The Effect of COVID 19 Pandemic on English Proficiency Level in Higher Education

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Abstract

This study is to find out the effect of COVID 19 pandemic on English proficiency .This research is an experimental research using quantitative approach. The students in higher education are as parts of population in this research. A random sampling technique is used to decide the sampling size. The subjects of this study are 36 students. The data are analyzed by paired t test technique. The result of the study shows sig (p) is significant. It is smaller than 0.05 (it is 0.000). The difference can be considered true. The mean is 59.30 before COVID 19; 49.33 is the mean during COVID 19. It indicates that the students at higher education with before COVID 19 pandemic have better English aptitude than in COVID 19 virus. It implies that the teachers and members of educational society in higher education be supposed to assist out students with the suitable atmosphere to be of assistance students with consequential input in addition to offer students with interface in an attempt to the regularity of experiencing English; additionally, it is suggested that the members of scholar society are being release significant input for the students.
Keywords: Effect, COVID 19, Pandemic, English, Proficiency level

1. INTRODUCTION

At the present time, COVID19 pandemic is primarily affecting education. It uses the instruction physical and human resources to address the epidemic. At the same time as universities are closed, many higher educations have turned to remoteness learning as a means of mitigating for missing time in continuing learning services. Some universities are principally putting resources or materials on their website and making accessible more

products, but not necessarily online classes. Others are asking academic societies to obtain prepared online materials and propose online classes. Infrastructure and awareness with the tools seem to be driving successes and challenges of delivering learning.

Providing resource to work at home can now be done using different hi-tech options. In addition to infrastructure and connectivity, teachers' and administrators' familiarity with the tools and processes are also key factors in providing distance education. Some higher educations in particular in Madura, Indonesia are currently rolling out training for teachers on provision of classes online in anticipation of school closing; however, some universities have opted to send students home through teaching as homework, promoting autonomous distance learning. In environments of low capacity and weak infrastructure, some higher educations have used education facilities and personnel to support the larger community for the period of the crisis.

COVID 19 pandemic makes it impossible for students at higher education to have a smooth academic year entirely dedicated to education and preparing for examinations and design actions that influence the schedule consist of generous procedures (Cahyadi, 2020). Unplanned events associated occurrences of COVID-19 require administration to lock universities to keep life. In the present condition the epidemic of COVID-19 requires the government to close all universities as well as encourage all people to separate the increase of the wave. This closing means higher education leaving students down to some days of education moment. This has been unhelpfully affected by the loss of getting in touch with hours mainly that the circumstances do not have a clear learn policy for higher education to reduce the loss of learning time (Pustika, 2020). It makes the teachers being panicking trying to cover the course outline.

Online learning invites new method of teaching rather than face to face teaching and learning (Sugianto & Ulfah, 2020). Online learning suggests and shares materials all kinds of formats as e-mails, slideshows, videos, PDFs, and word documents. It is also conducting live online class, contact with teachers via message and chat discussion is also an option accessible to user. Using online learning can be considered as bridged which make the students feel as if they inside the classroom. Online learning in COVID 19 disease effects on the students proficiency level in English since it brings limited interaction between teachers and students (Astia & Yunianti, 2020). It is also influencing their exposure in English.

The quantity and quality of interaction in English in COVID 19 deadly disease is one of the students' troubles at higher education mainly at English department of Madura University. They have difficulties to join exchange in English. This statement is linier to Ariyanti (2020) saying that it is a challenge to the students. They are in high worry to speak English since their anxiety are in high level when the teacher's strength them to talk English. In addition, they are distress on construction and errors in producing English; it causes a distance to the teachers. (Amiruddin and Tafrilyanto, 2018) in their study assert that when the teachers and the students have closeness, not have a distance, it helps them to have and boost the motivation as well as decline their hesitant to speak English. It helps the students in particular beginner students to understand easily the explanation and the content of material of a subject. In addition, it makes the students more strongly to the environment and to have nice interaction between the teachers and the students. Providing meaningful input for

students in language teaching is also drop off their anxiety level in producing English since it does not talk the complicities of manipulation of grammatical construction (Amiruddin and Suparti, 2018). Students in higher education during COVID 19 undergo suffering because of the effects of the assignment and homework provided by their teachers through online learning. This study is to investigate the effect of COVID 19 pandemic on English proficiency level in higher education. Is there any effect of COVID 19 pandemic on English proficiency level in higher education?

