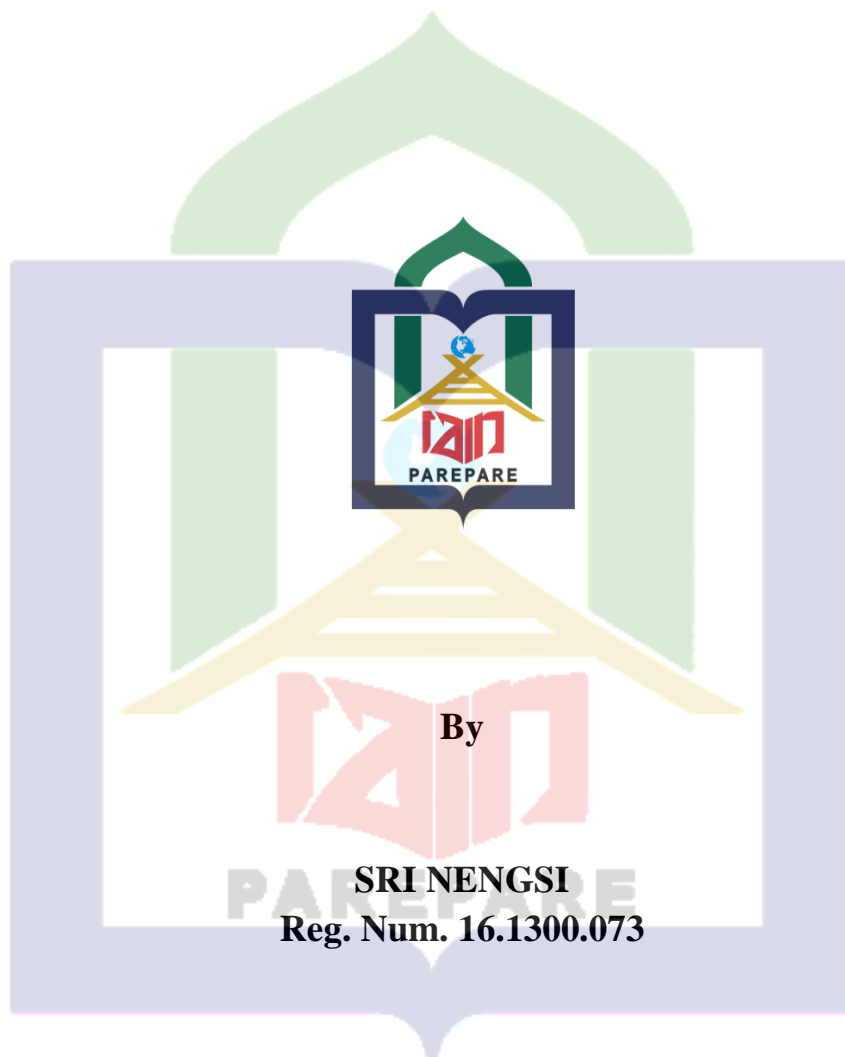


THESIS

**STUDENTS' INTEREST ON REMOTE LEARNING (A STUDY AT THE
SECOND GRADE OF SMPN 1 LEMBANG KABUPATEN PINRANG)**



By

SRI NENGSI
Reg. Num. 16.1300.073

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

THESIS

**STUDENTS' INTEREST ON REMOTE LEARNING (A STUDY AT THE
SECOND GRADE OF SMPN 1 LEMBANG KABUPATEN PINRANG)**



By

SRI NENGSI

Reg. Num. 16.1300.073

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

**STUDENTS' INTEREST ON REMOTE LEARNING (A STUDY AT THE
SECOND GRADE OF SMPN 1 LEMBANG KABUPATEN PINRANG)**

Thesis

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

Sri Nengsi

Reg. Num. 16.1300.073

To

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Sri Nengsi

The Title of Thesis : Students' Interest on Remote Learning (A Study at The Second Grade of SMPN 1 Lembang Kabupaten Pinrang)

Student's Reg. Number : 16.1300.073

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : The Dean of Tarbiyah Certificate
Num: 1402 tahun 2020

Has been legalized by
Consultan

Consultan : Hj. Nurhamdah, S.Ag, Mpd (.....)

Nip : 196312071987031003

Co-consultan : Dra. Hj. Nanning, M.Pd.

Nip : 196805232000032005 (.....)

Approved by
Tarbiyah Faculty

Dean,



THESIS

STUDENTS' INTEREST ON REMOTE LEARNING (A STUDY AT THE SECOND GRADE OF SMPN 1 LEMBANG KABUPATEN PINRANG)

Submitted by

SRI NENGSİ

Reg. Num. 16.1300.073

Had been examined on August 23rd, 2021 and had been declared that it fulfilled the requirements

Approved by
Consultant Commissions

Consultant : Hj. Nurhamdah, S.Ag, M.Pd
NIP : 196312071987031003
Co-Consultant : Dra. Hj. Nanning, M.Pd
NIP : 196805232000032005

(.....)
(.....)

PAREPARE

Tarbiyah Faculty
Dean,



Dr. H. Saepudin, S.Ag., M.Pd.
Nip. 197212161999031001

ENDORSEMENT OF EXAMINER COMMISSIONS

Name of the Student : Sri Nengsi
The Title of Thesis : Students' Interest on Remote Learning (A
Study at The Second Grade of SMPN 1
Lembang Kabupaten Pinrang)
Student Reg. Number : 16.1300.073
Faculty : Tarbiyah
Study Program : English Education
By Virtue of Consultant Degree : The Dean of Tarbiyah Certificate
Num: 1402 tahun 2020
Date of Graduation : August 23th, 2021

Approved by
Examiner Commissions

Hj. Nurhamdah, S.Ag, M.Pd (Chairman) (.....)

Dra. Hj. Nanning, M.Pd (Secretary) (.....)

Dr, Arqam, M.Pd (Member) (.....)

Drs. Ismail Latif, M.M. (Member) (.....)

Tarbiyah Faculty
Dean,



Dr. H. Saepudin, S.Ag., M.Pd
Nip. 197212161999031001

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

AlhamdulillahRabbilAlamin. First of all, the writer would like to express her gratefull to the lord Allah swt. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so he can finish this skripsi. Salam and Salawat always be sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

This wonderful time, the writer wants to thank a lot to all people who have supported and helped him in finishing his skripsi as effective as he can. He realizes that whitouttheir support and help, he could not be able to finish this “Skripsi”. This opportunity, the writer would like toexpress very especial thanks to his beloved parents and family who have given an endless love, advice, support and praying to be success students ever.

Her high appreciation and profusely sincere thanks are due to Hj. Nurhamdah, S.Ag. M.Pd. as the first consultant and Dra. Hj. Nanning, M.Pd. as the second consultant who have patiently guided and given their construction suggestion, motivation and correction to the writer for finishing this skripsi.

Another side, the writer would also deliver special thanks to:

1. Dr. AhmadSultraRustan, M.Si. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare

2. Dr. H. Saepudin, M.Pd.as The Dean of TarbiyahFacultyIAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.
3. Mujahidah, M.Pd. as The Chairman of English Program for the fabulous serving to the students.
4. All lecturers of English Program who have already taught the writer during his study in IAIN Parepare.
5. The staff of Tarbiyah Faculty who has worked hard in order to complete the administration for this research.
6. The writer wants to give his sincerest gratitude to her beloved parents.Silaja and Nani. for their supporting and praying for the writer’s education until the Degree of Strata-I (S1), and hers beloved sister and brother who have given their motivation to pass this study.
7. Armawati, Diana, Hartati, Hasanuddin, A.Sukma aulia, Putriani M, Ayu Anggraeni, Astuti, Khadijah Abdullah, Asriana and all of students T 306 who always accompanied himstart from the first semester until now and always give their support and courage as well as their helping for finishing this research.
8. All people who have given their help in writing this “Skripsi” that the writer could not mention it one by one.

Finally, the writer realized that this skripsi cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for his to get critiques and suggestion to make this skripsi better. Hopefully, this skripsi will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, October 15th 2021

The writer



SRI NENGSI

Reg Num. 16.1300.073



DECLARATION OF THE RESEARCH AUTHENTICITY

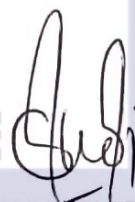
The writer who signed the declaration bellow:

Name : Sri Nengsi
NIM : 16.1300.073
Birthday date and place : Rantoni, 20 Maret 1997
Study program : English
Faculty : Tarbiyah Faculty
Skripsi Title : Students' Interest' on remote learning (a study at the second grade of SMPN 1 Lembang Kabupaten Pinrang)

Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, October 15th 2021

The writer



SRI NENGSI

Reg Num. 16.1300.073

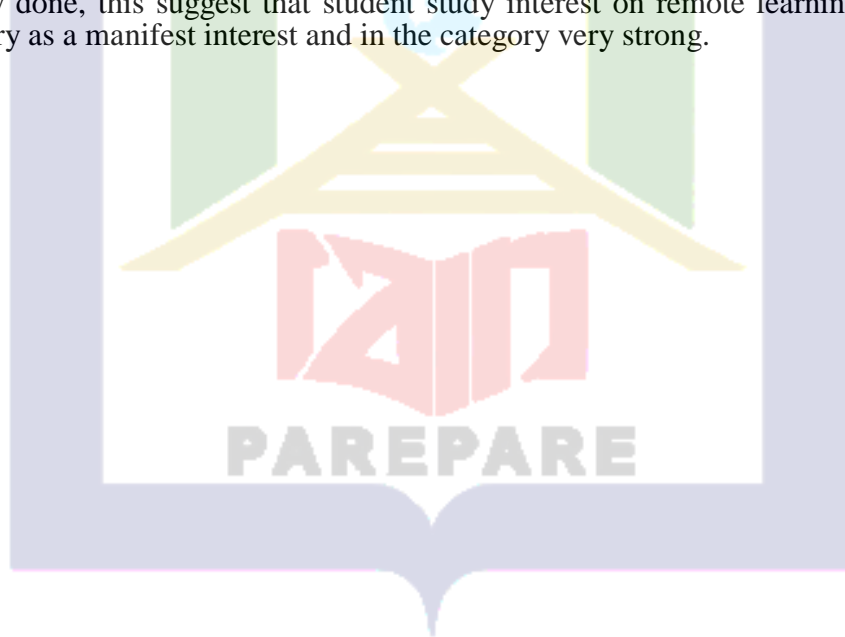
ABSTRACT

SRI NENGSI. *Students' Interest on Remote Learning (a study at the Second Grade of SMPN 1 Lembang Kabupaten Pinrang).* (Supervised by Hj. Nurhamdah and Hj. Nanning).

