

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provide review of related literature used in this study. Therefore discussion mostly focuses on several headings: review of theory, review of previous research and theoretical framework.

A. Review of Theory

In this review of theory, the researcher provide an understanding of the theory that would be used such as: interest, online learning, factors students interest learning, indicator of students interest.

1. English Teaching

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

Learning English in schools is one of the subjects in the field of national content that must be taught in schools. Every level of education in both junior high school and senior high school, grades one to third grade has English subjects. This has shown how important it is to learn English to be mastered by students, the arena of English is an international language.

2. Online Learning

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

Based on the opinion some of the expert above, it can be concluded that the definition of Online Learning is changes in students in the form of knowledge of skills and behavior as a result of interactions with their environment which are carried out using website or internet.

3. Platform Online Learning

a. Zoom meeting

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). Video conference is widely used in a pandemic like this, many providers are competing to offer video conferencing applications with various features and conveniences. Video conference can be via cellphone, laptop or personal computer. One of the most popular video conferencing providers is Zoom Cloud Meeting.

Zoom Cloud Meeting can be used as a video conference, chat or mobile collaboration. The use of meetings in this application can accommodate 1000 participants together in one meeting virtually. This application can be downloaded for free, but still functional, the features include telephone calls, webinars, presentations, and many others. This application is considered to have good quality, it can be proven by companies that have entered the Fortune 500 already using this service.

(Wibawanto, 2020)

b. Google classroom

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).

Sourced on Google's official website, the Google Classroom app is a free productivity kit that includes email, documents and storage. Google classroom is designed to make it easier for teachers to save time, manage classes and improve communication with their students. With Google classroom, it can make it easier for students and teachers to connect with each other inside and outside the school (Class, 2018: 16).

Online learning conducted in the video that researchers observe using several online applications to support the implementation of activities such as zoom meeting is used for the delivery of defense materials where teachers can interact with students, google classroom is used to fill the list of students who follow the learning and lastly whatsapp application is used for group discussions during online learning.

4. Advantage of Online Learning

Learning in a pandemic like this is certainly difficult if it is required face-to-face. Therefore, online learning is one of the solutions that can be used. But online learning also has its advantages and disadvantages. Online education has the following advantages:

- a. The availability of moderating facilities where teachers and students can talk easily through the internet regularly or whenever the talking activity is tried without being limited by distance, place, and time.
- b. Teachers and students can use structured and scheduled teaching materials through the Internet.
- c. Students can learn to discuss teaching materials at anytime and anywhere when needed considering the teaching materials stored on the personal computer.
- d. If a student needs learning materials related to the materials he/she learns, he/she can carry out access on the internet.

- e. Both teachers and students can conduct dialogues over the internet that can be accompanied by a large number of participants.
- f. Changing the position of students from passive to active.
- g. Relatively more effective. For example, for those who live far from conventional schools can access it (Taufik, 2010).

5. Disadvantage of Online Learning

The shortcomings of online learning are also inseparable from various shortcomings, namely the following:

- a. Lack of interaction between teachers and students or even between students themselves, can slow down the formation of value in the teaching and learning process.
- b. Tendency to ignore academic aspects or social aspects and instead encourage business or commercial aspects.
- c. The learning and teaching process tends towards training than education.
- d. Changing the role of teachers from those who originally mastered conventional learning techniques, now required to master learning techniques using ICT (Information Communication Technology).
- e. Students who do not have high learning motivation tend to fail.
- f. Not all places have internet facilities available. (Taufik, 2010)

6. Interest

The learning process can be well received by students, one of which is the student's interest in these subjects. Before further discussion, we must know the meaning of the word interest, the word interest is etymologically derived from English, namely "interest" which means liking, attention to

(the tendency of the heart to something) desire. Therefore students when participating in the learning process must have an interest or liking for these subjects. So that it would encourage students to pay attention to active participation in the progress of learning and the purpose of this learning can be reached.

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”.

Based on the opinion some of the expert above, it can be concluded that the definition of interest is a feeling of preference in someone’s extra desire for something without any encouragement from others to do.

7. Aspect of Interest

Students' interest in learning materials is closely related to the knowledge and understanding they gain towards the materials presented. Ask for subjects is remembering basic ideas and responses to a more difficult deep understanding. There are students who like certain subjects they choose, or are only interested in learning.

