

DESCRIBING STUDENTS' ACTIVENESS IN DISTANCE LEARNING DURING COVID-19 PANDEMIC TIME

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Abstract: The objective of the research is to describe the level of students' activeness in learning during Covid 19 Pandemic time at SMP Negeri 3 Poso Kota Utara. The type of the research was qualitative research. The subject of the research were Eight grade students of SMP Negeri 3 Poso Kota Utara, consist of 25 students. Data collection technique used were documentation, interviews and questionnaire. The technique of data analyzed using the excel program. Based on the research of the study, the level of students activities was classified as active. The percentage of students' activeness is (68,44%) or in the level is active. The kinds of students' activeness were visually active (12,4%) the students paid attention to the teacher's explanation of the material that had been sent. Orally active (9,08%) that the students answered the question given by the teacher. Listening active (4,52%) that the students can make example and listen carefully when the teacher teach them. Writing active (8%) that the students not the important things. Drawing active (4,92) that the students give their opinion when the teacher ask. Motorically active (11%) that the students can do by themself when opening the material with a laptop or smartphone, can send assignments by them self via smartphone or laptop and try to find supporting material myself to learn from YouTube. Mentally active (13,28%) that the student try to complete the assignment given by the teacher according to the set time. Emotionally active (6,28%)that they are interested in the material that the teacher sends

Keywords: *Students' Activeness, Distance Learning*

The teaching and learning process held at school has many impacts on students and teachers. Students as learners will gain a lot of knowledge while teachers as educators will continue to try to make students learn. Teachers and students will continue to work actively so that the learning process will provide good results for both. If this is not the case, both students and teachers will reap failure. Failure to learn is not just one teacher's fault or a student's fault. A good teacher will continue to strive so that students will succeed in capturing every material being taught, of course students will also need to be active in the process of learning so that they understand the material being taught.

Student's activeness is not same in a learning process. There are some active students and there will be some students who are not active in each class in a learning process. Active students will pay attention and try to understand what the teacher teaches, while students who are not active will not try to understand what is being learned. Activeness is not the only determinant of success in the learning process, but it can be guessed that active students will reap success while students who are inactive will fail.

Learning English is not an easy thing because it requires student activity, because learning English includes learning listening, speaking, writing and reading skills. Students who are not

active will prevent students from listening, speaking, writing and reading. It is very necessary to active to make students successful when they learn English. The more active students are, the more trained they are to carry out these language skills.

The difficulty of learning English and increasing student activity requires teachers to keep thinking and trying. The learning process that is carried out should not be mediocre but continue to innovate so that students are active and able to learn English well. However, this is not easy and requires a thorough preparation process in learning. Recently teachers and students have been busy with online learning which is making it harder for the English teacher to keep students active in learning.

The teacher must work hard in creating a learning process that creates an active role for students in the learning process. Teachers must not remain silent but continue to try to design a learning process that is oriented towards student activities.

The English teacher at SMP Negeri 3 Poso Kota Utara has implemented distance learning in their teaching and learning process at school. According of the results of an interview with one of the English teacher at SMP Negeri 3 Poso Kota Utara, since the Covid-19 pandemic, SMP Negeri 3 Poso Kota

Utara has carried out a distance learning process with WA to facilitate communication. What the teacher does is send the material via WA and the assignment to be done after that asks students to send the assignment back. The physical activeness shown by students in the online learning process is when they respond by reading the material given which is marked with a blue tick in the WA chat and sending the work of assignments to the teacher, while other non-physical activeness cannot be observed directly because students are not present in class. Of course, not all students are active in the online learning process.

The process of learning lead the students who did not respond well and unmotivate them self to learn and encourage themselves to follow the class going well. It can be expected that students reach more knowledge toward what they will learn.

Based on this background, it encourages researcher to examine more deeply about student activeness in learning English online in a research title Describing Students Activeness in Learning during Covid-19 Pandemic Time at SMP Negeri 3 Poso Kota Utara.

1. Learning Activeness

Activeness comes from the word active which means active at work, active in trying, able to react and interact, while the meaning of the word activity is busyness or activity (Em Zul Fajri, Ratu Aprilia Sejan, 2014).

Activeness is the state or quality of being active. (yourdictionary.com) The definition of activeness in the dictionary is the state of being busy and pleasantly occupied; having a lot of different interests and doing a lot of activities. Other definition of activeness is physically energy. Activeness is also mental alertness and energy

The process of active learning where the students involves in the activity as long as the process of teaching-learning. Active learning according to Bell and Kahrhoff (2006) is a process where the students are involved actively in make the understanding of ideas, facts, and their skills thru the settlement of the instructor directed the activities and also the task. This is the type of the activity that can engage the whole students, it means that the learning happens when the students got involve in the activity that used content and the skill that they have been learn.

