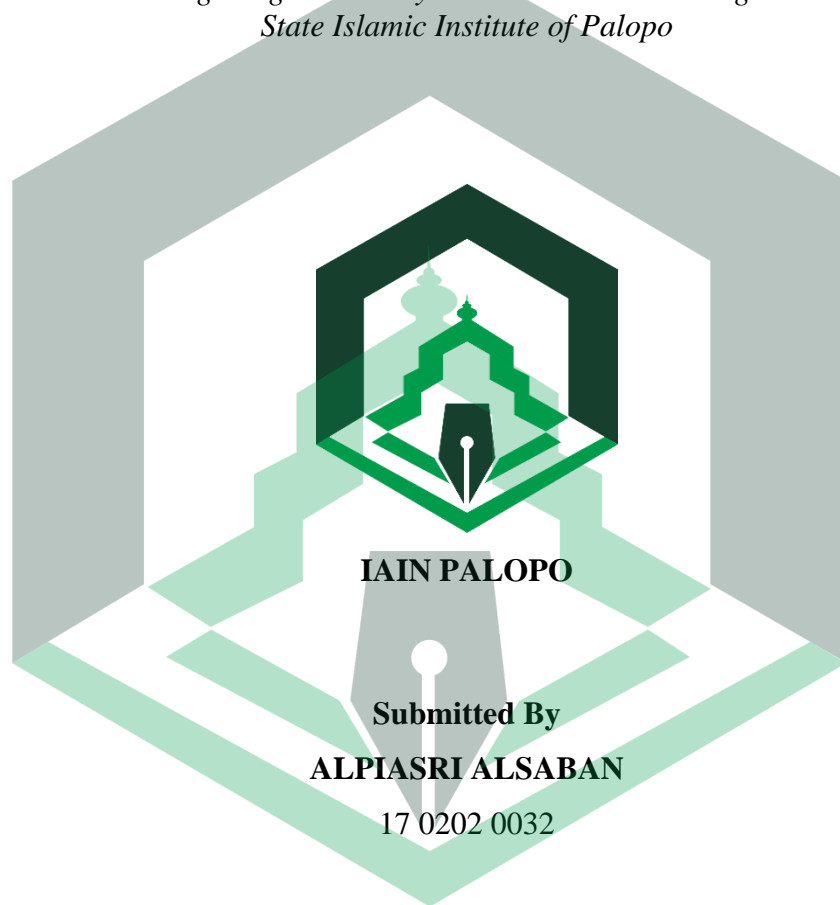


**FACTOR ANALYSIS OF STUDENTS' LACK OF INTEREST  
IN ONLINE ENGLISH LEARNING OF SMKN 1 LUWU  
TIMUR DURING THE COVID-19 PANDEMIC**

*Thesis*

*Presented as Partial Fulfilment the Attainment of S.Pd Degree in English Language  
Learning Program Tarbiyah and Teacher Training Faculty  
State Islamic Institute of Palopo*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHING TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2022**

**FACTOR ANALYSIS OF STUDENTS' LACK OF INTEREST  
IN ONLINE ENGLISH LEARNING OF SMKN 1 LUWU  
TIMUR DURING THE COVID-19 PANDEMIC**

*Thesis*

*Presented as Partial Fulfilment the Attainment of S.Pd Degree in English Language  
Learning Program Tarbiyah and Teacher Training Faculty  
State Islamic Institute of Palopo*



**Supervised By:**

- 1. Dr. H.Rustan S., M.Hum.**
- 2. Rusdiansyah, S.Pd., M.Hum.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHING TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2022**

## THESIS APPROVAL

The thesis entitled “ **Factor Analysis of Students’ Lack of Interest on Online English Learning of SMKN 1 Luwu Timur during Covid-19 Pandemic**”, which is written by **Alpiasri Alsaban**, Reg. Num.17 0202 0032, English Language Education Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been Examined and defend in Munaqasyah session which is carried out on Tuesday, **23<sup>rd</sup> of August 2022 M**, concided with **25<sup>th</sup> Muharram 1444 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English Language teaching.

**Palopo, on August 23<sup>rd</sup> September 2022 M**  
**25<sup>th</sup> Muharram 1444 H**

### COMMITTEE OF EXAMINATION

- |   |                                  |               |         |
|---|----------------------------------|---------------|---------|
| 1 | Rusdiansyah, S.Pd., M.Hum.       | Chairman      | (.....) |
| 2 | Dewi Furwana, S.Pd.I., M.Pd.     | Examiner I    | (.....) |
| 3 | Yuyun Ruqiyat Said, S.Pd., M.Pd. | Examiner II   | (.....) |
| 4 | Dr. H. Rustan S., M.Hum.         | Consultant I  | (.....) |
| 5 | Rusdiansyah, S.Pd., M.Hum.       | Consultant II | (.....) |

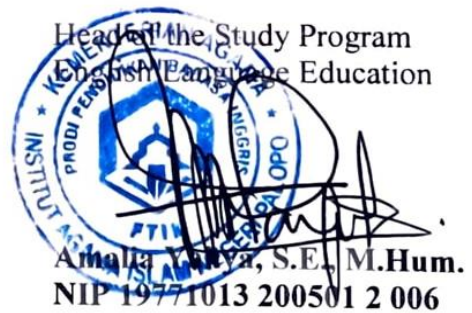
Approved by,

an Rector of IAIN Palopo  
The Dean of Tarbiyah and  
Teacher Training Faculty



**Dr. Nurdin K., M.Pd.**  
**NIP 19681231 199903 1 014**

Head of the Study Program  
English Language Education



**Amalia Yuliyah, S.E., M.Hum.**  
**NIP 19771013 200501 2 006**

## EXAMINER PROPOSAL

After a Careful Study of the Thesis: Factor Analysis of Students' Lack of Interest in  
Online English Learning of SMKN 1 Luwu Timur during Covid-19 Pandemic

Written By :

Name : Alpiasri Alsaban

Reg. Number : 17 0202 0232

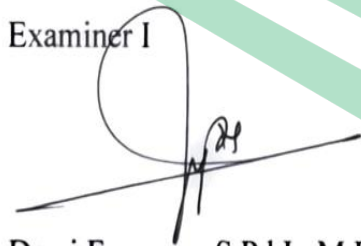
Faculty : Tarbiyah and Teacher Training

Study Program : English Language Education

Has been corrected and approved to be examined.

Palopo, 18 Agustus 2022

Examiner I



Dewi Furwana, S.Pd.I., M.Pd.  
NIP 19870831 201503 2 006

Examiner II



Yuyun Ruqiyat Said, S.Pd., M.Pd.  
NIDN 2009048701

## CONSULTANT APPROVAL

After a Careful Study of the Thesis : Factor Analysis of Students' Lack of Interest  
in Online English Learning of SMKN 1 Luwu Timur during Covid-19 Pandemic

Written By :

Name : Alpiasri Alsaban

Reg. Number : 17 0202 0032

Faculty : Tarbiyah and Teacher Training


Study Program : English Language Education

Has been corrected and approved to be examined.

Palopo, 8 Agustus 2022

Supervisor I

Supervisor II

  
Dr. H. Rustan S., M. Hum.  
NIP 19651231 199203 1 054

  
Rusdiansyah, S.Pd., M. Hum.  
NIP 19890518 201903 1 002

## NOTA DINAS PEMBIMBING

Lamp : -

Palopo, 13 Juni 2022

Hal : Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

*Assalamu 'alaikum Warahmatullahi Wabarakatuh*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Alpiasri Alsaban

NIM : 17 0202 0032

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

**Judul : "Factor Analysis of Students' Lack of Interest in Online English Learning of SMKN 1 Luwu Timur during Covid-19 Pandemic"**

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

*Wassalamu 'alaikum Warahmatullahi Wabarakatuh*

Pembimbing I



Dr. H. Rustan S., M. Hum.

NIP: 19651231 199203 1 054



## NOTA DINAS PEMBIMBING

Lamp : -

Palopo, 14 Juni 2022

Hal : Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

*Assalamu 'alaikum Warahmatullahi Wabarakatuh*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Alpiasri Alsaban

NIM : 17 0202 0032

Prodi : Pendidikan Bahasa Inggris

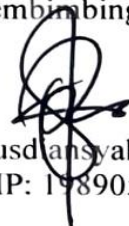
Fakultas : Tarbiyah dan Ilmu Keguruan

**Judul : "Factor Analysis of Students' Lack of Interest in  
Online English Learning of SMKN 1 Luwu Timur  
during Covid-19 Pandemic"**

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

*Wassalamu 'alaikum Warahmatullahi Wabarakatuh*

Pembimbing II

  
Rusdiansyah, S.Pd., M. Hum.  
NIP: 19890518 201903 1 002

## HALAMAN PERNYATAAN KEASLIAN

Saya yang bertandatangan di bawah ini:

Nama : Alpiasri Alsaban  
NIM : 17 0202 0032  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Pendidikan Bahasa Inggris

menyatakan dengan sebenarnya bahwa:

1. Skripsi ini merupakan hasil karya saya sendiri, bukan plagiasi atau duplikasi dari tulisan/karya orang lain yang saya akui sebagai tulisan atau pikiran saya sendiri,
2. Seluruh bagian dari skripsi ini adalah karya saya sendiri selain kutipan yang ditunjukkan sumbernya. Segala kekeliruan dan atau kesalahan yang ada di dalamnya adalah tanggungjawab saya.

Bilamana di kemudian hari pernyataan ini tidak benar, maka saya bersedia menerima sanksi administratif atas perbuatan tersebut dan gelar akademik yang saya peroleh karenanya dibatalkan.

Demikian pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 24 November 2022  
Yang membuat pernyataan,



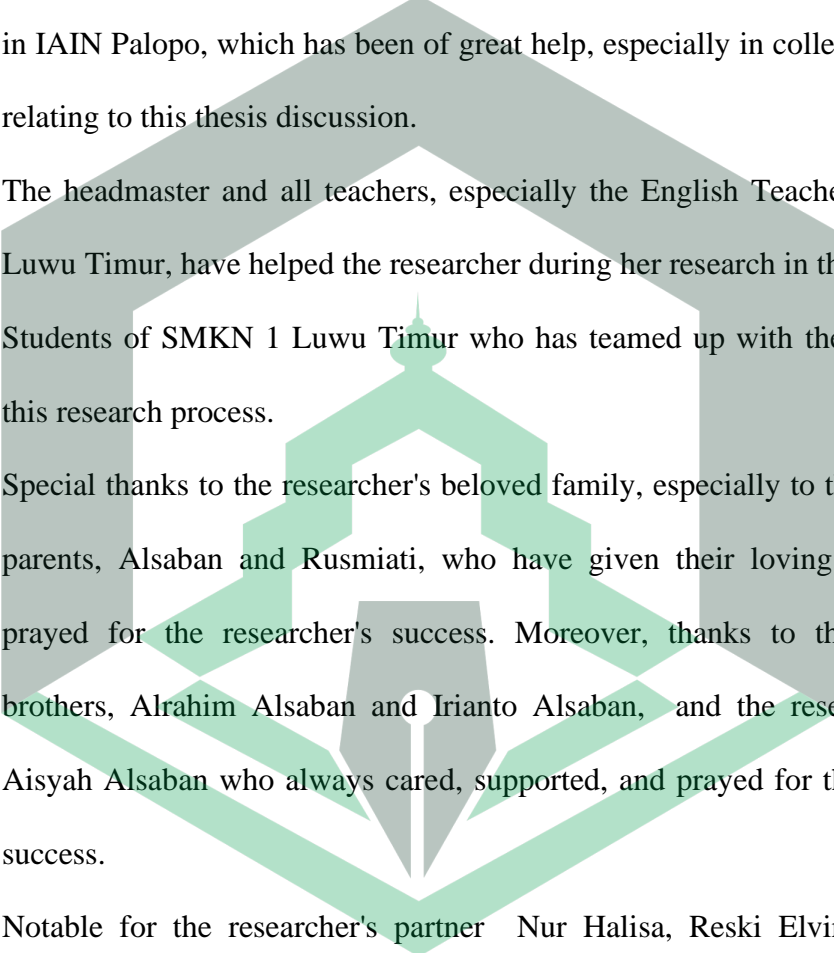
Alpiasri Alsaban  
NIM 17 0202 0032



## ACKNOWLEDGMENTS

Alhamdulillah Rabbil Alamin, praise and thanks to the Almighty God. Allah SWT, without blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for the degree of S.Pd at the State Islamic Institute of Palopo entitled The Factor Analysis for the Lack of Students' Interest Learning in English at X Grade during Online Learning in SMKN 1 Luwu Timur. The researcher realizes this thesis receives much advice, guidance, encouragement, and comment from many people. Therefore, the researcher would like to thank our prophet, the chosen one Muhammad SAW, for safety and peace be upon him.

1. Prof. Dr. Abdul Pirol, M.Ag., the Rector of IAIN Palopo, always supports the researcher during the year of learning at IAIN Palopo.
2. Dr. Nurdin Kaso, M.Pd., the Dean of Tarbiyah, has supported the researcher in writing this thesis.
3. Amalia Yahya, S.E., M. Hum as the Chief of the English Language Learning Program of (IAIN) Palopo, for the support to the researcher during the research at IAIN Palopo.
4. Dr. H. Rustan S., M. Hum, and Rusdiansyah, S.Pd., M.Hum as the first and second consultant who has given corrections, explanations, suggestions, guidance, and some ideas until this thesis finishes.
5. Dewi Furwana, S.Pd.I., M.Pd., and Yuyun Ruqiyyat Said, S.Pd., M.Pd., as the first and second examiner who has given corrections, explanations, suggestions, guidance, and some ideas until this thesis finishes.
6. Dr. Saharaini, M.Hum., as a lecturer of Academic Advisor.

- 
7. All the lectures in IAIN Palopo, especially the lecture of the English Department, have given knowledge, motivation, and attention to learning the researcher's language. Moreover, for all staff in IAIN Palopo who have provided help to the researcher.
  8. Madehang, S.Ag., M.Pd. as the Head of the Library Unit, and other employees in IAIN Palopo, which has been of great help, especially in collecting literature relating to this thesis discussion.
  9. The headmaster and all teachers, especially the English Teacher at SMKN 1 Luwu Timur, have helped the researcher during her research in the school.
  10. Students of SMKN 1 Luwu Timur who has teamed up with the researcher in this research process.
  11. Special thanks to the researcher's beloved family, especially to the researcher's parents, Alsaban and Rusmiati, who have given their loving attention and prayed for the researcher's success. Moreover, thanks to the researcher's brothers, Alrahim Alsaban and Irianto Alsaban, and the researcher's sister Aisyah Alsaban who always cared, supported, and prayed for the researcher's success.
  12. Notable for the researcher's partner Nur Halisa, Reski Elvira Sari, Itqiah Ahyani, Mutia Asisyifa, Ine Suari, Savira Marwah, and Jumsa, who has complained to the researcher from scratch and been in a lot of trouble. Thank you for caring and supporting the researcher's success. Special thanks to the researcher's beloved friends Lisa Ardianty Rustam, Febrianti Abutar, and

Hasrianti Sante, who always keep, support, and bring happiness to the researcher in every place and situation.

The researcher hopes this thesis can give some value to the English Language Learning Program students, English Teachers, and readers. The researcher admits this thesis is imperfect, so the researcher will accept the readers' suggestions to improve the situation. The researcher hopes that this will be beneficial to everyone.

Finally, the researcher prays that Allah SWT may bless all who have helped the researcher, and the researcher hopes this thesis can be helpful and contribute positively to the readers and others. The research dedicates to this thesis.

Palopo, 30 August 2022

Researcher



**Alpiasri Alsaban**  
**17 0202 0032**

## TABLE OF CONTENTS

<b>THESIS APPROVAL .....</b>	<b>i</b>
<b>EXAMINER APPROVAL .....</b>	<b>ii</b>
<b>CONSULTANT APPROVAL.....</b>	<b>iii</b>
<b>NOTA DINAS PEMBIMBING.....</b>	<b>iv</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>x</b>
<b>ABSTRACT .....</b>	<b>xi</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background.....	1
B. Research Question .....	5
C. The Objective of Research .....	5
D. Significance of the Research .....	5
E. Scope of the Research .....	6
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Previous Learning .....	7
B. Review of Related Literature.....	10
C. Conceptual Framework .....	25
D. Research Hypothesis .....	28
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
A. Research Method .....	29
B. Time and Place of the Research .....	29
C. Operational Variable Definition.....	29
D. Population and Sample .....	30
E. Instrumen of the Research .....	31
F. The Procedure of Collecting Data .....	33
G. Validity and Reliability .....	33
H. The Technique of Analysis Data .....	36
<b>CHAPTER IV FINDING AND DISCUSSION</b>	
A. Findings .....	38
B. Discussion.....	52
<b>BAB V CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	59
B. Suggestion .....	60
<b>BIBLIOGRAPHY</b>	
<b>APPENDICES</b>	

## ABSTRACT

**Alpiasri Alsaban, 2022.** *"Factor Analysis of Students' Lack of Interest in Online English Learning of SMKN 1 Luwu Timur during Covid-19 Pandemic"*. Thesis English Language Education Study Program Department in the State Islamic Studies Palopo Supervised by H.Rustan S and Rusdiansyah.

This research aims to determine the factors that cause a lack of students' English learning interest in X grade SMKN 1 Luwu Timur during online learning. This research was conducted through descriptive quantitative analysis. The population was 102 X-grade students of the Department of Computer and Network Engineering (TKJ) in UPT SMKN 1 Luwu Timur. This research used proportionate stratified random sampling, and the researcher used 25% of the population of 26 students. The study used a questionnaire and documentation to collect data, and statistical analysis was used to generate the result—data analysis descriptive statistical analysis using the 20 SPSS application for windows. Research and analysis have found that internal and external factors cause a lack of students' interest in learning. Internal factors include, first, that students find it difficult to understand English lessons by online presentation; second, students do not like English online Learning through Google Classroom Learning Manage System (LMS); and third, students don't dare to ask when an English release is online through Google Classroom LMS although there is a material which is not understood. External factors include a family environment where students' parents do not take the time or even have time to guide their children to learn at home during online learning. In the school environment, some students hope that the teacher explains or conveys the material in a complete and good way; students do not like Google Classroom LMS as the kind of instrument that teachers use for giving or presenting the Material and as a medium for collecting the assignment; students do not know how to ask questions through the Google Classroom LMS. Some students follow their friend's call to play in the social environment even though some assignments are given after online learning.

**Keywords:** Factor Analysis, Lack of Interest, Online Learning.

## CHAPTER 1

### INTRODUCTION

#### A. Background

Understanding of Education in SIKNAS Law No.2, the year 2003, is the conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills themselves and the society.<sup>1</sup> However, with the COVID-19 virus, many activities are limited, one of which is in the world of education. Education assists students in their self-development, namely developing all potential, skills, and personal characteristics towards a positive direction for themselves and the environment.<sup>2</sup>

One of the consequences of the limited, restricted activities of the educational world is that the learning process, usually carried out face-to-face, has now switched to distance learning, which means that students and teachers are learning from their homes online to avoid the rapid spread of the coronavirus.

One of the learning subjects of today's modern times is English. It is undeniable that today the first international language most widely spoken is

---

<sup>1</sup>PGSD, "Artikel Pengertian Pendidikan", June 6. 2018, <https://pgsd.upy.ac.id/index.php/8-artikel-pendidikan/11-pengertian-pendidikan>. Accessed on 13<sup>th</sup> August, 2021

<sup>2</sup>Siviana Nur Faizah, "The nature of Learn and Learning, " *The Madrasah Ibtidaiyah Teacher's Educational Journal* 1, No.2 (2017): 175, <https://doi.org/10.30736/atl.v.12.85>.



English. According to Crystal D, English is a global language<sup>3</sup>. Richards & Rodgers 1986 (in Irta Fitriana) said that many people in various countries use English as a communication tool at necessary international levels.<sup>4</sup>

The Ministry of Education and Culture (Mendikbud) follows up on the implementation of education policies which state that learning from home is being implemented under provisions through online learning/long-distance, undertaken to provide meaningful learning experiences for students without the burden of completing the entire curriculum for promotion and graduation.<sup>5</sup>

Online is an acronym for a network which means exchanging information with the instrument connected via the web.<sup>6</sup> According to Fitriah (in Yadi Jatira and Neviyarni S), online learning can be done with a computer, laptop, or smartphone linked to an internet network. The facilities allow students and teachers to share knowledge using Whatsapp, Telegram, Zoom, Meet, and Google Classroom.<sup>7</sup>

---

<sup>3</sup>Crystal D, *The Cambridge Encyclopedia of Language*, 3 edition (Cambridge: University Press, 2000), 1.

<sup>4</sup>Irta Fitriana, "Menguasai Bahasa Inggris: Bekal *Potensial* dalam Pengembangan Wirausaha," (2012): 2, <https://instrument.neliti.com/instrument/publications/171216-ID-none.pdf>. Accessed on 13th, August 2021.

<sup>5</sup>Yadi Jatira and Neviyarni S, "The Phenomenon of Stress and Breeding Online Learning at Covid-19 Pandemic," *Edukatif: Educational Journal* 3, No. 1 (2020): 36, <https://doi.org/10.31004/edukatif.v3i1.187>.

<sup>6</sup>Dwinda Nur Baety and Dadang Rahman Munandar, "Analysis of the Effectiveness of Online Learning Against the Covid-19 Pandemic Outbreak," *Education: Journal Education* 3, No. 3 (2021): 881, <https://doi.org/10.3100/edukatif.v3i3.476>.

