

**STUDENTS' INTEREST IN LEARNING ENGLISH DURING THE
PANDEMIC ERA (A CASE STUDY AT THE ELEVENTH GRADE
OF SENIOR HIGH SCHOOL NUMBER 1 PALOPO)**

A THESIS

*Submitted to the English Education Study Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo for Undergraduate Degree of English
Education*



By:

**Anggun Rismala Dewi
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

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2021

THESIS APPROVAL

This thesis entitled “**Students’ Interest In Learning English During The pandemic Era (a Case Study at The Eleventh Grade of Senior High School Number 1 Palopo)**”, which is written by **Anggun Rismala Dewi**, Reg. Num.15 0202 0053, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies(IAIN) Palopo, and has been examined and defended in **MUNAQASYAH** session which is carried out on **Tuesday, 21th of Desember 2021M**, coincided with **17 Jumadil Awal 1443 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

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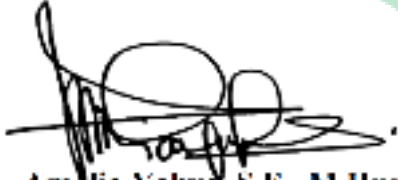
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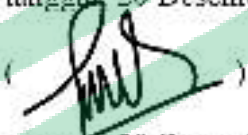
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The Researcher,

Anggun Rismala Dewi

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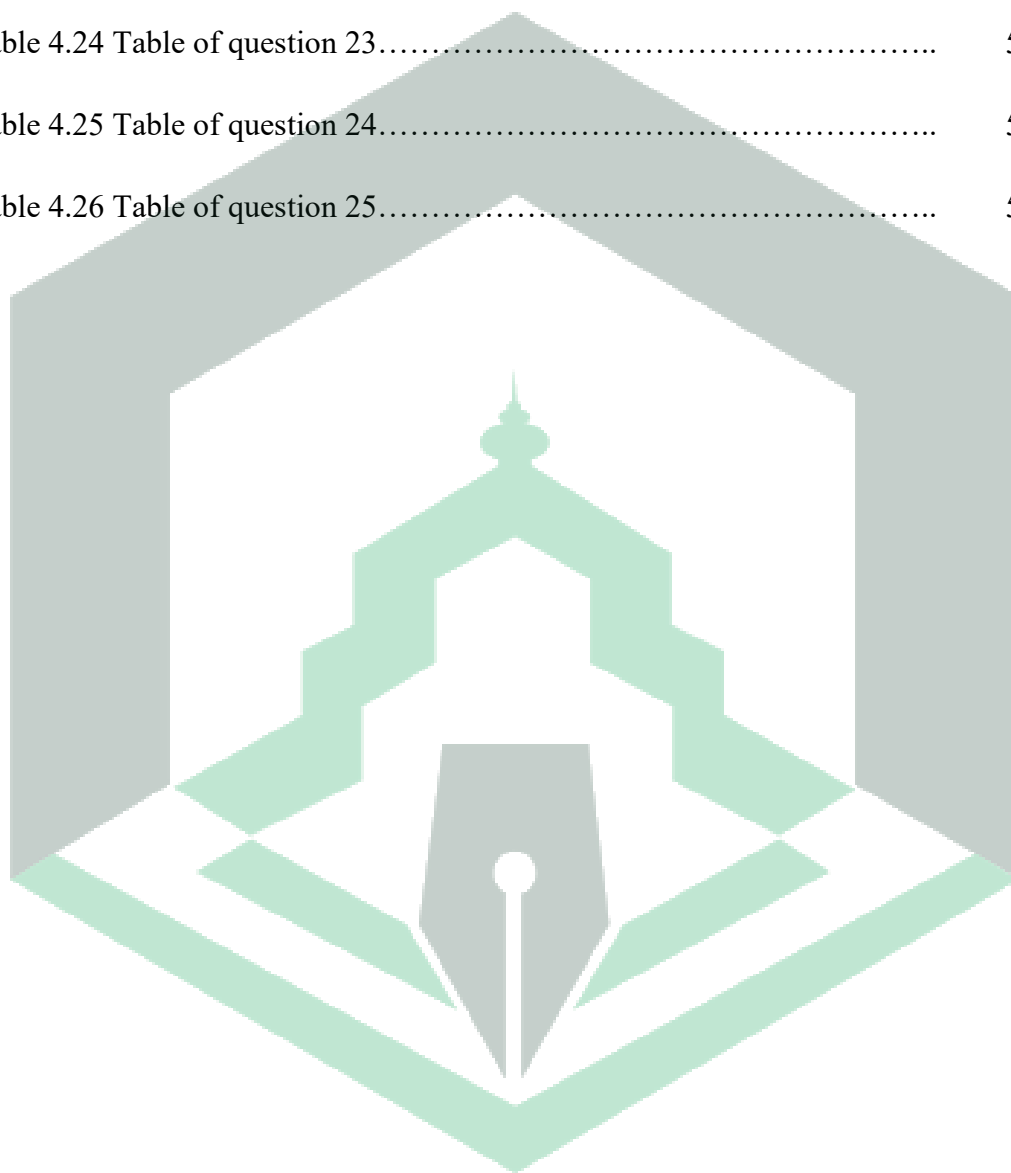
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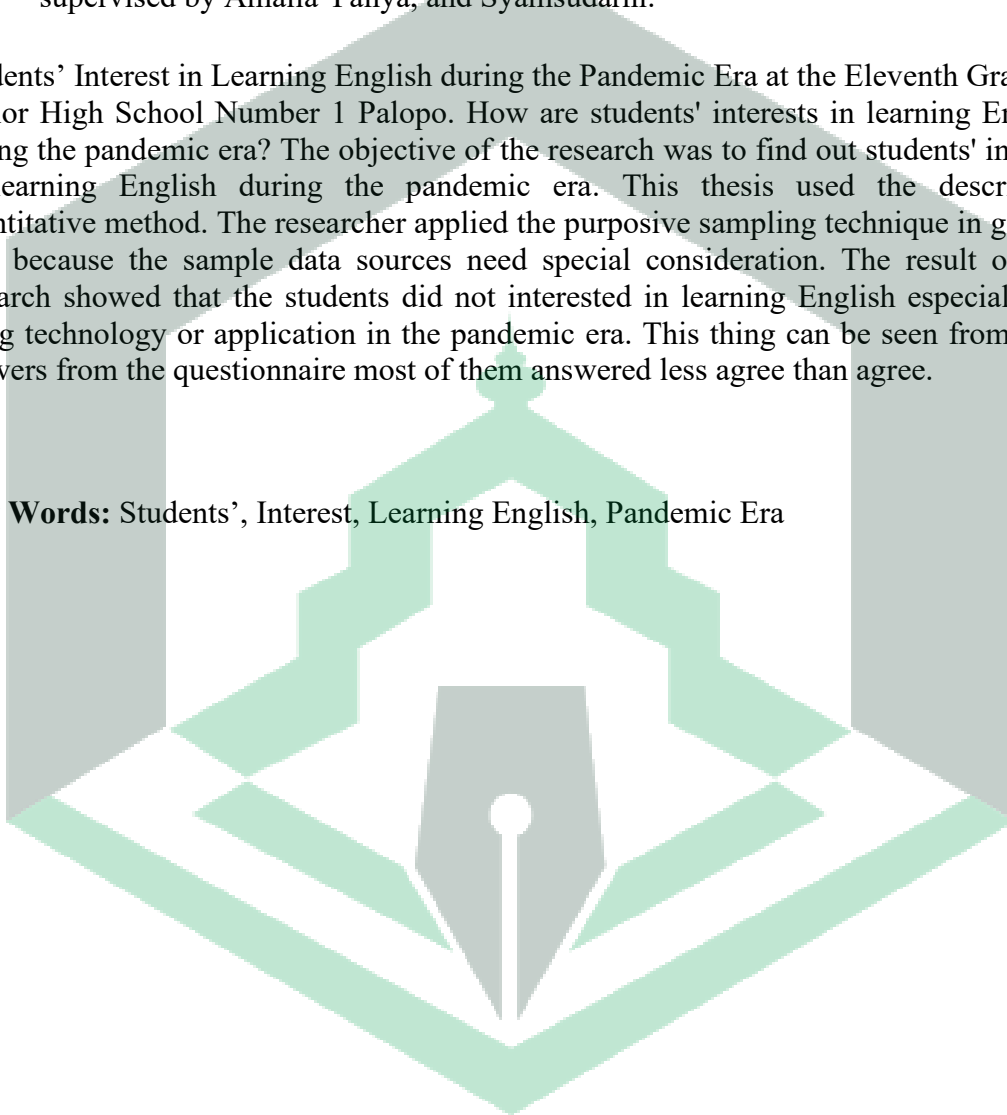


ABSTRACT

Anggun Rismala Dewi, 2021. *“Students’ Interest in Learning English during The Pandemic Era (A Case Study at The Eleventh Grade of Senior High School Number 1 Palopo)”*. Thesis, English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, supervised by Amalia Yahya, and Syamsudarni.

Students’ Interest in Learning English during the Pandemic Era at the Eleventh Grade of Senior High School Number 1 Palopo. How are students' interests in learning English during the pandemic era? The objective of the research was to find out students' interest in learning English during the pandemic era. This thesis used the descriptive quantitative method. The researcher applied the purposive sampling technique in getting data because the sample data sources need special consideration. The result of this research showed that the students did not interested in learning English especially by using technology or application in the pandemic era. This thing can be seen from their answers from the questionnaire most of them answered less agree than agree.

Key Words: Students’, Interest, Learning English, Pandemic Era



CHAPTER I

INTRODUCTION

A. Background

Education is too useful for many people. This thing can be like that because most of the needed in this era people must have the education. According to Langeveld (2013), education is any interaction that occurs is any association that occurs between adults with children in a field or a state where the educational work is in progress.¹ Based on that statement can be talked if people want to have a good future exactly education is the main component. Therefore, it can be the first requirement for applying for a job. Education also becomes the first value to determine something for example if want to see the character of people, just their education. If they have good education exactly there is no bad habit but if they don't have an education usually they show bad habit. Another aspect of education is how to apply it so that all can be running well. For example in this era can be seen there are many good technologies and to master them exactly education is the main component. Therefore many people will make maximal effort to get a good education. From it, they can master the world.

To get maximal education especially for the students here the first aspect that has to apply by them is to produce interest. Interest becomes the main component in learning. By using interest exactly they will use maximal effort and power to study

¹ M.J. Langeveld. *What-education.blogspot.com*. accessed on December 2nd 2021 at 02.25 pm.

hard. This thing will be done by them to get the best result. Besides that interest also become determining for the continuation of students' activities because to keep running

well of learning process interest is the most important part. In other words without interest process of students' learning will be stopped.

In this era especially with the complete technology education also is very important. All of part of human life can be talked need education. This is a fact that education is to be needed for many people, especially for the students. By using education can be talked all of the job and activities can be gotten easily. Therefore the students have to use the maximal effort to get it. Another aspect that has to determine by them is the quality of education. By knowing it they will become the students that have good quality. In other words, education is everything for them.

Unfortunately, all part of human life is disturbed by the pandemic era. Corona Virus Disease or can also be said Covid-19 makes and forces all of the activities to become difficult. One of the parts that become difficult with this pandemic is education. All of the students are forced to stay at home and exactly they cannot learn at school. This thing exactly makes them difficult and all of the lessons includes the material from their teacher become unclear. They are confused to comprehend the explanation from the teacher. In other words all of becoming difficult with this pandemic. Exactly this situation makes them difficult in all aspects.

This pandemic also makes one of the main aspects of education difficult. This aspect is their interest. Exactly the students' interest becomes difficult. They are lazy to follow the teaching and learning process because with this pandemic the system is changed completely. Their teacher applies daring learning in explaining the material. This system exactly is strange for them because they have to use some technology in daring learning. While can be known that all of the students do not master that. This thing exactly makes them lack interest in learning. If the situation can be like that indirectly they will be lazy and also do not want to follow the teaching and learning process.

In another situation, some students enjoy and are happy by using daring learning. They think that daring learning makes them do not move from their place and can keep learning seriously. Besides that, they can get new knowledge from applying daring learning. They also get some new applications from their teacher in the teaching and learning process. Based on this situation they can rich their knowledge especially the application of technology in education especially for them. In other words, some students are like and do not like daring learning especially in the pandemic era.

Based on the observation that has been conducted by the researcher found some of them are difficult in learning during the pandemic era even though their teacher used some technology. They felt difficulty in comprehending the material. This thing can be like that because they just got little comprehension from their teacher. Most of them are also happy and enjoy daring learning applied in the

pandemic era like the statement above. They felt like that because they just sit in their position while giving attention to their teachers' explanations.

Based on the explanation above the researcher is interested to find out the students' interest in learning especially in the pandemic era at Senior High School Number 1 Palopo. Therefore the researcher wants to research Students' Interest in Learning English During the Pandemic Era at the Eleventh Grade of Senior High School Number 1 Palopo.

