

**A STUDY ON STUDENTS' INTERESTS IN LEARNING ENGLISH OF  
THE THIRD GRADE STUDENTS AT SENIOR HIGH SCHOOL 1  
BUNGARAYA SIAK REGENCY RIAU PROVINCE**

**A THESIS**

*Intended to Fulfill One of Requirements for the Award of Sarjana Degree in*

*English Language and Education*



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PEKANBARU  
2020**

**THESIS APPROVAL**

**TITLE**

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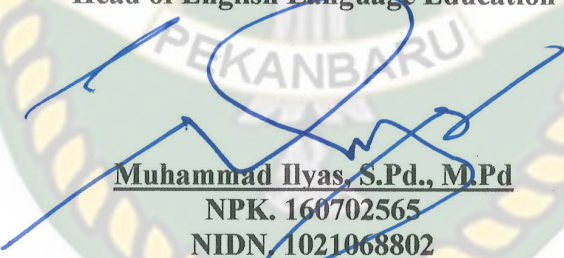
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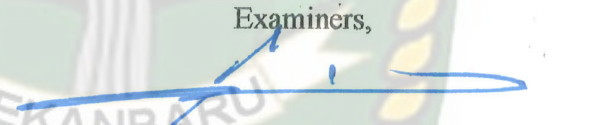
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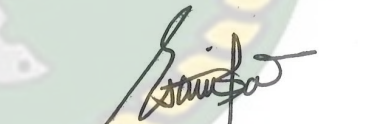
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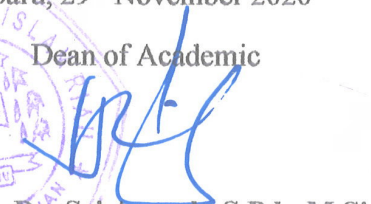
  
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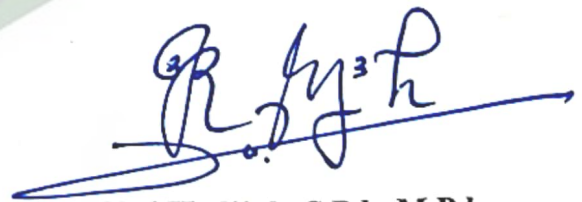
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








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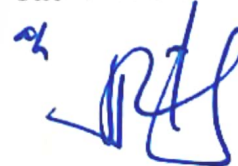
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## DECLARATION LETTER

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I declare that this thesis is the result of my own work, to the best of my knowledge, this thesis does not contain material written by other people except for certain section which I adopted as a reference by following the usual procedures and ethics of writing scientific paper.

Pekanbaru, 29<sup>th</sup> November 2020

The Researcher



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Finally, this thesis is expected to be able to provide useful insight and information to the readers. The researcher is pleased to accept more suggestion, comments, and supportive feedback for the improvement of this thesis.

Pekanbaru, 23<sup>th</sup> November 2020

The Researcher



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## ABSTRACT

*Ninik Hardianti. 2020. A Study on Students' Interests in Learning English of The Third Grade Students at Senior High School 1 Bungaraya Siak Regency Riau Province. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.*

**Key words :** *Interests, Learning English*

*This aim of this reseach is to know students interests in learning English at Senior High School 1 Bungaraya with five indicators, they are : attention, motivation, enjoyment, perceptions and activities. Interests is one of the factors that can affect the students' English learning.*

*In this case, the desaign of this reseach was quantitative reseach that was done at Senior High School 1 Bungaraya Regency in 2019/2020. The population are the third grade students,while the sample were selected by applying cluster random sampling. There were 79 samples were involved. Questionnaire and interview was used as an instrument of this reseach, which consisted of 20 items. The questionnaire adopted fron Nurjana (2011) and Kusmaryati (2017).*

*Based on the indicators of students' interests in learning English, the students showed different responses in terms of attention, motivation, enjoyment, perceptions, and activities. 50,06% of the students showed interested when giving their responses on attention, 38,00% of the students showed lack of interested when responding on motivation questions, 41% of them stated that English learning is interested when they responded on items about enjoyment, 39,24% stated that of them lack of interested when giving their perceptions in learning English, 39,87% of the participants who claimed that the learning activities are interested. Based on the results, it showed that the results of the questionnaire and interview answers matched. In the answer to the interview the teacher's gave an answer if the students were much interested in the material provided.*