<sup>7</sup>Yadi Jatira and Neviyarni S "The Phenomenon of Stress and Breeding Online Learning at Covid-19 Pandemic," *Edukatif: Educational Journal* 3, No. 1 (2020): 36, <https://doi.org/10.31004/edukatif.v3i1.187>.

Talking about online learning does not pressure a decline or even a loss of students' interest in the learning process. According to Slameto, interest is a constant tendency to observe and remember some activities. The further defined interest is the delicacy and interest in a thing or action without prompting.

A person interested in a specific activity tends to pay great attention to that activity.<sup>8</sup>

Interest is an interest in something that we are moved to do. According to Aritonang, an interest in learning is so great that one does what one wants to do; otherwise, one is impossible to do. Looking at some experts' opinions above, it is possible to note the traits of interest in a person of some things, others: the presence of pleasure, the presence of attention, and the activity that results from satisfaction and engagement.<sup>9</sup>

Interest should exist in one because interest is one of the psychological aspects that help and encourage one to care for one's needs. According to Syaiful Bahri Djamarah, interest by learners can be expressed (1) by defining a preference for something over others. (2) participation is active in an activity that is of interest. (3) give greater attention to something he asks without attention to others (focus). When students lose interest in learning, there is no success in education.<sup>10</sup>

---

<sup>8</sup>Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2003), 180.

<sup>9</sup>Aritonang K.T., "Interest and Motivation in Improving Students' Learning Results," *The Penabur Educational Journal* 7, No. 10 (2008): 11-21.

<sup>10</sup>Syaiful Bachri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2008), 132.

Among other things, internal factor arises from the child's health, mental, level of intelligence, interest, and so forth.<sup>11</sup> The external factor is the factor that comes from outside the self of children, such as teachers, family, friends, environment, means and infrastructure, methods and instrument learning, and society. According to Riamin, the teacher's role is crucial to growing a student's interest in learning in a fun way, providing uplifting motivation.<sup>12</sup>

Based on the results of the interview with one of the English teachers via a Whatsapp application because of a pandemic, she said that students lack interest in learning English subjects because students still feel that English topics are difficult and complex, lack vocabulary, and a different pronunciation of the writing, even in the face to face school the student's learning interests are low. While students are currently required to learn to use online learning methods through learning platforms that make students lose interest in learning English, even more, evident from students who do not actively participate during the learning process, students who cannot compete in questions, or students who lack attention to instruction from students can be seen who are submitting their assignments inappropriately<sup>13</sup>. Specific problems are due to factors affecting him.

Based on the explanation mentioned above, the researcher is attracted to the research "Factors Analysis of Students' Lack of Interest in Online English

---

<sup>11</sup>Zali Ali Fuad and Zuraini, "Factors that Influenced Interest in the Learning of 1st Grade SDN 7 Kute Panang Students," *The Nation's Bud Journal* 3, No. 2 (2016): 43, <https://ejournalbbg.ac.id/tunasbangsa/article/view/625>.

<sup>12</sup>Riamin, "Menumbuhkan Minat Siswa dalam Pembelajaran", 2016. <https://www.kompasiana.com/riamin/570ec6323697738d1a3e38b6/menumbuhkan-minat-belajar-siswa-dalam-pembelajaran>. Accessed on 13<sup>th</sup> August 2021.

<sup>13</sup>Indarwati. Private Interview with the English Teacher by Whatsapp Application, 5 July 2021.

Learning of SMKN 1 Luwu Timur during Covid-19 Pandemic".

## **B. Research Question**

The problem that the researcher has found in this learning is defined as follows:

What factors that cause students' lack of interest in online English learning?

## **C. The Objective of The Research**

As for this research, it is as follows:

To find out factors that cause students' lack of interest in online English learning.

## **D. Significance of the Research**

Every endeavor is expected to have significant benefits for life. From research, among others:

### **1. Theoretical**

This expected learning can contribute to the educational world, especially on the importance of teaching students in the English learning process during online learning.

### **2. Practical**

#### **a. For School Administrators**

As information materials and input to the school's principal SMKN 1 Luwu Timur to pay attention and provide tools and infrastructure as one of the external factors such as providing Internet data to increase student interest.

#### **b. For Teachers**

As a reference item to the teacher in knowing what factors might cause a lack of interest in students learning during online learning, the teacher is more

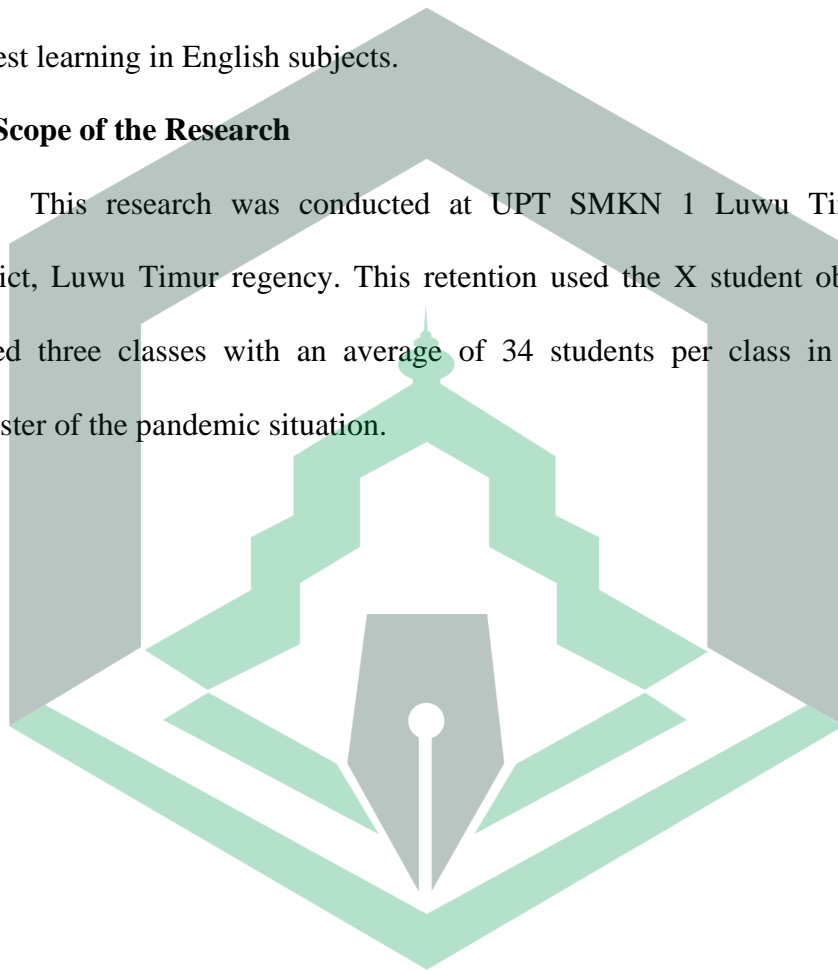
anticipating handling the problem where future conditions require students to learn from home.

c. For Researcher

It is one of the requirements for a college degree and could be the means for developing scientific ideas and the development of sciences in the field of interest learning in English subjects.

**E. Scope of the Research**

This research was conducted at UPT SMKN 1 Luwu Timur, Malili District, Luwu Timur regency. This retention used the X student object, which totaled three classes with an average of 34 students per class in the second semester of the pandemic situation.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Research Findings

Some of the previous relevant studies that some researchers have done are as follows:

Research conducted by Ria Yunitasari and Umi Hanifah entitled "the online teaching of students' learning during the covid-19 period." The researcher for the learning aims to know the impact online education can have on the student's interest in learning at the time of covid-19. The type of research used is qualitative research, which is descriptive and prone to analysis. The source of the data collected by the researcher was a student interview with the parents of the student and teacher in the village of Karangayam Sidoarjo. Apart from the data sources of interviews from students and teachers in the homes of the researcher, it is also the literature's documentation of journals, articles, or research-related. Data collection is being done through Google Forms. To check the validity of the research, the researcher employed references acquired during research, such as a research journal, and answers to those who responded. Studies have shown that online learning during the COVID-19 pandemic has significantly impacted student learning interests; the student is bored because of not meeting their friend and teacher in person.<sup>14</sup>

---

<sup>14</sup>Ria Yunitasari and Umi Hanifah, "The Influence of Online Learning on Student Learning Interests at the Covid-19 Period," *Educative: A Journal for Education* 2, No. 3 (2021): 232-243. <https://doi.org/10.31004/edukatif.v2i3.142>.



Research conducted by Nurul Fitri Yanti and Sumianto is entitled "Analysis of Factors that Delayed Interest in Covid-19 Pandemic Studies of SDN 008 Salo." The purpose of this learning is to analyze factors that inhibit interest in students during the covid-19 pandemic of covid-19 students at SDN 008 salo because online learning has a constraint that causes student learning to decline. The type of research used is qualitative descriptive—data collection with interviews and questionnaires. The learning results at times covid-19, student learning interests are not fully met with the indicator of student interest: interests, attention, and involvement. It is because of some factor contributes to such interest in learning, 1) learning instrument, 2) Internet networks, 3) learning fascism, 4) the quality of learning, and 5) parents.<sup>15</sup>

Research conducted by An Nisa Putri, Dewi Widiani Rahayu, Muslimin Ibrahim, and M. Syukron Djazilan with the heading learning "An Analysis Low Underlying motivation learning factors during online learning." The learning aims to describe the factors that lead to students' low motivations and inhibitor and support factors during online learning on second-graders al Islamiyah Surabaya. The type of research used is descriptive qualitative research. The research subjects are class teachers and students. The selection of samples used impressive sampling, a technique for taking an example with a particular consideration. The data collected in this learning is observation, in-depth interviews, and documentation. Studies indicate that the student's internal and external learning motivation is lower. Internal factors concealed fatigue, learning interests, and

---

<sup>15</sup>Nurul Fitri Yanti and suminato, "Analysis of Factors that Delayed Interest in Covid-19 Pandemic Studies of SDN 008 Salo," *The Tabusai Educational Journal* 5, No. 1 (2021): 608-614. <https://jptam.org/index.php/jptam/article/download/992/893>.

physical and mental health. External factors include family, home environment, and infrastructure.<sup>16</sup>

As for this learning equation with the research of the previous researcher, both using the school as the scope of the study, and the research was done by Nurul Fitri Yanti and Sumianto using the questionnaire as the research instrument, as well as the research, as this researcher did.

The difference is in purpose, research methods, research subjects, and learning instruments. Research conducted by Ria Yunitasari and Umi Hanifah aim of researcher for the learning is to know the impact online education can have on the student's interest in learning at the time of covid-19. Research done by Nurul Fitri Yanti and Sumianto to analyse the factors that inhibit student learning during the covid-19 pandemic, a study conducted by An Nisa Putri, Dewi Widianah Rahayu, Muslimin Ibrahim, and M. Syukron Djazilan to describe the factors underlying the student's low motivation for learning and the host and supporting aspects during student learning, while the research aim of this researcher is to find out what are the factors that cause a student's lack of interest in the teaching during online learning. The three previous researchers' research method was to use a descriptive qualitative form, while the researcher employed a descriptive quantitative method. The subject of knowledge used by the three previous researchers is elementary school students, while this researcher used the issue of a vocational high school student. The instruments of research used by the three previous researchers were interviews and observations, while this researcher used

---

<sup>16</sup>An Nisa Putri, Dewi Wdiana Rahayu, Muslimin Ibrahim, M. Syukron Djazilan, "The Factor Analysis Caused of Low Elemntary School Students Motivation during Online Learning," *Journal Basicedu* 5, No. 5 (2021): 3101-3108. <https://jbasic.org/index.php/basicedu>.

questionnaires and documentation.

## B. Review of Related Literature

### 1. Learning Definition

In the Large Indonesian Dictionary (KBBI), they are learning the meaning of changes in behavior or response caused by experience.<sup>17</sup> From a psychological perspective, learning is a changing process, a change in behavior resulting from mixing with its environment to meet its living needs.<sup>18</sup> Learning is a conscious activity carried out by individuals through training and conduct experiences involving cognitive, affective, and psychosomatic aspects.<sup>19</sup>

#### a. Learning Definition According to Experts

Abdillah (in Aunurrahman) concludes that "learning is a conscious effort made by individuals in a change of conduct through exercises and experiences involving cognitive, affective, and psychosomatic aspects to attain a particular goal."<sup>20</sup>

Piaget (in Dimiyati ad Mudjiyono) states that learning is acquiring knowledge. According to Piaget, knowledge has developed by the individual. Individuals constantly interact with the environment, and with their interaction, the function of the intellect grows.<sup>21</sup>

<sup>17</sup>Ebta Setiawan, "Kamus Besar Bahasa Indonesia (KBBI) Versi Daring", 2021. <https://kbbi.web.id/ajar>. Accessed on August 13<sup>th</sup> 2021.

<sup>18</sup>Syarifan Nurjan, *Psikologi Belajar*, 2 edition (Ponorogo: Wade Group, 2016), 14

<sup>19</sup>Silviana Nur Faizah, "The Nature of Learn and Learning," *The Madrasah Ibtidaiyah Teacher's Educational Journal* 1, No. 2 (2017): 176. <https://doi.org/10.30736/atl.v1i2.85>.

<sup>20</sup>Aunurrahman, *Belajar dan Pembelajaran* (Bandung: Alfabeta, 2010).

<sup>21</sup>Dimiyati dan Mudjiyono, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2013).

Slameto states that learning is a process that a person works through to gain a new change of conduct due to his own experience in his interactions and environment.<sup>22</sup>

According Burton (in Rusman) explained that learning is changing in individual behavior due to interactions between individuals with individuals and individuals with their environment so that they can interact with their surroundings.<sup>23</sup>

#### b. Qualities of Learning

The traits of learning are as follows:

- 1) There are new or changing abilities that exist. Changes in informed (cognitive) conduct, skills (psychopathy), as well as values and attitudes (affective).
- 2) The transformation does not take a moment but may well be settled or stored away.
- 3) This change doesn't just happen but has to happen with effort. Change occurs as a result of environmental interaction.
- 4) Change is not merely due to physical growth/maturity, not fatigue, illness, or the effects of drugs.<sup>24</sup>

<sup>22</sup>Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010).

<sup>23</sup>Rusman, *Pembelajaran Tematik Terpadu, Teori Praktik, dan Penilaian*, (Jakarta: Garfindo, 2015).

<sup>24</sup>Siti Ma'rifah Setiawati, "Learninging Thoretically: What is Learning?" *Journal Guidance and Counseling FKIP UNIPA* 35, No. 1 (2018): 33.

As for the main feature of learning, according to Gagne, there are three fundamental attributes or key learning traits: processes, behavior, and experiences with the following understanding:

- 1) Learning is a mental and emotional process or a thought and feeling process. It said that the person learns when his thought and feelings are active. Others cannot tolerate the activity of the mind and sense of self-awareness but rather feel concerned that the teacher can observe his manifestation, which is student activity as a result of the mental activity and feeling in the student.
- 2) Changes in learning behavior by changes in one's behavior or behavior will change or escalate, whether it's knowledge, skill, or company values attitude.
- 3) The learning experience is experiencing; in a sense, learning occurs in interconnection with an individual, the ward, both the physical ward (books, visuals, and the realm around) as well as the social (teachers, students, librarians, and headmaster).<sup>25</sup>

#### c. Principles of Learning

Some principles or rules in the learning process as a result of experiments of psychologists that apply in general as presented by Rusyan (in Sagal Syaiful), among them, are:

- 1) Motivation, forethought, and preparedness are needed in the learning-teaching process; without explanation in the preeminent teaching process, intrinsic learning in the teaching process would not be effective, and without the maturity of biological and physiological organs, teaching would be difficult.

---

<sup>25</sup>Siti Ma'rifah Setiawati, "Learninging Thoretically: What is Learning?", *Journal Guidance and Counseling FKIP UNIPA* 35, No. 1 (2018): 34.

2) Shaping a proper perception of sensory stimulation is the basis for the right teaching process. Suppose individual interpretations and perceptions of objects, objects, situations, and the surrounding stimuli are wrong or wrong, especially in the early stages of learning. In that case, learning then is an accumulation of errors.

3) The progress and success of the teaching process are determined by the particular talent, level of intelligence, interest, level of maturity, and type, nature, and intensity of the material learned.

4) The teaching-learning process can be superficial, broad, and profound depending on the material discussed in the endowment.<sup>26</sup>

From some principles, it may be concluded that in the performance of Learning, Learning must have a clear purpose and direction. In these learning principles, teachers play a vital role in achieving desired goals for students.

#### d. Purpose of Learning

Learning the purpose of changing your inner self involves behavior. Learning activities can change a person's values after learning activities, and remembering the desired learning objective is positive. For several purposes to learn as follow:

1) Learning is about changing habits from bad to good. Educators should pay more attention to poorly trained trainees in school activities, such as sleeping during education, fighting, etc., and educators should strongly encourage bias against the negative habits of the learners.

---

<sup>26</sup>Sagal Syaiful, *Konsep dan Makna Pembelajaran*, (Bandung:Afabeta, 2010).



2) Learning is about changing attitudes from negative to positive. Such as opposed to child parents, but after hearing and listening to religious lectures, his attitude was transformed into an obedient child who loved and admired his parents.

3) Learning is meant to improve skills. For example, a person who doesn't know how to play badminton, ball, boxing, or any other sport gradually enhances their skills through engaged learning and practice.

4) It is to increase knowledge in various fields of science. Concerning this, educators are more likely to notice the distribution of science. Education must be well-prepared when it teaches, and there is the use of approaches, strategies, and methods to prevent learners from feeling a dull atmosphere. The selection of methods must be adjusted to the material, the characteristics of educators, Suggestions and infrastructure, costs, and so forth for effective chastisement.<sup>27</sup>

## 2. Factors that Influence Interest in Learning

Any factor that causes low interest in student learning but divided into two classes that are internal and external factors.

---

<sup>27</sup>Dosen Pendidikan, "Tujuan Belajar: Pengertian Menurut Para Ahli, Ciri, Jenis, dan Faktor, June 21 2021, <https://www.dosenpendidikan.co.id/tujuan-belajar/>. Accessed on 15<sup>th</sup> August 2021.

### a. Factor Internal

The internal factor comes from within the student, intelligence, attention, interest, talent, motivation, maturity, preparedness, and fatigue.

#### 1) Intelligence

This factor involves one's questions intelligence (I.Q.), the ability to grasp and understand something new quickly.<sup>28</sup> Breckenridge and Vincent (in Anwar Prabu) believe that intelligence is a person's ability to learn, reason, and solve new problems.<sup>29</sup> For factor intelligence to develop into a positive influence on the child, teachers must be wise in handling each child's intelligence differences. Such as providing enrichment to children who are quick to understand the material (high intelligence) and providing additional activities or extended learning opportunities for slow children (low intelligence). As research has been done by Vera Kumala Sari and Ari Wibowo, who claim that the higher the interpersonal intelligence of learners, the more their interest in learning increases.<sup>30</sup>

#### 2) Attention

According to Gazali (in Slameto), mindfulness is the activation of the soul activated. It is solely subject to an object (object or thing) or a line or the object. If it's a high child's attention learning, it will succeed (high learning). Conversely, if attention is low in education, he may get bored or dislike it, and then he is not

<sup>28</sup>Riyanti Bumulo, *Faktor-Faktor yang Mempengaruhi Minat Belajar Siswa pada Pelajaran IPA di Kelas V SDN 1 TAPA Kabupaten Bone Bolango*, (2015): 7, <https://adoc.pub/faktor-faktor-yang-mempengaruhi-minat-belajar-siswa-pada-pel.html>.

<sup>29</sup>Anwar Prabu, *Perkembangan Intelegesi Anak dan Pengukuran IQ nya*, (Bandung: Angkasa Bandung, 1993).

<sup>30</sup>Vera Kumala Sari and Ari Wibowo, "Intrapersonal Intelligence Relations with an Interest in Learning Mathematics 5<sup>th</sup> Grade Madrasah Ibtidaiyah in Karanganyar," *Jenius (Jurnal of Education Policy and Elementary Education Issues)* 2, No. 1 (2021). DOI: 10.22515/jenius.v2i1.3647.

successful (his typical learning result). If this is the case, the child becomes unhappy with the object of the lesson.<sup>31</sup>

### 3) Interest

Hilgard (in Slameto) gives a formula about interest in learning: "interest is a persistent tendency to pay attention to and enjoy some activity or content." Interest is a tendency to stay alert and remember some activities.<sup>32</sup>

The activity of interest of accompanied by constant attention along with pleasure. Interest has had a powerful effect on learning (a particular subject), for if the issue does not meet the student's interest, then the student will not learn well or even dislike the subject.<sup>33</sup>

Studies entitled "interest in the achievement of physics" by Leo Charli, Tri Ariani, and Lusi Asmara indicate that if students had a high interest in physics subjects, their physical results would be higher.<sup>34</sup>

### 4) Talent

Hilgard's flair is "the crumbs to learn." In other words, talent is the ability to learn. Furthermore, talent can also be interpreted as a potential ability to succeed in the future.<sup>35</sup> Thus, virtually everyone has a talent in the sense of having the potential to achieve some degree of accomplishment within each one's

<sup>31</sup>Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010), 56.

<sup>32</sup>Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010), 27.

<sup>33</sup>Bernadus Bin Frans Resi, *Faktor-Faktor yang Mempengaruhi Minat Belajar Siswa Terhadap Mata Pelajaran Matematika Kelas IX-B SMPS Dharma Nusa Flores Timur Tahun Ajaran 2016/2017*, (2017): 21-23, , [https://repository.usd.ac.id/9019/2/121414022\\_full.pdf](https://repository.usd.ac.id/9019/2/121414022_full.pdf).