2. RESEARCH METHODS

The study is a quantitative research. The data in this study is in numbers and a statistical analysis used in it. This study is using an experimental approach. This research is look carefully at the effect of COVID 19 on English proficiency level in higher education. The test provided to the students is the test by using interview to the students in higher education. Moreover, items in the questions are discussing the ways the effects of COVID 19 pandemic on students' ability stage in English.

The participants of the study are students in higher education, English Department at Madura University. They are consisting of 36 students. They are chosen as the subjects in this study. A simple random sampling is used as sampling technique to avoid the subjectivity of the researcher. In collecting the data, the tests of English proficiency level by using interview are used as the main data. Observations and documentations are used as the supporting data. The tests by using interview are to get information as well as to measure students' proficiency levels in English including their fluency, accuracy, accent, vocabulary, and grammatical constructions. The observation and documentation are to find out and capture facts of students' activities.

A paired t-test technique by a computer program SPSS for Windows is used analyzed the data since this study examine the same sample in different condition. This study uses an independent t test; undertaking t test, normality test is undertaken as precondition. It studies the different subjects to different experimental manipulation.

3. FINDINGS AND DISCUSSION

The data described in this study is the data of language learning between students without online learning, before COVID 19 and students with online learning for the period of COVID 19.

3.1 Before COVID 19

This research has data of students before COVID 19 from the test by using interview before conducting online learning. The participants of this study give responses in English to the test provided. The statistical descriptive results make obvious that the mean is 59.30, median is 56.50, and standard deviation is 1.19. The highest score of the participants is 82.00; 39.00 are the lowest score of them. Table 1 and graph 1 describe the percentage criteria of test before COVID 19 in higher education.

Table 1. Percentage Criteria of test before COVID 19 in Higher Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Able to meet routine social conversation in limited type of profession.	10	27.8	27.8	27.8
	Able to participate conversation with the accuracy of grammar and vocabularies in formal and informal situation associated to practical, social, and professional matters.	18	50.0	50.0	77.8
	Able to use the target language fluently and accurately in all level of professional context	8	22.2	22.2	100.0
	Total	36	100.0	100.0	
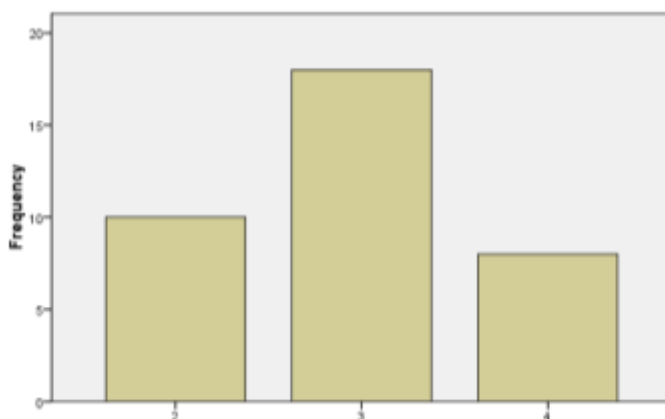
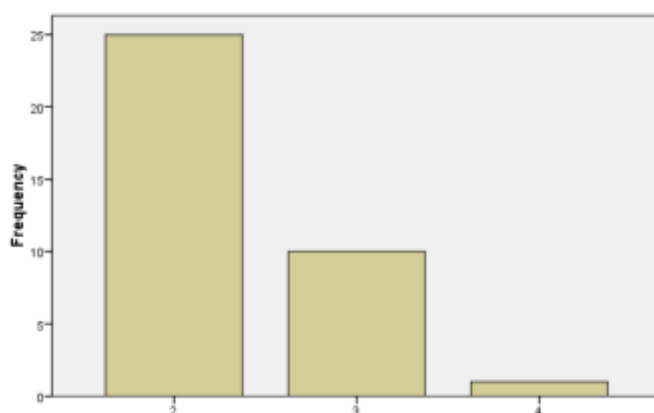Graph 1. Percentage Criteria of test before COVID 19 in Higher Education