Education is deliberate and planned process of teaching learning to dig up and develop the interests and potential of students. Since the COVID-19 pandemic this led to the closure of school, so the government applying remote learning. So that students' can still perform the learning process even online. Remote learning refers to educational activities that have a variety of formats and methods, most of which take place online. There are a number of online options available for communicating with students, collecting assignments, and distributing education material. The research to find out students' interest on remote learning (a study at the second grade of SMPN 1 Lembang Kabupaten Pinrang).

In this research, the research used descriptive quantitative method. The subject of this research at the second grade of SMPN 1 Lembang Kabupaten Pinrang and the researcher took class VIII.1 by using purposive sampling. The data was collected by using the questionnaire to know the students' response of remote learning.

The result the result of the researcher analysis and the total number of students' scores, the result obtained are 50.40%. Where based on the classification used by the researcher in that 50.40% fail into the undedicated on category. Based on research already done, this suggest that student study interest on remote learning studies are category as a manifest interest and in the category very strong.



LIST OF CONTENTS

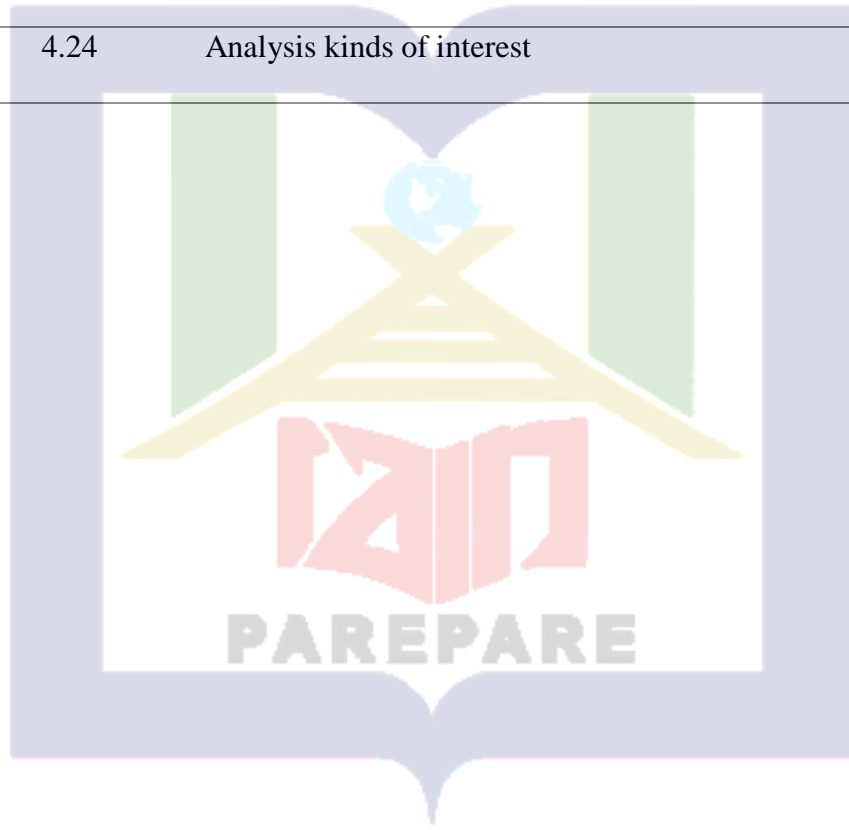
COVER	i
COCER OF TITTLE.	ii
SUBMISSION PAGE	iii
ENDORSMENT OF CONSULTANT COMMISSIONS	iv
APPROVED OF CONSULTANT COMMISSIONS	v
ENDORSMENT OF EXAMINNER COMMISSIONS.....	vi
ACKNOWLEDGEMENT	vii
DECLARATION OF THE RESEARCH AUTHENTICITY	x
ABSTRACT	xi
LIST OF CONTENTS	xii
LIST OF TABELSS	xiv
LIST OF FIGURES.....	xvi
LIST OF APPENDICES	xvii
CHAPTER I INTRODUCTION	
1.1 Background	1
1.2 Research Question.....	5
1.3 The Objective of the Research.....	5
1.4 Significance of the research	5
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Previous Research Findings	6
2.2 Some Pertinent Ideas.....	7
2.3 Conceptual Framework	16

2.4 Hypothesis	17
2.5 Variable and the Definition of Variable	17
CHAPTER III METHODOLOGY OF THE RESEARCH	
3.1 Research Design.....	19
3.2 Location and Time of the research.....	19
3.3 Population and Sample.....	20
3.4 Instrument of the Research.....	21
3.5 Technique of Collecting Data	21
3.6 Technique of Data Analysis	22
CHAPTER IV FINDINGS AND DISCUSSION	
4.1 Findings.....	24
4.2 Discussion	39
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	43
5.2 Suggestion.....	44
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table Number	Name of Tables	Page
3.1	The Research Population	20
3.2	The skalalikert/Interpratation score	21
3.4	The classification on the students' response based on the criteria.	23
4.1	Questionnaire percentage of item 1	25
4.2	Questionnaire percentage of item 2	25
4.3	Questionnaire percentage of item 3	26
4.4	Questionnaire percentage of item 4	26
4.5	Questionnaire percentage of item 5	27
4.6	Questionnaire percentage of item 6	27
4.7	Questionnaire percentage of item 7	28
4.8	Questionnaire percentage of item 8	28
4.9	Questionnaire percentage of item 9	29
4.10	Questionnaire percentage of item 10	29
4.11	Questionnaire percentage of item 11	30
4.12	Questionnaire percentage of item 12	30
4.13	Questionnaire percentage of item 13	31
4.14	Questionnaire percentage of item 14	31
4.15	Questionnaire percentage of item 15	32
4.16	Questionnaire percentage of item 16	32

4.17	Questionnaire percentage of item 17	33
4.18	Questionnaire percentage of item 18	33
4.19	Questionnaire percentage of item 19	34
4.20	Questionnaire percentage of item 20	34
4.21	The questionnaire score	35
4.22	The table respondent students in scala likert	37
4.23	The table kinds of interest	38
4.24	Analysis kinds of interest	39



LIST OF FIGURES

Table Number	Name of figures	Page
2.1	Conceptual framework	16



CHAPTER I

INTRODUCTION

A. Background

Education is deliberate and planned process of teaching learning to dig up and develop the interests and potential of students. The interest and potential each student's has need to be developed by the proper process of learning teaching process, teaching is required at best in developing learning activities. In the process of learning to teach, not only teachers are actively involved, but students are also required to participate in an active role. Passive students, usually they are not eager to learn and drop interest in learning. The student's success is significantly affected by the student's condition of learning. It is a teacher's duty, of course, to increase evaluations of learning so that students' interest increases.

In teaching learning activities, an evaluation is a very important factor, as it can arouse a student's interest in learning. Students will be interested and tend to have energy for learning activities.¹ The teaching learning activities are particularly influential in increasing students' interest during learning. In this case teachers are required to create an interesting learning atmosphere in order to increase students' interest in learning.

Education is an academic process aimed at promoting moral, social, cultural, and religious values while at the same time preparing students to meet the challenges of life's process. Education includes organized, ongoing communication to cultivate learning activities in students can develop their ability to find, process, and

¹ Nurazizah Siti. "Evaluasi Pembelajaran Dan Pengaruhnya Terhadap Minat Belajar Siswa Pada Mata Pelajaran IPS Ekonomi Kelas VII Mts Al-Ihsan Babakan Manjeti Kecamatan Sukahaji Kabupaten Majalengka", (Cirebon, Instiitut Agama Islam Negeri (IAIN) Syekh Nurjati Cirebon, 2012).

the evaluate various information and knowledge.² In other words, education carried out formally where students and teachers are on the same site so that the study is done face-to-face, as well for communicating and interacting. However, since COVID-19 or corona virus causes normal school activities were disrupted.

Since the COVID-19 pandemic this led to the closure of school so the government applying remote learning so that students can still perform the learning so that students can still perform the learning process even online. These remote learning has significantly altered systems, methods, and school learning times from those who used prior conventional learning methods, are now using online methods or long-distance learning. So it is a rapid transformation of education from conventional methods into digital, both content and implementation.

Remote learning is where the student and the educator, or information sources, are not physically present in a traditional classroom environment. Information is relayed through technology, such as discussion boards, video conferencing, and online assessments. Remote learning can occur synchronously with real-time peer-to-peer interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the instructor.

Remote learning refers to educational activities that have a variety of formats and methods, most of which take place online. There are a number of online options available for communicating with students, collecting assignments, and distributing education material.

In the beginning, face-to-face learning that was originally carried out in schools and universities made students and students well accepted. Through this interaction,

² Munir, "Pembelajaran Jarak Jauh Berbasis Teknologi Dan Informasi Komunikasi", (Bandung: Alfabeta, 2009).

students can measure what are the things that are not applied when learning. In contrast to remote learning, it is very difficult to have discussions among students or between peers. Although in fact the discussion can be done online. However, because everyone thinks differently. The point is, not necessarily every individual can understand what has been conveyed by the teacher only by video conferencing or just by listening to recorded material provided by the teacher or lecturer. Minimum interaction when remote learning is one of the factors that is of interest and makes discussions less well carried out because there is no accurate and reliable understanding and the ability to think that cannot be equalized between students.

In the results of research conducted by Ria Yunitasari and Umi Hanifah in Madrasah Ibtidiyah (MI) said that this study uses online learning or commonly referred to as distance learning (from home) with the guidance of parents and teachers at school. Students do online learning and interact with the teacher using several applications in use such as google classroom, zoom, google meet and whatsapp group. This study aims to determine the effect of online learning on student interest in covid-19. The respondents taken were students, teachers and parents of students in the Karanggayam village area, Sidoarjo. The results showed that online learning during the Covid-19 pandemic was very influential on students' interest in learning, students felt bored because they did not meet with their friends and teachers directly.³ From the results of this study it can be seen that remote learning affects students' interest in learning.

³ Ria Yunitasari and Umi Hanifah, “Pengaruh Pembelajaran Daring terhadap Minat Belajar Siswa pada Masa COVID-19”, Edukatif : Jurnal Ilmu Pendidikan 2 nomor 3 Tahun 2020 Halm 232 - 243 EDUKATIF: JURNAL ILMU PENDIDIKAN Research & Learning in Education.