<sup>34</sup>Leo Charli, Tri Ariani, and Lusi Asmara, "The Relations Interest in Learning towards of Learning Physics," *SPEJ (Science and Phisic Education Journal* 2, No. 2 (June, 2019). <https://doi.org/10.31539/spej.v2i2.727>.

<sup>35</sup>Syaiful Bahri Djamarah, *Psikologi Belajar*, 3 edition, (Jakarta: PT Rineka Cipta, 2011), 166.

capacity.

## 5) Motivation

Learning must be noticed in what can encourage students to learn well or have a motive for thinking and focusing, planning, and fulfilling activities that relate to or support learning. A student's high and low motivations affect the performance of their studies at school.

According to Abraham Maslow, human behavior is strongly influenced by motivation. Maslow says that reason leads to purposeful behavior. Through inspiration, people are geared to alien necessity. A teacher needs to know the needs of their students. Maslow formulated a theory that came to be called the hierarchy of needs. In his idea of hieratic needs of Abraham Maslow, human needs may be classified as follows:

- a) Physiological needs. It included hunger, thirst, shelter, sexual, and other physical needs.
- b) Security or safety needs. It involves wanting to be protected from physical and emotional harm.
- c) Affiliation or acceptance needs, including affection, possession of acceptance, and friendship.
- d) Esteem needs. Include internal rewards such as self-respect, autonomy, and attainment and external award factors such as recognition and attention status.
- e) Self-actualization needs. The impulse to become a person according to their abilities includes one's growth, attainment of potential, and self-fulfillment.<sup>36</sup>

---

<sup>36</sup>Abraham Maslow, *Motivation and Personality*, translated by Achmad Fawaid dan Maufur. (Yogyakarta: Cantrik Pustaka, 2018), 73-79.

## 6) Maturity

It is a degree in one's growth where the tools of his body are ready to execute a new skill. Maturity does not mean that a child can carry out activities continuously where training and teaching are needed. In other words, a ready child (mature) has not been able to perform their abilities before learning. Learning a person is more successful when a child is prepared (adult). Research conducted by Sarita Ramli, Syailendra Eka Saputra, and Sri Wahyuni under the title "The Influence of Emotional Maturity, Religiusitas, Self-confidence, Family Socioeconomic, and School Environment on the Learning Motivation of IPS students in SMAN 13 Padang" found that maturity affects the student learning motivation of class 12<sup>th</sup> IPS in SMA N 13 Padang.<sup>37</sup>

## 7) Readiness

Readiness is the willingness to respond or react. That willingness arises in a person and also relates to maturity. Maturity means readiness to make ability. Student preparedness in the learning process needs attention, for it affects the students' learning results.<sup>38</sup> The learning title "The Effect of Learning Preparedness on the Performance of Student Learning on Calculus Learning" by Triana Harmini concludes that there are strong relationships and positive between student preparedness and student achievement in calculus class. Learning preparedness considerably impacts learning performance and other factors beyond

<sup>37</sup>Sarita Ramli, Syailendra Eka Saputra, and Sri Wahyuni, "The Influence of Emotional Maturity, Regligiority, Confidence, Family Socioeconomic and School Environment on Social Studies of IPS students at SMAN 13 Padang," *The Horizon Education Journal* 1, No. 2 (May, 2021). <https://doi.org/10.22202/horizon.2021.v1i2.4815>.

<sup>38</sup>Muhammad Arif Rahman Hakim, *Faktor-Faktor yang Mempengaruhi Prestasi Belajar IPS Siswa Kelas V di MIN Bitung Jaya*, (2015): 19, <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/30115/1/MUHAMAD%20ARIF%20RAHMAN%20HAKIM-FITK.pdf>.

learning.<sup>39</sup>

#### 8) Weariness

Identical to says it is distinguished as physical fatigue and spiritual lethargy. Physical tiredness is seen as a weakness in the body and a tendency to lie down, and spiritual fatigue is seen as lethargy and boredom. So the interest and the drive to inequality are lost.<sup>40</sup>

#### b. Factor External

External factors come from outside the students, among them the family, school, and social environment.

##### 1) Family Environment

This environment profoundly influences learning. Family strain, parental traits, family demographics (home), and family management can affect students' learning activities. The relationship between family members, parents, children, and siblings will help students conduct learning well.<sup>41</sup>

##### 2) School Environment

A school environment that can affect students' learning is:<sup>42</sup>

a) Teacher. It cannot be denied that some teachers who give lessons are less taught, not paying attention to whether students understand what is given without

<sup>39</sup>Triana Harmini "The Effect of Preparedness on Students' Learning on Calculus Learning," *Math Journal and Mathematical Education* 2, No. 2 (August 2017): 145-158. <https://doi.org/10.31943/mathline.v2i2.42>.

<sup>40</sup>Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010), 58.

<sup>41</sup>Dedi Putra Irawan, *The Impact of Family Environment and Learning Difficulties is the Result of Economics Student Learning at XI Grade IPS of SMAN 1 Muaro Jambi*, (2017): 22, <https://repository.unja.ac.id/1760/1/RRA1A110077-SKRIPSI.pdf>.

<sup>42</sup>Wahyudi, *Faktor-Faktor yang Mempengaruhi Kesulitan Belajar Siswa pada Materi Sistem Pencernaan Manusia di Kelas VIII SMPN 14 Pontianak*, (2015): 29-31, <http://repository.unmuhpnk.ac.id/538/1/WAHYUDI.pdf>.



allowing expressing themselves less clearly so that students do not understand or fail to take the lesson well.

b) Tool. An incomplete learning tool makes a good lesson presentation. The absence of these tools may tend to the use of a method of lecturing that gives children passivity, making learning difficult for students.

c) Building conditions. Dalyono says the state of the room to have a window, a vent sufficient, fresh air to enter the room, light to light the room, walls to be clean, white, and not dirty, floors to be slippery and messy, buildings away from the noise so children can concentrate on learning.<sup>43</sup>

d) The school lacks discipline. When school is admitted by day, evening at night, the child is no longer in optimum condition to receive a lesson because the energy has been depleted.

### 3) Social Environment

The social environment in which a student lives will affect the student's learning, among which is:

a) Associates, the influence of a student's association is that it reaches him faster than we thought. A good association can affect the students as well as the opposite. Ugly friends affect bad ones too. Both principal leadership and teachers' peer practices were associated with teachers' instructors' practices.<sup>44</sup>

b) People's forms of life, people made up of uneducated people, gamblers, thievery, and their bad habits were adversely affected by the children or students in the neighborhood. Students achieve higher scores on standardized tests in

<sup>43</sup>Dalyono M, *Psikologi Pendidikan*, (Jakarta: Rineka Cipta, 2005): 244.

<sup>44</sup>Slameto, *Belajar dan Factor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010), 67.

schools with a healthy learning environment.<sup>45</sup> Children are drawn to participate in what others do around them. As a result, his learning suffers even from a loss of enthusiasm or interest because he has been absorbed in the knowledge, moving on to the deeds that people around him have always done.<sup>46</sup>

### 3. Interest

#### a. Definition of Interest

Slameto (in Asmani) says that interest is the preference and interest in a particular delicacy or activity without prompting.<sup>47</sup> Gie says interest plays a part in bringing about constant attention, making it easier for attention focus, and preventing attention disorders from outside.<sup>48</sup> Hilgard (in Slameto) says that interest is a persisting tendency to pay attention to and enjoy the same activities and content. This activity includes learning about a student's interests, accompanied by constant attention and pleasure.<sup>49</sup>

Yulyani (in Dssyta Gumanti and Serli Diovani Tesa) states that interest in learning is a psychological aspect of learners expressed with such symptoms as passion, willingness, passion, and love to make changes in oneself and attitude from the knowledge and experience process of conversion.<sup>50</sup>

<sup>45</sup>Angus J. Macneil, "The Effects of School Culture and Climate of Students Achievement," *Journal Leadership in Education* 12, No. 1 (Maret, 2009): 73.

<sup>46</sup>Muh Zulkifli, *Analisis Faktor-Faktor Eksternal yang Mempengaruhi Prestasi Belajar Matematika Siswa Kelas VIII SMP Negeri 17 Makassar*, (2019): 39, <http://repository.uin-alauddin.ac.id/15511/1/Zulkifli.pdf>.

<sup>47</sup>M, Jamal Asmani, *Jurus-Jurus Belajar Efektif untuk SMP dan SMA*, (Yogyakarta: DIVA Press, 2009), 32.

<sup>48</sup>Gie, The Liang, *Cara Belajar yang Baik Bagi Mahasiswa*, (Yogyakarta: Gajah Mada Pers, 2004), 57.

<sup>49</sup>Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: PT Rineka Cipta, 2010), 57

<sup>50</sup>Dessyta Gumanti and Serli Diovani Teza, "Economics Education Students' Level of Interest Analysis in an Online Course during the Covid-19 Pandemic," *Education: Educational Journal* 3, No. 4 (2021): 1638-1646, <https://edukatif.org/index.php/edukatif/index>.

Based on the definition of operational interest, learning represents Sudaryono, and there are four aspects of advancement, interest, attention, and involvement to measure student learning interests.<sup>51</sup>

#### b. Factors that Affect Interest

Any factors influence the emergence of interest. Several factors affect welfare:

##### 1) Motivation

Interest in a person is enhanced if coupled with motivation, both inside and outside. Declining Tampubolon (in Julianti Alisia Mona Salem et al.) says interest is a combination of desires and abilities that can develop if there is motivation.<sup>52</sup>

##### 2) Learning

Learning can also influence interest, for students who once disliked the lesson little by little, with increasing knowledge, are coming to love and embrace it.

##### 3) Goals

Interest also affects aspirations. Goals are desires and manifestations in the future life.

##### 4) Hobbies

With interest, we can channel hobbies. With one student's example of

<sup>51</sup>Sudaryono, dkk, *Pengembangan Instrumen dan Pembelajaran*, 2013, (Yogyakarta: Graha Ilmu).

<sup>52</sup>Julianti Alisia Mona Salem, Wensi Ronald Lesli Paat, and Agustinus Takaredase, "The Effects of Interest in Learning Base Networking Subjects," *Edutics: Information-Technology Educational Journals and Computers* 1, No. 2 (April 2021): 23-24. <https://ejurnal-maplus-unima.ac.id/index.php/edukatik/article/view/1172>.

engaging in computer hobbies, they have an indirect interest in computer hobbies.

It can be stimulated by pursuit; it cannot be separated by interest.<sup>53</sup>

#### 4. Online Learning

##### a. Definition Online Learning

Online learning uses Internet networks with accessibility, connectivity, flexibility, and the ability to bring up a variety of learning interactions. Internet use and multiinstrument technologies can change the way of knowledge and can be the alternative to learning being used in traditional classes.<sup>54</sup> Online learning (daring) is a learning that can enable students and teachers to perform learning interactions with Internet assistance.<sup>55</sup>

Online learning is a learning system promoted by not coming face to face but using platforms that can help with remote teaching-learning. Online learning aims to provide high-quality learning services on a network open to reaching learners for more and more space.<sup>56</sup> Several applications can help with teaching-learning activities, such as Whatsapp, zoom, Edmodo web blog, and others. Report the official page of the Ministry of Finance RI. Here are 12 platforms or applications that students can access to learn at home, namely 1) Rumah Belajar; 2) Meja Kita; 3) Icando; 4) Indonesiast; 5) Google for Education; 6) Kelas Pintar;

---

<sup>53</sup>Julianti Alisia Mona Salem, Wensi Ronald Lesli Paat, Agustinus Takaredase, "The Effects of Interest in Learning Base Networking Subjects," *Edutics: Information-Technology Educational Journals and Computers* 1, No. 2 (April 2021): 23-24, <https://ejurnal-maplus-unima.ac.id/index.php/edukatik/article/view/1172>.

<sup>54</sup>Roliza Perantika, *Peran Orang Tua dalam Belajar Daring Siswa MIN1 Kepahiang Pada Masa Pandemi Covid-19*, (Februari 2021): 51. <http://repository.iainbengkulu.ac.id/5731/1>.

<sup>55</sup>Ali Sadikin and Afreni Hamidah, "An Online Learning in the Covid-19 Outbreak," *Biology Education Journal* 6, No. 2 (2020): 215. <https://online-journal.unja.ac.id/biodik>.

<sup>56</sup>Sofyana, and Abdul, "Whatsapp Online Learning Combination for Prop-Employee Classes in PGRI Madiun University Information Engineering," *The National Journal of Information Engineering Education* 8, No. 1 (2019): 81-86.

7) Microsoft Office 365; 8) Quipper school; 9) Ruang Guru; 10) Sekolahmu; 11) Zenius; 12) Cisco Webex.<sup>57</sup>

#### b. Characteristics of Online Learning (Daring) Methods

According to Soekartawi, she added that learning to teach online has the following features:<sup>58</sup>

- 1) Utilizing electronic technology services, teachers and students, students as well as other students or teachers and fellow teachers, can communicate easily without constrained protocol.
- 2) They are utilizing computer excellence (digital instrument and computer networks).
- 3) The use of self-taught materials stored by computers makes it accessible to teachers and proteges at any and every time.
- 4) The use of schedules, curriculum, teaching results, and also problems related to education administration can be seen at any time on the computer.<sup>59</sup>

#### c. The Strength and Limitations of Online Learning (Daring)

According to Suhery et al., online learning has some benefits:<sup>60</sup>

- 1) Teachers and students can easily communicate via the Internet anytime they are done without being limited by distance and time.

<sup>57</sup>Oktafia Ika Handarini and Siti Sri Wulandari, "Online Learning as an effort learning From Home (SFH) during the Covid-19 Pandemic," *Journal of Office Administration Education (JPAP)* 8, No. 3 (2020): 498. <https://jurnal.unesa.ac.id/index.php/jpap>.

<sup>58</sup>Soekartawi, "Basic Principle of E-Learning (Electronic Learning): The Theory and the Implementation in Indonesia," *Journal Educational Technology* 7, No. 12 (Oktober 2003): 13

<sup>59</sup>Miftahul Khairat, *The Realtionship between Online Learning with Students Learning Motivation V Grade SDN 26 Dompu Year 2020/2021*, (January, 2021): 31-32. <https://repository.ummat.ac.id/2234/1/COVER-BAB%20III.pdf>.

<sup>60</sup>Dewi Fatimah, *An Analysis Implementation of Online Learning during the Covid-19 Pandemic at Elementary School*, (January, 2020): 19. <https://repository.unja.ac.id/15935/5/SKRIPSI%20DEWI%20FATIMAH%20.pdf>.

- 2) Teachers and students may use regular, scheduled teaching materials over the Internet.
- 3) Students can repeat the material at any time or place where necessary. By accessing the Internet, students will find it easier to obtain additional information related to the teaching material they learn.
- 4) Both teachers and students can have biased online discussions followed by large numbers of students.
- 5) Passive students can become active.
- 6) Learning is more efficient because it can be done anytime, especially for those who live farther away.

As for the limits of online learning:

- 1) Learning is more of a souvenir than a duty given by a teacher.
- 2) Teachers are required to master knowledge better by using ICT (Information Communication Technology).
- 3) Students who lack learning motivation tend to fail.
- 4) Access to available Internet facilities has not been completed in places with electricity, telephone, and computer problems.

### **C. Conceptual Framework**

Generally, our home education is not what we expected when English is a crucial subject, with an excellent purpose in mind for students to have the ability to act English speech in the ability to listen and read (mentalis and speaking).

Teachers give teaching. Teachers are one of the primary components in the learning process, besides students and other learning components. Teachers

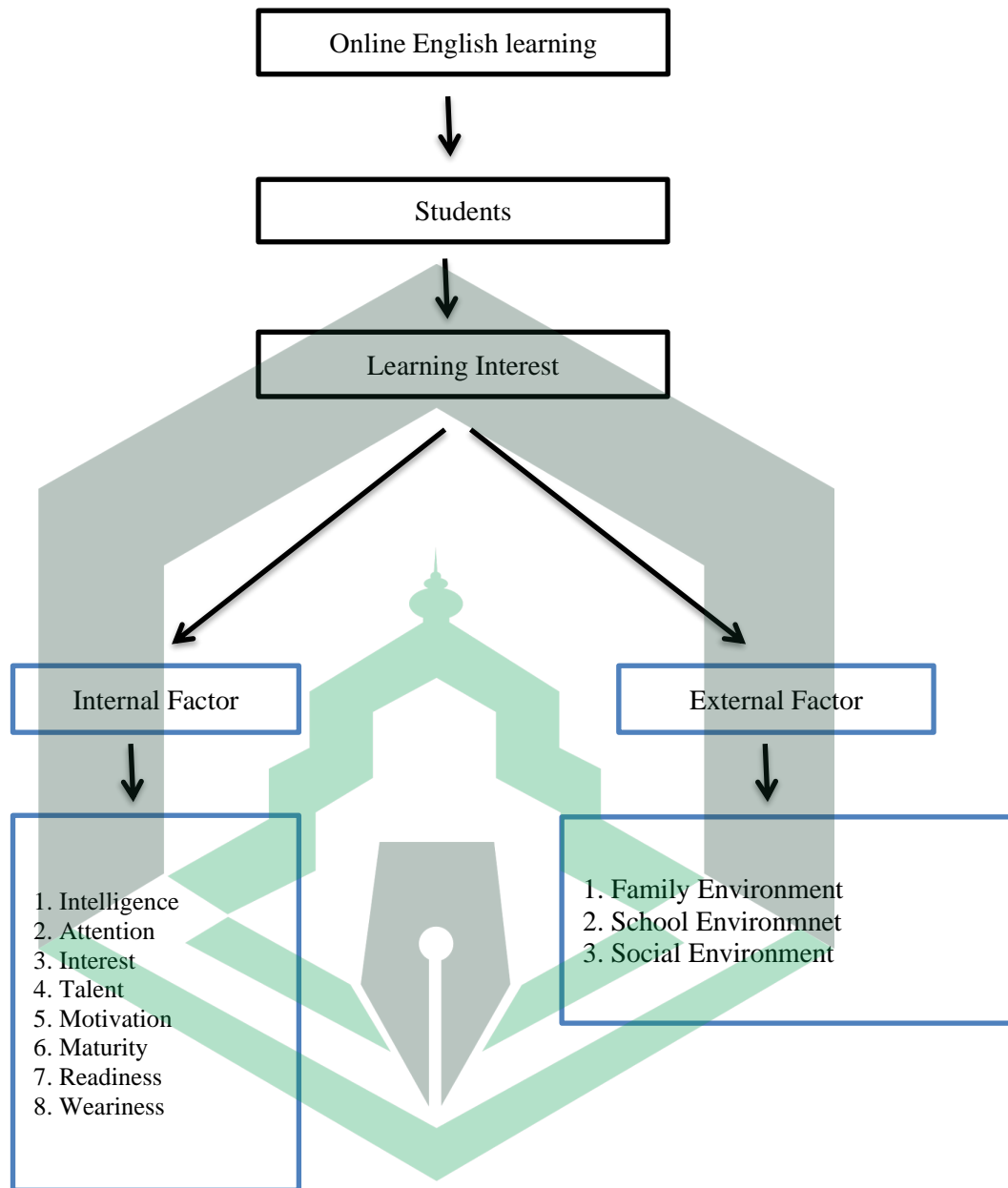
should design mature chastising activities so that learning can run more smoothly at this time while doing long-distance/online learning. In addition, the teacher's role in motivating the student is essential. Many students have little interest in English studies. It is because of the abundance of factors that are affecting.

Students interested in an activity or a lesson will learn it prayerfully since it has appeal. The learning process is smooth with interest. The indicator of learning interests includes the student's passion, attention, and involvement in British Learning. The fact that affected students' interest in learning English can be seen from internal and external factors. The internal factors include intelligence, attention, interests, talent, motivation, maturity, preparedness, and fatigue. External factors include the family ward, the school ward, and the social or community environment.

Online learning is done today because of co-vid-19. With these online learning policies, students and teachers do not have to do face-to-face learning. Some applications like the Whatsapp, Google classroom, zoom, and so on are substituted as instrument in these online learning to keep teaching-learning running as it should.

Based on the lack of interest in students' learning to learning online or at-home learning, researcher see the need for analysis of the student's lack of interest in English learning and any of the factors that cause it. Factors that influence interest in education include internal and external factors. The lack of interest in students' learning will be founded as any factor affecting students' learning interest in the English education eye of SMKN 1 Luwu Timur. The frame of mind

can be seen in picture 1 as follows.



Picture 1.1 Conceptual Framework



#### D. Research Hypothesis

A hypothesis is an answer or a tentative assumption that has to be retested in its truthfulness through scientific research.<sup>61</sup> As for the researcher's aim in procuring a theory that in his research activity, the research was focused solely on the information or data required for hypothetical testing. Based on theoretical studies that fit several fundamental assumptions, as already noted, researcher have formulated a hypothesis as follows:

H1: There are no factors in the lack of an X-grade student's interest in English subjects during online learning.

H2: There are factors in the lack of an X-grade student's interest in English subjects during online learning.

---

<sup>61</sup>Riduwan, M.B.A., *Belajar Mudah Penelitian untuk Guru, Karyawan, dan Peneliti Pemula*, sixth edition, (Bandung: Alfabeta, 2009), 37.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Method

This research used quantitative research. Quantitative research is a dynamic learning approach using numbers, ranging from accumulating data, interpretation of the data obtained, and exposure to the results.<sup>62</sup> The researcher uses descriptive quantitative methods to help locate data and describe research results.

#### B. Time and Place of the Research

This research was carried out at SMKN 1 East Luwu. Located in Malili district, East Luwu. The learning was carried out from March 14, 2022, to March 23, 2022, to collect data obtained through the questionnaire distribution.