B. Problem Statement

Based on the condition above, the researcher formulated the problem statement as follows: How are students' interest in learning English during the pandemic era?

C. The objective of the Research

Based on the condition above, the objective of the research is to find out students' interest in learning English during the pandemic era.

D. Significances of the Research

The result of this research was expected to be useful for:

1. The parents can see as references and knowledge for them about the interest of their children in learning English especially in the pandemic era,
2. The students can see as good information about their interest in learning English during the pandemic era,

3. The teachers can see and analyze information before applying during learning they have to observe their students about the interest.

E. Scopes of the Research

The scope of this research was focused on students' interest in learning English during the pandemic era. The interest consists of their condition and attitude in following the teaching and learning process. Besides, that includes their spirit when receiving material from their teacher.

F. Operational Definition

1. Students

Students are people that must learn seriously so that they get a good future. Besides that students here are also the next generation for this country. Therefore they have to study hard so that later can be useful for many people.

2. Interest

Interest is the state of wanting to know or learn about something or someone complete with the reason. In other words, interest can be talked about as spirit or motivation especially for the students in following the teaching and learning process in the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this writing draft, the researcher finds shows researches related to this researcher as follows:

1. Gustiani (2020) in her research under the title “Students’ Motivation in Online Learning during Covid-19 Pandemic Era: a Case Study”. Based on the result can be understood that students’ motivation faces a serious problem in online learning. The problem is the lack of motivation. This thing can be like that because the facilities at school there are not complete so that students become lack of motivation.²
2. Yunita and Maisarah (2020) in their research which under the title “Students’ Perception in Online Learning Language at the Graduate Program of English Education Amids the Covid1-9 Pandemic”. Based on the result can be seen that students there give positive responses to online learning that is applied. For more explanation, the students hope graduate program of English Education there have to improve again the online learning so that later will produce better future for online and offline teaching and learning process.³

² Gustiani. (2020). Students’ Motivation in Online Learning during Covid-19 Pandemic Era: a Case Study. *Holistics Journal*. Vol. 12. No. 2. P. ISSN 2085-4021. E ISSN 2657-1897.

³ Yunita and Maisarah. (2020). Students’ Perception in Online Learning Language at the Graduate Program of English Education Amids the Covid19 Pandemic. *Journal of Linguistics and Language Teaching*. Vol.6. No.2. ISSN: 2555-2069. ISSN: 2656-5765.

3. Syahputra and Isnaini (2020) in their research which under the title "Students' Involvement in EFL Online Classroom during the Covid-19 Pandemic Era". Based on the result can be seen that students' involvement is good because the teacher in teaching English applies a good way like face-to-face learning in the classroom. This thing can make students are comfortable and can understand the material easily. The difference is just on an application that is used in teaching.⁴
4. Sugar, et. all (2020) in the research under the title "An Analysis of University Students' Perspective on Online Learning amid Covid-19 Pandemic". Based on the result can be understood that the students there are interested in online learning that is applied by their lecturer. The reason is the way that is applied is flexible, anywhere and everywhere. A suitable application for applying online learning for students there is the Whatsapp application. In other words, the students give a positive response⁵
5. Safitri (2015) in her research under the title "Students' Perception of the Use of Social Media for Learning English". Based on the result can be seen that the students there give positive perceptions about using social media in learning English. This thing can be like that because social media provide English content sources and with this situation, they can practice their English skill.⁶

⁴ Syahputra and Isnaini. (2020). Students' Involvement in EFL Online Classroom during the Covid-19 Pandemic Era. *AJIT. Vol.6. No.2*

⁵.
Sugar, et. all. (2020). An Analysis of University Students' Perspective on Online Learning amid Covid-19 Pandemic. *Jurnal Pendidikan dan Pengajaran. Vol.53 (2), 125-137. ISSN: 2549-2608*

⁶ Safitri. (2015). Students' Perception of the Use of Social Media for Learning English. *Unpublished Thesis.*

6. Rizqi (2020) in her research under the title "An Analysis of English Teaching Activities in Pandemic Era at SMP Negeri 1 Doping". Based on the result can be understood that learning during the pandemic era is different from the conventional method. The differences can be seen from the system of applying the teaching and learning process. I use online learning just using social media like Whatsapp, Youtube, and so on. While by using the conventional method is have a complete system.⁷
7. Hariyati (2020) in her research under the title "An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School". Based on the result can be seen that the students give positive responses about online learning. They feel easier to comprehend the material that has been taught by their teacher. In other situations, they find the problem for the implementation of online learning so that it cannot be developed.⁸
8. Anggraini (2021) in her research under the title "Students' Perception on Online Learning English during Covid-19 Pandemic". Based on the result can be because they can adapt and improve their English material.⁹

From the explanation above the differences between previous related research findings and this research were the researches above focus or find out the students' motivation and perception about online learning that has been applied by their

⁷ Rizqi. (2020). An Analysis of English Teaching Activities in Pandemic Era at SMP Negeri 1 Doping. *Unpublished Thesis*.

⁸Hariyati. (2020). An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School. *Unpublished Thesis*.

⁹ Anggraini. (2021). Students' Perception on Online Learning English during Covid-19 Pandemic. *Unpublished Thesis*.

teacher at each school. While this research focused to find out students' interest in learning English especially by using online learning. The similarity between both this research and the researches above is the applying of online learning by the teacher at each school.

Therefore there are many opinions and reasons about students' interest and motivation in learning English during the pandemic era especially using online learning. Most of them give positive responses about it. They feel comfortable in learning by using online learning. This thing can be like that because the system of especially using social media there are many learning sources so that they can get much knowledge. Based on this situation the researcher is interested to research about 'The Students' Interest in Learning English during Pandemic Era'.

B. Some Pertinent Ideas

1. Interest

a. Definition of Interest

According to stateuniversity.com (2018) state that interest describes the cognitive and affective relationship between students and class. In other words, the connection between both of them is one of the signs of interest. Betty (2017) concludes that interest can hold students' motivation and support. Finally, all of them can make them have a good wish in learning something.

Based on some explanation from the expert above, the researcher can conclude that interest is the feeling like and finally, this feeling can become a spirit to conduct everything in human life. Besides that interest also can make

people especially here students will make something for their future because they can be comfort based on this interest.

b. Types of Interest

According to stateuniversity.com (2018) explains that there are some types of interest, namely:

- 1) Situational interest refers to short term memory and then can result in positive and negative feelings,
- 2) Individual interest is a like spirit and motivation that can be arisen from mindset without any stimulus from the others,
- 3) Well-developed individual interests reengage or retell particular classes of subject matter over time.

Based on the explanation from the expert above, the researcher concludes that there are some types of interest especially for the students, namely:

- 1) Interest in self means that feeling like that can arise from a human's brain without stimulation from outside. This interest is just from birth directly. After that can make people become like something forever,
- 2) Interest from outside means that stimulation from other people. There are many statements or habitual that has been looked at from other people so that makes students here become like about something and then arise feeling interest and want to conduct it,
- 3) Interest in the environment means that feeling like that arises from the environment. Students here always do something based on the environment.

In other words, whatever in their environment can make them interested to conduct everything.

c. Strategies to Increase Students' Interest

According to Brenton (2016) state that there are some strategies to increase students' interest, namely:

- 1) Make them pay attention to the teacher's explanation,
- 2) Make it simple sometimes some subjects are just not simple,
- 3) Show the goals of learning especially for their future,
- 4) Let them participate by using their ways,
- 5) Using multiple resources means to avoid students' bored,
- 6) Making it personal is trying to make relation the subject,
- 7) Hide for using the examination,
- 8) Change the environment like chair's position that can make them comfortable in learning,
- 9) Make it achievable here using the best effort in explaining the material,
- 10) Understand their interest so that we can know the result of the learning process.¹⁰

¹⁰ Brenton. Top 10 Ways to Increase Your Students' Interest in a Subject | Emerging Education Technologies (emergingedtech.com), accessed on March 1st, 2021 at 03.35 pm

According to Collins (2018), there are five tips to get students' interest especially in the classroom, namely:

- 1) Connect what you will teach in real life is one of the key or ways to increase students' in learning something,
- 2) Using students' interests and motivation is to find out what is the students' needed,
- 3) Give students a choice about the system of the learning process,
- 4) Allow them to set the pace. For example, let them choose the situation of learning style,
- 5) Try to give assignments continuously,
- 6) Hook their interest with a fun game,
- 7) Teach students self-monitoring skills is one of the best efforts or ways to know their prior knowledge,

According to Linda (2018), there are two ways in increasing students' interest, namely:

- 1) Self-monitoring of attention is instructing students to evaluate themselves especially about their result in learning something,
- 2) Self-monitoring of performance. Students can conduct the project with their teacher. Based on this activity they can know about their understanding of their teacher's explanation.

Based on some explanations from experts above, the researcher concludes that there are some ways to develop students' interest in learning in the classroom, namely:

- 1) Give some practice based on the material that has been explained in the last meeting material. By doing that activity students will remember the material that has been explained before. In other words, this activity can measure their prior knowledge,
- 2) Explain the main point of the material. As an educator don't explain long material but just explain the main point. This is important so that the students have an interest in learning,
- 3) After explaining the material the teacher must give some practice and it must be collected next week. This is also important so that they can remember the material in long-term memory.

d. Strategies to Solve the Lack of Interest of Students in Learning

According to Elber (2018), there are some strategies to solve the lack of interest of students in learning, namely:

- 1) Articulate learning goals are the students will be more motivated to work if they know the goals of learning,
- 2) Show relevance to students' academic lives means students will be more motivated to work hard if they see the value of their final result,

- 3) Highlight real-world applications of knowledge and skills. Means one of the effective ways to conduct students' motivation and then they can get a good score,
- 4) Connect to students' interests between them and their teachers,
- 5) Allow the students some degree of choice is one possible way to increase their motivation. This is important because all of them come from their choice,
- 6) Show your passion and maximal effort in teaching one material in the classroom.¹¹

Based on the explanation from the expert above, the researcher concludes that there are some strategies to solve the lack of interest of students in learning, namely:

- 1) Giving rewards if there are students who get good scores in the class. This is important to improve their interest so that they have spirit continuously in learning,
- 2) Giving the punishment if there are students come late in the classroom but punishment here must educate them. For example, the teacher can ask them to memorize some vocabulary. By doing this activity they can improve their vocabulary indirectly.

¹¹ Elber. Explore Strategies - Eberly Center - Carnegie Mellon University (cmu.edu), accessed on the march, 1st, 2021 at 04.10 pm

2. Students

a. Definition of Students

According to Betty (2014) state, a student is someone who studies. Not someone who is taught or someone who drinks latte and plays computer games: but rather, someone who studies. We must bear in mind the active component of studying that is required by this model of what it means to be a student. According to Forge (2017) state that a good student is a student who politely pays attention to the class and considers the possibility to learn something new in each class. Not necessarily gets convinced to what it is said in class, but honestly tries to understand and judge the quality of the information. A good student fully understands that knowledge finds itself on more knowledge and that knowledge is power. While according to Collins (2019) state that a student is a person who is studying at a university or college.

Based on some expert above the researcher concludes that a student is a person who studies, write and read into teachers' explanation in the classroom. Besides that, there is also a person who is not in the classroom but can be called a student.

b. The Needed of Students

According to Sardiman (2014) Fulfillment of students' needed, inside have a purpose to give material about activities correctly, also the lesson material that has been put with their needed usually can be more interesting.

In other words, it will help the teaching and learning process. These are some of the students' needed:

- 1) Jasmani needed means about the students' health for example about the sport that can be the main material. Besides that other needed like eating, drink and clothes have to get attention,
- 2) Social needed means school must be a place of the students' study make communicate and make adaptation to their environment. For example make communicate with many friends in any religion, culture, and language,
- 3) Intellectual needed means how the teacher creates many interesting programs that can arise the students' skills and abilities.¹²

c. Characteristics of Good Students

According to James (2019), there are some characteristics of good students, as follows:

- 1) Intellectually curious means to be successful students need good and complete knowledge so that they can solve the problem about their lesson,
- 2) Mathematical aptitude means here the students also must have good knowledge about mathematic because it is also the main component in a lesson,

¹² Sardiman, *“Interaksi dan Motivasi Belajar Mengajar”*. Rajawali Pers. (Depok, 2014). P. 113.

- 3) Knowledge of social sciences means the students have to give full attention to the connection between knowledge and society like psychology, history, and sociology,
- 4) Good at understanding complex means here the students must have complex knowledge with the complete lesson,
- 5) Self-driven means the students have to manage their time so that they can arrange their time and divide it well,
- 6) Good time management means the ability to organize your time and schedule so that can be balanced,
- 7) Creative and original mean the ability to come up with new ideas or new ways of thinking about a problem in their learning process,
- 8) Communication skills mean here the students must have good communication so that they can understand their teachers' explanations in the classroom.

3. Online Learning

a. Definition of Online Learning

According Borwn (2020) give some definition of online learning. He states that in some components like below:

- 1) Learning resources that are students' place to get knowledge,
- 2) Any resource is available on the Internet in an online educational environment. It means that their job is just to be smart in using the internet to get knowledge,

- 3) Any digital material used for supporting students' learning for example computer, internet, and handphone,
- 4) Any digital material used for supporting students' learning is delivered from many resources.

