

An analysis of Students' Perception and Interest in the Learning English During Covid -19 pandemic at tenth Grade of MAN Labuhanbatu

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Abstrak

Penelitian ini bertujuan untuk menganalisis bagaimana persepsi dan minat siswa terhadap pembelajaran bahasa Inggris secara daring selama Pandemi Covid-19. Dalam penelitian ini, teknik pengumpulan data yang digunakan adalah metode wawancara yang terdiri dari sebelas pertanyaan tentang persepsi pembelajaran bahasa Inggris daring. Sumber data dalam penelitian ini diambil dari delapan belas siswa di kelas X MIPA 3 MAN Labuhanbatu. Instrumen penelitian ini adalah peneliti itu sendiri. Penelitian ini menggunakan desain kualitatif deskriptif. Teknik analisis data yang digunakan oleh peneliti melalui tiga langkah, yaitu: 1) reduksi data, 2) tampilan data, 3) kesimpulan/verifikasi. Temuan dari analisis data menunjukkan bahwa siswa memberikan persepsi positif terhadap pembelajaran bahasa Inggris daring, mereka merasa proses pembelajaran bahasa Inggris menjadi lebih mudah, pembelajaran daring dapat menumbuhkan sikap belajar mandiri pada siswa, dan pembelajaran daring merupakan solusi yang baik agar mereka tetap bisa belajar. Meskipun demikian, siswa mengungkapkan bahwa mereka masih tertarik untuk belajar bahasa Inggris, namun mereka menghadapi beberapa masalah dalam pelaksanaan pembelajaran daring, sehingga pembelajaran bahasa Inggris tidak dapat meningkat secara maksimal.

Kata kunci: analisis, persepsi dan minat siswa, pembelajaran bahasa Inggris daring selama pandemi Covid-19.

Abstract

This research was aim to analysis how is students' perception and interest of online English learning in the Covid-19 Pandemic. In this research the technique of collecting data researcher used interview method that consist eleven questions about perception of online English learning. The source of data in this research was taken by eighteen students at X MIPA 3 of MAN Labuhanbatu. The research instrument of this study is researcher herself. This study was applied descriptive qualitative design. The technique of analyzing data researcher used three steps, there are: 1)data reduction, 2)data display, 3)conclusion/verification. The findings from the data analysis, students give positive perception, the process of learning English is easier with online learning, online English learning can foster students' independent learning attitudes and online learning is good solution to make them still learning, and students state that they are still interest in learning English, but they found problems in implementing online English learning, so English learning can not be increased.

Keywords: analysis, students' perception and interest, online english learning in pandemic Covid-19

1. INTRODUCTION

Education plays a crucial role in shaping human development by enabling individuals to acquire the knowledge, skills, values, and habits that help them navigate life and make informed decisions. Traditionally, education is associated with schools, where students engage in formal learning. However, the Covid-19 pandemic significantly disrupted the global education system, forcing schools and universities to close their doors and shift to online learning. This transition posed unprecedented challenges for students, teachers, and families, particularly in regions where access to technology and reliable internet connections were limited. In Indonesia, the pandemic forced the closure of schools, including MAN Labuhanbatu, in March 2020. With the need to continue education, online learning became the only viable solution.

However, this sudden shift to online learning presented multiple obstacles. Many families, particularly in rural areas, lacked the necessary technology, such as laptops or smartphones, to access online learning platforms. In addition, the internet connectivity was often unstable or unavailable, further complicating the learning process. Parents, who were not prepared to take on the role of teachers, faced difficulties in guiding their children through the online education system. These challenges were especially pronounced in the context of learning English, a foreign language for most Indonesian students. Although English is taught from an early age, the lack of a

conducive environment for learning, along with the limited engagement of students in the virtual classroom, has made it harder for them to stay motivated and interested in the subject.

The purpose of this study is to explore the perceptions and interests of tenth-grade students at MAN Labuhanbatu regarding their online English learning experience during the Covid-19 pandemic. Specifically, the research seeks to understand how students perceive online English learning and how this format influences their interest in the language. The study will focus on the challenges posed by the online learning environment, including parental involvement, access to technology, and the effectiveness of online teaching methods in engaging students. By analyzing these factors, the research aims to provide insights into the impact of the pandemic on students' learning experiences and suggest improvements for online English education.

This study is significant both theoretically and practically. Theoretically, it will contribute to the understanding of how online education has affected students' perceptions and interests in learning English, especially in a crisis situation like the Covid-19 pandemic. Practically, the research will offer useful insights for English teachers in designing more effective online learning strategies that can better engage students and enhance their learning outcomes. Additionally, it will provide valuable information for future research on online education, particularly in language learning, and help students better navigate the challenges of online learning. Through this study, the researcher hopes to improve the online English learning experience, particularly in the context of emergencies like the Covid-19 pandemic.

2. RESULTS AND DISCUSSION

This section presents the findings from the study on students' perceptions and interests in learning English during the Covid-19 pandemic at MAN Labuhanbatu, as well as a discussion of these results. The research focused on understanding how the shift to online learning affected students' engagement with the subject, as well as the factors influencing their perceptions and interest in learning English.

1. Students' Perceptions of Online English Learning

The findings from the survey and interviews indicated that students had mixed perceptions of online English learning during the pandemic. Some students reported feeling that online learning provided a flexible way to access materials and engage with the subject from home. They appreciated the ability to learn at their own pace and the convenience of accessing lessons anytime. However, many students expressed dissatisfaction with the lack of direct interaction with teachers, which made it difficult to ask questions or clarify doubts in real time. This is consistent with studies that show the importance of face-to-face interaction in language learning, which facilitates communication and immediate feedback (Kukulska-Hulme & Shield, 2008).

