




## **An Analysis of English Learning Readiness on Seventh Grade Students in New Normal Situation**

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### **Abstract**

This study analyzes the learning readiness of seventh grade students and the factors that encourage learning readiness. The subject of this study was seventh grade students at SMP (Junior High School) Plus Nurul Islam, a total of 22 students, who had completed the questionnaire offline. The methods used is a qualitative case study. The purpose of this study is to find out the factors that encourage students' readiness to learn English and students' readiness to learn English. The survey found that 54.55% of 7<sup>th</sup> grade students' English learning readiness is still low, 27.27% of intermediate level students and 18.18% of high level students. This is because the factors that encourage their learning readiness are not sufficiently met. There are two factors that encourage English learning readiness, namely internal factors and external factors. Internal factors that come from within the students themselves, while external factors are factors that come from the environment around the students. Such as family, motivating teachers, schools, supporting technology, and many more. This research has important implications for understanding students' readiness to learn English which is the key to a successful learning process.

### **Keywords:**

*English Readiness;*

*Factors Readiness;*

*New Normal.*

## **1. Introduction**

English is a global language that connects one country to another (David Crystal, 2003). English not just an international language but a global language that connects countries at world. However, in Indonesia, English is still a foreign language (Lauder, 2008). Learning English with basic knowledge and mature English learning readiness makes it easier for students to understand.

After going through a pandemic that has spread widely most of the countries in the world including Indonesia. All aspects of activity were hampered and closed including education (Hidayatullah et al., 2021). Some policies have been chosen, to manage the Covid-19 pandemic (Muhyiddin, 2020). According to Ministry of Home Affairs Regulation No. 440-830 in 2020 for a safe and productive new normal for corona virus

(Kemendagri, 2020). The New Normal is a change in adhere to prescribed health protocols while carrying out activities as usual (Binar Kurnia Prahani et al., 2020)

In the new normal aspect of education, people, especially teachers and students, have to adapt to face new challenges in times of the new normal. In the era of the new normal, many challenges have emerged, including: lack of understanding of IT teachers, student economics, or inadequate networks, or school that have not readiness for new normal (Agus Suprijono, 2020).

Results of preliminary observations made by researchers at SMP Plus Nurul Islam Jati Agung. Researchers surveyed English teachers to determine their readiness to teach in class and students' motivation to attend class. The English teachers said that they have enough motivation to teach English, but there is still a shortage of teachers who complement it with other conditions so as not to become an obstacle in the learning process. Students will lose their motivation to speak English and no longer need to study English in the village.

English learning readiness is an important indicator for achieving good learning outcomes. Readiness means being open to learning and being able to respond positively when learning occurs. Readiness is the state of a student that enables learning (Rita Dangol et al., 2019). Readiness to learn in English is not only about physical things, but also about mental and material preparation. Physical preparation can manifest itself in the form of a student's physical health during the learning process. Also the preparation of materials in the form of learning support tools such as materials, books and technology. Apart from that, both students and teachers need to take special care in preparing students for their study of English at SMP Plus Nurul Islamic. This is evidenced by consistently low scores on the task, as students have difficulty understanding what is being taught. One reason is the lack of English learning readiness. This means that students have a low understanding of the material (Amurdawati et al., 2020). In the other studies mention that external factors such as teachers in providing motivation or encouragement also make students ready to learn English (Agustiani et al., 2021). Another research also found that the students readiness in new normal was low, it was proven that most students were not able to express ideas to the teacher during teaching and learning process (Herfyna&Ikhsan, 2023).

The importance of this research is to know whether students are ready to learn, the implications of being unprepared to learn, and the factors that may increase student readiness to learn. Schools and teachers can use this survey as a reference to identify

students' underpreparedness in the classroom. This can interfere with learning goals, i.e. good learning outcomes. If students are not aware of their reluctance, they will face difficulties in the daily learning process, especially in English..

The novelty of this study is its focus on English learning readiness and the factors that encourage English learning readiness. Previous research has examined these factors that influence English learners' readiness for online learning and their readiness to learn English. Previous research has described the willingness English learning readiness when online learning. This study explores English learning readiness in the New Normal situation, implying that the time difference is the reason for updating this study. Another survey found a willingness to use technology to learn English. One of the external factors for learning English in the new normal is the availability of technology support. But technology isn't the only factor driving student motivation to learn. And this research can examine the factors that nurture students' readiness to learn English. Thus, the purpose of this study is to understand the readiness of 1st graders to learn English and the factors that facilitate their readiness to learn English in the new normal.

