

THE FACTORS INFLUENCE INTEREST IN LEARNING ENGLISH DURING COVID-19 PANDEMIC

Rizqi Wahyu Saputra¹, Indah Puspitasari², Samsul Hadi³
English Education Study Program, STKIP PGRI Pacitan

E-mail: ¹⁾ rizqiwahh25@gmail.com

English Education Study Program, STKIP PGRI Pacitan

E-mail: ²⁾ inkiku47@gmail.com

English Education Study Program, STKIP PGRI Pacitan

E-mail: ³⁾ samsulhadi.mr@gmail.com

ABSTRACT: This research aims to analyze the factors influence interest in learning English during pandemic covid-19 in students XI IPS at the SMAN Tulakan. This research was a descriptive qualitative method. The data from this study were obtained from a questionnaire that was distributed to students with a total of 45 students. The result of this research is the factors that affect students' interest in learning towards English subjects in class XI IPS at SMAN Tulakan, namely pleasure, students' involvement, interest and students' attention. From the results of the questionnaire that has been distributed to students, the result was that they got a high enough score and that means they have an interest in learning English lessons at SMAN Tulakan. Therefore, the school, the teacher, and the surrounding community must play an active role in supporting all the factors that influence students' interest in learning so that students remain consistent in maintaining their interest in learning.

Keywords: *Students' Interest, Distance Learning, Pandemic covid-19*

INTRODUCTION

Education is an initial foundation used by humans to realize a good future with an effort that must be done by every individual. As we know, education today is very different from the previous education system due to the impact of Covid-19. Some local governments have decided to implement a policy to dismiss students and start implementing online learning methods. This government policy has begun to be effective in several provinces in Indonesia, which are also followed by other provinsni areas. But this does not apply to several schools in each region. The school is not ready for an online learning system, which requires learning media such as smartphones, laptops or computers.

In the teaching and learning process, it is often found that there are students who are less active in participating in the learning process. According to Slameto (2010) there are 4 indicators of interest in learning, namely, feeling of pleasure, interest, students 'attention, and students' involvement. In order for student interest in learning to grow and develop properly, teachers need to increase student interest in learning, because teachers are very influential in creating a learning atmosphere that can increase student activity and learning discipline. Therefore, teachers are required to be creative in using learning models that can make students happy, comfortable and do not get bored quickly so that an ideal learning atmosphere is created and learning objectives can be maximally achieved.

As is the case at this time, the pandemic covid-19 forced the government to issue social distancing rules. This problem has an impact on all aspects including the problem of education, so the government set distance learning during this pandemic covid-19. Basically distance education is a type of education where students are far from educators, so education cannot be done face-to-face and the delivery of messages from educators to students must be done through the media (Setijadi, 2005: 1). Physical separation between instructors and students in distance education has implications for the limited interaction between teachers and students. A teacher in distance learning cannot guide and supervise the learning of individual students on an as regular basis as in face-to-face education, so this distance learning becomes a challenge for instructors whether their learning interest is maintained.

Students' interest in learning during the Covid-19 pandemic must be maintained. According to Rusman (2014) states that a teacher is an educator, mentor, trainer, and curriculum developer who can create conditions and an active and conducive learning atmosphere, namely a pleasant, attractive, secure learning atmosphere, giving students space to think actively, creative, and innovative in exploring and elaborating on his abilities. One alternative for teachers to increase student interest in learning is by implementing a learning model that is attractive to students, because by implementing a learning model students can interact actively by utilizing all the potential that students have. The learning model is a guide in learning in the form of methods used by the teacher in the learning process to achieve the desired learning objectives.

Utilization of technology in the English learning system raises technology-based learning as a result of technology. English teachers can use internet technology as a learning medium. Information and communication technology-based learning could be effective if the teacher's role in learning is as a learning facilitator or makes it easy for learners to learn not just as information providers. In this media learning pattern, learners can choose learning materials based on their own intentions, so learning becomes fun and not boring, full of motivation, passion, attract attention and so on.

In this era, digital media are so important and so close to human life. Digital media can not only be used in the world of education, namely as media learning resources because digital media can make learning more flexible without being limited by space and time. As a technology develops, teachers can use mobile learning to attract students' interest in the learning process. Mobile learning is one of the media in supporting this distance learning.

Based on the reasons above, the researcher wants to analyze students' interest in learning English. The researcher motivated to conduct a research entitled "The Factors Influence Interest In Learning English During Pandemic Covid-19".