Riswanil and Widyati (2012: 7) stated that student learning activeness is student activity in the learning process that engages emotional abilities and puts more emphasis on

creativity of the student, increases their abilities, and reaches students who are capable to master the concepts and also creative.

According to Sriyono, activeness are all activities that are carried out either physically or spiritually. Student activity during the teaching and learning process is one indicator of the student's desire to learn. The activities in question are activities that lead to the learning process such as asking questions, asking opinions, doing assignments, being able to answer teacher questions and being able to work together with other students, as well as being responsible for the assignment given (<http://ipotes.wordpress.com>).

a. Learning Activity Classification

Many teachers feel satisfied when watching students look busy working and moving in the classroom. Non activity should be prioritized in the learning process rather than being physically active. Frequent questions, questioning other people's ideas, and expressing ideas are all signs of mental activity. (Mardianto, 2013)

Sardiman (2009:101) divides activities that indicate activeness

- 1) Visual activities, which contain paying attention to the drawings, reading, experiments, and demonstrations other people's work
- 2) Oral activities, as well as stating, formulating, asking questions, giving suggestions, giving opinions, do interviews and also discussions.
- 3) Listening activities, such as listening: discussions, speeches, conversations, even music
- 4) Writing activities, as well as writing, essays, stories, questionnaires, reports.
- 5) Drawing activities, such as drawing, maps, diagrams and making graphs,
- 6) Motor activities, that put among others; doing experiments, making construction, playing
- 7) Mental activities, for example, for example; respond, remember, solve problems, analyze, make decisions.
- 8) Emotional activities, such as: interested, feeling bored, excited, calm.

Based on the description of the activity classification that mentioned before, it indicates that activity in learning is pretty complex and varied. The situation in which students carry out learning activities is called learning activeness.

b. Characteristics of Learning activity

Here are some the characteristics of active learning of the students. (1) students are engaged in more than listening. They are going to talk actively as long as the process of the teaching learning. (2) Less tension is placed on transmitting information and more on expanding the studentsskills and ideas or thoughts. They are going to share the information that they already know each other. (3) students are engaged in higher-order thinking (synthesis, analysis, and evaluation). They will think critically to crack the problems. (4) Students are involved in activities (writing, reading, discussion). They did not keep silent but participate in all the activities. (5) greater tension is located on students' exploration of their own values, attitudes, values, and also their own experiences. Students is the role center in the classroom (NurAzizah M., Rosnija E., and Arifin Z. 2017)

According to Sudjana (2013), the activeness of students in following the teaching and learning process can be seen in the following terms:

- 1) Participate in carrying out their learning assignments
- 2) Engage in problem solving
- 3) Ask other students or teachers if they do not understand the problems they are facing
- 4) Trying to find various information needed to solve the problem
- 5) Train yourself in solving problems or problems
- 6) Assessing his own abilities and the results obtained (Sudjana, 2013)

In addition, the characteristics of student activity / student activity can be reviewed based on the process, as follows:

- 1) Student activeness is viewed from the planning process
 - a) There is student involvement in formulating learning objectives according to their needs and abilities as well as experience and motivation as material for consideration in determining learning activities
 - b) There is student involvement in compiling learning designs

- c) There is involvement in determining and holding the learning media to be used.

2) Student activeness in terms of the learning process

- a) There is student participation both mentally, emotionally, physically, and also intellectually in every process of the learning. It can be seen from the high motivation and attention of the students to do each given task according the time that be given.
- b) Students learn directly. In the direct learning process, concepts and principles are given through real experiences such as feeling, feeling, operating, doing it yourself, and so on. Likewise, this experience can be done in the form of cooperation and interaction in groups.
- c) There are student efforts to create a conducive learning climate
- d) Student involvement in finding and utilizing every available learning resource that is considered relevant to learning objectives.
- e) There is student participation in order to take the initiatives for example like trying to solve problems raised ,answering and asking questions, or even that arise during the learning process.
- f) Students are able to interact multi-direction, both between students and students or between teachers and students, this interaction is also characterized by the involvement of all students equally, meaning that the conversation or question and answer process is not dominated by certain students only

3) Student activeness in terms of learning evaluation activities

- a) There is student involvement in evaluating the learning outcomes themselves
- b) The involvement of students independently to carry out test activities, and the tasks that must be done.

