discrepancy that resulted in this change made the teachers and students unprepared to the situation. The teacher and the students need

times to prepare the changes that happened caused by the covid-19 for example like the learning media for online learning, new learning methods and mentality for a new learning system (Huertas-Abril, 2021; Madya & Abdurahman, 2021).

Good preparation from the teacher and students in order to face the new learning environment is a must in learning context, moreover, the readiness of students to face a new learning environment is very important. This is supported by previous study state that students' readiness, in the learning process, to achieve learning goals becomes easier, it requires readiness from students who are involved in the learning process, students who are ready will produce more satisfying learning outcomes compared to students who are less prepared (Sriwichai, 2020). It also supported by other study that said students' readiness is one of the important aspects of the learning process wherein achieving goals, the student's readiness must be checked to find out the best formula to make and implement the best program for learning (Yuksel & Yuksel, 2012). Reflecting on previous research that examined students' readiness, several studies that have examined student readiness toward learning during covid-19 pandemic situation. There is also study that measured students' readiness using a quantitative design by surveying readiness in West Sulawesi and it was found that in facing learning during the Covid-19 period, the researcher felt the students were still unprepared because they did not comply with existing protocols, the attitude of students who were indifferent to comply with health protocols indicates their unpreparedness for behavior in learning during a pandemic (Sewang & Aswad, 2021). In addition, research conducted in the Philippines regarding the problems encountered in the learning during the covid-19 pandemic was the students had difficulty understanding the material provided by the teacher, and the adjustment time to deal with the changes that occurred due to covid-19 was a big problem faced by students, students need more time to understand the material so that students have difficulty managing their time in everyday life because they are not only studying, but there is homework that must also students do in their home. It indicated that students were still not fully ready to deal directly with online learning at that time (Bordeos et al., 2022; Lubis & Dasopang, 2021).

Research conducted in North Makale related to learning in pandemic covid-19 also found that the students have still not ready for online learning because of internet issue and less readiness from the students in learning independently toward online learning (Repal et al., 2022). The lack of readiness of students to study independently in online learning is most likely caused by students who do not know how to learn independently where students used to be very dependent on their teachers at school for learning. Moreover, some students said that they prefer to study in face-to-face learning mode because face-to-face learning mode is felt to produce better learning results than online learning. However, nowadays, the learning process could be conducted in two ways, traditional and online learning mode, but some schools in Indonesia still prefer to do traditional learning rather than online learning (Lampropoulos et al., 2019; Rachman, 2020). This is because some students or schools in Indonesia are still not fully able to carry out good online learning for the learning process due to a lack of supporting facilities and the economy of some students is still inadequate to carry out online learning, especially students who are in rural areas. This resulted in a new problem due to the students' readiness is the students need to start to adapt again with the situation, where the students were comfortable with online learning caused by a pandemic, it is not easy to adapt anymore with the new learning environment again (Harris et al., 2020; Li, 2022). The students need time to adjust to the new environment and the students need to have the readiness to face the shift from online learning to offline learning environment.

The problem is that students need time to get used to these changes, even less for almost two years, the students are used to online learning which makes the students have a habit to depend on their gadgets, especially in learning. Dependency on using gadgets experienced by students is a problem for their psychological in the classroom (Mabaroh & Sugianti, 2021; Zandkarimi., 2013). This dependence makes students unable to learn normally in class and does not want to participate and communicate in the learning process because of their lack of understanding in learning in a traditional learning mode. Communication between teachers and students is one of the keys to achieving success in the learning process (Asrar & Rashid, 2018; Efriana, 2021). Traditional learning allows teachers and students to interact directly while with online learning, the interaction between the teacher and students is felt to be lacking due to various obstacles experienced by students and teachers, for example, connection problems which sometimes make some students unable to activate the camera or hear clearly because their internet connection unstable made they lose interest in the learning process due to these constraints. According to previous study in several rural areas, during this pandemic, the researcher found several problems related to connection in rural areas, such as internet connectivity, students' technological devices, student enthusiasm, and student readiness for online English learning (Kusuma, 2022). In line with that, previous study found some problems that exist in students, students had very few interactions with other students during the online learning process (Evans et al., 2020). This is seen based on some students even did not activate their camera

for the whole day in online meeting, while others frequently encountered issues with the internet connection or mobile phone signal in online learning (Abdous, 2019; Ferdiansyah et al., 2020).