#### C. Operational Variable Definition

As for the operational definitions of this discussion, some things are:

##### 1. Learning

Learning is a deliberate process of action that then produces change, which is different from the changes that others cause.<sup>63</sup> From this explanation, it can be deduced that learning is a conscious process of individual action and that changes occur to the individual as a result of continuous and continuous effort.

---

<sup>62</sup>Arikunto, S, *Metode Penelitian Kuantitatif*, (Jakarta: Bumi Aksara, 2006) 12.

<sup>63</sup>Syarifan Nurjan, *Psikologi Belajar*, 2 edition (Ponorogo: Wade Group, 2016), 14.

## 2. Interest

Interest is a taste of advancement and an interest in something or an activity without being demanded.<sup>64</sup> From this explanation, it is understandable that interest is a sense of interest or pleasure arising within something or action that encourages an individual to do this purely without any prompting or coercion, on the other hand.

## 3. Online Learning

Online learning is learning that uses the Internet network with accessibility, connectivity, flexibility, and the ability to establish various learning interactions. Internet use and multiinstrument technologies can change the way of knowledge and be the alternative to learning being implemented in traditional classes.<sup>65</sup> From this, it is understandable that online learning is a conversion process done by leveraging tissue connectivity.

## D. Population and Sample

### 1. Population

The population is a generalized region of subjects with specific qualities and characteristics that the researcher sets out to learn and is later drawn to conclusions. In this learning, the population was 102 X-grade of the Department of Computer and Network Engineering (TKJ) UPT SMKN 1 Luwu Timur.

---

<sup>64</sup>Aldi Prayogo, "Survei Minat Belajar Terhadap Pembelajaran Beladiri Pencak Silat di SMK Texmaco Karawang," *Jurnal Penjaskesrek* 8, No. 1 (April 2021): 4. <https://doi.org/10.46244/penjaskesrek.v8i1>.

<sup>65</sup>Roliza Perantika, *Peran Orangtua dalam Belajar Daring Siswa MIN Kepahiang Pada Masa Pandemi Covid-19*, (Februari 2021): 51. <http://repository.iainbengkulu.ac.id/5731/1>.

## 2. Sample

The sample was a subgroup of elements from the population selected to participate in learning.<sup>66</sup> In this learning, samples were obtained using proportionate stratified random sampling techniques. The technique is used when the population has non-homogenized and proportionately regulated members.<sup>67</sup> To determine the many models, according to Arikunto, if the subject is less than 100, it would be best to take them all to learn. If the number of issues is more significant or more than 100, then 10%-15%, 20%-25% of the population.<sup>68</sup> Given that was too much of a population of 102 students, concerned that the researcher could not scrutinize all of them, the researcher used the stratified random sampling formula and selected 25% of the population to be 26 sample respondents.

### E. Instrument of the Research

The instrument of this research is a questionnaire. The questionnaire is a list of questions one gives typically to another to have the person delivered willingly respond in following user requests.<sup>69</sup> Questionnaires are an efficient data-collection technique when the researcher knows the variables to measure and what to expect from the respondents.<sup>70</sup> The step of giving the questionnaire is by directly spreading the questionnaire to the respondents. The questionnaire spread out amounted to 20 statements about the factors that cause a lack of interest in

<sup>66</sup>Malhotra NK., *Marketing Research: An Applied Orientation*, fourth edition(New Jersey: Pearson Education Inc, 2004)

<sup>67</sup>Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2017).

<sup>68</sup>Arikunto Suharsimi, *Produser Penelitian Suatu Pendekatan Praktek*, (Jakarta: Bumi Aksara, 2010).

<sup>69</sup>Arikunto, Suharsimi, *Management Penelitian*, (Jakarta: Rineka Cipta 2007), 102.

<sup>70</sup>Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*, (Bandung: Alfabeta, 2012).

online learning.

In answering an instrument of the questionnaire that requires scale. The measurement scale is an agreement used as a reference to measuring the short interval in the measuring device; with the measuring scale, it can be expressed in the number so that it will be more accurate, efficient, and communicative.<sup>71</sup> The scale used in this research is the Likert scale. The Likert scale is used for one's attitude, opinion, and perception or group about social events or symptoms.<sup>72</sup> The scales scores used can be seen in Table 1.1

**Table 3.1 Score Scale 1-5**

Answer	Score	
	Favorable Statement	Unfavorable Statement
Strongly Agree	5	1
Agree	4	2
Hesitant	3	3
Disagree	2	4
Strongly Disagree	1	5

**Table 3.2 The Instrument Grid**

No	Research Focus Variable	Indicators	Statement item		Total
			(+)	(-)	
1	The Factors Analysis for the Lack of Students' English Learning Interest at X Grade	Internal Factors	1, 2, 5, 10, 15	3, 4, 6, 12	9
2	During Online Learning of SMKN 1 Luwu Timur	External Factors	7, 8, 9, 11, 13, 14, 16, 17	18, 19, 20, 21	12
Total					21

<sup>71</sup>Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*, (Bandung : Alfabeta, 2012), 92.

<sup>72</sup>Riduwan, *Dasar-dasar Statistika*, (Bandung: Alfabeta, 2010), 38.

## F. The Procedure for Collecting Data

The data collection technique in this study researcher used was a questionnaire. The questionnaire is a technique or way of collecting data indirectly (indirect researchers inquiring).<sup>73</sup>

The questionnaire in this study is used to know the motivation levels for online student learning during the covid-19 which consists of 21 items statements, with a score range of 1 to 5. The procedure for collecting data by using a questionnaire is as follows:

1. The researcher came to X grade in Computer and Network Engineering.
2. The questionnaire was given to the students on how to fill in the form of a printout.
3. The researcher explained to the students how to fill out the questionnaire.
4. The researcher gives the students time to fill out the questionnaire.
5. The researcher collects the questionnaire fill by students.

## G. Validity and Reliability

### 1. Validity

Validity is a quality that indicates the relationship between a measurement (diagnosis) and the sense of purpose of the learning or conduct criteria.<sup>74</sup> A valid

<sup>73</sup>Dr. Sudaryono, *Educational Research Methodology*, (Jakarta Pusat: Lentera Ilmu Cendekia, 2014), 85-86.

<sup>74</sup>Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pembelajaran*, (Bandung: Remaja Rosdakarya, 2013).

instrument means the measuring device used to get data (measuring) is accurate, and accurate means the tool can be used to measure what should be measured—the validity test of the instrument in using SPSS (Statistical Product Service Solutions).

There are 26 students on the validity test. The total number of observations in the sample ( $= N$ ) reduced the amount of free control (linear) or discussion (restriction) placed over the statement.<sup>75</sup> Based on that understanding, the  $r$  table value at 5% is 0.388. If the  $r_{count}$  is larger than the  $r_{table}$  Then the instrument statement item is said to be valid and the opposite.

As for the lack of interest in learning during online learning being submitted to two experts or validators for validation. The validator is given the validation sheet of each instrument to fill with checkmarks on the Likert Scale 1-4, such as the following:

- 1 It means "less relevant."
- 2 means "reasonably relevant."
- 3 means "relevant."
- 4 means "highly relevant."

In this case, validation data will be consulted with an expert for a questionnaire instrument that is a statement or question analysis based on theories to be measured on aspects, render decisions and consider input, comments, and Suggestions from the validator.

---

<sup>75</sup>Maman Abdurahman, *Dasar-Dasar Metode Statistik untuk Penelitian*, (Bandung: CV. Pustaka Setia, 2011), 151.

As one has mounted before the instrument is given to the responders, it is first validated by two expert validators. Here are the two validator questionnaires for this learning:

**Table 3.3 Validators of Questionnaire**

No	Name	Profession
1	Dewi Furwana., S.Pd.I., M.Pd	English Lecture IAIN Palopo
2	Indarwati., S.Pd.i	English Teacher SMKN 1 Luwu Timur

Based on the data validation using the IBM SPSS statistic 20 applications, you can look at the table below:

**Table 3.4 The Result of Questionnaire Validation**

The factor indicator of a lack of interest in learning	Item Number	Valid Nomor Item	Total item valid	Total of Invalid item
Internal factors	1,2,3,4,5,6,10,12,15	1,2,3,4,5,6,10,12,15	9	0
External factors	7,8,9,11,13,14,16,17,18,19,20,21	7,8,9,11,13,14,16,17,18,19,20,21	12	0

## 2. Reliability

Reliability is the regularity of measuring an instrument; the outcome of this religious test can be trusted or not a tool of research based on the level of alignment and regulation.<sup>76</sup>

The instrument reliability test in the learning used SPSS (Statistical Product Service Solutions) based on Alpha > R table and so stated reliable.

<sup>76</sup>Supriyadi Edy, *SPSS+Amos Statistical Data Analysis "Perangkat Lunak Statistik"*, (Jakarta: In Instrument, 2014), 29.



Visible enterprises of reliability are in the table below:

**Table 3.5 Cronbach's Alpha Interpretation**

Cronbach's Alpha	Interpretation
0.00-0.20	Less Reliable
0.21-0.40	Rather Reliable
0.41-0.60	Quit Reliable
0.61-0.80	Reliable
0.81-1.00	Very Reliable

The result of the reliability test on 21 statement items using the IBM SPSS

Statistic 20 application can be seen in the following table:

**Table 3.6 Reliability Statistic**

Cronbach's Alpha	N of Items
.831	21

The table of reliability tests on 21 statement items shows that Cronbach's Alpha value is 0.831. Therefore, it can be concluded that 21 statement items are very reliable and can be used in research.

#### **H. The Technique of Analysis Data**

This research used a descriptive statistical analysis of percentages. Statistic description is the statistic used to analyze data that has been generated by describing the data without any intention of making conclusions that apply to the general population.<sup>77</sup> The presentation of data analyzed using this descriptive statistical analysis is percentage calculations.

The statistical data analysis techniques used in the research are as follows:

<sup>77</sup>Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2012) 147.

### Tabulation data

Tabulation data frequency and percentage score, obtained with a formula:

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

Description:

P = Percentage

F = Answer Frequency

N = Total Number of Frequency<sup>78</sup>

The researcher determined the frequency of student answers for each statement item and the average percentage of student's answers for each statement item.

The researcher determined the percentage of students' answers for each indicator. Then, the rates of students' responses obtained for each hand are interpreted by using the data range according to Riduwan, which can be seen in the following table:

**Table 3.7 Table percentage and Categories of Learning Interest**

No.	Interpretation	Percentage
1	Very low	00%-20%
2	Low	21%-40%
3	Average	41%-60%
4	High	61%-80%
5	Very High	81%-100%

(Source: Riduwan)<sup>79</sup>

<sup>78</sup> Kadir, *Statistika Terapan*, (Jakarta: PT Rajawali Pers, 2015), 26.

<sup>79</sup>Riduwan, *Belajar, Mudah Penelitian*, (Bandung: Alfabeta, 2010)

## BAB IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

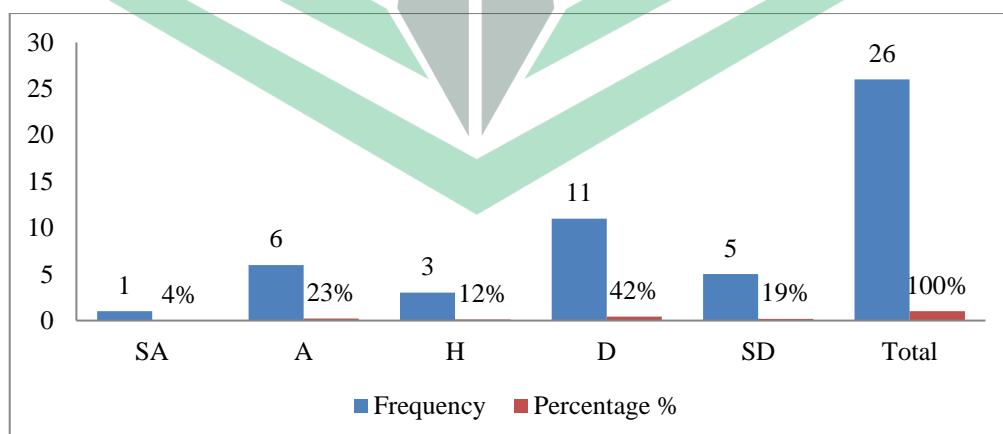
##### 1. Factors that Influence Interest in Online Learning

As explained earlier in chapter II, the factors affecting interest in learning are internal and external. In the following, the researcher exposes data on factors that lead to low interest in learning English during online studies that have been spread directly to X grade SMKN 1 Luwu Timur, 26 students for a sample.

##### a. Internal Factors

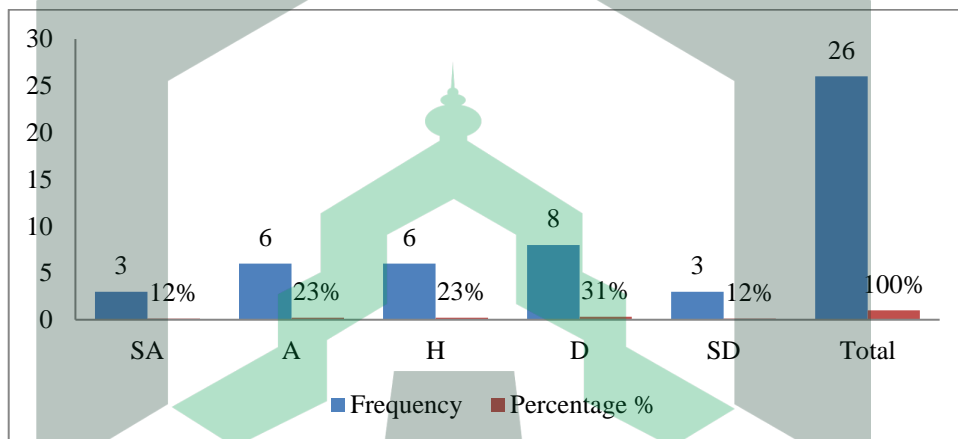
An internal factor is a thing that comes from within a person or the individual himself. Internal factors include intelligence, attention, interest, talent, motivation, maturity, preparedness, and fatigue. Below is a chart showing data on internal factors, including:

**Table 4.1**  
**Students Feel Happy to Take English Online Learning Through the Google Classroom Learning Management System (LMS)**



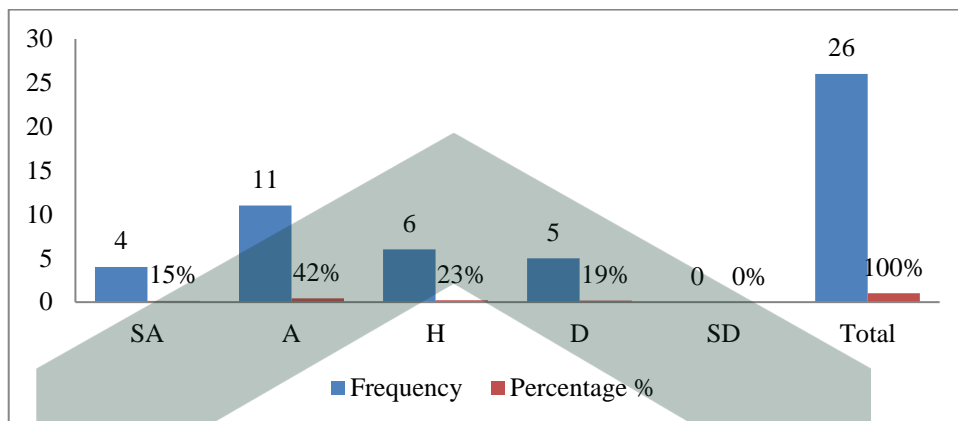
Based on table 4.1, it can be seen that most students are not happy to take English online learning through the Google Classroom application. Is evidenced by the answer of respondents who expressed disagreement 42%, strongly disagreed 19%, hesitated 12%, agreed 23%, and strongly agreed 4%. It shows that most students are unhappy with online learning.

**Table 4.2**  
**Students Never Get Bored of Taking English Online Learning through Google Classroom**



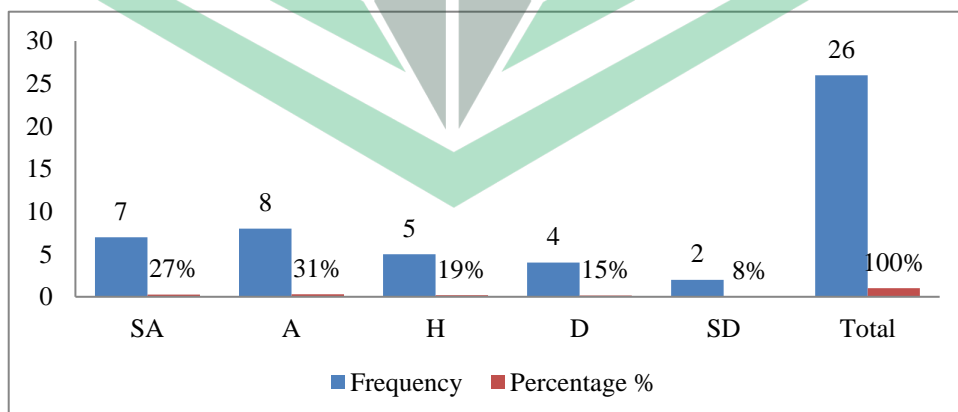
Based on table 4.2, it can be seen that some students feel bored when learning English online through Google classroom instrument. This is evidenced by the answer of the respondents who disagree 31%, strongly disagree 12%, the number who hesitated and agreed to have the same percentage, 23%, and strongly agree 12%. It is proven that some students feel bored when learning online.

**Table 4.3**  
**Students don't Have the Courage to Ask when Online Learning Through Google Classroom LSM**



Based on table 4.3 shows that more students do not feel the spirit of asking questions when learning online. Evidenced by the answer of respondents who agree 42%, strongly agree 15%, hesitate 23%, and disagree as much as 19%. It shows that students are less interested in online pursuits.

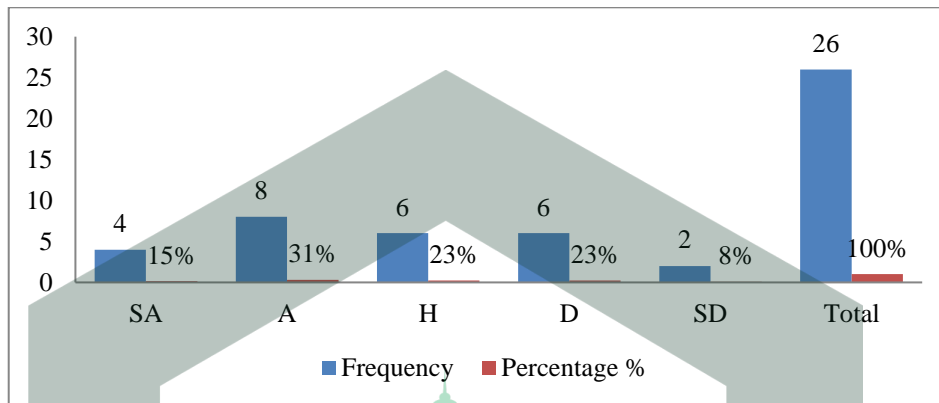
**Table 4.4**  
**Students Feel Unfree to Ask Questions when I am Online Learning Through Google Classroom LMS**



Based on table 4.4, it can be seen that most students are not free to ask questions when learning online through Google Classroom. As evidenced by the

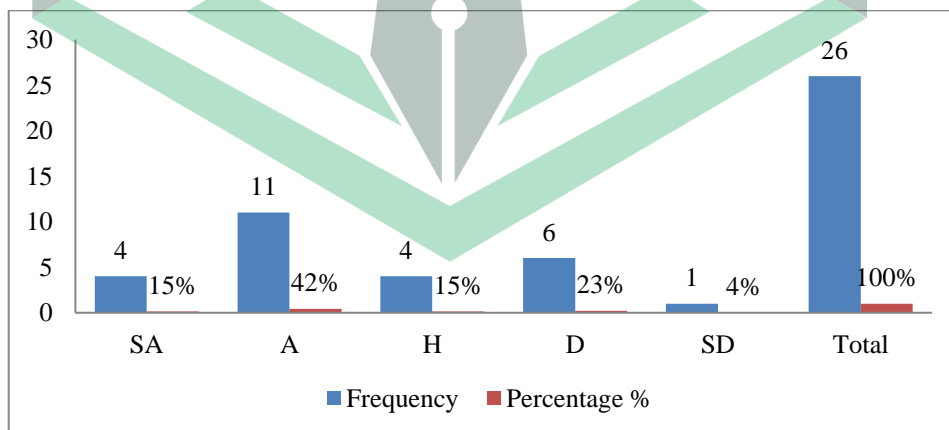
answers of respondents who stated strongly agree 27%, agree 31%, hesitate 19%, disagree 15%, and strongly disagree 8%.

**Table 4.5**  
**Students felt that English was an Interesting Subject**



Based on table 4.5 that, half of the students feel that English is an exciting subject. Is evidenced by the answers of respondents who strongly agree 15%, agree 31%, hesitate and disagree 23%, and strongly disagree 8%.

