

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the data, findings, and discussion of the research. The data is divided into two table points that explain the average value and percentage of data about the level of student interest and student interest in the type of Remote Learning Mode application.

A. Findings

In this part, the data collected from 71 students and scored the questionnaire by percentage analyzing.

1. The level of students interest in learning English through Remote Learning Mode

The finding of students' interest in learning English through Remote Learning Mode based on the analysis of data that obtained from questionnaire was categorized as Very High.

Diagram 4.1 I like to learn English through Remote Learning Mode

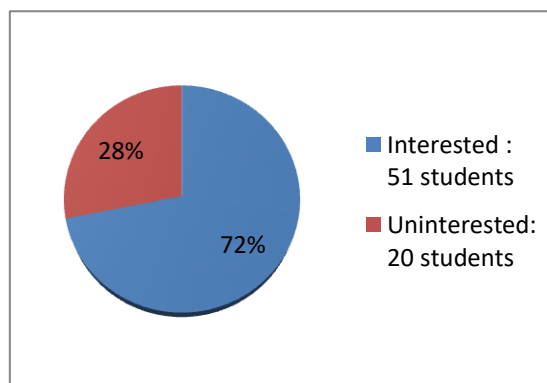


Diagram 4.1 above indicates that 50 of 71 students are interested to learn English through remote learning mode and 20 students are uninterested. It can be said that they are interested in learning English through Remote learning mode.

Diagram 4.2 I always doing my English assignments through Remote Learning Mode by my self

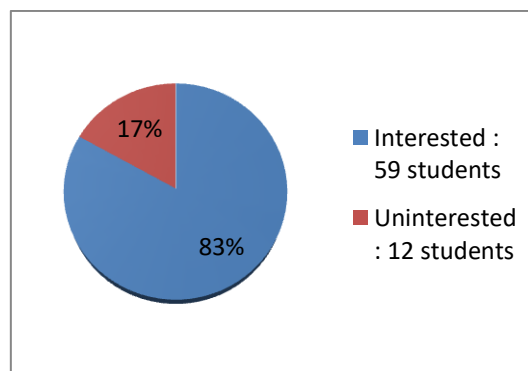


Diagram 4.2 above indicates that 59 of 71 students are interested to do English assignments through RLM and 12 students are uninterested. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.3 I always try to be active in learning English through Remote Learning Mode

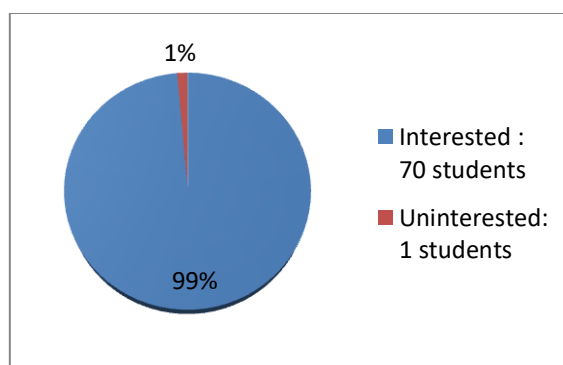


Diagram 4.3 above indicates that 70 of 71 students always active in learning English through RLM and they are interested then 1 student is uninterested. It can be said that they are interested in learning English through Remote Learning Mode.

Table 4.4 I always feel happy when learning English through Remote Learning Mode

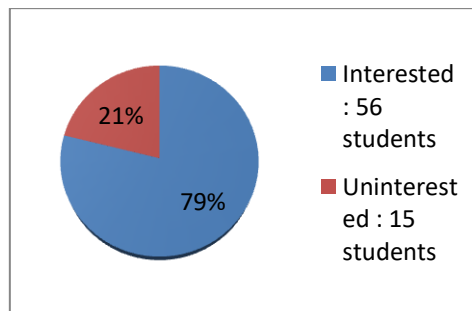


Diagram 4.4 above indicates that 56 of 71 students are happy and interested in learning English through Remote Learning Mode than 15 students are uninterested. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.5 I feel awesome when I can follow well the English learning through Remote Learning Mode

