

ANALYZING STUDENT PERFORMANCE IN LEARNING ENGLISH FOR GENERAL ACADEMIC PURPOSES (EGAP): A COMPARATIVE ACTION RESEARCH STUDY OF ONLINE AND OFFLINE LEARNING

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Received: March 2024; Revised: May 2024; Accepted: June 2024

ABSTRACT

This study aims to examine the impact of the pandemic on student performance in Learning English for General Academic Purposes (EGAP) through a comparative analysis of the pandemic and post-pandemic periods using a Classroom Action Research (CAR) approach. The sudden shift to remote and hybrid learning during the pandemic required a transformation in education, prompting an investigation into its effects on students' English language proficiency. The research was conducted with a diverse sample of students across multiple disciplines. Quantitative and qualitative data were collected, including academic records, language proficiency tests, and observations. Results revealed significant differences in student performance between the two periods, highlighting the pandemic's impact on English learning outcomes. The study also explored various factors influencing these disparities, such as access to technology, learning environments, and adaptability to remote instruction. There is a gap in research on the long-term impact of the pandemic on EGAP performance across disciplines. The novelty of this study is its use of CAR to understand the ongoing effects and adaptive strategies in EGAP education. This research sheds light on the challenges students faced during and after the pandemic, the effectiveness of remote learning methods, and provides insights for educational policymakers and practitioners.

Key Words: performance; post-Covid-19; online classroom; offline classroom; engagement

ABSTRAK

Studi ini bertujuan untuk menguji dampak pandemi terhadap hasil Pembelajaran Bahasa Inggris untuk Tujuan Akademik Umum (EGAP) melalui analisis komparatif antara era selama dan pasca pandemi, dengan menerapkan pendekatan Classroom Action Research (CAR). Perubahan pembelajaran jarak jauh dan hibrida selama pandemi mengharuskan transformasi dalam pendidikan, mendorong penelitian terhadap konsekuensinya terhadap kemampuan bahasa Inggris. Penelitian ini dilakukan dengan sampel mahasiswa yang beragam dari berbagai disiplin ilmu. Data kuantitatif dan kualitatif dikumpulkan, termasuk catatan akademik, uji kemampuan bahasa, dan observasi. Hasilnya menunjukkan perbedaan yang signifikan dalam kinerja siswa antara dua periode tersebut, menunjukkan dampak yang signifikan dari pandemi terhadap hasil pembelajaran bahasa Inggris. Selain itu, penelitian ini mengeksplorasi berbagai faktor yang memengaruhi disparitas, seperti akses ke teknologi, lingkungan belajar, dan adaptabilitas terhadap instruksi jarak jauh. Gap pada penelitian ini terdapat pada dampak jangka panjang pandemi terhadap kinerja EGAP di berbagai disiplin ilmu. Sementara hal yang baru dari studi ini adalah

penggunaan CAR untuk memahami efek berkelanjutan dan strategi adaptif dalam EGAP. Temuan dari penelitian ini memberikan kontribusi pada pemahaman kita tentang tantangan yang dihadapi oleh siswa selama dan setelah krisis pandemi, memberikan pemahaman tentang efektivitas metode pembelajaran jarak jauh, dan memberikan wawasan bagi pembuat kebijakan dan praktisi pendidikan untuk mengatasi krisis di masa depan.

Kata kunci: kinerja; pasca-pandemi; kelas online; kelas offline; keterlibatan

How to Cite: Gufron, & Md Zamin, A. A. (2024). Analyzing Student Performance in Learning English for General Academic Purposes (EGAP): A Comparative Action Research Study of Online and Offline Learning. *IJEE (Indonesian Journal of English Education)*, 11(1), 33-48. doi: <https://doi.org/10.15408/ijee.v11i1.39106>

INTRODUCTION

Unprecedented challenges and transformative adaptations have characterized the era of learning English during the pandemic. As traditional classrooms transitioned into virtual spaces, individuals worldwide embarked on a journey to enhance their English language skills through online platforms and digital resources. The pandemic necessitated a shift in learning paradigms, fostering resilience and adaptability among language learners (Riaz et al., 2023). Virtual classrooms became hubs of linguistic exploration, connecting students and educators across borders creating a globalized community of English language enthusiasts. The era witnessed the integration of technology as a vital tool for language acquisition, with interactive online lessons, language exchange forums, and virtual language immersion experiences becoming integral components of the learning process. Amidst the uncertainties brought by the pandemic, the pursuit of English proficiency became a beacon of continuity, symbolizing the collective commitment to personal growth and global communication (Nashir and Laili (2021).

