

Learning loss in EFL classroom as impact of Covid-19

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ABSTRACT

Keywords:

COVID 19
EFL classroom
Learning loss

The aim of this research was investigating learning loss in EFL classroom as impact of COVID-19. Case study was employed in this study and interview was deployed as instrument. The participants were five students of junior high school. The findings showed that English knowledge, attitude and skill were the aspects that loss. In addition, the causes of English learning loss during COVID-19 were facility and time. Surprisingly, some the students have their own way when they got difficulty in understanding the lesson. They watch YouTube on their mobile phone. With the findings, it is suggested that for EFL teacher and students, that the teacher should consider students' perception on causes of learning loss and can also they can create appropriate EFL teaching learning process to avoid the occurrence of learning loss. For the students, it suggested that they have to be more independent and do not depend on the teacher in learning English.

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1. INTRODUCTION

Every student was experiencing a distance learning due to the COVID-19 pandemic in Indonesia. The World health organization (WHO) on March 11 2020 declared the COVID-19 virus a pandemic (Efriana, 2021). With the emergence of the global Pandemic caused by the virus, the education system is influenced (Nihayati & Indriani, 2021). Thus, Indonesian government made the latest policy based on Kementerian Pendidikan Dan Kebudayaan RI (2021), the circular letter the Minister of Education and Culture of the Republic of Indonesia Number 4, 2020. It deals with the implementation of education, especially the learning process which are conducted from home during the COVID-19 Pandemic. Based on research conducted by the Ministry of National Education, online-based learning at a distance or often called (PJJ), is currently considered a solution that allows learning to continue without face-to-face.

However, the implementation of online learning has weaknesses. Schools and teachers are starting to look for other ways to ensure that learning continues and students can continue to learn. One thing that feared is if learning at home lasts a long time, it can result in learning loss or competence loss in academic especially in knowledge competence, attitude competence and skill competence (Engzell, 2021). Learning loss is one of the concepts defined as the absence of the maximum learning process carried out in schools (Chen, et al, 2021). In addition, according to Culture, Research and Technology the Ministry of National Education (Kemendikbudristek), the COVID-19 Pandemic has caused significant literacy and numeracy learning losses. The learning process is not optimal in the results of the information obtained by students, and students' learning outcomes. Thus, learning loss will be able to have an impact on the quality of human resources that will be born in the years during the COVID-19 Pandemic.

Many previous studies focused on the difficulties of online learning process during COVID-19 from the teachers' perspectives. However, the learning loss as an impact of online learning during COVID-19 is scarcely investigated. Therefore, this study tries to find out to what extent English learning loss is occurred during COVID-19 and the causes of English learning loss during COVID-19.

2. METHOD

A qualitative approach with interview is employed to obtain the data in this study. Five students of Junior high school were voluntarily to be participants. To fill ethical research, the subject is coded as S1, S2 and so forth for the students. The demographic characteristics of the subject are seen on table 2.1.

Table 2.1. The demographic characteristics of the participants

Name	Gender	Age
S1	F	14
S2	F	14
S3	M	16
S4	M	15
S5	M	14

In analyzing the obtained data, steps from Miles, Huberman & Saldana (2014) were used. They are coding, data display, data reduction, and conclusion. In coding, the student competence loss during COVID-19 symbolized by A. The causes of student competence loss during COVID-19 symbolized by B, and the student way to overcome the EFL learning loss during COVID-19 symbolized by C. The sub coding of A was knowledge (A1), attitude (A2) and skills (A3). The sub coding of B was time symbolized (B1) and facility symbolized by (B2). And the sub coding of C was student's way that symbolized by (C1). The coding example can be seen on table 2.2

Table 2.2. Example of coding

Participants	Result of interview	Code
S1	Late in submitting the assignment, not confident to speak up	A2
S2	Using HP in online learning	B1
Etc.		

