A THESIS

TRANSFORMATION OF ENGLISH LEARNING AFTER PANDEMIC COVID-19 TOWARD STUDENTS OUTCOMES AT BOARDING SCHOOL NURUL AZHAR TALAWE KAB. SIDRAP

By

AGUNG PRATAMA
REG NUM. 18.1300.061

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements For the Degree of Sarjana Pendidikan (S.Pd)

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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وَالْمُرْسَلِيْنَ وَعَلَي اَلِهِ وَصَحْبِهِ اَجْمَعِيْنَ اَمَّابَعْدُ

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Parepare, 1st November 2022

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vi

DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 1ˢᵗ November 2022

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ABSTRACT

Agung Pratama. Transformation of English Learning after pandemic covid-19 toward students' outcomes at Boarding School Nurul Azhar Talawe Kab Sidrap (Supervised by Hj Nanning and Humaeroah)

Learning that was previously assisted by using conventional media which now changing to use digital media such as mobile phones also process of educational transformation. The purpose of this research is to identify the learning activities and it's outcomes after pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap.

This research used qualitative method with technique of collecting data by observation and interview, the total informant were 6 informant. The data analyzed by the reduction, display data, and conclusion data.

The result showed that The learning procces after pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap that learning proccessed followed the regulation of the curriculum which using discussion method and some media interactive like LCD (Liquid Crystal Display) for developing students' English performing at class. Learning approach to the students' interactive and communication matter. The students outcomes after pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap showed that, students' outcome after covid-19 showed good English performing which mostly get more than KKM (Standard of Minimum Score) score clasified from the students'performing in interaction while also for their communication. Transformation trough media and learning activities which better and effective after covid-19

Keyword: English Learning, Transformation, pandemic covid-19

LIST OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

xii

LIST OF APPENDICES

No.	The Title of Appendices
1	Instruments Research
2	Form of Recommendation Research
3	Form of Governors Research Agreement
4	Form of Research Ceterangan of School
5	The Documentation
6	Curriculum Vitae

CHAPTER I
INTRODUCTION

A. Background

Education is now a necessity that will make humans more developed and ready to face the challenges in the future. Efforts to improve the quality of education in schools can be done through learning. In achieving learning goals, learners interact with the learning environment in school. The core activity in the educational process is learning. Where with learning activities it is expected that there can be changes in behavior in students in accordance with their respective abilities. Every learning activity still has goals to be achieved but not all of these goals can be achieved in accordance with the maximum. However, professional teachers will always try their best so that the goals in educators can be achieved to the maximum.[1]

Education is organized as a process of civilizing and empowering students so that they can continue forever. Education is also held by giving transparency, building willpower, and developing talents in the form of creativity of students in the learning process. Learning activities for each learner actually forever can not be as desired, because there are often obstacles, such as sometimes students find it difficult to learn something new. While the world is currently in the midst of a rise in covid-19 cases, especially for Indonesia, and 2020 is the toughest year for all people, especially for education levels that are forced to learn face-to-face. It is the explanation before facing covid-19.

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[1] M. Ilyas Ismail, Teknologi Pembelajaran sebagai Media Pembelajaran (Makassar: Cendekia Publisher, 2020), p. 62-63.

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Since the end of 2019, the Covid-19 pandemic has spread in many regions at different times, including in 193 countries that are fighting against Covid-19 attacks blindly. Wuhan is one of the cities in China and is home to Covid-19 patients who were first discovered before the virus became a pandemic. Due to the increasing number of transmission channels, news and information about virus transmission campaigns have colored various media pages. Every country affected by Covid-19 is a pilot for other countries to take preventive measures to prevent the spread of Covid-19, despite differences in political, social, cultural, economic, and educational order in each country. The Government of Indonesia has issued many policies related to preventing the spread of Covid 19 that have an impact.

The Covid-19 pandemic has an impact on many parties, this condition has added to the pattern of the world of education, the central government to the regional level provides policies to eliminate all education valleys. This is done as an effort to celebrate the spread of Covid-19. It is hoped that with all educational institutions not carrying out activities as usual, this can minimize the spread of the Covid-19 virus. Lockdown or quarantine policies are carried out as an effort to reduce the interaction of many people who can give access to the spread of the coronavirus.[2] The policy taken by many countries including Indonesia by eliminating all educational activities, makes the government and related institutions must present alternative educational processes for students and students who cannot carry out the educational process at educational institutions.

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[2] Abd. Rahim Mansyur, "Dampak COVID-19 terhadap Dinamika Pembelajaran di Indonesia", dalam Jurnal Eljuour :Education and Learning Journal, Vol. 1, No. 2, Juli 2022, 119.

This is supported by Circular Letter Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of Coronavirus Disease (Covid-19) in pdf format signed by the Minister of Education and Culture Nadiem Makarim on March 24, 2020. The principle applied in the policy during the COVID-19 pandemic is "the health and safety of students, educators, education personnel, families, and the community is a top priority in establishing learning policies". Elementary School is one of the levels of education that feel the impact of the COVID-19 pandemic.

The current pandemic condition requires educators in this case teachers to innovate to change face-to-face learning patterns into learning patterns without face-to-face. It explained that there are other learning models that can be used by teachers as a medium of science delivery, namely online learning and mixed learning (a combination of two learning methods, namely face-to-face and online learning). Online learning methods do not require students to be present in class. Students can access learning through internet media.

Online learning is commonly called e-learning, derived from the word electronic and learning which means learning using electronic equipment. e-learning is the delivery of learning programs, learning using electronic means such as mobile phones, leptops, and computers. Stockley asserts that the word "e" refers to the use of electronic means for learning.

Online learning is a new challenge for educators during the Covid-19 pandemic like this, which requires teachers to be able to strive for various ways to carry out the learning process to achieve educational goals and is expected to

be able to form a positive character for students. So teachers must prepare a good planning, implementation and evaluation of learning.

The existence of teachers as one of the components in the education system greatly affects the results of the teaching and learning process. In the process of teaching and learning teachers also need various facilities and infrastructure that can be used in supporting the online learning process to maximize learning from home (BDR) so that the expected goals can be achieved optimally. These facilities and infrastructure are used by teachers in delivering materials to students.

Warkintin and Mulyadi explained that education is a system that develops a fairly broad mission related to physical development, skills, thoughts, feelings, abilities, social to problems of trust or faith.[3] So that whatever obstacles or obstacles of education continue to run well. The obstacle in this case is the obstacle experienced by teachers in the midst of Covid-19 conditions, learning is carried out online and cannot be carried out face-to-face in class. This condition requires teachers to innovate in the learning process, especially online learning (in the network).

Based on the fact refers to the condition at lresearch location which identified that during the pandemic is little face trouble which caused of the changed resolution for the learning method and system. It is become the fact which identified by the researcher, diffrent method suddenly faced by the

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[3] Mulyadi, *Belajar Mandiri: Pembelajaran Daring di Tengah Pandemi Covid-19*, (TK: Yayasan Kita Menulis, 2020)

students and also teacher. It called transformation. The solutions by using online-based learning.

Based on another findings when doing observing at Boarding School Nurul Azhar Talawe Kab. Sidrap which teachers are required to be innovative in using learning with online models. that teachers only facilitate with classroom libraries, modules, textbooks, as well as supporting books, and most importantly internet access, as well as providing some computers for students who do not carry laptops. The form of e-learning (electronic-based learning) will remain and continue to grow. Along with the rapidly growing ownership of computers in the world, e-learning is becoming increasingly developed and accessible. The speed of the internet connection is increasing, and with it, more multimedia training method opportunities are emerging. The hope in learning with an online model is to be a solution that can help learning in the midst of the COVID-19 pandemic in scope of boarding school. Choosing boarding school because of the students habbit in learning various languange, and because boarding school also get much attention for developing english communication trough curriculum.

Based on the conditions that occurred above as described in the background so that various problems arise that are interesting to the author, so that the author chooses the title "*Transformation of English Learning after Pandemic Covid-19 toward Students Outcomes at Boarding School Nurul Azhar Talawe Kab. Sidrap*"

B. Research Questions

Based on the above background, the writer formulate the following problems:

1. How is the learning procces after pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap?

2. How is the students outcomes after pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap?

C. Objective of Researchs

The purpose of this research is as follows:

1. To find out the learning procces after pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap.

2. To find out the students outcomes after pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap.

D. Significant of Research

The benefits of this study are expected to be effective as follows:

1. Theoretical Uses

   a) This research is expected to provide additional knowledge related to Transformation of English Learning after Pandemic Covid-19 toward Students Outcomes at Boarding School Nurul Azhar Talawe Kab. Sidrap.

2. Practical Uses

   a) This research is expected to be used as input material (reference) for researchers who will conduct this type of research.

   b) For researchers, adding knowledge and insights related to learning transformation during the pandemic and before the pandemic.

CHAPTER II

REVIEWS OF REATED LITERATURE

A. Review of Previous Research

A review of the results of previous studies is basically done to get an idea of the relationship of the topic to be studied with research that has been done by researchers before so that there is no repetition in this study.

The first research about learning outcomes is conducted by Nurul Astuty Yensy Mathematics Education study program, Faculty of Teacher Training and Education. With the title "The effectiveness of learning mathematics statsitika hammering medi Whatsapp Group is reviewed from student learning outcomes (Endemic Period of covid 19). The similarity of the author's research with this study lies in the object, namely the student learning outcome sector during the Covid-19 pandemic. While the difference is that previous research focused on whatsapp group media while this research focused on offline learning.