The conclusion of the pandemic marked a pivotal moment for students eager to resume offline English language studies. With the gradual return to normalcy, traditional classrooms once again became vibrant hubs of linguistic exploration. The resumption of in-person English classes brought a sense of relief and excitement, allowing students to benefit from face-to-face interactions with teachers and peers. The tactile engagement of learning materials, live discussions, and real-time feedback became invaluable components of the educational experience (Zhao & Watterston, 2021). Beyond the academic aspect, the return to offline learning also contributed to the restoration of a sense of community and social connection among students. The end of the pandemic era not only signalled the reopening of physical classrooms but also represented a reinvigoration of the joy and camaraderie inherent in the shared pursuit of English language proficiency (Gufron & Azmin, 2023).

English for General Academic Purposes (EGAP)

In Indonesia, English is commonly instructed as a foreign language, with EGAP serving as the predominant approach in numerous universities and colleges. As articulated by Dudley-Evans and St John (1998), EGAP pertains to the instruction of language skills that are universally applicable across various academic disciplines. It involves the teaching of language proficiency and communication abilities essential for academic success, emphasizing a broad foundation that transcends specific subject areas.

English for General and Academic Purposes (EGAP) is an integral component of English for Academic Purposes (EAP), designed to equip students with the language skills needed for success in both academic and everyday contexts. EGAP focuses on

developing a broad range of language abilities, encompassing skills required for effective communication in various academic disciplines and real-life situations. It emphasizes proficiency in reading, writing, listening, and speaking, fostering well-rounded language competence (Monbec, 2020). In contrast, English for Specific Academic Purposes (ESAP) tailors its content and instruction to meet the language needs of learners in specific academic disciplines or professional fields. ESAP hones in on the specialized terminology, conventions, and communication styles unique to particular subjects, ensuring students are adept at expressing themselves within their chosen academic or professional spheres (Li & Heron, 2021). While EGAP offers a more general and versatile approach to language development, ESAP provides a more focused and specialized curriculum. Both, however, play crucial roles in enhancing students' language skills, offering tailored pathways to academic success and effective communication within diverse contexts (Hill et al., 2020).

During the pandemic and its aftermath at Pradita University, English for General and Academic Purposes (EGAP) emerged as a crucial academic lifeline. Despite the challenges posed by remote learning, the university's commitment to EGAP remained steadfast, ensuring students received comprehensive language education tailored for both general and academic contexts. Throughout the pandemic, virtual EGAP courses adapted swiftly to the online format, leveraging innovative teaching methods and digital resources to maintain the quality of instruction. Post-pandemic, the return to on-campus learning allowed for a seamless transition back to traditional EGAP classes, fostering a dynamic environment where students could refine their language skills in face-to-face interactions. Pradita University's dedication to EGAP not only provided language proficiency but also equipped students with the necessary communication skills for academic success and professional development, bridging the gap between the challenges of the pandemic era and the promise of a revitalized educational experience.

In Indonesian educational settings, the emphasis on English instruction revolves around EGAP, which is designed to equip students with language skills applicable across diverse academic disciplines. EGAP, according to Dudley-Evans and St John's (1998) definition, goes beyond subject-specific language and focuses on fostering language proficiency and communication skills essential for academic achievement.

The adoption of EGAP in Indonesia reflects a recognition of the importance of English language skills for academic success. The emphasis on universal applicability across disciplines aligns with the need for students to develop versatile language proficiency. However, a critical evaluation would involve assessing the effectiveness of EGAP in addressing the specific needs and challenges faced by Indonesian students. Factors such as cultural context, teaching methodologies, and the adaptability of EGAP to online and offline learning environments should be scrutinized to gauge its overall impact on student performance. Additionally, ongoing research and feedback mechanisms could further contribute to refining and enhancing the EGAP approach in the Indonesian educational landscape.

Previous Studies on Learning English During and Post-Pandemic Eras

These preceding studies have delved into diverse educational modalities, encompassing online classes implemented during the pandemic, hybrid classes amid the pandemic, and traditional offline classes in the post-pandemic era. In the study conducted by Fatmawati et al. (2021), an exploration of students' effectiveness following the shift from online to in-person EFL classroom learning was undertaken. The findings revealed that while students expressed a preference for offline learning over online,

online classes exhibited higher scores in terms of students' academic efficacy and lower anxiety levels compared to their offline counterparts. Meanwhile, in the study conducted by Firman et al. (2023), during the new normal phase, characterized by the resumption of face-to-face classes as COVID-19 cases declined, the research illuminated that students exhibited heightened motivation and enthusiasm for offline learning. Interestingly, students encountered challenges in transitioning away from the habits cultivated during the period of online classes.

