

**THE ANALYSIS OF STUDENTS' ENTHUSIASM IN LEARNING ENGLISH  
AFTER THE COVID-19 PANDEMIC AT THE ELEVENTH GRADE  
STUDENTS SMAN 1 JALANCAGAK ACADEMIC YEAR 2021/2022**

**Muhammad Ali Alfaridzi**  
**Program Studi Pendidikan Bahasa Inggris**  
**Fakultas Keguruan dan Ilmu Pendidikan**  
**Universitas Subang**  
aliciaputri374@gmail.com

**Abstract**

The Covid-19 pandemic has affected various aspects. At least, with the role of technology it is still possible to do online learning. English, as one of the most widely spoken languages and thus being the most studied in many countries, is automatically one of the most important languages to learn. With the pandemic that reduces social interaction and the quality of direct communication. The students' enthusiasm in learning English decreases because learning is no longer fun and attractive. In fact, at SMAN 1 Jalancagak which is the place where the researcher conducted observations. The researcher found a lot of students' behavior which showed how unenthusiastic they were in learning English. They issue various excuses to the teacher while teaching to avoid English lesson. Therefore, researchers are interested in analyzing the phenomenon of student enthusiasm after the pandemic at SMAN 1 Jalancagak. So this research is called "Analysis of Student's Enthusiasm in Learning English after the COVID-19 Pandemic at the Eleventh grade Students of SMAN 1 Jalancagak Academic Year 2021/2022". Researchers in this study used a qualitative research design. Researchers used several instruments to support this research, including: Observations, interviews, and recordings. With this research, the researcher hopes that the results of this study can become data and references that can be used as discussion material for other researchers and teachers about how to maintain the enthusiasm of students.

**Keywords: Analysis, Enthusiasm, Learning English**

**INTRODUCTION**

The Covid-19 pandemic has affected various aspects. It's not only the effect that makes economic movement and social interaction sluggish. This pandemic, although it doesn't stop completely because of the role of technology, also still makes the Education world slowed.

At least, with the role of technology it is still possible to do online learning. Education does not have to stop moving. However, with the loss of contact and direct social interaction between students and students or students to teachers. The students' sense of learning, motivation and enthusiasm for learning are eroded. It is even called the Loss Learning Generation.

English, as one of the most widely spoken languages and thus being the most studied in many countries, is automatically one of the most important languages to learn. The importance

of learning English will not be obtained if students do not have motivation based on enthusiasm for learning English.

Nasution (1993: 08) state that learning English is the psychology conditions for someone to do something. Moreover, Sardiman (2007: 75) said that learning motivation is a non-intellectual factor. Its distinctive role is in terms of growing passion, feeling happy and enthusiastic about learning, so that it produces good results in learning outcomes. Without enthusiasm, learning motivation will not be formed.

With the pandemic that reduces social interaction and the quality of direct communication. The feeling of discomfort and boredom is experienced by teachers, especially those who do not understand technology. The impact on the students is that their enthusiasm in learning English decreases because learning is no longer fun and attractive.

In fact, at SMAN 1 Jalancagak which is the place where the researcher conducted observations. The researcher found a lot of students' behavior which showed how unenthusiastic they were in learning English. They issue various excuses to the teacher while teaching to avoid English lesson.

Most students prefer not to turn on video while studying. The reason is because they cannot escape their routine at home, are constrained by signal levels, or are simply not interested in learning. These things are a clear sign that the students' enthusiasm for learning is very low and these attitudes are carried over to the transition from online to offline class.

The transition from online to offline again is not an easy thing. Many students find it difficult to concentrate while studying. So they find it difficult to understand the material presented by the teacher. Teachers also have difficulty providing an understanding of teaching materials because students are not used to learning with direct interaction so that interactive learning does not occur. The students are still stuck with their boredom which clearly assumes that the learning process is just an absence of compulsory and uninteresting class.

Indicators of student learning enthusiasm according to Khosiyati (2010) conclude that the characteristic or indicators of students' enthusiasm in learning are:

1. Students carefully listen to the teacher's explanation during the learning process.
2. Students are eager to answer the teacher's questions.
3. Students are eager to ask questions for subject matter that is not yet clear.
4. Students are eager to take notes on important things as material for studying at home.
5. Students are eager to tell their ideas related to the lesson.
6. Students are enthusiastic about doing the assignments from the teacher.

7. Students are excited to work with friends.
8. Students are active in learning.
9. Students are serious in doing formative tests.
10. Students have a strong sense of self-confidence in learning.

