

**STUDENTS' INTEREST IN LEARNING ENGLISH ONLINE AT SMA
NEGERI 3 TUALANG DURING COVID-19 PANDEMIC**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain the Bachelor of
Education (B.Ed.) in English Language Education Program*



By:

FITRI RAHAYU

17018128/2017

Advisor:

DINOVIA FANNIL KHER, M.Pd

NIDN.0009118804

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2022**

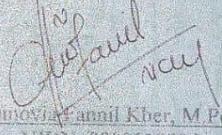
HALAMAN PERSETUJUAN SKRIPSI

Judul : *Students' Interest in Learning English Online at SMA Negeri 3 Tualang during Covid-19 Pandemic*
Nama : Fitri Rahayu
NIM : 17018128/2017
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Maret 2022

Disetujui oleh,

Pembimbing


Dianvina Annisa Khoirun Nisa, M.Pd.
NIDN. 0009118304

Mengetahui

Kepala Departemen Bahasa dan Sastra Inggris



Desyafiani Anwar, S.S., M.Hum., Ph.D.
NIP. 19710525 1998 02 2002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah mempertahankan skripsi di hadapan Tim Pengaji
Program Studi Pendidikan Bahasa Inggris
Departemen Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang
dengan judul:

“Students’ Interest in Learning English Online at SMA Negeri 3 Tualang during Covid-19 Pandemic”

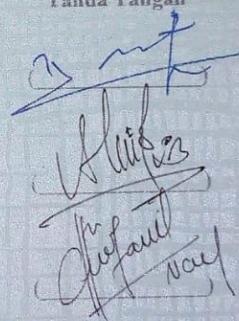
Nama	: Fitri Rahayu
NIM/TM	: 17018128/2017
Program Studi	: Pendidikan Bahasa Inggris
Departemen	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, Maret 2022

Tim Pengaji,

1. Ketua : Dr. Yuli Tiarina, M.Pd.

Tanda Tangan



2. Sekretaris : Nora Fudhla, M.Pd.

3. Anggota : Dinovia Fannil Kher, M.Pd.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Jl. Prof. Dr. Hamka Air Tawar, Padang 25131 Tlp. (0751) 447347
Web: <http://english.unp.ac.id>



SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Fitri Rahayu
NIM/TM : 17018128/2017
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul “*Students’ Interest in Learning English Online at SMA Negeri 3 Tualang during Covid-19 Pandemic*” benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan Negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Padang, Maret 2022

Diketahui oleh,

Kepala Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 19710525 1998 02 2002

Saya yang menyatakan,

Fitri Rahayu
17018128/2017

ABSTRACT

Rahayu, Fitri (2022). Students' Interest in Learning English Online at SMA Negeri 3 Tualang during Covid-19 Pandemic

This study aimed to know how students' interest in learning English online in SMA Negeri 3 Tualang During Covid-19 Pandemic. The sample of this study was the eleventh-grade students of SMA Negeri 3 Tualang. The sample was carried out using a proportionate sampling method. The number of samples in this study was 160 students. Data were collected utilizing a questionnaire and strengthened by interviews. This research is descriptive research with a quantitative approach. Some of the applications used by students and teachers during online learning are WhatsApp, Telegram, Google Classroom, and Zoom. Interest in learning is one of the essential things in the smooth learning process, both face to face and online. External and internal factors also influence students' interest in learning English online. This study indicates that students' interest in learning English online is in the high category, with the average value of each indicator being; feeling pleasure was 2,85, Students attention was 3,11, students engagement was 3.01 and students involvement was 3,09. The overall average is 3,018 or is in the high category.