Another research study conducted by Asghar et al. (2022) sought to determine the optimal combination of face-to-face, online, and offline learning modalities for the training of in-service teachers. The findings underscored the trainees' preferences, indicating a more positive attitude towards face-to-face learning compared to online learning and a more favorable disposition towards online learning in contrast to offline learning. Furthermore, Setyaningsih (2022) delves into the perspectives of students and teachers following the return to face-to-face learning. The outcomes suggest a prevailing sentiment that offline classes are deemed more conducive to effective learning. Meanwhile, Zhao and Xue (2023) direct their research lens toward international students in British universities. Their findings shed light on the complexities arising from the shift from online to offline learning, manifesting in policy conflicts that disproportionately impact international students, leading to heightened anxiety, financial setbacks, and adverse experiences. The inadequacy of digital resources and materials proved detrimental to those reliant on remote learning, while academic and social barriers added further layers of challenge to the transition. Furthermore, a study conducted by Najib Mursidi (2021) aimed to assess the effectiveness of offline and online learning. The findings indicated that students found the offline teaching model to be more effective compared to the online teaching model.

Kusuma (2022) found that EFL teachers in rural areas adapted to online English teaching during the pandemic by using their knowledge of technology. Despite successfully transitioning, they faced challenges such as internet issues, lack of student devices, low student enthusiasm, and difficulties in maintaining online etiquette. Moreover, in a comprehensive examination of the shift from conventional in-person instruction to online learning prompted by the COVID-19 pandemic, Sharma (2022) explored the dynamics of this transition. The research reveals that while virtual classes offer a viable alternative, they are only able to substitute traditional classroom education partially. This limitation is attributed to a myriad of challenges confronted by students engaged in online learning. Notable hindrances encompass the absence of personalized attention, the lack of face-to-face interaction, and challenges related to internet accessibility. Furthermore, the educational landscape has seen an increasing number of studies delving into the realm of blended learning, highlighting the evolving nature of pedagogical approaches.

The recent study undertaken by Afrilyasanti and Basthomi (2022) delved into the viewpoints of teachers, students, and parents concerning the shift in teaching methodologies during and post-COVID-19. The research unveiled a multitude of consequences experienced by students, teachers, and parents as they adjusted to the abrupt shift in teaching and learning methods. Notably, it was observed that teachers and parents encountered more physical preparedness challenges compared to students. However, in terms of psychological preparedness, all three groups faced similar hurdles. Despite these challenges, the participants' perception of adapting to the new learning methods remained resilient and unaffected.

Upon scrutiny of prior research endeavours, a discernible trend emerges, showcasing that students achieved higher academic scores in online classes during the

COVID-19 pandemic compared to the subsequent offline classes post-pandemic. Interestingly, when considering the motivational aspect of learning, a shift in dynamics becomes apparent. Post-pandemic, students exhibit a heightened sense of motivation in the offline classroom setting, contrasting with the period during the pandemic when lower motivational levels among students characterized online classes.

METHODS

Research Design

This research adopted a mixed-methods strategy, integrating both qualitative and quantitative approaches. Within the qualitative component, classroom observations were utilized to gain deeper insights into students' behaviors and interactions within the educational context. During the pandemic, online class observations focused on the dynamics of virtual classrooms, tracking students' engagement levels, participation in discussions, and utilization of digital tools. Researchers closely examined how students adapted to the remote environment, navigated virtual learning platforms, and interacted with both instructors and peers. The goal was to identify patterns of adaptability, assess the effectiveness of online instructional strategies, and pinpoint areas where additional support might be needed to enhance the overall learning experience.

In the post-pandemic era, classroom observations shifted back to offline settings, providing an opportunity to observe students' responses to traditional teaching methods and the dynamics of face-to-face interactions. Researchers keenly observed student engagement, collaboration, and participation in offline classrooms, aiming to understand how well students transitioned from remote to in-person instruction. This comprehensive approach to classroom observation, spanning both online and offline contexts, allows for a holistic understanding of students' adaptability to varying instructional modalities. The findings from these observations contribute valuable data to inform educational practices, ensuring a student-centred approach that addresses the diverse needs and preferences of learners in evolving educational landscapes.

Participants

The study involves students enrolled in private universities in Indonesia who are enrolled in the English for General Academic Purposes (EGAP) course. These students are required to achieve proficiency in three levels of English according to the CEFR standards: A1, A2, and B1. Attaining at least a B1 level in English is a mandatory condition for obtaining a Bachelor's degree. In the initial semester of the academic year 2021, the participants started with online English classes during the height of the COVID-19 pandemic, transitioning to offline classes in semester 2/2022 post-pandemic. Although online classes offer the advantages of flexibility and accessibility, students must adjust to face-to-face learning in the latter part. This shift is important because face-to-face learning provides direct interaction and more intensive opportunities for practicing English communication skills.