The second research conducted by Mistawaini with the title "Problems of The Implementation of Islamic Religious Education in Fostering Students in SMPN 2 in Pondok Suguh District, Muko-Muko Regency". Previous research has focused on the problem of Islamic religious education (subjects) in fostering students. While research now focuses on transforming the learning process. Previous research has used a type of qualitative research.

The third research conducted by Khwani with the title "Problems of Islamic education learning and solutions carried out by islamic religious education schools and teachers at SMA Negeri 2 Takalar". Previous research has focused on problems that occur in the learning of Islamic religious education.

While research is now the focus of the learning process English the research equation is sam-sama using descriptive research types with qualitative methods.

The fourth thesis written by Tiara Cintiasi (IAIN Salatiga, 2020) "Implementation of Online Learning Model during the Covid-19 Pandemic in Class III of PTQ Annida Elementary School Salatiga School Year 2020" the results of the research are (1) Implementation of online learning models in class III, namely by utilizing several types of applications such as whatsapp, google form, google meet and kine master to make learning videos, (2) Inhibiting factors in implementing online learning are, lack of effectiveness and time efficiency due to parents of students who are busy with their work so that they cannot accompany their children in the online learning process, (3) supporting factors in online learning, namely, schools facilitate wifi for teachers in schools as a means to provide online learning materials to students, and schools also facilitate students by providing quotas Free every month.[4] The similarity of research with what researchers do is equally related to learning during the pandemic. While the difference is that the object of research there are other applications, as well as research places.

The fifth thesis research written by Hilwa Putri Kamila (UIN Syarif Hidayatullah Jakarta, 2019) "The effect of Whatsapp Social Media Utilization on The Motivation of Learning Indonesian at Al Wahab Islamic Junior High School Jakarta For the 2018/2019 School Year" the results of this study are the influence of the use of whatsapp social media on the motivation of learning Indonesian

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[4] Tiara Cintiasi (IAIN Salatiga, 2020) "Implementasi Model Pembelajaran Daring pada Masa Pandemi Covid-19 di Kelas III SD PTQ Annida Kota Salatiga Tahun Pelajaran" ,2020

students by 25.2%, while 74.8% is determined by other factors.[5] The similarity of this research with what researchers do is the same as researching applications as a learning medium. While the difference is that the object of research is not only focused on whatsapp applications, but there are several other media or applications, types of research,

B. Some Pertinent Ideas

1. The Concept of Learning English

a. Learning English

Language learning is a long and complex way. Language learning is the steps where the learners explore all their competence to think, feel, and act. In addition, he also states that language learning is not a set of easy steps that can be programmed in a quick kit. It needs regular training in order to succeed in learning process. In relation to learning, he states that teaching is the process of guiding and facilitating learning.

Teaching also enables the learners to learn and setting the condition for learning. It implies that teaching cannot be separated from learning. The teachers' understanding of what learning will determine his or her understanding of what teaching is. Teachers' understanding of how students learn will determine the teacher's philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding

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[5] Hilwa Putri Kamila, "Pengaruh Pemanfaatan Media Sosial Whatsapp Terhadap Motivasi Belajar Bahasa Indonesia di SMP Islam Al Wahab Jakarta Tahun Pelajaran 2018/2019", UIN Syarif Hidayatullah Jakarta, 2019.

of what learning is. In other words, the concept of teaching is interpreted in line with the concept of learning.[6]

Richards says that language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycholinguistics, as well as curricula and instructional dimensions. Concerning to the foreign language teaching, there are some experts point out that second or foreign language teaching is any activity on the part of one person intended to facilitate the learning by another person of a language which is not his native one. [7]

Based on the statements above, language teaching and learning involves a lot of aspects in order to get a success. Teachers are expected to be able to set the objectives and modify their teaching style in order to accommodate the learners' need.

Learning has been defined by many researcher. learning is the process of interaction of students with educators and learning resources in a learning environment. Learning is a conscious process involving memory associated with information being studied, for example supporting greetings, using language rules, and vocabulary. Language learning is life enhancing.

Tomlinson and Masuhara stated that language learning can use knowledge about language systems and use of language that involves institutions, instructors, learners, and spending also prioritizes learning experiences, self-appreciation, emotional involvement, connected learning with thought power, communicative language use, and learning materials that encourage learners'

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[6] Nunan, D. *Language teaching methodology: A textbook for teachers*. (Sydney: Prentice Hall International (UK) Ltd., 2011)

[7] Nation, I. S. P. *Learning vocabulary in another language*. (Cambridge: Cambridge University Press, 2012)

creativity. Furthermore, Learning can interpreted as an interaction process between learning participants and instructors for learning resource on a learning environment to achieve specific learning goals, and the main principle is the whole process of involvement or a large portion of the students' self-potential.

English is as an International language and plays a major role in the world. English is well thought-out as the most vital and influential language in the world. Additionally, the earlier the children learn foreign language, becomes easier child to master the language. According to Johnson which categorize the knowledge and skills that are considered as communicative skills involved in language usage, competence is the term used by linguists to loosely explain what we have called expertise and capacity so far. Pointedly, the new era and globalization today demand many people to master English as an international language.[8]

Learning English holds prominent functions in many aspects of human life. O'Brien states that more people learning English today in the history of the world because English as important role for human's life to communication. In addition, Learning English means essential for today's generation to adapt to global communication, literature, media, and work in the present and future. Pointedly, learning English is learned very seriously by many people, and realizing that English is important many people want to study because English it will be easy to communicate with other people in the world.

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[8] Lado, R. Language teaching. A scientific approach. (Bombay-New Delhi: Tata McGraw-Hill Publshing Co.LTD, 2003)

b. Objectives of English Learning

English as a formal subject is given to junior high school (SMP) level, which the goal of teaching and learning English for this level are improving the four English skills.

English in Indonesia is generally taught as a foreign language for one of the school subjects with the aim of communicating basic and mastering four language skills speaking, listening, reading, and writing. As a language skills, listening is certainly very important similar to other skills.

c. Component of English learning process

According to Brown there are some components in English learning process in the classroom. They are as follows:

1. Attention, is the first step in learning anything. It is easy for most of us to pay attention to things that are interesting or exciting to us. The teacher's job is to construct lessons that connect to the learner, relating what is to be taught to the students' lives can accomplish this.

2. Memory, is the complex process that used three system to help a person receive, use, store, and retrieve information. Students who have difficulty with memory, may need directions both orally and in written form, and giving examples of what is expected can help all students.

3. Language, is the primary means by which we give and receive information in school. Problems with language, on the other hand, can affect a student's ability to communicate effectively, understand and store verbal and written information, understand what other say, and maintain relationships with others.

4. Organization, in process and organize information in two main ways: simultaneous and successive. Simultaneous processing is the process we use to order or organize information in space. While, successive processing is what we use to order or organize information in time and sequence.[9]

2. The concept of Learning Transformation

The transformation in the world of education makes education not more left behind. The transformation of education can be from the system, curriculum, learning media such as digital technology. These changes can indicate that education is not staying in place but moving in a better and more sophisticated direction, especially in the application of learning media using technology. There have been many technologies used in learning.

The progress of the times it is appropriate for technology to be used as a medium of learning.[10] The existence of these media makes education not stop, education actually continues to grow with the updates that have occurred by utilizing increasingly sophisticated technology. The advancement of the internet resulted in education also having to come forward in order to continue to experience updates. So, the transformation of learning media has benefits for all elements in education, both teachers, students, parents to learn more about the transformations that occur in education, especially the use of learning media by utilizing technology.

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[9] Hoskisson, K. *Language arts: Content and teaching strategies*. (Melbourne: Merill Publishing Company, 2007)

[10] Suprapto, "Peningkatan Kualitas Pendidikan Melalui Media Pembelajaran Menggunakan Teknologi Informasi di Sekolah", dalam Jurnal Jurnal Ekonomi & Pendidikan, Vol. 3 No. 1, April 2006, 36.

Based on the explanation above, the transformation of the education force the systemm of school to be more adopted the regulation of offline system. This also related to the media transformation toward the system at school.

According to Atabik quoted by Dian Mohammad Hakim, that the transformation of its origin from english "transformation" which means change, this word comes from verbs / verbs transform which means replacing, moving, changing, making other forms or incarnate.[11] Changing in this case can take the form of changing the physical, appearance, condition or condition and function of something, either partially or completely changing. According to Petronella Tuhumury transformation is a change in terms of shape.[12]

a. Learning Media Transformation

Learning media is a tool in the teaching and learning process so that the information that teachers convey can be received more clearly by students and educational and learning goals can also be achieved.[13] The existence of media in a learning is very supportive for the achievement of learning goals. Media can also give a non-boring impression for students, and make students enthusiastic in learning. There is also another opinion that says that the tools or devices used to convey information or material messages from teachers to students are called

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[11] Dian Mohammad Hakim, "Transformasi Kurikulum Pesantren Melalui Metode Pembelajaran Kitab Kuning dalam Mengembangkan Pesantren: Studi Kasus Di Pondok Pesantren Al-Hikam Malang" dalam Jurnal Andragogi: Jurnal Ilmiah Pendidikan Agama Islam, Vol. 1 No. 2 Tahun 2019, p,42.

[12] Petronella Tuhumury, Transformasi Sebuah Paradigma Terobosan, (Makassar: Sekolah Tinggi Theologia Jaffray, 2018),p 1.