- c) The willingness of students to prepare reports both written and oral regarding the learning outcomes they get. (Sanjaya, 2010)

c. Level of Activeness

The activeness was a process that make the students as the centre of learning. The active learning has purpose to focus on how the student learning, not only on what they the subject that they learn. The students are driven to think harder instead being passive on receive information. The students has the different activeness. The measurement of activeness was done by some researcher according to different reference. In this research the researcher was to find out the level of activeness. The score of the students for each aspect calculated and obtained the limitation of the students learning activeness categories as the level of activeness

METHOD

Qualitative descriptive is the type of this reasearch. The researcher conducted this research qualitatively due the data in it. The data are in the form of written texts. The researcher took the data from the English language teacher and students of SMP Negeri 3 Poso Kota Utara. The sample of this research was English Teacher of SMPN 3 Poso Kota Utara and the 8th year students of SMP Negeri 3 Poso Kota Utara. The number of student is 25 students. The researcher treated all of them as the source of the research. The researcher collected data, used by documentation, interviews and questionnaire. Researcher used a descriptive qualitative approach to analyze data.

FINDINGS AND DISCUSSION

The data of the documentations were collected when the teacher presented in classroom activities through Zoom application.

The observation in day 1 was conducted on Wednesday, March 10th, 2021. Only 16 students who attended in that class that day. Class started by their teacher with doing some activities. The teacher gave the motivation to the students. Then, the teacher asked the last material that has been taught. There are students who answered the teacher opening questions. The topic of the lesson shown in figure 2 and 3 was in Chapter VIII, What are You doing, the material focus on the using of present continuous tense. The teacher explained and gave some example of present continuous tense. After the material was explained, the teacher gave some questions relate with the present continuous tense. There

were students who answered the questions. The teacher gave the opportunity to students to ask some questions. There were 3 students who ask some questions at the time. The teacher gave the summary after they answer the questions and then close the class

The observation of meeting 2 was conducted on Wednesday, March 7th, 2021. There are 7 students who attended the class. The activity was began by teacher. At the opening session, the teacher gave motivation to the students. The teacher asked the material of last week and the students response the teacher. The second meeting material was Simple present tense. The teacher explained about simple present tense. Then, the teacher asked some questions to the students to examine their understanding about the material. The students answer the questions. The teacher also gave the opportunity the students to ask some questions. Only 1 student gave the question.

Documentation day three was the picture was took by the researcher about the situation and condition of teaching and learning activity at the day. The activities was show in figure below:

The documentation about the observation class on meeting 3 was conducted on Wednesday, March 24th 2021. The opening class was start when the students was given motivation by. As usual, the teacher asked some questions about the material of last week. The part of the activeness, on this occasion the students answered the questions of the teacher. The topic of the lesson was Degrees of Comparison. The teacher explained the lesson and give them few example to increase the students understanding about the lesson. He asked some students to make some example about the kind of sentence. After that the teacher gave opportunity the students to ask some questions. At the end of the lesson after the teacher gave the conclusion the teacher gave the assignment to the students. There was 1 student who asked the question. There were 3 students who attended the class.

The data from documentation support the data based on the condition was happened in the location of the researcher. The kinds of documentation in this research was the picture or photos that took during the research to find out the situation and condition throughout the process of teaching - learning. The documentation analyzed descriptively. The researcher displayed the picture and describe the naratively according the picture. According the result of the data documentation, the researcher only get two types of students

activities namely visual activities and oral activities from eight types of student activities, thus encouraging researchers to conduct interviews.

2. Data Findings Through Interview was Conducted on Friday, March 26th 2021

The researcher gave 5 questions to interview 5 students. The questions focus on the activeness according to Sudjana (2013). The result of interview is describe below:

Question 1 :*Apakah adik-adik ikut berpartisipasi pasidalam menjalankan tugas belajar?*.

Question 1 focus on the participate in carrying out their learning assignments. The student 1 answered that "ya", Student 2 answered "ya", student 3 answered "ya ikut", student 4 answered "ya ikut" and student 5 answered "ya ikut". Based on the 5 students answered, was found that the students participated in carrying out their learning assignment. it means that the students active when there assigment gave by the teacher or when the teacher gave some questions.

Question 2 :*Apakah adik-adik terlibat dalam memecahkan masalah ketika guru member materi atau tugas belajar?*. The question 2 focus on to find out the students activity in engage of problem solving. The student 1 answered "*tidak*", student 2 answered "*tidak*", student 3 answered "*tidak*", student 4 answered "*tidak*" and student 5 answered "*tidak*". Based on the studenst answered, it was found that the students' didntengage when there is a problem to solve. The student active in participating when the teaching and learning process but they didn't active to solve the problem relate to teaching and learning process.