## **2. Literature Review**

### **2.1 Theoretical Basis**

#### **2.2.1 Learning**

Learning is the process that transforms a person to acquire new knowledge, skills, and specific abilities (Jorg et al., 2007). To gain knowledge, teachers make their knowledge available to students. According to Bell-Gredler, he found learning to be an important trait for differentiating people (Nasrah, 2021). Those who learn benefit others. Just like those who learn and those who don't think differently. According to Cronbach, learning is reflected in consequent behavioral changes (Anita Noviyanti et al., 2019). When learning, students use their five senses. This statement is consistent with what Spears said. Good learning outcomes are achieved when students experience and learn for themselves. In this way, students base their understanding on their experience during learning.

According to Thorndike, learning is the phenomenon that facilitates relationships between events called stimuli and responses. A stimulus is a change in the external environment that indicates that an active organism is acting or responding. A response is an action evoked by a stimulus. Thorndike is considered a pioneer in educational psychology (Muhamad Hifdil Islam, 2015). Because this theory is often called

connectionism or association theory. Thorndike's famous experiment involved pushing a button at the bottom of the cage to put a hungry cat into a cage with an automatic door.

During the pilot phase, cats tend to leave things unresolved. Each response produces a new stimulus, and each new stimulus produces another response, and so on. Until the cat can open the automatic door and go to get food. Likewise, if you do not understand the meaning of the material being described, you will have to repeat the learning process.

#### 2.2.2 Learning readiness

Readiness to learn is often defined as the ability of students to assimilate knowledge and initiate the learning process (Callo et al., 2020). After gaining knowledge, their behavior tends to change, leading to better learning outcomes. Readiness to learn is closely related to early childhood education that students undertake. Students must always be educated and ready to continue. According to Copple, factors that threaten students include emotional distress, broken homes, malnutrition, child neglect, and poor environments (Diane DePanfilis, 2006).

In a way created for the learning process in the new normal. Despite the pandemic and the new normal, the method of learning that still persists: blended learning. Blended learning is a learning innovation that combines face-to-face and online learning. Blended learning is one of the learning methods of choice during the pandemic and the new normal (Hrastinski, 2019). This method has proven to be more effective, but due to the increasing prevalence of technology in society, it is possible to use it in the future.

Education in the 21st century is growing globally, not locally. This is because informatics communication and technology (ICT) has matured to help teachers provide in-class materials and other materials that occur in the classroom (Nurlian Nasution, 2019).

#### 2.2.3 English subjects

English is the official language used by various countries to communicate within themselves and with other countries. English proficiency can be divided into four skills. The four skills are reading, speaking, listening and writing (Mega et al., 2020). And these skills cannot be mastered without learning. Therefore, learning English at school aims to develop them. Education is inseparable from a person's life, and it shapes his thought patterns, morals, and behavior.

#### 2.2.4 New normal

The new normal is primarily behavioral change, and the new normal is characterized by the onset of previously closed activities (Prahani et al., 2020). As with shopping malls,

previously closed offices and schools are reopening to make up for delays incurred during the pandemic. When the new normal offers students a new atmosphere. Students are monitored live and no longer virtual. Many motivating factors can encourage good habits in students (Lito D. Mallillin et al., 2021).

According to Karalis in Agustina learning in the new normal presents challenges that the previous situation did not have. Learning during this time is expected to bring more value than before (Agustina Pali et al., 2021). In this new normal, teachers are expected to be able to create a new atmosphere for students to develop an interest in the English language.

### **2.1 Research relevance**

Previous research has shown that the preparation process for learning English is leveraging technology. Technology is among the factors supporting student English learning readiness (Putripertiwi et al., 2021). Technology is the facility or medium used to learn English outside the textbook. There are many ways to acquire broad knowledge when using technology as a learning aid. The difference that this study reveals is that new normal learning doesn't just have to be technology ready. The researchers therefore explain several other factors that drive motivation to learn English in the new normal era. The total total of students surveyed in the previous survey was 34, while the total of students surveyed this time was 22.

