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

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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, data 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 a average percentage of 46% had a range of values with a description of Less interest. While in Element of Interest got a average percentage result of 53% had a range of values with a description of Interest. Lastly Indicator of Student Interest got a result of 51%. A percentage of 51% had a range of values with a description of Interest.

Keyword: Students Interest, English Online Learning, Case Study

INTRODUCTION Learning English run well when there is interaction between teachers and students. Many students feel bored and pay less attention due to the monotonous way of communicating and delivering material by the teacher. The teacher ability in appropriate strategies, methods, and technique, must be suitable to be able to increase interest and students interaction in English learning. Student also understand the learning material so that the objectives of the learning itself can be achieved. Online learning does have its own challenges to create ideal learning conditions. Some of the 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 on. This simple thing makes them feel more responsible to pay attention to the course of 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 clearly 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 that is usually done face-to-face cannot be done replaced with online learning, this not only changes the habits of teachers and students in learning but from 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, this happens because each region has differences both from geography, economic conditions, infrastructure conditions and social cultural conditions. Online learning has been carried out by the government 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 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, but 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 face to face, the number of children who speak alone, the voice from the teacher is intermittent. Those 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 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 facilitiesat the school. According to Djamarah (2000:173), Classroom management is an effort to optimize the use of 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 with the intention of 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 existence of two-way communication, can be done by the teacher 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 can be made a small group to discuss the problems given by the teacher, finally prepare the tasks done at home and provide motivation and message to students. Learning methods and strategies are forced to change according to 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).There are many methods and media that have been used, google classroom, edmodo, zoom meeting, google meeting, youtube, there are some of the media in which

the teachers choose which ones are appropriate to the conditions of 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 definitely 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 from 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 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 the objectives of the study To reveal there are students' interest to follow English online learning in XI TKJ 1 SMKN 1 Giritontro Academic Year 2020/2021. According to Brumfit (2001: 35) said that, "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 skill should be taught: listening, speaking, reading and writing skill Skinner (in Walgito, 2010:184) provides a definition of learning "Learning is 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 is 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 the scope of 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, according to Slameto (2003:180) "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 a 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 a 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 put forward regarding indicators interest in learning mentioned above, in this study using interest indicators, namely: a. Feelings of Pleasure If a student has feelings of pleasure in a particular lesson there no sense of compulsion to learn. b. Student Engagement Someone's interest in an object that causes that person to be happy and interested in doing or working on the activity of that object. c. Interest It relates to the motivation of students towards being 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, then they automatically pay attention to that object.   METHOD Method Of Study In this research, the researcher choosed the descriptive method to analyze the data. Descriptive method explains the fact, circumstances, variable 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 Site and Time Research The data collection of research was conducted 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 1st, 2021 The Participant The participant of this research are students eleven grade at SMKN 1 Giritontro in academic year 2020/2021, but the researcher focus on three videos online learning with student at XI TKJ 1 class in collecting the data to gain the information. The Technique of Collecting Data 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 interview as data collection techniques. The Technique of Data Analysis 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, organizing learners to encourage and motivate teaching and learning activities both in the classroom and outside the classroom, either online or offline.   Online

distance learning was distance learning where the delivery of teaching materials and interactions were done with internet technology intermediaries. Therefore, the continuity of online learning could not be separated from the existence of internet infrastructure as its main technology. In online learning, the existence of classes where learning is organized was replaced by a virtual class called Learning Management System (LMS). In the discussion of this research we present the description, where there are three subjects, namely: Interest Video 1 Video 2 Video 3 Aspect of Interest 46 53 40 Element of Interest 47 60 53 Indicator of Student Interest 47 60 47 Total 140 173 140 Average 47 57 47 Table 17. Student Interest Instrument Percentage Results a. Video Analytics 1 Based on descriptive analysis of students' interest in online learning English subjects could be known that 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 by 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. b. Video Analytics 2 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%. A total of 6 students out of 10 students were interested in taking part 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 need to provide interesting materials so that students were able to take an interest in learning in English subjects c. Video analytics 3 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%. A total of 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 the learning style of learners 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. There are conditions of carrying out our activities are restrained, delayed and until 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 in the field of education. It caused by the learning process that is usually done directly in school could not be done as it should be. It was intended by the government in an effort 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, and others.   Online learning itself could be understood as a formal education organized by schools whose students and instructors (teachers) are in

separate locations so that it requires an interactive telecommunication system as a medium of connecting the two and various resources required in it. Based on the results of research Zumrotun nikmah, Department of Islamic Religious Education Sunan Kalijaga State Islamic University, with 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 teachers of 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 practice. The teacher did not know if the learner understands the material delivered. The duration of time was also limited. Passive learners in following online learning, no one asked or no one 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 for him made them sleepy if they have to linger listening to the teacher speak to deliver the material.   The application as the results of observations that researchers have done 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 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 carried out face-to-face by utilizing the zoom meeting application installed on the device that 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. Evidently there are some students who talk to educators related to the discussion of materials. Zoom meeting can facilitate students to listen to the teacher's explanation directly and also 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 are shown on power point 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 be understood that the participation of students in the implementation of online learning of English subjects at SMK Negeri 1 Giritontro using zoom meeting platform is less interested. Although the implementation process was easy and not much different from learning when in the classroom is real. CONCLUSION AND SUGGESTION Conclusion Based on research that has been conducted by researchers on online learning of English subjects at SMK Negeri 1 Giritontro can be concluded as follows: Educators and students in carrying out online learning by using the zoom meeting platform in low interest categories. This can be proven by the presence of fewer students and the awareness of learners in following less learning. Obstacles in carrying out online learning comes from the factors of educators, students, and technical. The educators only used monotonous methods, the management of online classes that couldnot be conditioned and the readiness of teaching materials so that the materials delivered seem less interesting. Problem factor from students were the lack of interest in following online learning. Technical factors were unsupported signals and mobile phones/laptops (hardware) used for learning don't accommodate well. Suggestion After conducting research on online learning of English subjects at SMK Negeri 1 Giritontro there are suggestions as follows: For teachers, the author hopes to further

develop online learning by using zoom meeting platforms such as adding varied learning methods or using one method to collaborate with another. For students, the author expects to have full awareness in participating in online teaching and learning activities so that the learning objectives are achieved. For institutions, the author expects to present webinars or in-house training to educators about online learning strategies and schools need to develop learning media and facilitate educators and learners for distance learning. For readers, the author hopes that this scientific work can be useful for all of us and can add to the knowledge and reference of further research.

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