The output of SPSS program of percentage criteria says that 10 (28%) students are in rank 2 (two) in English language proficiency level. It states that the students are being able to meet up habitual the public exchange in imperfect kind of occupation. 18 (50%) students are belonging with 3 (three) level of English language proficiency. It affirms that they are able to join talk with the accuracy of linguistics forms and vocabularies in official and unceremonious situation coupled to practical, unrestricted, and professional areas, and 8 (22%) students are in level 4 (four) of English language proficiency. It claims that students in higher education are able to operate English self-confidently and correctly in all level of professional situation.

3.2 During COVID 19 with Online Learning

The data of students in higher education is coming from the test offered to the participants of the study using interview before during COVID 19 with online learning. The participants of this study present answer in target language. The statistical descriptive results expose that the mean is 49.33, median is 48.50, and standard deviation is 9.56. The greatest score of the participants is 77.00; 34.00 are the smallest score of the subjects. Table 2 and graph 2 describe the percentage criteria of students' test during online learning.

Table 2. Percentage Criteria of Test during Online Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Able to meet routine social conversation in limited type of profession.	25	69.4	69.4	69.4
	Able to participate conversation with the accuracy of grammar and vocabularies in formal and informal situation associated to practical, social, and professional matters.	10	27.8	27.8	97.2
	Able to use the target language fluently and accurately in all level of professional context	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Graph 2. Percentage Criteria of Test during Online Learning

Table 2 affirms the output of SPSS program of percentage criteria of test during COVID 19 with online learning. It states that 25 (69%) students are in level 2 (two) in English language proficiency level. It is showing that the students are being able to join ordinary English dialogue partly in the sort of profession. 10 (28%) students are belonging with 3 (three) level of English language proficiency. It indicates that they are able to take

part talk in English with the correctness of language rules and vocabularies in official and relaxed situation coupled with practical, public, and professional areas, and 1 (3%) students are in level 4 (four) of English language proficiency. It says that students in higher education are able to utilize English smoothly and accurately in all level of professional circumstances; they are able to put grammar in its place without interfere communication.

Test of normality used is to know whether the data in normal distribution. It tells that the distribution of sample is normal, if the test is non-significant (P > .05) but if the test in significant (P < .05) it shows that the distribution of sample is non-normal. Table 3 indicates the result of normality test of this study.

Table 3. The Result of Normality Test

		Before COVID 19 without Online Learning	Before COVID 19 with Online Learning
N		36	36
Normal Parameters[a]	Mean	59.3056	49.3333
	Std. Deviation	1.19039E1	9.56780
Most Extreme Differences	Absolute	.132	.138
	Positive	.132	.138
	Negative	-.081	-.062
Kolmogorov-Smirnov Z		.794	.828
Asymp. Sig. (2-tailed)		.554	.500

There is a positive and significant difference in English language learning between two groups of this study. Table 4 presents the output of t-test of the hypothesis.

Table 4. Dependent Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Without Online – With Online Learning	9.97222	9.82849	1.63808	6.64674	13.29770	6.088	35	.000

Table 4 is saying that sig. (p) is significant; therefore, it can be concluded that students at higher education with no online learning before COVID 19 have better English proficiency level than those who are experiencing online learning during COVID 19. Moreover, the increase of mean score between pre-test and post-test indicate the effectiveness of natural approach in English language learning. In Table 4 as follow point out the different of mean between two groups. The rise in the amount of means between learning without online and with online is 9.97. Therefore, the difference can be considered true.