The study included a total of 39 respondents, carefully selected to represent a diverse range of backgrounds and academic disciplines. These respondents provided valuable data that helped to ensure a comprehensive analysis of the impact of the pandemic on EGAP performance. Each class consists of a varying number of students, ranging from seven to nine individuals. Each class is categorized as follows: Diligence class, Competence class, Graceful class, Credible class, and Amiable class. The researcher endeavors to investigate the transition from online learning during the pandemic to in-person English language instruction post-pandemic. This study aims to discern the

impact of this shift on students' academic performance, their overall learning experiences, and the advancement of their English language proficiency. Within this framework, the researcher is particularly keen on scrutinizing the effects of the instructional mode transition on students' scores, social interactions, and communication dynamics between students and instructors. Furthermore, the researcher seeks to unveil the influence of this change on participants' motivation levels and their engagement in the learning process.

Data Collection

Classroom observations were conducted during both the online classroom academic year of Semester 1/2021 amid the pandemic and the offline classroom academic year of Semester 2/2022 post-pandemic. Throughout 14 sessions for each setting, the researcher actively observed the learning processes occurring in both online and offline classrooms. During the online observations, the focus was on tracking students' engagement levels, participation in discussions, and utilization of digital tools, as well as how students adapted to the remote environment, navigated virtual platforms and interacted with instructors and peers. In the offline classroom observations, the emphasis shifted to observing student engagement, collaboration, and participation in traditional face-to-face interactions to understand the transition from remote to in-person instruction. The researcher meticulously gathered comprehensive details about student behaviors, reactions to learning materials, social interactions, and significant incidents that could influence the learning process. This qualitative data aimed to capture a nuanced understanding of the dynamics within both online and offline educational settings.

For the quantitative component, academic performance data were collected from both online classes during the pandemic and offline classes post-pandemic. The researcher utilized SPSS (Statistical Package for the Social Sciences) to analyze the data, applying the Wilcoxon test to evaluate significant differences or patterns within paired data. This statistical analysis aimed to address the central research question regarding the discernible differences in academic performance between online and offline classes. The collected data and subsequent analysis sought to provide comprehensive insights into the specified research inquiries, with the hypothesis proposing a significant difference in learning outcomes between online and offline instructional methods, indicating distinct influences on academic achievement.

Data Analysis

The data analysis process incorporated both qualitative and quantitative methodologies. Data from classroom observations were carefully examined and interpreted to identify patterns in student behaviors, reactions to learning materials, social interactions, and noteworthy incidents. This analysis aimed to respond to the research question regarding whether students exhibit higher engagement levels in online classes compared to offline ones. The qualitative insights were integrated with other data sources to provide a comprehensive understanding of the dynamics of the learning environment. However, for Quantitative Analysis, the researcher leveraged SPSS to scrutinize score variations between online and offline classes, applying the Wilcoxon test to evaluate significant differences or patterns within paired data. The outputs of these statistical tests were meticulously examined and interpreted to address the research question regarding the discernible difference in scores between online and offline classes. This rigorous quantitative approach allowed for a robust exploration of the nuanced distinctions in academic performance across the two distinct instructional

modalities during and after the pandemic.

FINDINGS AND DISCUSSION

Findings

In addressing whether students demonstrate elevated levels of engagement in online classes as opposed to offline ones—the researcher conducted a thorough analysis by observing students during both the online classes amidst the pandemic and the offline classes in the post-pandemic period. The focus of observation encompassed multiple factors, including students' engagement levels, access to technology, the quality of learning environments, and their adaptability to remote instruction. This comprehensive approach allows for a nuanced examination of the varied aspects influencing students' experiences in both online and offline learning settings, shedding light on the potential disparities in engagement and adaptability across these distinct educational modalities.

Students' Engagement Levels

During the pandemic period, students' engagement levels in online classes emerged as a critical aspect of the educational landscape. The transition to virtual learning environments prompted a myriad of challenges and opportunities for students. Some students thrived in the online setting, demonstrating heightened engagement by actively participating in virtual discussions, utilizing digital resources, and showcasing adaptability to the new learning medium. However, others faced obstacles, such as technological limitations, distractions, or difficulties adjusting to the virtual format, impacting their engagement negatively. As the post-pandemic era ushered in a return to offline classes, it became imperative to reassess students' engagement levels. The shift from virtual to traditional classrooms brought forth a new dynamic, with students potentially grappling with adjustments to in-person interactions, altered learning environments, and varying teaching methodologies. Exploring how engagement levels evolve across these two distinct educational contexts provides valuable insights into the multifaceted nature of student experiences during and after the pandemic.