Key Words: **Feeling Pleasure, Students Attention, Students Engagement,Students Involvement**

ABSTRAK

Rahayu, Fitri (2022). Minat Siswa Belajar Bahasa Inggris Online di SMA Negeri 3 Tualang di Masa Pandemi Covid-19

Penelitian ini bertujuan untuk mengetahui bagaimana minat belajar bahasa Inggris secara online di SMA Negeri 3 Tualang Selama Pandemi Covid-19. Sampel penelitian ini adalah siswa kelas XI SMA Negeri 3 Tualang. Pengambilan sampel dilakukan dengan menggunakan metode proportional sampling. Jumlah sampel dalam penelitian ini adalah 160 siswa. Pengumpulan data dilakukan dengan menggunakan kuesioner dan diperkuat dengan wawancara. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kuantitatif. Beberapa aplikasi yang digunakan siswa dan guru selama pembelajaran online adalah WhatsApp, Telegram, Google Classroom, dan Zoom. Minat belajar merupakan salah satu hal yang esensial dalam kelancaran proses pembelajaran, baik tatap muka maupun online. Faktor eksternal dan internal juga mempengaruhi minat siswa untuk belajar bahasa Inggris secara online. Penelitian ini menunjukkan bahwa minat siswa dalam belajar bahasa Inggris online berada pada kategori tinggi, dengan nilai rata-rata masing-masing indikatornya adalah; rasa senang sebesar 2.85, perhatian siswa sebesar 3.11, ketertarikan siswa sebesar 3.01 dan keterlibatan siswa sebesar 3.09. Rata-rata keseluruhan adalah 3.018 atau berada dalam kategori tinggi.

Kata Kunci: Perasaan Senang, Perhatian Siswa, Ketertarikan Siswa, Keterlibatan Siswa

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin, all the praises are due to Allah SWT, the lord of the Universe, giving blessings and strength for the researcher in finishing this thesis. Shalawat and Salam are also due to Rasullulah Salallahu Alaihi Wasalam, Prophet Muhammad SAW. This thesis entitled “Students’ Interest in Learning English Online at SMA Negeri 3 Tualang during Covid-19 Pandemic” was submitted as a Partial Fulfillment of the Requirements to Obtain the Bachelor of Education (B.Ed).

In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express her gratitude and appreciation to all of them. First, the researcher’s deepest appreciation goes to her beloved parents, her mother Afrita for the endless love, prayers, and support, and her father Zainal Usman for the phone call every week in order to remind me to keep going and never giving up.

The researcher presents her sincere appreciation goes to Prof. Dr. Ermanto, S.Pd., M.Hum., as the dean of the Faculty of Language and Arts. Also this thesis would not have been possible without the help, support, and patience of my advisor, Dinovia Fannil Kher, M.Pd., for her supervision, advice, and guidance from the very early stage of this research as well as giving me extraordinary experiences throughout the past few months. The researcher’s greatest appreciation also goes to Dr. Yuli Tiarina, M.Pd., and Nora Fudhla, S.Pd., M.Pd., as the examiners and for her advice, supervision, and crucial contribution in the improvement of the result of this thesis.

I gratefully thank the principle of SMA Negeri 3 Tualang for allowing me to conduct the research there. Also to the English teachers in SMA Negeri 3 Tualang, Ma'am Ica, Ma'am Yeni, and Ma'am Gusriani and for all students grade eleventh who have participated in the completion of this thesis.

Also to the two of my siblings, my beloved sister Riza Yulian Sari and my little brother Reyhan Usman, who never stop asking about the completion of my study. Their text messages keep me annoyed but magically give me a reason to be focus to finish my study as soon as possible, for that I am really grateful to have you two in my life.

I would like to say Thanks to my cats Adek and Abang who are always loyal to accompany me to do a thesis, and have comforted me with their funny thing.

Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for, for never quitting. I wanna thank me for just being me at all times. I am proud of myself.

Finally, I would like to thank everybody who was important to the successful realization of this thesis. This thesis is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive thoughtful suggestions and critics are welcomed.