According to Donna (2020) state that online learning is the acquisition of knowledge from electronic technologies and media. While according to Clark and Mayer (2019) conclude that online learning or E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning.

Based on some explanations from experts above the researcher concludes that online learning is the learning conducted by the students from each home. In other words, they learn about something just using the technology and it can be done wherever and whenever. Therefore the key to online learning is a technology like a handphone or a computer.

b. Types of Online Learning

According to Brown (2020) state that there are important types of online learning for example:

1) Synchronous Online Learning or Live

In this type of learning, communication between the taking an interest of people happens instantly without any reason. A portion of the examples of synchronous e-learning like virtual classrooms.

2) Asynchronous Online Learning

This is one example of the type of online learning by using a coach in applying the media. So, the students here need a teacher or lecturer in learning by this technology.

3) Blended Online Learning

This type is when the teacher is teaching in the classroom by using the application and also using the direct method in the classroom.

According to Betty (2018) explains that there are some types of online learning, namely:

- 1) Synchronous distance learning means that learning that involves live communication by using chatting online, sitting in a classroom, and teleconferencing. In other words, this is the application of new technology in the education world,
- 2) Asynchronous distance learning means that a type of learning that has a set of deadlines for example a weekly time limit, however. It means that the students need quality time in using this technology,
- 3) Hybrid distance learning means that combines asynchronous and synchronous learning that the students have to use a chat room in their computer or another technology,
- 4) Electronic learning is one of the most popular distance learning examples. The students here just use their computer and good signal to make communicate with their teacher.

Based on some explanations from experts above can be understood that online learning especially in the pandemic era is very important because many people are forbidden to meet each other during pandemics still going on. This thing makes online learning becomes the main choice because in applying it many people especially the students just stay home to learn without having to meet each other. Therefore online learning also becomes the main need for the students in learning.

c. The Importance of Online Learning

According to Brown (2020) states that online learning, especially in the pandemic era, is very important because it has some reasons like ideal for globally dispersed and diverse employees, easy registration and payment, easy translation facility, create customized learning objects, and can easily update course materials.

Based on the explanation from the expert above can be understood that online learning exactly becomes the main component in conducting the teaching and learning process at school. This thing can be like that because the students just can stay home. They are forbidden to learn at school. In other words, online learning becomes the most suitable choice in learning.

C. Conceptual Framework

The researcher will try to formulate the conceptual framework that is relevant to this research as follows:

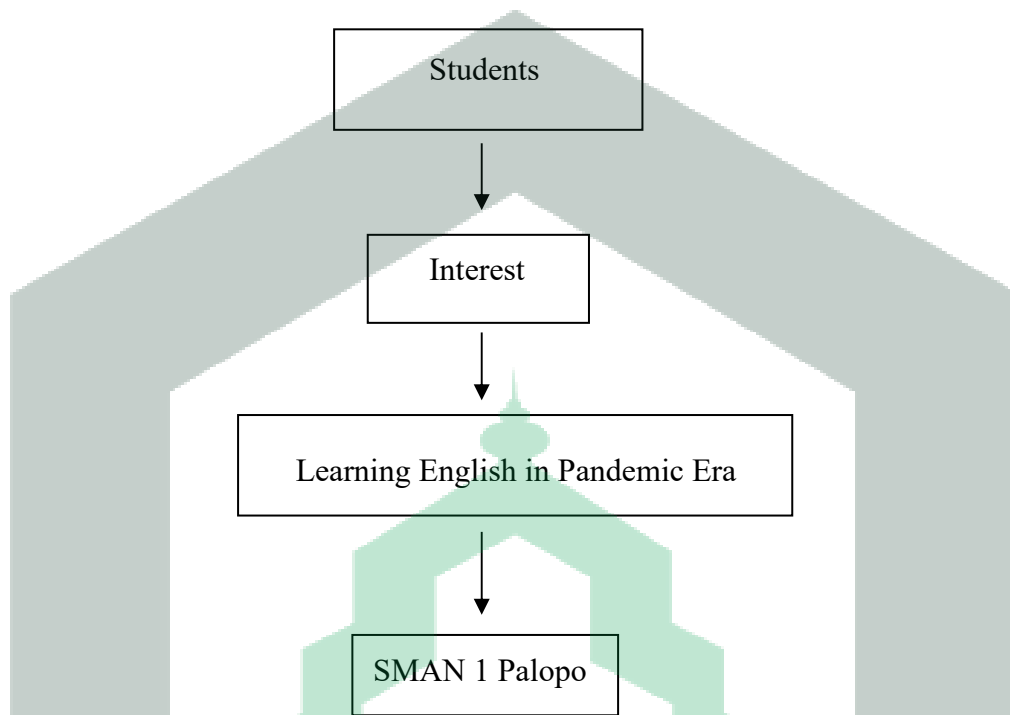


Figure 1 Conceptual Framework (The Interest of Prospective Students)

Talking about students there are many characteristics of them. There is a diligent student when in learning especially here in English always have good spirit and motivation. In following the teaching and learning process they are always active to give maximal attention to their teacher's explanation. In another situation, there is a lazy student. Characteristics of this student always give less spirit and motivation in following teaching and learning process. If their teacher gives some assignment they always make some reason so that they do not receive punishment from their teacher.

For more explanation the next step that has to provide by them is interesting. It becomes the main component for them because if they have good spirit exactly they will also have good result in the future. This is the job or obligation of the teacher how to produce their students' interest. For example, doing some exercise is one of the ways to produce the students' interest.

In this pandemic era, exactly all of the learning systems are changed become daring learning. The purpose is so that the students are safe from this disease, namely the coronavirus (covid-19). The application is the teacher has to use some technology in doing teaching and learning processes like daring learning. This situation also makes students' interests become change.

Therefore the researcher here wants to research the students' interest in learning English during the pandemic era at Senior High School Number 1 Palopo. She used some questions in table form as the instrument of the research. Then the students have to answer it by using a checklist on the table. Which one is suitable for them based on their opinion.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research used the descriptive quantitative method as the fundamental aspect of the research.

B. Location

This research was conducted at Senior High School Number 1 Palopo. This school is located in Jalan Andi Pangeran, Palopo Town, South Sulawesi.

C. The subject of the Research

In getting the data the researcher used one class to conduct the research. She will take the Eleventh grade of IPA 1. In choosing the subject of the research the researcher will use the purposive sampling technique by using special consideration. The consideration here is by looking at their mean score during learning in the classroom.

D. Instrument of the Research

In conducting this research, some instruments were used; namely questions draft and documentation.

1. Questions Draft

This instrument was used by the researcher by using the table. The questions were written in the table and then in process of collecting data the students have to

answer the questions by filling the table by using a checklist. Which one is suitable for them based on their opinion.

2. Documentation

Documentation as proof of research results like using the camera to take the picture and video recording.

E. The technique of Collecting Data

To collect the data, the researcher used some questions. These questions were given to the students. The questions were written in the table and then they have to answer it just fill the table by using a checklist. Which one is suitable by their opinion. After that, the researcher analyzed the result of students' answers and then made the findings or result.

F. Research Data Analysis

In this research, the researcher used a descriptive quantitative data analysis technique. In analyzing research data, the researcher conducted the steps proposed by Huberman in Presley.¹³ The data analysis in this research was broken down into three stages; they are Data Reduction, Display, the data, and Concluding.

¹³ Presley. 2012. Beyond Direct Explanation: Transactional Instruction of Reading Comprehension Strategies. *Elementary School Journal*, 92, 511-554

1. Data Reduction

Data reduction is the process of choosing the most important part and arranging the main point based on the real situation and result according to the answer in the question draft.

2. Data Display

In this section, the researcher started to prepare the data that was drawn on the research and tell all of the findings in narrative text. This is very important to make it easy for the reader in comprehending this research.

3. Drawing the conclusion

In the last section in analyzing the data, she concluded as the result of the research. Referring to the data analysis, she analyzed the result of this research completely.



CHAPTER IV

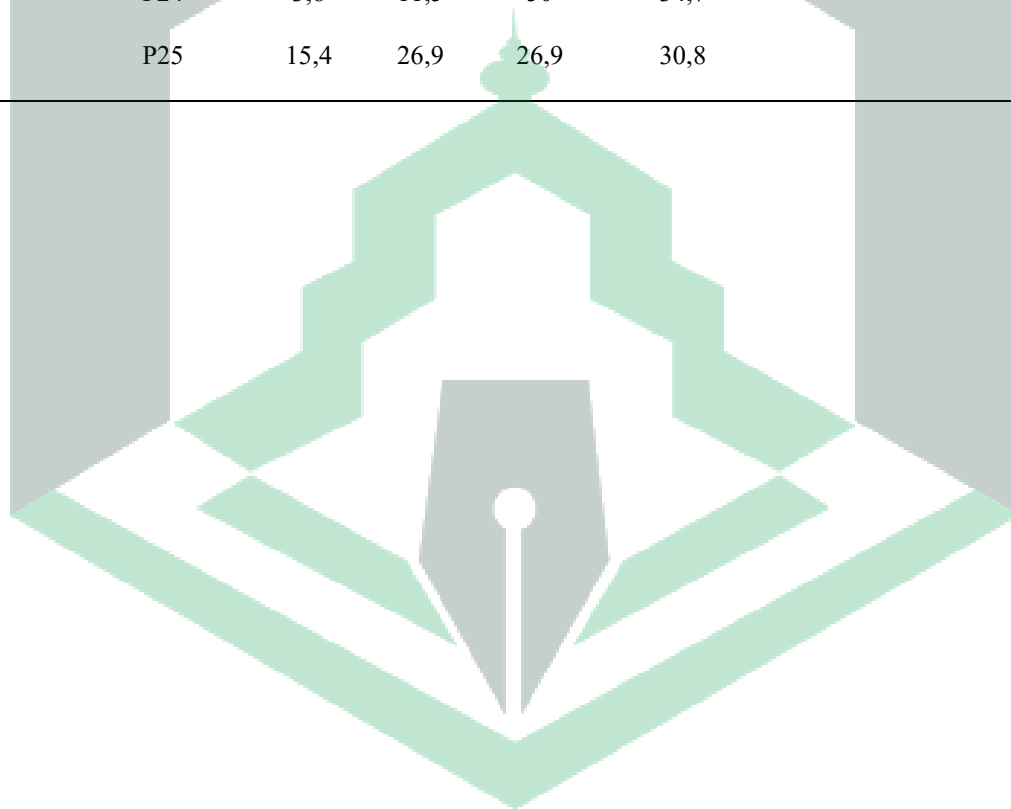
FINDINGS AND DISCUSSION

A. Findings

The findings below showed that the result from students' answers about their interaction in learning English during the pandemic era. These are the main point of the frequency table above. The result can be understood in the table and graphics.

