The Students' Attentiveness in Learning English

Through Pandemic at Nizamia Andalusia Primary School

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Abstract

In 2020 many schools in Indonesia were mandatory to stay at home and shift the face-to-face activities into the online practices. This precaution is to prevent the spread of covid -19. Schools in East Jakarta were one of the examples. Teachers and students had to adapt to online classes. As online classes were predominantly new for teachers in East Jakarta. The sample was carried out using a proportionate sampling method. The number of samples in this study was 160 students. Data were collected used a questionnaire and intensified by interviews. This research is descriptive research with a quantitative approach. Some of the applications used by students and teachers during online learning are WhatsApp, Telegram, Google Classroom, and Zoom. Interest in learning is one of the essential things in the smooth learning process, both face to face and online. External and internal factors also influence students' interest in learning English online. This study indicates that students' interest in learning English online is in the medium category, with the average value of each indicator being: feeling pleasure was 2,966, Students engagement was 2,978, and students involvement was 3,056. The overall average is 3,000 or is in the intermediate category.

The online teaching has designated in many educational settings since 2020. Those practices were reinforced by Indonesian covid-19 government for more than a year. Many cities had closed the schools to minimize the spread of covid-19 (Abidah et al., 2020). This inevitably brought huge impacts on the learning activities of Indonesian students. Mailizar et al (2020) reported that more than 45 million Indonesian students relied heavily on online teaching and learning in the pandemic time. In March 2020, the online teaching practices began and they are still being implemented up to the time when this article is written. This also made teachers and students had to adapt to the new teaching and learning practices as the usual offline classes were shifted to online ones.

The change in the teaching and learning process from face-to-face to online learning suddenly causes the teaching and learning process not to run optimally. This can cause several problems during the learning process, including students experiencing boredom because they cannot meet their friends, lack of student motivation, and difficulty understanding learning, which impacts interest in learning or student learning outcomes. Student interest is an important thing that must be considered during the learning process.

According to Ricardo & Meilani (2017), interest in learning is a sense of liking or also being interested in something and learning activities without anyone asking to learn it. Interest in learning makes students pay attention, listen, and participate in the learning process happily because students follow their conscience, and there is no compulsion to learn. Two factors influence interest in learning: internal and external factors. Internal factors include intelligence, learning

strategies, motivation, and so on. While external factors such as learning facilities, how to teach teachers, feedback systems, and so on (Anitah, 2007).

METHOD

The population of this research was grade III academic years 2020/2021. It consists of 160 students. The sample of this research was taken using proportional random sampling technique. Proportionate sampling is chosen so that each selected sample can represent the results of the population. Also, Sugiyono (2009) explains proportional random sampling as a sampling technique where all members have the same opportunity to be sampled according to their proportions, large or small population. The researcher used the Slovin formula to determine the sample.

The appliances in this research were questionnaire and interview. The main elements restrained in this research interested in learning English online. The questionnaire was adjusted from Sarahutu (2020) and Subiakto (2020). The instrument measurement scale uses a stratified scale model (Likert scale) with four complementary answers: very agree, agree, disagree, and very disagree. The interest in learning English online questionnaire in this study consisted of 4 indicators with 19 statements. Data collection through this questionnaire was conveyed online using Google Form to the class III students who were selected as samples. The second instrument was an interview. The interview comprised of several questions to find out more in-depth information about how students' experience in learning English using online learning was during the covid-19 Pandemic. The interviews in this study supported the questionnaire by asking several students about their perceptions of learning English using online learning. This interview was conducted online. Interviews were also conducted with English teachers at the school to see their point of view on their students' interest in learning English using online learning. After scrutinizing the data from the questionnaire, the authors assembled interview questions for students and teachers.

RESULT AND DISCUSS **Research Finding**
1. Questionnaire
a. **Feeling Pleasure**

Five items were enquired to the respondent to find out their feeling about online learning. Item number one asked, "The Covid-19 outbreak has not reduced my desire to take part in online English learning" 123 out of 160 agreed that online learning did not lessen their desire to take part in learning. The second item asked, "I am still keen about participating in English learning activities during the covid-19 pandemic" 126 out of 160 agreed that they were devotedly participating in English learning activities during the covid-19 pandemic. The third item asked, "Having online learning makes me feel safe from the covid-19 pandemic" 99 out of 160 agreed, and 50 of 160 very approved that online learning could save them from the spread of the corona virus. The fourth item asked, "I like to take part in online English learning" 101 out of 160 agreed that they like to take part in English learning online. The fifth item asked, "The assignments given by the teacher assisted me understand the lesson even though it was online" 92 out of 160 agreed that assignments given by the teacher helped them to understand the lesson. The data will be portrayed in the following table:

No o	Indicstor	No Item	VA Fi		A Fi		DA Fi		1T)A Fi		N		Scar Tot a 1	Mean
		1	19	11..87 5	123	76. S 7 5	IS	11.2 5	O	o	16 O	IO o	4S1	3.0062 5
		2	22	13.75	126	7 S. 7 5	11	6.S7 5	1	0.62 5	16 O	IO o	439	3.0562 5
1	reeling pleasure	3	50	31.25	99	61.S7 5	11	6.S7 5	o	O	16 O	IO o	519	3.2437 5
		4	17	10.62 5	IOI	63.12 5	42	26.2 5	o	O	16 O	io o	455	2.8437 5
		5	11	6.875	92	57.5	52	32.5	5	3.12 5	16 O	IO o	429	2.6S12 5
	Average		2.3. S	14.3:7	108.	67.62	26. S	16.7 5	1.	0.75	16 O	IO o	474. 6	**2.9662** 5

b. **Students' Engagement**

The researcher combines two indicators (engage and attention) into students' engagement in this indicator. There are 10 item statements in this indicator. Item number one asked, "I really pay attention to the explanation of the material presented by the English Teacher" 121 respondents out of 160 asked agreed that online learning does not reduce their attention in paying attention to the explanation given by the teacher. The second item asked, "I always do the assignments given seriously even though I do not go to face-to-face school" 116 out of 160 students agreed that they do the assignments seriously while learning English online. The third item asked, "I prefer to study online than face-to-face learning" 87 out of 160 students disagreed prefer online learning than face-to-face learning. The fourth item asked," The teacher provides easy-to-understand material so that I have no difficulty while studying online" 109 out of 160 students agreed that material given by the teacher helped students understand the lesson easily. The fifth item asked, "When having trouble doing assignments, I will ask friends to explain via

WA" 123 out of 160 students agreed that they do not just stay silent when they have trouble doing the assignments. The sixth item asked, "When experiencing difficulties in understanding the learning material, I will try to ask friends or teachers via WA" 121 out of 160 agreed that they do not stay silent when they do not understand the lesson. The seventh item asked, "When I have difficulty understanding the lesson, I will look for information from books or information from the internet" 100 out of 120 students agreed they have the initiative to seek understanding from the other source. The eighth item asked, "The learning method given by the English teacher during the covid-19 pandemic kept me motivated to learn even though it was done online" 119 out of 160 agreed that the teacher kept them motivated while learning English online. The ninth item asked, "I read some books or information on the internet to increase my knowledge of the material"124 out of 160 agreed that other sources increased their knowledge about the lesson. The tenth item asked, "I take notes on the English lesson material delivered by the teacher" 132 out of 160 students agreed they engaged in understanding the lesson given by the teacher. The data of the second indicator will be described in the following table:

z	IVt	VA	A	DA		SDA		N	▪Vo	S»r total	Vfeam
Student'		fib			fib		fib				
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7	31	19.3 V5	116	72.5	13	8.125	O	O	16O	IOo	49S	3.1125
S	9	5.625	47	29.375	87	54.375	17	10.625	16O	IOo	368	2.3
9	7	4.375	109	6 S .125	39	24.375	5	3.125	16O	IOo	439	2.74375
io	22	13.75	123	76.S75	15	9.37 5	O	O	16O	IOo	4 86	3.0375
11	32	20	121	75.625	7	4.375	O	O	16O	IOo	505	3.15625
12	55	34.375	IOO	62.5	5	3.125	o	O	16O	IOo	530	3.3125
13	16	IO	119	74.375	20	12.5	5	3.125	16O	IOo	466	2.912 5
14	17	10.625	124	77.5	19	11.875	O	O	16O	IOo	478	2.9 875
15	22	13.75	132	82.5	6	3.7 5	O	O	16O	IOo	496	3.1
Average		15	111.	69.5	1	13.812	7	1.6B7	16O	IOO	4 76.	2.97812

Students Involvement
The last indicator of interest in learning is student involvement. There are four statements in this indicator; the first item asked, "Every day I always make time to study" 125 out of 160 agreed that they take the time to study. The second item asked, "I follow the lesson according to schedule even during the covid-19 outbreak "111 out of 160 students agreed that they follow the lesson schedule. The third item asked, "During online learning, I always try to answer the questions the teacher asks properly and correctly "124 out of 160 agreed that they actively participate in answering questions in the class. The fourth item asked, "I always collect assignments on time even during the covid-19 outbreak" 115 out of 160 agreed that they collect the assignments on time. The data of the second indicator will be described in the following table:

		No item	VA		A		DA		VDA		n	/€>	Total acore	
			fi	o/ /o	fi	O/ /*	fl	/«	fi	/«				
3	Students' involvement	16	13	S. 125	125	7S.125	21	13.125	0	0	160	100	471	2.94375
		17	40	25	111	69.315	9	5.625	0	0	160	100	511	3.19375
		IS	29	IS.125	124	77.5	7	4.375	0	0	160	100	502	3.1375
		19	20	12.5	115	71.S75	22	13.75	3	1.S75	160	100	472	2.95
	Average		IS5	15.95 75	113.75	74.218 75	14.75	J.21S 75	0.75	0,463 75	160	100	m	3.056 25

Discussion

The all aspect of life has been affected by COVID-19 Pandemic including education. As a result, the teaching and learning process like face-to- face has turned into online learning. Online learning refers to learning and other supportive resources available through a computer (Carliner, 2004). Interest in learning is an important thing that needs to be considered, especially when there is a change in learning due to this Pandemic. Interest in learning is a sense of interest in a thing or activity without anyone telling. There are two factors that influence interest in learning: internal and external factors.

Based on the data that has been obtained, the learning process at Nizamia Andalusia Primary School during the covid-19 Pandemic was carried out online using the WhatsApp, Edmodo, Google Classroom, and Zoom applications. The implementation of online learning for Nizamia Andalusia Primary School students is new due to the covid-19 Pandemic. In this study, the indicators in measuring interest in learning are feelings of pleasure, engagement (interest & attention), and student involvement during learning (Djamarah, 1994).

The first indicator to resolve students' interest in learning English online is feeling pleasure. From the data obtained in the first indicator, it can be seen that students are quite happy while learning online. According to Ahmad Susanto (2016), interest is defined as a preference, fondness, or pleasure for something. Interest in learning makes it easier for students to follow the learning process because it is their own desire. Interest has a momentous inspiration on student learning because attentiveness can cause a sense of pleasure in everything chosen (Selfiana, 2018).

This shows that students are not lazy, and online learning can be a learning option because it is proven from the questionnaire results show an average of 2.84 or are in the medium category on the statement item I like to participate in online English learning. In addition, students feel that the WhatsApp application is an application that is easy to use in the implementation of this online learning. Barhoumi (2015) stated that WhatsApp is a free application that is easy to use.

The second indicator is student engagement (engage and attention). Someone who has a relevance in a particular object will automatically pay attention to that object. Based on the analysis that has been done, it can be seen that the average student interest is in the medium category. Although some participants chose to disagree, the results showed a advantageous perception of the overall mean. The results of this study, students showed an attitude of attention when the teacher explained the lesson. In addition, students also try to ask questions when they do not understand the lesson. Student interest is examined based on students' encouragement or interest in a thing or learning activity, namely the use of free time due to the pandemic and students' preparation for accepting online learning (Subiakto, 2020).

According to Yunitasari & Hanifah (2020), the role of the teacher is crucial to foster student interest in learning, one of which is by teaching fun and providing constructive motivation.

Some students stated that even though they were interested in learning English online, they still prefer on face-to-face learning, seen from the significant number of respondents who disagreed on the eighth statement item. They think they can carry out the discussion directly if face to face.

The third indicator, students involvement, can be seen from student activities to stay involved and enthusiastic about learning English even though they are online. Students try to take the time to learn, actively answer questions from the teacher, and collect assignments given by the teacher. In line with Andriani & Rasto (2019) a state of mind of acceptance in learning preparing exercises, both for his learning arrangement and his activity to demand this real effort in learning, is referred to as interest in learning. Furthermore, Rachim (2020), online learning can provide positive value to students when students who tend to be introverted and shy become active in class. Students can be better prepared and more confident to be involved in the learning process through online learning. However, some students still do not submit assignments on time for the collection of assignments.

CONCLUSION

From the data and analysis that has been done, it can be concluded that the student's attentiveness in learning English at Nizamia Andalusia Primary School is quite good. Students feel happy and also safe from the transmission of the Covid-19 outbreak when studying online. External and internal factors also influence students' interest in learning English online. Interest in learning is one of the essential things in the smooth learning process, both face to face and online. Therefore, it is necessary to foster student interest in learning. Although the data shows that students' interest in learning English online is in the sufficient enough category, there are still shortcomings in this online learning process. Inadequate facilities such as internet network access which is less stable, and also the price of internet quota, which is still considered quite expensive for some students. There needs to be guidance and supervision from teachers and parents to optimally the online learning process.

Educators can also increase students' interest in learning by making lessons more exciting and using interesting media. There are three points that can be concluded; First, the feeling of pleasure for students at Nizamia Andalusia Primary School to learn English online is in the medium category. Second, student engagement of Nizamia Andalusia Primary School students is in the medium category. Third, the remaining students' involvement of Nizamia Andalusia Primary School is in the medium category. So that the overall interest in learning English for Nizamia Andalusia Primary School students is in the medium category.

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