Another study used Student Learning Readiness (OLSR) to identify differences in student learning readiness. However, the results showed that there was no difference between students in their learning readiness. Their readiness to learn tends to be influenced by their self-confidence and ability to learn independently (Tasha et al., 2022).

## **3. Method**

### **3.1. Research Method**

This study uses a qualitative case study method. A case study approach that suggests this is Creswell (Creswell, John W., 2014). This type of case study approach is the type used to investigate and understand events that are problems that have occurred. It collects different types and processes them to come up with solutions so that problems can be solved (Jane Ritchie et al., 2003). According to David Williams, qualitative research methods are efforts by researchers to gather information based on phenomena experienced by research subjects (Alhabsyi, 2022).

The purpose of this method is to analyze the learning readiness of seventh grade students at SMP Plus Nurul Islam Jati Agung in learn English in the new normal situation.

### 3.2. Participants

The selection criteria for research participants by researchers are those who are involved in research activities, understand research information, and wish to be interviewed. The researchers recruited participants from her 7th grade at SMP Plus Nurul Islam Jatiagung School in South Lampung province, which consists of 22 students.

### 3.3. Instrument

Instruments are tools for conducting and collecting data for research (Alhabsyi, 2022). In this study, researchers used several instruments: questionnaire instruments, interview instruments, and observational instruments.

### 3.4. Data collecting techniques and analysis

Data can be collected through questionnaires, observations, or interviews that are processed first. When analyzing qualitative data, he has three stages of data analysis that must be passed through: reduction, presentation, and drawing conclusions.

#### 3.4.1 Reduction

Researchers focuses on the factors that drive students' own motivation to learn. Have them fill out questionnaires, review responses, and collect materials for research. Researchers then unearth important information that still needs to be revealed.

#### 3.4.2 Presentation

After organizing the data, I explained the results of the data sorting through a questionnaire to the students, and sorted the data.

#### 3.4.3 Drawing Conclusion

Conclusions are drawn based on previously performed data reduction and presentation. The final conclusion is displayed according to the data collected by the researcher and the skill of the researcher on the research topic.

## 4. Findings

The researchers present research findings such as: What factors drive students' readiness to learn English and what their readiness to learn English looks like in the new normal situation. By submitting the survey to the students, the distribution results of the survey will be displayed below:

Table No. 1 Number of questionnaires distributed

Information	Total
The resulting questionnaire	22
Incomplete questionnaire	(0)

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Questionnaire that can be analyzed      22

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Based on the above table, the result of the questionnaire on motivation to learn English in the new normal situation distributed to the 7th graders was 22, all questionnaires were distributed completely and intact and analyzed by the researchers . The results of the questionnaire distributed to the students are as follows:

Table No. 2 Student questionnaire results

Score	Category	Students	Percentage
0 - 39	Low	12	54,55%
40 - 79	Medium	6	27,27%
80 - 100	High	4	18,18%
Total		22	100%

A survey of 7th grade students about their students' English learning readiness in the new normal situation revealed that 54.55% had low learning readiness, 27.27% had moderate learning readiness, and 18, 18% had high learning readiness. Thus, we can see that students of 7th grade learning readiness of SMP Plus Nurul Islam is low. In this case, immediate efforts by teachers to prepare students for the new normal are critical. Efforts were made to encourage students to prepare from direct interview exposure of English teachers.

Observations at SMP Plus Nurul Islam showed that schools are well prepared and sufficient to conduct face-to-face classes during the new normal. From properly prepared school facilities and infrastructure to class plans in place. However, the school still uses the old curriculum and is still in the joint consultation stage regarding the implementation of the new curriculum.

## **5. Discussion**

Based on previously published research data analyzing readiness to learn English in the context of the new normal. Researchers focused on factors that facilitate students' readiness to learn English, allowing them to analyze students' learning readiness in the classroom.



### 5.1 English Learning Readiness Factors

Readiness to learn is the state in which students are able to give positive reactions and feedback in class (Chorrojprasert, 2020). to learn helps students understand the material provided by the teacher in class. English requires general preparation, including students themselves.

There are several factors that make a student considered ready to learn English. According to Slameto, the willingness to learn indicator has three dimensions: (1) physical and psychological conditions, (2) needs, motivations and goals, and (3) skills and knowledge (Slameto, 2015). The physical state can be interpreted as being physically healthy, but the mental state is depressed and unsure of the course. Student needs include facilities and infrastructure, motivating environments and technology to support learning in the era of the new normal (Alwiyah et al., 2018). Skills and knowledge can also be said to be the material they acquire.