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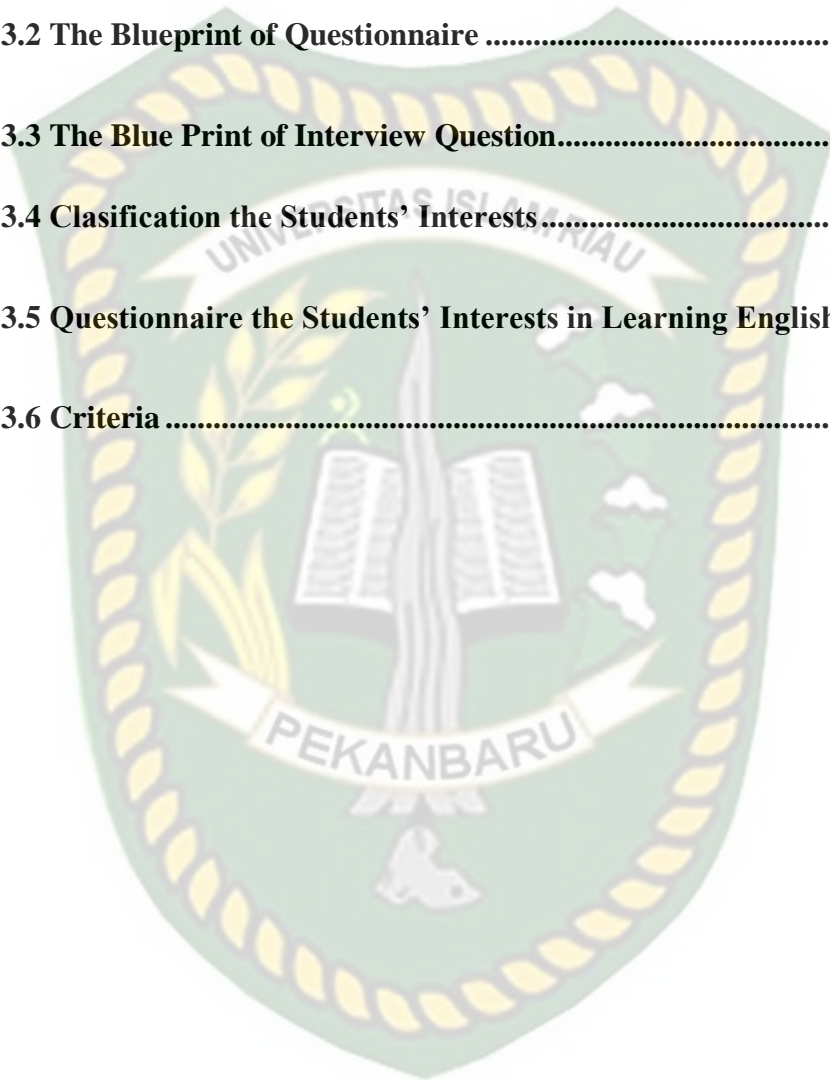
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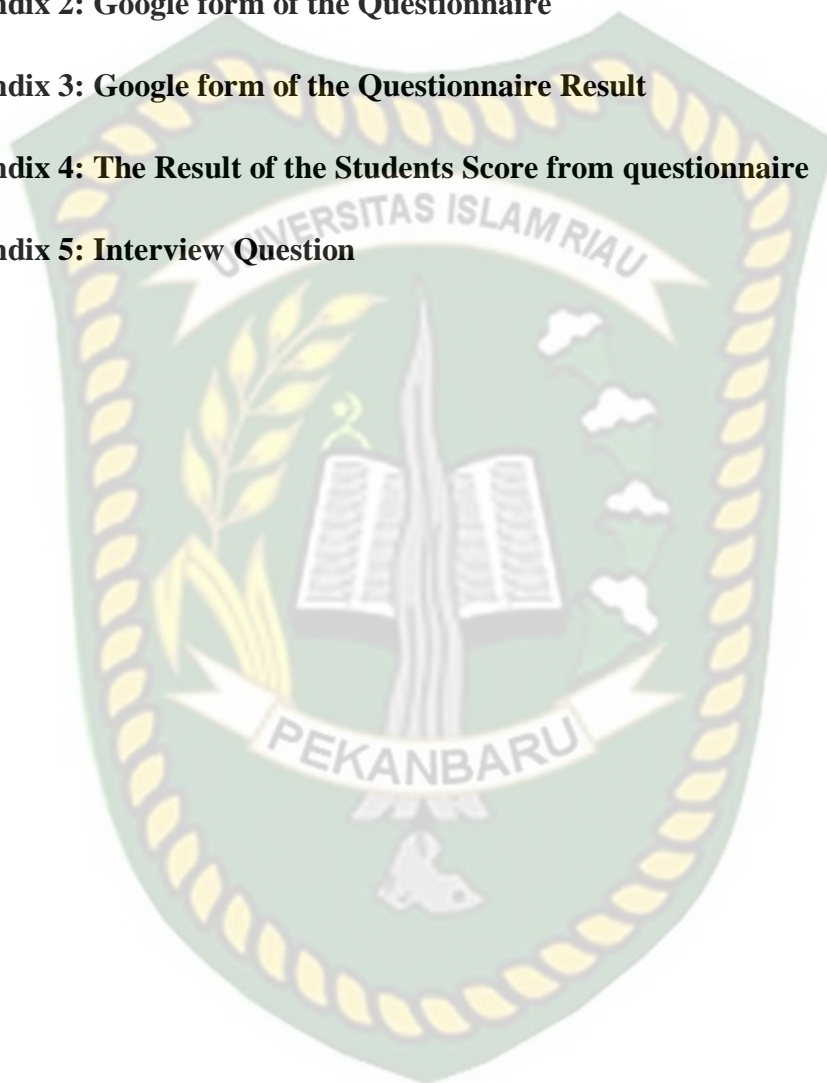
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

English is one of international languages that is used as a tool of communication globally because a large number of people nowadays are learning English the people can easily communicate to other people even though they come from different places. In addition, many companies require workers who have good English skill. Hence it is necessary for people to master English.

In Indonesia, English is the first foreign language that is taught at school from elementary school until university levels because the government wants to help the people to have good English skills. The students who learn English as a foreign language should be taught four language skills such as listening, reading, speaking and writing. Furthermore, they also learn English components for example; grammar, tenses, pronunciation, and vocabulary. The students are expected to master the language skills and the components in their learning process.

The success of teaching and learning English is influenced by several factors. The factors may occur before or during the process teaching and learning. It can be seen from internal and external factors. Internal factors come from the learners themselves they are related to psychological factors, for example intelligence, the ability to adapt to the environment and solve problems. Intelligence has some types such as : mathematical, language, images, and



musical intelligence. Another factor is internal factors that relate to attitude, it is a person behavior in interacting with others accompanied by a tendency to act in accordance with these attitudes. Some factors that affecting attitude formation such as: experience, culture, respect, and emotion. The last internal factor is aptitude, it is a combination characteristics indicative of an individual's capacity to acquire some spesific knowledge and skills. It means that individual's aptitude for a given type of activity, the capacity to acquire proficiency under appropriate conditions, that is the potentialities at present as revealed by performance on selected test have predicted value.

