

**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*



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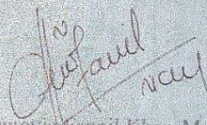
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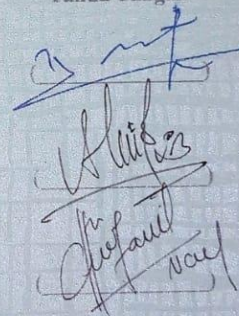
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## **ABSTRACT**

### **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**

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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.

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Researcher



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## **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 take note of 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.

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