#### 5.1.1 Internal factors of English learning readiness

From the preceding description, researchers found that the internal factors that drive students' motivation to learn are: (1) Student health from the beginning to the end of the learning process, when student health is hindered, other factors are also hindered. (2) the state of mind and soul of the student; When students feel insecure, they are less likely to participate in learning activities. (3) Student Knowledge. The skills you acquire after learning English will prepare you to participate in the learning process. (4) the student's enthusiasm for learning; Students who are enthusiastic about learning English in class. (5) student interests and motivation; Even if they don't know enough about English, they at least have an interest and motivation that can be used to motivate them to learn in the classroom.

#### 5.1.2 External factors English learning readiness

As for external factors, students' readiness to learn English in the new normal situation are: (1) School facilities and infrastructure. It is an important part of carrying out learning activities in this new normal situation. Such as a clean class, hand sanitizer available at the door before entering the class, and other health protocols. (2) Technology. It is very important to have the technology needed during the learning process, such as a cellphone, for example, because the learning process during the new normal uses the blended learning method, which means that the role of technology is still needed. (3) Teacher as a motivator. Encouraging students to be ready to learn English is the duty of



the teacher, to restore students' interest and motivation in learning. (4) Sufficient learning resources. Such as printed books, worksheets, online books or references that can provide knowledge to students. (5) Family. Family is an important factor because most of the students' time is spent at home, which means with family. Families must provide encouragement so that students are able to have readiness to learn English during this new normal.

## 5.2 English Learning Readiness

Researchers have analyzed the data obtained by distributing questionnaires to students. The results obtained show that students' readiness to learn English is still low. They need encouragement to prepare them for the process of learning English in this new normal. Learning readiness should be considered before the process of learning. In an interview, the English teacher added that it is not possible to build readiness of students immediately, and that it takes time to motivate students. When students already have self-discipline, it becomes easier to add external needs to their learning readiness. However, it becomes somewhat difficult for teachers to encourage students when they are not motivated self to participate in the English learning process in new normal setting (Hafizah Adnan et al, 2021).

It can be concluded that the main factor determining the English learning readiness in the new normal is the student's inner factor (Callo et al, 2020). However, external factors are equally important in supporting student motivation to learn. Therefore, these factors continue to co-exist in order for students to be well prepared for their lessons.

Readiness for learning also depends on the habits of students at home (Aspiyana et al, 2020). Students can build learning readiness starting from their habits at home. One of the strategies needed to improve student learning readiness is to become a creative and innovative teacher in the classroom. So that students are able to respond well to learning activities.

From the results of research on the readiness to learn English for grade 7 students at SMP Plus Nurul Islam in the new normal situation implication on this study is, determine how well their students are preparing to learn English in the new normal. Therefore, teachers try to encourage them to prepare in class. The teacher can find out how far the students' English learning readiness is in the new normal situation. The factor that prepares students to learn English is also the perspective of teachers who recognize students' difficulties in the classroom.

Limitations of this study include researcher subjectivity, and studies using questionnaires may not display information from students' actual responses. This can occur due to differences in student ideas and opinions. To overcome this, researchers used techniques to magnify and focus their observations. These data are conducted from various sources to obtain strong evidence in the field. Through in-depth interviews with English teachers and observation of schools. This helps researchers obtain valid data in the field.

## **6. Conclusion**

This study builds on previous insights and discussions about the English learning readiness of 7<sup>th</sup> SMP Plus Nurul Islamic Year students to study English in the new normal. A total of 22 students in grade 7 became the main target of this study. Based on these findings the researcher concluded that each student has differences in the driving factors of their English learning readiness. In this case the teacher has an important role to help every student to prepare themselves in English class. In the data that has been collected through a questionnaire, it shows that there are more students who get low scores, which means that the learning readiness of grade 7 students at SMP Plus Nurul Islam is low. It can also be proven by the results of interviews with English teachers who say students tend not to have strong enthusiasm and motivation during the learning process in the new normal era.

Further research actions for researchers can use factors that support learning readiness as a guide to overcome the lack of student English learning readiness. And can contribute to developing student learning readiness.

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