

**“STUDENTS' PERCEPTIONS OF THE OFFLINE LEARNING
PROCESS ON SPEAKING CLASSES IN POST-COVID-19
SITUATION”**

SARJANA 'S THESIS

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ABSTRACT

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During the early pandemic, students were unexpected to conduct learning emergencies. Students were struggling to cope with the challenges of the online learning situation. After two years of pandemic situations, the learning activities began to open face-to-face. This study investigates students' perceptions of offline learning in speaking classes at the English Language Education Study Program Batch 2020 who took the speaking class in the post-COVID-19 pandemic. This study used descriptive quantitative research. This research used a total sampling technique with 80 English Language Education Study Program batch 2020 students. The instruments used in this study were questionnaires and interviews. The questionnaires consist of closed-ended questions using a Likert scale, and the questions given in the interviews were open-ended.

The study found that students' perceptions were discovered in the three aspects of perception. First, the percentage of cognitive aspects is 64.33%. The result perception in the cognitive aspect is positive; the lessons in the real classroom helped students to understand more about materials because the lecturer delivered them in detail and helped students practice their speaking in the real classroom. Second, the percentage of the affective aspect is 70.2%. The result perception in the affective aspect is positive; students indicated they felt more comfortable, enjoyed, present, and motivated to speak English because the environment supported them in expressing their ideas, opinions, and suggestions. Third, the percentage of the conative aspect is 64.28%. The result perception in the conative aspect is positive; students felt more confident, often interacted with lecturers, and actively participated in offline speaking classes.

As a suggestion, in the cognitive aspect, students could overcome challenges to solve problems. Next, the affective aspect is that the lecturer should provide a positive environment in offline speaking classes so students never feel inadequate when practicing their speaking. Last, the conative aspect is that lecturers need to convince their students that making mistakes is a part of the learning process. So, they would feel confident speaking English in discussions and interacting with students and lecturers.

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