The effect of remote learning on student and student interest in learning, it can be ascertained that remote learning is very influential on interest in learning. This is because learning, which initially took place face-to-face and turned virtual, definitely requires a strategy that is maximal enough so that students can stay excited. Certainly not an easy thing for teachers to change the learning method so that it still seems attractive to students. The role of the teacher is very much needed to maximize the learning process so that it continues as it should. You can do not increase the number of lectures during class, but increase the discussion on the learning topic that you want to convey. It is intended that all students can be active in learning, ask if there is anything that is not understood, and express opinions if they understand what the teacher says. Learning interest in remote learning is of course very different from face-to-face learning. The main factor is the lack of interaction that exists and the lack of socialization between the teacher and the educator.⁴

In general, not all schools can easily achieve the goal of learning their English as revealed in the curriculum. Each school has different problems in achieving the goal of learning. From the obstacles faced and the solutions needed the overcome them, the researcher suggested that there was an in influence in the learning media and an interest in studying students in school English. So the researcher was interested in conducting a study entitled “evaluating the students’ interest on remote learning a study at the second grade of SMPN 1 Lembang Kabupaten Pinrang.”

⁴ Hemarida Nabilah Putri; Mahasiswa UNJ Fakultas Ilmu Sosial, *Pengaruh Pembelajaran Jarak Jauh Terhadap Minat Belajar Siswa Dan Mahasiswa; Interksionisme Simbolik Persfektif Herbert Mead*, <https://www.kompasiana.com/hemarida98422/5fb106a5d541df072e67a922/pengaruh-pembelajaran-jarak-jauh-terhadap-minat-belajar-siswa-dan-mahasiswa?page=all>.

B. Research Question

Based on the statement in the background, there is problem that will be investigate through this study. The problem is:

What are the students' interest in learning on remote learning at the second grade of SMPN 1 Lembang Kabupaten Pinrang?

C. Objective the Research

Based on the problem statement above, the objective of the research is: to find out about students' interest on remote learning study at the second grade of SMPN 1 Lembang Kabupaten Pinrang.

D. Significances of The Research

1. For the Teacher

The research is expected to be a piece of useful information for teacher at SMPN 1 Lembang Kabupaten Pinrang in students' interest study on remote learning. Hopefully these finding give an idea or contribution to the learning process.

2. For the Student

The research is expected that students are more motivated to learn through these daring method arrangements provides motivation and knowledge for students to more passionate on remote learning.

3. For the Researcher

This research is also expected to give benefit as referenced for the researchers who want to run research related to this one.

CHAPTER II

REVIEW of RELATED LITERATURE

A. Previous Research Findings

In this part the researcher presents some research had conclude to this study in the following:

Sundus Nurmaulidina and Yoga Budi Bhakti, stated in their research about “Pengaruh Media Pembelajaran Online Dalam Pemahaman Dan Minat Belajar Siswa Pada Konsep Pelajaran Fisika”, Researcher aims to determine the effect of online learning media in students' understanding and interest in learning the concepts of physics and for student responses regarding the application of online learning media, the government imposed social distancing policy or known as physical distancing and therefore schools decided to distance learning feared during the pandemic using online learning media student learning interest will decrease. From the survey results using a questionnaire on the Google form of high school students obtained 18.8% agreed to use online learning media and 52.75% did not agree to use online learning media. From the results of the data it is said "not strong" this shows the response of students to use the online learning media. Students' interest in learning increases when online learning is done in the classroom. During the pandemic, educators or teachers should be more active in conducting online learning at home so that students do not feel bored and excited while studying distance learning. So that students' interest in learning can increase and understand physical concepts.¹ The results of

¹ Sundus nurmaulidina and Yoga Budi Bhakti, “Pengaruh Media Pembelajaran Online Dalam Pemahaman Dan Minat Belajar Siswa Pada Konsep Pelajaran Fisika”, nomor 2, November 2020. p-ISSN: 2460-9587 e-ISSN : 2614-7017.

research that apply distance learning affect student interest in learning as students feel bored.

B. Some Pertinent Idea

1. The Concept of Interest

a. The Definition of Interest

Interest in learning is one of the most important factors for the success of learning that students have, interest arises from within the students themselves. Factors from outside the interest in learning, namely how the teacher. The role of the teacher is very important to foster student interest in learning, one of which is by teaching fun and providing constructive motivation.²

Interest in learning is a sense of liking or also being interested in something and learning activities without anyone telling them to learn.³ Learning interest is also a driving factor for students in learning which is based on the interest or pleasure of the student's desire to learn.

Interest is a popular term in psychology because its relation to many terms. Basically, interest is mentally condition of someone that produces a response to particular situation or object that gives pleasure as well satisfaction. According Nurjannah Ishak experimentally an interest is a response of liking. Interest is present when we aware of our set or disposition toward the object. In relation to be teaching and learning, interest is desire to learn or to know about something. So we can

² Riamin. (2016). *Menumbuhkan Minat Belajar Siswa dalam Pembelajaran*. 14 April. <https://www.kompasiana.com/riamin/570ec6323697738d1a3e38b6/menumbuhkan-minat-belajar-siswa-dalam-pembelajaran>

³ Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 2 (2), 79. <https://doi.org/10.17509/jpm.v2i2.8108>

conclude that in learning process, interest should be considered whatever the students do. They was do or don't do it, unless they are interested.

The important role of interest in a whole life is to:

- 1) Provide a strong motivation to learn.
- 2) Influence the form and intensity of children aspiration.
- 3) Add enjoyment to any activity the individual engages in.
- 4) Lead the people to achievement.⁴
- 5) Stimulating the people to learn a subject.
- 6) Be able to interpret the message in order.
- 7) To understand English subject easily.

b. Affecting Factors of Interest

As we know, interest does not exist itself. Interest cannot possessed by anybody just that way, but is something that can be developed and trained a child experience interferes whether he or she is going to be interested in something or not.

According to Ahmad Muhajir, there are four factors in raising student interest:

- 1) The factor inner urge: The stimulus which is come from the environment related to someone's desires and needs I easier for him/her to build the interest such as, someone who tends toward learning, in this case he has a higher desire to know knowledge.
- 2) The factor of social motive: Someone's interest in one objector something not only caused by something come from inside of him or herself but also caused by social motive. For an example someone who is interested in getting high achievement is in order to get a high social status also in the society.

⁴ Elizabeth. B. Hurlock, *Child Development*. (Singapore: Mc. Graw-Hill Book Company, 1987).

3) The factor of emotional: These factors of feeling and emotional have effects to the object. Such as someone's experience in getting success in his/her life, it can raise enjoyment an spirit or have more interest in that activity.⁵

4) The factors of environment: these factors of environment make the students raising to do their activities or assignment. The students will be enjoyable in learning something.

c. Indicator of Interest

According to Herlin Sukandi there are some indicators that showing that someone is interested in something, there are seven indicator of interest:⁶

- 1) Having concentration, she/he pay attention intensely in something or doing something
- 2) Having sympathy with object. That is she/he supports and approval to the object
- 3) Having desires, she/he has strong wish to do something
- 4) Having enthusiasm participation that is she/he enthusiast in doing something
- 5) Having curiosity that she/he is eager to know or to learn about something
- 6) Having motivation, increasing student participation in learning something
- 7) Having goal. Create an environment in which all participants have opportunity to learn and in which the class explores issues and ideas in depth.

⁵ Muhajir Ahmad, Faktor-Faktor Yang Mempengaruhi Minat Siswa Dalam Mengikuti Kegiatan Ekstra Kurikuler. (Semarang: Universitas Negeri Semarang, 2005).

⁶ Sukandani Herlin, *The Interest Of Students In Reading At SMK DDI Parepare Through Illustarated English Book Story*.(Thesis: STAIN Parepare, 2008).

d. Kinds of Interest

1) Expressed Interest

In general, expressed interest is the verbal expression of liking or disliking something. It is also the verbal profession of interest in an object, activity, task or occupation in this type of interest in something with certain word. In other words, expressed interest is the verbal expression are often related to maturity and experience. Expressing Interest has two usage contexts. The first is the context for expressing interest in something. And the second is the context in which we respond to other people's words with interest. For each of these contexts there are phrases that are commonly used, namely:

a) Expressing Interest in Something.

When expressing interest in something, the usual phrases are in the form of a verb. Usually this expression of interest is also said by the first person, or my subject as having an interest. But not infrequently it is also used for third person subjects.

Here are some common phrases:

- (1) Like (Menyukai)
- (2) Enjoy (Menikmati)
- (3) Love (Mencintai, sangat menyukai)
- (4) Really into (Sangat menyukai)
- (5) Fan of (Menggemari, menyukai)
- (6) Keen on (Suka akan)
- (7) Crazy/mad about (Sangat menyukai)
- (8) Prefer... than (Lebih memilih/menyukai dibanding)
- (9) Fond of (Sangat menyukai)

(10) Dig (Menyukai, menggemari)

b) Responding to Other People's Words with Interest.

Unlike the previous section, in this section we are more likely to use certain series word. Usually in this context, we use a series of words that are excited or excited. Not infrequently, an exclamation point is also used at the end of this sentence to show more interest. Here are some common phrases:

- (1) That's interesting! (Itu menarik)
- (2) It's amazing! (Itu keren banget)
- (3) Really? (Benarkah)
- (4) That's incredible! (Itu luar biasa)
- (5) No way! (Nggak mungkin)
- (6) You're kidding! (Kamu pasti bercanda)⁷

2) Manifest Interest

Manifest interest is the interest that is not expressed but observed by others while the person is engaged and absorbed in an activity.⁸

Manifest interest is what observable because of individual participation in a given activity necessary maybe for certain benefit occur it is usually valuable to observe the activity related to the event, as well as individual participation to determine the degree of manifest interest.

3) Inventories Interest

⁷ <https://www.sederet.com/tutorial/expressing-interest-dalam-bahasa-inggris/>

⁸ Interest: meaning, types and measurement | psychology. Psychologydiscussion.net <https://www.psychologydiscussion.net/notes/psychology-notes/educational-psychology-psychology-notes/interest-meaning-types-and-measurementpsychology/2668#:~:text=Manifest%20interest%20is%20the%20interest,and%20absorbed%20in%20an%20activity.>

An interest inventory is a testing instrument designed for the purpose of measuring and evaluating the level of an individual's interest in, or preference for a variety of activities also known as interest test. Testing methods include direct observation of behavior, ability tests, and self-reporting inventories of interest in educational, social, recreational, and vocational activities. The activities usually represented in interest inventories are variously related to occupational areas, and these instruments and their results are often used in vocational guidance.