[13] Teni Nurrita, "Pengembangan Media Pembelajaran untuk Meningkatkan Hasil Belajar Siswa", dalam Jurnal Misykat, Vol. 03, No. 01, Juni 2018,p 174.

learning media.[14] Equipment to be used as a learning medium can utilize tools around schools or madrassas. Teachers can use everyday equipment such as spoons and glasses to be used as a learning medium. The media helps teachers in conveying information to students related to learning materials that are being studied together.

According to Kemp and Dayton quoted by Daryanto explained that the media can make the learning process can take place anywhere and anytime.[15] Seeing this, by using learning media, learning can be done according to the place and time of students and teachers. Learning can be carried out by adjusting the needs and conditions of each student and teacher. Learning can be carried out in their respective places and time that can be adjusted to the needs of students and teachers.

Learning media is a tool or device that is able to help teachers convey learning materials to students, and is able to increase students' enthusiasm in learning. The existence of the Covid-19 pandemic made learning media experience updates so that it can be used anywhere and anytime, one of which is by utilizing the internet network.

Learning media is now transformed more modern, namely using network technology devices, which utilize the internet.[16] The existence of this new media can be used in the world of education as a tool that can carry out

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[14] B. Fitri Rahmawati, dkk. "Penggunaan Media Interaktif Power Point dalam Pembelajaran Daring", dalam Jurnal Fajar Historia, Vol. 4 No. 2, Desember 2020,p, 62.

[15] M. Ilyas Ismail, Teknologi Pembelajaran sebagai Media Pembelajaran (Makassar: Cendekia Publisher, 2020), p,62-63.

[16] Abd. Rahim Mansyur, "Dampak COVID-19 terhadap Dinamika Pembelajaran di Indonesia", dalam Jurnal Eljuour :Education and Learning Journal, Vol. 1, No. 2, Juli 2020, p,119.

virtual learning or virtual classes. This phenomenon brings education to a new color, learning that is usually done in a real room in school, but with virtual classes, learning can take place in their respective rooms or homes with distances far apart.

Learning that was previously assisted by using conventional media is now changing to use digital media such as mobile phones is a process of educational transformation.[17] The progress of education in this case agrees with the opinion of Harjanto and Sumunar quoted by Dindin Jamaluddin et al, stating that online learning is a process of transformation of education from conventional into digital form, such as from systems, sources, learning media. To make education to keep progressing and not lagging far from other countries, education needs to undergo transformation.

In the world of education, online education is the use of online technology for teaching and learning (distance learning and e-learning). It will play a very important role and is projected to grow and develop in the future. Online education in its various forms is probably the most promising avenue to improve the quality of education. Learning using technology will make education progress and is expected to be able to achieve educational and learning goals. So, it can be concluded that the transformation of learning media is a change in the shape, appearance, function of learning media from one to something else due to certain factors.

b. Urgency of Learning Transformation

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[17] A. Yani Ranius, "Pemanfaatan E-Learning sebagai Media Pembelajaran", dalam Jurnal Jurnal Ilmiah MATRIK, Vol. 15 No. 1, April 2013,p, 54.

1. Education should use internet technology[18] Technology is now more sophisticated by creating new things. With this makes education must change or transform by utilizing emerging technologies. If education does not take advantage of it then the education itself will experience lags with other fields. Internet technology that has developed must be utilized in learning media so that education continues to develop creating new colors and achieving educational goals.

2. Save on education coasts[19] The existence of educational transformations such as online learning can save costs, such as the cost of traveling students and teachers, the cost of expanding school buildings, the cost of school uniforms. Updates in online learning using online education media are expected to improve the quality of education and provide new things that can achieve educational goals.

3. Develop the student's educational domain. Advanced technology is utilized education for the learning process. The Internet helps create a virtual classroom or online learning where motivating students who are afraid to talk to other students can eliminate their fear. In online learning students are trained to express their opinions as much as possible and get used to being kind to respect the opinions of others, this can develop the cognitive, affective and psychomotor domains of students. The above explanation can be concluded that the use of learning media needs to involve sophisticated

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[18] Mariana Kristiyanti, "Internet Sebagai Media Pembelajaran Yang Efektif", dalam Jurnal Majalah Ilmiah INFORMATIKA,Vol. 1, No. 1, Januari 2010,p, 28.

[19] Valentina Arkorful dan Nelly Abaidoo, "The role of e-learning, the advantages and of its adoption in Higher Education", dalam Jurnal International Journal of Education and Research, Vol. 2 No. 12 December 2014, p,401.

technology so that education creates more and more new things. Transformed learning media provides new things so that learning is more effective and efficient.

3. The Concept of Covid 19 Pandemic

a. Understanding the Covid 19 Pandemic

A pandemic is an outbreak that spreads to all corners of the world, where it is a problem for the citizens of the world.31 Pandemic is an outbreak that infects a large area due to certain diseases, and the disease can be transmitted. The outbreak is a coronavirus disease commonly called covid 19, the transmission of this outbreak is very fast and difficult to recognize in people who have been infected with this virus.32 Based on the Decree of the Minister of Health of the Republic of Indonesia Number Hk.01.07 / Menkes / 413 /2020 concerning guidelines for prevention and control of coronavirus disease 2019 (Covid-19), that Coronavirus Disease 2019 (covid 19) is an infectious disease caused by a new type of coronavirus. The disease began with an unknown case of pneumonia in Wuhan, China at the end of December 2019. The pandemic had a huge impact on the lives of many people. According to Rothan & Byrareddy quoted by Ali Sadikin and Afreni Hamidah, the Covid 19 Outbreak is a type of outbreak that attacks the immune and respiratory systems of humans and its spread takes a short time.[20] Coronavirus is a large group of viruses that can cause diseases with mild to severe symptoms, now activities involving the community began to be restricted, such as going to school, working, worshiping. The

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[20] Ali Sadikin dan Afreni Hamidah, "Pembelajaran Daring di Tengah Wabah Covid-19" dalam Jurnal BIODIK: Jurnal Ilmiah Pendidikan Biologi, Vol. 06 No. 02, 2020, p,220.

government appeals to the community to work, study and worship from home so that the transmission of Covid 19 can be minimized.[21]

The pandemic in Indonesia began to occur around March 2020 which means that indonesian people have been active from home for a long time, such as work, school, shopping, sports. Based on the Decree of the Minister of Health of the Republic of Indonesia Number Hk.01.07 /Menkes/413/2020 concerning Guidelines for prevention and control of Coronavirus Disease 2019 (Covid-19), to reduce the transmission of covid 19 people are prohibited from crowding or gathering. To maintain each other's health and efforts so as not to get infected, it is recommended to regularly exercise, wash hands, wear masks, and stay away from crowds. Because if a person is exposed to covid 19 then others have a chance to get infected, especially people around him.

b. Implementation of Learning during the Covid 19 Pandemic

The issuance of Circular Letter No. 4 of 2020 by the Minister of Education and Culture (Mendikbud) on the Implementation of Education Policy in the Emergency Period of the Spread of Corona Virus Diseases-19, where the implementation of learning to be carried out remotely or online to avoid gatherings or crowds so that Covid 19 does not spread further. Learning to change from what usually takes place in the classroom, now takes place in the network using a mobile phone. On the other hand, online learning results in teachers having to master technology to create the learning media that students need. Teachers are required to be creative so that online learning becomes lively and students feel not bored.

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[21] Lita Puspita Sari, "Efektivitas Pembelajaran Daring ditengah Pandemi (Covid)-19 di Sekolah Dasar", dalam Jurnal EQUIVALENT : Jurnal Sosial Teknik Vol. 1 No. 2, Juli-Desember 2019,p, 54.

However, not a few teachers are still familiar with technology. Another impact experienced by teachers is that teachers who usually interact directly with students and other teachers in school, are now faced with learning from home makes teachers bored and many temptations from homework that must be done.[22] More or less teachers have the task of taking care of the house without being helped by a household assistant. According to Pujilestari quoted by Ricka Tesi N. and Zulela MS, one of the impacts of the Covid-19 pandemic is the transformation of technology in the field of education, especially the elementary school level. The existence of online learning, technology is the key to the course of online learning. 37 Seeing that, the Covid-19 pandemic has become a new impression on learning because at first there has not been much learning that uses technology as a Media, now learning using digital technology, such as mobile phones that utilize the internet network. Teachers must be good at utilizing emerging technologies to be used as a learning medium. Technology products that can be used as a learning medium during the Covid-19 pandemic are computers or mobile phones, because these two products are able to bring something far apart. However, basically every learning medium has its own advantages and disadvantages.

According to Government Regulation of the Republic of Indonesia Number 21 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating The Handling of Corona Virus Disease 2019 (Covid-19), that to stay away from crowds, large-scale social restrictions (PSBB) are established. This is related to the establishment of online learning, so that school residents and people around become

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[22] Mastura dan Rustan Santaria, "Dampak Pandemi Covid-19 terhadap Proses Pengajaran bagi Guru dan Siswa", dalam Jurnal Jurnal Studi Guru dan Pembelajaran, Vol. 3 No. 2, Agustus 2020,p, 292.

safer and try to break the chain of the spread of Covid 19. Online learning conducted at home is very supportive of the applicable PSBB regulations.

Looking at the above provisions, relevant to the Guidebook for The Implementation of Learning in the 2020/2021 School Year and the Academic Year 2020/2021 during the Coronavirus Disease 2019 (Covid-19) Pandemic was decided by 4 ministers, namely the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs, explained that in mid-April 2020, the Ministry of Education and Culture also aired the Learning from Home (BDR) program broadcast by TVRI. This broadcast can be watched by all Indonesian people, from early childhood to college. With different residual charges adjusted to the level.