3. RESULTS AND DISCUSSION

3.1. The loss of students' competence in EFL classroom

Related to the loss of students' competence in EFL classroom, it covers three aspects i.e., knowledge, attitude, and skill. Dealing with knowledge, the students did not learn all material as the mandated curriculum. In curriculum, as stated in government regulation (Permendiknas No.37 Year 2018), the materials that should be mastered by second year students of Junior High School are:

1. Attention and to show appreciation to other
2. To state what we can to do and what we will to do
3. Giving suggestion and obligation
4. Invitation
5. Making greeting cards
6. The existence of thing and people
7. To states and events that happen routinely in order to appreciate to show and to give good and bad samples
8. To states and events in progress to share information with others
9. To communicate states and events the past in order with others
10. Stating amazement
11. Reporting experience
12. To get what we want and make other people do what we want, and
13. To get message of a song

In pandemic era, not all those mandated material were taught. The results of interviews indicated that they only learned ten materials.

"Only study 10 materials, they are : Attention and to show appreciation to other, to state what we can to do and what we will to do, giving suggestion and obligation, invitation, making greeting cards, the existence of thing and people, the existence of thing and people, to states and events that happen routinely in order to appreciate, to show and to give good and bad samples, to states and events in progress to share information with others, to show they different to be proud of them, to proud, to praise." (S1, S2,, S3, S4 and S5). Dealing with attitude, most students reported that they submitted the task late. In addition, they were lack of

confidence to speak in English during online learning. It is occurred because they had been studying at home for a long time and they rarely met their friends which made them nervous. S1 says:

“...I always on time in submitting assignments, but I’m not confident when I speak in front of the class.” (S1)

In addition, S2,S3,S4 and S5 opine that

“I submit my assignment not on time, and I don’t have enough confidence to express my ideas orally” (S2,S3,S4,S5)

The third aspect in students’ competence is related to skill. The skill which loss was speaking skill. They were not be able to produce understandable utterances by interlocutor. All participants reported that they got difficulties to respond the teacher’s questions and instruction in English. This happened because the students never practice their speaking skills to communicate with their friends face to face during the pandemic. Additionally, they only focus on playing gadgets, rarely go out to communicate.

3.2. The causes of learning loss in EFL classroom

Based on the result of interview, limited facility and time are the causes of learning loss in EFL classroom as impact of COVID-19. S1,S2,S3, and S4 say:

"I have the mobile phone but in don't have the connection for getting the signal" (S1,S2,S4).

Additionally, S3 says:

"I have a cellphone, but the memory capacity on the cellphone does not support me which causes it to be slow" (S3).

However, S5 did not have a handphone. So, she went to school to take the assignment from the teacher.

Another cause of learning loss in EFL classroom as impact of COVID-19 also includes time. All participants in the interviews explained that the online learning time is shorter than face to face learning time. Therefore, they got difficulties in understanding the topic.

"...Not enough and too short time when face-to-face lessons are applied" (S1,S2,S3,S4, S5).

Regarding on the findings above, it is clear that conducting online learning during COVID-19 is a challenging activity in Indonesia (Andriani, et al, 2021). It is due to unpreparedness of both teachers and students. Both teachers and students are not accustomed to use online learning platform. Additionally, the teachers had limited knowledge on how to conduct and manage online learning. Therefore, it resulted learning loss which influenced the students’ competence related to their knowledge, attitudes and skills. In this case, the biggest lost is in the competence related to knowledge. Indeed, since online and offline learning is less effective in pandemic, not all materials are covered. Related to the influencing factors of learning loss, inadequate facility was the main factor encountered by students. It is in line Sakira’s and Ahmad’s study (2021).

4. CONCLUSION

With reference on the findings, it can be concluded that EFL learning loss is occurred during pandemic era. The EFL learning loss covers students’ competence, attitude, and skill. In addition, the most influencing factor of learning loss is the students’ limited facility to support online learning. Thus, the school should provide poor students with the tool and access to online learning. Since this study investigated the learning loss from the students’ view, it is suggested for future researchers to investigate it from both students’ and teachers’ views.

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