

## **STUDENTS' INTEREST IN ENGLISH ONLINE LEARNING PRACTICE AT XI TKJ 1 SMKN 1 GIRITONTRO IN THE ACADEMIC YEAR 2020-2021**

**Sally Naritama, Agung Budi Kurniawan, Samsul Hadi  
STKIP PGRI Pacitan**

prakasa.center@gmail.com, agungbudi430@yahoo.co.id, samsulhadi0702106401@gmail.com

### **Abstract:**

This study aims to find out students' Interest in English Online Learning reviewed from Aspects of Interest, Elements of Interest, and Indicators of Interest. This research was a case study. The approach used in this research was a qualitative descriptive research approach. Participants of this study were grade XI students of TKJ,1 consisting of 36 students and 1 English teacher at SMKN 1 Giritontro. The data of this research were obtained from observations, documentation, and interviews. Data analysis techniques used qualitative analysis, namely data collection, data reduction, presentation, conclusion drawing, and verification. The results of the data analysis showed that the results of observations made by researchers on online learning videos in grade XI TKJ 1, namely on Aspect of Interest, with an average percentage of 46%, had a range of values with a description of Less Interest. While Element of Interest got, an average percentage result of 53% had a range of values with a description of Interest. Lastly, the Indicator of Student Interest got a result of 51%. A percentage of 51% had a range of values with a description of Interest.

**Keyword:** *Case Study, English Online Learning, Students Interest*

### **INTRODUCTION**

Learning English runs well when there is an interaction between teachers and students. Many students feel bored and pay less attention due to the teacher's monotonous way of communicating and delivering material. The teacher's ability to find strategies, methods, and techniques must increase Interest and student interaction in English learning. The student also understands the learning material so that the objectives of the learning itself can be achieved.

Online learning does have its challenges to creating ideal learning conditions. Things that can be done to get the ideal learning conditions online include strengthening the interaction between students and teachers. When students and teachers are separated by distance, creating a relationship between the two becomes increasingly important. Asking for news, giving an overview of the material to be delivered, doing attendance is the first step that can be used to establish relationships with students. The initial connections made them feel more comfortable using this online medium to ask questions and make comments during the class. Remind students to keep their videos. This simple thing makes them feel more responsible for paying attention to the class and more motivated to avoid distractions that often arise when learning from home.

Teachers should also optimize their communication techniques, including ensuring that sound, lighting, and video can be displayed. In this pandemic, online learning, as well as learning English. This also affects students' Interest in learning. The decline in student interest, the lower the understanding and skills of students in understanding English learning. It is very detrimental for students if they lose their understanding and skills in English for their future. Pandemics have an impact on all sectors, not least in the world of education. The new curriculum was also forced to be implemented by the government to adjust to the situation. Conventional learning, usually done face-to-face, cannot be replaced with online learning; this changes the habits of teachers and students in learning, and materials, techniques, media, and assessment systems also contribute to the current situation. Learning in online classrooms is not necessarily a solution to the current situation; each region has differences in geography, economic conditions, infrastructure conditions, and social-cultural conditions.

The government has carried out online learning since March 2020, which also needs serious classroom management from teachers and students. The beginning of learning requires a lot of adjustments by teachers, parents, and students, especially using devices for online learning where in addition to device problems, there are also problems with the internet network that used, especially in the midst of crisis, there also any less fortunate people who cannot afford to buy equipment as

a tool. There is also no learning media and to buy quotas. In this pandemic era, it is not only changing people's living habits. However, it also changes the existing education system in Indonesia. Learning that is delivered directly is not possible. Online learning is an alternative for teachers that can be used to deliver learning materials. Still, the obstacles that occur when delivering material using zoom media affect the delivery of learning material from teachers to students, weak cellphone signals, geographic conditions of remaining houses, less conducive because it is not facing to face, the number of children who speak alone, the voice from the teacher is intermittent. Those are things that teachers and students have to deal with almost every day. Classroom management carried out by the teacher also has a great influence on the success of learning English. Many factors can hinder classroom management, factors from the teacher such as authoritarian type of teacher leadership, monotonous teaching and learning format, the teacher's personality, teacher qualifications, teacher understanding of students. Factors from students, factors from family, and factors from facilities at the school. According to Djamarah (2000:173), Classroom management is an effort to optimize existing class potentials to support the educational interaction process to achieve learning objectives. According to Arikunto (1992:67), Classroom management is an effort made by the person in charge of teaching and learning activities or assisting in achieving optimal conditions so that learning activities can be carried out as expected. In this case, especially the use of Zoom Meeting learning media.