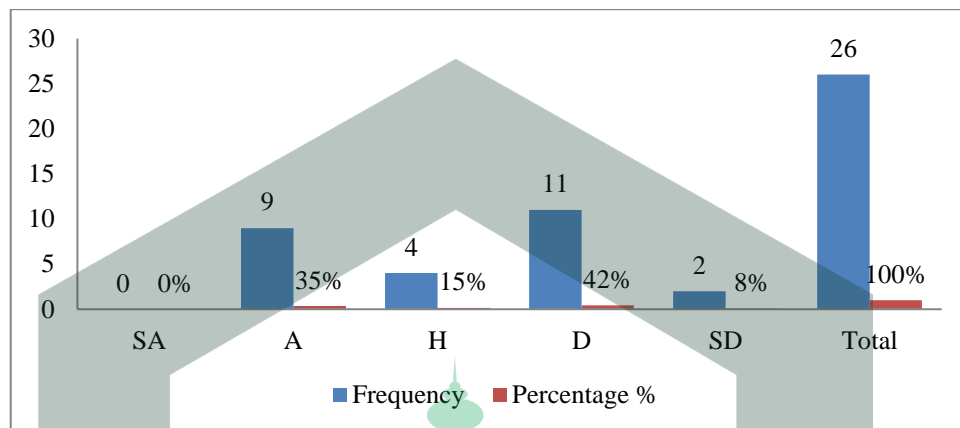
**Table 4.6**  
**Students Felt that Learning English Online is Difficult to Understand**



Based on table 4.6, most feel that learning English online is challenging to understand. Evidenced by the answer of respondents who suggested strongly agreed with 15%, blended with 42%, hesitated with 15%, disagreed with 23%,

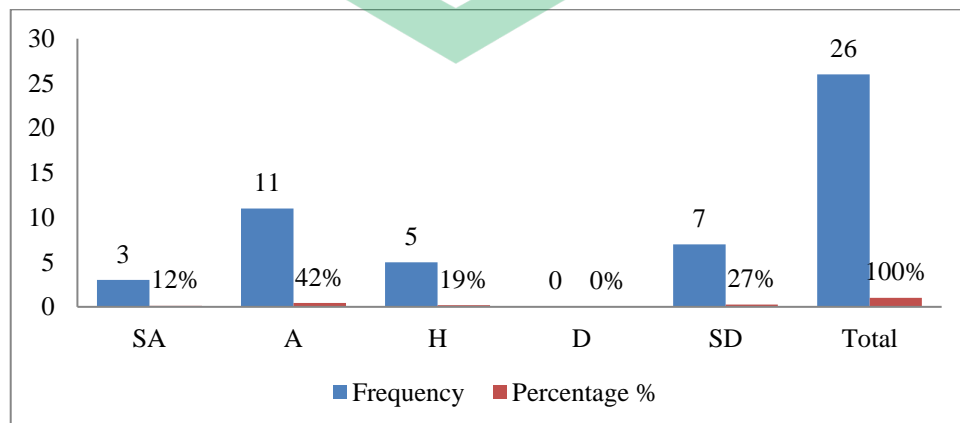
and strongly disagreed with 4%. Although English is an exciting subject, learning English online is challenging.

**Table 4.7**  
**Students Felt Comfortable Learning from Home**



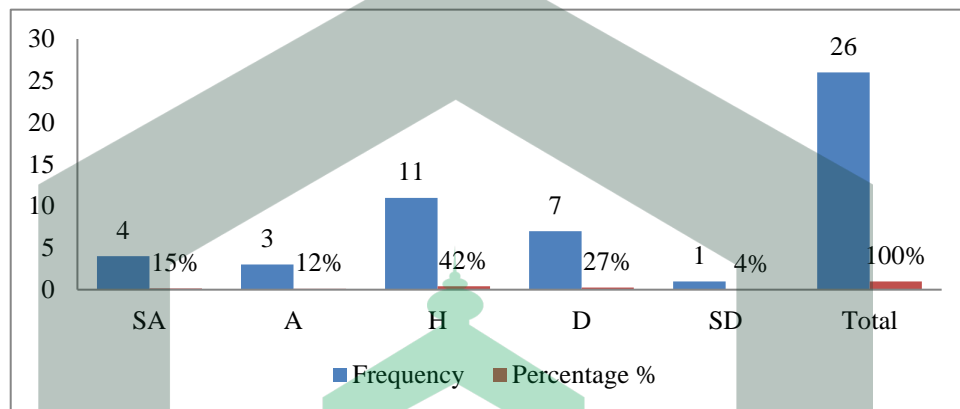
Based on table 4.7, it is stated that most students disagree that they feel comfortable learning from home. This is evidenced by the responses to respondents who said they did not agree 38%, strongly disagree 23%, hesitate 23%, decided 12%, and strongly agree 4%. This suggests that students are not prepared to learn online.

**Table 4.8**  
**Students Felt Sleepy when Learning English Going Through Google Classroom**



Based on table 4.8, it is stated that more students chose they were not sleepy when English learning was taking place through Google classroom. As evidenced by respondents' answers, disagree 42%, hesitate 23%, agree 23%, and strongly agree 12%.

**Table 4.9**  
**Students Happy if the Teacher After Learning Online gives an Assignment**



Based on table 4.9, most students are not unhappy when given an assignment by teachers after learning online. This is evidenced by the answer of the respondents who disagreed 38%, strongly disagreed with 23%, hesitated with 15%, agreed with 12%, and strongly disagreed with 12%.

#### b. External Factor

External factors are one factor that affects the interest in learning. External factors come from outside the individual, which in this case include the family environment, school environment, and social environment. In the following, the researcher describes the questionnaire data from external factors that cause a lack of interest in learning, including:



**Table 4.10**  
**Student's Parents Took the Time to Accompany them to Learning at Home during Online Learning**

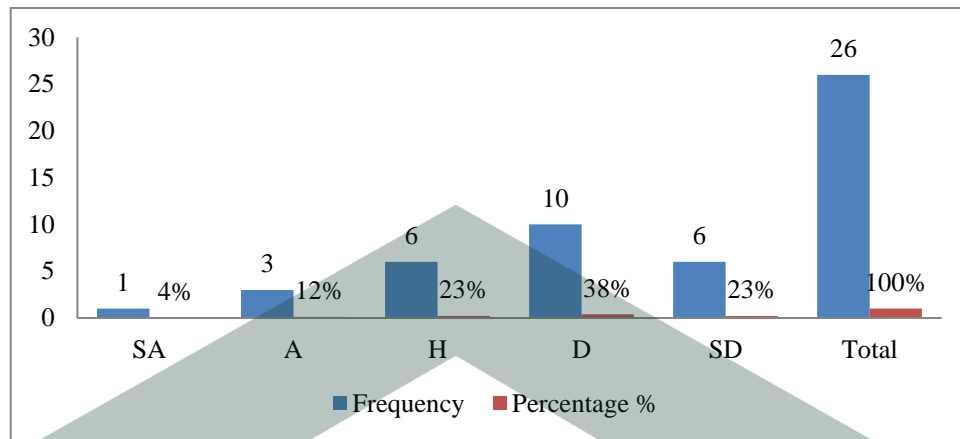


Table 4.10 shows that half of the respondents do not agree that their parents take the time to guide their children while learning at home online. As evidenced by the response of respondents who disagreed 42%, strongly disagreed 2%, hesitated with 15%, and agreed with 35%. This suggests that respondents' parents are less involved in guiding children when learning from home online.

**Table 4.11**  
**Student's Parents Provided for them during Online Learning by Preparing what their Need**

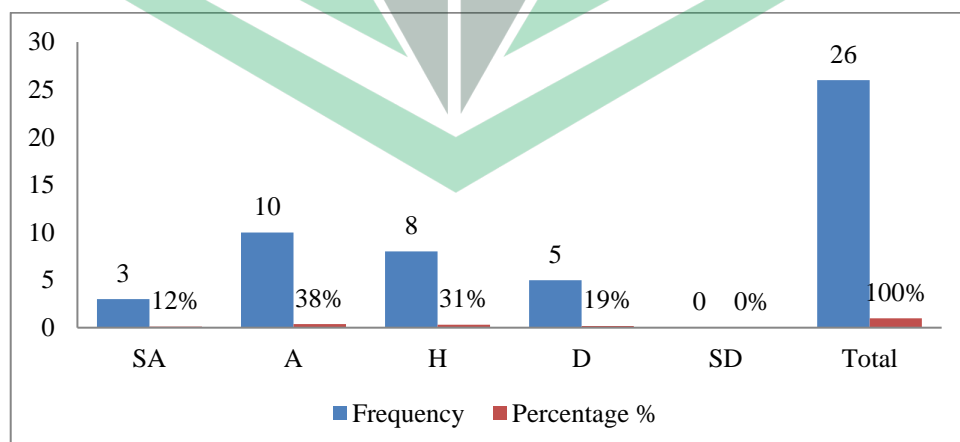
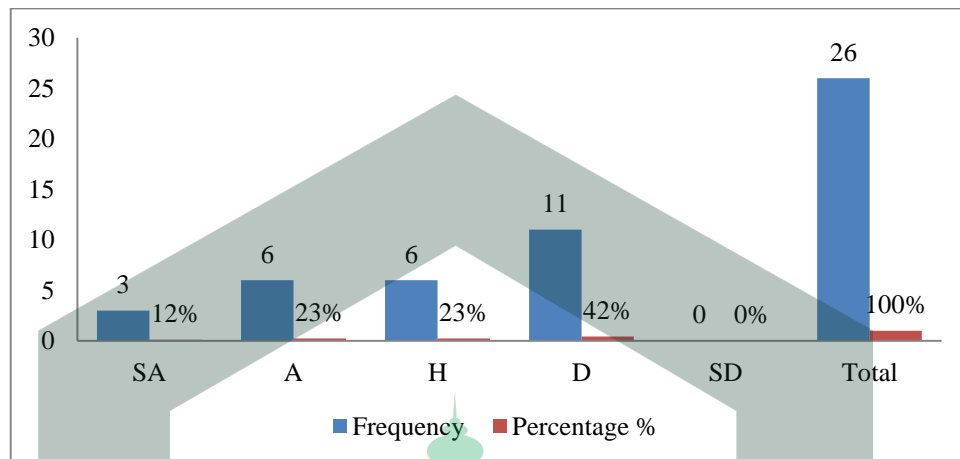


Table 4.11 shows that most students strongly agree that their parents meet their learning needs by preparing everything they need. As evidenced by the

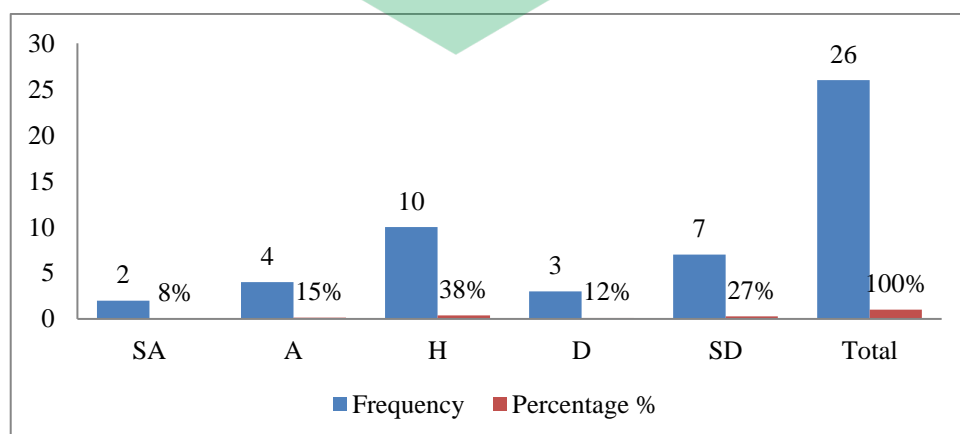
answer of respondents who agree 42%, strongly agree 12%, hesitate 19%, and strongly disagree 27%.

**Table 4.12**  
**During Learning from Home, their Parents Noticed their Calmness to Learn**



Based on table 4.12, most students are hesitant that as long as they learn from home, their parents notice their calmness. As evidenced by the answers of respondents who expressed hesitantly 42%, agreed 12%, strongly agreed 15%, disagreed 27%, and strongly disagreed 4%. This shows that, although most students were hesitant, more opposed than agreed.

**Table 4.13**  
**Their Parents Encouraged them to Learn Hard and Diligently while Learning at Home**



Based on table 4.13, half of the students agree that their parents encouraged them to learn earnestly and diligently while learning from home. As evidenced by the respondents' answers, agree 38% strongly agree to 12%, hesitate 31%, and agree 5%.

**Table 4.14**  
**Students Felt Lazy to Ask the Teacher if they did not understand the material Explained by the Teacher**

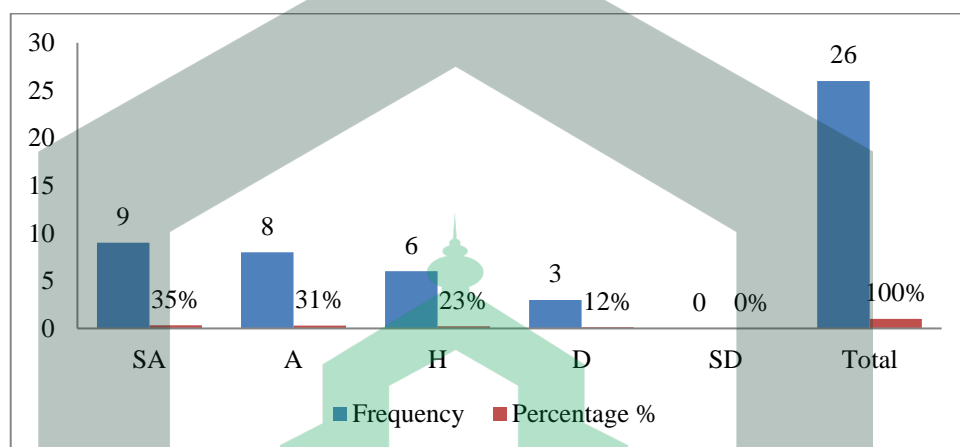
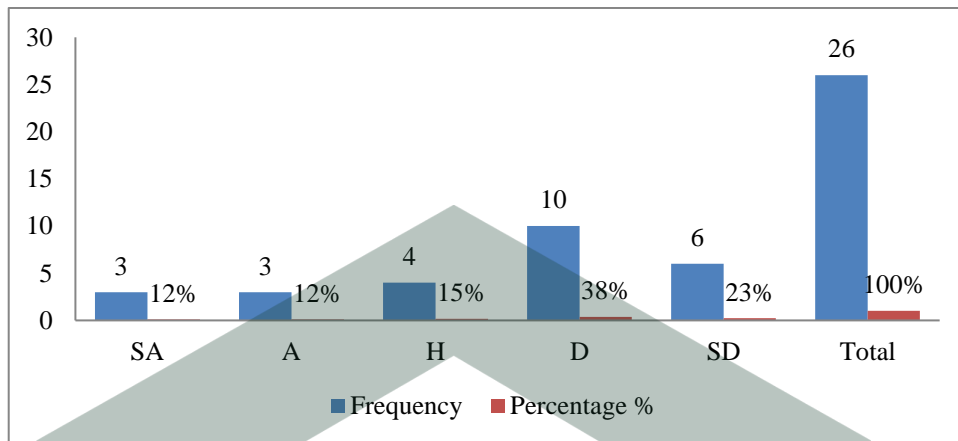


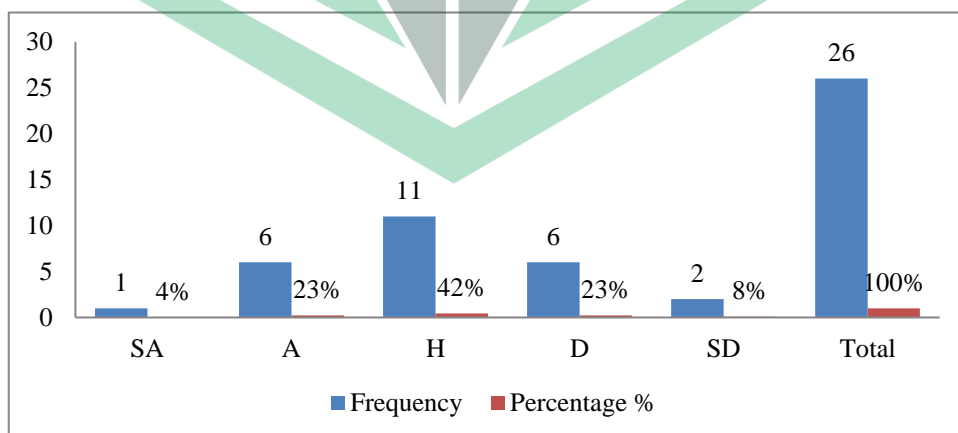
Table 4.14 shows that half of the students hesitate when they are lazy to ask any questions, even though they do not understand the material explained by the teacher. Proven by the respondent answer hesitated 38%, agreed 15%, strongly agreed 8%, disagreed 12%, and strongly disagreed 27%.

**Table 4.15**  
**At the Time Learning English, Students Hope the Teacher Explains the Material Well and Completely**



Based on table 4.15, it is stated that most students strongly agree that they expect the teacher to explain the material well and thoroughly. As evidenced by the answers of respondents who strongly agree 35%, agree 31%, hesitate 23%, and disagree 12%. This shows that teachers sometimes explain material as incomplete and lacking good.

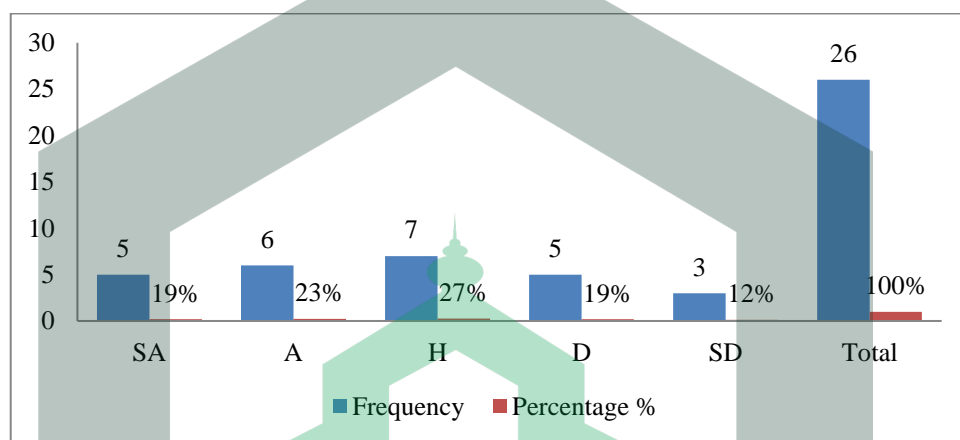
**Table 4.16**  
**Students Like the Method of Teaching Teachers Through Google Classroom Instrument**



Based on table 4.16 state that students most of the students choose undecided that they like teacher teaching methods through the instrument Google

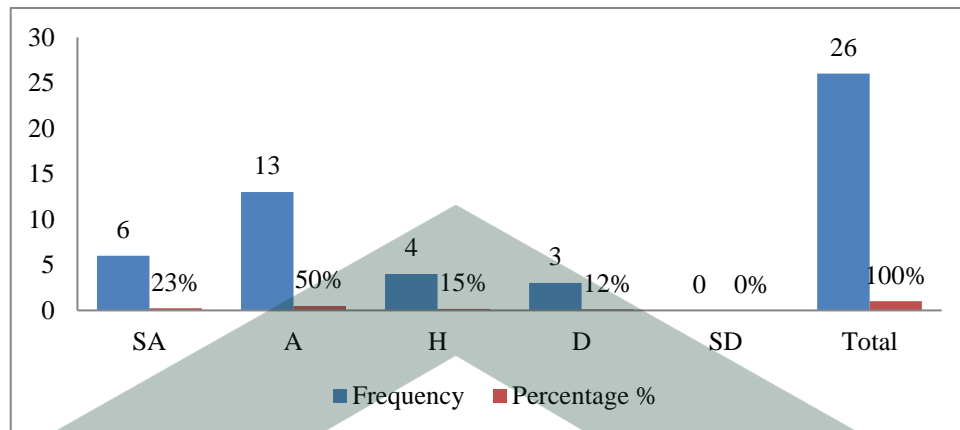
classroom. Is evidenced by the answers of respondents who expressed hesitation 42% agreed with 23%, strongly agreed with 4%, disagreed with 23%, and strongly disagreed with 8%. However, most choose hesitantly, and more decide to differ than those who choose to agree.

**Table 4.17**  
**Students Used Information From Social Instrument to Increase their Knowledge of English after Online Learning**



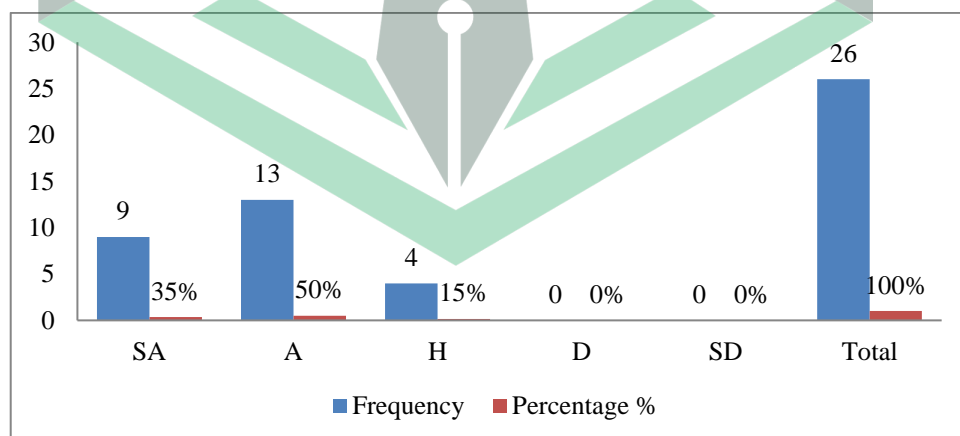
Based on table 4.17 states that half of the students answered hesitantly to harness information from social instrument to increase their English knowledge after learning online. As evidenced by the answers of respondents who expressed hesitation, 27% agree with 23%, strongly agree with 19%, disagree with 19%, and strongly disagree with 12%.