Interest inventories are widely used in vocational counseling, both with adolescents and adults. Since these tests measure only interest and not ability, their value as predictors of occupational success, while significant, is limited. They are especially useful in helping high school and college students become familiar with career options and aware of their vocational interests. Interest inventories are also used in employee selection and classification.⁹

Inventories interest are those determined by interest checklist usually an examination is asked to check whether. She or he likes or dislikes certain activity or situation. Pattern of high and low interest normally result, so that takes can begin to determine areas of liking or disliking.

4) Tested Interest

Tested interest help you define your interests and determine what you like most. This could help you when making a career choice. Most interest tests provide you with a list of two activities at a time. You then indicate which of these activities appeals to you the most. Based upon your choices, a result with your strongest

⁹ Interest inventory | enclopediia.com. enclopedia.com. <https://www.encyclopedia.com/medicine/encyclopedias-almanacs-transcripts-and-maps/interest-inventory#:~:text=An%20interest%20inventory%20is%20a,also%20known%20as%20interest%20test>

interests is reported. Sometimes statements are given, for which you indicate whether they apply to you or not. In the process of making a choice for a specific education, interest tests can come in handy as well. Studying, of course, is easier when you enjoy the subject. Furthermore, the educational path you choose largely determines the profession you will end up in. That's why it is sensible not to base your choice only on the result of an interests test. You should also try a educational interest tests for instance, just to be sure.¹⁰ It can be ascertained by measuring the knowledge and of other information. The examiner has in a specific in interest area.¹¹

2. The Definition of Remote Learning

Remote learning is learning that happens outside of the traditional classroom because the students and the teacher are separated by distance and/or time. Remote learning can be real-time or flexibility timed, and it may or may involve technology.

Remote learning helping students deal with the uncertainties caused by the pandemic, engaging to continue learning even while normal school operations are disrupted.

Distance education is formal institution-based education in which students and instructors are in separate locations so that it requires an interactive telecommunications system to connect two and the various resources required in it.

Against the backdrop of the COVID-19 outbreak various policy initiatives are being launched by governments and tertiary institutions across the world to continue teaching activities and disagreement about to teach, the workload of teachers and students, the teaching environment, and the implications for education equity. Large-

¹⁰ What are interest tests? –learn more about interest tests/123test.123test.com <https://www.123test.com/interests-tests/>

¹¹ Ishak Nurjannah, *The Student's Interest and Attitude in Learning English Vocabulary Using Scrabble Gam*. (Thesis: Universitas Negeri Makassar, Makassar).

scale, national efforts to utilize technology in support of remote learning, distance education and online learning during the COVID-19 pandemic are emerging and evolving quickly. Literature highlights certain deficiencies such as the weakness of online teaching infrastructure, the inexperience of teacher, the information gap, the complex environment at home, and so forth. However, despite certain limitations, current situation demand action so that the education of the students is not affected in any way.¹²

a. Reason for Using Remote Learning

The reasons why teachers should use remote learning in evaluate interest students because the spread of the corona virus or COVID-19 pandemic in Indonesia has made many universities and schools stop the face-to-face learning process. Instead, learning is done remotely or remote learning.

The application of learning online requires read lines for both parties, be it form educational series provides or from the students themselves. However, online and distance learning requires qualified technology assistance and can be accessed easily.

In addition, students must also be ready to adapt to changes in learning arranged by schools and universities. Remote learning can be seen as more free and flexible to be accessed from home.

b. Remote Learning Done Effectively

The spread of the corona virus or COVID-19 pandemic in Indonesia has made many universities and school stop face-to-face learning process. Instead, learning is done remotely or remote learning. So remote learning, be done effectively by following tips:

¹² Dr. Wahab Ali, "Online And Remote Learning In Higher Education Institutes: Anecessity In Light Of COVID-19 Pandemic." *Head of Educations Department, Fiji*, no,3;2020.

1) Establish Time Management

Set regular study time. Do it with focus on the assignment assigned by the teacher or lecturer. This is easier to do if the school or university places restrictions on online access schedules for their students. This will be different if the education service providers provide full flexibility to students must arrange their own study schedule. For people who are not accustomed to self-study, they will usually work on school assignments or lectures at the last minute of asset deadline. Therefore, getting used to learning and doing assignment at the beginning of time is a skill that a must be instilled in students who do remote learning.

2) Prepare the Necessary Technology

Students or students must now what equipment is needed to distance learning. Not all campuses have provided adequate online learning services, therefore several online learning platforms can be alternative. Likewise, technological tools such as computers, smart devices, or tables are important, and especially a good internet network.

3) Take Seriously

The mistake that students often make, as reported by psychology today is not being focused when doing remote learning. During learning on the internet, there are of distractions that interfere with the learning process. The temptation to watch video, access social media, and read news content impulsively is often done without prior plan. Therefore, it is important for students to try to focus and be consistent during the set study time. Avoid all kinds of distractions that could potentially interfere with the learning process. If possible, designate a special room for study and keep away from distractions from other family members.

4) Maintain Communication with Teachers and Classmates

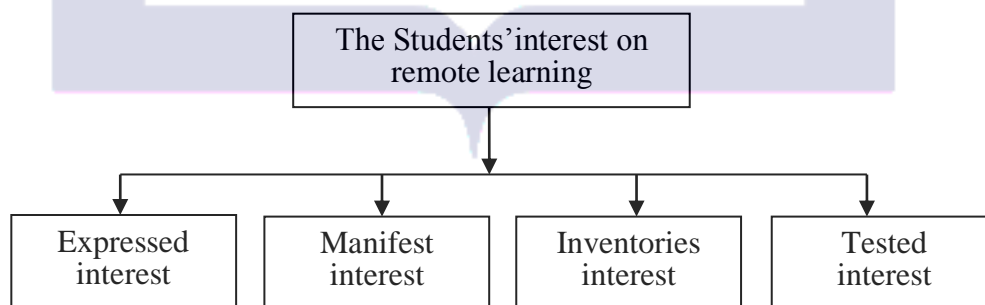
For those who are not used to remote learning, they have to adjust themselves to remain visible and communicative responsively with other teachers or classmates. If needed, a special group should also be had to have to be face-to-face, communication must be well established to avoid misunderstandings.

Use moments like these to hone your online communications skill. If you not sure about the results of the work being done, contact your teacher immediately. Do it as soon as possible to show commitment that you are serious about learning. As reported by apple insider, although many students find it difficult to do remote learning, if they are used to it, this actually gives freedom and flexibility, which is not found in teaching and learning activities in the classroom. In the midst of the spread of the COVID-19 corona virus, online learning like this can actually be an effective alternative instead of face-to-face class meeting.¹³

C. Conceptual Framework

The main focus of this research is student's interest of learning on remote learning.

The researcher design the conceptual framework of this research by showing diagram below:



¹³ Abdul Hadi, "Tips Belajar Online Jarak Jauh Selama Penyebaran Corona Covid-19," *Tirto.id*, 17 Maret 2020.

In diagram above, the three components of the research are stated below:

1. Input : as for what I want to examine the students' interest in online learning.
2. Process : in this research I use the method of remote learning and data retrieval using questionnaires and data analysis.
3. Output :students' interest on remote learning a study.

D. Hypothesis

Based on the conceptual framework above, the researcher formulates hypothesis as follow:

1. Alternative hypotheses (H_1)there is no significant between the interest students' learning after on remote learning a study at the second grade of SMPN 1 Lembang Kabupaten Pinrang.
2. Null hypothesis (H_0) there is significant difference the students' interest in learning after on remote learning a study at the second grade of SMPN 1 Lembang Kabupaten Pinrang.

E. Variable and the Definition of Variable

1. Variable

In this researchvariable, namely:Students' interest on remote learning.

2. Operational Definition of Variable

- a. Remote learning is method the teacher can use to know the level of students' interest.
- b. Students' interest is the result and successfulness as well as progress of students' interest in the second grade of SMPN 1 Lembang Kabupaten Pinrang.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research the researcher apply descriptive quantitative method. Quantitative is research methods based on positive philosophy, used for peering into specific populations or samples, data collection using research instruments, quantitative or statistical data analysis, with a view to testing hypotheses it's appointed.¹

Descriptive research is a research method that seeks to provide a systematic and careful with the actual facts and the nature of certain population which in aim to solve the actual problems faced now and collect data or information to be arranged describe and analyzed.²

The selection of the research this research aims to know the student's perception about the student's interest on remote learning. The researcher will use a questioner in this research to answer the questions about it at a second grade of SMPN 1 Lembang Kabupaten Pinrang.

B. Location and Duration of The Research

The location at the second grade of SMPN 1 Lembang kabupaten Pinrang and focus on the second grade at that school on academic year 2020/2021. The duration of the research is about one month, because the researchers need to observe the environment, the students that are object of this research, and have a several time to collect and analyze the data.

¹ Sugiyono, *Metode Penelitian Kuantitatif* (Jakarta: Rineka Cipta, 2017).

² Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2003) 2nd Ed.

C. Population and Sample

1. Population

Population is a set or collection of all elements possessing one or more attributes of interest.³ The population of this research at the second grade students' at SMPN 1 Lembang Kabupaten Pinrang in academic year 2020/2021. In this researcher take class VIII as the population there are six classes which consisted 158 students.

Table: 3.1 Population.

No.	Class	Total
1.	VIII 1	28
2.	VIII 2	27
3.	VIII 3	26
4.	VIII 4	25
5.	VIII 5	26
6.	VIII 6	26
Total		158

(Source: Tata usaha SMPN 1 Lembang Kabupaten Pinrang)

2. Sample

Sample is partly or representative of population.⁴ The class is use as sample is VIII 1. By using purposive sampling. There is several reasons to pick this class as the sample, the varied of students ability might be the first reason. Besides, the result of early observation and interview with the English teacher find out that this class is the most proper class to represent the all population because of the varied students' ability in English and the difference in the level of to learn English. Furthermore, it is recommendation of the English teacher. She stated that the students in the class have represented the population.

³ Gay, L.R. *Educational Research Competence for Analysis and Application*, (Second Edition Columbus, E Merrill, 1981).