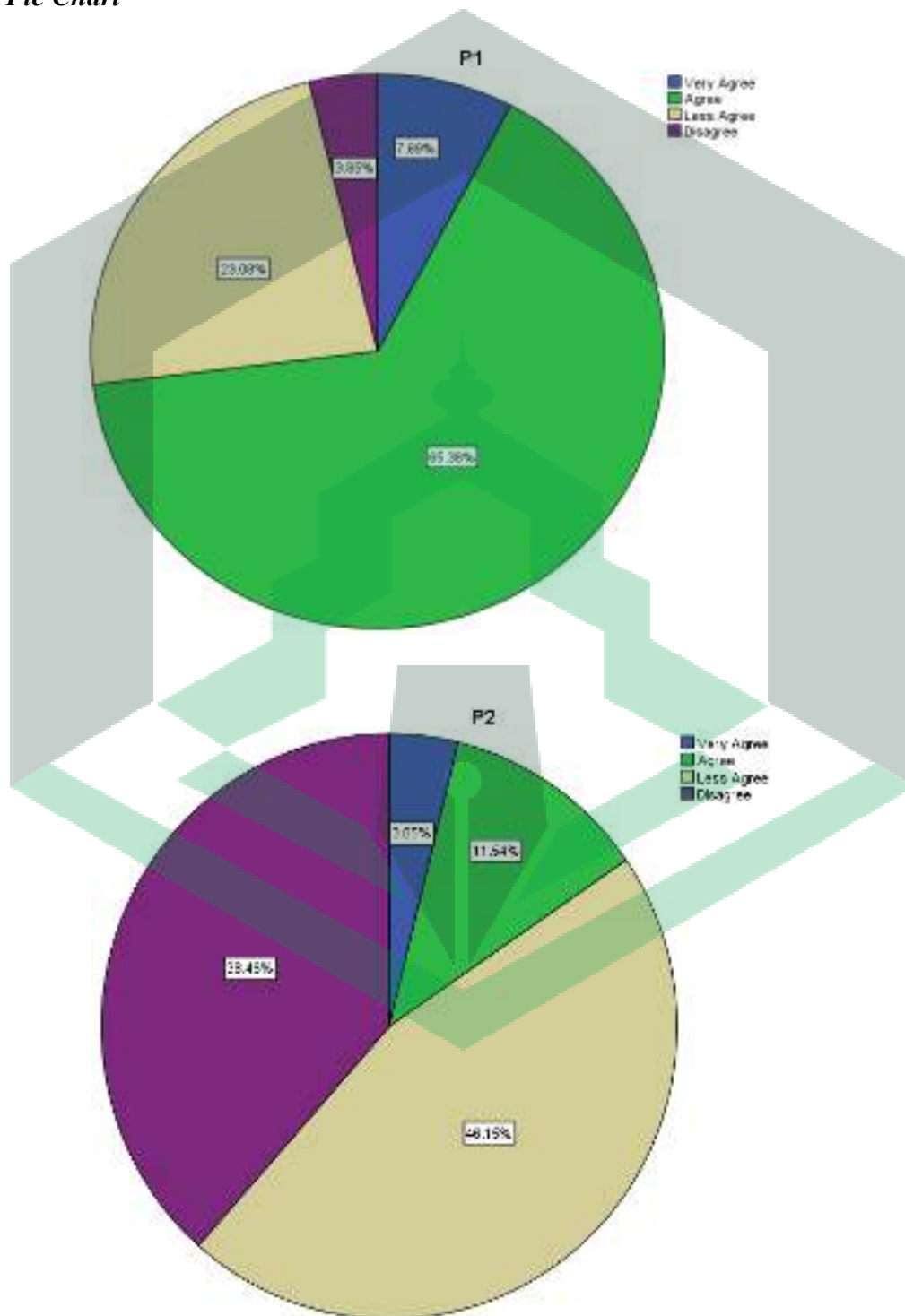
Data Analysis Result									
Questions	Choice Percentage (%)				Mean Score of Choice Percentage (%)				
	Very Agree	Agree	Less Agree	Disagree	Very Agree	Agree	Less Agree	Disagree	e
Online Interaction	P1	7,7	65,4	23,1	3,8				
	P2	3,8	11,5	46,2	38,5				
	P3	7,7	26,9	34,6	30,8	4,6	29,22	43,86	22,32
	P4	3,8	23,1	46,2	26,9				
	P5	0	19,2	69,2	11,6				
Learning Management	P6	15,4	23,1	50	11,5				
	P7	7,7	69,2	11,5	11,6				
	P8	0	73,1	19,2	7,7	8,46	43,84	33,84	13,86
	P9	7,7	19,2	50	23,1				
	P10	11,5	34,6	38,5	15,4				
Online Learning	P11	3,8	23,1	46,2	26,9				
	P12	11,5	11,5	46,2	30,8				
	P13	3,8	23,1	46,2	26,9	4,58	23,84	41,56	30,02
	P14	0	19,2	53,8	27				

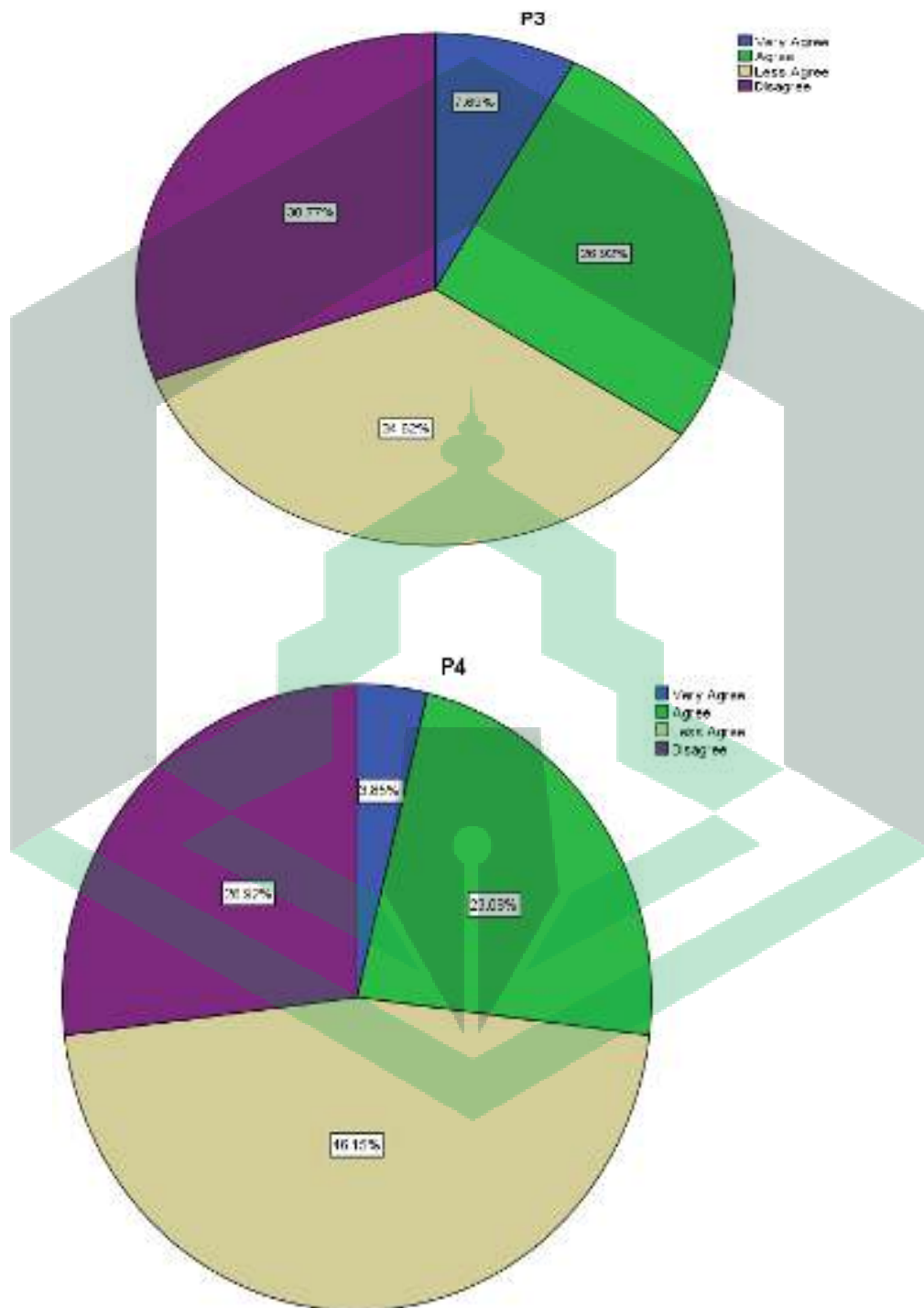
	P15	3,8	42,3	15,4	38,5				
	P16	15,4	26,9	38,5	19,2				
Classroom	P17	7,7	23,1	42,3	26,9				
Learning	P18	11,5	19,2	50	19,3	9,22	19,22	46,16	25,4
	P19	7,7	15,4	46,2	30,7				
	P20	3,8	11,5	53,8	30,9				
	P21	0	34,6	38,5	26,9				
Classroom	P22	3,8	30,8	15,4	50				
Managemen	P23	7,7	15,4	30,8	46,1	6,14	23,84	32,32	37,7
t	P24	3,8	11,5	50	34,7				
	P25	15,4	26,9	26,9	30,8				

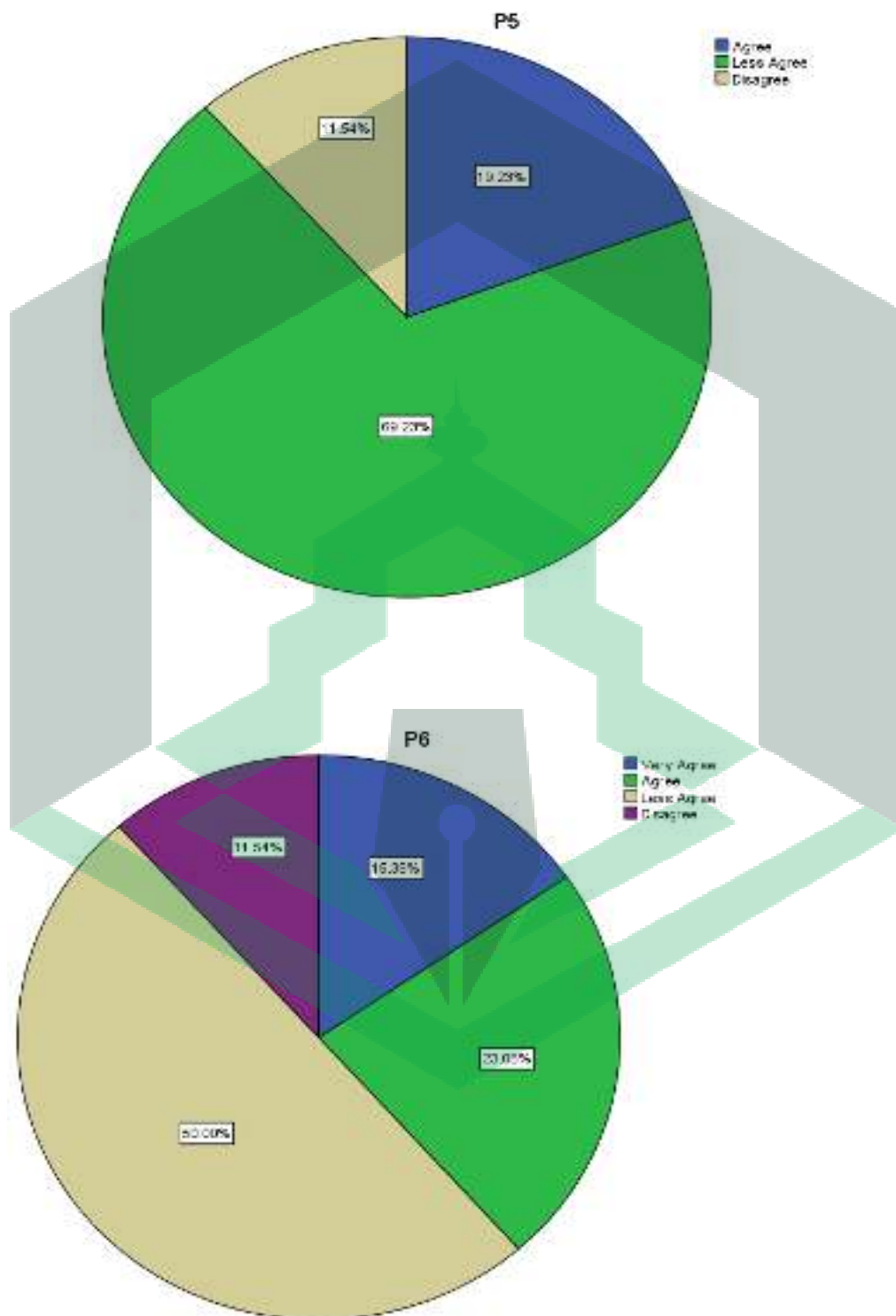


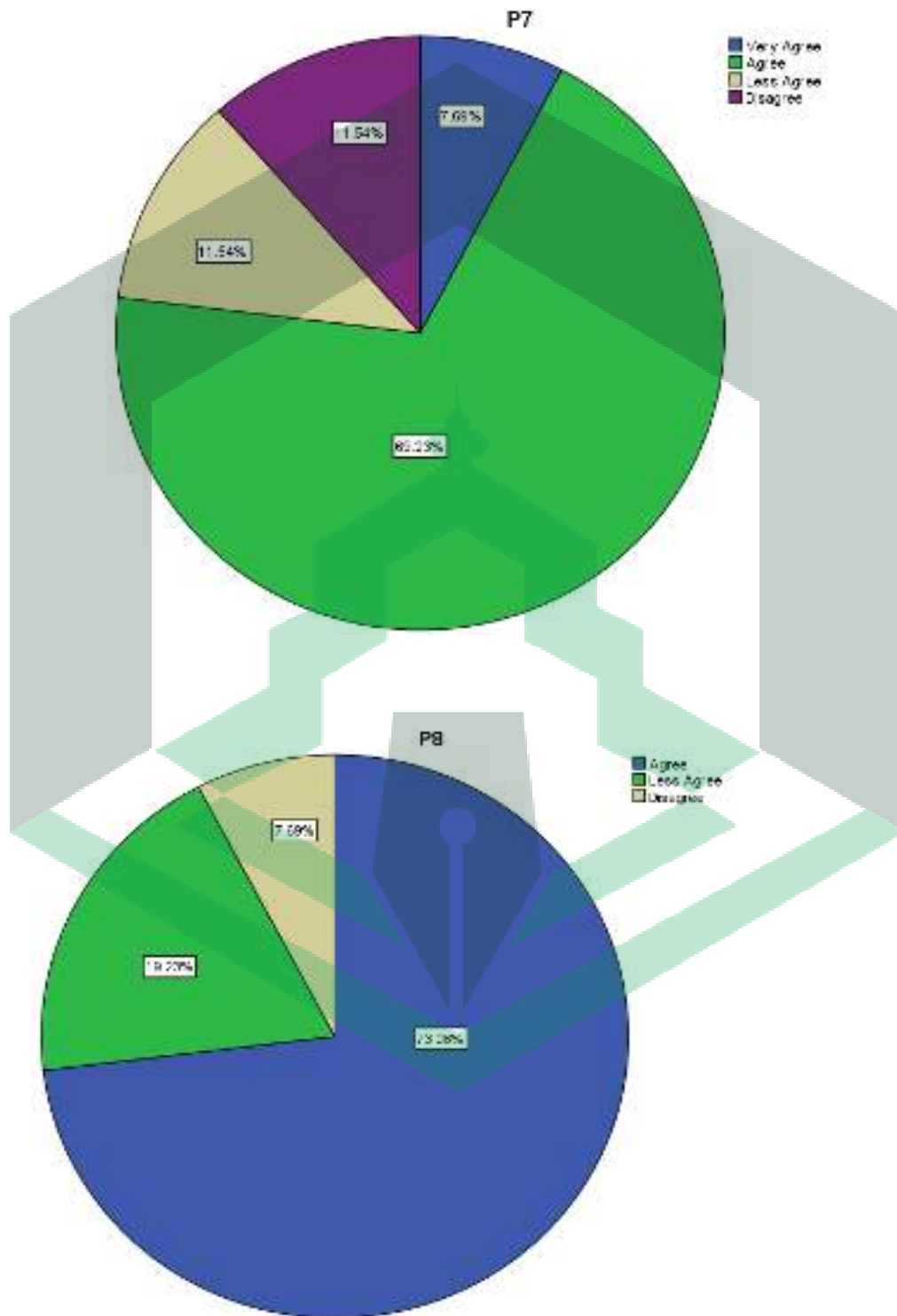
The result of this research can be analyzed in graphics or charts like below