**Table 4.18**  
**Students don't Like the Google Classroom Instrument that Teachers Use for Online Giving Material**



Based on table 4.18, it is stated that most students do not like the Google Classroom instrument as the medium used by teachers for giving material online. This is evidenced by the answers of respondents who agree 50%, strongly agree 23%, hesitate 15%, and disagree 12%.

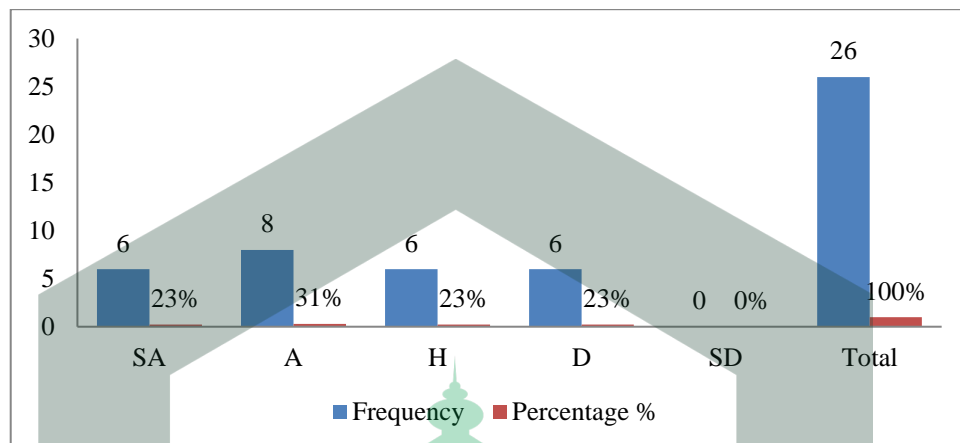
**Table 4.19**  
**Students Followed their Friend's Invitation to Play Even Though they had an Assignment After Online Learning**



Based on table 4.19, it is stated that most students follow the invitation of their friends even though they have an assignment after online learning. Is evidenced by the answer of respondents who say agree 50%, strongly agree 35%,

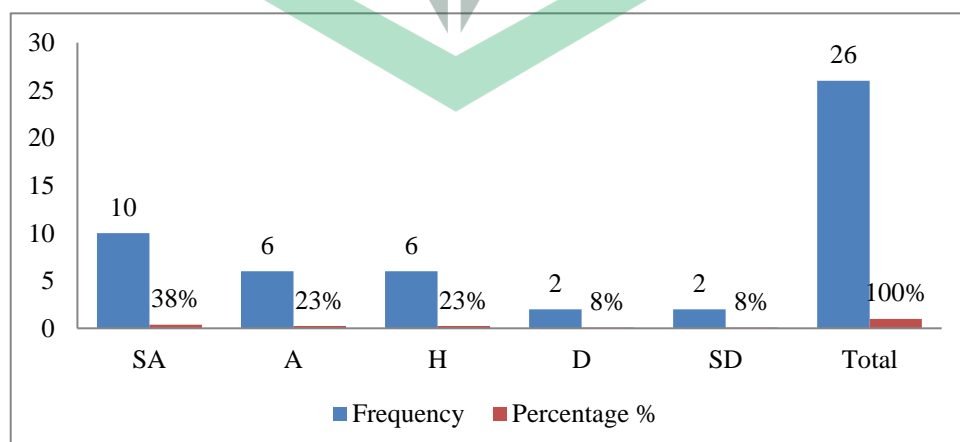
and hesitate 15%. This shows the lack of attention of students to the teaching of English.

**Table 4.20**  
**Students do not Know How to Ask Through Google Classroom when There are Materials that they do not Understand**



Based on table 4.20 states that most students do not know how to ask through Google Classroom when there is material that is not understood. Is evidenced by the answers of respondents who agree 31%, strongly agree 23%, hesitate 23%, and disagree 23%.

**Table 4.21**  
**Students do not Like the instrument Google Classroom as an LMS to Collect Tasks Online**



Based on table 4.21 it states that most students do not like Google Classroom instrument as a medium for collecting online tasks. As evidenced by the answers of respondents who state strongly agree 38%, agree 23%, hesitate 23%, disagree 8%, and strongly disagree 8%.

Based on the data of the percentage of students' answers for each statement item, the researcher then determines the rate of responses for each indicator and provides categories. The results can be seen in the table below:

**Table 4.22 Percentages of Each Indicator**

No	Number of Items	Indicator	Percentage of Indicator	Category
1	1	Internal Factor	53.16%	Average
2	2			
3	3			
4	4			
5	5			
6	6			
7	10			
8	12			
9	15			
10	7			
11	8	Family Environment	61.92%	High
12	9			
13	11			
14	13			
15	14	External Factor	54.35%	Average
16	16			
17	18			
18	20			
19	21			
20	17			
21	19			
		School Environment		
		Social Environment		



Based on the table above, the percentage of student answers for each indicator can describe as follows, in the arrow of internal factors, the average percentage result is 53.16%. It shows that the internal factors are in the moderate categories. Then the average percentages result in the family environment as an external factor is 61.92%. It shows that the family environment is in the high class. The average percentage result of the school environment is 54.35%. It shows that the school environment is in the interinstrumentte category. The average percentage result of social environment is 49.23%. It shows that the social environment is in the moderate category.

## **B. Discussion**

Based on the result of the pre-research conducted in UPT SMKN 1 Luwu Timur, observations were made. From the impact of the word created, it was found that X-grade has a low interest in English Learning online by the statement of the English teacher who teaches at the school, as evidenced by the students who are less enthusiastic in asking questions and are not on time to collect assignments.

The research was done at SMKN 1 Luwu Timur with the distribution of a questionnaire that has been tested for validity and reliability and was declared valid and reliable by obtaining 21 item statement instrument questionnaire factors that cause a lack of interest in learning English in TKJ (Computer and Network Techniques Engineering) during online learning. A valid and reliable questionnaire was given to 26 respondents from the X grade of TKJ (Computer and Networks Techniques Engineering) in SMKN 1 Luwu Timur.

From this learning, the indicator of the data obtained factors that cause a lack of interest in learning students of English during online learning. The result can be described as follows:

#### 1. Internal Factor

Based on the distribution of questionnaires, it can be seen that the indicator of internal factors that caused a lack of student learning interest can be categorized on average by a percentage of 53.61%. Three internal factors affect the lack of interest in learning, 1) "learning English online is difficult to understand," with respondents who answered agreed by 42% with a frequency of 11 people, and strongly agreed 15% with a frequency of 4 people. These results are in line with the results of research conducted by Ulfan Mulyan under the title "Online Learning Problems; barriers Students' English Learning," stating that "in terms of understanding, the subject said that it is more difficult to understand when reading material explanations, especially when explanations are long and no cut let alone have to read material only, for this the subject prefers direct explanations."<sup>80</sup> 2) on the topic "I am happy to take online English learning through Google Classroom Learning Management System (LSM)," 42% responded they disagreed with a frequency of 11 people and strongly disagreed with 19% with a frequency of 5 people. That means most students are not happy to take English online lessons. This is in line with earlier learning conducted by Hanifatur Risqi and Subaidillah Fansuri under the title "Problematic Analysis of Online Studies in an English Course on Civil Engineering Students 2<sup>nd</sup> Semester

---

<sup>80</sup>Ulfan, Mulyawan, "Problematic of Online Learning; Student English Learning Barriers," *Science Hospitality Journal* 9, No. 2 (December 2020): 301-308. doi:10.47492/jih.v9i2.349.

at the Technic Faculty Wiraraja University," which states that "more than 50% of students answer do not like online learning".<sup>81</sup> 3) on the factor "I don't feel the urge to ask as we learn English online through Google classroom LSM," highly ranked respondents agreed with 42% with a frequency of 11 people and strongly agreed with 15% with a frequency of 4 people.

## 2. External Factor

### a. Family Environment

Based on the spread of the questionnaire, it is known that the family environment external factor indicator that caused a lack of students learning interest is categorized as high, by a 61.92% percentage. Which is on the "my parents took the time to accompany me into my home while I was learning online" factor, with 42% dissenting respondents with 11 different frequencies, and strongly disagreed with 8% by 2. Half of the respondent's parents didn't take the time to guide their kids through learning from home. This harmonizes with research done by Ulfan Mulyawan under the title "Problematic Online Learning; The Student's English Learning Barrier," which states that "during the learning, is sometimes found a moment when parents are unaccompanied because of other activities or chores to be completed, practically cannot consult iminstrumenttely."<sup>82</sup>

---

<sup>81</sup>Hanifatriz Rizqi, and Subaidillah Fansuri, "Problematic Analysis of Onlline Studies in an English Course on Civil Engineering Students 2<sup>nd</sup> Semester at the Technic Faculty Wiraraja University," *Syntax Imperatif Journal: Social and Education Journal* 2, No. 6 (January 2022): 546-556. doi: <http://dx.doi.org/10.36418/syntax-imperatif.v2i6.136>.

<sup>82</sup>Ulfan, Mulyawan, "Problematic of Online Learning; Student English Learning Barriers," *Science Hospitality Journal* 9, No. 2 (December 2020): 301-308. doi:10.47492/jih.v9i2.349.

## b. School Environment

Based on the spread of the questionnaire, it is known that the school environment's external factor indicator that caused a lack of students learning interest is categorized, on average, by a 54.35% percentage. Four school environmental external factors cause a student's lack of interest in learning that is 1) the "during English, I expect the teacher to explain the material well and completely" with the response of the respondents 35% at a frequency of 9 people, and to agree by 31% at a frequency eight people. This means that most respondents feel that when the teacher gives the material, the teacher does not explain it fully. This runs in line with Lanlan Muhria's "Student's Interest Analysis on English Subject (Qualitative Descriptive Learning at the Nursing Academy YPIB Majalengka), which states that "professors present learning materials too ordinary, rarely use the medium of learning, and when communicating that the lecturer used only books and has no other resources to support learning."<sup>83</sup> 2) on the "I don't like the Google Classroom LSM that teachers use for online giving materials," respondents agreed 50% at a frequency of 13 people and strongly agreed as much as 23% at a frequency of 6 people. 3) on the "I don't like Google Classroom LSM as a medium to raise tasks online," with strongly agreed respondents by 38% with a frequency of 10 people, and agreed by 23% with a frequency of 6 people. 4) "I don't know how to ask through Google classroom

---

<sup>83</sup>Lanlan, Muhria, "Student's Interest Analysis on English Subject (Qualitative Descriptive Learning at the Nursing Academy YPIB Majalengka)," *Metabahasa: The Indonesian Language and Literary Education Journal* 3, No. 2 (December 2020). <https://journal.stkipyasika.ac.id/metabahasa/article/view/87>.

when there is a material that I don't understand," with answering respondents agreeing as much as 31% with a frequency of 8 people and strongly agreeing with 23% with a frequency of 6 people.

### c. Social Environment

Based on the spread of the questionnaire, it is known that the social environment external factor indicator that caused a lack of students learning interest is categorized, on average, by a 49.23% percentage. Which is on the factor "I follow my friend's call to play even though I have a school assignment after learning online," with a respondent who responds by 50% on a frequency of 13 people and then strongly agrees with 35% at a frequency of 9 people. This is in harmony with the learning conducted by Fitri Sofiyani under the title "Peer Influence on the Learning of V Grade Student Elementary School 31/ IV City of Jambi" in its second set of problems that read "whether peers are bearing a positive or negative influence on students." Based on the observations, there is a negative influence on students because of the number of poorly influenced peers.<sup>84</sup>

Based on the previous, it can be known that it is contempt/pleasure to learn English online, lack of understanding of the material described online, and a lack of passion for asking when learning English online even though there is no understood material. While in terms of external factors, there is the family ward, the school ward, and the social ward. An external factor that causes a lack of interest in learning is the lack of time for parents to guide their children at home.

---

<sup>84</sup>Fitri, Sofiyani, "Peer Influence on the Study of V Grade Student Elementary School 31/ IV City of Jambi," 2019: 45. <http://repository.uinjambi.ac.id/1367/1/FITRI%20SOVIYANI-TPG151674%20-%20Dinni%20Computer.pdf>.

However, the child's needs are met during online learning, and students hope teachers explain the material well and well during online learning. Students do not like Google classroom instrument as an online giving. Students even have assignments after online learning. Still, they followed his friend's invitation to play and ignored the project.

Compared with previous research (studies done by Yunitasari and Umi Hanifah), this research focused on what factors are causing a lack of interest in students' learning during online learning. In contrast, previous studies focus more on knowing the impact online learning might have on student learning interest during the covid-19 period. Then the second research (by Nurul Fitri Yanti and Sumianto) focused on analyzing factors that inhibit interest in student learning during the covid-19 pandemic.

As a follow-up form of this learning, teachers are expected or even required to master and reactivate fun, attractive, and of interest to students, and a learning model where students are more active than teachers during the teaching process, where teachers no longer use the teaching model by the lecture method. Children are educated and trained in working and learning, with a child's cognitive development to the full.

The revolutionary industry 4.0 era was not only about providing support facilities but also emphasized preparing for Indonesia's Education, pursuing its outgrowth with developed countries, and adapting to the industrial revolution 4.0 era.<sup>85</sup> For learners to compete and cope with the revolutionary 4.0 industry, they

---

<sup>85</sup>Sudarminto P, *Guru di Era Revolusi Industri 4.0: Tantangan dan Strategi dalam Memajukan Pendidikan Indonesia*.

must cultivate skills that must be mastered, such as critical thinking practices, problem-solving, global skills, and the ability to adapt to the outside world.<sup>86</sup> The expected results of the education of the revolutionary 4.0 industry, which created the development of future entrepreneurs in society, will be able to develop the competence it has to apply to the situations and problems they face in everyday life.



---

<sup>86</sup>Sri Handayani, Sri Umi Mintarti, and Rizza Megasari, *Buku Ajar Strategi Pembelajaran Ekonomi "Model-Model Pembelajaran Inovatif di Era Revolusi Industri 4.0"*, First edition (PT Literindo Berkah Jaya: Malang, 2020), 10.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research and analysis results, internal and external factors cause a lack of students' interest in learning. Internal factors include, first, that students find it difficult to understand English lessons described online; second, students do not like English lessons online through Google Classroom instrument; and third, students don't dare to ask when an English release is online through Google Classroom instrument although there is a material which is not understood.

External factors include family environment, school environment, and social environment. Among them, the first is that based on the statement, most students claim that their parents don't take the time or even have time to guide their children to learn at home during online learning; second, of the student's statements, most of them hope that the teacher explains or conveys the material in a complete and good way; third, students do not like Google classroom instrument as the kind of instrument that teachers use for giving or presentation the material; fourth, students also dislike Google Classroom instrument as a medium for collect the assignments; fifth, according to their statements, some students don't know how to ask questions through the Google classroom instrument; sixth is that some students follow their friend's call to play even though some assignments are given after online learning.

Based on studies, it is known that variables of online learning during the



covid-19 pandemic had an influence on student learning interests that led to the lack of interest in learning itself. Because it is necessary for those who give a significant role in the increased interest in students' learning interests, especially the methods and instrument that teachers use in providing materials as well as tasks must be made or in the design to be as attractive as possible for students to have more interest in the learning process.

## **B. Suggestion**

### **1. For Teacher**

For teachers, it is good to choose instrument for giving materials online as well as an influential online task collection, which is enjoyable for students, creating exciting learning which is not dull for students even though it is online, and Students motivate. And teachers should implement learning methods in which students who are more active than teachers are in the learning process.

### **2. For Parent**

It is wise for parents to take note of their children's comfort, guide their children, and supervise them during their online learning.

### **3. For Next Researcher**

It is hoped that the next researcher should select words that use explicit language to avoid confusing the respondents and research why Google classroom is not appealing. It is also recommended to research by involving more respondents to generalize the results. Remember the importance of knowing what factors might influence the interest of students learning the lesson online to

minimize the problems students may face during online learning.



## BIBLIOGRAPHY

- Abdurahman, M. *Dasar-Dasar Metode Statistik untuk Penelitian*. Bandung: CV Pustaka Setia, 2011.
- Annurrahman. *Belajar dan Pembelajaran*. Bandung: Alfabeta, 2010.
- Baety, Nur Dwindi, and Dadang Rahman Munandar, Analysis of the Effectiveness of Online Learning Against the Covid-19 Pandemic Outbreak," *Education: Journal Education* 3, No. 3 (2021): 881. <https://doi.org/10.31004/edukatif.v3i3.476>.
- Bumulo, Riyanti, *Faktor-Faktor yang Mempengaruhi Minat Belajar Siswa pada Pelajaran IPA di Kelas V SDN 1 TAPA Kabupaten Bone Bolango*, (2015): 7. <https://adoc.pub/faktor-faktor-yang-mempengaruhi-minat-belajar-siswa-pada-pel.html>.
- Charli, Leo, Tri Ariani, and Lusi Asmara, "The Relations Interest in Learning towards of Learning Physics," *SPEJ (Science and Physic Education Journal* 2, No. 2 (June 2019): 52-60. <https://doi.org/10.31539/spej.v2i2.727>.
- D, Crystal. *The Cambridge Encyclopedia of Language*. 3 edition. Cambridge: University Press, 2000.
- Dimiyati, Mudjiyono. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta, 2013.
- Djamarah, Bahri Syaiful, *Psikologi Belajar*. 3 edition. Jakarta: PT Rineka Cipta, 2011.
- Dosen Pendidikan, "Tujuan Belajar: Pengertian Menurut Para Ahli, Ciri, Jenis dan Faktor", June 21 2021. <https://www.dosenpendidikan.co.id/tujuan-belajar/>. Accessed on 15<sup>th</sup> August 2021.
- Edy, Supriyadi. *SPSS+Amos Statistical Data Analysis "Perangkat Lunak Statistik"*. Jakarta: In Instrument, 2014.
- Faizah, Nur Silviana, "The nature of Learn and Learning," *The Madrasah Ibtidaiyah Teacher's Educational Journal* 1, No. 2 (2017): 175. <https://doi.org/10.30736/atl.v12.85>.
- Faizah, Nur Silviana, "The nature of Learn and Learning," *The Madrasah Ibtidaiyah Teacher's Educational Journal* 1, No. 2 (2017): 175. <https://doi.org/10.30736/atl.v12.85>.
- Fatimah, Dewi. *An Analysis Implementation of Online Learning during the Covid-19 Pandemic at Elementary School*, (January 2021): 19.

<https://repository.unja.ac.id/15935/5/SKRIPSI%20DEWI%20FATIMAH%20.pdf>.

Firdaus, Bambang Cep, "Analisis Faktor Penyebab Rendahnya Minat Belajar Siswa Terhadap Mata Pelajaran Matematika di MTs ULUL ALBAB," *Jurnal on Eduaction* 2, No. 1 (December 2019): 192. <https://doi.org/10.31004/joe.v2i1.298>.

Fitriana, Ira. "Menguasai Bahasa Inggris: Bekal *Potensial* dalam Pengembangan Wirausaha." 2012. <https://instrument.neliti.com/instrument/publications/171216-ID-none.pdf>.

Fuad Ali Zali, and Zuraini, "Factors that Influenced Interest in the Learning of 1st Grade SDN 7 Kute Panang Students," *The Nation's Bud Journal* 3, No. 2 (2016): 43, <https://ejournalbbg.ac.id/tunasbangsa/article/view/625>.

Gumanti, Dessyta, and Serli Diovani Teza, Economics Education Students' Level of Interest Analysis in an Online Course during the Covid-19 Pandemic," *Education: Educational Journal* 3, No. 4 (2021): 1638-1646. <https://edukatif.org/index.php/edukatif/index>.

Hakim, Arif Rahman Muhammad, *Faktor-Faktor ynag Mempengaruhi Prestasi Balajar IPS Siswa Kelas V di MIN Bitung Jaya*, (2015): 19. <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/30115/1/MUHAMAD%20ARIF%20RAHMAN%20HAKIM-FITK.pdf>.

Handarini, Ika Oktafia, dan Siti Sri Wulandari, "Online Learning as an effort learning From Home (SFH) during the Covid-19 Pandemic," *Journal of Office Administration Education*, *Jurnal Pendidikan Administrasi Perkantoran (JPAP)* 8, No. 3 (2020): 498. <https://jurnal.unesa.ac.id/index.php/jpap>.

Handayani, Sri, Umi Mintarti, and Rizza Megasari, *Buku Ajar Strategi Pembelajaran Ekonomi "Model-Model Pembelajaran Inovatif di Era Revolusi Industri 4.0"*, First edition, PT Literindo Berkah Jaya: Malang, 2020.

Harmini, Triana "The Effect of Preparedness on Students' Learning on Calculus Learning," *Math Journal and Mathematical Education* 2, No. 2 (August 2017): 145-158. <https://doi.org/10.31943/mathline.v2i2.42>.

Irawan, Putra Dedi, *The Impact of Family Environment and Learning Difficulties is the Result of Economics Student Learning at XI Grade IPS of SMAN 1 Muaro Jambi*, (2017): 22. <https://repository.unja.ac.id/1760/1/RRA1A110077-SKRIPSI.pdf>

Jatira, Yadi, dan Neviyarni S, "The Phenomenon of Stress and Breeding Online Learning at Covid-19 Pandemic," *Educatif: Educational Journal* 3, No. 1 (2020): 36. <https://doi.org/10.31004/edukatif.v3i1.187>.