The current condition of the Covid-19 pandemic has resulted in education where it is forced to transform to adapt to distance learning that utilizes online media in their respective homes. The solution, teachers are required to create innovative learning media by utilizing online media..[23]

The limitations of distance learning carried out online, overcome by the need for media that if it can cause interaction between teachers and students so that learning is more effective and efficient. The main learning media at the beginning of distance learning is modules, but as technology develops, learning media comes with the help of computers, audio, media instead of print, multimedia, internet.

The online learning process relies on technology in delivering materials as a virtual learning platform. Various online media applications that must be mastered by

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[23] Ahmad Jaelani, dkk. "Penggunaan Media Online Dalam Proses Kegiatan Belajar Mengajar PAI Dimasa Pandemi Covid-19 (Studi Pustaka Dan Observasi Online)", dalam Jurnal Jurnal Ika : Ikatan Alumni Pgsd Unars, Vol. 8 No. 1, Juni 2022,p 13.

teachers, students and parents as a child's learning companion when learning online.[24] Some online learning media that can be used, namely: whatsapp group (most widely used), google (google meet or google suite for education or google classroom), ruangguru, zenius, and zoom. Online learning requires an internet network in order to establish communication between teachers and students. Not infrequently also teachers and students who experience problems over the limitations of the internet network they have.

3. The Concept of Students Outcomes

Outcomes is the abilities of the students after receive a learning experience. Student Outcomes is essentially changes include the areas of cognitive, affective and psychomotor oriented learning process experienced by students. Meanwhile, according to Dimyati and Mudjiono, students" Outcomes are the result of an interaction acts and acts of teaching and learning. In terms of teachers, teaching acts ends with the evaluation of learning achievement. In terms of students, Outcomes of the summit was the end of the teaching-learning process. Sudjana says that the achievement related to instructional objectives and learning experiences experienced by students Outcomes.

The national education system and the formulation of educational goals; both curricular and instructional goals in general classification learning achievement using Bloom is broadly split into three domains, cognitive, affective, and psychomotor. Cognitive learning outcomes relating to intellectual consisting of six aspects, namely:

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[24] Sri Gusty, dkk, Belajar Mandiri: Pembelajaran Daring di Tengah Pandemi Covid-19, (TK: Yayasan Kita Menulis, 2020)

a. Knowledge (Knowledge)

b. Comprehension (Understanding)

c. Application

d. Analysis

e. Synthesis

f. Evaluation.

The second aspect of the first so-called low level cognitive and following four aspects including high-level cognitive. Attitude regarding the affective domain consisting of five aspects, namely: acceptance, answers or reactions, assessment, organization, and internalization. Psychomotor domain of learning outcomes with respect to the skills and abilities to act consisting of six aspects, namely: reflexes, basic movement skills, perceptual ability, harmony or precision, complex movement skills, and expressive and interpretive movement.[25]

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[25] Sudjana. *Metode & Teknik Pembelajaran Partisipatif.* (Bandung : Falah Production.2012)

C. Conceptual Framework

The main focus of this research is transformation of english learning after pandemic covid-19 toward students outcomes at Boarding School Nurul Azhar Talawe Kab. Sidrap. The researchers design the conceptual framework of this research by showing diagram below:

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┌─────────────────────────────┐
│      Learning Proccess       │
│    Before and After Covid    │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│    Learning Transformation   │
└─────────────────────────────┘
         │           │
         ▼           ▼
┌──────────────┐  ┌──────────────┐
│   Online     │  │   Ofline     │
│   Learning   │  │   Learning   │
└──────────────┘  └──────────────┘
         │           │
          └────┬──────┘
               ▼
      ╭───────────────────╮
      │  Students Outcomes │
      ╰───────────────────╯
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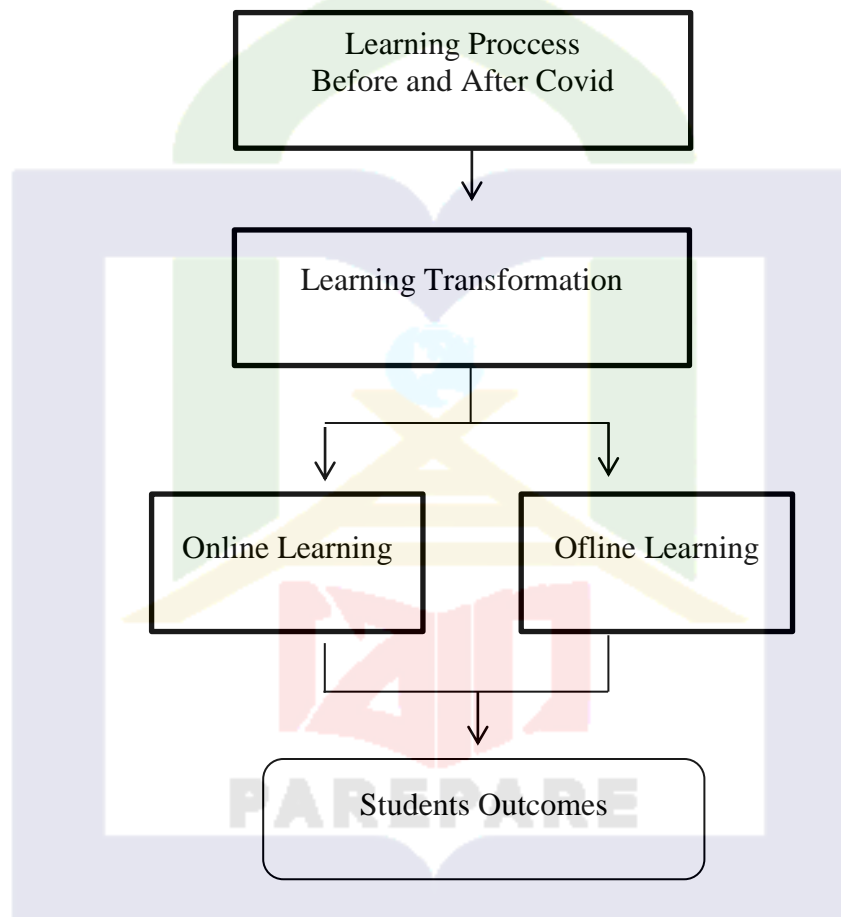
This concept explained about the procces of the research, firstly about the learning procces after covid, which identify the transformation . it focused on transformation of english learning after pandemic covid-19 toward students outcomes at Boarding School Nurul Azhar Talawe Kab. Sidrap.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of research used field research which is research conducted directly into the object area then collected data from the results of field research, which collected according to the facts found in the field..[26]

This research was conducted by qualitative methods because it refers to the practice of the role of extension workers of the ministry of religion office in the development of post-marriage converts. Research with a qualitative approach explains the analysis of inductive thought processes and processes that are directly related to the observed phenomena and always use scientific logic.

B. Location and Duration of Research

The location of this research was at Boarding School Nurul Azhar Talawe Rappang Regency, because this research is qualitative and has a several time to collect and analyze the data, the researcher to finish this research about 45 days.

C. Research Focus

This research focuses on transformation of English learning after pandemic covid-19 toward student's outcomes at Boarding School Nurul Azhar Talawe Kab. Sidrap.

D. Type and Data Source

Data sources are all information obtained from the respondent as well as those from documents either in the form of statistics or in other forms for the purposes of

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[26] Sugiyono, Metodologi Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: CV Alfabeta: 2016), 22.

the study.[27] The data interpreted as facts or information obtained from what was heard, observed, felt and thought by the researcher of the activity and place that was examined.[28] So, the data source is all data obtained directly from everything related to research. In this study, there are usually two types of data analyzed, namely primary data and secondary data. Data sources that will be used in this study are:

1. Primary Data

    Primary data is data obtained directly from the source, observed and recorder for the first time.[29] It is data obtained directly from the object of the research, without being mediated by other parties. In this research, the primary data was obtained directly from the field either in the form observations or from the students and the teacher. Primary data is the result of interview and the result of observation

2. Secondary Data

    It is data that includes official documents for relevant agencies, books, research results that are in the form of reports, diaries, and other.[30] It is obtained by researchers indirectly or from the other sources in the form of scientific books, journals, newspapers, magazines, and others that can support researcher to transformation of English Learning Before and During Pandemic Covid-19 Students Outcomes at Boarding School Nurul Azhar Talawe Kab. Sidrap. The data was school profil and it's background.

E. Data Collection Techniques

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[27]JokoSubagyo, *MetodePenelitian (Dalamteoripraktek),* (Jakarta, RinekaCipta: 2006). p. 87

[28]HarunRasyid, *MetodePenelitianKualitatif*(Pontianak: STAIN Pontianak, 2000), p.36

[29]Marzuki, *MetodologiRiset,* (Yogyakarta: Hanindita Offset, 1983). P. 55

[30]SujonoSoekarno, *PengantarPenelitian,* (Jakarta: UI Press, 1986). P. 12

The study used three data collections, namely as follows:

1. Observation

   Observation is a way of analyzing and recording systematically about the state of the field and matters related to this research and explaining what is happening in the field according to the interpretation of the researcher. Observation Steps:

   a. Know the knowledge first.

   b. Determine the object to be observed.

   c. Know the purpose of the problem.

   d. Prepare for observation.

   e. Determine the necessary secondary data.

   f. Note results.