Padang, February 2022

Researcher

TABLE OF CONTENTS

ABSTRACT.....	v
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	ix
CHAPTER 1 INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation of the Problem.....	5
D. Formulation of the Problem	5
E. Purpose of the Research	5
F. Significance of the Research.....	5
G. Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Review of Related Theories.....	7
1. Online Learning.....	7
2. Students' Interest	12
3. English Online Learning	19
B. Relevant Research.....	20
C. Conceptual Framework	23
CHAPTER III METHODOLOGY	24
A. Research Design.....	24
B. Population and Sample	24
1. Population.....	24
2. Sample.....	25
C. Instruments of the Research.....	27
1. Questionnaire	27
2. Interview.....	29
D. The Technique of Data Collection	29

1. Questionnaire	29
2. Interview.....	30
E. Validity and Reliability	31
1. Validity.....	31
2. Reliability	32
F. The Technique of Data Analysis.....	33
1. Questionnaire	33
2. Interview.....	34
CHAPTER IV FINDINGS AND DISCUSSION	35
A. Data Description	35
B. Data Analysis and Findings	35
1. Questionnaire	35
2. Interview.....	43
C. Discussion	46
CHAPTER V CONCLUSION AND SUGGESTION	50
A. Conclusion	50
B. Suggestion.....	51
REFERENCES	53
Appendix.....	58

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Coronavirus disease 2019 (COVID-19) that hit the world at the end of 2019, impacts all aspects of life, including education. The government has implemented social distancing, independent confinement, and large-scale social restriction to prevent coronavirus transmission. To prevent the transmission of covid-19, the government applies social distancing to limit community interaction so that crowds do not occur (Syarifudin, 2020). This policy serves to prevent the gathering of people both in small and large numbers to suppress the spread of the virus.

In line with that, the Minister of Education and Culture issued Circular Letter Number 4 of 2020 regarding the implementation of education in the Covid-19 emergency period. In the circular, the Minister of Education and Culture, Nadiem Makarim, instructed face-to-face learning to be temporarily suspended and conducted online from home. Schools are temporarily closed; thus, students, teachers, and all school administrators have to stay at home. As a result, the learning process that is usually carried out face-to-face turns into distance/online learning. This is intended to continue the teaching and learning process even though teachers and students cannot attend school.

According to Mark Bullen & Diane P. Janes (2006), online learning occurs when internet technology facilitates, conveys, and enables the learning process over long distances. Online learning can be done even if the teacher and students

do not meet in person. Mathivanan et al. (2021) define online learning as internet access in a synchronous or asynchronous environment utilizing various gadgets such as cell phones, computers, or different devices to enhance the learning experience. Online learning utilizes virtual applications to support the learning process so that it continues even though Indonesia is being faced with the coronavirus outbreak. Several online platforms commonly used during a pandemic are e-learning, Google classroom, WhatsApp, Telegram, zoom. Teachers and students can access them using a cellphone, laptop, or computer connected to the internet network.

The change in the teaching and learning process from face-to-face to online learning suddenly causes the teaching and learning process not to run optimally. This can cause several problems during the learning process, including students experiencing boredom because they cannot meet their friends, lack of student motivation, and difficulty understanding learning, which impacts interest in learning or student learning outcomes. Student interest is an important thing that must be considered during the learning process.

According to Ricardo & Meilani (2017), interest in learning is a feeling of loving or likewise being on something and learning exercises without anybody requesting to learn it. Interest in learning makes students pay attention, listen, and participate in the learning process happily because students follow their conscience, and there is no compulsion to learn. Two factors influence interest in learning: internal and external factors. Internal factors include intelligence,

learning strategies, motivation, and so on. While external factors such as learning facilities, how to teach, feedback systems, and so on (Anitah, 2007).

Based on research by Nurhasanah & Sobandi (2016) entitled *Minat Belajar Sebagai Determinants Hasil Belajar Siswa*, it shows that interest in learning has a positive and significant effect on learning outcomes, where the better the interest in learning, the impact on learning outcomes is also better. Because it impacts student learning outcomes and understanding of the material being taught, student interest is an important thing that must be considered during the learning process. Subiakto (2020) also researched interest in learning. The results indicate that students' interest in learning can be viewed from several indicators: feelings of pleasure, student interest, acceptance (attention and concentration on the teacher), and student involvement. There are two factors that influence students' interest in learning, namely supporting factors and inhibiting factors. Internal factors include intelligence, learning strategies, motivation, and so on. While external factors such as learning facilities, how to teach teachers, feedback systems, and so on.