Kadir. *Statistika Terapan*. Jakarta: PT Rajawali Pers, 2015.

Khairat, Miftahul, *The Relationship between Online Learning with Students Learning Motivation V Grade SDN 26 Dompu Year 2020/2021*, (January 2021): 31-32. <https://repository.ummat.ac.id/2234/1/COVER-BAB%20III.pdf>.

M.B.A., Riduwan. *Belajar Mudah Penelitian Untuk Guru, Karyawan, dan Peneliti Pemula*. 6 edition. Bandung: Alfabeta, 2009.

Macneil, J. Angus, "The Effects of School Culture and Climate on Students Achievement," *Journal Leadership in Education* 12, No. 1 (March 2009): 73.

Maslow, Abraham. *Motivation and Personality*, diterjemahkan oleh Achmad Fawaid dan Maufur. Yogyakarta: Cantrik Pustaka, 2018.

Muhria, Lanlan, "Student's Interest Analysis on English Subject (Qualitative Descriptive Learning at the Nursing Academy YPIB Majalengka)," *Metabahasa: The Indonesian Language and Literary Education Journal* 3, No. 2 (December 2020). <https://journal.stkipyasika.ac.id/metabahasa/article/view/87>.

Mulyawan, Ulfan "Problematic of Online Learning; Student English Learning Barriers," *Science Hospitality Journal* 9, No. 2 (December 2020): 301-308. DOI: 10.47492/jih.v9i2.349.

Mustikasari, Ria, *Penggunaan Instrument Audio Visual (Video) untuk Meningkatkan Hasil Belajar dalam Pembelajaran IPS Materi Permasalahan Sosial*, (2016): 18. <http://repository.unpas.ac.id/13107/5/BAB%20II%20SKRIPSI.pdf>.

Nisa, An, Putri Dewi Wdiana Rahayu, Muslimin Ibrahim, and M. Syukron Djazilan, "The Factor Analysis Caused of Low Elementary School Students Motivation during Online Learning," *Journal Basicedu* 5, No. 5 (2021): 3101-3108. <https://jbasic.org/index.php/basicedu>.

NK, Malhotra. *Marketing Research: An Applied Orientation*. 4 edition. New Jersey: Pearson Education Inc, 2004.

Nurjan, Syarifan. *Psikologi Belajar*. 2 edition. Ponorogo: Wade Group, 2016.

Perantika, Roliza, *Peran Orang Tua dalam Belajar Daring Siswa MIN 1 Kepahiang Pada Masa Pandemi covid-19*, (Februari 2021): 51. <http://repository.iainbengkulu.ac.id/5731/1>.

Perantika, Roliza, *Peran Orang Tua dalam Belajar Daring Siswa MIN 1 Kepahiang Pada Masa Pandemi covid-19*, (Februari 2021): 51. <http://repository.iainbengkulu.ac.id/5731/1>.

- PGSD, "Artikel Pengertian Pendidikan", June 6. 2018, <https://pgsd.upy.ac.id/index.php/8-artikel-pendidikan/11-pengertian-pendidikan>. Accessed on 13<sup>th</sup> August 2021.
- Prabu, Anwar. *Perkembangan Intelegesi Anak dan Pengukuran IQ nya*. Bandung: Angkasa Bandung, 1993.
- Prayogo, Aldi, "Survei Minat Belajar Siswa Terhadap Pembelajaran Beladiri Pencak Silat di SMK Texmaco Karawang," *Jurnal Penjaskesrek* 8, No. 1 (April 2021): 4. <https://doi.org/10.46244/penjaskesrek.v8i1>.
- Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pembelajaran*. Bandung: Remaja Rosdakarya, 2013.
- Putri Nisa An, Dewi Widiani Rahayu, Muslimin Ibrahim, and M. Syukron Djazilan, "The Factor Analysis Caused of Low Elementary School Students Motivation during Online Learning," *Journal Basicedu* 5, No. 5 (2021): 3101-3108. <https://jbasic.org/index.php/basicedu>.
- Putri, Dwi Ayu, Siti Hasnita, Mulkah Vilaridi, dan Wahyu Setiawan "Analisis Pengaruh Minat Belajar Siswa MA Dengan Menggunakan Aplikasi Geogebra Pada Materi SPLDV", *Edumatica : Jurnal Pendidikan Matematika* 9, No.1 (April 2019): 48. <https://doi.org/10.22437/EDUMATICA.V9I1.6348>.
- Ramli, Syailendra Eka Saputra, dan Sri Wahyuni, "The Influence of Emotional Maturity, Religiosity, Confidence, Family Socioeconomic and School Environment on Social Studies of IPS students at SMAN 13 Padang," *The Horizon Education Journal* 1, No. 2 (May 2021). <https://doi.org/10.22202/horizon.2021.v1i2.4815>.
- Resi, Bin Frans Bernadus, *Faktor-Faktor yang Mempengaruhi Minat Belajar Siswa Terhadap Mata Pelajaran Matematika Kela IX-B SMPS Dharma Nusa Flores TImur Tahun Ajaran 2016/2017*, (2017): 21-23. [https://repository.usd.ac.id/9019/2/121414022\\_full.pdf](https://repository.usd.ac.id/9019/2/121414022_full.pdf).
- Resi, Bin Frans Bernadus, *Faktor-Faktor yang Mempengaruhi Minat Belajar Siswa Terhadap Mata Pelajaran Matematika Kela IX-B SMPS Dharma Nusa Flores TImur Tahun Ajaran 2016/2017*, (2017): 26. [https://repository.usd.ac.id/9019/2/121414022\\_full.pdf](https://repository.usd.ac.id/9019/2/121414022_full.pdf).
- Riamin, "Menumbuhkan Minat Siswa dalam Pembelajaran", 2016. <https://www.kompasiana.com/riamin/570ec6323697738d1a3e38b6/menumbuhkan-minat-belajar-siswa-dalam-pembelajaran>. Accessed on 15<sup>th</sup> August 2021.
- Riduwan. *Dasar-dasar Statistika*. Bandung: Alfabeta, 2010.
- Rizqi, Hanifatur, and Subaidillah Fansuri, "Problematic Analysis of Online Studies in an English Course on Civil Engineering Students 2<sup>nd</sup> Semester at the

- Technic Faculty Wiraraja University," *Syntax Imperatif Journal: Social and Education Journal* 2, No. 6 (January 2022): 546-556.  
DOI: <http://dx.doi.org/10.36418/syntax-imperatif.v2i6.136>.
- Rusman. *Pembelajaran Tematik Terpadu, Teori Praktik, dan Penilaian*. Jakarta: Garfindo, 2015.
- Sadikin, Ali, dan Afreni Hamidah, "An Online Learning in the Covid-19 Outbreak," *Biology Education Journal* 6, No. 2 (2020): 215. <https://online-journal.unja.ac.id/biodik>.
- Salem, Alisia Mona Julianti, Wensi Ronald Lesli Paat, dan Agustinus Takaredase, "The Effects of Interest in Learning Base Networking Subjects," *Eduatics: Information-Technology Educational Journals and Computers* 1, No. 2 (April 2021): 23-24. <https://ejurnal-maplus-unima.ac.id/index.php/edukatik/article/view/1172>.
- Sari, Kumala Vera, and Ari Wibowo, "Intrapersonal Intelligence Relations with an Interest in Learning Mathematics 5<sup>th</sup> Grade Madrasah Ibtidaiyah in Karanganyar," *Jenius (Journal of Education Policy and Elementary Education Issues)* 2, No. 1 (2021). DOI: 10.22515/jenius.v2i1.3647.
- Sari, Rahma Fani, "Analisis Minat Belajar Siswa Terhadap Pembelajaran Online pada Mata Pelajaran Kimia Kelas X di SMK Mlti Mekanik Masmur", (June,2021): 8-72. <http://repository.uin-suska.ac.id>.
- Setiawan, Ebta, "Kamus Besar Bahasa Indonesia (KBBI) Versi Daring", 2021. <https://kbbi.web.id/ajar>. Accessed on 15<sup>th</sup> August 2021.
- Setiawati, Ma'rifah Siti, "Learning Theoretically: What is Learning?," *Journal Guidance and Counseling FKIP UNIPA* 35, No. 1 (2018): 33.
- Setiawati, Ma'rifah Siti, "Learning Theoretically: What is Learning?," *Journal Guidance and Counseling FKIP UNIPA* 35, No. 1 (2018): 34.
- Slameto. *Belajar dan Faktor-Faktor yag Mempengaruhinya.*, Jakarta: Rineka Cipta , 2010, 67.
- Soekartawi, "Basic Principle of E-Learning (Electronic Learning): The Theory and the Implementation in Indonesia," *Journal Educational Technology* 7, No. 12 (Oktober 2003): 13.
- Sofiyani, Fitri "Peer Influence on the Learning of V Grade Student Elementary School 31/ IV City of Jambi", 2019: 45. <http://repository.uinjambi.ac.id/1367/1/FITRI%20SOVIYANI-TPG151674%20-%20Dinni%20Computer.pdf>.



- Sudarminto P, *Guru di Era Revolusi Industri 4.0: Tantangan dan Strategi dalam Memajukan Pendidikan Indonesia*.
- Sudaryono, et al. *Pengembangan Instrumen dan Pembelajaran*. 2013. Yogyakarta: Graha Ilmu.
- Sugiyono. *Metode penelitian Kuantitatif dan Kualitatif dan R&D*. Bandung :Alfabeta, 2012.
- Sugiyono. *Statistika Untuk Peneliti*. Bandung: Alfabeta, 2017.
- Suharsimi, Arikunto. *Management Penelitian*. Jakarta: Rineka Cipta, 2007.
- Suharsimi, Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta, 2010.
- Suinambela, Poltak Lijan. *Metodologi Penelitian Kuantitatif; Untuk Bidang Ilmu Administrasi, Kebijakan Public, Ekonomi, Sosiologi, Komunikasi, dan Ilmu Sosial Lainnya*. 1 edition. Yogyakarta:Graha Ilmu, 2014.
- Syaiful, Sagal. *Konsep dan Makna Pembelajaran*. Bandung: Alfabeta, 2010.
- T, K Aritonang. "Interest and Motivation in Improving Students' Learning Results," *The Penabur Educational Journal* 7, No. 10 (2008): 11-21.
- Wahyudi, *Fakro-Faktor yang Mempengaruhi Kesulitan Belajar Siswa Pada Materi Sistem Pencernaan Manusia di Kelas VIII SMPN 14 Pontianak*, (2015): 29-31. <http://repository.unmuhpnk.ac.id/538/1/WAHYUDI.pdf>.
- Yanti, Fitri Nurul, dan Sumianto, "Analysis of Factors that Delayed Interest in Covid-19 Pandemic Studies of SDN 008 Salo," *The Tabusai Educational Journal* 5, No. 1 (2021): 608-614. <https://jptam.org/index.php/jptam/article/download/992/893>.
- Yunitasari, Ria, dan Umi Hanifah, "The Influence of Online Learning on Student Learning Interests at the Covid-19 Period," *Educative: A Journal for Education* 2, No. 3 (2020): 232-243. <https://doi.org/10.31004/edukatif.v2i3.142>.
- Zulkifli, Muh, *Analisis Faktor-Faktor Eksternal yang Mempengaruhi Prestasi Belajar Matematika Siswa Kelas VIII SMP Negeri 17 Makassar*, (2019): 39. <http://repository.uin-alauddin.ac.id/15511/1/Zulkifli.pdf>



**A**

**P**

**P**

**E**

**N**

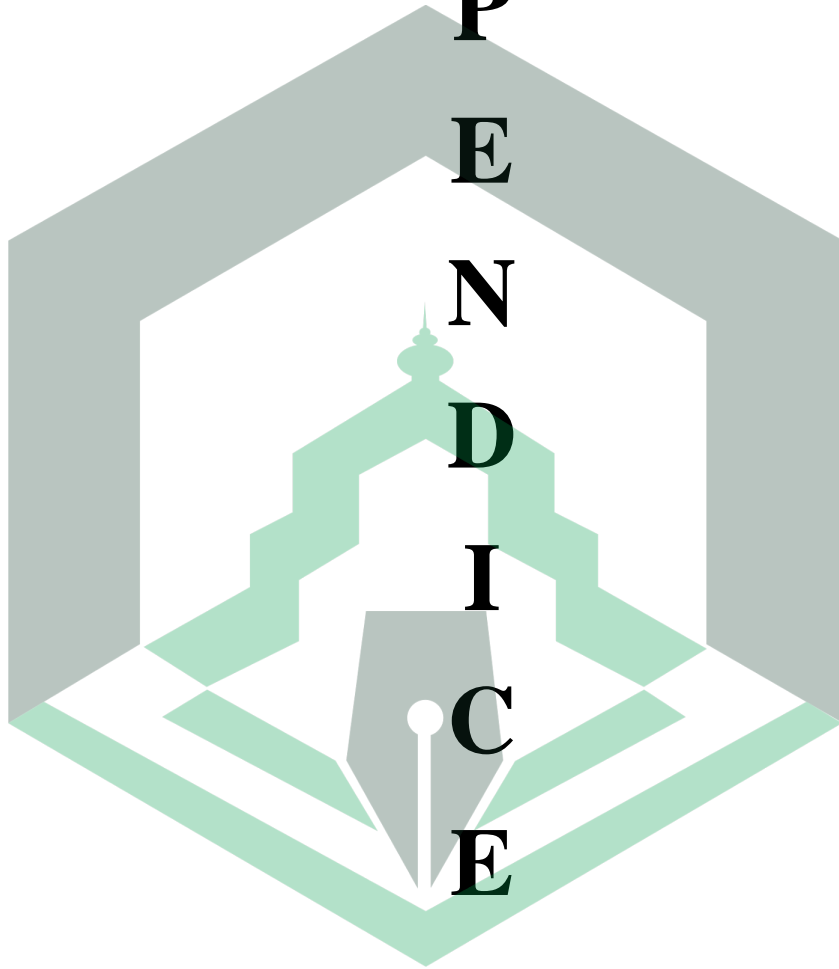
**D**

**I**

**C**

**E**

**S**



*Appendix 1: The Questinnnaire of Research*

**Angket Faktor-Faktor Yang Mempengaruhi Rendahnya Minat Belajar Siswa Terhadap Pembelajaran Bahasa Inggris secara Online selama Pandemi Covid-19**

➤ Tujuan Penyebaran Angket

Untuk memperoleh data tentang “Faktor-Faktor yang Menyebabkan Rendahnya Minat Belajar Siswa pada Pelajaran Bahasa Inggris selama Belajar Online (Daring)

➤ Identitas Responden

Nama :

Kelas :

➤ Petunjuk Pengisian

1. Angket terdiri dari 20 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan pelajaran Bahasa Inggris, berikan jawaban yang benar-benar sesuai dengan kondisi anda.
2. Pertimbangkan setiap pernyataan secara terpisah dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain ataupun jawaban temanmu.
3. Pengisian angket ini tidak ada pengaruhnya terhadap penilaian hasil belajar anda di sekolah, namun sangat bermanfaat bagi saya selaku peneliti sebagai bahan penulisan tugas akhir skripsi.
4. Berikan tanda cek (✓) pada kolom yang sesuai dengan jawaban anda.

SS = Sangat Setuju

S = Setuju

R = Ragu-ragu

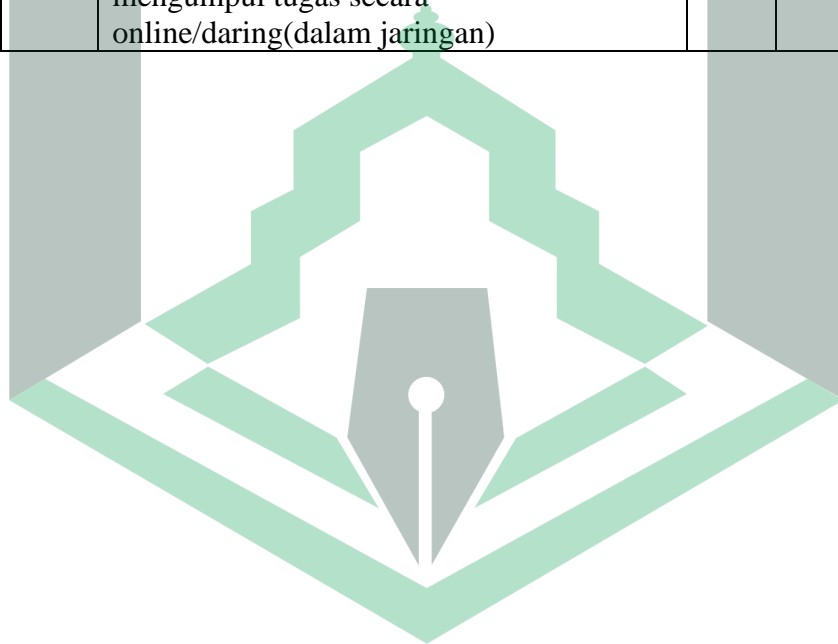
TS = Tidak Setuju

STS = Sangat Tidak Setuju

No	Pernyataan	Pilihan Jawaban				
		S.S.	S	R	TS	STS

1	Saya senang mengikuti pelajaran Bahasa Inggris secara online/daring (dalam jaringan) melalui instrument Google Classroom.					
2	Saya tidak pernah merasa bosan mengikuti pelajaran Bahasa Inggris secara online/daring (dalam jaringan) melalui instrument Google Classroom.					
3	Saya tidak semangat bertanya saat belajar online/daring (dalam jaringan) melalui instrument Google Classroom.					
4	Saya tidak leluasa bertanya saat belajar online/daring (dalam jaringan) melalui instrument Google Classroom.					
5	Bahasa Inggris adalah mata pelajaran yang menarik.					
6	Belajar Bahasa Inggris secara online sulit untuk dipahami.					
7	Orang tua saya menyempatkan waktu untuk mendampingi saya belajar dirumah selama belajar online/daring (dalam jaringan).					
8	Orang tua saya memenuhi kebutuhan saya selama belajar daring dengan mempersiapkan apa saja yang saya butuhkan.					
9	Selama belajar dari rumah, orang tua saya memperhatikan ketenangan saya untuk belajar.					
10	Saya merasa nyaman jika belajar dari rumah.					
11	Orang tua saya mendorong agar belajar sungguh-sungguh dan rajin selama belajar dari rumah.					
12	Saya mengantuk ketika pembelajaran Bahasa Inggris sedang berlangsung melalui Google Classroom.					
13	Saya malas bertanya kepada guru apabila tidak mengerti materi yang dijelaskan oleh guru.					
14	Pada saat pelajaran Bahasa Inggris saya berharap guru selalu menjelaskan materi dengan baik dan lengkap.					
15	Saya senang jika ada tugas yang diberikan oleh guru setelah belajar online (daring).					

16	Saya suka metode mengajar guru melalui instrument Google Classroom.					
17	Saya memanfaatkan informasi dari instrument social untuk menambah pengetahuan bahasa Inggris saya setelah belajar online /daring (dalam jaringan).					
18	Saya tidak suka instrument Google Classroom yang digunakan guru untuk pemberian materi secara daring.					
19	Saya mengikuti ajakan teman untuk bermain meskipun memiliki tugas setelah belajar online/daring (dalam jaringan).					
20	Saya tidak tahu caranya bertanya melalui Google Classroom ketika ada materi yang saya tidak pahami.					
21	Saya tidak suka instrument Google Classroom sebagai instrument untuk mengumpul tugas secara online/daring(dalam jaringan)					



## Appendix 2: Content Validity Sheet for Questionnaire

### LEMBAR VALIDASI

#### Petunjuk :

Dalam rangka menyusun skripsi dengan judul: **“The Factor for Analysis for the Lack of Students’ English Learning Interest at X Grade During Online Learninf of SMKN 1 Luwu Timur”**. Untuk itu, peneliti meminta kesediaan Bapak/Ibu untuk menjadi validator dengan petunjuk sebagai berikut:

1. Dimohon agar Bapak/Ibu memberikan penilaian terhadap Lembar Pengamatan Pengelolaan Pembelajaran yang telah dibuat sebagaimana terlampir.
2. Untuk tabel Aspek Tabel Dinilai, dimohon Bapak/Ibu memberikan tanda check (✓) pada kolom penilaian sesuai dengan penilaian Bapak/Ibu.
3. Untuk saran dan revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang telah disiapkan.

Kesediaan Bapak/Ibu dalam memberikan jawaban secara objektif sangat besar artinya bagi peneliti. Atas kesediaan dan bantuan Bapak/Ibu, peneliti mengucapkan terima kasih.

#### Keterangan Skala Penelitian:

- 1 : berarti “kurang relevan”  
 2 : berarti “cukup relevan”  
 3 : berarti “relevan”  
 4 : berarti “sangat relevan”

No	Aspek yang Dinilai	Nilai			
		1	2	3	4
1	Petunjuk lembar angket dinyatakan dengan jelas			✓	
2	Kesesuaian pernyataan/pertanyaan dengan indikator			✓	
3	Menggunakan bahasa Indonesia yang baik dan benar			✓	
4	Menggunakan pernyataan yang komunikatif			✓	

**Penilaian Umum:**

1. Belum dapat digunakan
2. Dapat digunakan dengan revisi besar
3. Dapat digunakan dengan revisi kecil
4. Dapat digunakan tanpa revisi

**Saran-saran:**

*Revisi jumlah halaman dan jumlah lampir*

Palopo, Februari 2022  
Validator

Dewi Furwana., S.Pd.I., M.Pd  
NIP. 19800613 200501 1 005

## LEMBAR VALIDASI

Petunjuk :

Dalam rangka menyusun skripsi dengan judul: **"The Factor for Analysis for the Lack of Students' English Learning Interest at X Grade During Online Learning of SMKN 1 Luwu Timur"**. Untuk itu, peneliti meminta kesediaan Bapak/Ibu untuk menjadi validator dengan petunjuk sebagai berikut:

1. Dimohon agar Bapak/Ibu memberikan penilaian terhadap Lembar Pengamatan Pengelolaan Pembelajaran yang telah dibuat sebagaimana terlampir.
2. Untuk tabel Aspek Tabel Dinilai, dimohon Bapak/Ibu memberikan tanda check (✓) pada kolom penilaian sesuai dengan penilaian Bapak/Ibu.
3. Untuk saran dan revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang telah disiapkan.