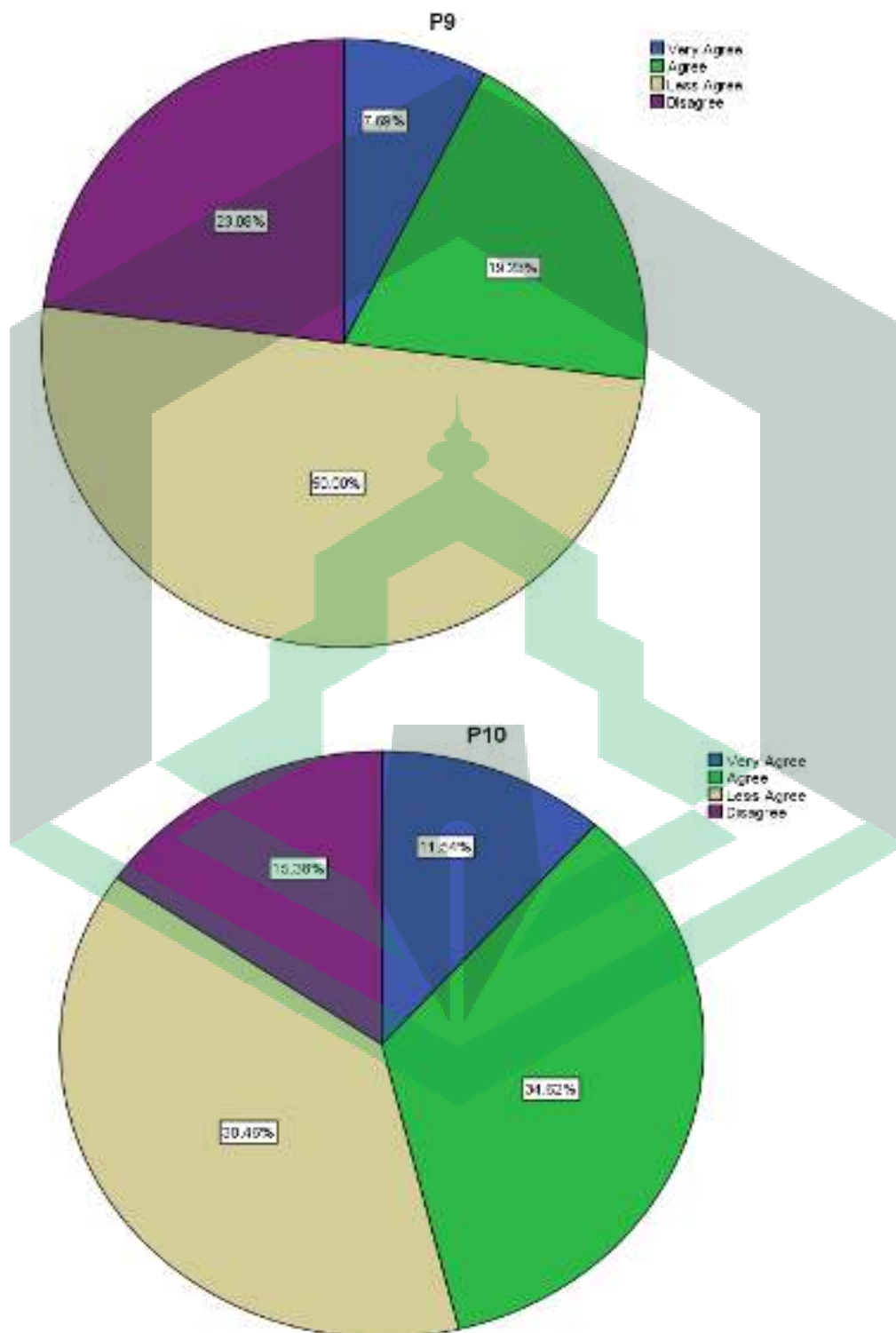
Pie Chart

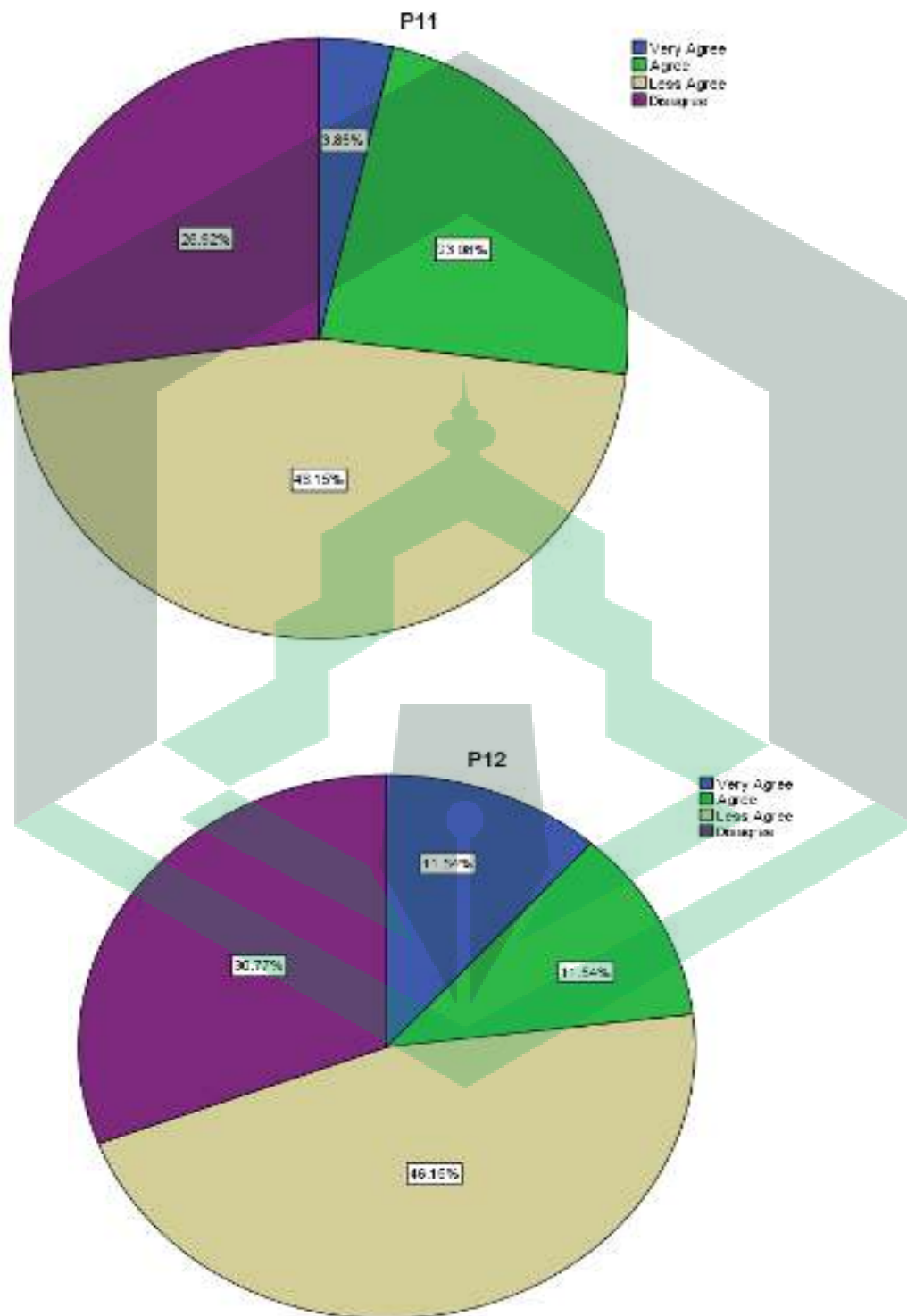


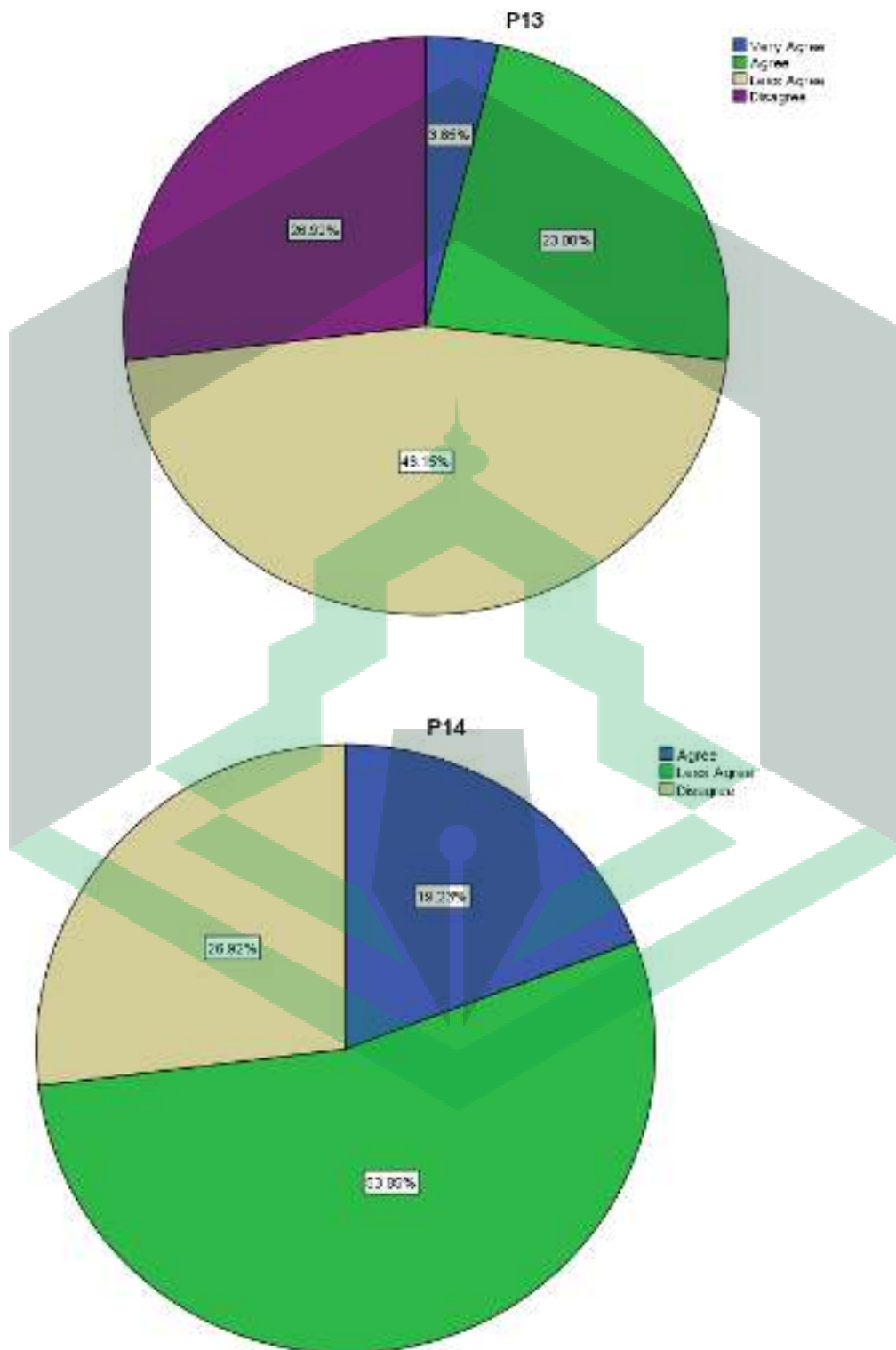


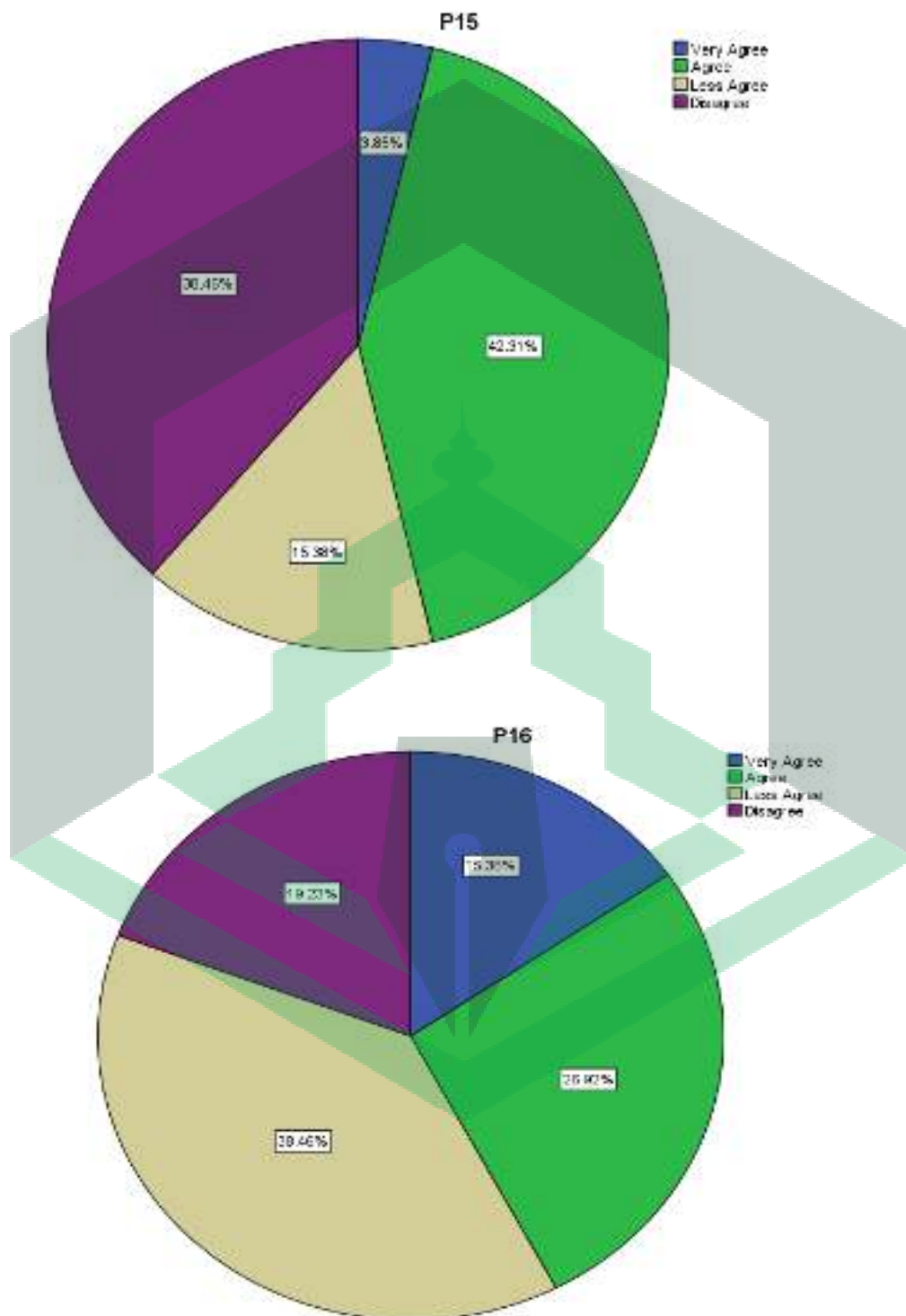


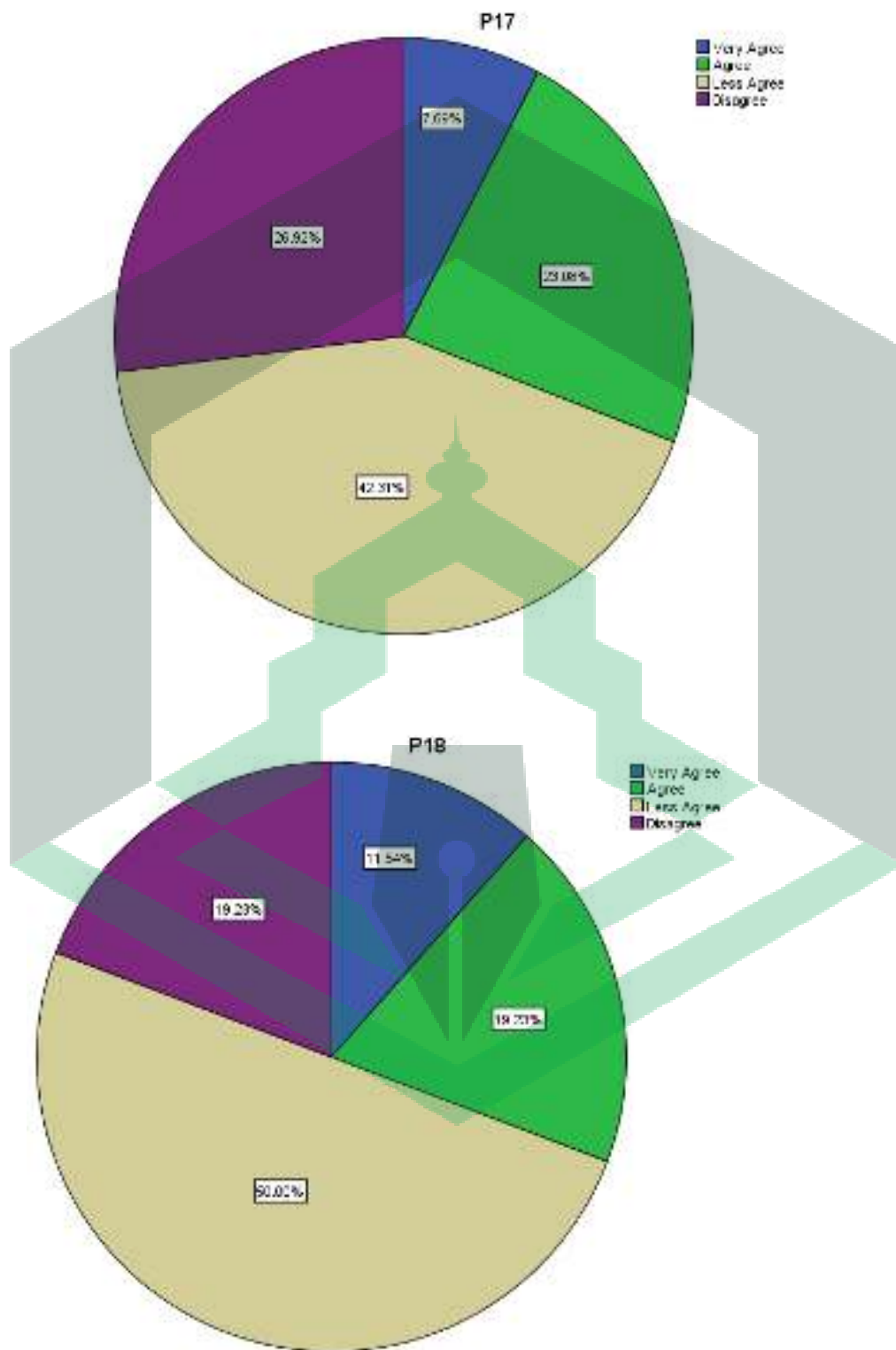


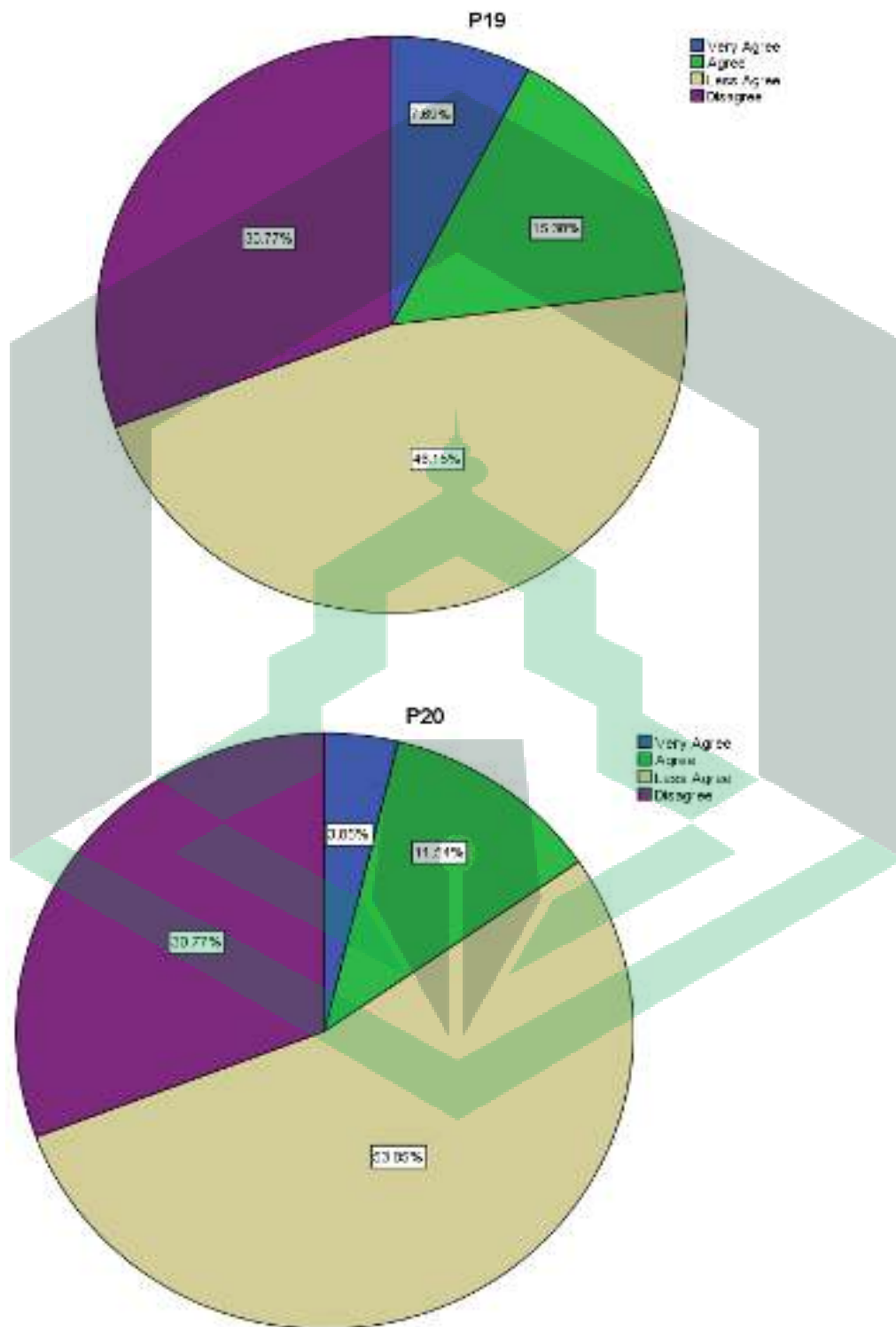


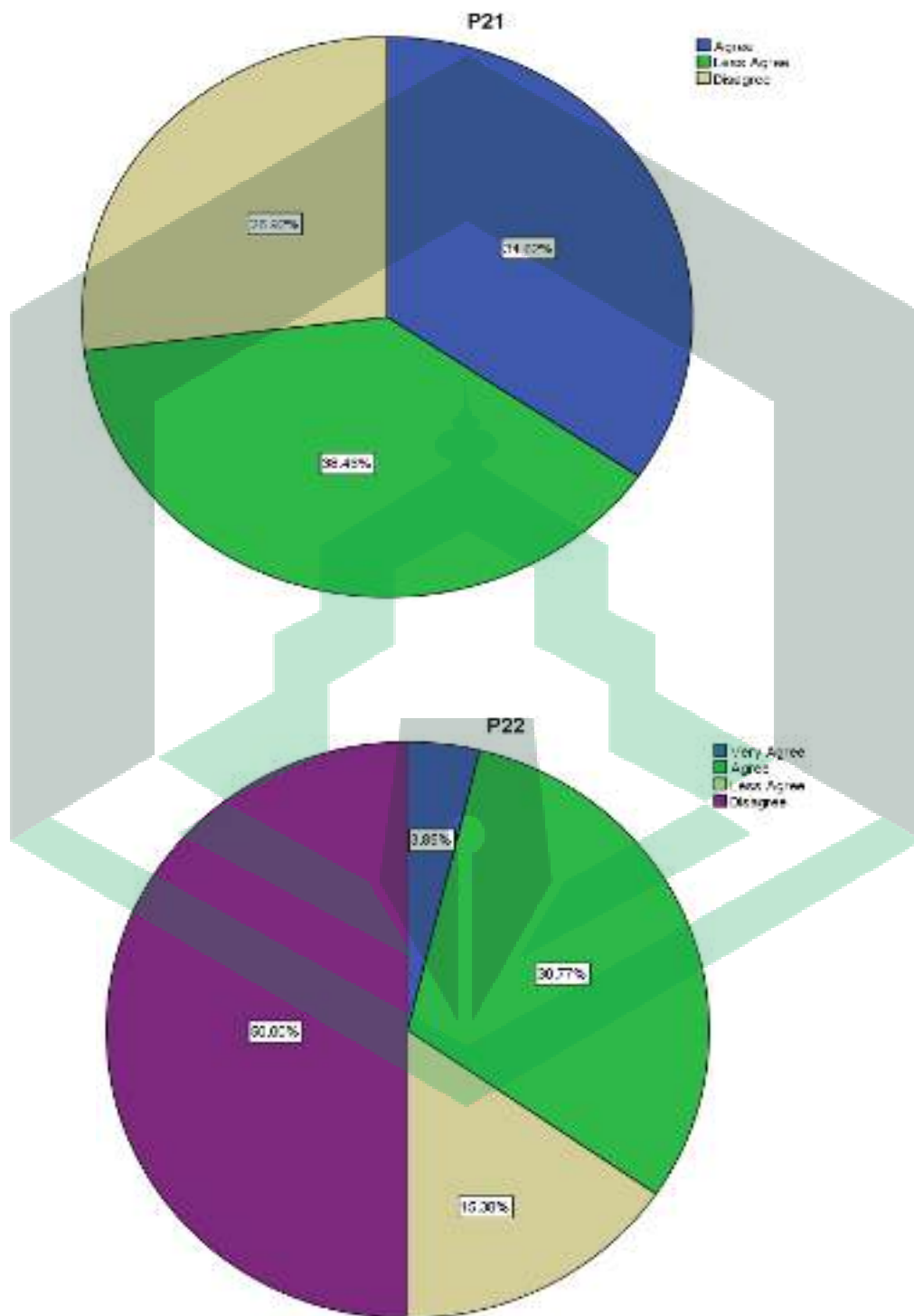


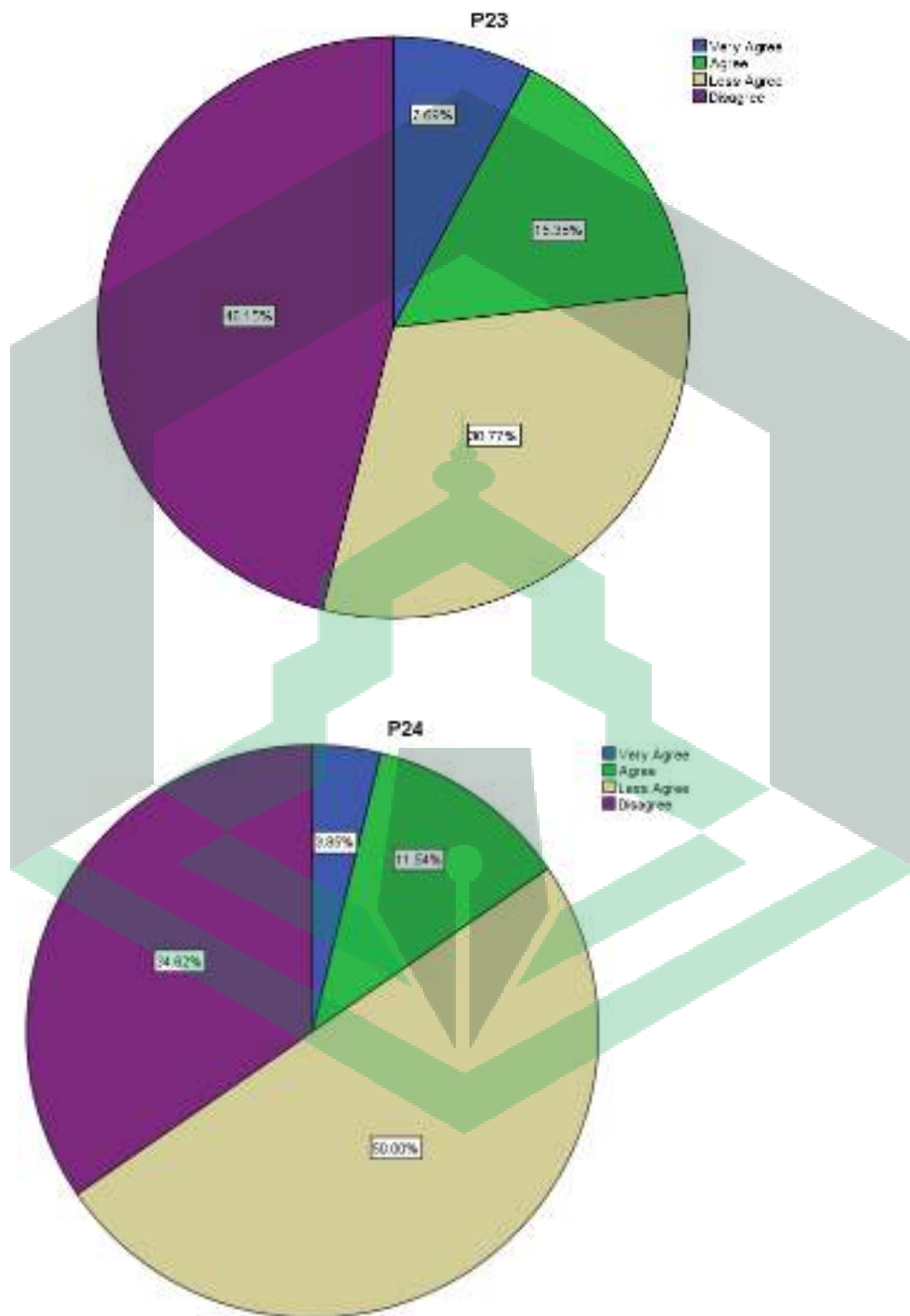


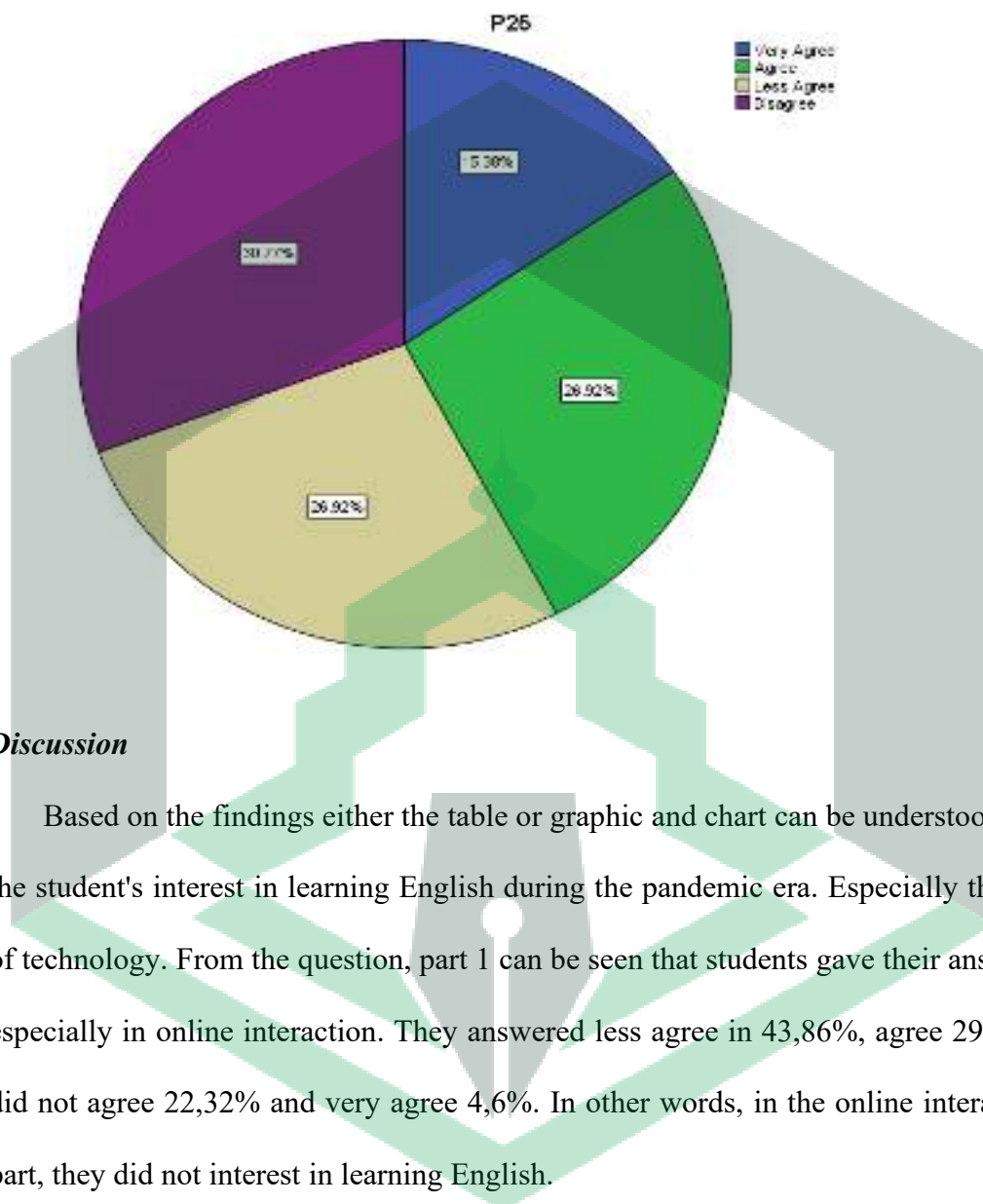












B. Discussion

Based on the findings either the table or graphic and chart can be understood that the student's interest in learning English during the pandemic era. Especially the use of technology. From the question, part 1 can be seen that students gave their answers, especially in online interaction. They answered less agree in 43,86%, agree 29,22%, did not agree 22,32% and very agree 4,6%. In other words, in the online interaction part, they did not interest in learning English.

For the more questions in the second part especially in learning management, they answered agree in 43,84%, less agree 33,84%, did not agree 13,86% and very agree 8,46%. In other words, their interest in learning English especially in learning

management if their teacher used the application is good because most of them answered agree in 43,84%.