⁴ Suharsimi Arikonto, *Prosedur Penelitian* (Jakarta: PT. Rineka Cipta, 1997).

D. Instrument of the Research

In this research, the researcher distributed the questionnaire to students to know score of students' interest in learning through remote learning. In determining students score the researcher used closed questionnaire in which the respondents ticked the available responses given by the researcher. The questionnaires used four alternative based on the scale likert types, which consists of positive and negative statement items. The scale likert is used to measure attitude, opinion, perception based on certain object or phenomena. The indicators of the strongly agree, agree, disagree, and strongly disagree.

Table: 3.2 The scale likert below.

Positive statement		Negative statement	
Criteria	Score	Criteria	Score
Strongly agree	4	Strongly agree	1
Agree	3	Agree	2
Strongly disagree	2	Strongly disagree	3
Disagree	1	Disagree	4

(Source: Rating scale, Sugiyono⁵)

E. Technique of Collecting Data

In the process of collecting data, researcher distributed questionnaire to students. Researcher will distribute to students using google form to exam students' study interest on remote learning distributed by researcher through whatsapp. The researcher will analyze the data by using the product correlation to answer about effect the use of remote learning on the student's study interest. Questionnaire is technique that researcher aims to identify student's perception in process evaluate

⁵ Sugiyono, *Metode Penelitian Statistika* (Bandung. Alfabeta, 2011).

through remote learning. In this test the form of questionnaire closes with the alternative answer that will be chosen by the students. Students will choose only the best answer which are suitable to themselves. Questionnaire consists of 20 questions that need to be answered honest by the students.

F. Technique of Data Analysis

In quantitative research data analysis techniques using statistic. The statistic used in this study are descriptive statistic. A statistic quantitative descriptive technique is a data analysis by describing or describing data that has gathered in accordance with reality without the intent of making common conclusions.

To analyze the questionnaire, the researcher will use the following use formula as Sudijono:

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage

F = Frequency

N = the total number of the respondents⁶

The questionnaire of this research employed 20 questions which consist of 10 positive and 10 negative statements about students' interest on remote learning. Many formula above, then can be obtained category by percentage, as follows:

⁶ Anas sudjono, *Pengantar Statistik Pendidikan*, (Jakarta Rajawali Persada, 1994), fifth edition.

Table 3.3 the scale likert below.

Classification	Score
Very good	81 - 100
Good	61 – 80
Fair	41 – 60
Poor	21 – 60
Very poor	0 – 20

The following is the interpretation score of the category:

Table: 3.4 The classification on the students' response based on the criteria.

No	Qualification	Interval
1.	Very Strong (VS)	81% - 100%
2.	Strong (S)	61% - 80%
3.	Undedicated (U)	41% - 60%
4.	Low (L)	21% - 40%
5.	Strongly Low (SL)	0% - 20%

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of two sections, the findings of the research and the discussion of the findings. The objective of this research was to find out the students' interest on remote learning and the students' responses on remote learning at the second grade SMPN 1 Lembang Kabupaten Pinrang. To achieve the objective of this research, the researcher did some step to collect the data.

A. Findings

1. The result of the data questionnaire

After calculating the data researcher would like to describe the frequency of responses and percentages of the student's score, there were 20 items of the questionnaire. The questionnaire item consisted of 10 positive statements and 10 negative statements. The researcher gave four alternative answers for students there were strongly agree, agree, disagree, and strongly disagree. After the researcher got questionnaire data, the first step finds some percentage in table form, with using percentage techniques as follow:

$$P \frac{F}{N} \times 100$$

We can see the result descriptive analysis by of the students' responses a study on remote learning at the second grade of SMPN 1 Lembang Kabupaten Pinrang as follows:

Table 4.1 Positive statement (Item 1: Belajar online tidak mengurangi semangat saya untuk belajar.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	4	14.8 %
2	Agree	7	26.0 %
3	Disagree	10	37.0 %
4	Strongly disagree	6	22.2 %
	Total	27	100 %

(Source: Questioner item 1)

Based on the table above, it can be concluded that students prefer to choose disagree to procrastinate the duty that given by teacher than students who agree with the statement above.

Table 4.2 Negative statement (Item 2: Saya lebih suka bermain game dibandingkan belajar online.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	7	26.0 %
2	Agree	6	22.2 %
3	Disagree	3	11.1 %
4	Strongly disagree	11	40.7%
	Total	27	100 %

(Source: Questioner item 2)

The table above shows that, students who agree with the statement that they prefer to play games than study online are comparable to students who disagree with the statement above.

Table 4.3 Positive statement (Item 3: Saya lebih suka belajar online dibandingkan belajar di sekolah.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	7	26.0 %
2	Agree	6	22.2 %
3	Disagree	3	11.1 %
4	Strongly disagree	11	40.7 %
	Total	27	100 %

(Source: Questioner item 3)

The table above shows that students who give them a choice agree and disagree with the fact that they prefer to study online than study at their school have the same comparison.

Table 4.4 Negative statement (Item 4: Saya kurang memahami penjelasan guru selama belajar online.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	8	29.6 %
2	Agree	8	29.6 %
3	Disagree	6	22.2 %
4	Strongly disagree	5	18.6 %
	Total	27	100 %

(Source: Questioner item 4)

The table above shows many of the students who voted in agreement with the statement that they lacked the explanation given by teachers during online learning compared to students who disagreed.

Table 4.5 Positive statement (Item 5: Saya memperhatikan penjelasan guru selama selama belajar online.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	5	18.6 %
2	Agree	9	33.3 %
3	Disagree	10	37.0 %
4	Strongly disagree	3	11.1 %
	Total	27	100 %

(Source: Questioner item 5)

Table above shows students who responded by disagreeing with the fact that they noticed the teacher's explanation during online learning had the same comparison.

Table 4.6 Positive statement (Item 6: Saya selalu mengerjakan tugas meskipun belajar online.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	11	40.7 %
2	Agree	6	22.2 %
3	Disagree	6	22.2 %
4	Strongly disagree	4	14.9%
	Total	27	100 %

(Source: Questioner item 6)

Based The table above shows that students are more demanding in setting up an answer agreeing on the fact that they have always been on the trail of an officer despite being imprisoned online compared to the student who gave him an answer disagreeing.

Table 4.7 Negative statement (Item 7: Banyaknya tugas membuat saya malas belajar online.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	8	29.6 %
2	Agree	8	29.6 %
3	Disagree	3	11.2 %
4	Strongly disagree	8	29.6 %
	Total	27	100 %

(Source: Questioner item 7)

The table above shows a considerable difference between students who agree with the fact that a lot of the task makes them a night of online prosecutions compared to students who disagree with the statements above.

Table 4.8 Negativestatement (Item 8: Saya mengerjakan soal dengan cepat dan sering tidak teliti.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	5	18.5 %
2	Agree	10	37.0 %
3	Disagree	5	18.5 %
4	Strongly disagree	7	26.0 %
	Total	27	100 %

(Source: Questioner item 8)

The table above shows that students who voted for it agreed more in the same way with students who disagreed with the fact that they were stepping up quickly and not researching.

Table 4.9 Positive statement (Item 9: Saya lebih santai belajar online walaupun banyak tugas yang diberikan guru.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	6	22.2 %
2	Agree	6	22.2 %
3	Disagree	5	19.0 %
4	Strongly disagree	10	37.0 %
	Total	27	100 %

(Source: Questioner item 9)

The table above shows that students who agree with the statement that they are more appropriate to learn online despite the many task being given by teachers are less than students who choose to disagree with the fact that they are over the to

Table 4.10 Negative statement (Item 10: Saya lebih santai belajar online apabila tugas yang diberikan guru tidak terbatas waktu.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	7	26.0 %
2	Agree	6	22.2 %
3	Disagree	9	33.3 %
4	Strongly disagree	5	18.5 %
	Total	27	100 %

(Source: Questioner item 10)

The table above shows that students who choose to agree to their statements are more appropriate to learn online when the task given by the teacher does not have a limited time, having the same comparison with the student who disagrees.

Table 4. 11 Positive statement (Item 11: Saya tetap mengerjakan tugas yang diberikan guru walaupun tidak dibimbing oleh orang lain yang lebih mampu.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	8	29.6 %
2	Agree	6	22.2 %
3	Disagree	7	26.0 %
4	Strongly disagree	6	22.2 %
	Total	27	100 %

(Source: Questioner item 11)

The table above shows that students who agree with them continue to do the tasks given by teachers even if they are not guided by others who are better able to have them than students who disagree with them.

Table 4.12 Negative statement (Item 12: Ketika mengalami kesulitan belajar online saya akan bertanya kepada guru atau teman.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	10	37.0 %
2	Agree	8	29.6 %
3	Disagree	5	18.5 %
4	Strongly disagree	4	14.8 %
	Total	27	100 %

(Source: Questioner item 12)

The table above shows that students who choose to agree are more inquisital with the statement when having difficulty learning online I will ask a teacher or friend compared to a student who does not agree.

Table 4.13 Negative statement (Item 13: Saya lebih suka belajar di sekolah dibanding belajar online.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	9	33.3 %
2	Agree	5	18.5 %
3	Disagree	7	26.0 %
4	Strongly disagree	6	22.2 %
	Total	27	100 %

(Source: Questioner item 13)

The table above shows that students who choose to agree with the statement prefer to study at school rather than study online have the same comparisons between students who disagree.

Table 4.14 Negative statement (Item 14: Saya tidak menjawab pertanyaan guru karena takut jawaban saya salah.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	8	29.7 %
2	Agree	10	37.0 %
3	Disagree	6	22.2%
4	Strongly disagree	3	11.1%
	Total	27	100 %

(Source: Questioner item 14)

The table above shows that students who choose to agree are more interested than students who disagree based on the fact that they do not answer teacher questions for fear of my answer being wrong.

Table 4.15 Positive statement (Item 15: Belajar online begitu bermanfaat untuk kehidupan saya.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	2	7.4 %
2	Agree	2	7.4 %
3	Disagree	14	51.9 %
4	Strongly disagree	9	33.3 %
	Total	27	100 %

(Source: Questioner item 15)

The table above shows that students who disagree with the statement of learning online is so beneficial to my life more than students who agree.

Table 4.16 Positive statement (Item 16: Saya lebih mmenyukai belajar online dibandingkan belajar disekolah.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	5	18.5 %
2	Agree	10	37.0 %
3	Disagree	4	14.9 %
4	Strongly disagree	8	29.6 %
	Total	27	100 %

(Source: Questioner item 16)

The table above shows that students who choose to agree more or more domore with the statement are more interested in studying online than studying at school comparedto students who give it disagree.