According to Pintrich and Schunk (1996: 304), there are six interesting aspects as follows:

a. General attitude towards activities

Feel like or dislike, agree or disagree with the activity.

b. Understand specifically for or undergo activities

Decide to like an activity or object.

c. Enjoyment of activities

A fondness for something or someone would build the pleasure of doing activities related to it. When students feel comfortable in learning, in this case speaking learning would make it easier for them to understand the material presented.

d. Personal interests or significance of activities for individuals

Students feel that these activities have an important role to play in their lives and need to be done.

e. Intrinsic interest in the content of activities

Intrinsic interest is a strong desire to know or learn. It was a desire to know the subject matter. When someone is interested in something, he would have more curiosity. He's going to look for all the information related to him.

f. Choices or participants reported in activities

Students would be called interested in something, if students participate in the activity.

8. Element of Interest

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. Students who are interested in an activity or activity in school, they would show attention to the activities of interest.

- 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. Students who are interested in an activity in school, they would enjoy the activities or activities of interest.
- c. Konasi as the third component of interest manifested in the form of a would on activities or activities of interest. Students who are interested in an activity or activity in school, they would show on the activity.
- d. Behavior or action is the fourth component of interest manifested by the act of conducting such activities of interest. Students who are interested in activities in school, they would do activities or activities of interest

When a student has asked for a particular subject or activity, then he/she would give more attention, doing so with pleasure because of the urge of desire from himself so that he/she would do activities or follow the subject.

9. Kinds of Interest

Each student has an interest in a particular activity. Asking each student is a self-potential that is directed at one or more activities. Activities in schools generally consist of intra-curricular and extra-curricular activities. Intra-curricular activities include learning, practicum, fieldwork practice and exam assessment. Extra-curricular activities include scouting activities, youth scientific work, sports and so on.

According to Wardani (2018), the types of student interest can be grouped into 3, namely:

- a. Interest in the intra-curricular field,
- b. Interest in extra-curricular activities,
- c. Interest in career activities or career interests

10. Factors Student's Interest Learning

In a simple sense, interest is the desire for something without compulsion. In the interest in learning a student has different factors that influence interest in learning, according to Syah (2003: 132) distinguishes it into three types, namely:

a. Internal factors

Is a factor within students which includes two aspects, namely:

1) physiological aspects

Physical condition and muscle tension (tone) which marks the level of fitness of the student's body, this can affect the enthusiasm and intensity of students in learning.

2) psychological aspects

Psychological aspects are aspects from within students which consist of intelligence, student talents, student attitudes, student interests, student motivation.

b. Student External Factors

There are two kinds of external factors, namely social environmental factors and non-social environmental factors.

1) Social Environment

The social environment consists of school, family, community and classmates

2) Non-social environment

The social environment consists of the school building and its location, subject matter factors, study time, housing conditions, learning tools.

c. Learning Approach Factor

Learning approach factors, namely all the methods or strategies used by students in supporting the effectiveness and efficiency of the learning process of certain material.

In this study, researcher would be used factors students interest learning as indicator of research analysis. It is such as: internal factors, external factors and learning approach factor.

11. Indicator of Student Interest Learning

According to Djamarah (2002: 132) indicators of interest in learning are liking / happy, preferring statements, a sense of interest in the awareness of learning without being told, participating in learning activities, paying attention.

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 would be no sense of compulsion to learn. For example, they are happy to follow lessons, do not feel bored, and are present at lessons.

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. For example: active in discussions, actively asking questions, and actively answering questions from the teacher.

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. Example: enthusiastic in following lessons, not delaying assignments from the teacher.

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 would automatically pay attention to that object. Example: listening to the teacher's explanation and taking notes.

In this study, researcher would be used indicator of student interest learning as indicator of research analysis. It is such as: feeling of pleasure, student of engagement, interest and student attention.

12. Online learning difficulty indicators

Utami & Cahyono (2020) presents indicators of learning difficulties to the online education system consisting of three indicators including:

- a. Technical constraints affecting signals and inability to learn online
- b. Conducting learning, sharing it through interactions, tasks and teaching materials in online learning
- c. Stake holders who assist governments, schools and parents in online learning

Based on the description above there are several indicators that can reveal the learning difficulties of students and teachers through the online education system at home. Indicators used as a reference for research are indicators of learning difficulties through the online system presented by Utami and Cahyono such as technical constraints, obstacles in interacting and supporting obstacles

13. Online Learning Constraints

Mustakin (2020) presents the obstacles faced by students during online learning, including:

- a. unstable internet network,
- b. too many tasks,
- c. difficult to focus,
- d. limited quota credit,
- e. complex applications, and
- f. be more happy with face-to-face learning.