While external factors affecting outside the learners themselves, the factors influence learning such as : school, family, and society. At school, commonly in the school there are some points that influenced the students interests in learning English such as the teacher. The teacher as an educator, guidance, and facilitator has responsibility to the students' interest because the interests is the main important component in life, education and teaching. The teacher's influences can be described as follows: the students like their English teachers' characters, such as an introducing topics in interesting maner. Furthermore in a family, the family plays an important role to make the students success in learning because the first education comes from family itself and the family giving motivation or guidance to the students in obtaining better achievement in study. The last is society, the students get easy to learn because society can provide the power of thinking and respond to an object. Thus the society can correlate the learning process.

Based on the researchers' experience when doing teaching practice at Senior High School 1 Bungaraya, there are three problems found in English classroom. Firstly, some of the students are dislike in learning English because they seem uninterested in learning. The learning process makes them bored and gets difficulties in understanding the lesson. From the students' attitudes, they show that they do not like to study English.

Secondly, another problem faced by the students at Senior High School 1 Bungaraya is learning style. Term of the teaching and learning activities in the class. The students are not interested in their learning because the activities in the classroom are monotonous because the teachers just explain the lesson and assign the students to do exercices. They do not have learning activitiy that can encourage them to be better in learning the language.

Thirdly, the students have less motivation to learn English because most of the students complain that English is not easy. They said that they are Indonesian people, so they do not really need English in their daily life. Therefore, most of the students want to leave class when there is an English lesson.

As stated before, interest is one of the factors that can affect the students' English learning. There have been some studies found the significant influence of interests towards the students, English skills such as: The students' motivation in learning English, and learning environment factors. Interest is a felling that cause special attention to an object (Meriam 2004). In addition, interest is tendency to something that fells there is an importance to something with happy feeling to

something. Moreover, interest is related to motivation and curiosity because it is source of motivation, which drive people to do what they want to do. It shows that interest will give positive value in learning and interests cannot be seperated in learning. The students with great interest in learning will be more succesfull and the result will be maximum, it means that interests become very important one of motivation that come from the students it self.

Based on the problem above, interest has a close problem that related on the students in learning English. In addition, having interests is a process that countributes to achive the students' goal in learning. In conclusion, the students should have interest in learning because interest become good understanding in English learning. If the students do not have a great interest, it is hard for the students to have good results in learning ( Katz 2006).

Based on the explanation above, interest is very important to make succes in learning English. So, in this study the researchers is interested in doing a research entitle'' **A Study on Students' Interests in learning English of the Third Grade Students at Senior High School 1 Bungaraya Siak Regency Riau Province''**

## **1.2 Identification of the Problem**

Based on the background of the problem above, the researcher finds that there are three problems.



Firstly, most of the students get lazy to learn English. They get lazy to learn the teaching English because learning process in the classroom is one of the lessons that the students dislike can be seen from the students attitude, they look bored while studying. The students get lazy can be defined as the students who have intellectuals but never realize that they have the potential to achive their learning goals.

Secondly, learning styles. They are related to how the teachers make a class to become enjoyable with use the appropriate method. Learning style is very important because all the students who take English lessons will be bored and get lazy if the teacher does not use appropriate learning style. Therefore, the teacher should use appropriate method when teaching in the classroom, so that all of the students are happy to take English lesson.

Thirdly, the students have less motivation to learn English because most of the students complain if learning English is not easy to understand and not important for them, they said we are indonesian people, so only bahasa in daily communication not English. Therefore, most of the students want to leave class when there is an English lesson

### **1.3 Focus of the Problem**

Success in learning cannot be seperated from several problems that face by the students while teaching and learning process suc as: students' interest, learning style, the students have less motivation to learn English. However in this research the researcher focuses on analyzing a study on students' interests in

learning English at the third grade at Senior High School 1 Bungaraya. There are five indicators which are concerned in this study, they are; attention,motivation,

#### **1.4 Research Questions**

The questions of this research are :

**1.4.1** How are the students' interests in learning English at Senior High School 1 Bungaraya?

#### **1.5 Objective of the Research**

**1.5.1** This study is done to know the students interest in learning English at Senior High School 1 Bungaraya

#### **1.6 Significance of the Research**

**1.6.1** For the English teacher, by knowing the students interest the teachers can use appropriate method in teaching English

**1.6.2** The students, to get information how important interest in learning and to motivate them in improving their English.

#### **1.7 Definition of the Key Terms**

**1.7.1** Learning English it means that the term of learning English is defined specially a teaching and learning activities in the class which is involves the students who learn and the teachers who teach then English as the subject.

**1.7.2** Interest is a stable trend in subject. It means that emotional of individual, which create a certain desire in individual to know about something (Collier 2017). Desire to learn or to know about somebody or something, curiosity, concern feels have showed and express.





## CHAPTER II

### RIVIEW OF RELATED LITTERATURE

#### 2.1 Relevance Theories

The relevance theories are about the nature of interest, indicators of the students' interest, factors that influence of interest, interest in learning English, teaching English as a foreign language, the nature of learning English, relevance studies, conceptual framework.

##### 2.1.1 The Nature of Interest

Interest is one of the internal factors in learning activity. Interest is the desire of somebody toward something as influence of environment where or they live. Interest can be seen on what the individual like, see, hear and read because the individual gains certain satisfaction or pleasure from the activity that is done. Interest is a stable trend in subject, interest certain case and pleasant to involve in that case. It means that interest is a positive response to stimuli based on existing cognitive structures, ( Winkel 1983)

Interest emphasizes the important role of learning and there are several assumptions as follows: First, believed that interest must be present in the classroom to satisfy the students intellectual and personal needs, and the second, believed that interest could be fostered by providing the students with a variety of materials and educational opportunities that promoted challenge and autonomy, (Dewey 1913).