Table 4.17 Negative statement (Item 17: Saya kurang aktif belajar online karena selalu diberi tugas.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	4	14.8 %
2	Agree	7	26.0 %
3	Disagree	6	22.2 %
4	Strongly disagree	10	37.0 %
	Total	27	100 %

(Source: Questioner item 17)

The table above shows there is a significant difference between students who agree with students who disagree. Where students are more willing to vote disagree with the fact that they are less active in online learning because they are always given the task.

Table 4.18 Positive statement (Item 18: Setiap hari saya selalu mengikuti pelajaran online.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	12	44.4 %
2	Agree	7	26.0 %
3	Disagree	6	22.2 %
4	Strongly disagree	2	7.4 %
	Total	27	100 %

(Source: Questioner item 18)

The table above confirms that students are more than interested in choosing to agree with your statement every day I always take online lessons compared to students who give them disagree.

Table 4.19 Positive statement (Item 19: Saya selalu mengumpulkan tugas tepat waktu.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	4	14.8%
2	Agree	13	48.1 %
3	Disagree	6	22.2 %
4	Strongly disagree	4	14.8 %
	Total	27	100 %

(Source: Questioner item 19)

The table above shows that students who choose to agree are more dominant than students who disagree with the fact that they I always collect tasks ontime.

Table 4.20 Negative statement (Item 20: Saya menunda dalam mengerjakan tugas yang diberikan guru.)

No	Question alternative	Frequency	Percentage
1	Strongly agree	3	11.1 %
2	Agree	9	33.4 %
3	Disagree	5	18.5 %
4	Strongly disagree	10	37.0 %
	Total	27	100 %

(Source: Questioner item 20)

The table above shows that students are more interested in choosing not to agree with the fact that they are delaying in doing the work given by the teacher compared to students who agree to it.

Table 4.21 The questioner score

No	Respo ndent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	20	Total	
1	NA A	3	1	1	4	4	4	1	1	1	1	4	3	3	2	2	1	1	4	4	1	46
2	FRH	1	4	3	1	2	3	4	3	3	3	2	2	2	3	3	3	3	2	3	2	52
3	FM	3	1	1	4	4	4	1	1	4	4	1	4	4	4	1	1	1	4	3	1	51
4	HD	3	4	4	3	2	2	3	3	3	2	2	2	2	3	2	3	3	3	3	3	55
5	NZ	1	4	3	2	1	1	4	3	4	3	2	1	2	3	1	3	3	1	2	4	48
6	PN	1	4	2	3	2	1	3	1	4	2	1	1	2	4	1	3	4	1	2	4	46
7	ST	4	1	1	4	4	4	1	1	1	1	4	4	4	4	4	4	1	4	4	1	56
8	AS	2	4	3	2	3	1	4	3	1	2	3	3	3	2	2	3	4	2	3	3	53
9	NA	2	4	3	2	3	1	4	3	1	2	3	3	3	2	2	3	4	2	3	3	53
10	TM.M	1	2	1	4	2	4	3	3	2	4	3	3	4	4	1	1	4	3	2	3	54
11	EM	3	1	1	3	4	3	1	2	3	3	4	4	1	2	2	2	1	3	3	1	47
12	NAA	4	1	4	4	4	4	1	1	1	1	4	4	3	4	1	1	1	4	4	1	52
13	AMM	2	3	1	1	2	2	4	2	3	4	2	3	4	2	1	1	3	2	2	3	47
14	HDL	2	2	2	1	2	3	4	4	1	2	1	1	1	3	1	2	3	3	3	3	44
15	AL	3	1	2	3	3	4	1	1	2	2	3	4	4	1	2	2	1	4	3	1	47
16	MF	2	4	1	4	3	4	4	2	1	4	3	4	4	1	2	1	3	4	3	1	55
17	NA	2	2	3	4	3	3	2	2	4	2	1	3	2	4	2	4	2	4	1	2	52
18	NF	4	3	3	3	3	4	3	3	3	3	4	4	1	3	1	1	1	4	1	3	55

19	MFR	4	3	2	3	2	2	3	4	3	1	4	3	4	4	2	3	2	4	1	4	58
20	ATR	2	3	1	2	2	2	3	3	1	1	2	2	2	3	3	3	2	3	2	3	45
21	AD	2	1	1	3	2	4	3	2	2	3	4	4	4	3	2	1	2	4	3	2	52
22	MR	3	3	2	2	3	2	1	1	2	2	1	2	2	3	2	3	3	2	2	2	43
23	AMN	1	1	4	4	1	4	4	4	4	4	4	4	4	4	1	4	1	4	1	1	59
24	MZ	2	3	3	2	3	2	3	3	2	2	2	2	1	3	2	3	2	3	3	3	49
25	RK	1	1	4	1	1	4	1	4	1	4	1	1	1	1	4	4	1	4	4	1	44
26	ND	2	1	4	1	2	3	2	4	1	3	2	4	1	3	2	4	1	2	3	1	46
27	IHN	3	1	1	3	3	3	2	3	4	4	3	3	3	2	2	2	2	3	3	2	52
Total																					1.361	

The table above shows that the cumulative score that they got through the questionnaire was 1.361. Based on the questionnaire's score, the result of the analysis of the rate percentage of students' questionnaires using formula $p = \frac{\text{score}}{\text{total}} \times 100\%$ showed at 50.40%. That can be seen from the classification of the questionnaire results, the data showed a score 50.40% which means "Undedicated".

Table. 4.22 The Table Respondent Students in the Scale Likert

Statement		Score	
Positive	Negative	Positive	Negative
1	2	2	4
3	4	1	1,2
5	7	2	1,2,4
6	8	4	2
9	10	1	3
11	12	4	1
15	13	2	1
16	14	3	2
18	17	4	4
19	20	3	4

The research on students' interest on remote learning (a study) at the second grade of SMPN 1 Lembang Kabupaten Pinrang. Where every students' has the level and interest of learning that is different. It can be seen on the chart above that shows the students' choice of answers to the students' interest on remote learning. There are some students' choosing answers strongly agree and strongly disagree of positive statements, as well as otherwise to the negative statements. This is seen in positive statements number 6 and 3, where some students' respond strongly agree to statement number 6 with the score is 4, whereas statement number 3 answers strongly disagree with the score of 1. Whereas in negative statements number 2 and 4, where some students' respond to statement number 2 responding strongly agree with the score 4 and statement number 12 responding strongly disagree.

In the study there are 20 statements item which are 10 positive and 10 negative. Research based on the number of studies given to students should know the interest of students' learning on remote learning, on positive statements students' prefer strongly agree and agree with statements items, whereas on negative statements many students prefer to strongly disagree and disagree. This proves that students' are interested on remote learning at the second of SMPN 1 Lembang Kabupaten Pinrang. This proven from the students of responses on the table scala likert.

Table 4.23 the Table Kinds of Interest Students

Kinds of interest							
Expressed interest	Score	Manifest interest	Score	Inventories interest	Score	Tested interest	Score
2	4	1	2	9	1	6	4
3	1	5	2	10	3	8	2
4	1,2	16	3	12	1	14	2
7	1,2,4	18	4	15	2	11	4
13	1	19	3	20	4	17	4

In the study of interest, the students interest (a study) on remote learning at the second grade of SMPN 1 Lembang Kabupaten Pinrang. There are 4 kinds of interest to be known in the study namely, expressed interest, manifest interest, inventories interest and tested interest. In the study which used a questioner as a tool to collect students' statement, which are given online using the whatsapp application. From the results, the study obtained data according to the table above.

Based on the above description, it may be concluded that during on remote learning process that has taken place since COVID-19, it certainly affects teachers and students, especially the students' interest in learning. Based on research already

done, this suggest that student study interest on remote learning studies are category as a manifest interest.

Table 4.24 Analysis kinds of interest interest

No.	Manifest interest	Score	Frequency	Percentage	Sum of score
1.	1	2	10	14.8%	78.75%
2.	5	2	10	37.0%	87.5%
3.	16	3	10	37.0%	77.5%
4.	18	4	12	44.4%	90.0%
5.	19	3	13	48.1%	88.75%
Total		14	55	181.3%	428.5%
Average					85.7%

The table shows analysis manifest interest, so the Concluded manifest interest in the category very strong.

B. Discussion

The result in findings the researcher using instrument to get the result, where the researcher using questioner to know whether the students' interest on remote learning (a study) at the second grade SMPN 1 Lembang Kabupaten Pinrang.

To find out the response students' interest on remote learning, the researcher used a questionnaire to answer the problem statement. There were four classification used by researcher to determine responses students' interest on remote learning. If the interval obtained is 81% - 100% it means that it is in the category of Very Strong (VS), if 61% - 80% it means is in the strongly on category, if 41% - 60% is in the

Undedicated category, if 21% - 40% then Low (L) category and if the 0% - 20% then strongly low (SL) category.

In this study, there were 20 items in the form of questions where 10 were positive and 10 were negative. Researcher analyzed one by one question item to determine student responses. Where on the positive questions, the students' prefer answer disagree and strongly disagree, while for negative question, many dominant students' prefer answer to agree and strongly agree. This proves that students' response to the students' interest on remote learning at the second grade SMPN 1 Lembang Kabupaten Pinrang is in the category undedicated.

This is evidenced by the result of the researcher analysis and the total number of students' scores, the result obtained are 50.40%. Where based on the classification used by the researcher in the previous chapter that 50.40% fall into the undedicated on category. The percentage of the students' response was calculated by dividing the number of students on the certain level by all numbers of sample the multiplying by $\frac{\square}{\square} \times 100\%$. We can take conclusion of this research that more of the students in SMPN 1 Lembang Kabupaten Pinrang especially in the second grade was dominated by good response.

The research on students' interest on remote learning (a study) at the second grade of SMPN 1 Lembang Kabupaten Pinrang. Where every students' has the level and interest of learning that is different. It can be seen on the chart above that shows the students' choice of answers to the students' interest on remote learning. There are some students' choosing answers strongly agree and strongly disagree of positive statements, as well as otherwise to the negative statements. This is seen in positive statements number 6 and 3, where some students' respond strongly agree to statement

number 6 with the score is 4, whereas statement number 3 answers strongly disagree with the score of 1. Whereas in negative statements number 2 and 4, where some students' respond to statement number 2 responding strongly agree with the score 4 and statement number 12 responding strongly disagree.