2. Interview

   An interview is a conversation directed at a particular issue, it is an oral question and answer process, in which two or more people are physically confronted. This conversation is conducted by two parties, the interviewer (interview) who asks the question and the interviewe (interview) who gives the answer to this question. Interview Steps:

   a. Determine to whom the interview will be conducted.

   b. Prepare the main issues that will be discussed.

   c. Initiating or opening the interview flow.

   d. Inform a summary of the results of the interview and end it.

   e. Write the results of the interviews into field notes.

3. Documentation

Documentation is a data collection technique that is a way to obtain information from various written sources or documents that exist in respondents. In this case the document serves as a data source, because with the document can be utilized to prove, interpret and forecast about events. The use of documentation in this study is directed by research to document important matters related to nausea. Therefore, data collection techniques with documentation are very supportive of the research process. Techique of dukumentation was recording all the process of the research from beginning to the last process of research.

F. Data Validity Test

The validity of data is data that does not differ between the data obtained by the researcher and the data that actually occurs on the research object so that the validity of the data presented can be accounted for. There are several tests of data validity in qualitative research, namely as follows:

1. Credibility test

   Credibility test, how to match between the findings with what is being observed. In achieving credibility there are several techniques, namely: extension of observations, increased perseverance in research, trianggulation, discussion with friends, negative case analysis, member check.

2. Dependability (Realability)

   Dependability test means reliable research, in other words some experiments conducted always get a fixed result. Dependability research is research if

research conducted by others with the same research step will get the same results. It is said to meet depenability when the next researcher can replicate the series of research processes. The depenability test mechanism can be carried out through an audit by an independent auditor, or a supervisor of the research process series. If the researcher does not have a track record of his research activities then his dependability can be doubted.

G. Data Analysis Techniques

Data analysis includes many activities, namely: categorizing data, organizing data, data manipulation, summing data, which is directed to obtain answers to research problems.

For this research study using qualitative descriptive analysis techniques with miles and Humberman data analysis model approaches, namely data reduction, display data, and consulusions drawing / verification data.

1. Data Reduction

Reducing data means to summarize, choose the basic substance, focus on the important substances, find the theme and the pattern, and dispose the unnecessary. There are many data collected from the observation, and interview In this research, the researcher limited only to the descriptionstudent's strategies in managing tension toward speaking class during covid-19 pandemic at sixth semester of English Education Program. In this research, the data reduction will be done by summarizing the raw data that were got from observation, and interviews. Then, the next thing did by the researcher was finding the data which are related with the research objectives and finding the pattern of it. Here the data related with the research were the data from observation, and interview.

2. Displaying Data

The next step is presenting the data. This technique was used in arranging information description or narration in order to draw the conclusion. By presenting the data, the researcher considered what we should do. In addition, we could make the analysis or take the order actionbased on her understanding. The researcher displayed the data then described it. After describing the data, the researcher made analysis about the data.

3. Conclusion and Verification

Conclusion and Verification This stages show the final result of the research. It consist of conclusion and verification. The researcher draws the conclusion and interpretation related to the data. The last step is making conclusion and suggestion based on the data analysis having sum up and classified the data have been obtained, the researcher the infers the research finding into a single overall conclusion accordingly the research data.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The learning procces before pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap.

    This research is explaining about the procces of English learning before pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap, the condition of the learning activities force the students and teacher to do more creativity, the transformation of the learning method become the focus of this research.

    Several stage of the research conducted by doing observation and interview to the 2 diffrent informant namely; teacher and students. The teacher become the main informan which really undertasnd about learning method and activities conducting before and after the covid-19 attacked.

    Several activities conducted can be explained below:

Table 4.1 Result of observation

Indicator of Observation	Students Activities
Learning Activities	Students face some activities which devided into several activities whichhh opening class, main class and closing class.
	Opening Class
	Class which taugh by face to face activities begin with the opening class. The teacher explained about

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	the materials will be delivered on that day.
	The class firstly check by attandance list, the students will be check for their absen.
	The teaacher explained about the purposes of the materials, the materials delivered on that day was about narrative text which explained about the experiences story of the students.
	The teacher explained the materials into several method, namely followed discussion approach.
	Main Class The teacher begin to delivered the materials by write the materials topic on whiteboard.
	The materials explained by teacher in presenting it.the teacher just ecplain the materials by doing public speaking a lot with english explanation
	The teacher devided the class into several group.
	The students devided into 5 groups which also spread by the text of example narrative text.
	The teacher asked the students for how far they undertand th ematerials at all.

	Closing Class The teacher evaluate the students' by oral test. The students get test by diretly asking about the materials. The teacher explained the summary of the materials explained these day. The class is closed by the teacher.
Learning method	The method used in this class is discussion method which also used by the teacher before covid-19. The method used during the covid was only presenting and giving test written by the students. The students than finish their task at home by grouping or individually.

Sources: Observation Result at Boarding School Nurul Azhar Talawe Kab. Sidrap

Based on the observattion result above, the researcher explained that, students learning activities is only for discussion method, this method used for the english subject at Boarding School Nurul Azhar Talawe Kab. Sidrap, according to the result of observation, the researcher sums about the method using by the teacher before pandemic was discussion method.

Based on the explanation above, the researcher give some question about the procces of the learning activities, the first question is answered by the teacherr, it stated that:

> "Learning activities in this class always by using discussion method, the materials delivered by teacher at whiteboard and also gives the materials for students"[31]

Based on the resulf of interview above, the researcher again explained the result of interview for another informant stated that:

> "This class always devided into several group of students, than we explain the materials, alsso asked the students to memorize some vocabulary and asked them to write some task"[32]

Another informan also stated that:

> "For the clas, we devided the students to some group and they will discuss for the materials, and will write the text based on the task given for them"[33]

The researcher explained more about the activities at class after pandemic covid-19, based on the observation and result of interview, the researcher believe that, discussion method is the method followed by the teacher at Boarding School Nurul Azhar Talawe Kab. Sidrap after pandemic.

Applying discussion method is more effective argument by the teacher at Boarding School Nurul Azhar Talawe Kab. Sidrap, the teacher express enjoyable to do discussion method even for giving any task to the student's or just explain the materials for the students at class.

> "Before pandemic situation, many students get materials based on the group divided and the group would be discuss one another, the students showed many improvement before learning in covid-19"[34]

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[31] Aslinda, female , *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

[32] Wardi Lambo, female, *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

[33] Aslinda, female , *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

According to the basic explanation of the discussion method. Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation.

> "Students respnd very good before pandemic, after pandemic also they pay attention to the materials that taught at classroom, many students undertand materials"[35]

Discussion method may become the main method using for the teacher at Boarding School Nurul Azhar Talawe Kab. Sidrap, it assumed that, teacher belive about the important using discussion method for improving students English capability at class.

> "The strategy we used in teaching English at class was using discussion strategy; It may improve the students' English interaction"[36]

The students' English processed before pandemic was using discussion approach with also identified used after pandemic at this school. The method used by the teacher was not different between before and after pandemic.

> "We used same method in English teaching before and after pandemic situation"[37]

` [34] Aslinda, female , *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

[35] Wardi Lambo, female, *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

[36] Aslinda, female , *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

[37] Wardi Lambo, female, *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

If the researcher observe the students respond at the class, the students can simply give re-sponses in verbal and written forms of a situation in their worksite by using discussion term. Unfortunately, some of students do not realize how important English is afte observing th estudents responses. It can be observed that they get low scores on English tests. They have to join a specific remedy to improve their scores. Several students have to enter the second remedy because their scores are still insufficient.

Based on the students statement that:

"Its better for me to study in covid-19 but also we cant understand the matery given by the teacher"[38]

Another students stated also that:

"For me, online is good but we cant meet with our friend and cant to learn together, its good also if we study like now face to face to the friends"[39]

Based on the answered above, the students belive the discussion method is more effective to be applied at class, the teachers should be able to apply methods that can motivate students to learn English more and make them actively involved during the instructional activity. Discussion is one of the exciting methods that can be put into practice, promoting a dynamic interactive classroom and substituting individual learning with group learning. It can be inferred that the discussion method is an exciting method that can make students actively involved during the instructional activities.

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[38] Suwardi, Male, *Students' at Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

[39] Akbar, Male , *Students' at Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

> "The transformation that I fell during pandemic and aftert pandemic is only about the using of media visual like, LCD, power point and some of the other aid learning that is very powerfull for the students"[40]

The students can explore their English skills during the discussion; they can improve their English ability by sharing ideas and experiences with others. Another question giving to the teacher at class is about th emedia using during the class, the media is used for the class is LCD, LCD helped the students' to illustrate the materials giving, more visual helped the students'.

> "This class always prepared LCD for helping students' in their visual materials, the materials assumed more easy to undertanding by using LCD"[41]

Based on the statement of the informant, the researcher sums that media may help the students in their interest, students' be more focused in doing learning activities at class which using LCD. Based on the observation and trough interview result, the researcher can conclude the researrch question number one which the proccessed of the learning activities, the method using at class is discussion method which followed the curriculum and using media for learning.

2. The students outcomes after pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap

The second research question refers to the students outcomes after pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap, the students' outcomes get from the interview and asking the teacher diretly for the students and teacher performing.