In 1980 the researcher finds that interest plays an important role in learning. the reseracher distuishes betwen two types of interest which are called emotional and cognitive interest. Emotional interest is the generated by a person while cognitive interrst is the development of thinking that exists in a person, (Kinstch1980)

In the 1960s cognitive psychology emerged and research on learning interest increased faster until it reached its highest level in the early and mid 1990s and was followed by a 50-year-old writer from the United States.

In the decade 1980-1990th, the increase in studies on learning interest in learning has improved and this study supports there are two conclusions about interest in learning, such as: interest is positively related to learning attention and interest in caring for someone. In this study have collaborated with the teacher and stated that agreeing with his friends this research will develop an interest in improving learning. This research culminates in the publication of the role of linkages in learning that providing support for one's person will be interdisciplinary to understand one's learning interest developed by (Reninger1992)

Continuing a number of studies have speculated also about the presence of class factors that affect student's learning interest. Pleasant classrooms will increase motivation for situational interest in learning, the students who choose to do assignments in the classroom will be more boring than students who do not do assignments in the clasroom and will make choices that learning in the classroom

will be more focused than choosing learning outside in the classroom (Deci, Schraw 1992).

In 2000th the results of the study showed that it would consistently increase interest in learning to develop better and how interest in learning could influence in the classroom. Study of teacher beliefs about students' interest in learning in a study conducted more than 40 teachers to be interviewed separately for 1 hour. In the interview one of the teachers stated that the teacher is an important role for students to increase their interest in learning and increase their motivation so they can develop creativity. In 2000th researchers claimed that the teacher had helped a lot in developing interest in learning towards students and believed that the teacher agreed with this research (Schraw, Flowerday, and Lehman 2001)

Having interest is one of important things to make the students focus with their goal and achievement in learning. Interest is the central force that drives the whole of the teaching learning process. It means that with have an interest the students will give more attention and focus when the teachers giving some materials ( Mangal 2007)

Interest has been found to play a key role influencing the students learning behavior an intention to participate in the future. Interest can be tracted back the earliest educators to look at education from a psychological standpoint. The development of interest as a primary goal to education and viewed interest as a necessary factor for the correct and complete recognition of an object. Interest is



what promotes long-term storage of information and motivation for learning (Hurlock 1997)

The importance of interest in learning developing the students' thinking ability. Interest powerfully influence the students academic and profesional choices that is course the teachers' responsibility to establish the relations between the students interest and new knowledge. When the students uninterested in the learning process the teacher helping the students develop their interest.

### **2.1.2 Indicators of the Students' Interest**

Acording to (Wagiyo 2018) there some indicators of the students' interests are:

#### **a. Attention**

Attention is activity of understanding. If the students gives good attention to lesson, certainly the students has an interesting in studying, in addition, attention is important to learn. Learning is most efficient when a person is paying attention. Poor attention can be a sign disorders behavior in children learning process.

#### **b. Motivation**

Motivation is one of the affective factors in language learning. It is role learning has been the source of specluation for many years, However many experiments and research that have been done suggest that scores on self rating motivation are closely related to school attainment, in addition, motivation is one of the most important components of learning process for the students. In the field of learning motivation is esential to success, in this

case without motivation success will be hard to achieve. Motivation is not only important in getting the students to engage in academic activities it also important in determining how much the students will learn from the activities they perform or the information to which they are exposed. The students who are motivated to learn something use higher cognitive process in learning and retain more from it.

c. Enjoyment

Means that the pleasure felt when having a good time or good act of receiving from something. The students can enjoy something especially in learning he/ she will give good action.

The students feeling happy can be described as follows:

1. Enjoy in doing the task or exercise given by teacher at school
2. Always enthusiastic to follow the lesson
3. Take a note from the material

d. Perceptions

Perceptions is as the ability to recognize familiar person, object, or events with the meaning and expectation. According to Elliot (1996) is Perception generally consists of an observation certain situation or environment. It can be a mental image, concept or awareness of the environments' elements through physical sensation or physical sensation interpreted in the light of experience and captivity for comprehension.

The definition above indicate that perception is from a cognitive process in our mind of a human being. It does not accidentally happen but it

takes long time to perceive certain events and experiences. Someone should experience something so that a perception can be involved. If someone perceives certain situation in his/ her life, it means that he/ she recalls what has been happening in certain period in the past in the form of the object or events experiences.

e. Activities

Activities is a process that can be taught or through activities the students directly apply knowledge and information to find meaning for example the teachers' can use role playing in the classrooms the students act as opposed to problems to be better understand content. The teacher can start start a search and discovery activities and the students can identify the problems that exist in themselves. The teachers can to develop their English skills especially in English skills for instance; singing English songs, watching English movies, reading books and others.

### **2.1.3 Factors that Influence of Interest**

According to Slameto 1991 retrieved from (Rahmah 2011) there are some factors that create differential among language learner such as: internal factors and external factors. In internal factors include intelligence, attitude, aptitude, attention. While external factors include of in the family, in the school, in the society.



a. Internal Factors

Internal factors is come from the learners themselves they are related to psychological factors such as:

1. Intelligence

Intelligence is the ability to learn, understand, and think about things. In other words, intelligence means that the student ability to receive the lesson in teaching and learning process. Intelligence has some types such as: mathematical, language, images and musical. Intelligence it is also important to continuance that stimulates the intelectual curiosity for the students and get something discovery or surprise, (Longman and Mombaur 2006).