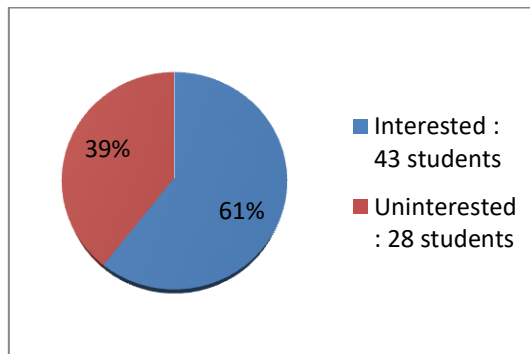


Diagram 4.5 above indicates that 53 of 71 students are interested and 28 students are uninterested. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.6 I concentrate in learning English through Remote Learning Mode

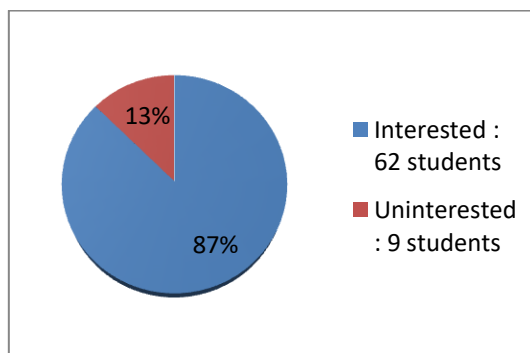


Diagram 4.6 above indicates that 62 of 71 students are concentrate in learning English through Remote Learning Mode than 9 students do not concentrate. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.7 I always feel excited in learning English through Remote

Learning Mode

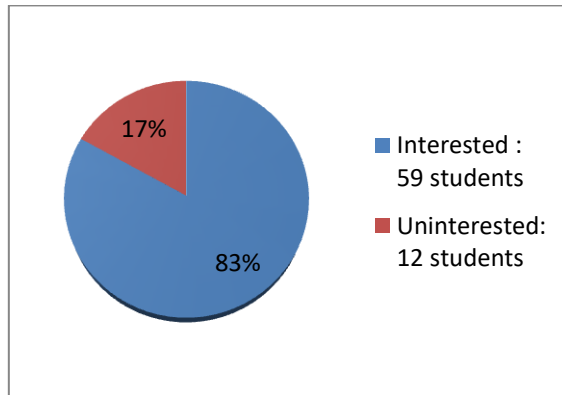


Diagram 4.7 above indicates that 59 of 71 students feel excited in learning English through Remote Learning Mode and 12 students are not excited. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.8 I always participate in learning English activities through

Remote Learning Mode

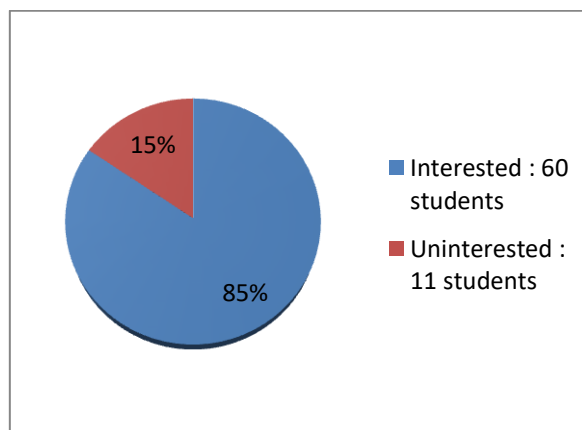


Diagram 4.8 above indicates that 60 of 71 students always participate in learning English activities through Remote Learning Mode. Then 11 students are uninterested to do learning English activities through Remote Learning Mode. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.9 I enjoy learning English using Remote Learning Mode

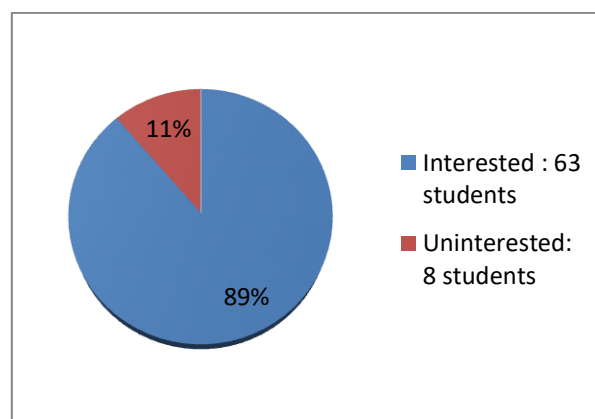


Diagram 4.9 above indicates that 63 of 71 students enjoy learning English using Remote Learning Mode and 8 students are not enjoying. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.10 I understand the delivery of English learning materials through Remote Learning Mode