A lot of preparation is needed in facing a new learning environment, especially when seen from several previous studies that examined student readiness to learn during a pandemic that state there are still a number of problems faced by students related to their learning readiness, such as attitude readiness for the learning process, ability to manage study time independently, as well as the ability of students to understand the meaning of studying independently in online learning makes it not easy to prepare for a new learning environment (Bordeos et al., 2022; Repal et al., 2022; Sewang & Aswad, 2021). Therefore it is important to check whether students are really ready to face the changes that are happening again due to the discovery of the Covid-19 vaccine which has changed learning back from online learning mode into offline learning mode because a change has several obstacles especially in learning that experienced by the students. In the learning context, there are two basic concepts that a student can be said to be ready for learning, the most important thing is a student must have basic competency in the topic. Previous study also supports that in order to help the learning process become easier, the students need to have sufficient basic competence in the matter, when students learn English without basic competencies which students must have writing and speaking English, the students cannot learn anything about English (Sledd, 1986).

Students learning readiness can be measured by checking 3 factors which are emotive-attitudinal readiness, cognitive readiness, and behavioral readiness. Emotive attitudinal readiness is related to their responsibility for their emotions in learning such as having an emotional enthusiasm for learning and being ready to adapt to an uncertain learning environment. Second, cognitive readiness is students' ability to learn, including their mental learning, their knowledge, their motivation, and their flexibility in learning or their belief in their ability to learn something (Fletcher, 2004; Maddox et al., 2000). Last, behavioral readiness is the habits or behavior of students in learning that support them to be ready to learn and achieve learning goals, for example, the readiness of students to manage their time to study. Therefore the aims of this study is to analyze students' readiness toward English learning in post-pandemic Covid-19.

2. METHOD

The method used in this study was a quantitative research method and a survey design that examines the students' readiness toward learning English in the post-pandemic covid-19 situation and the researcher adopted the theory about learning readiness (Creswell & Creswell, 2018). This study was conducted in the region of Indonesia, especially at SMPN 6 Singaraja which is located in Buleleng Regency, Bali. The subject of this study was the students who were in grade 8 with 145 participants, who became the subject of research. The questionnaire was used to collect data about students' readiness in learning English after post-pandemic Covid-19. From the questionnaire, the researcher obtained the students' readiness to learn English after post-pandemic Covid-19 and analyzed the result.

The student's readiness was measured by using a quantitative approach with the survey research as the research design. The questionnaire was adopted the questionnaire learning readiness that measured 3 dimensions of readiness. The data from the questionnaire was seen and analyzed by looking at the central tendency of the data. It is the single value that is most representative of the collected data. The mean, median, and mode are the three commonly used measures of central tendency. In this research, the researcher look for what is unique about all the variables that have been given through median, then a brief conclusion is drawn regarding this matter. The type of questionnaire used is a type of closed-ended questionnaire where respondents only need to choose the answers that have been provided. There were one instrument which researcher used in this study namely questionnaire of students' readiness in learning English in post-pandemic Covid-19 which consist of 3 deminsion: Emotive-Attitudinal Readiness, Cognitive Readiness and Behavioral Readiness.

3. RESULT AND DISCUSSION

Result

Base on the results of 145 student respondents, it was found that students had a positive view of their learning readiness regarding changes in the learning environment from online learning to face-to-face learning mode. Many students responded to the questionnaire given with "agree" answers. For more details will be seen in the table above. The diagram shows the frequency data of students' readiness toward learning English in the post-pandemic covid-19 situation. The diagrams of students' readiness in learning english in post-pandemic covid-19 situation is show in Figure 1.