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[40] Aslinda, female , *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

[41] Wardi Lambo, female, *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

Several students asked for the first question, the question refers to the students outcome before and during pandemic covid-19, she stated that:

"Students' get difficult in understanding materials, the materials which delivering by online look hard to be understood by the students', it may assumed that, online learning approach was not really effective to be applied at class"[42]

Based on the statement above, Learning activities is important in learning a language to be able to interact well; teacher and students who were active were needed. The teacher were active in practicing English in classroom and giving interactive activity in class. The students were active in practicing their English ability, by asking questions or expressing their idea/opinion. Both the teacher and the students were important actors to make an interactive English class. The students showed some difficult and showed also some active interaction during learning activities at class.

"There are several adventages I fell during learning after pandemic, that is the media and the class become very interesting because we using Handphone when we learn, so its good to learn"[43]

Based on the observation trough class activities, some students never expressed their own idea/opinion. They were obedient to the lecturer. It seemed that they did not have any other literature. They only relied on the teacher. The communication between the student and the teacher was limited on asking about English words. Asking about class activity instruction or material was not found. If the students asked questions to the teacher, they did

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[42] Aslinda, female , *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

[43] Wardi Lambo, female, *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

it in Indonesian. And, the teacher also answered it in Indonesian, not in English. They learned English, but they did not learn to use/communicate in English.

Another statement from the teacher that:

"Students' showed low performing from their outcomes learning at class since the pandemic class, it caused of many factors, some of the factors can be clasified were about the healthy and also accesssed of th elearning"[44]

Based on the statement above, the teacher argue that, students' showed low outcomes from the statement of the teacher, outcomes which identified in this research was about the students performing at class in english subject et all. Many students' showed bad performing before and during pandemic situation on online learning. The materials can not delivered well among the learning activities.

"For me, I like to study before pandemic, because we can explor many things and also we can meet with our firend better that we study when its covid-19"[45]

Some of the question refers to the total students which finish the final test before the pandemic covid-19, the researcher asked the question for that, final score which asked to the teacher aswered by simple answered that:

"Students' can not be tested effectivly in pandemic, the teacher did not given test for students because is not really effective to evaaluate in online situation"[46]

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[44] Wardi Lambo, female, *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

[45] Wardi Lambo, female, *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

[46] Aslinda, female , *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

Based on the statement above, the researcher can not evaluate the students effectivly, but in summary, the result outcomes for the students in english materials leaarning online in pandemic was low performing.

Based on the statement another informan that:

"Students learning outcome after pandemic was good enough, the transition of the learning approach from online approach and offline approas was more effective in offline learning"[47]

Based on the statement above, the researcher belive that, more effective in learning after pandemic, if the students and teacher mention how hard the students' and teacher doing learning pprocceessing at class, it assumed that, more effectiv to learn in offline face to face learning.

According to the result interview that one technique to make the students more active that was done by the teacher was by pointing/calling the students' name one by one in doing class activity or practicing dialogue. The students were rarely found. If the teacher pointed to one student to do an activity, he did it. But, if the teacher gave time for the students, the students were silent. When asking the students, the teacher usually gave more chanceto the students who had understood the material first. The students were regarded as the model for others.

Based on the result of observation, the communication that happened among the students was about asking difficult English and practicing dialogue/activity after during pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap. The students showed more easily, students' asked

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[47] Aslinda, female , *English Teacher Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

their friends first before they asked the teacher. It indicated of offline learning more oprion for the teacher and students better than online learning during pandemic covid-19.

Based on the students statement that:

"We as a students fell better in learning ofline face to face to the students, because better in learning ofline than online since we learn by online in pandemic situation"[48]

Based on the statement above, another statemenst which related to the beneficant of the textbook guidence in learning english. The students' book was only the textbook from collage when they learning English, the students' would ask their friends or teacher.

Some of the question also related to the ole of the teacher in learning after pandemic covid-19, The role of the lecturer in classroom was very important in the success of the English Learning activities. What happened in class was usually influenced by the teacher role. The class activity was determined most by the teacher. The teacher should be more often speak in English, so that the students become more usual. The teacher role is as a mediator. Students' explains the topic and practices more.

The observation adn interview also do for the students, most students understand the materials which delivered by teacher after pandemic covid, the transformation of the proccessed support the students' in learning english because most of the students' showed great outcomes after learning by ofline approach.

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[48] Andini, female, *Students* at *Boarding School Nurul Azhar Talawe Kab. Sidrap,* Interview on 20 October 2022

Based on the result of data, the researcher sums that transformation of the study at Boarding School Nurul Azhar Talawe Kab. Sidrap identify for method and approach which outcome much better than before pandemic covid-19.

B. Discussion

1. The learning procces before pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap.

   This result fo data connected with the result befor, the researcher explained more about the discussion that referred to procces before and after pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap, learning proccessed. The condition of the English class was conducive. The students had good performing to the teacher but in fact, before learning in covid-19 situation. The students did not really like learn in covid 19 situation.

   Students did pai attention to the teacher when the teacher explained the material. The students are quite good in giving attention, some of them are not or noisy. But, they do the activity or practice the dialog, the students learned English both in classroom, the students were active when they were studying in the class. The students who are inactive in class and also they are not interested in class. Usually, the students are more active in real class.

   Based on the observation the teacher showed role as is the mediator. the students who do not understand the materials expressed their confusing at class better in offline class. The teacher be able to motivate the students to be more active. The teacher should be able to become a model for his student's students.

Teaching at class by discussion method which implemented by the teacher hepl the students so much at class. Based on the result data above, The students know about the english materials concept at class for students Boarding School Nurul Azhar Talawe Kab. Sidrap. It was the result for observing in English materials at class. to make the students understand. Another important role of the teacher is as the learning method using at class. Students' gave another students' motivation or made a condition so that the students were motivated to study by offline like the situation among the time at after covid-19. By having good communia, the students would learn better. The participation from both the lecturer and the students were needed to make the class goes smoothly and successfully.
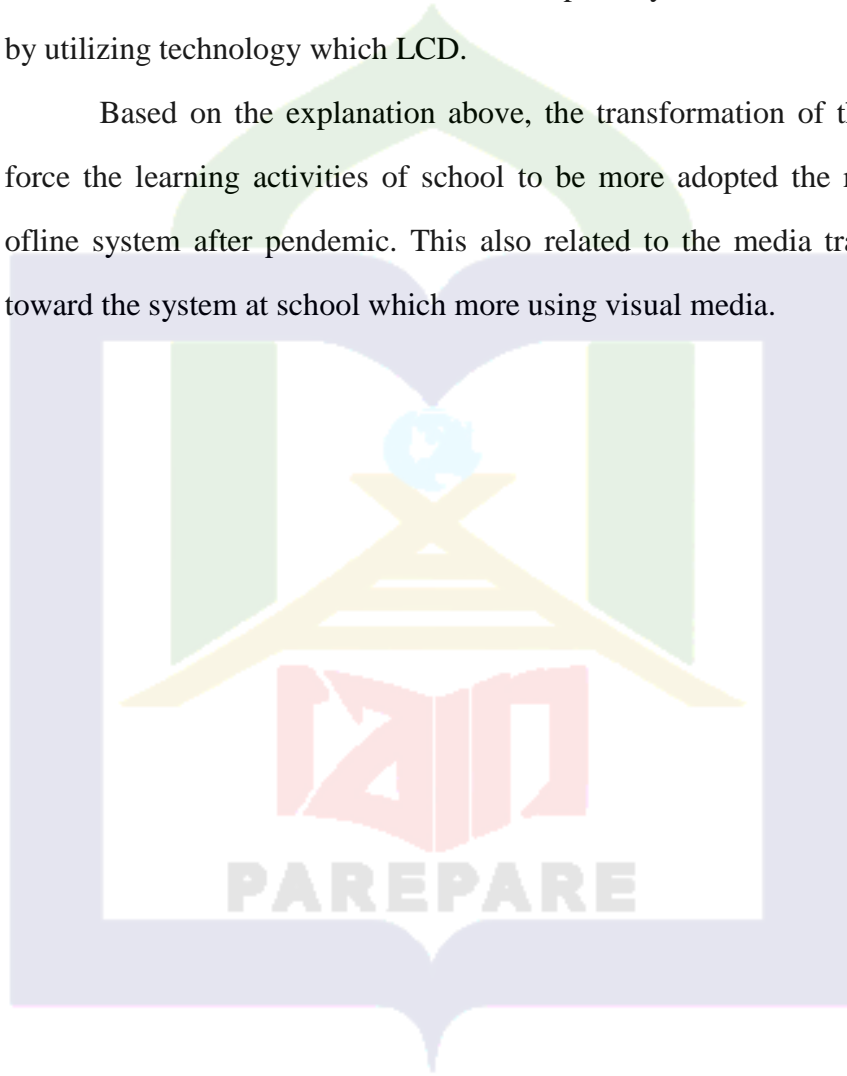
2. The students outcomes after pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap

   Students outcomes become the second research question, students' outcomes which identify for the most important thing in order to get result on how effective the transformation of the teaching english during covid—19 and it's after covid-19.

   The transformation in the class referred to the method, the transformation of from the system and learning media such as digital technology transform to the face to face which exploit also digital like LCD and some other media. These changes can indicate that education is not staying in place but moving in a better and more effective, especially in the application of learning media using technology. There have been many technologies used in learning after pandemic covid-19.

The transformation of learning media has benefits for all elements in education, both teachers, students, which effective to be more effective even in learning activities or students outcomes. Learn more about the transformations that occur in education, especially the use of learning media by utilizing technology which LCD.