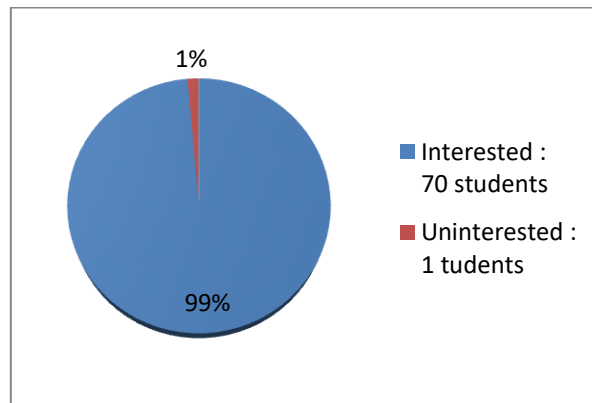


Diagram 4.10 above indicates that 70 of 71 students understand the delivery of English learning materials through Remote Learning Mode. Then 1 student is not understood. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.11 I have a goal to quickly complete the virtual task given

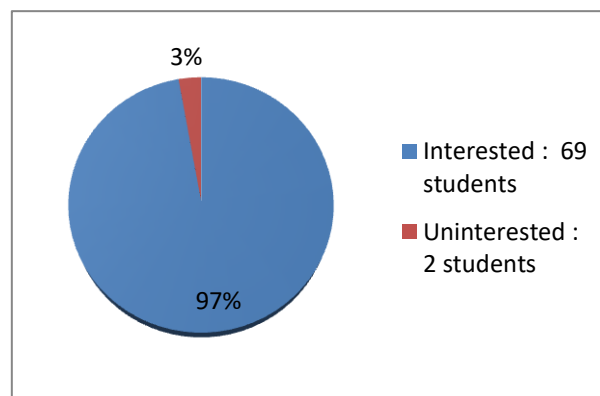


Diagram 4.11 above indicates that 69 of 71 students have a goal to quickly complete the virtual task given. Then 2 students have not a goal. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.12 I feel that learning English through Remote Learning

Mode is very important in the current era of the COVID situation

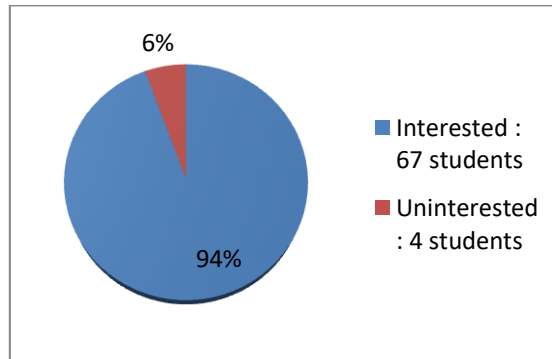


Diagram 4.12 above indicates that 67 of 71 students feel that learning English through Remote Learning Mode is very important in the current era of the COVID situation. Then 4 students don't feel like that. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.13 I always motivate to get serious in English lessons via Remote Learning Mode

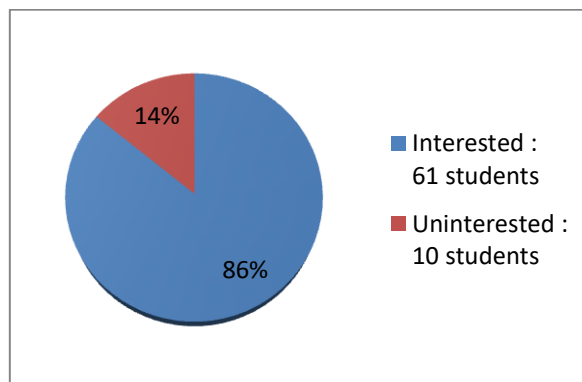


Diagram 4.13 above indicates that 61 of 71 students always motivate to get serious in English lessons via Remote Learning Mode. Then 10 students are not motivated. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.14 I often pay attention to the teacher explanations during Remote Learning Mode

