

enthusiasm

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STUDENTS' ENTHUSIASM IN LEARNING IN THE COVID-19 OUTBREAK

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Abstract

The purpose of this study is to determine student excitement for studying English during the Covid-19 outbreak, as well as how teachers encourage student enthusiasm for learning English throughout the outbreak. A qualitative research design was adopted in this study. The subjects of this study are students of class XI in MAN 1 Model Bengkulu class XI-A, totaling 30 students. The study's findings revealed that pupils in class XI MAN 1 Model Bengkulu are enthusiastic about learning English. Based on observations and interviews with students from MAN 1 Model Bengkulu class XI. As indicated by the reduction in the English value of class XI MAN 1 Model Bengkulu pupils during the Covid-19 outbreak, the findings show that most students have a low level of excitement when studying. The observation checklist and interview were used to observe the activities of students and teachers in the English class. To analyze the data, the researcher was apply (1) data reduction; (2) data display; and (3) drawing and verifying conclusion teachers use various strategies so that the enthusiasm of students in learning English during the Covid-19 outbreak continues to increase, namely by using interesting learning videos and giving quizzes to students.

Keywords: *Student Enthusiasm, Learning English, Covid-19 Outbreak.*

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INTRODUCTION

If students are enthusiastic about learning English, it can be said that they are successful. This is a powerful source of motivation for learning and will result in student participation in teaching and learning activities. Students enjoy learning new things, such as English. Enthusiasm has a positive power to influence student learning outcomes (Patrick et al., 2000). So, it will make a difference to others, especially to face life's challenges.

Since the World Health Organization (WHO) situation report on the COVID-19 outbreak worldwide since the dangerous virus was first identified in Wuhan, South China in November 2019. The virus then spread rapidly throughout the world. This situation has an impact on various sectors, including education. This shows a change in students' enthusiasm for learning English. Students become less enthusiastic because of the boring way of learning because there is no face-to-face learning and the lack of interaction between teachers and students during learning.

When students are enthusiastic about learning, it was be able to improve students' academic achievement in learning English, because the failure of student academic achievement is an important case that needs attention. Thus, enthusiasm is a factor that becomes a willingness that affects students' academic achievement in learning English. This factor seems to be very important in influencing the achievement of learning English as a result of the positive factors. In conclusion, the enthusiasm factor is important. In addition, some students at MAN 1 Model Bengkulu have less enthusiasm for learning English.

The researcher found a problem, namely the lack of enthusiasm for students to learn English during the Covid-19 period. The researcher chose MAN 1 Bengkulu Model as the object of research because of the lack of student interest in learning English during the Covid-19 pandemic which resulted in a decrease in the English value of MAN 1 Bengkulu Model students.

Enthusiasm in Learning English

The effects of students' enthusiasm on students' motivation, namely that students' model or imitate the energy and commitment of an enthusiastic instructor, thereby increasing their enthusiasm for study outside the classroom (Borong & Pd, n.d.) "Students have fun learning new things like English. Enthusiasm has a positive power to influence student learning outcomes (Patrick et al., 2000).

Enthusiasm towards learning activity uses a theory of need because the learning activity and learning achievement is a need of every student. This theory was cited by (Borong & Pd, n.d.) that there are 20 points about need: 1) Abasement, 2) Achievement, 3) Affiliation, 4) Aggression, 5) Autonomy, 6) Counteraction, 7) Dependence, 8) Deference, 9) Dominance, 10) Exhibition, 11) Harmavoidance, 12) Infavoidance, 13) Nurturance, 14) Order, 15) Play, 16) Rejection, 17) Sentience, 18) Sex, 19) Succorance, and 20) Understanding. According to that Theory by Murray, to connect the student's enthusiasm and learning activity, the writer believes that both variables exist because of the theory of need that is an achievement. Murray (1997, p.138) also states that it is related to a good achievement of learning, solving a problem, and doing the assignment as fast as possible and as well as possible. All these things exist because of enthusiasm for learning (Yusriyah, 2020).

Student's Enthusiasm Towards Learning English

The enthusiasm above from the explanation above is related to the cognitive process in the chance of behavior as the result of interaction, learning, and experiencing with the environment. The meaning of learning can be understood as the process of obtaining, getting, adopting, or adjusting which happens to all human beings in their whole lives and occurs progressively to get the optimal results (Troy Frenley et al., 2020). (Yusriyah, 2020) states that effective and constructive learning activity is not only about cognitive process, but also it involves feeling and emotion, so here learning enthusiasm is essential for the students.