The teacher can do two-way communication at the beginning of the learning by asking the student's news, preparing several quizzes during the defense, and making interesting short questions or surveys. The atmosphere of online learning is also made as comfortable as possible. To improve interaction, a small group can be made to discuss the problems given by the teacher, prepare the tasks done at home, and provide motivation and messages to students. Learning methods and strategies are forced to change according to the current conditions of the online learning model. One of the tough challenges for teachers is how to help students be able to absorb subject matter and explain it to students so that it is easy to understand. (Aswan Zain, 2002). Many methods and media have been used, google classroom, Edmodo, Zoom Meeting, google meeting, youtube. There are some media in which the teachers choose which ones are appropriate to the conditions of the area and the conditions of the students so that objectives of the material presented are achieved.

The change of learning that was originally face-to-face into online learning with the pandemic requires adjustment, both the teacher himself and the student. Online learning is not entirely smooth without problems. Starting from teachers who have to prepare materials, mastery of online learning applications, to provide adequate internet tools and networks. Keeping students active and active learning is also a challenge in online learning. Not only in terms of technical teachers, but students also affect the course of online learning. Students who are cool themselves because at home, do not pay attention to the material delivered by the teacher, microphones and cameras are turned off by students, and interference from the student's environment that accidentally enters into online learning is conducted. The above problems can affect the achievement of learning objectives and students' absorption of the materials presented. This is common because online learning is new for teachers. And the objectives of the study are to reveal students' Interest in following English online learning in XI TKJ 1 SMKN 1 Giritontro Academic Year 2020/2021.

Brumfit (2001: 35), "English is an international language that it is the most widespread medium of international communication". Therefore, English is an important thing to learn, especially for students. In teaching English, there are four skills should be taught: listening, speaking, reading and writing skill. Skinner (in Walgito, 2010:184) defines learning as a process of progressive behavior adaptation. Meanwhile, according to Djamarah (2011: 13), learning is "a series of mental and physical activities to obtain a change in behavior as a result of individual experiences in interaction with their environment concerning affective, cognitive and psychomotor. Video conferencing is included in synchronous learning. Synchronous learning is an activity carried out jointly by educators and students—synchronous learning in real-time. Synchronous learning using video conferencing and other multimedia techniques can enable educators and students to interact with each other at the same time even though they are in different places (Chen et al., 2005).

Google Classroom is one of the apps now used as an online learning medium for students and teachers. Google classroom is a mixed learning media tool for education that can make it easier for teachers to create, share and classify each paperless assignment. The software has been introduced as a feature of Google Apps for Education which was released on August 12, 2014 (Corbyn, 2019: 13).

According to Djaali (2008:121), "interest is feeling of preference and feeling of interest in something or activity without being told". Meanwhile, Slameto (2003:180) states that "interest is a constant tendency to pay attention to and remember some activity". According to Pintrich and Schunk (1996: 304), there are six interesting aspects as follows: (a) General attitude towards activities, (b) Understand specifically for or undergo activities, (c) Enjoyment of activities, (d) Personal interests or significance of activities for individuals, (e) Intrinsic interest in the content of activities (f) Choices or participants reported in activities Students called interested in something if students participate in the activity.

According to Woodworth (in Wardani, 2018), elements of Interest there are 4 namely: (a) Cognition is a component of the first Interest characterized by the attention or attention of the subject to an activity, (b) Affection as the second component of Interest that is realized by the presence of a feeling of pleasure towards an activity or activity of Interest, (c) Konasi as the third component of Interest manifested in the form of will activities or activities of Interest, (d) Behavior or action is the fourth component of Interest manifested by the act of conducting such activities of Interest.

According to Slameto (2010: 180), several indicators of Interest in learning are pleasure, Interest, acceptance, and student involvement. From several definitions regarding indicators Interest in learning mentioned above, this study uses interest indicators: (a) Feelings of Pleasure. If a student has pleasure in a particular lesson, there is no sense of compulsion to learn. (b) Student Engagement Someone's Interest in an object causes that person to be happy and interested in doing or working on the activity of that object. (c) Interest relates to students' motivation to be attracted to objects, people, activities, or biases in the form of affective experiences stimulated by the activity itself. (d) Student Attention, Interest, and attention are two things that are considered the same in everyday use. Student attention is the concentration of students on observation and understanding, to the exclusion of others. Students have an interest in a certain object, and then they automatically pay attention to that object.