RESEARCH METHOD

This research was conducted using a qualitative approach. This approach is carried out on the descriptive analysis method. Moleong (2013: 16) argues that qualitative research is aimed at understanding phenomena about what is experienced by research subjects such as behavior, perception, action, motivation, etc. holistically and

by means of descriptions in the form of words and language in a natural context. Researcher used questionnaire to get the data. The data taken in this study were 45 students of class XI IPS at SMAN Tulakan. It is located in Bungur village, Tulakan Sub-district, Pacitan Regency, East Java. The researcher determined the place of the research because the researcher do teaching practice program (*PPL*) there, so that the researcher know the condition of this school. The class XI IPS at SMAN Tulakan were selected as a research data because based on experienced teacher training obtained by researcher.

DISCUSSION

What the factors influence interest in learning English during distance learning?

The factors that influence students' interest in learning at SMAN Tulakan on English language learning in distance learning are seen from indicators of learning interest, namely, feeling of pleasure, students' involvement, students' interest and attention. From the results of the questionnaire distributed to students, it shows that students' interest in learning English was high. The data was proven by a questionnaire that was distributed to students of class XI IPS in SMAN Tulakan.

From the first indicator that was feeling happy there are sub-indicators namely discipline, paying attention to the lesson, and repeating the lesson. Seen from the first sub-indicator, namely the discipline contained in problem number 1, students feel afraid if students are late in collecting assignments to get a percentage of 88.9% of 100% of students who answer. The second sub-indicator that was paying attention to the lesson contained in question number 3, students always pay attention to the explanation of the English teacher via online during distance learning takes place a percentage of 86.7% of 100% of students who answered. The third sub-indicator that was repeating the lesson contained in question number 5, students always use free time to repeat English lessons, getting a percentage of 86.7 out of 100% of students who answered.

From the second indicator, namely student involvement, there are sub-indicators, namely active discussion, actively asking questions, and actively answering questions. Seen from the first sub-indicator that was active discussion contained in question number 7, students really like when the teacher opens a question session on English lessons during distance learning takes place a percentage of 82.3% of 100% of students

who answered. The second sub-indicator which was active in giving questions was in question number 9, students actively ask when students did not understand what was explained by the teacher to get a percentage of 86.8 out of 100% of students who answered. The third sub-indicator was actively giving questions contained in question number 11, students always answer questions from the teacher because distance learning was very interesting for them to get a percentage of 82.3 out of 100% of students who answered.

From the third indicator, there are sub-indicators of students' interest, namely optimism in doing the exercises, feeling of gaining new knowledge, and the desire to add reading sources. Seen from the first sub-indicator that was optimistic in doing the exercises contained in problem number 13, students are always confident in doing the exercise because students always pay attention to explanations from the teacher and repeat the learning themselves got a percentage of 84.4 out of 100% of students who answered. The second sub-indicator is feeling new knowledge contained in question number 15, the first time doing distance learning students believe that they will get new knowledge to get a percentage of 88.9% of 100% of students who answer. The third sub-indicator is the desire to add to the reading resources contained in question number 17, students always use their smartphone to find additional information about the English subject matter being discussed, getting a percentage of 88.9 of 100% of students who answer.

From the fourth indicator namely student attention there are 4 sub-indicators namely listening to the teacher's explanation, completing a notebook, eager to follow English lessons, and completing assignments and homework. Judging from the first sub-indicator that is listening to the explanation of the teacher contained in question number 19, students always pay attention to the explanation of the English teacher because it's easy to understand gets a percentage of 88.9% of 100% of students who answer. The second sub-indicator that completes the notebook contained in question number 21, students have complete English notes during distance learning takes a percentage of 84.4% of 100% of students who answer. The third sub-indicator, namely eager to take English lessons contained in question number 23, students were very eager to follow English lessons during the process of learning English to get a percentage of 80% of 100% of students who answered. The fourth sub-indicator was the completion of the

assignment and homework contained in problem number 25, after students completed the assignments of English during the learning of English, students feel satisfied with what they have done 82.3% of 100% of students answered.

CONCLUSSION

Factors that affect students' interest in learning towards English subjects in class XI IPS at SMAN Tulakan, namely pleasure, students' involvement, interest and students' attention. From the results of the questionnaire that has been distributed to students, the result was that they got a high enough score and that means they have an interest in learning English lessons at SMAN Tulakan. Therefore, the school, the teacher, and the surrounding community must play an active role in supporting all the factors that influence students' interest in learning so that students remain consistent in maintaining their interest in learning.

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