In the post-pandemic era, as students returned to offline classes, their engagement levels became a focal point of examination. The dynamics of face-to-face interactions, physical classroom environments, and traditional teaching methodologies introduced a different set of considerations for student engagement. Some students may have experienced a renewed sense of connection and participation in the offline setting, benefiting from direct interactions with peers and instructors. Conversely, others might have encountered challenges in reacclimating to offline classes, potentially grappling with a sense of disconnection or facing difficulties in adapting to the traditional learning format. Understanding the nuances of students' engagement levels during the offline classes post-pandemic provides valuable insights into the varied experiences and responses within this evolving educational landscape.

Students Access to the Technology

During the pandemic period, students' access to technology played a pivotal role in shaping their experiences in online classes. The digital divide became more pronounced as students navigated the challenges of remote learning. Those with reliable access to devices, robust internet connections, and technological proficiency generally had a smoother transition, engaging seamlessly in virtual classrooms. On the other hand,

students facing limitations in technology access encountered obstacles, potentially leading to disparities in participation, assignment completion, and overall academic performance. The pandemic underscored the importance of equitable access to technology for all students, highlighting the need for comprehensive strategies to bridge these digital gaps.

As the educational landscape shifted back to offline classes in the post-pandemic era, students' access to technology continued to be a crucial factor, albeit in a different context. The return to traditional classrooms did not negate the significance of technology, as it remained an integral tool for various aspects of learning. Students might have continued to leverage technology for research, collaboration, and accessing educational resources. However, the nature of reliance on technology likely transformed, with a focus on supplementary rather than primary use. Understanding how students navigate the intersection of technology and offline learning environments post-pandemic provides valuable insights into the evolving role of digital tools in contemporary education.

Moving forward, policymakers, educators, and communities must work together to bridge the digital divide. Initiatives such as providing affordable devices and internet access, promoting digital literacy skills, and integrating technology inclusively in classrooms are essential steps towards creating a level playing field for all students. By addressing the issue of equitable access to technology, we can ensure that the education system serves not as a source of further inequality but as a powerful tool for empowering all learners.

The Quality of Learning Environments

During the pandemic period, the quality of learning environments for students in online classes became a critical factor influencing their educational experiences. The shift to virtual learning posed challenges related to the home-based setting, with variations in available resources, study spaces, and overall conducive learning environments. Some students were able to create dedicated spaces for virtual classes, minimizing distractions and optimizing their engagement. However, others faced disruptions due to limited physical space, technological constraints, or household dynamics, impacting the quality of their learning environments. The pandemic highlighted the importance of adaptable and supportive home environments, prompting discussions about equity and inclusivity in the context of online education.

In the post-pandemic era, as students returned to offline classes, the quality of learning environments transformed. The traditional classroom setting reintroduced structured and controlled spaces designed specifically for learning. The physical environment became more standardized, offering a consistent backdrop for teaching and learning. The return to offline classes allowed for face-to-face interactions, fostering a sense of community and shared learning experiences. However, challenges persisted, such as variations in the condition of physical classrooms, access to educational resources, and the overall adaptability of these environments to the diverse needs of students. Analyzing the nuances of learning environments in both online and offline contexts post-pandemic provides valuable insights into the multifaceted nature of students' educational journeys.

Effective integration of technology in the post-pandemic classroom is crucial. Blended learning models that capitalize on online resources for personalized learning and asynchronous activities while leveraging offline strengths like collaborative learning and immediate feedback hold immense potential. Ultimately, the quality of learning

environments, online or offline, depends on the teacher's ability to create an engaging, inclusive, and adaptable learning experience that caters to diverse needs and leverages the strengths of both worlds.

Students' Adaptability to Remote Instruction

Amid the pandemic, students' adaptability to remote instruction became a crucial aspect of their academic resilience. The abrupt transition to online classes required students to navigate unfamiliar digital platforms quickly, adjust to new communication channels, and manage self-directed learning. Some students exhibited remarkable adaptability, swiftly embracing the virtual format, engaging in online discussions, and utilizing technology effectively for assignments. Others faced challenges in adapting to the remote learning environment, struggling with technical issues, maintaining focus, or coping with the absence of traditional classroom structures. The pandemic period served as a testing ground for students' adaptability to remote instruction, showcasing both their resilience and the need for comprehensive support systems.