Question 3 "*Apakah adik-adik meminta siswa atau guru lain untuk membantu menjelaskan kembali jika tidak mengerti dengan materi atau tugas yang diberikan oleh gurumu*" The question of number 3 is only focus on the activity of the students and also the teacher if they were ask if there were something that they did not understand. The student 1 answered "ya, sering meminta teman menjelaskan kembali materi yang tidak saya pahami", student 2 answered "*tidak, karena saya malu untuk bertanya*". Student 3 answered "ya, saya meminta teman menjelaskan ulang materi yang saya kurang paham". Student 4 answered "*tidak, saya mengerjakannya sendiri*". Student 5 answered "*tidak, saya berusaha mengerjakannya sendiri*". Based on the interview was found that there are two students answered answered yes because they need other people to help them when they have some assignment. The students asked the help from their friends if they do not understand the

material or assignment they are facing. On the other hand, there are 3 students who answered that they didn't ask any one to help them. They do their own way to understand the material even if they faced any trouble.

Question 4 "*Apakah adik-adik mencoba untuk menemukan berbagai informasi dalam menyelesaikan tugas-tugas yang diberikan oleh gurumu?*". Question 4 focus on train themself in solving problems or problems. Student 1 answered "*tidak*", student 2 answered "*ya, saya mencari informasi dari buku dan google*", student 3 answered "*ya, saya sering membuka google untuk menyelesaikan tugas dari guru*". Student 4 answered "*ya, saya mencari informasi dari buku untuk mengerjakan tugas saya*". Studen 5 answered "*ya, saya mencari materi tambahan dari google*". Based on the interview was found that all the students active in found many information to increase their understanding about the material by googling or reading other books.

Question 5 "*Apakah adik-adik melatih dirimu sendiri dalam mengerjakan tugas yang diberikan oleh gurumu?*" Student 1 answered "*ya, saya mengerjakan tugas sendiri*". Student 2 answered "*ya, saya melatih kemampuan saya untuk mengerjakan tugas sendiri*" student 3 answered "*ya, saya mencoba mengerjakannya sendiri*", student 4 answered "*ya, saya melatih untuk mengerjakan tugas sendiri*". Student 5 answered "*ya, saya selalu mencoba mengerjakan tugas sendiri*". Question 5 or last questions focus on assesing their own abilities and the result obtained. The students response with answer yes, that they do their effort in finishing their assignment. They want acces whether they can or can not do their assignment.

The researcher also interview the teacher to discover the activeness of the students' while the process of learning. There are 5 questions: 1)*Apakah semua siswa aktif mengerjakan tugas yang diberikan?* 2) *Apakah siswa aktif mengirim kembali tugas yang diberikan?* 3) *Apakah siswa aktif menjawab jika ada pertanyaan yang diberikan melalui WA?* 4) *Apakah Siswa bertanya jika ada tugas atau materi yang diberikan guru?* 5) *Apakah siswa aktif bertanya tentang tugas selanjutnya?*

The teacher answered as the supporting data found from the interview: 1) *Siswa aktif mengerjakan tugas yang berikan oleh guru*, 2) *Siswa aktif mengirim kembali tugas yang diberikan guru walaupun kadang-kadang tidak tepat waktu*. 3) *Siswa aktif menjawab jika ada pertanyaan yang diberikan oleh guru*, 4) *ya, siswa bertanya jika ada tugas*

yang di berikan oleh guru, 5) iya siswa katif bertanya tentang tugas selanjutnya.

According to the result of interview, it conclude that students and teacher who support the data was the active students while the teaching-learning in process in their class. Their activity was found from the activity of doing their assignment, sending the assignment, answering the question, asking the instruction of the assignment and asking the questions to the teacher. But the result of interview obtained are not sufficient to prove that the level of student activity can be said to be active, because there are only four types of student activity obtained from the interviews, namely visual activities, oral activities, motor activities, and mental activities from eight types of student activity. Thus encouraging researchers to conducted questionnaire.

1. Data Through Questionnaire

The researcher also distributed the questionnaire to the students. The female respondents were 13 (52%) and male respondents were 12 (48%). The age of respondents' age consist of 14 years old and 13 years old. The chart show that the range of students age was 13-14 years old. There are 17 students (68%) which 13 years old. There are 14 years old which 8 students (32%). The chart above can be found that the most of students was 13 Years old. The most respondents are female and they are 13 years old.

The questionnaire consist of 25 statements. The responses were 1 if the respondents never do the activity, 2 if they was once do the activity, 3 if they do the activity twice, and 4 if the do the activity more than twice. The questionnaire was filled by 25 students.