Based on definition above, it show that intelligence involves extensive capabilities, not only on the ability to understand, solve the problem but including the ability to manage their behavior and ability to learn from his/her experince because if the students have normal intelligence or higher one it potentially obtain good achievement in learning.

2. Attitude

Attitude is indication which has the affective dimension in from of respond tendency in the same way a thing and the object. Both positive and negative the positive especially the teacher and the lesson it is good indicators for the students in learning process

### 3. Aptitude

Aptitude is a concept coresspond to the nation that in approaching a particular learning task or a program. It means that the individual may be thought of a processing some current state of capability in learning that task individual motivated and the oppotunity of doing so that capability is presumed to depend on some combination of more or less enduring characteristic of individual, (Lewis 2006).

### 4. Attention

Attention is focusing information in learning process. The role attention in learning is creating an environment in which the students can clearly understand a concept and the teachers are active in making sure the students are processing that information, (Russell and Mehrabian 1977). The purpose attention in learning play an important role to get the students to clearly understand a concept and to keep their the students mind to keep processing. Therefore, in order to the students interest in learning the teacher should make the students could stay on task and pay attention. Making a lesson clearly and making the students curious, in addition, the students does not pay attention towards how to learn, skills, experince they cannot learn easily but if the students pay attention the result can be well.

b. External Factors

External factors is affecting outside the learners themselves, the factors influence learning such as :

1. In the Family Factors

The students' interest in learning English can be influenced by family environment describes that parents refers to the first place the students learning process. In the family parents educate their the students will affect the way children learn and think. It means that if parent give support to the students will interest to learn, (Soekanto 1990).

Family factors can be described as follows:

- a. The family support for their the students'
- b. Parents pay attention to education of their the students at home
- c. The family helps the students' if they get difficult in learning English

2. In the School

a. Teacher

Teacher is a creator of learning process. It means that the teacher as an educator, guidance and facilitator has responsibility to the students' interest because interest is the main important component in life, education and teaching, (Raharja 2007).



Teaching methodology can influence of the students' interest in learning English. Therefore the teacher should be use variation method in teaching process because if the teacher do not use variety in teaching process can make the students bored, lazy and sleepy

#### b. Facility in Teaching and Learning

Facility is to be able to facilities in teaching and learning, in other word, learning facilities is something that is used to help and make it easier for the teachers and the students in teaching learning activities, (Sardiman 2016).

Teaching and learning facilities are the facilities anf infrastructure required for teaching and learning process to achieve those objectivities in general and in prticular including school buildings, classroom, libraries, teaching media, and the laboratory.

Facility in teaching and learning English can be described as follows:

1. The students borrow English book in the library
2. In the scool laboratory very little a bit

#### c. In the Society

The students get easy to learn because society can provide the power thinking and re spond to an object. Thus the society can correlate the learning process

interest is one the strongest motivation for learning English and motivation has been identified as one of the main factors affecting English language learning. interest and motivation have the same important in order to achive something (Wimolmas 2013).

#### **2.1.4 Interest in Learning English**

Interest is a positive factors in learning English it is important for the taecher and the students in teaching and learning English it means that without interest to learn, speaking, reading, wariting, and listening the stduents in the learning cannot be done in a proper way. Furthemore, the importance interest in learning activity can help developing the students motivation and to encourage the students to do the activities necessary during learning process. In the teaching and learning process interest is important for the teacher to give great attention to development of the stduents interest because this is the key succes of Learning English.

In the school education, the teacher should pay more attention to train and maintain the students interest in learning English. Therefore , interest should be aroused by arousing interest in lessons can improve the way of thinking, the way of studying so that the lesson can be mastered. The teacher should encourage the students so that stimuli can bring satisfaction and pleasure, (Atia Rahmah 2011).

## 2.2 Teaching English as a Foreign Language

Teaching English as a foreign language involves being able to convey the English in an articulate and interesting manner. According to Fachrurazy (2011). Stated that teaching English as a foreign language is a language acquired and spoken by a person after the first and second language. The language is not used in daily life of the society where the person live.

## 2.3 The Nature of Learning English

English learning is a process carried out by students to gain knowledge and it shows that it is an important part that cannot be separated for the students. English learning is to gain or gain knowledge about a subject or skill by English learning, experience or instruction, (Terrell and Brown 1981). It means that English learning is the process by which behavior is originated or changed through practice or training. In addition, English learning comes from the practice or repetition of a material, (Acuña et al 1995). It means that English learning through training to change individual behavior can make students more active. Based on the explanation, the researcher can conclude that English learning is the process to get knowledge in behavior as a result of experience and change behavior ,(Loree 1973).

## 2.4 Relevance Studies

There are some previous studies related to this research. Firstly, Aprilia (2018), in her research about "An Analysis of Students' Interest in Learning English at the First Grade of Junior High School 1 Kandis". This research focused on the students interest in learning English at Junior High School 1 Kandis. The method in this research was the descriptive qualitative. The subject of this study were 30 students in class VII Junior High School 1 Kandis. The results of this research shows that there is positive interested the students who have higher interest in learning english.

