CHAPTER I

INTRODUCTION

In this chapter, researcher discusses several issues related to this research. These include background of the research, research problem, significant of the research, objectives of the research, the scope and limitation of the research and definitions of key terms.

A. Background of the Research

The situation in Indonesia is currently experiencing a bad condition due to a virus originating from Wuhan, China called Covid-19. (WHO, 2020) states that this virus is contagious and causes death. This virus attacks respiratory infections such as coughs and colds but is more deadly. Based on data (World Meter, 2020) cases of the corona virus or Covid 19 stated that 2,176,744 patients were exposed to this virus and several died so that this virus outbreak was called the world Covid-19 pandemic.

As a result of the pandemic Covid-19, the government issued a policy of new rules to stop the spread of Covid-19 is to implement physical distancing the public or provide distance from other people as far as one meter and avoid crowds, meetings that lead to contact and hustle (Covid-19 2020). In addition, the government implements a home activates only such as working at home or Working from Home (WFH) and all activities related to gatherings or meetings are eliminated and replaced with online media. (Kemendikbud, 2020) published a Circular on

Online Learning and Working from Home in Order Preventing the spread Covid-19.

In this condition, all teachers or educators are required to replace learning using E-learning or Remote Learning Mode or through online media. Various platforms are used to conduct teaching so they need to be supported by good learning facilities and the use of information technology Rusman (2019). All students are required to use communication tools such as mobile phones wisely to support the learning process. Face-to-face Remote Learning Mode through applications is the most beneficial thing to determine the spread of Covid-19 and maintain mental health, safety of teachers and students from exposure to the Jamaluddin, et al (2020).

In a pandemic situation of the Covid-19, Remote Learning Mode is regulated through a Ministry of Education and Culture Circular on the Implementation of Education during a pandemic. The Covid-19 emergency has a policy to use Remote Learning Mode. Providing a meaningful learning experience, not being burdened in completing all curricular for graduation, learning is focused on developing life skills, namely about the Covid-19 pandemic and different learning assignments between students, following their talents and interests as well as their respective circumstances including assessing gaps home learning facilities (Kemendikbud; 2020), then what about the students? Are they interested in Remote Learning Mode?.

Based on the questions above, it raises the opinion that the government only focuses on the curriculum, media, and teachers as well as on the course of learning but does not pay attention to the perspectives and interests of students. We know that learning is a process of student interaction with educators, learning resources in which there are teachers and students who exchange information. According to Smith (1962: 260) learning is the acquisition of new behavior or strengthening old behaviors as a result of the experience. David (1996: 86) states that learning, as a process where students / humans change, and a behavior as a result of experience. Experience can be obtained from learning because students get knowledge and skills from it, it can be concluded that learning is the acquisition of new behaviors that occur as a result of relatively permanent changes and experiences or practices of organisms. In other words, understanding learning is a process to help students learn from experience well and as an advantage of the learning process so that understanding is embedded in student behavior.

Interest is the feeling of paying more attention to something and wanting to know more about something. Actually, interest is also influenced by student experience. Izard (2001: 274) provides an overview of interest that is influenced by experience, namely at the level of experience, interest is a feeling of being involved, trapped, fascinated, and curious. There is a feeling of wanting to investigate, engage, or expand by including new information and having new experiences with people or

objects that have stimulated that interest. In intense attraction, the person feels more excited. Enthusiasm that ensures a connection between interest, cognitive or motor activity, even when relatively immobile ones are attracted or out, then have a twisted feeling and he feels "alive and active" to enthusiasm.

On the other hand, the interest has an important role in learning. If the subject does not match the student's interest, the student will not be enthusiastic about studying the subject. Thus, interest can be a cause of activity and as an attempt to follow in activities. Actually, students' interest in learning English varies depending on their backgrounds. Students with high interest have a tendency to be more confident and have a strong motivation in the learning process to catch up. Students with a higher interest began to be more active in the teaching and learning process. They try hard to seize every opportunity during the teaching and learning process. In addition, they enjoy spending all their time studying subjects they are interested in.

In addition, in the technological era and the Covid-19 pandemic phenomenon, the government has forced the government to implement home study rules. This rule becomes a challenge how teachers can maintain students' interest in learning English. The only home study rule is Remote Learning Mode. According to Clay (1999), This Remote Learning mode is known as formal education with the teacher and student versions being in different places in the sense that they are not in the same

room. This learning requires an interactive telecommunications system to connect the two and the various resources needed in it. RLM has become a rapidly growing area of research and practice in the last two decades after the first online classes were launched in 1994 levy, a rapid development occurred towards the adoption of a Distance Learning Mode. Research on RLM emerged in the 90's with a series of studies investigating emerging technologies, Dede (1996). In Indonesia, RLM will be applied when students and teachers cannot meet face to face in class due to unexpected obstacles. This has been experienced by the people of Indonesia today and even the world, namely in the era of the COVID19 pandemic which resulted in the application of Remote Learning Mode (RLM).

Based on previous research, the research findings show that most students of the Muhammadiyah University of Makassar give a good perception of Hasnidar's online learning (2020). They improve their learning by distance learning and gain new experiences about the new media that teachers apply in online learning media. Meanwhile, some students gave the perception that online learning had problems in bad networks, the quality of the student's cellphones and the capacity of the applications used in online learning. The second research from Asriati (2017: 12) shows the results of data from second grade students of SMA Negeri 1 Bontomarannu have a high interest in learning English through classroom management so this method is very useful for the process of learning English. Based on the previous research above, researcher tried to

examine variables, levels, and objects that had never been studied before. In this study, researchers conducted survey research to determine students' interest in learning English in the pandemic era. Therefore, the researcher formulated a study entitled: The Students' Interest in Learning English through Remote Learning Mode (Survey Study at SMPN 1 Ngunut Academic Year 2020/2021)

B. Research Problem

Based on the statements above, the researcher proposes the following question:

a. How is the level of student's interest in learning English through Remote Learning Mode?

b. What kind of remote learning mode application are students interested in?

C. Objectives of the Research

With respect to the research questions above, the objectives of this study are to:

1. Find out the level of the students interest in Learning English through Remote Learning Mode.

2. Find out the student's interest of Remote Learning Mode application types.

D. Significance of the Research

The results of this study are expected to contribute in the learning of English, especially in the Interest in Learning English. It is intended to benefit both teachers of English and other researchers.

1. For English teachers, the results of this study can be used as a good idea to find new ways of learning English that many students enjoy.

2. For other researchers, the results of this study can be the basis for conducting various further researches.

E. Scope and Limitation of the Research

In this study, researchers looked at the scope of students' interest in learning English. Then the limitation of this research is analyzing interest in learning English through Remote Learning Mode (RLM).

F. Definition of Key Terms

In this section there is an explanation of the titles mentioned in the previous item. The title is Students' Interest in Learning English through Distance Learning Mode. The definitions of the key terms are as follows:

1. **Interest in learning English**

Interest means individual emotional, which creates a certain desire in the individual to know something, expression of wanting to learn or know something new. The care that is felt has been shown and expressed.

2. **Remote Learning Mode (RLM)**

Remote Learning Mode (RLM) is a formal education where teachers and students are located in different places, thus requiring a telecommunication system that supports the creation of new virtual spaces. RLM is commonly referred to as online / online learning.