In this research conducted by mustakin suggests that many students during this quarantine period, they cannot refrain from playing mobile phones because in doing their tasks using mobile phones So interrupted doing the task that they play games, or use social media to chat with friends. Mustakin (2020) suggests that in the use of mobile phones with too long duration and too frequent intensity because it is used to do tasks and open social media resulted in them experiencing the most physical complaints in the form of eye fatigue, headaches, frequent drowsiness, difficulty resting, and other complaints. In this study, Mustakin also explained that not only physical complaints experienced by students but psychological complaints such as feelings that want everything to end quickly, they also feel deep boredom, dizziness, worry, and restlessness.

Utami and Cahyono (2020) expressed difficulties that often occur through the concept of self when students learn online, namely:

- a. Students cannot have their own learning initiative, so students wait for instructions or assignments from teachers in learning.
- b. Students are not used to carrying out online learning needs at home, students learn the learning meter according to what the teacher gives, not what they need.
- c. Students' online learning goals or targets for learning are still limited to obtaining satisfactory grades, not the abilities they should improve.
- d. Some students still cannot monitor, organize, and control online learning at home, still impressed learning as necessary.
- e. There are still students who give up work when there are difficulties and mistakes that are most often done by students are students who rarely evaluate the process of learning outcomes.

B. Review of Previous Research

This study shows the relevant research result with the purpose of helping to provide an overview in preparing a frame of mind. The relevant research result that the researcher get are :

Satria Bimantara, 2018, the result of the research based on observation and interview data were analyzed and conclusion that the cause of student's interest in economic subject is the factor (1) Curriculum used it the curriculum 2013, (2) Teacher have taught in accordance with expertise, (3) Means and Infrastructure owned is complete, and (4) Environment is the factor that most influence student interest in economic subject is student learning environment. In this study, researcher can find out that in addition to internal factors an external factors that would be used as indicators of analysis, there other factor

that affect students interest in learning. Research conducted by Satria Bimantara found of student's interest in economic subject factor as mentioned above. This can certainly support the research carried out as additional reference results for future researchers.

Al-Maqttri in 2014, in this study used case study techniques to collect data. Data collection is done by observation consisting of students' behavior in interacting with various Blackboard online activities such as assignments, quizzes, and other online activities such as information about instructors, attendance lists, announcements, course plans, emails and the like. The results of this study include male and female teachers both consider E-learning through Blackboard (Bb) effective. In general, male and female students do not consider electronic learning effective even though women have a more positive attitude towards electronic learning than male students. Data shows that students are not motivated to work with E-learning. The results also showed that students abused the Whiteboard system in the form of large-scale plagiarism. Online quizzes are proving more effective than assignments even though some students don't like them. Except for checking attendance and to some extent checking emails, all other Blackboard related activities are never approached by students. A large number of students and women in particular, say that they do not have access to the Internet. The conclusion of this study is that E-learning does not make English learning better. The difference from the research that researchers would do is the use of cloud zoom meeting media as a learning media used by teachers in delivering learning materials.

Fitria, 2020, the research aims to find out the online learning system in English language learning at lecturers in some of the most dominant universities used in online learning system activities and how the support from universities. The study subjects were 81 respondents. The method in this research uses descriptive qualitative. Data collection techniques use questionnaires on google forms that are distributed through several media such as whatsapp, telegram and facebook. The results of this study are first, the institution's support in the online learning system in teaching English, Second, the opinions' of English lecturers toward online learning system implementation show that there is a positive and negative. Third, the use of the online learning system in teaching English in the institution. Fourth, the kind of online learning system in teaching English. It shows that most, the respondents use one online learning system but some lecturers use two or more online learning systems. Last, is giving/providing the students with tasks or quiz in the online learning system. Almost all of the respondents said yes. They give tasks/quiz to their students. They also use applications, for example, Kahoot, Quizlet, Plickers, and Mimrise. The difference with the research that would be done by researchers is about how students' interest in online learning using cloud meeting zoom media

C. Theoretical Framework

Interest in learning has influence on the learning process and results of students. Student who have high interest in subject these would got better results than students who do not have an interest in these subjects.

Factors that support student learning achievement come from internal factors and external factors that affect student interest and learning outcomes these factors would have a good impact on students if they give good result and otherwise if poor result are factors that have a negative impact on interest and student learning outcomes.