As people know learning English need a huge enthusiasm from the student, because English contains five elements (listening, reading, speaking, structure, and writing) that should be mastered, beyond there is a lot of vocabulary that should be memorized to make the learners can arrange the sentence with the English grammar and directly say the sentence they want to say (Singh et al., 2020). Without enthusiasm, those elements cannot stand become one. Therefore, the result will not be perfectly obtained by the learners and the input can be applied in their daily lives or their real life.

The COVID-19 Pandemic

It was thought as a solution to break the COVID-19 pandemic chain, this is as UNESCO move to support countries in their efforts to mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning (UNESCO, 2020).

The Indonesian government took necessary actions to closely observe World Health Organization (WHO) situation report on the COVID-19 outbreak around the world since the dangerous virus was firstly identified in Wuhan, South China in November 2019(König, 2021). The virus then rapidly spread throughout the globe. Four days after WHO confirmed COVID-19 as the pandemic, on March 15, 2020, President JokoWidodo implement some policies to achieve social distancing in the society. He urged the public to work, study, and conduct religious practices from home.

RESEARCH METHOD

The researcher employed a qualitative method in this study. A qualitative method is a research that focuses on the *quality* of a particular activity that investigates the quality of relationships, activities, situations, or materials (Dull & Reinhardt, 2014). Mackey and Gass (2005) briefly defined, the term qualitative research as can be taken to refer to research that is based on descriptive data that does not make use of statistical procedures (Singh et al., 2020). The purposes of qualitative research are; *Rich description*:

The subjects of this study are students of class XI in MAN 1 Model Bengkulu class XI-A, totaling 30 students. Students can become research subjects because they are facing learning English during the Covid-19 outbreak. To collected data, the researcher created an observation checklist to equip himself in obtaining data. The observation checklist was used to observe the activities of students and teachers in the English class. To get more in-depth information, the researchers used interviews. In this case, the researcher uses an in-depth interview model. An in-depth interview is a personal interview process between the respondent and the researcher In analyzing the data, the researcher applied the data analysis stages proposed by Miles and

Huberman who proposes three stages of data analysis, namely: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion (Dull & Reinhardt, 2014).

FINDINGS AND DISCUSSION

Class Interactive

The interactive class is the first characteristic of students' passion for learning English in class XI MAN 1 Model Bengkulu. From the first to the final observation, students' excitement for learning English is low, because online learning makes the subject provided by the teacher less understandable. Students who participated in the learning process did not pay attention to the material delivered by the teacher in many early observations. Only a few students appear to be motivated and eager to pay attention to the topic right from the start. While some kids appear to be less interested in learning English.

Students Constantly to Answer Questions

The second feature of class XI students at MAN 1 Model Bengkulu's excitement for learning English is that they always respond to queries. This is demonstrated by students in class XI MAN 1 Bengkulu Model who are less engaged in answering the instructor's questions and who appear concerned when the teacher asks questions about topics that they do not comprehend. Because the teacher simply explained the content through e-learning, none of the pupils continued to answer questions during this observation.

Students Pay Attention During Learning

The enthusiasm of students in learning English at MAN 1 Model Bengkulu takes various forms. Material, students listen during the discussion from the teacher. From the first to the last observation above, it appears that the student's lack of enthusiasm in learning English, in this study, this study saw that students in the process of learning English were less enthusiastic in improving their way of learning. Students who do not understand the material being taught are just silent and look sleepy. Some students also ask friends about material that has not been understood through private chat on WhatsApp. Another way to improve the way students learn is when they talk to the teacher training students to answer in chat rooms in-class observation.

Preview The Lesson

Effective previews and lessons usually come from students' enthusiasm in learning English in class. Researchers see the process of students in the classroom. From the first to the last observation, it turns out that many students are less enthusiastic in learning English, there are only a few students who answer questions from the teacher in group chats, google classroom, or during video meetings. From observations in learning English, the researcher found out the enthusiasm of students to see the lesson. The enthusiasm of students in learning English makes students' grades decrease.

Eleventh grades students' enthusiasm in learning English at MAN 1 Model Bengkulu

Then from the results of interviews and observations above, it can be seen that the enthusiasm of class XI MAN 1 Bengkulu Model students in dealing with the Covid-19 outbreak has decreased in enthusiasm and enthusiasm for learning which causes changes in-class interaction. Signals and quotas are problems that many students experience in online learning. This is in line with the opinion of the famous historian Arnold Toynbee quoted in (Mahler et al., 2018), "Apathy can only be overcome by enthusiasm, and enthusiasm can only be aroused by two things; first, and ideals that sweep the imagination, and second, a clear and clear plan to put those ideas into practice. "Students love to learn new things like English. Enthusiasm has a positive power to influence student learning outcomes (Patrick et al., 2000). This was also conveyed by the teacher in the interview process that the researcher did. The teacher has tried as much as possible so that English learning takes place optimally.