In the post-pandemic era, as students returned to offline classes, the focus shifted to their adaptability within a more traditional instructional setting. The transition back to in-person learning required students to readjust to face-to-face interactions, structured classroom routines, and the dynamics of physical classrooms. While some students seamlessly adapted to the return of offline classes, others may have faced challenges in acclimating to the shift in learning modalities. The adaptability observed during the pandemic, whether in the context of online or offline classes, became a crucial element in understanding how students navigate changes in instructional formats and underscored the importance of flexible and supportive educational systems.

Supporting students' adaptability in the post-pandemic era is crucial. Educators can facilitate this transition by offering blended learning models that incorporate both online and offline elements. Additionally, fostering a supportive classroom environment that values diverse learning styles and provides personalized attention can help students adjust to the new expectations. By recognizing individual needs and offering tailored support, we can ensure that all students navigate the post-pandemic educational landscape with confidence and success.

The presentation of findings and ensuing discussion commence by addressing whether there is a significant disparity in scores between online and offline classes. The analysis of the data derived from students' final test scores involves two phases. The first phase employs the Wilcoxon test, aiming to assess significant differences or patterns within paired data. Subsequently, the second phase entails a comprehensive examination of the SPSS output to further delve into the statistical details and draw meaningful insights from the results. This dual-phase approach ensures a thorough and multifaceted exploration of the data. The initial phase involves conducting the Wilcoxon test. The Wilcoxon test is employed to assess whether there is a significant difference between the means of two paired samples (Sugiyono, 2017). This statistical test is particularly useful when dealing with paired data points, helping to determine if there is a notable distinction in the average values between two related sets of observations. The research data ideally suited for the Wilcoxon test is that which falls under the ordinal or interval scale. This test is particularly effective in evaluating differences between two paired samples, especially when the data exhibits a measurable level or distance (Sugiyono, 2016).

Furthermore, the Wilcoxon test, being part of non-parametric statistics, does not

require the assumption that research data must follow a normal distribution. Hence, this test can be employed reliably when data does not adhere to a normal distribution or exhibits asymmetry. This characteristic makes the Wilcoxon test a flexible and robust choice, especially in situations where the distributional assumptions of normality cannot be met. The Wilcoxon test is utilized as an alternative to the paired sample t-test, particularly when research data does not follow the normal distribution assumption. The advantage of the Wilcoxon test lies in its ability to handle non-normally distributed data or ordinal data. Its use as an alternative provides additional flexibility, enabling the comparison analysis between two paired samples without relying on the assumption of normal distribution in the data (Wili et al., 2015). The second phase entails analyzing the SPSS output comprehensively, including the Wilcoxon test, to further delve into the statistical details and draw meaningful insights from the results. This dual-phase approach ensures a thorough and multifaceted exploration of the data. Table 1 below shows the SPSS output of the Diligence class. Table 1 below shows the SPSS output of the Diligence class.

Table 1. Ranks of Diligence Class

		N	Mean Rank	Sum of Ranks
Post-Pandemic - During Pandemic	Negative Ranks	9 ^a	5,00	45,00
	Positive Ranks	0 ^b	0,00	0,00
	Ties	0 ^c		
	Total	9		
a. Post-Pandemic < During Pandemic				
b. Post-Pandemic > During Pandemic				
c. Post-Pandemic = During Pandemic				

The provided table delineates diligence class ranks, revealing that in the post-pandemic phase, there were nine instances of negative ranks with a mean rank of 5.00 and a cumulative rank sum of 45.00, coupled with an absence of positive ranks. The accompanying comparison statements imply a diminishment in post-pandemic ranks in contrast to those recorded during the pandemic. This suggests that students exhibited better performance during the pandemic's online classes than in offline classes post-pandemic. Conversely, the Competent class presents a distinct pattern, indicating that students exhibit enhanced performance in the post-pandemic period compared to the during-pandemic phase. The SPSS output for the Competent class is depicted in Table 2 below.

Table 2. Ranks of Competent Class

		N	Mean Rank	Sum of Ranks
Post-Pandemic - During Pandemic	Negative Ranks	2 ^a	2,25	4,50
	Positive Ranks	5 ^b	4,70	23,50
	Ties	0 ^c		
	Total	7		
a. Post-Pandemic < During Pandemic				
b. Post-Pandemic > During Pandemic				
c. Post-Pandemic = During Pandemic				

The provided table for the "Competent Class," encompassing 7 cases, indicates that two students demonstrated diminished performance in the post-pandemic period (mean rank 2.25). In contrast, five students showcased enhanced performance (mean rank 4.70) compared to the during-pandemic phase, revealing a nuanced pattern. This suggests that, on average, students performed better in offline classes post-pandemic than in online classes during the pandemic. Moreover, the Credible class exhibits notable distinctions, with a prevailing trend of students performing better in online classes compared to offline counterparts. The SPSS output for the Credible class is presented in Table 3 below.