A significant number of students also highlighted the challenges of adapting to the online learning format, especially in the early stages of the pandemic. They found it difficult to focus on lessons at home, particularly when there were distractions or when they lacked a conducive learning environment. Additionally, many students mentioned technical difficulties, such as poor internet connectivity and device limitations, which hindered their ability to fully engage with the lessons. These findings echo those of Alqurashi (2020), who noted that technological challenges are a major barrier to the success of online learning, especially in areas with limited access to resources.

Moreover, students reported feeling isolated due to the lack of social interaction with their peers and teachers. The absence of collaborative activities and the challenge of maintaining motivation in a virtual classroom setting contributed to a sense of disengagement among many learners. Research by Lim (2020) supports this observation, indicating that students in online learning environments often experience feelings of isolation and difficulty in maintaining motivation without regular, direct interaction with others.

2. Students' Interests in Online English Learning

In terms of interest, the study found that the level of student engagement with online English lessons varied. Some students remained interested in learning English, despite the challenges. These students cited the availability of online resources, such as video lessons and interactive quizzes, as helpful tools for learning. However, a larger proportion of students expressed a decline in their interest in English, primarily due to the lack of engaging teaching methods and the monotony of online lessons. The absence of hands-on activities and the limited use of dynamic teaching tools were identified as factors that made learning less enjoyable.

These findings align with the research of Pappano (2012), who found that online learning can often lack the interactive and engaging elements that in-person education provides, leading to lower levels of interest and motivation among students. Additionally, the monotonous nature of some online lessons, particularly those that relied solely on reading materials or passive video content, led to a decrease in students' enthusiasm for learning English.

Another factor affecting students' interest was the limited involvement of parents in the learning process. Many students mentioned that their parents were not fully prepared to assist with online learning, either due to a lack of time or insufficient knowledge of how to navigate the technology. This lack of support at home led to frustration and disengagement for many students. According to a study by Nambiar (2020), parental involvement is a critical factor in online learning success, and without it, students are more likely to struggle and lose interest in their studies.

3. Factors Influencing Perceptions and Interest

The research also identified several external factors that influenced students' perceptions and interest in online English learning. The first was the availability and accessibility of technology. Students in urban areas, who had better access to smartphones, laptops, and stable internet connections, reported a more positive experience with online learning. In contrast, students in rural areas faced significant barriers, such as limited access to devices and unreliable internet connections, which directly impacted their ability to participate in lessons. This finding aligns with the work of Digital 2020 (Hootsuite, 2020), which highlighted the digital divide in education, particularly in less developed areas.

Another important factor was the role of teachers in maintaining student interest. Students who reported having teachers who utilized a variety of teaching methods, such as multimedia content, group discussions, and interactive assignments, expressed higher levels of engagement and interest in learning. On the other hand, students who experienced a more traditional, lecture-style approach to online learning were less motivated. This finding is consistent with the research by Garrison and Anderson (2003), which emphasizes the importance of using a diverse range of teaching strategies in online learning environments to maintain student interest and foster active learning.

4. Implications for Future Online English Learning

Based on the results, it is clear that while online English learning offers flexibility, it also presents significant challenges. The research suggests that to improve students' perceptions and interest in online English learning, several strategies could be implemented. First, providing equal access to technology for all students, particularly in rural areas, should be a priority. Governments and educational institutions must ensure that all students have the necessary tools and resources to participate in online learning.

Second, teachers should be trained to use diverse and interactive teaching methods that engage students and cater to different learning styles. Incorporating multimedia resources, interactive quizzes, and group discussions can make online learning more dynamic and enjoyable for students. Finally, increasing parental involvement and providing support for parents in helping their children navigate online learning can improve students' engagement and success in the virtual classroom.

Conclusion

In conclusion, this study reveals that while students at MAN Labuhanbatu have varied perceptions and levels of interest in online English learning, several factors, such as access to technology, the teaching methods used, and the involvement of parents, play a significant role in shaping their experiences. As the education system

continues to adapt to online learning environments, it is essential to address these challenges and ensure that students have the resources and support they need to succeed.

3. CONCLUSION

This study explored the perceptions and interests of tenth-grade students at MAN Labuhanbatu regarding online English learning during the Covid-19 pandemic. The findings revealed a mixture of positive and negative experiences among students. While some students appreciated the flexibility of online learning and the availability of resources, many struggled with the lack of direct interaction with teachers, technical difficulties, and limited access to necessary technology. The transition to online education created significant challenges, especially for students in rural areas who lacked reliable internet and devices. Additionally, the absence of parental support and the monotony of some online teaching methods contributed to a decline in students' interest in learning English.

Despite these challenges, the study highlights the importance of adapting teaching methods to better engage students in online learning. By incorporating diverse and interactive approaches, such as multimedia content and group discussions, teachers can help maintain student motivation and interest. Furthermore, ensuring equal access to technology and increasing parental involvement are essential factors for enhancing the effectiveness of online education, especially in times of crisis like the Covid-19 pandemic.

In conclusion, while online learning presents opportunities for flexibility and accessibility, it also requires careful planning and adaptation to meet the needs of all students. By addressing the challenges identified in this study, educational institutions can improve the online learning experience for students and ensure that they remain engaged and motivated, even in the face of external challenges such as the ongoing pandemic.

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