Yusriyah (2020) found that enthusiasm and learning have a relationship. This means that enthusiasm greatly affects student learning. Therefore, student enthusiasm greatly affects student learning achievement, especially in English. Learning achievement is needed by students who are supported by their enthusiasm (König, 2021). In every online learning that takes place, students are expected to pay attention to the material explained by the teacher in the learning process, students are also expected to increase the value of learning English through online learning that uses various learning media used by a teacher who teaches. but in this case, students also admit that sometimes they feel less enthusiastic about the existing learning.

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Strategies of English Teachers in Increasing Student Enthusiasm in Class MAN 1 Model Bengkulu

The teacher explained that the learning media used during online learning was e-learning which had been provided by the school, but there were still shortcomings in the e-learning, namely frequent interruptions. So the teacher set a strategy by involving several online learning media. The media are Google Classroom, WhatsApp Groups, YouTube, and Zoom. Those media become the teacher's strategy in distributing learning materials or videos for students.

In this case, the teacher used online learning strategies, the teacher often distributes learning videos or YouTube videos to students, which can also increase enthusiasm for learning English in this Covid-19 outbreak. This was also conveyed by the student's enthusiasm for learning English when the teacher shared learning videos that they thought were interesting to learn and made the learning process not monotonous. This is in line with the opinion of Arnold Toynbee who stated that enthusiasm paralyzes fear, worry, and overcomes apathy. According to the famous historian Arnold Toynbee quoted in (Padma & Sukanesh, 2011), "Apathy can only be overcome by enthusiasm, and enthusiasm can only be aroused by two things; first, and ideals that sweep the imagination, and second, a clear and clear plan to put those ideas into practice." In addition, in online learning, a teacher as a facilitator can still maintain learning motivation and encourage students to remain creative in accessing as many sources of knowledge as possible, sharpening insight, and ultimately shaping students into lifelong learners, and not using the pandemic as an excuse not too eager to learn. Students love to learn new things like English. Enthusiasm has a positive power to influence student learning outcomes (Patrick et al., 2000). Giving motivation is important in the learning process. This signifies a form of respect and a sign of teacher affection given to students to achieve the desired learning objectives. Another obstacle faced by teachers in online learning. This is an obstacle in motivating students to stay enthusiastic about learning during the pandemic.

From the description of the obstacles to online learning above, teachers and students experience problems in online learning. In the new paradigm, teachers should be able to become facilitators for their students. (Mahler et al., 2018) also states that it is related to good learning achievement, solving a problem, and doing assignments as quickly and as well as possible. All of that exists because of the spirit of learning (Mahler et al., 2018). The new paradigm is still being implemented even though it is less effective due to the Covid-19 pandemic that has hit the world of education, but that does not mean the education system should be dismissed in a new (modern) paradigm. The existence of a new paradigm is a solution that is very relevant to current conditions and remains in harmony where the role of the teacher for students should be considered because when students study from home, students will not pay attention to online learning fully (Donald Samuel Slamet Santosa, 2018).

From all the results of observations and interviews that the researcher has done, the researcher can be concluded that students' enthusiasm during the covid-19 period is low due to obstacles faced by students such as signal interference or quota constraints but these can be overcome by the teacher by using online learning strategies that fully involve teacher and students. student. The teacher can share learning materials that can be accessed by students through existing learning media. This method is continuous learning and all students are expected to be safe. During the learning process, participants are accompanied by an online teacher. this can be emulated by other teachers because it can increase student enthusiasm in learning during the Covid-19 outbreak.

CONCLUSION

The process of learning English during the Covid-19 period took place online, which resulted in the lack of enthusiasm of students in learning English during Covid-19 period, making students less active in learning English, this is evident from the decline in students' scores during online learning. Constraints experienced by students and teachers in online learning are limited network and internet quotas, e-learning which is often problematic, as well as the lack of student activity. So that online learning does not run smoothly. The efforts of English teachers to overcome existing problems are to continue to innovate to create interactive learning, provide learning media that attract students' enthusiasm such as learning through videos, YouTube, blogs, and not infrequently teachers also give quizzes that students can use to improve students' grades, so that students are more motivated in learning English in the Covid-19 outbreak.

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