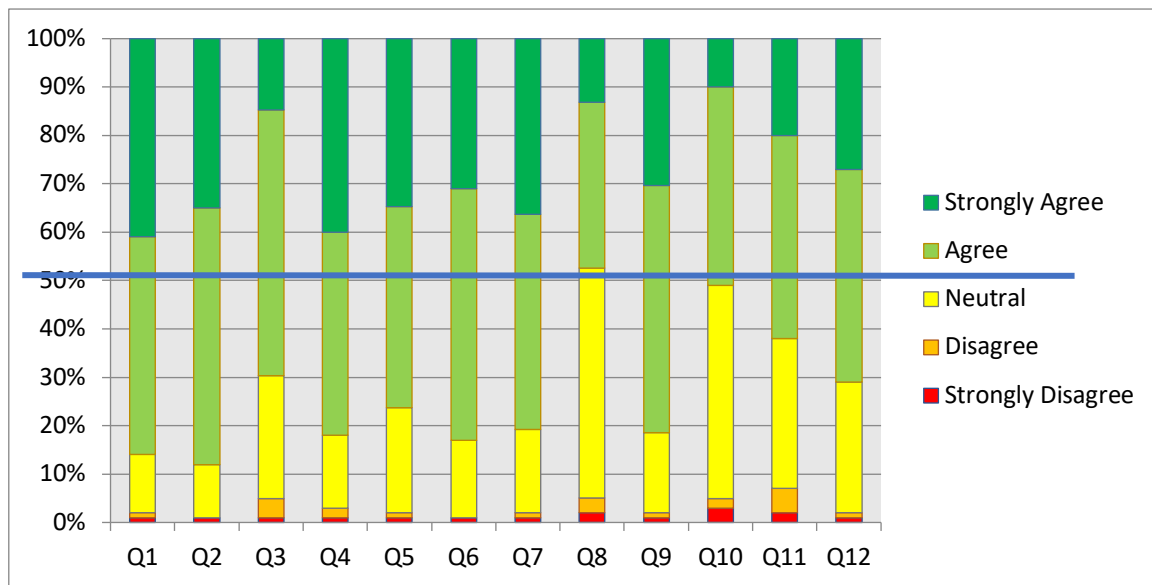


Figure 1. Students’ Readiness in Learning English in Post-Pandemic Covid-19 Situation

Based on Figure 1, it can be seen, the student's readiness toward learning English in the post-pandemic situation was mostly responded with choices “strongly agree” and “agree”. Only a few students responded with “strongly disagree” and “disagree” on every item given to the students through Google Forms. The researcher also found that the median of the data in most of all the questions given to students tends to respond with the “agree” option which means, the students have a positive perception toward learning English in post-pandemic covid-19 in face-to-face learning. However, in the table, it was also found that not a few students responded with “neutral” answers on each item provided on Google Forms. Especially at items no. 3, 8, 10, 11, and 12, there are approximately 25% of students tend to respond to the item with “neutral” responses. There are the obtained data that shows about students’ readiness in three domains. Emotive-attitudinal readiness is show in Table 1.

Table 1 Emotive-Attitudinal Readiness

No.	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	I am willing to follow face-to-face learning mode in post covid-19	2 people (1.4%)	2 people (1.4%)	17 people (11.7%)	65 people (44.8%)	59 people (41%)
2	I am ready to learn new things in face-to-face learning mode in post covid-19	2 people (1.4%)	-	16 people (11.1%)	76 people (52.8%)	51 people (35.2%)
3	I am ready to follow changes that occur in face-to-face learning mode in post covid-19	1 orang (0,7%)	6 people (4.1%)	37 people (25.5%)	80 people (55,2%)	21 people (14.5%)
4	I want to increase my knowledge while studying in class in face-to-face learning mode	2 people (1.4%)	3 people (2.1%)	22 people (15.2%)	61 people (42.1%)	57 people (39.3%)

Based on Table 1, In the Emotive-Attitudinal Readiness domain, judging from the data it can be seen that the participants have various responses such as “strongly agree” and “agree” response. But, for items no 3, 25 % of the students tend to have “neutral” response. Based on the result of the questionnaire that was shared with the student at SMP N 6 Singaraja it was found that if the student seems like ready to have face-to-face learning in post-pandemic covid-19. But in a questionnaire, especially at items no 3. There are some students that are still responded with “neutral” response. 25% is not a small number, just imagine if you as a teacher have as many as 100 students, and in one class there are 25 students, with the students’

answers still responding "neutrally" to the situation above, there is still 1 class that seems not ready. The cognitive readiness is show in [Table 2](#).