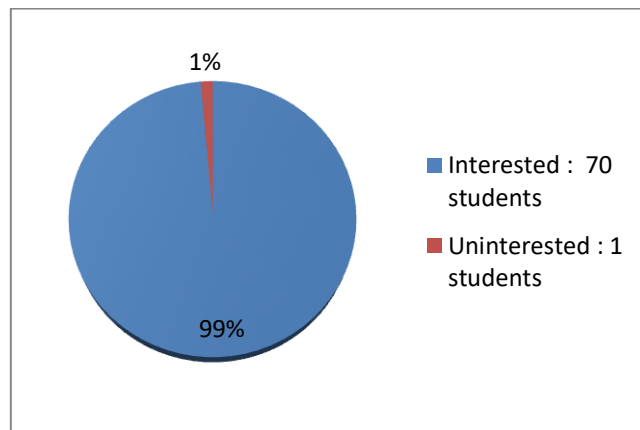


Diagram 4.14 above indicates that 70 of 71 students are often pay attention to the teacher explanations during Remote Learning Mode. Then 3 students are not pay attention to the teacher explanation. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.15 I've always wanted perfect scores in learning English via Remote Learning Mode

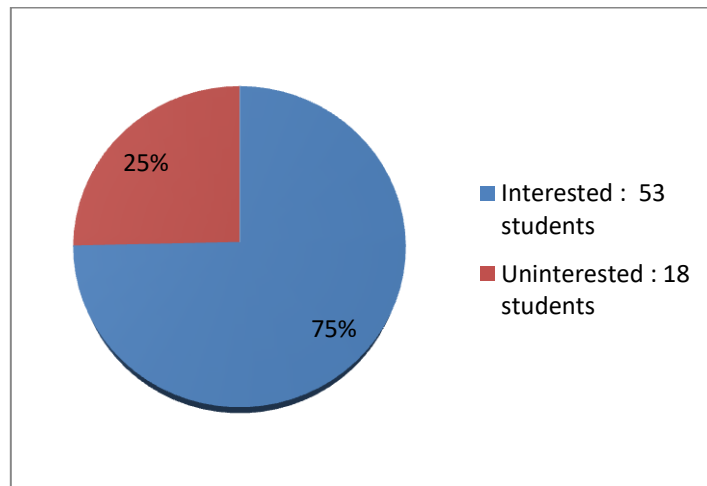


Diagram 4.15 above indicates that 53 of 71 students always wanted perfect scores in learning English via Remote Learning Mode. . Then 18 students do not want perfect score. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.16 I always can't wait to start learning English through Remote Learning Mode

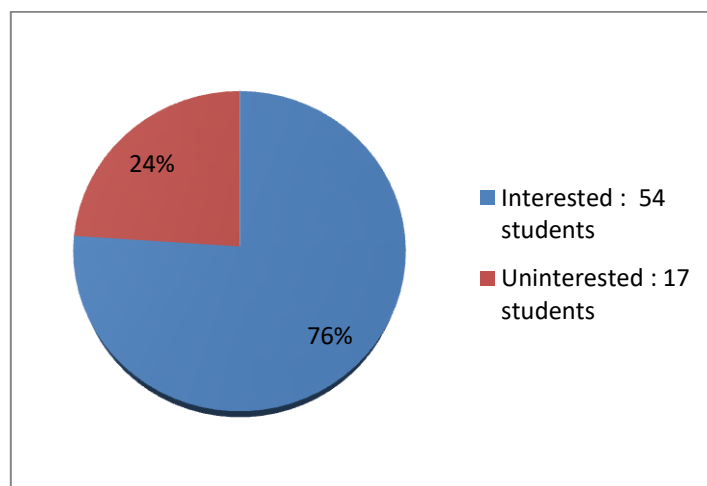


Diagram 4.16 above indicates that 54 of 71 students always can't wait to start learning English through Remote Learning Mode than 28 students do not care about it. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.17 Remote Learning Mode is an easy learning system tools