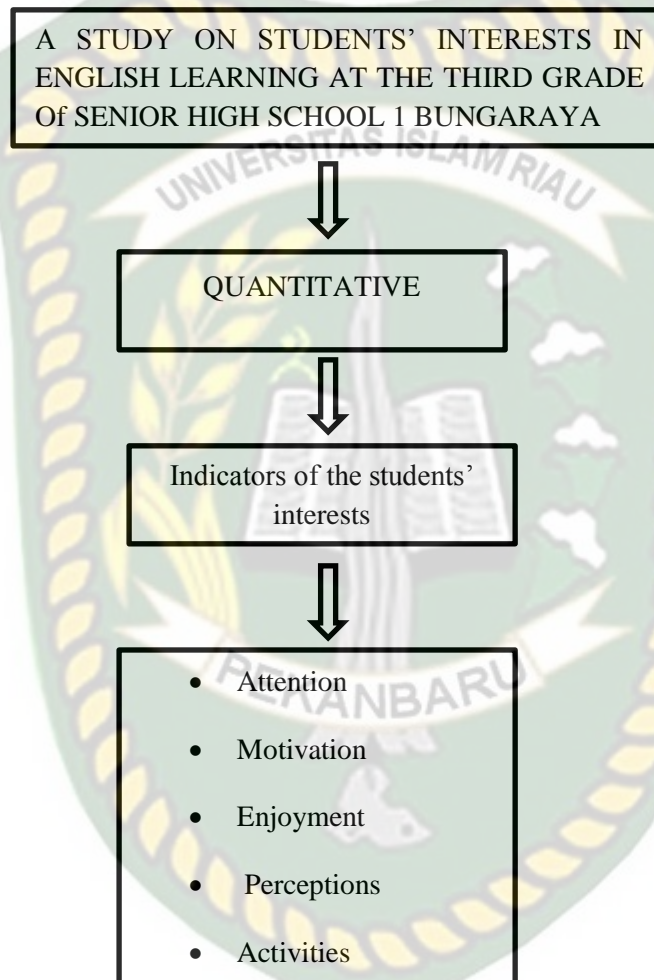
Secondly, Budiarty (2011), with entitled "The Students Interest In Learning English: A Case Study at Senior High School PGRI 56 Ciputat". This research focused what the factors that affect the students interest in learning English at Senior High School PGRI 56 Ciputat. The method used in this research is the descriptive qualitative. The results of this research shows that there two factors that influence the students interest in learning English they are internal and external factors.

Based on the previous studies, the researcher found that previous studies found that the similarity and difference. The similarity use the method descriptive qualitative and the difference the first focus at Junior High School 1 Kandis and the second focus at Senior High School PGRI 56 Ciputat. While this research focus on studying students' interest in learning English at Senior High



School 1 Bungaraya siak regency riau province. In addition, this research will work on Quantitative reseach.

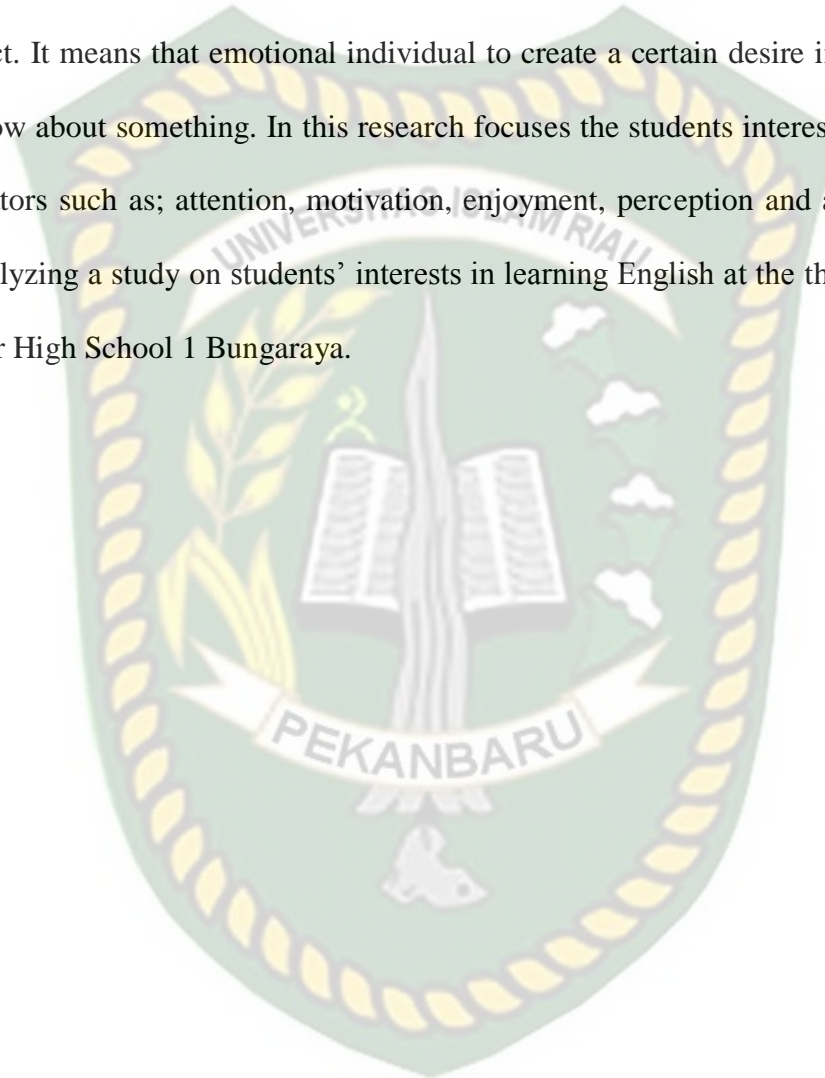
## 2.5 Conceptual Framework



Adopted from ( Nurjanah 2011 and Kusmaryati 2017)

Figure 1. Conceptual Framework

Based on the conceptual framework above, this research entitled ‘ ‘ A Study on Students’ Interests in Learning English at the Grade of Senior High School 1 Bungaraya’’. According to Collier (2017), interest is a stable trend in subject. It means that emotional individual to create a certain desire in individual to know about something. In this research focuses the students interest with some indicators such as; attention, motivation, enjoyment, perception and activities to analyzing a study on students’ interests in learning English at the third grade of Senior High School 1 Bungaraya.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The design of this research was quantitative research. According to (Azwar 2007) Quantitative is researching emphasis on numerical data (numbers) processed by statistical method. Quantitative approach used to calculate the students' responses from the questionnaire given to the students towards their interests in learning English

#### 3.2 Location and Time Research

The location of this research was at the third grade students of Senior High School 1 Bungaraya Siak Regency in 2019/2020 academic year. The schedule for doing the research was done on April 2020.