Table 3. Ranks of Credible Class

		N	Mean Rank	Sum of Ranks
Post-Pandemic - During Pandemic	Negative Ranks	7 ^a	5,21	36,50
	Positive Ranks	2 ^b	4,25	8,50
	Ties	0 ^c		
	Total	9		
a. Post-Pandemic < During Pandemic				
b. Post-Pandemic > During Pandemic				
c. Post-Pandemic = During Pandemic				

The Credible Class comprises 9 cases, with 7 of them having negative ranks, suggesting that the majority of students exhibited lower performance in the post-pandemic period compared to during the pandemic, as indicated by the mean rank of 5.21. In contrast, 2 cases received positive ranks, implying that a smaller subset of students demonstrated improved performance in the post-pandemic period, with a mean rank of 4.25. The absence of tied ranks (0 ties) indicates that no two students or cases received the same rank. Overall, the pattern in the Credible Class suggests that, on average, the majority of students performed better in online classes during the pandemic compared to offline classes post-pandemic. Furthermore, the Graceful class exhibits a consistent trend, indicating that students generally perform better in online classes than in offline classes conducted after the pandemic. The SPSS output for the Graceful class is illustrated in Table 4 below.

Table 4. Ranks of Graceful Class

		N	Mean Rank	Sum of Ranks
Post-Pandemic - During Pandemic	Negative Ranks	8 ^a	4,75	38,00
	Positive Ranks	1 ^b	7,00	7,00
	Ties	0 ^c		
	Total	9		
a. Post-Pandemic < During Pandemic				
b. Post-Pandemic > During Pandemic				
c. Post-Pandemic = During the pandemic				

In the Graceful Class, 8 cases have negative ranks, suggesting that the majority of students displayed lower performance in the post-pandemic period compared to during the pandemic. The mean rank for negative ranks is 4.75, indicating a consistent

trend toward lower performance. Conversely, 1 case received a positive rank, implying that a smaller subset of students demonstrated improved performance in the post-pandemic period. The mean rank for positive ranks is 7.00, indicating a higher rank among these cases. The absence of tied ranks (0 ties) indicates that no two students or cases received the same rank. Overall, the pattern in the Graceful Class suggests that, on average, the majority of students consistently performed better in online classes during the pandemic compared to offline classes conducted after the pandemic. Finally, the Amiable class follows a similar trend, indicating that students generally performed better during online classes amid the pandemic compared to offline classes conducted after the pandemic. The SPSS output for the Amiable class is presented in Table 5 below.

In the Amiable Class, 5 cases have negative ranks, suggesting that the majority of students exhibited lower performance in the post-pandemic period compared to during the pandemic. The mean rank for negative ranks is 2.75, indicating a consistent trend toward lower performance. One case received a positive rank, indicating that a smaller subset of students demonstrated improved performance in the post-pandemic period. The mean rank for positive ranks is 5.00, suggesting a higher rank among these cases. The absence of tied ranks (0 ties) indicates that no two students or cases received the same rank. Overall, the pattern in the Amiable Class suggests that, on average, the majority of students performed better during online classes amid the pandemic compared to offline classes conducted after the pandemic. Moreover, the comprehensive analysis across all five classes confirms that students generally exhibited better performance during online classes amid the pandemic compared to offline classes conducted post-pandemic. Table 6 below presents the consolidated SPSS output for the combined classes.

Table 5. Ranks of Amiable Class

		N	Mean Rank	Sum of Ranks
Post-Pandemic - During Pandemic	Negative Ranks	5 ^a	2,75	28,00
	Positive Ranks	1 ^b	5,00	6,00
	Ties	0 ^c		
Total		6		
a. Post-Pandemic < During Pandemic				
b. Post-Pandemic > During Pandemic				
c. Post-Pandemic = During Pandemic				

Table 6. Ranks of combined class

		N	Mean Rank	Sum of Ranks
Post-Pandemic - During Pandemic	Negative Ranks	32 ^a	21,59	691,00
	Positive Ranks	7 ^b	12,71	89,00
	Ties	0 ^c		
	Total	39		
a. Post-Pandemic < During Pandemic				
b. Post-Pandemic > During Pandemic				
c. Post-Pandemic = During Pandemic				

Negative Ranks, or negative differences, are employed to assess the decline from online classes (During the pandemic) to offline classes (post-pandemic). In the output results, a value of 32 in the N column indicates that there are 32 instances of negative data, signifying that 32 students experienced a reduction or a negative shift in learning outcomes during the transition from online to offline classes. The mean rank, representing the average of these declines, is calculated at 21.59. Additionally, the total sum of negative ranks, equivalent to the sum of ranks for these instances, amounts to 691.00. These metrics provide insights into the extent and direction of the changes observed in students' academic performance during the shift from online to offline learning environments.