Based on the explanation above, the transformation of the education force the learning activities of school to be more adopted the regulation of ofline system after pendemic. This also related to the media transformation toward the system at school which more using visual media.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **CONCLUSION**

Based on the result of discussion about transformation of English Learning after Pandemic Covid-19 toward Students Outcomes at Boarding School Nurul Azhar Talawe Kab. Sidrap, it can be concluding that:

1. The learning procces before pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap showed that, learning proccessed followed the regulation of the curriculum which using discussion method and some media interactive like LCD for developing students' English performing at class. Learning approach to the students' interactive and communication matter.

2. The students outcomes after pandemic covid-19 at Boarding School Nurul Azhar Talawe Kab. Sidrap showed that, students' outcome after covid-19 showed good English performing which mostly get more than KKM score clasified from the students'performing in interaction while also for their communication. Transformation trough media and learning activities which better and effective after covid-19.

B. **SUGGESTION**

Based on the conclusion above, the suggestion offer to several person namely:

2. Teacher to support more about the using of technology which impact from the covid-19 as transformation of learning media.

3. Next researcher to do another experiment to conduct research which related to the transformation of english learning activities.

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APPENDICES
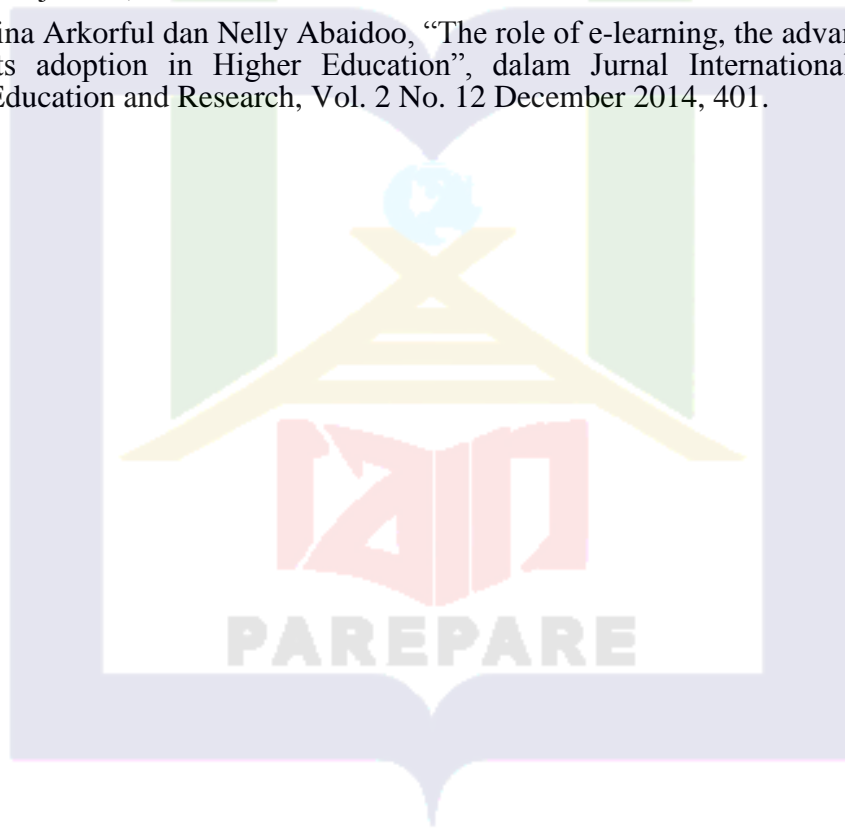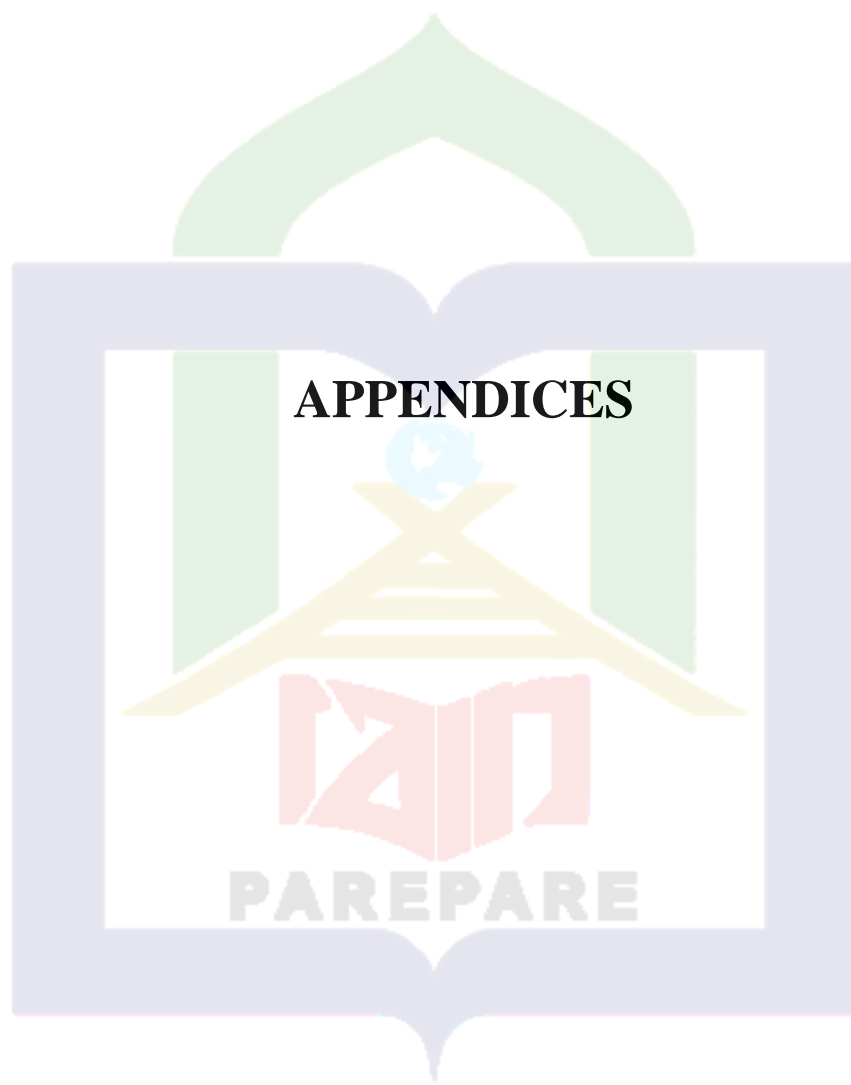
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

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Nomor   : B.4320/In.39.5.1/PP.00.9/11/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-

     Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

Nama   : Agung Pratama
Tempat/Tgl. Lahir   : Cipotakari, 8 Agustus 1998
NIM   : 18.1300.061
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester   : IX (Sembilan)
Alamat   : Dusun 2 Cipo, Desa Cipotakari, Kec. Panca Rijang,
                                   Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul **"Transformation Of English Learning After Pandemic Covid-19 Toward Students Outcomes At Boarding School Nurul Azhar Talawe Sidrap"**. Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

                             Parepare, 01 November 2022
                             Wakil Dekan I,

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	:	11602/S.01/PTSP/2022		Kepada Yth.
Lampiran	:	-		Bupati Sidrap
Perihal	:	**Izin penelitian**		

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor :
B.4320/IN.39.5.1/PP.00.9/11/2022 tanggal 01 November 2022 perihal tersebut diatas,
mahasiswa/peneliti dibawah ini:

N a m a	:	**AGUNG PRATAMA**
Nomor Pokok	:	18.1300.061
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Amal Bakti No. 8 Soreang, Kota Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI,
dengan judul :

" TRANSFORMATION OF ENGLISH LEARNING AFTER PANDEMIC COVID-19 TOWARD
STUDENTS OUTCOMES AT BOARDING SCHOOL NURUL AZHAR TALAWE KAB. SIDRAP "

Yang akan dilaksanakan dari : Tgl. *03 November s/d 10 Desember 2022*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud
dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 03 November 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*

KETENTUAN PEMEGANG IZIN PENELITIAN :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/Walikota C q. Kepala Bappelitbangda Prov. Sulsel, apabila kegiatan dilaksanakan di Kab/Kota
2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 1 (satu) eksamplar hardcopy dan softcopy kepada Gubernur Sulsel. Cq. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Prov. Sulsel
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

REGISTRASI ONLINE IZIN PENELITIAN DI WEBSITE :
https://izin-penelitian.sulselprov.go.id

NOMOR REGISTRASI 20221103674484

Catatan :
- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 *'Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti yang sah.'*
- Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**
- Surat ini dapat dibuktikan keasliannya dengan melakukan scan pada *QR Code*

PEMERINTAH KABUPATEN SIDENRENG RAPPANG

PONDOK PESANTREN NURUL AZHAR TALAWE

Alamat: JL. Pesantren Desa Talawe, Talawe, Kec. Watang Sidenreng, Kab. Sidenreng Rappang

<u>**SURAT KETERANGAN**</u>

Nomor : 081/MTs.21.18.0006/PP.01.1/12/2022

Yang bertanda tangan di bawah ini kepala sekolah Pondok Pesantren Nurul Azhar Talawe menerangkan bahwa:

Nama	: Agung Pratama
Tempat, Tanggal Lahir	: Cipotakari, 08 Agustus 1998
NIM	: 18.1300.061
Fakultas	: Tarbiyah
Jurusan	: Pendidikan Bahasa Inggris

Yang bersangkutan telah mengadakan penelitian di Pondok Pesantren Nurul Azhar Talawe terhitung tanggal 3 November s/d 10 Desember 2022 guna penulisan skripsi dengan judul:

"TRANSFORMATION OF ENGLISH LEARNING AFTER PANDEMIC COVID-19 TOWARD STUDENTS OUTCOMES AT BOARDING SCHOOL NURUL AZHAR TALAWE KAB. SIDRAP".