In the third part of online learning, they gave their answers differently. They answered less agree in 41,56%, did not agree 30,02%, agree 23,84% and very agree 4,58%. It means that based on the result the students did not interest in online learning because they answered less agree than agree.

In the fourth part especially in classroom learning, they answered less agree 46,16%, did not agree 25,4%, agree 19,22% and very agree 9,22%. In other words, based on the fourth part can be understood that they did not interest in learning English because most of them answered less agree than agree.

In the last part in classroom management, they also gave different answers. They answered did not agree 37,7%, less agree 32,32%, agree 23,84% and very agree 6,14%. It means that based on the result above can be understood that the students did not interest in classroom management if their teacher used technology in learning English.

Based on the findings and result above can be understood that the student's interest in learning English is not good. In other words, they did not interest in learning English especially by using technology or application. This thing can be seen from their answers from the questionnaire most of them answered less agree than agree.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings that had been explained can be understood that the student's interest in learning English during the pandemic era especially using the media or technology is not good. In other words, they did not interest in learning English especially using media. This thing can be seen from their answers. From five parts of the questions just one part, they were interested especially in learning management. For the more from online interaction, online learning, classroom learning, and classroom management they did not agree.

Therefore can be concluded that their interest in learning English during the pandemic era is not good or they did not interested in learning English.

B. Suggestions

Based on the result of this research and conclusion above, the researcher gave some suggestions as follows:

1. In learning English especially in the pandemic era the teachers should seek another method that can make students interested,
2. This pandemic gave us the knowledge that even though the technology is very complete but for education, the best method in learning is directly in the classroom. Therefore the teachers must seek or use interest methods if they want to use technology in learning especially English.