Table 2. Cognitive Readiness

No.	Pertanyaan	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5	I am ready to learn English in face-to-face learning mode post covid-19	2 people (1.4%)	2 people (1.4%)	31 people (21.4%)	60 people (41.4%)	50 people (34.5%)
6	I am aware of my strengths and weaknesses when studying English in face-to-face learning mode post covid-19	2 people (1.4%)	-	23 people (15.9%)	75 people (51.7%)	45 people (31%)
7	I am willing to discuss with my friends in face-to-face learning mode post covid-19	1 people (0.7%)	2 people (1.4%)	24 people (16.9%)	63 people (44.4%)	52 people (36.6%)
8	I am ready to explain what I know in front of the class in face-to-face learning mode post covid-19	3 people (2.1%)	4 people (2.8%)	68 people (47.6%)	49 people (34.3%)	19 people (13.3%)

The [Table 2](#) show about the cognitive readiness domains. In item no 5, the researcher found that 41.4% responded "agree" and 2.8% responded disagree to the topic, while for item no 6, the researcher also found that 51.7% responded agree and 1.4% responded strongly disagree. Same with items no 5 and 7 where students are more likely to respond "agree", it can be said that they are almost fully prepared for face-to-face learning in post-pandemic covid-19. However, on item number 8, the researcher found that most responses were the "neutral". As many as 68 students chose "neutral" option, which means that 47.6% of students were still unsure about item number 8. Based on the results of the questionnaire given, when viewed from the available statistics, almost more than 50% of students were declared ready to take part in face-to-face learning mode post covid-19, especially learning English. But, it is true, most of the data obtained shows that they are ready, it's just that at point number 8 the students are still unsure whether they are ready or not. Behavioral readiness is show in [Table 3](#).

Table 3 Behavioral Readiness

No.	Pertanyaan	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9	I want to participate in group work when studying in face-to-face learning mode post covid-19	1 person (0.7%)	1 person (0.7%)	24 people (16.6%)	75 people (51.7%)	44 people (30.3%)
10	I am willing to study longer if I don't understand learning English in face-to-face learning mode	4 people (2.8%)	3 people (2.1%)	63 people (43.8%)	59 people (41%)	15 people (10.4%)
11	I am ready if the teacher given additional task to me if my English less than other friends in face-to-face learning mode	3 people (2.1%)	7 people (4.9%)	44 people (30.6%)	61 people (42.4%)	29 people (20.1%)
12	I am ready to help my friends if my friends don't understand English in face-to-face learning mode	1 person (0.7%)	1 person (0.7%)	39 people (27.1%)	64 people (44.4%)	39 people (27.1%)

Based on [Table 3](#) In the Behavioral Readiness domain, it was found that in item number 9, 30.3% and 51.7% of students answered with a positive response to the situation given, there were 119 students who felt ready for the situation given in item no 9, only 24 students were still unsure about their own answers to situaton in items no 9. For item number 10, there are 41% of students respondents agree and

10.4% of respondents with a "strongly agree" option, however, there are 63 students who still doubt their readiness regarding the situation in item no 10, even though 50% more students feel ready for this but there are still 43.8% of students who doubt their own readiness in this situation. Items number 11 also have the same conditions as the other items where 42.4% of students responded agree and 2.1% of students responded "strongly disagree" but it was found that 44 students chose to choose the "neutral" option. In the last item, only 2 students responded negatively to the topic where 39 people were still being told about their readiness for face-to-face learning and the rest of the respondents were responding with being ready to learn English in face-to-face learning post mode covid-19 environment. Based on the table, the student seems like ready to do face-to-face learning in post-pandemic covid-19.

Discussion

Learning Readiness is a standard for a student in terms of emotion, cognitive prerequisites, behavior in learning, and skills that help the students to actively participate in the learning process. The notions of students' readiness are usually indicated by learner autonomy and self-regulated learning, which means the student must be active in learning, ready in cognition aspects, ready in attitude to capable of supporting the success of target academic tasks (Chorrojprasert, 2020; Núñez Castellar et al., 2015). In addition, several factors that can affect students' readiness for learning include the maturity of attitudes in the learning process, intelligence and external motivation that can increase student enthusiasm in learning process (Abdullah et al., 2016; Agustiani et al., 2021). This study found that the students in the eight-grade class in SMP Negeri 6 Singaraja were ready for English learning during post covid-19 pandemic based on the questionnaire result, It can be seen that from the results of the diagram above it shows that most students are ready to learn English in face to face learning environment.