In the study there are 20 statements item which are 10 positive and 10 negative. Research based on the number of studies given to students should know the interest of students' learning on remote learning, on positive statements students' prefer strongly agree and agree with statements items, whereas on negative statements many students prefer to strongly disagree and disagree. This proves that students' are interested on remote learning at the second of SMPN 1 Lembang Kabupaten Pinrang. This proven from the students' of responses on the table scala likert.

In the study of interest, the students interest (a study) on remote learning at the second grade of SMPN 1 Lembang Kabupaten Pinrang. There are 4 kinds of interest to be known in the study namely, expressed interest, manifest interest, inventories interest and tested interest. In the study which used a questioner as a tool to collect students' statement, which are given online using the whatsapp application. From the results, the study obtained data according to the table above.

Based on the above description, it may be concluded that during on remote learning process that has taken place since COVID-19, it certainly affects teachers and students, especially the students' interest in learning. Based on research already done, this suggest that student study interest on remote learning studies are category as a manifest interest. So, the Concluded manifest interest in the category very strong.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of the previous chapter in this study, the writer concludes that:

This is evidenced by the result of the researcher analysis and the total number of students' scores, the result obtained are 50.40%. Where based on the classification used by the researcher in the previous chapter that 50.40% fall into the fair on category. The percentage of the students' response was calculated by dividing the number of students on the certain level by all numbers of sample the multiplying by 100% = $\frac{\square}{\square} \times 100\%$. We can take conclusion of this research that more of the students in SMPN 1 Lembang Kabupaten Pinrang especially in the second grade was dominated by fair response.

In the study there are 20 statements item which are 10 positive and 10 negative. Research based on the number of studies given to students should know the interest of students' learning on remote learning, on positive statements students' prefer strongly agree and agree with statements items, whereas on negative statements many students prefer to strongly disagree and disagree. This proves that students' are interested on remote learning at the second of SMPN 1 Lembang Kabupaten Pinrang. This proven from the students' of responses on the table scala likert.

In the study of interest, the students interest (a study) on remote learning at the second grade of SMPN 1 Lembang Kabupaten Pinrang. There are 4 kinds of interest to be known in the study namely, expressed interest, manifest interest, inventories interest and tested interest. In the study which used a questioner as a tool to collect

students' statement, which are given online using the whatsapp application. From the results, the study obtained data according to the table above.

Based on the above description, it may be concluded that during on remote learning process that has taken place since COVID-19, it certainly affects teachers and students, especially the students' interest in learning. Based on research already done, this suggest that student study interest on remote learning studies are category as a manifest interest. So, the Concluded manifest interest in the category very strong.

B. Suggestion

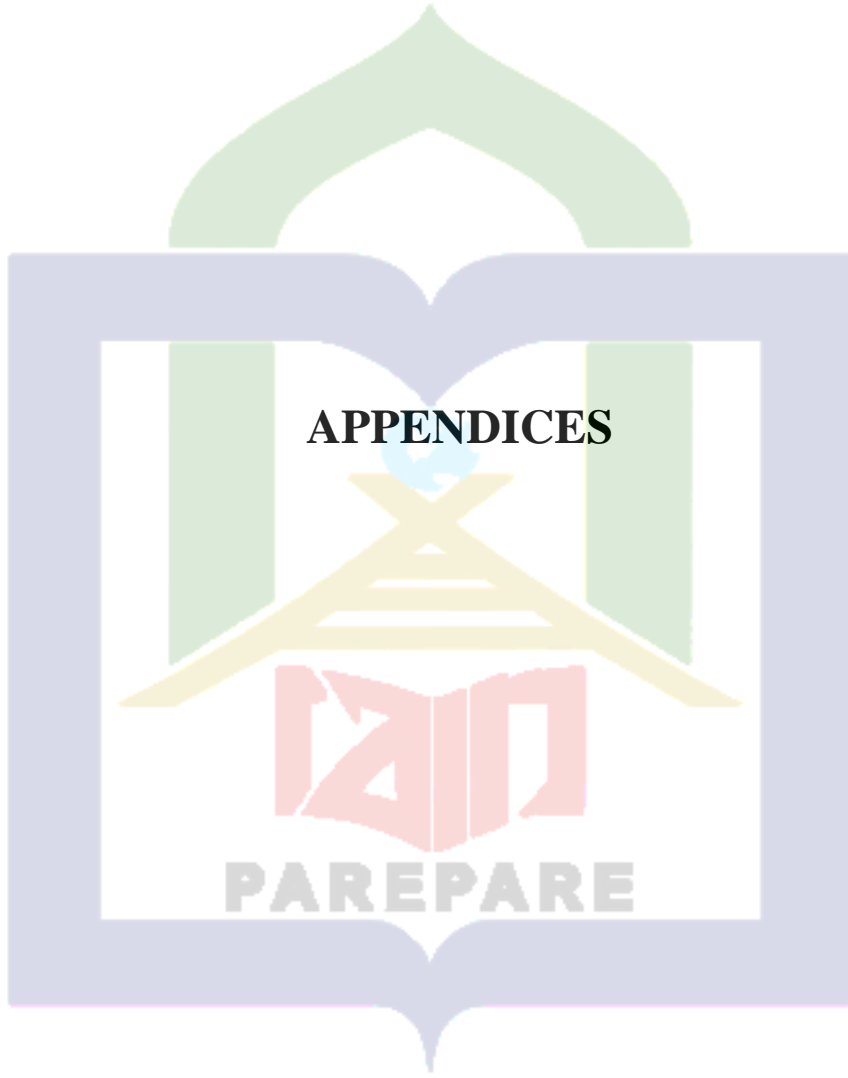
Based on conclusion, the researcher would like to give some suggestions related to this researcher for the teacher, students, and other researcher. The suggestion is a follow:

1. Students must continue to learn and more active in remote learning and watch the teacher explanations and perform the assignments given.
2. The teacher can create interesting learning, so that students do not get bored in remote learning.
3. For future researchers, they can use this researcher as literature to guide them when they want to run similar research although this research is still far from perfection

BIBLIOGRAPHY

- Abdul Hadi, "Tips Belajar Online Jarak Jauh Selama Penyebaran Corona Covid-19," *Tirto.id*, 17 Maret 2020.
- Anas sudjono, *Pengantar Statistik Pendidikan*, (Jakarta Rajawali Persada, 1994), fifth edition.
- Dr. Wahab Ali, "Online And Remote Learning In Higher Education Institutes: A necessity In Light Of COVID-19 Pandemic." *Head of Educations Department, Fiji*, no,3;2020.Elizabeth. B. Hurlock, *Child Development*. (Singapore: Mc. Graw-Hill Book Company, 1987).
- Gay, L.R. *Educational Research Competence For Analysis And Application*, (Second Edition Columbus, E Merrill, 1981).Hemarida Nabilah Putri; Mahasiswa UNJ Fakultas Ilmu Sosial, *Pengaruh Pembelajaran Jarak Jauh Terhadap Minat Belajar Siswa Dan Mahasiswa; Interaksionisme Simbolik Persfektif Herbert Mead*,<https://www.kompasiana.com/hemarida98422/5fb106a5d541df072e67a922/pengaruh-pembelajaran-jarak-jauh-terhadap-minat-belajar-siswa-dan-mahasiswa?page=all>.
- <https://www.sederet.com/tutorial/expressing-interest-dalam-bahasa-inggris/>.
- Interest: meaning, types and measurement | psychology. Psychologydiscussion.net <https://www.psychologydiscussion.net/notes/psychology-notes/educational-psychology-psychology-notes/interest-meaning-types-and-measurementpsychology/2668#:~:text=Manifest%20interest%20is%20the%20interest,and%20absorbed%20in%20an%20activity>.
- Interest inventory | enclopediia.com. encyclopedia.com. <https://www.encyclopedia.com/medicine/encyclopedias-almanacs-transcripts-and-maps/interest-inventory#:~:text=An%20interest%20inventory%20is%20a,also%20known%20as%20interest%20test>
- Ishak Nurjannah, *The Student's Interest and Attitude in Learning English Vocabulary Using Scrabble Gam*. (Thesis: Universitas Negeri Makassar, Makassar).
- Nurazizah Siti. "Evaluasi Pembelajaran Dan Pengaruhnya Terhadap Minat Belajar Siswa Pada Mata Pelajaran IPS Ekonomi Kelas VII Mts Al-Ihsan Babakan Manjeti Kecamatan Sukahaji Kabupaten Majalengka, (Cirebon, Instiitut Agama Islam Negeri (IAIN) Syekh Nurjati Cirebon, 2012).
- Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2003) 2nd Ed.
- M. Karnal Zubair, Rahmawati, Fikri, Herda, Buhaerah and M. Qadaruddin. 2010. "Penuulisan Karya Ilmiah Berbasis Teknologi Informasi" Institute Agama Islam Negeri Parepare.