Positive Ranks, or positive differences, are employed to assess the improvement from during the pandemic (online) to post-pandemic (offline) classes. In this context, there are seven instances of positive data (N), indicating that these 7 students experienced an increase in learning outcomes from online to offline settings. The mean rank, representing the average of these improvements, is calculated at 12.71. Additionally, the total sum of positive ranks, equivalent to the sum of ranks for these instances, amounts to 89.00. These metrics offer insights into the degree and direction of improvements observed in students' academic performance during the transition from online to offline learning environments amid and after the pandemic.

Meanwhile, "ties" represent instances where the scores are identical between online learning (During the pandemic) and offline learning (Post-pandemic). In this analysis, the value of the ties is 0, suggesting that there are no instances of identical scores between online learning (During the pandemic) and offline learning (Post-pandemic). Consequently, it can be inferred that no identical scores exist between these two modes of learning. This information contributes to a nuanced understanding of the distinctiveness between academic performance in online and offline settings during and after the pandemic.

In order to evaluate the acceptance or rejection of the hypothesis, the researcher employed the Wilcoxon test. The decision-making criteria derived from the Wilcoxon test are presented in the subsequent table. This statistical analysis serves as a crucial tool in determining the significance of observed differences, allowing the researcher to conclude the validity of the hypothesis. The Wilcoxon test outcomes, as depicted in the table, provide a foundation for informed decision-making regarding the acceptance or rejection of the stated hypothesis, thereby contributing to the overall rigour and reliability of the research findings. Table 7 shows the statistical test of decision-making based on the Wilcoxon test.

Table 7 Test Statistics of Decision-making Basis in the Wilcoxon test

Post-Pandemic - During Pandemic
-4.202 ^b
0,000
a. Wilcoxon Signed Ranks Test
b. Based on positive ranks.

The outcomes obtained from addressing research questions one and two align consistently with prior investigations, which indicate that students achieve higher scores in offline classes during the pandemic compared to those in the post-pandemic era (Fatmawati et al., 2021; Najib & Mursidi, 2021; Setyaningsih, 2022). Interestingly, despite this observed disparity in academic performance, students exhibit heightened

motivation in the post-pandemic offline classes. Noteworthy positive attitudes and enthusiasm are evident among students engaged in traditional face-to-face instruction following the pandemic, as demonstrated in studies by Firman et al. (2023), Asghar et al. (2022), and Afrilyasanti & Basthomi (2022). These nuanced findings shed light on the multifaceted dynamics influencing students' educational experiences in both online and offline settings during and after the pandemic period.

CONCLUSIONS AND SUGGESTION

In the post-pandemic era, the return to offline classes shifted focus towards evaluating students' engagement. While some thrived in face-to-face interactions, others struggled to readjust, highlighting the diverse experiences in the evolving educational landscape. Collaborative efforts among policymakers, educators, and communities are vital to bridging the digital divide and ensuring technology's equitable use. This commitment reflects a dedication to an inclusive educational environment, shaping a more accessible future. The transformation of learning environments persisted post-pandemic, emphasizing the complexity of students' journeys in both online and offline contexts. Effective technology integration through blended learning models remains pivotal for personalized education. Students' adaptability, observed during the pandemic, is crucial in the post-pandemic era, requiring educators to implement supportive measures and confidently navigate evolving educational landscapes.

This comprehensive analysis underscores a general trend of superior student performance in online classes amid the pandemic compared to their offline counterparts conducted after the pandemic. The Wilcoxon test outcomes highlight class ranks post-pandemic, revealing a consistent pattern across five classes. Negative ranks predominate, indicating lower performance in offline classes after the pandemic compared to online classes during it. The Competent class shows improved post-pandemic performance, while the Credible class displays a mixed trend. The Graceful and Amiable classes affirm the overall pattern, emphasizing better student performance during the pandemic's online classes than in post-pandemic offline classes.

The Wilcoxon test, with an *asymp.sig* value of 0.000 supports the acceptance of the hypothesis. This signifies a significant difference in learning outcomes between online methods during the pandemic and offline methods post-pandemic. The conclusion underscores the substantial impact of transitioning from online to offline learning on academic performance, emphasizing the pivotal role of educational modalities in shaping student outcomes. This reinforces the hypothesis that a significant difference exists in scores between online classes during the pandemic and offline classes in the post-pandemic era. Specifically, it confirms that online classes outperformed offline classes in this comparative analysis, highlighting the critical influence of instructional formats on overall academic success.

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