

STUDENTS' INTEREST IN LEARNING ENGLISH OF ELEVENTH GRADE STUDENTS SMA NEGERI 1 SUKODADI

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ABSTRACT

This research aimed to know the students interest in learning English and to know the interest of male and females students in learning English. The type of this research was qualitative approaches. The subject of this study were the eleventh grade students of social 2 at SMA Negeri 1 Sukodadi Lamongan. Total students are 32 students. The techniques of collecting data are interview and questionnaire. The primary instruments of this research is interview instrument. In addition by using questionnaire sheet. The technique for analyzing Data collection techniques carried out in two ways, namely: interview and questionnaire. Data analysis technique using descriptive analysis, the researcher explains one by one of the two ways that can be done in data collection. The results of this study indicate that students have low interest in learning English, it also supported by the results of the questionnaire. Based on the results of the English teacher and students interviews also the questionnaire that showed students' interest in learning English were very low, the feeling of pleasure and interest of students in learning English as well as too monotonous learning method became the main factors that cause students' interest in learning English.

Keywords: Learning interest, English lesson

INTRODUCTION

Education is the most important element for the progress of a nation, with a good education the nation will be able to produce superior human resources, and a generation of qualified people will be able to have major influence on the progress of the nation. There are several components in education including, the main component in education is the input component provided by the teacher and students, the second component consist of a process that is influenced by the environment and the third component is

the result, which is the impact of interactions between educators and participants students.

In the process of implementation of learning it cannot be separated from the influence that come as a stimulus that can stimulate fast or slow even succeed or whether a learning process. There are several factors that affect students in learning among them are family factor, environmental factors, motivation factors, talents, interests etc.

Interest plays a very important role in learning, because if a person is not

interested in learning something, it will not work well, but if someone has an interest in the object of the problem then it can be expected results well, with interest Learning will make students more actively involved in the learning process.

Slamet (2010) states that interest is persisting tendency to pay attention to and enjoy some activity and content. It means that, interest is a tendency to pay attention and remember some activity. Students who have an interest will pay attention and feel enjoy to something and get satisfaction from that. Interest will rise if get a stimulus from the outside and feel pleasure trough something. This feels arising from the environment or from the object of interest. It can be seen, if a teacher want to success in doing teaching and learning activities should be able to provide stimulus to the students, so that they are interested in participating in the learning process.

Thus, interest in learning is a crucial factor in the success of student learning. In addition, learning interests can also support and influence the learning process in schools, especially in learning English.

English language learning at this time is very important to learn, since English is an international language commonly used to communicate with people from abroad. In addition, English in Indonesia has also evolved into an intellectual and social self-imaging medium. to be implemented well through education in schools, that is through English language lessons.

English lessons are lessons that teach vocabulary and teach procedures to communicate well using English. English language lessons play a very important role in this globalization era, because through English lessons obtained at school, one will be able to understand and speak English, with the English language

lessons Facilitate generations to compete and interact with other countries.

But in general the English skills possessed by students are still very low. This is influenced by several factors in learning, one of which is a very low interest in learning English. in practice not a few teachers who find obstacles in teaching in class because of the lack of students' interest in teaching English, if this happens, then the teaching and learning process will experience obstacles in achieving learning objectives.

However, to know the interest learning is important. The problems are faced by the students might be different in one school to another school. Based on the observation, in fact, the researcher found that the most of the students in SMA Negeri 1 Sukodadi Lamongan, their interest in learning is very low for English lesson. Students still really need more motivation and attention by the teacher in learning English.

The fact is most of the students ignore the teacher that explaining in front. When the teacher explaining the English subject in front, students are very not interested to pay attention, there is no sense of enthusiasm that they show when the process of learning English takes place and likewise also when the teacher gives some question in class students also do not actively to answer, most of students just keep quiet and not enthusiastic to take English lesson.

The previous studies which related to this research is from Rahmawati Fitriani (2018) with her research entitled "Interest and Motivation in Learning English at the Fourth Grade Students in Elementary School in Samarinda" this research focused on identifying an interest and motivation students in learning English, in this research used qualitative as the design. Data collection technique used in this research are observation, questionnaire and interview. The results from Rahmawati Fitriani research

students' interest and motivation in learning English is very high.

RESEARCH METHOD

In this research, the researcher used the descriptive qualitative research. According to Nassaji (2015) Qualitative and descriptive research method have been very common procedure for conducting research in many disciplines, including education, psychology, and social sciences. According to Miles and Huberman (in Sugiyono, 2016) Activities in qualitative data analysis are carried out interactively and continue continuously until the data is saturated. Qualitative research are methods for exploring and understanding the meaning that some individuals or groups of people consider as coming from social or humanitarian problems.