- Muhajir Ahmad, Faktor-Faktor Yang Mempengaruhi Minat Siswa Dalam Mengikuti Kegiatan Ekstra Kurikuler. (Semarang: Universitas Negeri Semarang, 2005).
- Munir. “*Pembelajaran Jarak Jauh Berbasis Teknologi Dan Informasi Komunikasi*”, (Bandung: Alfabeta, 2009).
- Riamin. “*Menumbuhkan Minat Belajar Siswa dalam Pembelajaran*”. 14 April. <https://www.kompasiana.com/riamin/570ec6323697738d1a3e38b6/menumbuhkan-minat-belajar-siswa-dalam-pembelajaran>
- Ria Yunitasari and Umi Hanifah, “*Pengaruh Pembelajaran Daring terhadap Minat Belajar Siswa pada Masa COVID-19*”, Edukatif: Jurnal Ilmu Pendidikan 2 nomor 3 Tahun 2020 Halm 232 - 243 EDUKATIF: JURNAL ILMU PENDIDIKAN Research & Learning in Education.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 2 (2), 79. <https://doi.org/10.17509/jpm.v2i2.8108>
- Suharsimi Arikonto, *Prosedur Penelitian* (Jakarta: PT. Rineka Cipta, 1997).
- Sugiyono, *Metode Penelitian Kuantitatif* (Jakarta: Rineka Cipta, 2017).
- Sugiyono, *Metode Penelitian Statistika* (Bandung. Alfabeta, 2011).
- Sundus nurmaulidina and Yoga Budi Bhakti, “*Pengaruh Media Pembelajaran Online Dalam Pemahaman Dan Minat Belajar Siswa Pada Konsep Pelajaran Fisika*”, nomor 2, November 2020. p-ISSN: 2460-9587 e-ISSN: 2614-7017.
- Sukandani Herlin, *The Interest Of Students In Reading At SMK DDI Parepare Through Illustrarated English Book Story*.(Thesis: STAIN Parepare, 2008).
- Tata usaha SMPN 1 Lembang Kabupaten Pinrang.
- What are interest tests? –learn more about interest tests/123test.123test.com



Appendix 1 questioner

Nama :

Kelas :

Petunjuk Pengisian Angket:

1. Bacalah dengan teliti dan seksama!
2. Tulislah nama lengkap dan kelas kalian pada lembar jawab!
3. Kerjakan semua soal pada lembar jawab yang telah disediakan dengan memberikan tanda (√) sesuai dengan pendapat kalian!
4. Untuk menjawab soal pada pernyataan pilihlah empat alternatif di bawah ini dengan menggunakan tanda ceklist (√).
 - a. Sangat Setuju (SS)
 - b. Setuju (S)
 - c. Kurang Setuju (KS)
 - d. Tidak Setuju (TS)

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	TS
1.	Belajar online tidak mengurangi semangat saya untuk belajar.				
2.	Saya lebih suka bermain game dibandingkan belajar online.				
3.	Saya lebih suka belajar online dibandingkan belajar di sekolah.				
4.	Saya kurang memahami penjelasan guru selama belajar online.				
5.	Saya memperhatikan penjelasan guru selama				

	selama belajar online.				
6.	Saya selalu mengerjakan tugas meskipun belajar online.				
7.	Banyaknya tugas membuat saya malas belajar online.				
8.	Saya mengerjakan soal dengan cepat dan sering tidak teliti.				
9.	Saya lebih santai belajar online walaupun banyak tugas yang diberikan guru.				
10.	Saya lebih santai belajar online apabila tugas yang diberikan guru tidak terbatas waktu.				
11.	Saya tetap mengerjakan tugas yang diberikan guru walaupun tidak dibimbing oleh orang lain yang lebih mampu.				
12.	Ketika mengalami kesulitan belajar online saya akan bertanya kepada guru atau teman.				
13.	Saya lebih suka belajar di sekolah dibanding belajar online.				
14.	Saya tidak menjawab pertanyaan guru karena takut jawaban saya salah.				
15.	Belajar online begitu bermanfaat untuk kehidupan saya.				
16.	Saya lebih mmenyukai belajar online dibandingkan belajar disekolah.				

17.	Saya kurang aktif belajar online karena selalu diberi tugas.				
18.	Setiap hari saya selalu mengikuti pelajaran online.				
19.	Saya selalu mengumpulkan tugas tepat waktu.				
20.	Saya menunda dalam mengerjakan tugas yang diberikan guru.				



Appendix 2 score of questionnaire

No	Skor pernyataan																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	1	1	4	4	4	1	1	1	1	4	3	3	2	2	1	1	4	4	1	46
2	1	4	3	1	2	3	4	3	3	3	2	2	2	3	3	3	3	2	3	2	52
3	3	1	1	4	4	4	1	1	4	4	1	4	4	4	1	1	1	4	3	1	51
4	3	4	4	3	2	2	3	3	3	2	2	2	2	3	2	3	3	3	3	3	55
5	1	4	3	2	1	1	4	3	4	3	2	1	2	3	1	3	3	1	2	4	48
6	1	4	2	3	2	1	3	1	4	2	1	1	2	4	1	3	4	1	2	4	46
7	4	1	1	4	4	4	1	1	1	1	4	4	4	4	4	4	1	4	4	1	56
8	2	4	3	2	3	1	4	3	1	2	3	3	3	2	2	3	4	2	3	3	53
9	2	4	3	2	3	1	4	3	1	2	3	3	3	2	2	3	4	2	3	3	53
10	1	2	1	4	2	4	3	3	2	4	3	3	4	4	1	1	4	3	2	3	54
11	3	1	1	3	4	3	1	2	3	3	4	4	1	2	2	2	1	3	3	1	47
12	4	1	4	4	4	4	1	1	1	1	4	4	3	4	1	1	1	4	4	1	52
13	2	3	1	1	2	2	4	2	3	4	2	3	4	2	1	1	3	2	2	3	47
14	2	2	2	1	2	3	4	4	1	2	1	1	1	3	1	2	3	3	3	3	44
15	3	1	2	3	3	4	1	1	2	2	3	4	4	1	2	2	1	4	3	1	47
16	2	4	1	4	3	4	4	2	1	4	3	4	4	1	2	1	3	4	3	1	55
17	2	2	3	4	3	3	2	2	4	2	1	3	2	4	2	4	2	4	1	2	52
18	4	3	3	3	3	4	3	3	3	3	4	4	1	3	1	1	1	4	1	3	55
19	4	3	2	3	2	2	3	4	3	1	4	3	4	4	2	3	2	4	1	4	58
20	2	3	1	2	2	2	3	3	1	1	2	2	2	3	3	3	2	3	2	3	45
21	2	1	1	3	2	4	3	2	2	3	4	4	4	3	2	1	2	4	3	2	52
22	3	3	2	2	3	2	1	1	2	2	1	2	2	3	2	3	3	2	2	2	43
23	1	1	4	4	1	4	4	4	4	4	4	4	4	4	1	4	1	4	1	1	59
24	2	3	3	2	3	2	3	3	2	2	2	2	1	3	2	3	2	3	3	3	49
25	1	1	4	1	1	4	1	4	1	4	1	1	1	1	4	4	1	4	4	1	44
26	2	1	4	1	2	3	2	4	1	3	2	4	1	3	2	4	1	2	3	1	46
27	3	1	1	3	3	3	2	3	4	4	3	3	3	2	2	2	2	3	3	2	52
Ttl																					1.361

Appendix 3 Surat Keterangan Pembimbing (SK)

**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 1402 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

- DEKAN FAKULTAS TARBİYAH**
- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.
- MEMUTUSKAN**
- Menetapkan** : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
b. Menunjuk saudara; 1. Hj. Nurhamdah, S.Ag., M.Pd.
2. Dra. Hj. Nanning, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Sri Nengsi
NIM : 16.1300.073
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Interest on Remote Learning at The Second Grade of SMPN 1 Lembang Kabupaten Pinrang
- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
e. Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 25 Agustus 2020



Appendix 4 Surat Permohonan Rekomendasi Penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Lembang, Parepare 91032 ☎ (0421) 213077 Fax 244094
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B.1069 /In.39.5.1/PP.00.9/04/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kab. Pinrang

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Sri Nengsi
Tempat/Tgl. Lahir : Rantoni, 20 Maret 1997
NIM : 16.1300.073
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : Rantoni Desa Pakeng, Kec. Lembang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :
"Students' Interest On Remote Learning (A Study) At The Second Grade Of SMPN 1 Lembang Kabupaten Pinrang"

Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2021.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 12 April 2021
Wakil Dekan I,


#Muh. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 5 Surat Izin Penelitian

**PEMERINTAH KABUPATEN PINRANG**
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0174/PENELITIAN/DPMPPTSP/04/2021
Tentang

REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 20-04-2021 atas nama SRI NENGSI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat : 1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan : 1. Rekomendasi Tim Teknis PTSP : 0323/R/T.Teknis/DPMPPTSP/04/2021, Tanggal : 20-04-2021
2. Berita Acara Pemeriksaan (BAP) Nomor : 0176/BAP/PENELITIAN/DPMPPTSP/04/2021, Tanggal : 20-04-2021

MEMUTUSKAN

Menetapkan :
KESATU : Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG
3. Nama Peneliti : SRI NENGSI
4. Judul Penelitian : STUDENT'S INTEREST ON REMOTE LEARNING (A STUDY) AT THE SECOND GRADE OF SMPN 1 KABUPATEN PINRANG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : KELAS 2 SMPN 1 LEMBANG
7. Lokasi Penelitian : Kecamatan Lembang

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 20-10-2021.

KETIGA : Peneliti wajib menaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 21 April 2021


Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Blaya : Rp 0,-

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE

Appendix 5 Surat Keterangan Telah Meneliti



**PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 LEMBANG**

Alamat : Jl. Poros Pinrang-Polman KM 37 Tuppu Kode Pos 91254 Tlp. (0421) 911107

SURAT KETERANGAN

Nomor : 412/034/SMP.1/LB/2019

Yang bertanda tangan dibawah ini :

Nama : SYAMSUL BAKHRI, S.Pd., M.Si
NIP. : 19610527 198301 1 002
Pangkat/Golongan : Pembina Tk.I IV/b
Jabatan : Kepala UPT SMP Negeri 1 Lembang

Menerangkan bahwa :

Nama : SRI NENGSI
NIM : 15.1300.073
Program Studi : Pendidikan Bahasa Inggris
Judul : "STUDENT'S INTEREST ON REMOTE LEARNING (A STUDY) AT THE SECOND GRADE OF SMPN 1 LEMBANG KABUPATEN PINRANG"

Benar telah melakukan Penelitian di UPT SMP Negeri 1 Lembang Kabupaten Pinrang dari tanggal, 20 April 2021.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Mei 2021
Kepala UPT SMP Negeri 1 Lembang

SYAMSUL BAKHRI, S.Pd., M.Si
19610527 198301 1 002

CURRICULUM VITAE



Sri Nengsi, the writer was born on March 20th in Rantoni 1997, South Sulawesi. She is the third child from five siblings; she has three sisters and one brother. Her father's name is Silaja and her mother's name is Nani. She started formal education in 2004 at SDN 301 Buttu Bila, and graduated in 2010.

Then she continued her study in junior high school at SMPN 1 Lembang and graduated in 2013. She then continued her study at SMAN 1 Lembang in 2013, but it later changed to SMAN Pinrang, where she graduated in 2016. In September, she continued her study at IAIN Parepare in the Tarbiyah Faculty, English Department. She completed her study with a thesis titled "Students' Interest in Remote Learning (a Study) at the Second Grade of SMPN 1 Lembang Kabupaten Pinrang." The writer is eager to continue her education in another country because she wants to gain more experience and seek a new atmosphere in the field of education. She wants to be a lecturer because being a lecturer is a noble task and the knowledge she has gained is not in vain. As for her motto, she never gives up, which means that in any situation she never gives up and is able to realize what she wants.