## **METHOD**

In this research, the researcher chose the descriptive method to analyze the data. The descriptive method explains the fact, circumstances, variables, and phenomena. According to Sugiyono (2013), "The descriptive method is a method that is used to describe or analyze research results but is not used to make broader". In this research, the researcher used to describe the Interest of the students of SMKN 1 Giritontro in Online Learning English. The research data was collected on online learning videos of grade XI TKJ 1 SMKN 1 Giritontro students. Online learning observed by researchers was conducted since October 19, 2020, and began investigative researchers on March 1, 2021

The participant of this research are students in eleven grades at SMKN 1 Giritontro in the academic year 2020/2021. Still, the researcher focuses on three online learning videos with the student at XI TKJ 1 class to collect the data to gain the information. Data is information collected through analysis. To obtain accurate data, researchers must use certain data collection techniques. Data collection techniques are an important step in analysis because the purpose of research is to obtain data. In this study, researchers used observations and interviews as data collection techniques. Data analysis is the process of compiling data so that it can be interpreted. After the data was collected, the researchers analyzed the data by going through the following stages: Data Reduction, Presentation of Data, Withdrawal of conclusion (Sugiyono, 2013: 247).

## **FINDING AND DISCUSSION**

### **Finding**

The covid-19 pandemic made educational institutions have to organize distance learning or online learning. Online learning replaces conventional face-to-face learning conducted before the covid 19 pandemic occurred. In this case, researchers investigated the learning video conducted online as the subject of the study. Learning was essentially the process of organizing learners to encourage and motivate teaching and learning activities both in and outside the classroom, either online or offline.

Online distance learning was distance learning where teaching materials and interactions were done with internet technology intermediaries. Therefore, the continuity of online learning could not be separated from internet infrastructure as its main technology. Class classes where learning is organized were replaced by a virtual class called Learning Management System (LMS).

In the discussion of this research, the author presents the description, where there are three subjects, namely:

### **Table 17. Student Interest Instrument Percentage Results**

<b>Interest</b>	<b>Video 1</b>	<b>Video 2</b>	<b>Video 3</b>
Aspect of Interest	46	53	40
Element of Interest	47	60	53
Indicator of Student Interest	47	60	47
<b>Total</b>	<b>140</b>	<b>173</b>	<b>140</b>
<b>Average</b>	<b>47</b>	<b>57</b>	<b>47</b>

Based on descriptive analysis of students' Interest in online learning English subjects, from each indicator variable aspect of Interest, there was a percentage of 46%, element of Interest as much as 47%, and indicator of student interest as much as 47%. According to the average percentage of variable indicators of online learning implementation during the pandemic covid-19 using the Zoom Meeting platform on video 1, there was an average of 47%. A total of 5 students from 12 students (respondents) of SMK Negeri 1 Giritontro who have been studied in this case lacked Interest in following online learning in English subjects delivered by teachers, and 7 other learners were not interested in online learning. Thus, the Interest in learning online on video 1 was in the category of less Interest. In this case, teachers should further increase motivation and encouragement to students to be more able to follow online learning. Teachers should also increase creativity in the use of varied learning methods, strategies, and technologies.

Descriptive analysis for each variable indicator about online learning of English subjects in video 3 could be known that aspect of Interest there was a percentage of 53%, element of Interest as much as 60%, and indicator of student interest as much as 60%.

Based on the average percentage of variable indicators about the implementation of teaching and learning activities of students online using the Zoom Meeting platform at SMK Negeri 1 Giritontro on video 2, as much as 57%. 6 students out of 10 students were interested in online learning, and 4 other learners were less interested in online learning. From the description above, it could be concluded that the Interest of learners in online learning of English subjects in video 2 was in the interest category. Teachers need to evaluate to improve online learning and provide interesting materials to take an interest in learning English subjects.

Based on descriptive analysis of students' Interest in online learning English subjects in video 3 could be known that aspect of Interest there was a percentage of 40%, element of Interest as much as 53%, and indicator of student interest as much as 47%. Based on the average percentage of variable indicators about the implementation of online learning subjects discussed English at SMK Negeri 1 Giritontro in video 3 as much as 47%. 4 out of 9 learners were interested, and 5 students were less interested in learning English online.

From the description above, it could be concluded that the learner's learning interest in video 3 was in the category of less Interest. Teachers need to improve the potential Interest in learners' learning style and need to know the psychic mentality of learners in following online learning.

### **Discussion**

Pandemic covid-19 has changed our daily activities that originally went normally to less normal or until abnormal. Conclusion: there are conditions for carrying out our activities that are restrained and delayed, and we have to be at home only. In this case, to prevent the transmission of the covid-19 virus, the government has given its policy to its people to run 5 M, namely wearing masks, washing hands with soap and running water, keeping distance, staying away from crowds, and limiting mobility or interaction.

The impact caused by the covid-19 outbreak in Indonesia is widely felt in various fields, one of which is education. It is caused by the learning process that is usually done directly in school could not be done as it should be. The government intended to break the ropes of the spread of the virus.

The solution to overcome the problem was the implementation of distance learning or teaching and learning activities online. Where it also applied in SMK Negeri 1 Giritontro. Teachers have done teaching and learning activities using various methods, namely Whatsapp group, video conference, classroom, etc.