Cipotakari, 10 Desember 2022

KEPALA SEKOLAH

Dra. SOALEHA, M.Pd.I
NIP. 196612312005012019

V

NAMA MAHASISWA   : Agung Pratama

NIM   : 18.1300.061

FAKULTAS/PRODI   : Tarbiyah

JUDUL   : Transformation of English Learning After Pandemic Covid-19 toward Students Outcomes at Boarding School Nurul Azhar Talawe Kab. Sidrap

PENGUMPULAN DATA   : Observation and Interview

1. Observation Guideline
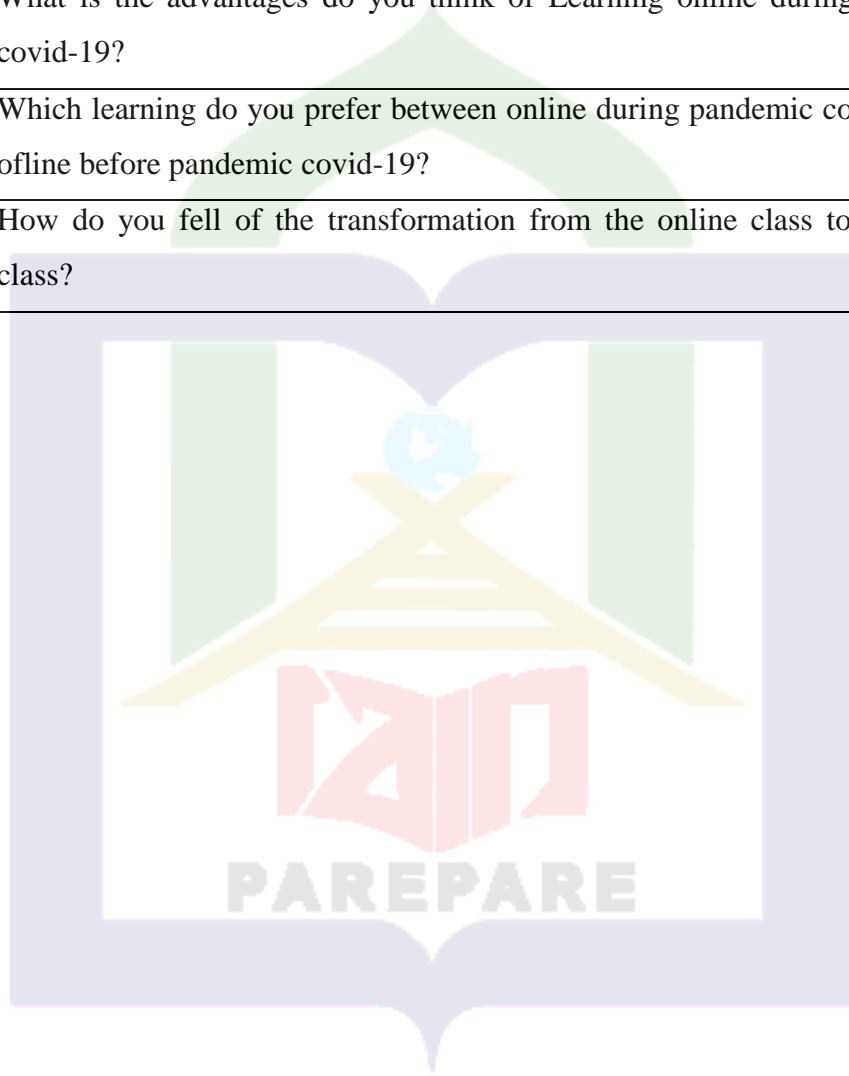
No	Description	Indikator Observasi		
		Media	Approach	Strategy
1	Learning Activities	Valid	Valid	Valid
2	Learning method	Valid	Valid	Valid

3. Interview

Learning Before Pandemic	
1	How is the procces of english learning before the pandemic covid-19 ?
2	What is the students outcome before pandemic covid-19 ?
3	How many students finish the final test before the pandemic covid-19?
4	How many students get remedial in english subject before the pandemic covid-19?
5	How is the students respond when learning before the pandemic covid-19 ?
6	Do you used any certain strategy in teaching before covid-19?
7	What is the media do you used in teaching english before covid-19?
9	How is the students activities at class when you teach english before covid-19?
10	Do the students understand well the materials when you teach before covid-19?
Learning After Pandemic	
1	How is the procces of english learning after the pandemic covid-19 ?
2	What is the students outcome after pandemic covid-19 ?
3	How many students finish the final test after the pandemic covid-19?
4	Do you used any certain strategy in teaching after pandemic?
5	What is the media do you used in teaching english after covid-19?
7	How do you think about the transformation English Learning Before and after Pandemic Covid-19 toward Students Outcomes?

Learning After Pandemic	
1	How do you think about learning after pandemic covid-19?
3	Do you understand the material when deliver by online during pandemic covid-19?
4	What is the advantages do you think of Learning online during pandemic covid-19?
6	Which learning do you prefer between online during pandemic covid-19 and ofline before pandemic covid-19?
7	How do you fell of the transformation from the online class to the ofline class?

Interview for Teacher	
Learning Before Pandemic	**Transcript**
1 How is the procces of english learning before the pandemic covid-19 ?	Learning activities in this class always by using discussion method, the materials delivered by teacher at whiteboard and also gives the materials for students
2 What is the students outcome before pandemic covid-19 ?	Students' outcomes look better.
3 How many students finish the final test before the pandemic covid-19?	Most of students get good score
4 How many students get remedial in english subject before the pandemic covid-19?	Before pandemic situation, many students get materials based on the group divided and the group would be discuss one another, the students showed many improvement before learning in covid-19
5 How is the students respond when learning before the pandemic covid-19 ?	Students respnd very good before pandemic, after pandemic also they pay attention to the materials that taught at classroom, many students undertand materials
6 Do you used any certain strategy in teaching before covid-19?	We used same method in English teaching before and after pandemic situation
7 What is the media do you used in teaching english before covid-19?	LCD
9 How is the students activities at class when you teach english before covid-19?	For the clas, we devided the students to some group and they will discuss for the materials, and will write the text based on the task given for them
10 Do the students understand well the materials when you teach before covid-19?	Yes
Learning After Pandemic	
1 How is the procces of english learning after the pandemic covid-19 ?	This class always devided into several group of students, than we explain the materials, allso asked the students to memorize some vocabulary and asked

		them to write some task
2	What is the students outcome after pandemic covid-19 ?	Students learning outcome after pandemic was good enough, the transition of the learning approach from online approach and offline approas was more effective in offline learning.
3	How many students finish the final test after the pandemic covid-19?	Students' showed low performing from their outcomes learning at class since the pandemic class, it caused of many factors, some of the factors can be clasified were about the healthy and also accesssed of th elearning
4	Do you used any certain strategy in teaching after pandemic?	The strategy we used in teaching English at class was using discussion strategy, It may improve the students' English interaction
5	What is the media do you used in teaching english after covid-19?	LCD and Book
7	How do you think about the transformation English Learning Before and after Pandemic Covid-19 toward Students Outcomes?	The transformation that I fell during pandemic and aftert pandemic is only about the using of media visual like, LCD, power point and some of the other aid learning that is very powerfull for the students

Interview for Students	
Learning After Pandemic	**Transcript**
1 How do you think about learning after pandemic covid-19?	We as a students fell better in learning ofline face to face to the students, because better in learning ofline than online since we learn by online in pandemic situation
3 Do you understand the material when deliver by online during pandemic	We as a students fell better in learning ofline face to face to the students,

	covid-19?	because better in learning ofline than online since we learn by online in pandemic situation
4	What is the advantages do you think of Learning online during pandemic covid-19?	There are several adventages I fell during learning after pandemic, that is the media and the class become very interesting because we using Handphone when we learn, so its good to learn
6	Which learning do you prefer between online during pandemic covid-19 and ofline before pandemic covid-19?	For me, I like to study before pandemic, because we can explor many things and also we can meet with our firend better that we study when its covid-19
7	How do you fell of the transformation from the online class to the ofline class?	Students' can not be tested effectivly in pandemic, the teacher did not given test for students because is not really effective to evaaluate in online situation

Appendix 04 : Dokumentation

Consult with Head Master

Interview Teacher

Interview Teacher

Observation

CURRICULUM VITAE

Agung Pratama, the writer was born in Kab. Sidrap, 08 August 1998 in Cipotakari Kab. Sidrap, South Sulawesi. He is the first child of 2 brothers, his father named Husain and his mother named Nurbaya. He is a student of the English Education Study Program at the Faculty of Tarbiyah at the State Islamic Institute (IAIN) Parepare. His educational background, he began studying at SD Negeri 5 Timoreng Panua in 2006/2007 - 2010/2011 and then continued his schooling at Madrasah Tsanawiyah YMPI Rappang in 2011/2012 - 2013/2014 and SMK Negeri 1 Pancarijang graduated in 2016/ 2017. Then he continued his studies at the Tarbiyah Faculty of IAIN Parepare and completed his study with the title *"TRANSFORMATION OF ENGLISH LEARNING AFTER PANDEMIC COVID-19 TOWARD STUDENTS OUTCOMES AT BOARDING SCHOOL NURUL AZHAR TALAWE KAB. SIDRAP."*