This study showed the same results as the 3 previous studies. In the research conducted by previous study regarding student readiness, where in the behavioral readiness section there were 75.25% of students who were included as ready (Adi, 2019). Likewise with this study, it was found in the emotional-attitude readiness section, it was found whether students were ready for face-to-face learning in the post-covid-19 pandemic. However, it is inversely proportional to the research which says children are still not fully prepared with their attitudes to learn in the new normal because students are still not ready in terms of their behavior when told to follow the applicable health protocols, this indicates that it is very likely that there is a discrepancy with what is believed of the students themselves with what was actually be done in the field (Sewang & Aswad, 2021). In addition, this study also shows that in the emotional-attitude readiness section, students have readiness to learn English in face-to-face learning mode, it's just that it is difficult to compare whether their perceptions are really ready or not for their emotions to learn in this new environment (Angelina, 2020; Kassem, 2018). The difficulty of finding research that shows students' emotional readiness is the reason for how important it is to check student readiness in the learning process, currently almost most topics discuss teacher readiness, but very little is studied about student readiness in the learning process.

Cognitive readiness is the readiness of a person regarding their skills, knowledge, and motivation in the learning process, this concerns the abilities possessed by students related to the context of the learning, for example, when learning English, the students' cognitive readiness can be seen from their basic English skills (Jawas, 2019; Kassem, 2018). Previous study also identified several bases for cognitive readiness, namely situation awareness, memory, transfer, metacognition, automaticity, problem-solving, decision-making, flexibility, and creativity, leadership, & emotion (Samerkhanova & Imzharova, 2018). In this study, problems were found related to students' cognitive readiness, usually, the students experienced difficulties in the domains of cognitive readiness due to a lack of vocabulary mastery, which makes them to be less motivated in learning English. Based on the previous study about students' readiness to learn, it was found that the student were ready to learn on online learning. Meanwhile in this study, the result of this study has same problem encountered by the researcher from the previous study but the different situation which is in face-to-face learning. The readiness of learning found in the finding also impact from the student cognitive skill. As a research done by previous study show that that the students were ready for online learning in terms of technical competencies but the students have less confident in terms of time management and communication skills while studying online learning (Martin et al., 2020). This also happen in face to face learning as was found in this finding the student can be said that they less confident in the cognitive readiness. Some of the possibilities that the researcher estimates in the cognitive readiness section of students can be caused by some of the obstacles students experience when learning English (Ramsin & Mayall, 2019; Rands et al., 2021).

This study can have an impact on the student learning process because it is very important to pay attention to the cognitive readiness of students before starting the learning process. Therefore this research can be a reference for further research to pay attention to students' readiness in the cognitive domain of

students so that they can be said to be fully prepared to learn English during the Covid-19 pandemic. Because it is known from the survey that students are still lacking in cognitive readiness, further research can find out what problems students experience in students' readiness to learn English. The lack of understanding in learning English is mostly caused by students not understanding common words in everyday life or at school so that students are unable to understand what their teacher wants to convey when studying in class. Another possibility is because previously learning mode was the students studied online, and when studying online students rely too much on their gadgets to answer all the questions or assignments given by their teacher so that their ability to remember or memorize is reduced compared to face-to-face learning mode. Therefore, there is a need for further research related to student readiness whether in the emotive-attitudinal readiness, in the cognitive readiness or behavioral readiness to make sure the students are ready to learn in face-to-face learning mode and the teachers are able to find out the problems experienced by students in post-covid-19, especially learning English.

4. CONCLUSION

Based on the findings and discussion, it can be concluded that students can be said to be ready to take part in face-to-face learning mode in the post-pandemic covid-19 to study English at SMPN 6 Singaraja. It can be seen from the previous chapters that the median readiness of students in each dimension was mostly answered with the "agree" option, which means they have readiness to face the possibilities that will occur in face-to-face learning in the post-covid-19 pandemic. It's just that there are still some students who still answer doubtfully about several items in each existing domain, moreover it is clear that in one of the items in the cognitive readiness domain most students are still hesitant to say that they are ready to learn English in new learning environment. This indicates that students still lack confidence in the cognitive readiness section compared to other domains such as behavioral and attitude-emotive readiness.

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