Based on the table above it can be found that the activeness that usually used by the students in online learning that Emotional activity according to the item 1 of the questionnaire. The statement was the students interested in the material that the teacher sends. Visual activity arise in item 2 namely all students give their attention to the explanation of the material that had been sent by the teacehr. Oral activity arise in item 12 namely the students answered the question given by the teacher. Mental activity arise in item 18 namely I try to complete the assignment given by the teacher according to the set time. The motor activy arise in statements number 20, 21 and 25. The students can do by themself when opening the material with a laptop or smartphone, can send assignments by them self via smartphone or laptop and they try to find

supporting material myself to learn from YouTube.

Based on the table above it can be seen the score of the students. The score is the amount of the each item. Based on table above it can be seen that there are 19 students are Active and 6 students are quite active. It means that most of students are active. The researcher calculated the score to know the classification of students activeness. Since the number of item is 25 and the maximum answer is 4. The maximum score in all items is 25×4 equal 100. If all the students get 100, so the maximum score of all students is $25 \text{ students} \times 100$ equal 2500. To find out the students' level of activeness, the researcher found the data by the formula bellow:

$$\% = \frac{\text{Total of Students Score}}{\text{Maximum score}} \times 100\%$$

$$\% = 1711/2500 \times 100 = 68,44\%$$

Based on table above obtained that the students of SMP Negeri 3 Poso Kota Utara level activeness 68,44% or Active.

The focus of this study was to determine the level of student activity in SMP Negeri 3 Poso Kota Utara. Based on the data from questionnaires, interviews, and documentation, there are similarities where the data shows that the student's level of their activity is included in the category of the active one. Divides activeness that indicate activities of Sardirman (2009:101) that (1) Visual activities, (2) Oral Activities, (3) Listening Activities, (4) writing activities, (5) Drawing activities, (6) Motor activities, (7) Mental activities, (8) Emotional activities.

The data was collected by questionnaire could be found that the activity level of student is included in the category of the active one. The score of students' activeness is 68,44% or in the level of active. The kinds activities of the students was Visual Activity (12,4%) the students gave their attention to explanation of the material by their teacher. Oral activity (9,08%) that the students answered the question given by the teacher. Listening Activities (4,52%) that the students can make example and listen carefully when the teacher teach them, Writing Activities (8%) that the students not the important things. Drawing Activities (4,92%) that the students give their opinion when the teacher ask. The Motor Activity (11,00%) that the students can do by themself when opening the material with a laptop or smartphone, can send assignments by them self via smartphone or laptop and try to find supporting material myself to learn from YouTube. Mental Activity

(13,25%) that the student try to complete the assignment given by the teacher according to the set time. Emotional Activity (6, 28%) that they are interested in the material that the teacher sends.

The data found in this research was similar. Consistent with previous studies the finding of the research conducted by Setiawan, Rofi and Jatmikowati (2021). The previous research discovered that the level activity of the students is in the good and active category through out online learning during this pandemic at Al Amin Muhammadiyah Boarding School of Bojonegoro. The current research also same with the previous research conducted by Haryani, EkaSepti (2020) since the research objective to discovered that the students' level activeness in learning through Google Meet Application. The previous research found that the level of students activeness was 5 % less active, 40% active enough and 55% active students. It can be conclude that the students' was active. The students' activeness according to previous research was conducted MuthmainnahNur (2019) is when they active in asking some questions, give their comments, and even done some simple task.

The recommendation of this research give the recommendation to the teacher of the next researcher that when the students of SMP Negeri 3 Poso Kota Utara level activeness (68,44%) or Active, the teacher and next researcher can be implemented the teaching and learning method or strategy that help the

students to more active. The finding of the research also give the information that there are kinds of activeness. The teacher or next researcher can found the method of strategy that increase in all kinds of activities.

CONCLUSION

Basedon the research, the percentage of students' activeness is (68,44%) or in the level of active. The kinds activities of the students was Visual Activities (12,4%) the students paid attention to the teacher's explanation of the material that had been sent. Oral Activities (9, 08%) that the students answered the question given by the teacher. Listening Activities (4, 52%) that the students can make example and listen carefully when the teacher teach them, Writing Activities (8%) that the students not the important things. Drawing Activities (4, 92) that the students give their opinion when the teacher ask. The Motor Activities (11%) that the students can do by themself when opening the material with a laptop or smartphone, can send assignments by them self via smartphone or laptop and try to find supporting material myself to learn from YouTube. Mental Activities (13,25%) that the student try to complete the assignment given by the teacher according to the set time. Emotional Activities (6,28%) that they are interested in the material that the teacher sends.

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