Table 5. Group Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Without Online Learning	59.3056	36	11.90395	1.98399
	With Online Learning	49.3333	36	9.56780	1.59463

The purpose of this research is to examine the effect of COVID 19 pandemic on English proficiency level in higher education. Before COVID 19, the students have the highest score 82.00; 39.00 are the poor score of them. The mean is 59.30, median is 56.50, and standard deviation is 1.19. 10 (28%) students are being able to meet up habitual the public exchange in imperfect kind of occupation. 18 (50%) students are able to join talk with the accuracy of linguistics forms and vocabularies in official and unceremonious situation coupled to practical, unrestricted, and professional areas, and 8 (22%) students in higher education are able to operate English self-confidently and correctly in all level of professional situation.

However, during COVID the score of them is 19 77.00; it is the highest score. 34.00 are their smallest score. 49.33 are their mean, median is 48.50, and standard deviation is 9.56. All through COVID 19, 25 (69%) students are being able to join ordinary English dialogue partly in the sort of profession. 10 (28%) students are able to take part talk in English with the correctness of language rules and vocabularies in official and relaxed situation coupled with practical, public, and professional areas, and 1 (3%) students are able to utilize English smoothly and accurately in all level of professional circumstances; they are able to put grammar in its place without mess about communication.

The students are testing online learning frequently facing problems with online networks and also psychosocial well-being and motivational trial. They lost class altogether for some. COVID 19 affected masses of students, whose school closings have further caught them, their families and teachers by distrust (Rothan, & Byrareddy, 2020). They have varying experiences during the COVID-19 pandemic and, as such, a broad range of educational and schooling needs, not to mention physical and mental health-related needs. They have problems with WIFI, hotspot, and distancing learning (Smith and Mitry, 2008). Justin and Lijing (2018) assert that higher education should have a great commitment to be success in online learning. Amiruddin, et al (2020) support that the teachers have

problems in conducting teaching learning process during COVID 19 as well as this kind of situation influencing the students' mindset and interest in learning

Online learning creates some inspiring moments, some angry moments, some fun moments and some frustrated moments, it seems very unlikely that it is on average replace the learning lost from university. But the bigger point is this: there will likely be substantial disparities between families in the extent to which they can help them learn (Cortegiani, Ingoglia, Ippolito, Giarratano, & Einav, 2020). Key differences include the amount of time available to devote to teaching, the non-cognitive skills of the parents, resources (for example, not everyone will have the kit to access the best online material), and also the amount of knowledge. It is hard to help the students learn something that you may not understand yourself. As a result, this period is leading to an increase in the inequality of learning in particular English proficiency level. This statement is not supported by Leisi and Hongbin (2019) stating that online learning has advantages to enhance undergraduates' knowledge and skills.

COVID 19 makes the closure of schools, colleges and universities not only interrupt the teaching for students around the world; the closure also coincides with a key assessment period and many exams have been postponed or cancelled (Wu Z, and McGoogan, 2020). Internal assessments are perhaps thought to be less important and many have been simply cancelled. But their point is to give information about the students' progress. The loss of this information delays the recognition of both high potential and learning difficulties and can have harmful long-term consequences for the child. COVID 19 with online learning shows that these are often mistaken, and that among high achieving students, the predicted grades for those from disadvantaged backgrounds are lower than those from more advantaged backgrounds (Contini, et al, 2020). Another solution is to replace blind exams with teacher assessments.

Many problems come out in the online accepted by the lecturers in higher education of Madura. The problems come from the students, the teachers, and the students' parents. The valid reasons behind these problems are identified. The first problem is that some students have problems with internet connections (Unhale, et al, 2020). It is frequently caused by the economic situation and the connection of internet is a dilemma in isolated places. Another trouble that is numerous students include low digital literacy. They discover obstacles to use and to operate their smart phone for online learning. This kind of situation boosts the students hesitant for the duration of COVID 19. Cao, et al (2020) support that college students experiencing anxiety because of this COVID-19 outbreak. Living in urban areas, living with parents, having a steady family income were protective factors for college students against experienced anxiety during the COVID-19 outbreak. However, having a relative or a social contact infected with COVID-19 was an independent risk factor for experienced anxiety. The COVID-19-related stressors that included economic stressors, effects on daily-life, and academic delays were positively associated with the level of anxiety symptoms. McAleer, M. (2020) and Zu, et al (2020) in their study says that the infection of corona virus and the death of people during COVID 19 consider the anxiety of students in learning.