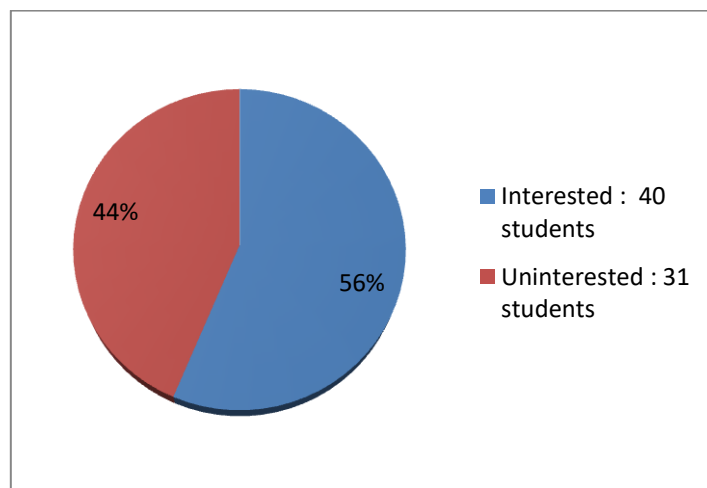


Diagram 4.17 above indicates 40 of 71 students feel that Remote Learning Mode is an easy learning system tools. Then 31 students do not feel like that. It can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.18 The English learning system through Remote Learning Mode is a cool and contemporary learning system

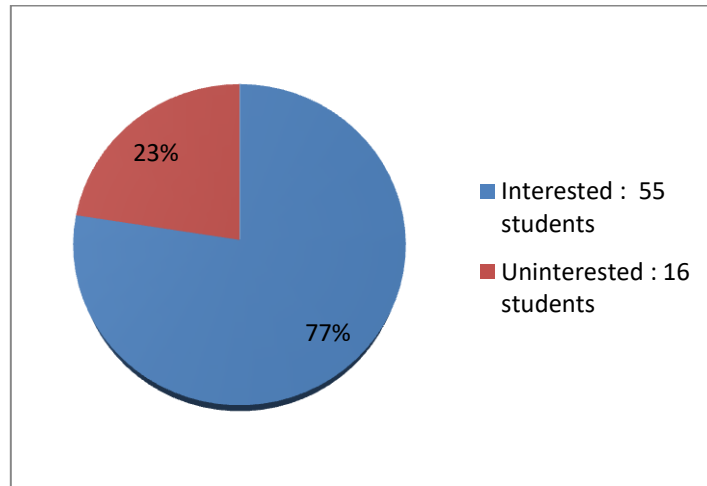


Diagram 4.18 above indicates that 55 of 71 students think the English learning system through Remote Learning Mode is a cool and contemporary learning system. Then 16 students do not think it. So it can be said that they are interested in learning English through Remote Learning Mode.

Diagram 4.19 The English learning system through Remote Learning Mode make me easier to complete English assignments

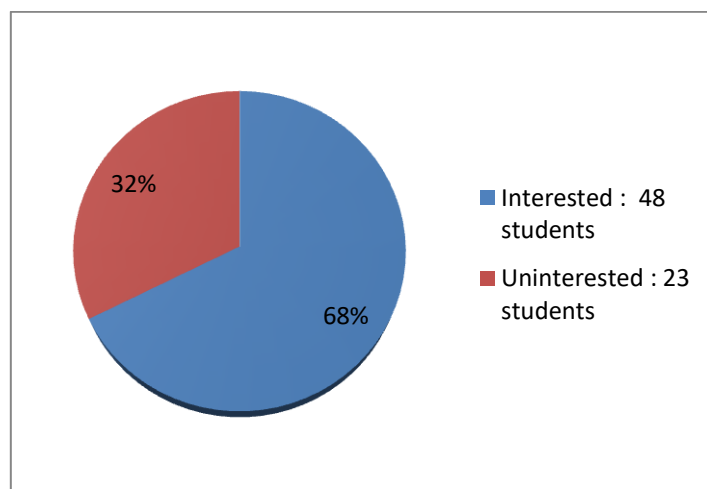


Diagram 4.19 above indicates that 48 of 71 students are easier in complete English assignment through Remote Learning Mode. Then 23 students do not feel easy in complete English assignments through Remote Learning Mode. It can be said that they are interested in learning English through Remote Learning Mode

2. The kind of Remote Learning Mode application are students interested in

The finding of students' interest in learning English through Remote Learning Mode based on the analysis of data that obtained from questionnaire was categorized as Very High.