Online learning could be understood as a formal education organized by schools whose students and instructors (teachers) are in separate locations. It requires an interactive telecommunication system to connect the two and various resources required in it.

Based on the research results, Zumrotun Hikmah, Department of Islamic Religious Education Sunan Kalijaga State Islamic University, the title "Implementation of E-Learning PAI In

SMAN 1 Teladan Yogyakarta". This study analyzed how e-learning implementation in PAI subjects was conducted at SMAN 1 Teladan Yogyakarta. The similarity in the study was the focus of research on e-learning. While the difference was in the research that researchers raised, researchers are more focused on implementing learning applied through Zoom Meeting applications in the pandemic covid-19.

Based on observations made by researchers at one of the SMK Negeri 1 Giritontro English subjects on Monday, October 19, 2020, teachers conducted learning with an online system that uses the Zoom Meeting platform. The teacher delivered the material to the students using the lecture method. Students were given the task of rushing evaluation questions and only once practiced. The teacher did not know if the learner understood the material delivered. The duration of time was also limited. Passive learners in following online learning, no one asked or responded when the teacher asked about the evaluation of the material submitted. When answering questions from the teacher was very short, and there was no further explanation. In this case, the students were less interested in following the learning Zoom Meeting where learning like this made them sleepy if they had to linger listening to the teacher speak to deliver the material.

The application results from observations that researchers did on Monday, October 26, 2020, that students and educators conduct teaching and learning activities, especially in English subjects, by using Zoom Meetings and utilizing internet media facilities and mobile phones, laptops, or laptops, or computers. Utilizing the current technological advances, face-to-face implementation can still be carried out through virtual classes. Learning activities taught English subjects through this online where educators and students listen and listen to the materials provided by educators. The implementation is conducted face-to-face by utilizing the Zoom Meeting application installed on the device you want to use, or students can go through the web. It is based on the observation of researchers that students can better understand the material delivered by their teachers. Some students talk to educators related to the discussion of materials. Zoom Meetings can facilitate students to listen to the teacher's explanation directly and meet with teachers and other friends.

Based on observations made by researchers on Wednesday, November 18, 2020, teachers used the Zoom Meetings platform for online learning in English subjects. The method used by educators in their learning is to use the lecture and question and answer system after the material is completed. The time of the learner tended to be shorter than when learning directly in the classroom. Teachers delivered material monotonously and sometimes only read slides that were shown on PowerPoint material. It seems that students are tired of listening to the material delivered by educators. Because there was rarely interaction between students and educators.

Based on the above exposures, the author could understand that students' participation in the implementation of online learning of English subjects at SMK Negeri 1 Giritontro using the Zoom Meeting platform is less interested. However, the implementation process was easy and not much different from learning when real in the classroom.

## **CONCLUSION**

Educators and students in carrying out online learning by using the Zoom Meeting platform in low-interest categories. This can be proven by fewer students and the awareness of learners in following less learning. Obstacles in carrying out online learning come from the factors of educators, students, and technical. The educators only used monotonous methods, the management of online classes that could not be conditioned, and the readiness of teaching materials to deliver materials seemed less interesting. The problem factor from students was the lack of interest in following online learning. Technical factors were unsupported signals, and mobile phones/laptops (hardware) used for learning didn't accommodate well.

## **REFERENCES**

- Arikunto, S. 2010. *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta.
- Brumfit, Christopher. 2001. *Individual Freedom in language teaching*. Oxford: Oxford University Press
- Chen, N. S., Ko, H. C., Kinshuk, & Lin, T. 2005. *A model for synchronous learning using the Internet. Innovations in Education and Teaching International*, 42(2), 181– 194.
- Djaali. 2008. *Psikologi Pendidikan*. Jakarta: Bumi Aksara
- Djamarah, S. Bahri. 2011. *Psikologi Belajar*. Jakarta: Rineka Cipta.
- Djamarah, Syaiful Bahridan Aswan Zain. 2002. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta

- Gregory Corbyn. 2019. *Google Classroom: 99 Ideas How To Use Google Classroom Effectively. The Ultimate Guide To Learn Google Classroom*. Independently Published
- Pintrich, R. P and Schunk. D. H. 1996. *Motivation in Education, Theory Research and Application*. New Jersey: Prentice Hall.
- Saiful Bahri Djamarah, Aswan Zain. 2002. *Strategi Belajar Mengajar*. Jakarta: PT RinekaCipta.
- Slameto. 2003. *Belajardan Faktor-Faktor yang Mempengaruhinya*. Rineka Cipta: Jakarta Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta. Walgito, Bimo. 2010. *PengantarPsikologiUmum*. Yogyakarta : ANDI
- Silvia Yulia Wardani, Rischa Pramudia Trisnani. 2018. *Informasi Karir*, Madiun: UNIPMA Press