Furthermore, there are studies focusing on students' interest in learning English online. Rachim (2020), in her research, shows that student interest in using online learning is relatively high. Saputra (2020) in his research shows that students got a high enough score and that means they had an interest in learning English online lessons at SMAN Tulakan.

Meanwhile, it turns out that there are differences in results with previous studies, which state that online learning affects decreasing student interest in learning. Asrul & Afil (2020), in light of the consequences of perceptions and those led. The review results can be presumed that web-based learning influences students interest in learning since students become less interested when web-based learning happens. Less intriguing learning isn't similar to learning in class. Yunitasari & Hanifah (2020), in their research, shows that students feel bored during online learning.

It is crucial to conduct research about student interest in learning English online due to the existence of differences in the result of the previous studies regarding the use of online learning on student interest. In addition, the researcher has carried out the practice of teaching English at SMA Negeri 3 Tualang. This high school is one of the schools that has just implemented online learning because of the Pandemic. Learning English online is done through Google Classroom, WhatsApp, Telegram, and Zoom in this school. The research about "Students' Interest in learning English online at SMA Negeri 3 Tualang during covid-19 Pandemic" should be conducted.

B. Identification of the Problem

Based on the background above, some problems can be identified; the change in the learning process from face-to-face to online makes learning not run optimally and causes students to be bored, find it challenging to understand learning, and impact learning outcomes and interest in learning.

C. Limitation of the Problem

Based on the background and identification of the problem, the limitation of this problem is students' interest in learning English online at SMA Negeri 3 Tualang during the covid-19 Pandemic.

D. Formulation of the Problem

The problem of this research can be formulated as follows:

1. How are students feeling about studying English online?
2. How are students engagement studying English online?
3. How are students attention in studying English online?
4. How are students' involvement in studying English Online?

E. Purpose of the Research

The objectives of this study to as follow:

1. To know how students feel about studying English online
2. To know how engagement studying English online
3. To know how students attention in studying English online
4. To know how students involvement in studying English Online

F. Significance of the Research

This research is expected to give contributions and information about student interest in using online learning. Furthermore, this information can be used to design online teaching material that supports student interests, especially for foreign language learners. Moreover, it is hoped that teachers or design makers can use the information from this research in planning online learning material for

EFL students, especially for senior high school students. This research is also expected to be a reference for further research about online learning in students' interests.

G. Definition of Key Terms

1. Online Learning

Online learning is a learning model carried out through virtual media and the internet. Online learning can be done when the teacher and students are not in the same place.

2. Feeling Pleasure

Feeling happy to follow the learning that comes from within without any pressure and coercion from anyone.

3. Students Engagement

A situation where students have a desire to pay attention to the lesson.

4. Students Involvement

A situation where students devote their energy to participating in the learning process to get a learning experience

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the data and analysis that has been done, it can be concluded that:

1. Students feel happy to learn English online. This is evidenced by the questionnaire data obtained with an average of 2.85 or in the high category. Students feel happy because learning English online is flexible because it can be done anywhere and anytime.
2. The results of the study for indicators of student attention showed that students were very attentive to the explanations given by the teacher, with an average questionnaire of 3.11 or in the very high category.
3. The results showed that the average value for the student engagement indicator was 3.01 or was in the high category. Where this proves that students are engaged in English lessons even though they are online. Students takes note the material provided by the teacher, participate in online learning, look for learning resources from books or the internet.
4. The results showed that student involvement is good enough during online learning with an average value of the student involvement indicator 3.09 or in the high category. Students try to answer the questions given by the teacher and also do the assignments given by the teacher.