With the explanation of the indicators above, it is clear that students' enthusiasm for learning, especially in learning English, is not only about motivation. In fact, student learning activity is only one example of an indicator of student enthusiasm for learning. Therefore, researchers are interested in analyzing the phenomenon of student enthusiasm after the pandemic at SMAN 1 Jalancagak. So this research is called "Analysis of Student's Enthusiasm in Learning English after the COVID-19 Pandemic at the Eleventh grade Students of SMAN 1 Jalancagak".

## **REVIEW OF RELATED LITERATURE**

Enthusiasm is very important in the process of learning English because it determines how quickly and how much learning can be absorbed by students. This is the reason why so many scientists and researchers devote so much attention to research enthusiasm. As already explained, extensive research on learning enthusiasm has contributed to the many ways to teach students to be enthusiastic. However, few studies have examined the psychological mechanisms or processes that underlie the enthusiasm effect, namely the teacher. How can the teacher's enthusiasm for teaching help the learning process? What cognitive and affective processes does the teacher do to make the students enthusiastic? These two questions have resulted in a lot of research with many different methods to make students enthusiastic in learning, especially learning English.

It has been said that teacher enthusiasm can help increase motivation to learn both inside and outside the classroom. Research has supported the motivational effect of teacher enthusiasm. Murray (1983: 73) "Examined the relationship between low inference teaching behaviors and student motivation as well as student learning and student instructional ratings in introductory psychology course".

Student enthusiasm is measured by the number of studies and the frequency of enrollment in majors in universities. A significant positive correlation was found for enthusiastic teachers with the number of college enrollments in the English department. Students who study with highly enthusiastic teachers are more likely to enroll in the course.

Hull (1983: 135) said that research designed to see the effect of enthusiasm on students'

attention. With teacher-guided attention where the results of the study support the hypothesis, that student engagement in classes with enthusiastic teachers is better than classes without enthusiasm. Other findings also show that enthusiasm not only brings students to pay attention to what the teacher shows, but also increases with more involvement in the learning process. The enthusiasm of these students is also generalized.

Streeter's (1981: 144) said that Students experience physical sensations and pleasant feelings when their teacher is more excited because their learning efforts are no longer ignored by the teacher. In contrast, teachers who sit at the front of the room, and read from prepared notes are less likely to develop bonds with students. In this situation, students can stop learning because their learning efforts are never recognized by the teacher.

Murray (1991: 159) proposed another possible explanation for 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 own enthusiasm for study outside the classroom. Indicators of student learning enthusiasm according to Khosiyati (2010) conclude that the characteristic or indicators of students' enthusiasm in learning are:

1. Students carefully listen to the teacher's explanation during the learning process: This is an early sign that students are interested in the lesson.
2. Students are eager to answer the teacher's questions: This is an early sign that students are starting to want to be involved in the lesson.
3. Students are eager to ask questions for subject matter that is not yet clear: The students began to want to understand more about the lesson.
4. Students are eager to take notes on important things as material for studying at home: The students began to want to try to understand more about the lesson in their own way.
5. Students are eager to tell their ideas related to the lesson: The students began to understand the importance of the lesson.
6. Students are enthusiastic about doing the assignments from the teacher: The students began to want to prove their learning outcomes.
7. Students are excited to work with friends: The students began to discuss about the debris of the lessons they got.
8. Students are active in learning: The students began more enthusiastic with the lesson.
9. Students are serious in doing formative tests: The students more wanting to prove their knowledge.
10. Students have a strong sense of self-confidence in learning: The students become more

know about the lesson and not to worry about the lesson anymore.

## **METHOD**

Researchers in this study used a qualitative research design. As Mason in Mackey and Gass (2005:162) argues that qualitative research does not represent a specific set of techniques or philosophies, and has indeed grown out of various disciplines. Then, Mackey and Gass (2005:162) briefly defined, the term qualitative research can be taken to refer to research that is based on descriptive data that does not use ordinary statistical procedures. The purposes of qualitative research are; Rich description: Qualitative Research often provide careful and detailed descriptions as opposed to quantifying data through measurements, frequencies, scores, and ratings. And Natural and holistic representation: Qualitative Research aiming to study individuals and events in natural settings rather than trying to control contextual factors through the use of a laboratory or other artificial environment, qualitative researchers tend to present a more natural and holistic picture of the phenomenon being studied.