In this research descriptive is done with the aim to describe systematic about the facts and characteristics of the

subject (students from SMA Negeri 1 Sukodadi Lamongan). Researchers use descriptive design in this case research is focused on certain phenomena in the school environment about student's interest' in learning English. The researcher uses descriptive research methods because the researcher tries to describe each type of student interest' in learning English.

FINDINGS AND DISCUSSION

The interview stage was conducted by researchers with some students in the eleventh grade of social 2, this interview technique was carried out by randomizing the names of students the researchers obtained from student absences and also interviewing English teachers in their class. In this case the researcher only interviewed 10 students out of 32 students consisting of 5 male students and 5 female students. The interview was conducted by using Indonesian language. After collecting

interview data, the writer transcribed it into English. For the interview, 10 students were asked the same questions.

Most of students think that English lessons are boring lesson, “this is support by students answer about what do you think about English lesson?”

(Student1 : English is not interested subject to learn)

(Student2 : English is a boring subject)

Most students answering an English lesson are very difficult lessons to learn. this is support by students answer about “Is English an easy lesson to learn?”

(Student1 : no, English is difficult to learn)

(Student7 : no, English is difficult to learn)

Most of students are not interested in learning English this is support by the students answered about “are you interested in always learning English?”

(student 6 : no miss)

(student 10 : no miss)

The students always pay attention when learning process but have no interest to know further. It is support by the student answered about “When your teacher explains English material, does it appear in your mind to always be interested in paying attention and further curiosity arises about English lesson?”

(student 4 : yes always pay attention and but didn't want to more curiosity arises about English lesson)

Based on the results of the interviews about “Is learning English important? please give the reason!” . It can be concluded that, the whole student answered yes English is the important lesson because it makes it easy to communicate with strangers.

(student : yes important, because to communicate with tourist)

For the sixth question is about “When the learning process of English material takes place, what do you feel? are

you happy, bored or excited?”. Most students answer very bored because of teaching methods that are too monotonous and boring, there is no variation in teaching, students are just listening.

(student 4 : bored always because I dislike an English lesson)

(student 8 : bored, because the teacher is too monotonous)

Most of students feel happy if they get the highest score this is support by students answer about “Are you happy if you get highest score when the teacher gives some question like quiz during an English lesson?”.

(student 8 : yess miss really happy)

Most students in class answered the question about “Do you understand when English teacher explained English material? if you don’t understand, how you behave, ask to the teacher or silent?”. It is not easy to understand because the way the material is being addressed by English teachers is very unclear and not easy to

understand. Most students ' attitudes when they don't understand they ask their teachers/classmates.

(Student1 : didn't understand, because the teacher's explanation isn't clear. Ask to the teacher)

(Student2 : didn't understand. Sometimes ask to the teacher and sometimes ask to my friends.)

“Are you agree if the English learning method always involves students in the learning process, not just the teacher who explains?”. All of the students answer agree because students do not like if the english teacher used monotonous method.

(Student2 : yes, I agree)

(Student3 : yes, I agree)

“What do you do when discussing with your friends about English subjects?”. A few students have been involved, and most students are silent when discussing

the reasons for not being able and not understanding.

(Student3 : give an opinion sometime)

(Student7 : just listen, because I can't)

In this case the researchers interviewed the teacher English only used 5 question.

Based on the results of the teacher interviews about "How is the process of learning English in the class mom?". It can be concluded that the learning process in the eleventh grade of social is quite conducive, but there are some obstacles caused by the lack of a handbook, but it is quite solved by the existence of the library.

Based on the results of the teacher's interview about "Are students in the eleventh grade of social 2 always enthusiasm to follow the process of learning English?" It can be concluded the student spirit in following the English lesson is very varied, and less likely to be passionate, and the English teacher also

stated that the teacher should use a variation of methods in teaching.

Based on the results of the teacher interviews about "Are students always actively participate in the process of learning English?". It can be concluded that the students in this class tend to be less active, this is supported by the statement of the teacher if the activity of the students in the class still need a prodiest.

Based on the results of the teacher interviews about "Are students always pay attention when the teacher explains English material subjects?" It can be concluded that the teacher must always be provoked the students with some questions so that the student's attention will be created.

Based on the results of the teacher's interviews about "What do you think about the learning interest of students class in the eleventh grade of social 2?" It can be concluded that the student's learning interest in the class is

quite low, it is influenced by several factors such as lack of motivation, family factors, environment etc.