Student's interest in learning English online at SMA Negeri 3 Tualang is in the high category with an average value 3.01. Students feel happy and also safe from the transmission of the Covid-19 outbreak when studying online. External

and internal factors also influence students' interest in learning English online. Interest in learning is one of the essential things in the smooth learning process, both face to face and online. Therefore it is necessary to foster student interest in learning. Although the data shows that students' interest in learning English online is in the high category, there are still shortcomings in this online learning process. Inadequate facilities such as internet network access which is less stable, and also the price of internet quota, which is still considered quite expensive for some students. There needs to be guidance and supervision from teachers and parents to optimally the online learning process. Educators can also increase students' interest in learning by making lessons more exciting and using interesting media. There are three points that can be concluded; First, the feeling of pleasure for students at SMA Negeri 3 Tualang to learn English online is in the high category. Second, student engagement of SMA Negeri 3 Tualang students is in the high category. Third, students attention in learning English online at SMA Negeri 3 Tualang is in the high category. Fourth, the remaining students' involvement of SMA Negeri 3 Tualang is in the high category. So that the overall interest in learning English for SMA Negeri 3 Tualang students is in the high category.

B. Suggestion

1. The English Teachers

It is expected that teachers can evaluate learning to find out appropriate learning methods and media in order to achieve learning objectives. Teachers are expected to motivate students so that students do not get bored quickly and create

exciting learning so that students pay attention to the learning process even though they are online.

2. The parents

Parents are expected to pay more attention to their children during online learning. Parents must also provide comfort in learning, accompany children when learning, and help children when experiencing difficulties during the learning process.

3. The other Researchers

Hopefully, what has been researched can be continued by other authors with more creative ideas and topics. Another writer hopes that what is studied can provide benefits and contribute ideas for educators in general and writers in particular.

REFERENCES

Abdul Majid. (2008). Abdul Majid.(2008). Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru. Bandung: RosdakaryaOffset.

Agustina, P.(2015). Pengembangan PCK (Pedagogical Content Knowledge) Mahasiswa Calon Guru Biologi FKIP Universitas Muhammadiyah Surakarta Melal. *Educational Technology And Society*, 16, 2.

Ahmad Susanto, M. P. (2016). *Teori belajar dan pembelajaran di sekolah dasar*. Kencana.

Alwasilah, A. C. (2001). *Language, culture, and education: A portrait of contemporary Indonesia*. Andira.

Andriani, R., & Rasto, R. (2019). Motivasi belajar sebagai determinan hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 4(1), 80. <https://doi.org/10.17509/jpm.v4i1.14958>

Anitah, S. (2007). Strategi pembelajaran. *Jakarta: Universitas Terbuka*.

Arikunto, S. (2010). *Research procedure a practical approach*. Rineka Cipta.

Asrul, & Afil, M. (2020). Dampak pembelajaran online terhadap minat belajar siswa pada masa pandemi Covid-19 di sekolah SMPN Satap 1 Ladongi. *Publikasi Ilmiah Universitas Muhammadiyah Kendari*, 1–15.

Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25(4), 297–308.

Baharudin. (2013). *Psikologi Pendidikan*. Ar-ruzz.

Bailey, K. . (1978). *Methods of Social Research*. The Free Press.

Barhoumi, C. (2015). The Effectiveness of WhatsApp Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management. *Contemporary Educational Technology*, 6(3), 221–238.

Cheung, D. (2018). The key factors affecting students' individual interest in school science lessons. *International Journal of Science Education*, 40(1), 1–23. <https://doi.org/10.1080/09500693.2017.1362711>

Djamarah, S. B. (1994). *Prestasi belajar dan kompetensi guru*. Surabaya: usaha nasional.

Farley, K., McKee, M., & Brooks, M. (2011). The Effects of Student Involvement on Graduate Student Satisfaction: A Pilot Study. *Alabama Counseling Association Journal*, 37(1), 33–38.

Helmawati. (2014). *Pendidikan Keluarga* (1st ed.). Remaja Rosdakarya.