#### 3.3 Population and Sample

##### 3.3.1 Population

The population of this research are at the third grade students of Senior High School 1 Bungaraya Siak Regency in 2019/2020 academic year.

##### 3.3.2 Sample

The sample technique used is cluster random sampling. The participants randomly selected from the population (Sugiyono, 2019).

**Tabel 3.1** Population and sample the third grade students at  
Senior High School 1 Bungaraya

No	Class	Population	Sample
1.	XII	100	79

### 3.4 Instrument of the Research

The instrument of this research was use a questionnaire to collect the data. The researcher gave questionnaire to the students in order to analyze the students' interests in learning English by giving 20 item questions with some indicators in the following table

**Tabel 3.2** the Blueprint of Questionnaire

No	Indicators	Items Number
1	Attention	1,2,3,4
2	Motivation	5,6,7,8
3	Enjoyment	9,10,11,12
4	Perceptions	13,14,15,16
5	Activities	17,18,19,20

Adopted from( Nurjanah 2011 and Kusmaryati 2017)



**Tabel 3.3 The blueprint of Interview Question**

No	Indicators	Questions
1.	Attention	1. What materials are given when learning English so that the students are interested in the lesson?
2.	Motivation	2. A. Do the students always learning English using printed books? a. Very Often b. Often c. Seldom d. Never B. Do the students learning English using social media? a. Very Often b. Often c. Seldom d. Never C. Do the students often invited to practice speaking? a. Very Often b. Often c. Seldom d. Never D. Do you often use games in learning English? a. Very Often b. Often c. Seldom d. Never
3.	Enjoyment	3. What are you doing to make class fun?
4.	Perceptions	4. A. Do students like to study independently outside of the classroom?  B. When teaching English do you use a different method?

5.	Activities	<p>5. A. Do you teaching English by using songs?</p> <ul style="list-style-type: none"> <li>a. Very Often</li> <li>b. Often</li> <li>c.Seldom</li> <li>d. Never</li> </ul> <p>B. Do the students learning English using social media?</p> <ul style="list-style-type: none"> <li>a. Very Often</li> <li>b. Often</li> <li>c.Seldom</li> <li>d. Never</li> </ul> <p>C. Do you teaching English using games?</p> <ul style="list-style-type: none"> <li>a. Very Often</li> <li>b. Often</li> <li>c.Seldom</li> <li>d. Never</li> </ul> <p>D. When teaching English, do you always make groups in the class?</p> <ul style="list-style-type: none"> <li>a. Very Often</li> <li>b. Often</li> <li>c.Seldom</li> <li>d. Never</li> </ul> <p>E. Do you often teaching English by watching movies?</p> <ul style="list-style-type: none"> <li>a. Very Often</li> <li>b. Often</li> <li>c.Seldom</li> <li>d. Never</li> </ul>
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**Tabel 3.4 Clasification the students' interests**

Clasification	Score
Very Uninterested	1
Interested	2
Lack of Interested	3
Very Uninterested	4
Uninterested	5

**Adopted From (Kusmaryati 2017)**

### 3.5 Data Collection Technique

Collecting data is a way that used by the researcher to get the data (Arikunto 2002), the researcher gathered the data with the following technique:

#### 1. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or statements in writing to the respondent to answer, (Sugiyono 2005). This research questionnaire adopted from Nana Nurjanah 2011 and Endang Kusmaryati 2017, it can be seen in appendix.

#### 2. Interview

The data achieved through interview, interview was conducted by reseacher to know interests in learning English. According to Sudaryono (2017). Interview is one of the techniques in data collection conducted by a reseacher by digging all the information needed directly from the source.

### 3.6 Data Analysis Technique

Data analysis technique is a series of activities carried out by researcher in finding and gathering facts obtained from questionnaire. The researcher distributed the questionnaire adopted from Nana Nurjanah 2011 and Endang Kusmaryati 2017.

**Tabel 3.4 Questionnaire the Students' Interests in Learning English**

#### 1. Attention

		VU	U	LI	I	VI
1.	Are you interested in learning English ( <i>apakah anda tertarik belajar bahasa Inggris</i> )	1	2	3	4	5
2.	Are you interested in learning English at home ( <i>Apakah anda tertarik belajar bahasa Inggris di rumah</i> )	1	2	3	4	5
3.	Are you interested in materials and always pay attention teacher teach ( <i>apakah anda tertarik dengan materi materi bahasa Inggris dan selalu memperhatikan saat guru mengajar</i> )	1	2	3	4	5
4.	Are you interested doing the English task given by teacher ( <i>apakah anda tertarik mengerjakan tugas bahasa Inggris yang di berikan guru</i> )	1	2	3	4	5



## 2. Motivation

		VU	U	LI	I	VI
5.	Are you interested in reading English book every day <i>(apakah anda tertarik membaca buku setiap hari)</i>	1	2	3	4	5
6.	Are you interested in learning English through social media <i>(Apakah anda tertarik belajar bahasa Inggris melalui media sosial)</i>	1	2	3	4	5
7.	Are you interested speak English every day <i>(apakah anda tertarik berbicara bahasa inggris setiap hari)</i>	1	2	3	4	5
8.	Are you interested in learning English if there a race <i>(apakah anda tertarik belajar bahasa inggris jika ada perlombaan)</i>	1	2	3	4	5