The questionnaires are the strength of data collection methods. The purpose of questionnaire is to know more about the students' interest in learning English at the eleventh grade of SMAN 1 Sukodadi. The result was described in data presentation of questionnaire above.

In analyzing the data, the writer used frequency distribution formula, as mentioned in the previous chapter. The result can be seen in the table below:

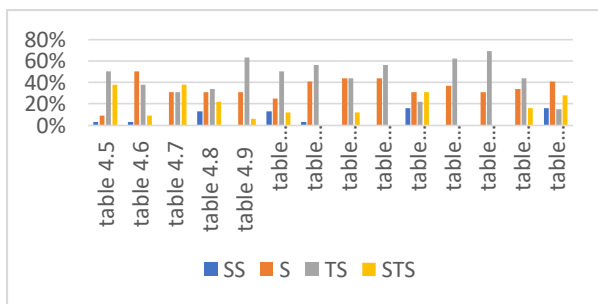


Figure 1. The Result of Questionnaire

Based on the table 4.5 about the statement “I took English lesson with a happy feeling” above we can see that students in the class do not like with English lesson, this is proven by

respondent's answer that more students answered disagree. In the table which states that 3% of the students answer (SS) strongly agree 9% of the students answer (S) Agree, 50 % of the students answer (TS) disagree, and 38% answer (STS) strongly disagree.

Based on the table 4.6 above about the statement “I pay attention to the teacher when the teacher explain the subject matter ”we can see that some of the students in the class always pay attention to the teacher when the teacher explain the subject matter, this is proven by the answers of respondents. In the table which states that 3% of the students answer (SS) strongly agree, 50% of the students answer (S) Agree, 38% of the students answer (TS) disagree, and 9% answer (STS) strongly disagree.

Based on the table 4.7 above about the statement “I feel disappointed when the English teacher is absent” we can see that students in the class are more

happy when the English teacher is not present, they don't feel disappointed if the English subject teacher is not present, this is proven by the answers of respondents. In the table which states that 0% of the students' answer (SS) strongly agree, 31% of the students answer (S) Agree, 31% of the students answer (TS) disagree, and 38% answer (STS) strongly disagree.

Based on the table 4.8 above about the statement "I have never felt bored when studying English" we can see that students in this class feel very bored when taking English lesson, this is also supported by statement number one that students in the class do not take English lesson with a feeling of pleasure. Only a few students feel not bored when learning English, this is proven by the answers of respondents. In the table which states that 13% of the students answer (SS) strongly agree, 31% of the students answer (S) Agree, 34% of the students answer (TS) disagree, and 22% answer (STS) strongly

disagree. It can be conclude that students in the class do not like English lesson.

Based on the table 4.9 above about the statement "I don't like to sit in the back because it's far from the teacher watch." we can see that most of students in the class is like sit in the back, they are more happy if far away and not monitored by the teacher, only 10 student of them is do not like sit in the back, this is proven by the answers of respondents. In the table which states that 0% of the students' answer (SS) strongly agree, 31% of the students answer (S) Agree, 63 % of the students answer (TS) disagree, and 6% answer (STS) strongly disagree.

Based on the table 4.10 above about the statement "I never cheated during a daily English test" we can see that most of students in the do not do their own English assignment, most of them always cheat on their friends' assignment, only a few of students in the class to do the assignment by themselves, this is proven by the answers of respondents. In the table

which states that 13% of the students answer (SS) strongly agree, 25% of the students answer (S) Agree, 50 % of the students answer (TS) disagree, and 12% answer (STS) strongly disagree. And it can be concluded that in the class students are lazy to think when the teacher give a task.

Based on the table 4.11 above about the statement “The assignments given by the teacher made me more interested in learning English” we can see that all of the students in the class always pay attention to the teacher when the teacher explain the subject matter, this is proven by the answers of respondents. In the table which states that 63% of the students answer (SS) strongly agree, 31% of the students answer (S) Agree 3% of the students answer (TS) disagree, and 3% answer (STS) strongly disagree.

Based on the table 4.12 above about the statement “I am very active in group discussion” we can see that most students of the class are not active when

discussing groups, this is proven by the answers of respondents, the results of respondents answer is more students answered disagree with the statement. In the table which states that 0% of the students’ answer (SS) strongly agree, 44% of the students answer (S) Agree, 44% of the students answer (TS) disagree, and 12% answer (STS) strongly disagree.

Based on the table 4.13 above about the statement “I discussed with friends related English subject matter” we can see that only some students in this class discussed with their friends about English subject, this is proven by the answers of respondents. In the table which states that 0% of the students answer (SS) strongly agree, 44%% of the students answer (S) Agree 56% the students answer (TS) disagree, and 0% answer (STS) strongly disagree. This shows that students in the class are not interested and want to know more about English subject.