Diagram 4.20 The kind of Remote Learning Mode application are students interested in

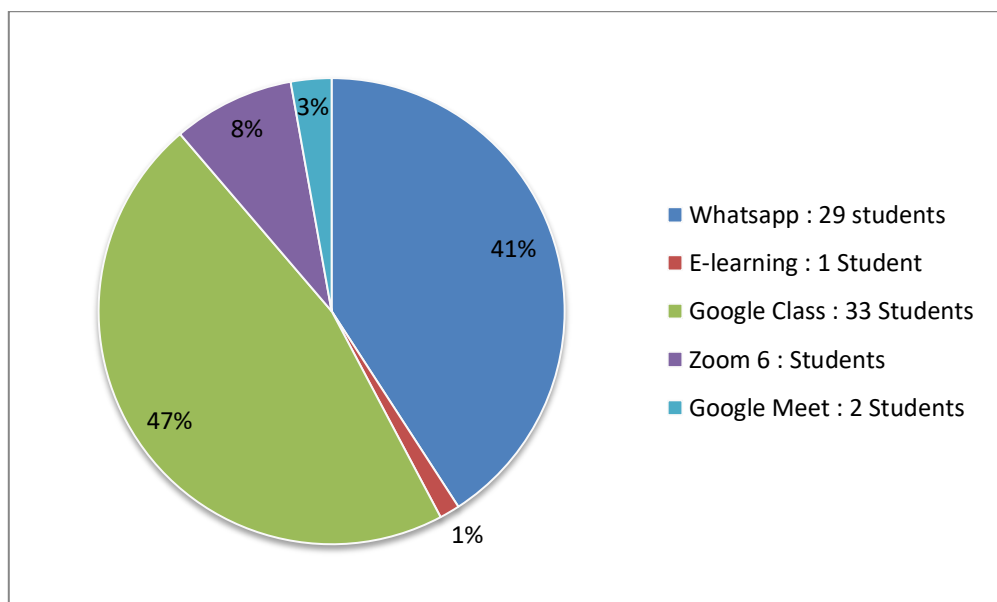


Diagram 4.20 above indicates that 33 of 71 students are interested and chosen Google class, 29 students choosing Whatsapp, 6 students chosen Zoom, 2 students

chosen Google Meet and 1 student chosen E-learning. It can be said that most students interested in learning English using Google class application through Remote Learning Mode.

Table.4.1 Classifications of students interest level in learning English through Remote Learning Mode

NO	Items	Score	Mean	Percent %	Category
1.	I like to learn English through Remote Learning Mode	88	1.71	72	Very High
2.	I always doing my English assignments trough Remote Learning Mode by my self	88	1.83	83	Very High
3.	I always try to be active in learning English through Remote Learning Mode	98	1.98	99	Very High
4.	I always feel happy when learning English through Remote Learning Mode	90	1.78	79	Very High
5.	I feel awesome when I can follow well the English learning through Remote Learning Mode	80	1.60	61	High
6.	I concentrate in learning English through Remote Learning Mode	89	1.87	87	Very High
7.	I always feel excited in learning English through Remote Learning Mode	89	1.83	83	Very High

8.	I always participate in learning English activities through Remote Learning Mode	91	1.84	85	Very High
9.	I enjoy learning English using Remote Learning Mode	90	1.88	89	Very High
10.	I understand the delivery of English learning materials through Remote Learning Mode	98	1.98	99	Very High
11.	I have a goal to quickly complete the virtual task given	96	1.97	97	Very High
12.	I feel that learning English through Remote Learning Mode is very important in the current era of the COVID situation	97	1.94	94	Very High
13.	I'm always motivated to get serious in English lessons via Remote Learning Mode	88	1.85	86	Very High
14.	I often pay attention to the teacher explanations during Remote Learning Mode	97	1.98	99	Very High
15.	I've always wanted perfect scores in learning English via Remote Learning Mode	95	1.74	75	High
16.	I always can't wait to start learning English through Remote Learning Mode	87	1.76	76	Very High
17.	Remote Learning Mode is	80	1.56	56	High

	an easy learning system tools				
18.	The English learning system through Remote Learning Mode is a cool and contemporary learning system	85	1.77	77	Very High
19.	The English learning system through Remote Learning Mode make me easier to complete English assignments	83	1.67	68	High
Total		1709	89.95	82.36	Very High