Kesediaan Bapak/Ibu dalam memberikan jawaban secara objektif sangat besar artinya bagi peneliti. Atas kesediaan dan bantuan Bapak/Ibu, peneliti mengucapkan terima kasih.

### Keterangan Skala Penelitian:

1 : berarti "kurang relevan"

2 : berarti "cukup relevan"

3 : berarti "relevan"

4 : berarti "sangat relevan"

No	Aspek yang Dinilai	Nilai			
		1	2	3	4
1	Petunjuk lembar angket dinyatakan dengan jelas				✓
2	Kesesuaian pernyataan/pertanyaan dengan indikator			✓	
3	Menggunakan bahasa Indonesia yang baik dan benar				✓
4	Menggunakan pernyataan yang komunikatif			✓	

**Penilaian Umum:**

1. Belum dapat digunakan
2. Dapat digunakan dengan revisi besar
- ③ Dapat digunakan dengan revisi kecil
4. Dapat digunakan tanpa revisi

**Saran-saran:**



Malili, Maret 2022

Validator

Indarwati, S. Pd. 1

NIP. 19820515 200801 2011



*Appendix 3: Results of Content Validity Test to the Questionnaire*

Evaluated Aspect	Validator		Total Score For Each Item	Mean	Category
	I	II			
A	3	4	7	3.25	Valid
B	3	3	6		
C	3	4	7		
D	3	3	6		
Total			26		



## Appendix 4 : Result of Empirical Validity Testing to the Questionnaire Using IBM SPSS Statistic 20 Application

Correlations																							
		Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	Item11	Item12	Item13	Item14	Item15	Item16	Item17	Item18	Item19	Item20	Item21	total
Item1	Pearson Correlation	1	.000	.413	.222	.394	.225	.462	.299	.218	.327	.162	.016	.418	.445	.379	.139	-.092	.368	-.025	.216	.134	.571
	Sig. (2-tailed)		1.000	.036	.275	.046	.270	.017	.138	.284	.103	.429	.939	.034	.023	.056	.497	.655	.064	.905	.289	.515	.002
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item2	Pearson Correlation	.000	1	.162	.271	.335	-.081	.269	.234	.362	.258	.235	.390	.008	.056	.324	.394	.386	.081	.263	.204	.063	.520
	Sig. (2-tailed)	1.000		.430	.181	.095	.693	.184	.251	.069	.202	.247	.049	.969	.787	.106	.046	.052	.694	.194	.318	.761	.006
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item3	Pearson Correlation	.413	.162	1	.402	.275	.038	.226	-.011	.151	-.006	.039	.205	.197	.524	.279	.245	.178	.094	.076	.163	.166	.471
	Sig. (2-tailed)	.036	.430		.042	.174	.853	.267	.958	.462	.978	.848	.315	.335	.006	.167	.227	.386	.647	.711	.425	.418	.015
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item4	Pearson Correlation	.222	.271	.402	1	.367	-.009	.135	.189	.483	.371	.141	.126	.044	.454	.083	.310	.329	.276	.094	-.114	-.326	.481
	Sig. (2-tailed)	.275	.181	.042		.065	.964	.510	.356	.013	.062	.491	.539	.831	.020	.689	.123	.101	.172	.649	.581	.104	.013
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item5	Pearson Correlation	.394	.335	.275	.367	1	.045	.012	.183	-.044	.451	.401	.222	.028	.310	-.025	.083	.124	.146	.198	-.083	-.191	.416
	Sig. (2-tailed)	.046	.095	.174	.065		.828	.952	.345	.830	.021	.043	.276	.891	.123	.902	.686	.548	.478	.333	.687	.349	.035
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item6	Pearson Correlation	.225	-.081	.038	-.009	.045	1	.186	.180	-.005	.283	.433	.052	.312	.093	.418	.294	-.024	.102	.501	.365	.346	.456
	Sig. (2-tailed)	.270	.693	.853	.964	.828		.363	.380	.981	.161	.027	.803	.121	.651	.034	.145	.907	.619	.009	.052	.083	.019
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item7	Pearson Correlation	.462	.269	.226	.135	.012	.186	1	.455	.371	.393	-.019	.136	.366	.124	.297	.140	-.085	.164	.103	.308	.225	.526
	Sig. (2-tailed)	.017	.184	.267	.510	.952	.363		.020	.062	.047	.927	.508	.066	.546	.140	.494	.679	.422	.616	.126	.270	.006
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item8	Pearson Correlation	.299	.234	-.011	.189	.193	.180	.455	1	.457	.230	.022	.238	.624	.173	.205	.093	.096	.259	-.098	.092	.337	.560
	Sig. (2-tailed)	.138	.251	.958	.356	.345	.380	.020		.019	.258	.916	.242	.001	.399	.316	.652	.641	.201	.633	.655	.092	.003
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item9	Pearson Correlation	.218	.362	.151	.483	-.044	-.005	.371	.457	1	.144	-.200	.139	.252	.363	.337	.343	.413	.304	.073	.102	.188	.590
	Sig. (2-tailed)	.284	.069	.462	.013	.830	.981	.062	.019		.482	.328	.499	.214	.069	.092	.086	.036	.130	.723	.620	.358	.001
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item10	Pearson Correlation	.327	.258	-.006	.371	.451	.283	.393	.230	.144	1	.124	.352	-.055	.320	-.042	.026	.177	.499	.091	.326	-.174	.496
	Sig. (2-tailed)	.103	.202	.978	.082	.021	.161	.047	.258	.482		.548	.078	.791	.111	.838	.900	.387	.009	.658	.104	.394	.010
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item11	Pearson Correlation	.162	.235	.039	.141	.401	.433	-.019	.022	.200	.124	1	.017	.138	.011	.308	.080	.061	-.077	.495	.169	.248	.368
	Sig. (2-tailed)	.429	.247	.848	.491	.043	.027	.927	.916	.328	.548		.936	.535	.957	.125	.698	.765	.707	.010	.356	.223	.044
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item12	Pearson Correlation	.016	.390	.205	.126	.222	.052	.136	.238	.139	.352	.017	1	.313	.500	-.071	.073	.206	.328	.204	.117	.153	.459
	Sig. (2-tailed)	.939	.049	.315	.539	.276	.803	.508	.242	.499	.078	.938		.119	.009	.729	.722	.312	.102	.318	.571	.457	.018
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item13	Pearson Correlation	.418	.008	.197	.044	.028	.312	.366	.624	.252	-.055	.138	.313	1	.152	.255	.140	.018	.253	.958	-.110	.424	.499
	Sig. (2-tailed)	.034	.969	.335	.831	.891	.121	.068	.001	.214	.791	.535	.119		.458	.209	.496	.931	.213	.779	.592	.031	.009
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item14	Pearson Correlation	.445	.056	.524	.454	.310	.093	.124	.173	.363	.328	.011	.500	.152	1	.104	.189	.047	.438	.079	.084	.082	.537
	Sig. (2-tailed)	.023	.787	.006	.020	.123	.651	.546	.399	.069	.111	.957	.009	.458		.613	.355	.819	.025	.700	.684	.691	.005
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item15	Pearson Correlation	.379	.324	.279	.083	-.025	.418	.297	.205	.337	-.042	.308	-.071	.255	.104	1	.408	.012	-.100	.376	.472	.578	.560
	Sig. (2-tailed)	.056	.106	.167	.689	.902	.034	.140	.316	.092	.838	.125	.729	.209	.613		.038	.954	.629	.059	.015	.002	.003
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item16	Pearson Correlation	.139	.394	.245	.310	.093	.294	.140	.093	.343	.028	.980	.073	.140	.189	.408	1	.454	.014	.508	.294	.111	.515
	Sig. (2-tailed)	.457	.046	.227	.123	.686	.145	.494	.652	.086	.900	.698	.722	.496	.355	.038		.020	.947	.008	.145	.589	.007
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item17	Pearson Correlation	-.092	.386	-.178	.329	.124	-.024	-.085	.096	.413	.177	.061	.206	.018	.047	.012	.454	1	.275	.132	.243	.045	.400
	Sig. (2-tailed)	.655	.052	.386	.101	.548	.907	.678	.641	.036	.387	.765	.312	.931	.819	.954	.020		.175	.521	.232	.828	.043
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item18	Pearson Correlation	.368	.081	.084	.276	.146	.102	.164	.259	.304	.499	-.077	.328	.253	.438	-.100	.014	.275	1	-.201	.006	-.269	.368
	Sig. (2-tailed)	.084	.694	.647	.172	.478	.619	.422	.201	.130	.009	.707	.102	.213	.025	.629	.947	.175		.324	.977	.184	.049
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item19	Pearson Correlation	-.025	.263	.076	.094	.198	.501	.103	-.068	.073	.091	.495	.204	.058	.079	.376	.508	.132	-.201	1	.277	.188	.395
	Sig. (2-tailed)	.905	.194	.711	.649	.333	.009	.616	.633	.723	.658	.010	.318	.779	.700	.059	.008	.521	.324		.170	.358	.046
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item20	Pearson Correlation	.216	.204	.163	-.114	-.083	.385	.308	.092	.102	.326	.189	.117	-.110	.084	.472	.294	.243	.006	.277	1	.490	.454
	Sig. (2-tailed)	.289	.318	.425	.581	.687	.052	.126	.655	.620	.104	.356	.571	.582	.684	.015	.145	.232	.977	.170		.011	.020
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Item21	Pearson Correlation	.134	.063	.166	-.326	-.191	.346	.225	.337	.188	-.174	.248	.153	.424	.082	.578	.111	.045	-.269	.188	.480	1	.395
	Sig. (2-tailed)	.515	.761	.418	.184	.349	.0																

5	0.416	0.388	Valid
6	0.456	0.388	Valid
7	0.526	0.388	Valid
8	0.56	0.388	Valid
9	0.59	0.388	Valid
10	0.496	0.388	Valid
11	0.398	0.388	Valid
12	0.459	0.388	Valid
13	0.499	0.388	Valid
14	0.537	0.388	Valid
15	0.560	0.388	Valid
16	0.515	0.388	Valid
17	0.4	0.388	Valid
18	0.389	0.388	Valid
19	0.395	0.388	Valid
20	0.454	0.388	Valid
21	0.395	0.388	Valid

Note :

$r \text{ value} \geq r \text{ table} = \text{valid}$

$r \text{ value} \leq r \text{ table} = \text{invalid}$

*APPENDIX 5: Result of Reliability Test Using IBM SPSS Statistic 20 Application.*

**Reliability Statistics**

Cronbach's Alpha	N of Items
.831	21

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	55.12	115.946	.495	.820
item2	54.69	116.782	.434	.823
item3	55.15	120.215	.399	.824
item4	55.19	117.282	.386	.825
item5	54.38	119.846	.322	.828
item6	55.04	119.318	.372	.826
item7	54.85	118.535	.456	.822
item8	54.50	113.700	.465	.821
item9	54.54	116.338	.522	.819
item10	55.27	118.685	.418	.823
item11	54.19	122.162	.325	.827
item12	54.65	119.755	.379	.825
item13	54.96	117.078	.409	.824
item14	53.73	118.285	.467	.822
item15	55.12	114.906	.474	.821
item16	54.69	119.342	.448	.823
item17	54.42	119.694	.299	.830
item18	55.46	122.498	.317	.828
item19	55.81	124.082	.342	.827
item20	55.15	119.655	.372	.826
item21	55.38	120.006	.294	.830

Appendix 6: Data Tabulation

NO	NAMA RESPONDEN	PERNYATAAN																					TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1	IKHSAN SOFYAN	2	2	2	2	3	2	3	1	3	2	5	3	3	3	2	1	1	2	2	1	2	47
2	FIRMANSYAH	1	2	3	1	2	3	2	4	2	1	3	4	4	4	2	2	3	1	2	3	5	54
3	MUH. AGIL SYAM	2	2	2	1	3	2	2	3	3	2	4	2	3	3	1	2	3	1	1	1	3	46
4	ABD. QUDUS ALFAR	1	4	1	2	5	2	1	4	3	3	4	4	2	4	2	3	4	3	2	2	1	57
5	ALIANA TODING	2	2	2	3	3	1	2	1	3	2	3	2	1	3	2	3	5	2	2	2	1	47
6	SISKA	1	4	3	2	4	2	2	1	2	1	4	2	1	3	1	4	4	1	3	2	1	48
7	FANIATI	2	2	2	1	1	3	3	1	2	2	3	1	1	2	2	3	3	2	1	4	1	42
8	ABEL KARTIKA DAR	1	4	3	3	4	2	2	1	1	3	2	3	1	3	3	3	3	1	2	2	1	48
9	ARNI PALANGGU	2	3	2	2	2	1	2	1	2	2	2	4	1	5	1	3	1	2	1	2	1	42
10	MARSEL	2	5	1	1	2	2	4	4	4	2	3	3	3	2	3	3	5	2	2	3	3	59
11	AGHIT SULVIAN S	3	4	2	4	4	4	2	4	3	4	4	4	3	4	2	3	4	4	2	2	1	67
12	WILSAN PAMUSO	2	1	1	3	3	2	2	5	2	1	3	2	4	2	1	2	2	1	1	1	1	42
13	PRADWIJUNAV	4	1	3	2	4	3	3	4	3	2	2	1	3	4	2	3	2	3	1	1	1	52
14	SYAHRIL PARENREN	3	1	2	1	4	4	1	1	2	3	4	4	2	5	1	2	4	3	2	3	2	54
15	ELLA TRESIA	4	2	4	3	3	2	4	4	3	4	2	4	4	5	2	3	5	4	1	4	3	70
16	DAH SINNA	2	3	1	1	2	5	3	4	3	2	4	2	4	3	5	4	3	2	2	3	5	63
17	SUCI INDAH SARI	4	5	3	4	4	1	4	5	5	3	3	4	5	5	2	3	4	4	1	1	1	71
18	SURYANI NINGSI S	4	3	2	5	5	4	4	4	4	5	5	2	2	5	3	4	3	2	3	4	2	75
19	MAUDY	4	4	4	4	4	2	2	3	5	1	4	3	3	5	5	5	5	1	2	3	4	73
20	JIHAN SISILIA P	2	3	2	2	1	4	4	4	5	3	3	4	3	4	4	4	3	2	3	4	3	67
21	CANTIKA	1	3	4	5	2	3	2	3	5	1	4	3	3	5	3	4	5	3	2	2	2	65
22	REVI AZZAHRA S	2	2	2	2	3	2	4	4	3	2	2	4	3	5	1	3	2	2	2	1	2	53
23	PUTRI ANGRIANI GA	4	3	4	4	4	4	4	3	3	3	4	3	3	5	4	2	2	2	2	2	2	67
24	IRENSIA RANTE	2	5	3	3	5	2	4	5	4	4	4	4	1	4	2	2	4	2	1	4	3	68
25	LIDWINA	3	2	2	1	2	1	2	3	3	1	3	1	1	4	4	1	1	2	1	3	3	44
26	MARSA	5	4	4	1	5	4	4	4	2	2	5	4	5	4	5	4	2	2	3	4	4	77
Total		65	76	64	63	84	67	72	81	80	61	89	77	69	##	65	76	83	56	47	64	58	1498

Appendix 7: Distribution R Table Value

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

## Appendix 8: Research License



PEMERINTAH KABUPATEN LUWU TIMUR  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Jln. Soekarno-Hatta HP. 08 12345 777 56  
email : [kppt@luwutimurkab.go.id](mailto:kppt@luwutimurkab.go.id) | website : [dpmpstsp.luwutimurkab.go.id](http://dpmpstsp.luwutimurkab.go.id)  
**MALILI, 92981**

Malili, 11 Maret 2022

Nomor : 070/058/DPMPTSP-LT/2022  
Lampiran : -  
Perihal : Izin Penelitian

Kepada  
Yth. Kepala SMKN 1  
Di -  
Kab. Luwu Timur

Berdasarkan Surat Rekomendasi Tim Teknis Tanggal 11 Maret 2022 Nomor 058/KesbangPol/III/2022, tentang Izin Penelitian.

Dengan ini disampaikan bahwa yang tersebut namanya di bawah ini :

Nama : **ALPIASRI ALSABAN**  
Alamat : Jl. Poros Malili Sorowako KM 5, Ds. Puncak Indah, Kec. Malili  
Tempat / Tgl Lahir : Wewangriu / 5 Juli 1998  
Pekerjaan : Mahasiswa  
Nomor Telepon : 082292209207  
Nomor Induk Mahasiswa : 1702020032  
Program Studi : Pendidikan Bahasa Inggris  
Lembaga : **INSTITUT AGAMA ISLAM NEGERI PALOPO**

Bermaksud melakukan Penelitian di daerah/Instansi Bapak/Ibu sebagai syarat penyusunan Skripsi dengan Judul:

**"THE FACTOR ANALYSIS FOR THE LACK OF STUDENTS' ENGLISH LEARNING INTEREST AT X GRADE DURING ONLINE LEARNING OF SMKN 1 LUWU TIMUR"**

Mulai : 11 Maret 2022 s.d. 11 Mei 2022

Sehubungan hal tersebut di atas, pada prinsipnya Pemkab Luwu Timur dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan penelitian, kepada yang bersangkutan harus melapor kepada pemerintah setempat.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Menaati semua Peraturan Perundang-Undangan yang berlaku, serta mengindahkan adat Istiadat Daerah setempat.
4. Menyerahkan 1 (satu) exemplar copy hasil "Laporan Kegiatan" selambat-lambatnya 7 (tujuh) hari setelah kegiatan dilaksanakan kepada Bupati Luwu Timur Cq. Kepala Dinas Penanaman Modal dan PTSP Kabupaten Luwu Timur.
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak menaati ketentuan tersebut di atas.

Demikian disampaikan untuk diketahui.



Kepala Luwu Timur  
- Kepala DPMPTSP  
Andi Habil Unru, SE  
Pangkat : Pembina Tk.I  
Nip : 19641231 198703 1 208

Tembusan : disampaikan kepada Yth :

1. Bupati Luwu Timur (sebagai Laporan) di Malili;
2. Ketua DPRD Luwu Timur di Malili;
3. Kepala Badan Kesatuan Bangsa dan Politik;
4. Dinas Pendidikan di Tempat;
5. Dekan **INSTITUT AGAMA ISLAM NEGERI PALOPO** di Tempat;
6. Sdr. (i) **ALPIASRI ALSABAN** di Tempat.



Appendix 9: Release Completed Research

 **PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENDIDIKAN**  
**UPT SMK NEGERI 1 LUWU TIMUR**  
Jln. Kihajar Dewantara, Puncak Indah Malili - 92981, Luwu Timur - Sulawesi Selatan  
E-mail : smkn1malili@gmail.com Telp/Fax. (0474) 321-370 

---

**SURAT PERNYATAAN**  
Nomor : 421.5 /062- UPT SMKN.1 /LUTIM / DISDIK

Yang bertanda tangan di bawah ini :

Nama : ANDY CAMAT, S.Pd  
NIP : 19710701 200604 1 004  
Pangkat / Golongan : Pembina TK.I, IV/b  
Jabatan : PLT Kepala UPT SMK Negeri 1 Luwu Timur

Menyatakan dengan sebenar – benarnya bahwa Mahasiswa di bawah ini:

Nama : ALPIASRI ALSABAN  
Nomor Pokok : 1702020032  
Program Studi : Pend. Bahasa Inggris  
Alamat : Jl. Poros Malili, KM.5, Desa. Puncak Indah, Kec. Malili

Telah melakukan penelitian di UPT SMK Negeri 1 Luwu Timur, dalam rangka menyusun skripsi yang berjudul :

**“ The Factor Analysis For The Lack Of Students’ English Learning Interest At X Grade During Online Learning Of SMKN 1 Luwu Timur “** dari tanggal 11 Maret s/d 11 Mei 2022.

Demikian surat pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malili, 23 Maret 2022  
PLT Kepala UPT,  
  
  
**ANDY CAMAT, S.Pd**  
Pangkat : Pembina TK.I  
Nip: 19710701 200604 1 004



## *Appendix 10: Documentation*



*The researcher explained about the questionnaire.*



*Students fill out the questionnaire.*

## BIOGRAPHY



**Alpiasri Alsaban**, born in Wewangriu on July 05, 1998.

The writer is the third of four children to a father named Alsaban and mother is Rusmiati. As for the education that the writer has initiated, primarily from Elementary School education, at SDN 235 Pongkeru and graduated in 2011.

Further, the writer continued his studies at the High School level, at SMPN 4 Malili and was declared to be graduated in 2013. Then the author continued his studies at a Vocational High School, in exactly SMKN 1 Luwu Timur and was pronounced graduated in 2016. One year later, in 2017 the writer went on to college. The author chose to continue to the State Islamic Institute of Palopo with English Language Education Study Program.

Contact Person: [alpibigb05@gmail.com](mailto:alpibigb05@gmail.com)