Based on the table 4.14 above about the statement “I always write down the important things that are nothing in the handbook when the teacher explain the English Subject matter” we can see that Students in this class is not always write the important things that are not in their handbook when the teacher explains English Language learning materials, this is proven by the answers of respondents. In the table which states that 16% of the students answer (SS) strongly agree, 31% of the students answer (S) Agree, 22% of the students answer (TS) disagree, and 31% answer (STS) strongly disagree.

Based on the table 4.15 above about the statement “Before English lesson begin, I always prepare books and equipment neatly” we can see that students in this class never prepare books and complete equipment before English lessons begin, this is proven by the answers of respondents. In the table which states that 0% of the students’ answer (SS) strongly agree, 38% of the students answer

(S) Agree 62% of the students answer (TS) disagree, and 0% answer (STS) strongly disagree. It can be conclude about the lack of student’s preparation in learning.

Based on the table 4.16 above about the statement “I easily concentrate when studying English” we can see that most students in this class are not easy to concentrate when English lessons take place, this is proven by the answers of respondents. In the table which states that 0% of the students’ answer (SS) strongly agree, 31% of the students answer (S) Agree 69% of the students answer (TS) disagree, and 0% answer (STS) strongly disagree.

Based on the table 4.17 above about the statement “I always enthusiastic when the English teacher gives questions in the class” we can see that students are not active and not interest to answer questions from the English teacher when the teacher gives a quiz in class, this is proven by the answers of respondents. In the table which states that 6% of the

students answer (SS) strongly agree, 34% of the students answer (S) Agree, 44 %of the students answer (TS) disagree, and 16% answer (STS) strongly disagree. It can be conclude that students are not enthusiasm to answer the question.

Based on the table 4.18 above about the statement “I am not crowded when the English teacher explains or gives an English assignment “we can see that the situation in this class when the English subject matter is very conducive, this is because the students in the class are not crowded when the teacher explains English subject matter, this is proven by the answers of respondents. In the table which states that 15% of the students answer (SS) strongly agree, 41% of the students answer (S) Agree, 16% of the students answer (TS) disagree, and 28% answer (STS) strongly disagree.

The students have not interest in learning english

Based on the data above the students' interest in the eleventh grade of social 2 of SMA Negeri 1 Sukodadi is at a low level in learning English, it can be seen from the results of the interviews with the English teacher in the eleventh grade of social 2, the English teacher state that the students interest in learning English must always be provoked by the teacher with a variety of questions, so students are interested in paying attention to the teacher. This is also supported by the results of students' interview that state students do not feel happy or interest when they take English lesson, they feel bored when taking English lesson. English teacher also state that students in the eleventh grade of social 2 is not active in following the English learning process.

English teacher also states some factors that cause the lack of students' interest in learning English are, on

average, students feel that the teaching methods of English teachers are very monotonous and not varied, the delivery of material is also not so common that it causes students difficulty understanding the material and causes students to feel bored to follow the process English learning, and other factors. The result of the interview with the English teacher is the lack of handbooks and the lack of student motivation in learning which is influenced by environmental and family factors. Based on the interview, most of students said that their teaching techniques is not interesting, the teacher do not give clear instruction in teaching English, the teacher rarely use media or variative method in teaching, and cannot interesting activity in learning.

Based on the results of the questionnaire, all of the respondents answer showed the percentage value below the average, it means the results of the questionnaire also showed students interest in learning English which is very low,

which is evident from the indicators of students' interest in learning that are seen of the 4 aspects, namely the feeling good of students', the students' attractive, the students' attention, and the students' involvement in learning English is still need to be improved again.

CONCLUSION

Based on the explanation in the previous chapters, here the writer wants to give some conclusions of the contain of this research, it is hoped that the readers will be able to know much about this research easily, the conclusion such as below:

This research is conducted at the eleventh grade students of SMA Negeri 1 Sukodadi. Based on the research finding and discussion in chapter IV. The students' interest in learning English in the eleventh grade of social 2 of SMA Negeri 1 Sukodadi. In this study, the writer found that the interest of the student class Xi IPS 2 in learning English is still need to get

more attention and need to be increased again, most of the students know that English lessons are important and have a lot of benefits. But, they were not interested in learning English, lack of feeling happy and always feel bored when taking English lesson, some factors that caused students do not interest to learn English were mostly from learning methods that were too monotonous. This really needs to be noticed and developed again by the English teacher so that students' interest in learning can increase.

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