Based on the data above, the researcher found two findings. The first finding showed that the student interest in learning English through remote learning mode is very high. It can be proven by the percentage of students' interest level as 82.36%. It is said to be high according to the rate scale percentage from (Sugiyono, 2014: 20) that the scale 76-100 is very high. From that percentage, students who have the characteristics of high interest will state that they like learning English through RLM, they are also always active and do English assignments. Students also enjoy and understand the lessons delivered, students also have a goal to complete a given virtual task, students feel that RLM learning is very important in the Covid-19 Situation era. Students are always motivated to be serious in learning, students always pay attention to the teacher's explanations, students always want to get a perfect score, and students are also always impatient to start learning.

The second finding showed the kind of Remote Learning Mode application is students interested in learning English is showed tendency on Google Classroom as evidenced by 47%. Then WhatsApp, Zoom, E Learning, and the last Google meet. The interest of student SMPN 1 Ngunut students in this application is motivated by the habits of teachers at this school who use the Google classroom application as a learning tool for RLM, so this is an effect in students' interest of applications types in learning English because the student is used to it.

B. Discussion

Based on the findings of the characteristics of students who are interested in learning English above, it shows that there are types of interest and aspects of interest. The statement of liking for learning is a form of expressed interest theory and doing the tasks is a form of manifested interest theory. (Dewa Ketut Sukardi, 1989: 63) said Expressed interest is the individual expresses his interest in direct words then Manifested interest is the individual proves his interest through certain activities. Then, students who have enjoyment, needs, motivation, attention, desire show an aspect of interest in them. (Lester and Alice 1996:79) state enjoyment is a feeling of pleasure in getting something or doing something before, based on this theory, researchers found that students had a positive response in receiving learning, namely, they understood every lesson delivered. Based on (Oxford Dictionary 2008:293) the need is necessary that must be completed. It's mean the researcher's findings state the same, namely, they need goals to complete

their tasks, especially in this pandemic era RLM is very important to support learning English. In addition, motivation is very influential in the aspect of interest (Jeremy Harmer, 1991) stated motivation is a kind of internal impulse that drives a person to achieve something. The results showed that the students always want a perfect score in learning English through RLM. According to (Sujanto Agus 1994:198) attention is perception or understanding that results from the concentration of the soul with certain activities. This theory is the same as the researcher's findings, namely that many students really pay attention to the lessons delivered by the teacher. The last aspect that affects students in learning English is Desire, according to (Oxford Dictionary 2008:121) Desire is a strong request to do something or have something. This is evidenced by the findings of researchers; many students are impatient to start lessons when via RLM.

In the learning process, students also pay attention to the RLM method and available applications. Students of SMPN 1 Ngunut are more interested in the Google Classroom application as a means of the learning process than WhatsApp, Zoom, E-learning, and Google Meet. This interest is motivated by the teacher's habit of delivering learning through Google Classroom at school. Apparently not only that, the use of this application as a learning tool is also supported by various advantages and benefits for students and teachers, namely from the features and functions offered, starting from its use which can be used for free, educators can create their own classes and schedules and adding students to the online class is enough to share the code listed, and students can also be absent online like studying in a real class.

The positive response of this student's interest is the same as the previous study. Based on Asriati (2017) entitled "Student Interest in Learning English through Classroom Management" showed that second year students at SMA Negeri 1 Bontomarannu have a high interest in learning English through classroom management. But it is not in accordance with the negative response from Nur Saroh (2019). It can be seen and known through the responses of students when learning English is taking place and interviews with several students in class X, many students feel tired and bored while learning English.

Based on the data overall discussion above, it can be concluded that the majority of students have a positive interest in learning English through remote learning mode. Regarding the average of the students' interest in learning English through Remote, Learning Mode is categorized as very high. Then majority of student's in SMPN 1 Ngunut were interested using Google class room as the remote learning mode application.