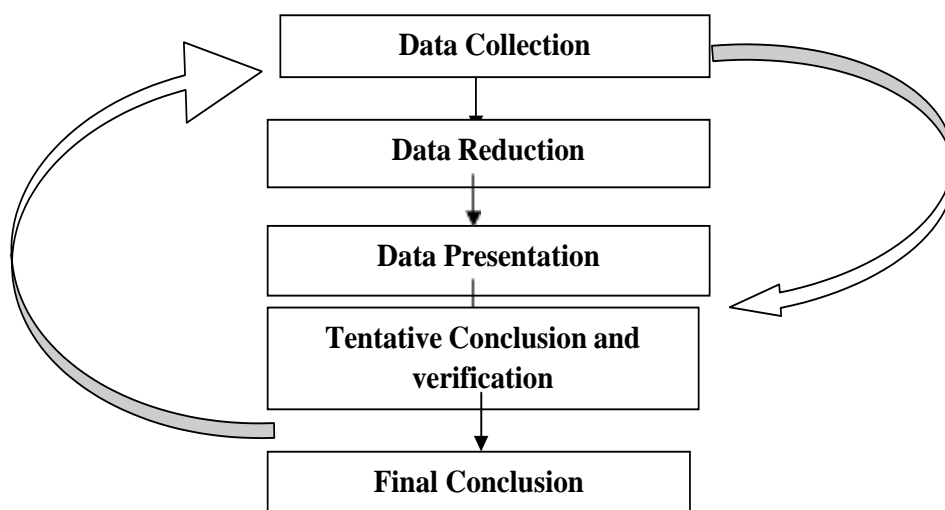
The picture includes both broader socio-cultural contexts (eg, ideological orientation of the speaking community as a whole) as well as micro-level phenomena (eg, classroom interactions).

The researcher selected the subject of this research at the Eleventh Grade Students at SMAN 1 Jalancagak. The subjects of this research are Tenth students. Researchers used several instruments to support this research, including: Observations, interviews, and recordings. In this research, the researcher applied the direct observation. Dawson (2002:32) states that direct observation is an observation that involves the subject in a certain situation using technology such as a video camera and the researcher is not involved in the subject being observed. Then, to find out more specific information that can be used as a comparison and contrast, it is using interviews. The researcher conducted the semi-structured interview. In addition to observation and interviews, information was gathered also through recording.

After collecting the data from the observation, interviews, and documentation, the researcher analyzed it with qualitative data analysis. In analyzing the qualitative data, the researcher used cyclical data analysis as supported by Watson Gegeo in Mackey and Gass (2005:178), those stages consists of three procedures are as follows:

Adopted from: Watson in Mackey and Gass (2005:178)

Figure 3.1 Process of data analysis (cyclical model)



## **FINDINGS AND DISCUSSION**

The researcher here aims to analyze the enthusiasm of students in learning English after the covid-19 pandemic in the eleventh grade of SMAN 1 Jalancagak. The first thing the researcher did was to observe the behavior of the students related to their level of enthusiasm in learning English. Then the researchers made observations on the teaching and learning process in schools. After that, the researcher conducted interviews with the students to get more data for comparison and contrast. As additional data, the last time the researcher recorded teaching and learning activities through the camera.

## **CONCLUSION**

From the explanation described above, the researcher can conclude that there is a kind of decrease and increase in the level of enthusiasm for learning English for students during and after the covid-19 pandemic. The researcher believes that this research will be useful to find out how much students' enthusiasm for learning English decreases and how many opportunities there are for teachers to make students enthusiastic again, especially in the online to offline transition period. With this research, the researcher hopes that the results of this study can become data and references that can be used as discussion material for other researchers and teachers about how to maintain the

enthusiasm of students.

## REFERENCES

- Brown, H. Douglas. 1994. *Teaching by Principles (an interactive approach to language pedagogy)*. <http://www.teachingbyprinciples.pdf>.
- Cameron (2001). *Teaching English for students is different with teaching adult*. <http://www.teachingEnglish.pdf>.
- Chen, I-Jung. 2005. *Promote Communicative Skills in Language Learning*. <http://www.Promotecommunicative.pdf>.
- Harmer, Jeremy. 1998. *How to Teach English*. England: Addison Wesley Longman Limited.
- Hull (1983). *Effects of teacher enthusiasm training on student on task behavior and achievement*. <http://www.Bm/catianaLResearch/f/lal.pdf>.
- Khosiyati. 2010. *Meningkatkan Antusiasme Belajar Kompetensi Dasar Menghapal AlQuran Al-Fatiha melalui Metode Drill*. Thesis.
- Mahmoud, Amin, Awat, Ahmed (2012). Article “Promote Students’ Enthusiasm towards Learning English”.
- Murray, H. G. (1983a). *Low-inference classroom teaching behaviors and 164 student ratings of coliege teaching effectiveness*. Faculty of Graduate Studies The University of Western Ontario London, Ontario April 1998.
- Nasution. 1993. *teaching English is the psychology conditions for someone to do something*. <http://www.teaching.English.psycology.pdf>.
- Wood, M, Andrea. 1998. Thesis “The Effective Students’ Entusiasme in Learning English”.
- Wright, Andrew., Betteridge, David., Buckby, Michael. 1997. *Language Learning*. Cambridge: Cambridge University Press.