



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

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Abstract

This study aims 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 medium category, with the average value of each indicator being; feeling pleasure was 2,966, Students engagement was 2,978, and students involvement was 3,056. The overall average is 3,000 or is in the medium category.

Keywords:

Online Learning, Feeling Pleasure, Student Engagement, Student Involvement

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INTRODUCTION

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.

The Minister of Education and Culture 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 Bullen & 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 "a learning experience using different devices such as smartphones and laptops or other devices with internet access in a synchronous or asynchronous environment. 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.

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 sense of liking or also being interested in something and learning activities without anyone asking 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 teachers, feedback systems, and so on (Anitah, 2007).

The change in the learning process from face-to-face to online learning during this pandemic is a challenge and concern for many parties. 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.

METHOD

The population of this research was grade XI academic years 2021/2022 SMA N 3 Tualang. It consists of 160 students. The sample of this research was taken using proportional random sampling technique. Proportionate sampling is chosen so that each selected sample can represent the results of the population. Also, Sugiyono (2009) explains proportional random sampling as a sampling technique where all

members have the same opportunity to be sampled according to their proportions, large or small population. The researcher used the Slovin formula to determine the sample.

The instruments in this research were questionnaire and interview. The main elements measured in this research interested in learning English online. The questionnaire was modified from Sarahutu (2020) and Subiakto (2020). The instrument measurement scale uses a stratified scale model (Likert scale) with four alternative answers: very agree, agree, disagree, and very disagree. The interest in learning English online questionnaire in this study consisted of 4 indicators with 19 statements. Data collection through this questionnaire was carried out online using Google Form to the class XI students who were selected as samples. The second instrument was an interview. The interview consisted of several questions to find out more in-depth information about how students' experience in learning English using online learning was during the covid-19 Pandemic. The interviews in this study strengthened the questionnaire by asking several students about their perceptions of learning English using online learning. This interview was conducted online. Interviews were also conducted with English teachers at the school to see their point of view on their students' interest in learning English using online learning. After analysed the data from the questionnaire, the authors compiled interview questions for students and teachers.

The validity of this research is content validity. According to Yusuf (2014), content validity is the primary capital in a research instrument because the validity or content validity will state the representation of the aspects measured in the instrument. Content validity is the validity estimated through testing the feasibility or relevance of the test content through rational analysis by a competent panel of expert judgment (Hendryadi, 2017) (Hendryadi, 2017). In measuring reliability, the researcher used the Cronbach Alpha formula using SPSS. Cronbach's Alpha score after being tested is .808 (very high) and can be used as an instrument for this research.

The data obtained have been analyzed to determine the frequency distribution of each category is sought using the formula:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P: presentation

F: Frequency

N: Number of samples

Average for the statements by formula

$$\bar{X} = \frac{((VAx4)+(Ax3)+(DAx2)+(VDAx1))}{n}$$

Explanation :

n = Sample

VA = Very Agree

A = Agree

DA = Disagree

VDA = Very Disagree

After the average for each statement is determined, the researcher interprets these values with categorization criteria. According to Sudjana (2012), the range of average qualifications is as follows:

Table. 5 Range of Average Qualifications

Average Value	Explanation
4.20-5.00	Very high
3.40-4.19	High
2.60-3.39	Medium
1.80-2.59	Low
1.00-1.79	Very low

Data from interviews were analyzed to support the answers to the questionnaire. Interviews were used to dig for more profound information about the perspectives of teachers and students on their interest in learning English online. The results of the interviews were used to strengthen the questionnaire data. Analysis of the data used is the presentation of the data.

RESULT AND DISCUSS

Research Finding (tentative)

1. Questionnaire

a. Feeling Pleasure

Five items were asked to the respondent to find out their feeling about online learning. Item number one asked, “The Covid-19 outbreak has not reduced my desire to take part in online English learning” 123 out of 160 agreed that online learning did not reduce their desire to take part in learning. The second item asked, “I am still enthusiastic about participating in English learning activities during the covid-19 pandemic” 126 out of 160 agreed that they were enthusiastically participating in English learning activities during the covid-19 pandemic. The third item asked, “Having online learning makes me feel safe from the covid-19 pandemic” 99 out of 160 agreed, and 50 of 160 very agreed that online learning could save them from the spread of the corona virus. The fourth item asked, “I like to take part in online English learning” 101 out of 160 agreed that they like to take part in English learning online. The fifth item asked, “The assignments given by the teacher helped me understand the lesson even though it was online” 92 out of 160 agreed that assignments given by the teacher helped them to understand the lesson. The data will be described in the following table:

No	Indicator	No Item	VA		A		DA		VDA		N	%	Score Total	Mean
			Fi	%	Fi	%	Fi	%	Fi	%				
1	Feeling pleasure	1	19	11.875	123	76.875	18	11.25	0	0	160	100	481	3.00625
		2	22	13.75	126	78.75	11	6.875	1	0.625	160	100	489	3.05625
		3	50	31.25	99	61.875	11	6.875	0	0	160	100	519	3.24375
		4	17	10.625	101	63.125	42	26.25	0	0	160	100	455	2.84375
		5	11	6.875	92	57.5	52	32.5	5	3.125	160	100	429	2.68125
	Average		23.8	14.87	108.2	67.62	26.8	16.75	1.2	0.75	160	100	474.6	2.96625

b. Students' Engagement

The researcher combines two indicators (engage and attention) into students' engagement in this indicator. There are 10 item statements in this indicator. Item number one asked, "I really pay attention to the explanation of the material presented by the English Teacher" 121 respondents out of 160 asked agreed that online learning does not reduce their attention in paying attention to the explanation given by the teacher. The second item asked, "I always do the assignments given seriously even though I do not go to face-to-face school" 116 out of 160 students agreed that they do the assignments seriously while learning English online. The third item asked, "I prefer to study online than face-to-face learning" 87 out of 160 students disagreed prefer online learning than face-to-face learning. The fourth item asked, "The teacher provides easy-to-understand material so that I have no difficulty while studying online" 109 out of 160 students agreed that material given by the teacher helped students understand the lesson easily. The fifth item asked, "When having trouble doing assignments, I will ask friends to explain via WA" 123 out of 160 students agreed that they do not just stay silent when they have trouble doing the assignments. The sixth item asked, "When experiencing difficulties in understanding the learning material, I will try to ask friends or teachers via WA" 121 out of 160 agreed that they do not stay silent when they do not understand the lesson. The seventh item asked, "When I have difficulty understanding the lesson, I will look for information from books or information from the internet" 100 out of 120 students agreed they have the initiative to seek understanding from the other source. The eighth item asked, "The learning method given by the English teacher during the covid-19 pandemic kept me motivated to learn even though it was done online" 119 out of 160 agreed that the teacher kept them motivated while learning English online. The ninth item asked, "I read some books or information on the internet to increase my knowledge of the material" 124 out of 160 agreed that other sources increased their knowledge about the lesson. The tenth item asked, "I take notes on the English lesson material delivered by the teacher" 132 out of 160 students agreed they engaged in understanding the lesson given by the teacher. The data of the second indicator will be described in the following table:

	No item	VA		A		DA		VDA		N	%	Score total	Mean
		fi	%	fi	%	fi	%	fi	%				
		2	6	29	18.125	121	75.625	10	6.25				
	7	31	19.375	116	72.5	13	8.125	0	0	160	100	498	3.1125
	8	9	5.625	47	29.375	87	54.375	17	10.625	160	100	368	2.3
	9	7	4.375	109	68.125	39	24.375	5	3.125	160	100	439	2.74375
	10	22	13.75	123	76.875	15	9.375	0	0	160	100	486	3.0375
	11	32	20	121	75.625	7	4.375	0	0	160	100	505	3.15625
	12	55	34.375	100	62.5	5	3.125	0	0	160	100	530	3.3125
	13	16	10	119	74.375	20	12.5	5	3.125	160	100	466	2.9125
	14	17	10.625	124	77.5	19	11.875	0	0	160	100	478	2.9875
	15	22	13.75	132	82.5	6	3.75	0	0	160	100	496	3.1
Average		24	15	111.2	69.5	22.1	13.8125	2.7	1.6875	160	100	476.5	2.978125

c. Students Involvement

The last indicator of interest in learning is student involvement. There are four statements in this indicator; the first item asked, "Every day I always make time

to study” 125 out of 160 agreed that they take the time to study. The second item asked, “I follow the lesson according to schedule even during the covid-19 outbreak” 111 out of 160 students agreed that they follow the lesson schedule. The third item asked, “During online learning, I always try to answer the questions the teacher asks properly and correctly” 124 out of 160 agreed that they actively participate in answering questions in the class. The fourth item asked, “I always collect assignments on time even during the covid-19 outbreak” 115 out of 160 agreed that they collect the assignments on time. The data of the second indicator will be described in the following table:

	No item	VA		A		DA		VDA		n	%	Total score		
		fi	%	fi	%	fi	%	fi	%					
3	Students' involvement	16	13	8.125	125	78.125	21	13.125	0	0	160	100	471	2.94375
		17	40	25	111	69.375	9	5.625	0	0	160	100	511	3.19375
		18	29	18.125	124	77.5	7	4.375	0	0	160	100	502	3.1375
		19	20	12.5	115	71.875	22	13.75	3	1.875	160	100	472	2.95
Average			25.5	15.9375	118.75	74.21875	14.75	9.21875	0.75	0.46875	160	100	489	3.05625

Discussion

The COVID-19 Pandemic has affected all aspects of life, including education. As a result, the teaching and learning process has usually done face-to-face has turned into online learning. Online learning refers to learning and other supportive resources available through a computer (Carliner, 2004). Interest in learning is an important thing that needs to be considered, especially when there is a change in learning due to this Pandemic. Interest in learning is a sense of interest in a thing or activity without anyone telling. There are two factors that influence interest in learning: internal and external factors.

Based on the data that has been obtained, the learning process at SMA Negeri 3 Tualang during the covid-19 Pandemic was carried out online using the WhatsApp, Telegram, Google Classroom, and Zoom applications. The implementation of online learning for SMA Negeri 3 Tualang students is new due to the covid-19 Pandemic. In this study, the indicators in measuring interest in learning are feelings of pleasure, engagement (interest & attention), and student involvement during learning (Djamarah, 1994).

The first indicator to determine students' interest in learning English online is feeling pleasure. From the data obtained in the first indicator, it can be seen that students are quite happy while learning online. According to Ahmad Susanto (2016), interest is defined as a favorite, fondness, or pleasure for something. Interest in learning makes it easier for students to follow the learning process because it is their own desire. Interest has a significant influence on student learning because interest can cause a sense of pleasure in everything chosen (Selfiana, 2018).

This shows that students are not lazy, and online learning can be a learning option because it is proven from the questionnaire results show an average of 2.84 or

are in the medium category on the statement item I like to participate in online English learning. In addition, students feel that the WhatsApp application is an application that is easy to use in the implementation of this online learning. Barhoumi (2015) stated that WhatsApp is a free application that is easy to use.

The second indicator is student engagement (engage and attention). Someone who has an interest in a particular object will automatically pay attention to that object. Based on the analysis that has been done, it can be seen that the average student interest is in the medium category. Although some participants chose to disagree, the results showed a favorable perception of the overall mean. The results of this study, students showed an attitude of attention when the teacher explained the lesson. In addition, students also try to ask questions when they do not understand the lesson. Student interest is reviewed based on students' encouragement or interest in a thing or learning activity, namely the use of free time due to the pandemic and students' preparation for accepting online learning (Subiakto, 2020). According to Yunitasari & Hanifah (2020), the role of the teacher is crucial to foster student interest in learning, one of which is by teaching fun and providing constructive motivation.

Some students stated that even though they were interested in learning English online, they still liked face-to-face learning, seen from the significant number of respondents who disagreed on the eighth statement item. They think they can carry out the discussion directly if face to face.

The third indicator, students involvement, can be seen from student activities to stay involved and enthusiastic about learning English even though they are online. Students try to take the time to learn, actively answer questions from the teacher, and collect assignments given by the teacher. In line with Andriani & Rasto (2019) a state of mind of acceptance in learning preparing exercises, both for his learning arrangement and his activity to demand this real effort in learning, is referred to as interest in learning. Furthermore, Rachim (2020), online learning can provide positive value to students when students who tend to be introverted and shy become active in class. Students can be better prepared and more confident to be involved in the learning process through online learning. However, some students still do not submit assignments on time for the collection of assignments.

CONCLUSION

From the data and analysis that has been done, it can be concluded that the student's interest in learning English at SMA Negeri 3 Tualang is quite good. 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 moderate/good enough 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 medium category. Second, student engagement of SMA Negeri 3 Tualang students is in the medium category. Third, the remaining students' involvement of SMA Negeri 3 Tualang is in the medium category. So that the overall interest in learning English for SMA Negeri 3 Tualang students is in the medium category.

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