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APPENDIXES

Question 1. I feel limit in making interaction with the teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	2	7.7	7.7	7.7
Agree	17	65.4	65.4	73.1
Less Agree	6	23.1	23.1	96.2
Disagree	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Question 2. I feel comfort with online interaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	1	3.8	3.8	3.8
Agree	3	11.5	11.5	15.4
Less Agree	12	46.2	46.2	61.5
Disagree	10	38.5	38.5	100.0
Total	26	100.0	100.0	

Question 3. I feel comfort in making interaction with my classmate in online

learning

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Agree	2	7.7	7.7	7.7
	Agree	7	26.9	26.9	34.6
Valid	Less Agree	9	34.6	34.6	69.2
	Disagree	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

Question 4. I am interested with teacher's way in explaining online learning

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Agree	1	3.8	3.8	3.8
	Agree	6	23.1	23.1	26.9
Valid	Less Agree	12	46.2	46.2	73.1
	Disagree	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Question 5. I can make interaction well with my classmate in online learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	19.2	19.2	19.2
	Less Agree	18	69.2	69.2	88.5
	Disagree	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

Question 6. I feel bored with learning management that is applied by teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Agree	4	15.4	15.4	15.4
	Agree	6	23.1	23.1	38.5
	Less Agree	13	50.0	50.0	88.5
	Disagree	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

Question 7. Learning management that applied by teacher is very good

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Agree	2	7.7	7.7	7.7
	Agree	18	69.2	69.2	76.9
	Less Agree	3	11.5	11.5	88.5
	Disagree	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

Question 8. I feel interested with learning management that applied by the teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	19	73.1	73.1	73.1
	Less Agree	5	19.2	19.2	92.3
	Disagree	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Question 9. Online learning management make me motivated in learning

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Agree	2	7.7	7.7	7.7
	Agree	5	19.2	19.2	26.9
Valid	Less Agree	13	50.0	50.0	76.9
	Disagree	6	23.1	23.1	100.0
	Total	26	100.0	100.0	

Question 10. Online learning management make me can arrange learning
schedule easily

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Agree	3	11.5	11.5	11.5
	Agree	9	34.6	34.6	46.2
Valid	Less Agree	10	38.5	38.5	84.6
	Disagree	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Question 11. Online learning method make me easy in comprehending lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Agree	1	3.8	3.8	3.8
	Agree	6	23.1	23.1	26.9
Valid	Less Agree	12	46.2	46.2	73.1
	Disagree	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Question 12. Online learning make my interest improved

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Agree	3	11.5	11.5	11.5
	Agree	3	11.5	11.5	23.1
Valid	Less Agree	12	46.2	46.2	69.2
	Disagree	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

Question 13. Online learning make my knowledge is added

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Agree	1	3.8	3.8	3.8
	Agree	6	23.1	23.1	26.9
Valid	Less Agree	12	46.2	46.2	73.1
	Disagree	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Question 14. Online learning make me comfort in learning

		Frequency	Percent	Valid Percent	Cumulative Percent
	Agree	5	19.2	19.2	19.2
Valid	Less Agree	14	53.8	53.8	73.1
	Disagree	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Question 15. Online learning gives me many new knowledge especially about
technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Agree	1	3.8	3.8	3.8
	Agree	11	42.3	42.3	46.2
	Less Agree	4	15.4	15.4	61.5
	Disagree	10	38.5	38.5	100.0
	Total	26	100.0	100.0	

Question 16. In online learning make me interested to join the process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Agree	4	15.4	15.4	15.4
	Agree	7	26.9	26.9	42.3
	Less Agree	10	38.5	38.5	80.8
	Disagree	5	19.2	19.2	100.0
	Total	26	100.0	100.0	

Question 17. I feel get more interest in online learning

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Agree	2	7.7	7.7	7.7
	Agree	6	23.1	23.1	30.8
Valid	Less Agree	11	42.3	42.3	73.1
	Disagree	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Question 18. Online learning is more effective in improving my learning interest

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Agree	3	11.5	11.5	11.5
	Agree	5	19.2	19.2	30.8
Valid	Less Agree	13	50.0	50.0	80.8
	Disagree	5	19.2	19.2	100.0
	Total	26	100.0	100.0	

Question 19. Online learning can make me more understand about the material

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Agree	2	7.7	7.7	7.7
	Agree	4	15.4	15.4	23.1
Valid	Less Agree	12	46.2	46.2	69.2
	Disagree	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

Question 20. Online learning especially in online room make me more understand about the material that has been taught

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Agree	1	3.8	3.8	3.8
	Agree	3	11.5	11.5	15.4
Valid	Less Agree	14	53.8	53.8	69.2
	Disagree	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

Question 21. I feel comfort in online learning especially in the teacher arranges
the class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	9	34.6	34.6	34.6
	Less Agree	10	38.5	38.5	73.1
	Disagree	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Question 22. The arranging of class in online is more effective than offline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Agree	1	3.8	3.8	3.8
	Agree	8	30.8	30.8	34.6
	Less Agree	4	15.4	15.4	50.0
	Disagree	13	50.0	50.0	100.0
	Total	26	100.0	100.0	

Question 23. The learning material is easier if taught in online

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Agree	2	7.7	7.7	7.7
	Agree	4	15.4	15.4	23.1
Valid	Less Agree	8	30.8	30.8	53.8
	Disagree	12	46.2	46.2	100.0
	Total	26	100.0	100.0	

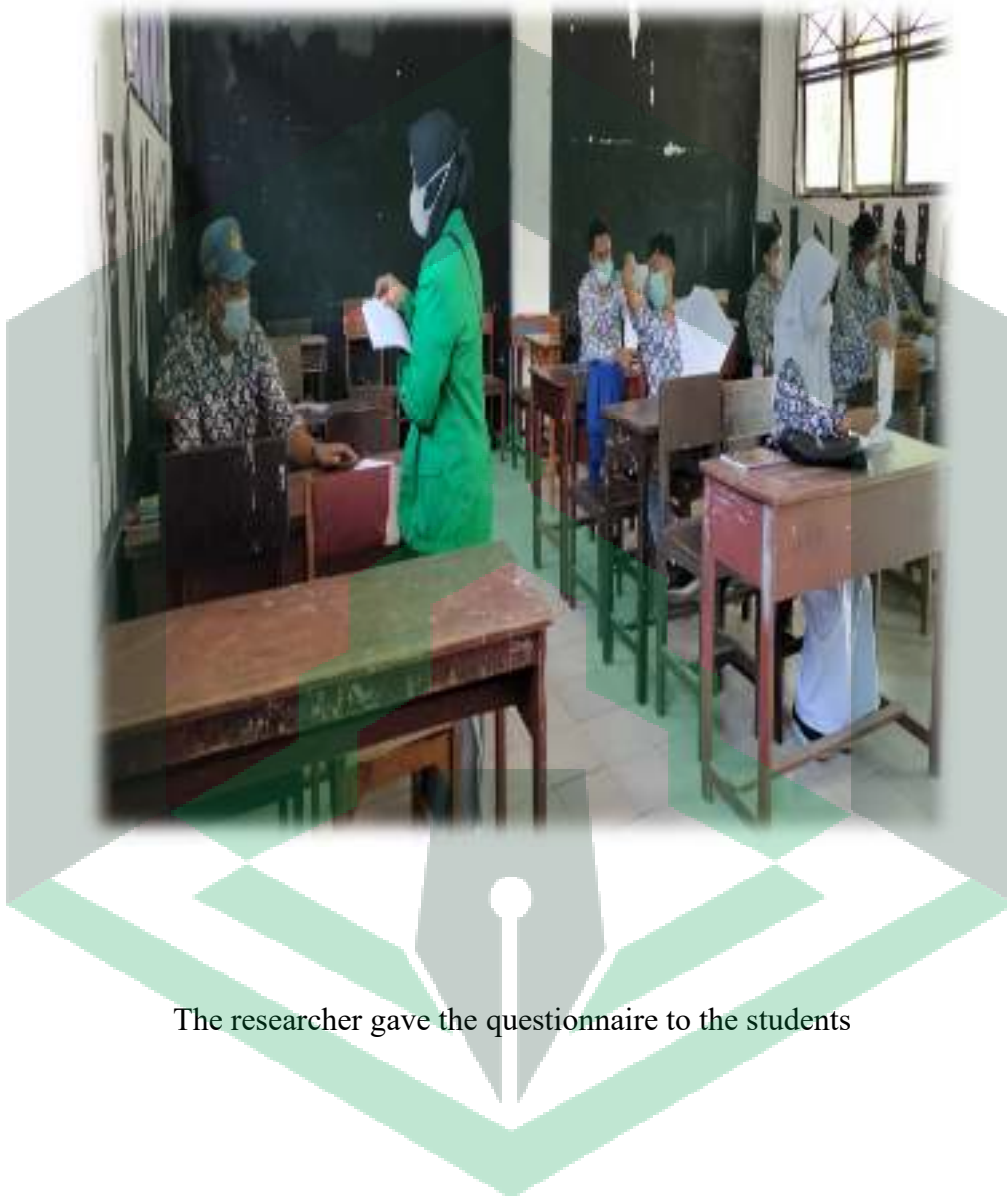
Question 24. The arranging of class in online make me more motivated in learning

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Agree	1	3.8	3.8	3.8
	Agree	3	11.5	11.5	15.4
Valid	Less Agree	13	50.0	50.0	65.4
	Disagree	9	34.6	34.6	100.0
	Total	26	100.0	100.0	

Question 25. My interest in learning is more improved by using classroom management by online that has been done by teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Agree	4	15.4	15.4	15.4
Agree	7	26.9	26.9	42.3
Valid Less Agree	7	26.9	26.9	69.2
Disagree	8	30.8	30.8	100.0
Total	26	100.0	100.0	

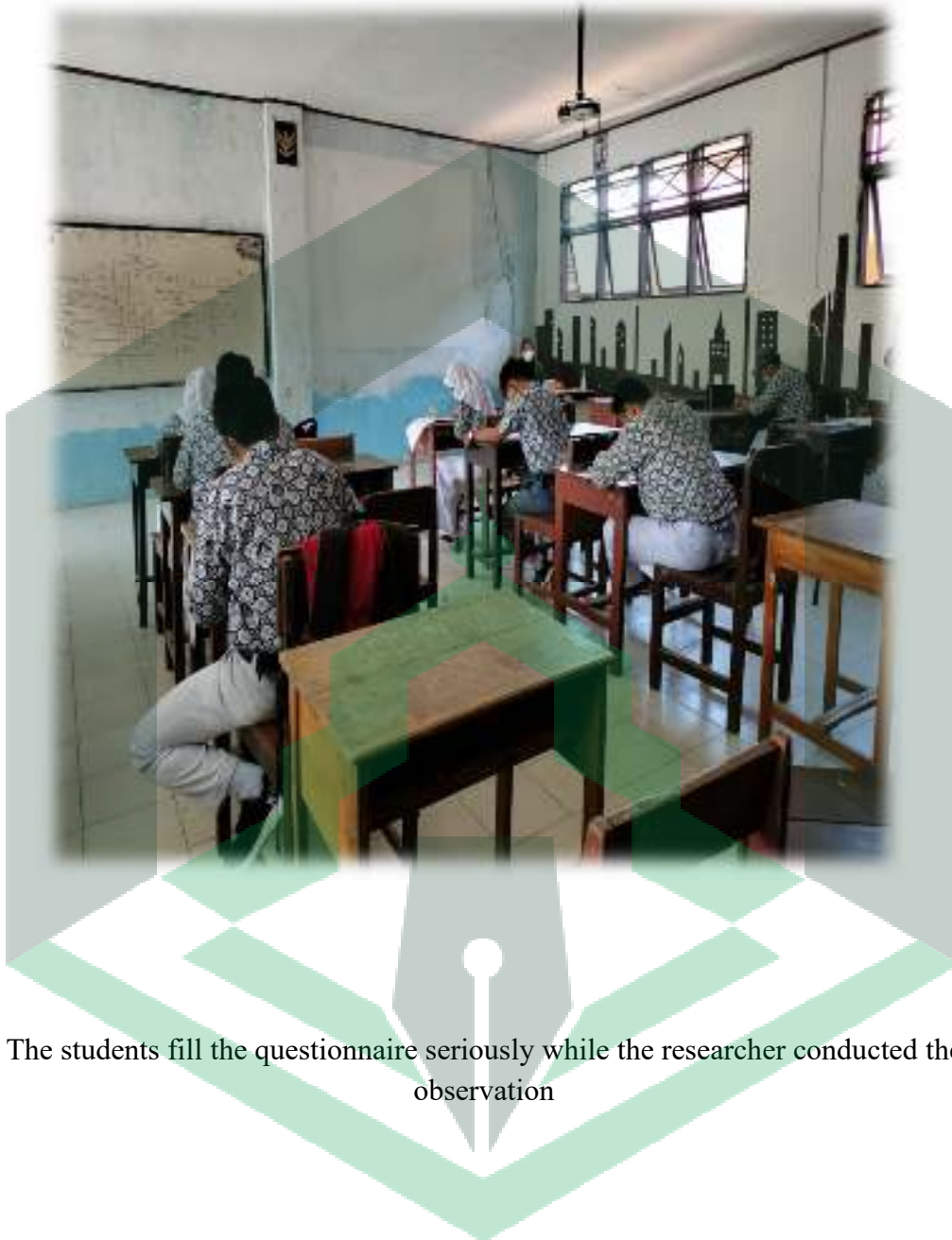


APPENDIXES

The researcher gave the questionnaire to the students



The researcher explained the content of the questionnaire while gave it to all students



The students fill the questionnaire seriously while the researcher conducted the observation



The researcher gave instruction before giving the questionnaire