In addition, a few college students additionally have low literacy in general. They can't apprehend the teacher's preparation nicely even though it has been written clearly. It is commonly due to the fact they do now no longer cautiously examine the teacher's preparation and lazy to examine the teacher's preparation. Sometimes, they leave out the preparation if the phrases are too many for them. Moreover, a few college students aren't on time in attending the net gaining knowledge of as scheduled with the aid of using the university at sure time in a week. Atmojo & Nogroho (2020) assert that many troubles emerge from the college students, the academics, and the college students' parents at the side of the legitimate reasons; therefore, the net gaining knowledge of does now no longer run nicely because it lacks of guidance and planning. They are absent on the hours the on line gaining knowledge of scheduled and ask the academics approximately what has been taught and assigned with inside the afternoon. It occurs for the reason that college students have misperceptions in mind (Jannah, et al. (2019). In addition, a few college students put up their works after the time restrict during on line gaining knowledge of. This may be due to a few reasons. Some college students are indolent to do the undertaking or undertaking given with the aid of using the teacher. It may be due to the fact their net quota runs out. They may revel in unbalanced net connection whilst filing their works within side the ultimate minutes. It may be due to their misperception that their works aren't scored with the aid of using the teacher. Online learning makes the students being not discipline. It has different opinion from Raheem and Khan (2020) claiming that internet and computers have been used vitally in teaching and learning process such as Zoom, Teams, Veev, Google classroom and many others have been helping the students to study at homes in COVID-19 crisis. Nevertheless, Sintema (2020) says that COVID-19 would depressingly force on the performance of scholars within the 2020.

In education of Madura, students and therefore the lecturers have low understanding on the net learning. They determine that on-line learning isn't vital. This downside happens as results of the scholars have misperceptions regarding on-line learning. They suppose that online learning is unceremonious and similar to holidays so that they are too relaxed. Because the issues come from the students, the lecturers conjointly meet challenges returning from themselves. The lecturers realize difficulties in making materials that are straightforward to learn in on-line learning setting since some lecturers solely use low technology applications thanks to the dearth of facilities that their students suffer from. It is also thanks to the teachers' lack of familiarity and knowledge in carrying out the net learning. Son (2018) in his study supports that the students, the lecturers moreover as educational societies have to be compelled to have energetic participation in skilled development opportunities to develop their competency on technology combination in language teaching. Moorhouse (2020) claims that coaching ought to lean to form them well organized to hold out on-line learning in imperative situation. Sensible pedagogy is nonsense if there are issues in technology access (Burston, 2014; Cakrawati, 2017).

However, on-line learning isn't ready to support communication and interaction still as face to face class. It happens since the teacher and therefore the students are restricted out and away distance. So, the communication and interaction between them aren't optimized. Academics ought to give easy, clear, and appropriate directions regarding what to do, the way to do it, and wherever students should submit their works. Activities should be

determined by considering objectives and organized consecutive in tasks reflective real-life things to achieve students' interest and build them actuated (Gonzalez & Louis, 2018). Academics must be able to acknowledge disengagement, present meaty activity, give question and answer session, and provide ice-breaking activity to keep up students' engagement. Decent challenge, resource, and feedback should even be provided for college students (Green, 2016).

4.   CONCLUSION

Based on the results and explanation of the research, it can be concluded that sig. (p) is significant; therefore, the difference between them considered true, there is a significant different on English proficiency level in higher education before and during COVID 19. COVID 19 pandemic influences on the students' achievement. Learning before pandemic is offering more effective learning than during COVID 19. The decrease in the amount of means between learning without online and with online is 9.97. It implies that the teachers and members of educational society in higher education should help out students with the appropriate environment with the mean of helping students with meaningful input as well as present students with interaction so as to the frequency of experiencing English; moreover, it is recommended that the members of intellectual society are being open to present momentous input for the students.

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