## 3. Enjoyment

		VU	U	LI	I	VI
9.	Are you interested in learning English if the materials which is given accordance with the desire <i>(apakah anda tertarik belajar bahasa inggris jika materi yang di berikan sesuai dengan keinginan)</i>	1	2	3	4	5
10.	Are you interested talking with friend when the teacher explains the English materials <i>(Apakah anda tertarik berbicara dengan teman saat guru menjelaskan materi bahasa inggris)</i>	1	2	3	4	5
11.	Are you interested in material provide <i>(apakah anda tertarik dengan materi materi yang di berikan)</i>	1	2	3	4	5

12.	Are you interested to repeat the material that gives the teacher <i>(apakah anda tertarik mengulang materi yang diberikan guru)</i>	1	2	3	4	5
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#### 4. Perception

		VU	U	LI	I	VI
13.	Are you interested in learning English although it is difficult to understand <i>(apakah anda tertarik belajar bahasa inggris walaupun sulit dipahami)</i>	1	2	3	4	5
14.	Are you interested with the teachers learning style <i>(Apakah anda tertarik dengan gaya belajar guru bahasa inggris)</i>	1	2	3	4	5
15.	Are you interested in learning English if the teacher no present in the class <i>(apakah anda tertarik belajar bahasa inggris jika guru tidak hadir dalam kelas)</i>	1	2	3	4	5
16.	Are you interested in learning English when there is free time <i>(apakah anda tertarik belajar bahasa inggris ketika ada waktu luang)</i>	1	2	3	4	5

#### 5. Activities

		VU	U	LI	I	VI
17.	Are you interested if the teacher use method of singing to improve speak English <i>(apakah anda tertarik jika guru menggunakan metode bernyanyi untuk meningkatkan kemampuan berbicara bahasa inggris)</i>	1	2	3	4	5
18.	Are you interested if the tecaher playing the game in learning English <i>(Apakah anda tertarik jika guru menggunakan games di pelajaran bahasa inggris)</i>	1	2	3	4	5
19.	Are you interested in learning English make the group <i>(apakah anda tertarik belajar bahasa inggris dengan cara kerja kelompok)</i>	1	2	3	4	5

20.	Are you interested in learning English with watching movie <i>(apakah anda tertarik belajar bahasa inggris dengan menonton film)</i>	1	2	3	4	5
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The reseacher analyzed the responses of the participants by using the following formula according Sugiyono (2011) :

$$P = \frac{f}{N} \times 100\%$$

P= Number of Percentage

F= Frequency

N= Number of Samples

Then, the gathered data was interpreted by using the following criteria:

**Tabel 3.5 Criteria**

Very Interested	Positive responses
Interested	Positive Responses
Lack of Interested	Medium Responses
Very uninterested	Negative Responses
Uninterested	Negative responses

## BAB IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents the students' interests in learning English which was done at SMAN 1 Bungaraya. The detailed information about the findings can be found in the following explanation:

#### 4.1 Data Persentasion

##### The Students' Interests in Learning English

The researcher collected the data through online questionnaire which was distributed to the participants (n=79). The questionnaire consists of five components of interest in learning, adopted from Nurjanana (2011) and Kusmaryati (2017). The components are attention, motivation, enjoyment, perceptions and activities. The questionnaire is attached in appendix 1. The information below presents the students' responses on each indicator of students' interest in learning English.

##### 4.1.1 Attention

According to Webster (1993), attention is an act or process of focusing on one or more information in learning process. The role of attention in learning is to create an environment so that the students can clearly understand a concept. Therefore, the students show their responses toward attention in learning English. There are four items asked to the students in order to investigate their attention in learning English



The items of attention can be found the table 4.1 below:

**Tabel 4.1 Attention**

No	Components	Items
1.	<b>Attention</b>	1.1 Are you interested in learning English? 1.2 Are you interested in learning English at home? 1.3 Are you interested in materials and always pay attention teacher teach? 1.4 are you interested doing the English task given by teacher?

The responses of the students can be seen the table below:

**Tabel 4.2 The students' responses ( Attention)**

Items	Responses				
	NO	VI	I	LI	U
1.1	12	43	21	1	2
1.2	4	28	37	9	1
1.3	8	50	17	4	0
1.4	7	39	29	3	1
<b>Total</b>	<b>31</b>	<b>160</b>	<b>104</b>	<b>17</b>	<b>4</b>
<b>Average</b>	<b>9,8</b>	<b>50,6</b>	<b>32,9</b>	<b>5,3</b>	<b>1,2</b>

Table 4.1 above presents the participants' responses on the four items regarding to their attention in learning English. There are five options and one of the options must be selected by each participant. The responses are very interested (VI), interested (I), lack of interested (LI), uninterested (U), very uninterested (VU). The responses are categorized into three groups, (1) positive responses, (2) medium responses, (3) negative responses. The positive responses mean that the participants are very interested and interested in giving attention, while the medium responses are based on the participants lack of interested in giving attention. The last, but no least, for negative responses refer to uninterested and very uninterested responses given by the students.

In term of giving attention in learning English, most of the participants give their positive responses. This finding can be seen from the students' responses to the questionnaire. The results show that the students have positive responses in learning English, 43 (the highest number) **1.1**. However, they have medium responses selected by 37 participants (the medium number) when they are asked about their interest in learning English at home **1.2**. Furthermore the participants also have positive responses 50 ( the highest number) in the materials and teacher that teach them in the class **1.3**. The last, but not least, another positive responses also given by the students in doing their English task 39 ( the highest number) **1.4**. So, it can be concluded that the students at Senior High School 1 Bungaraya they selected positive responses 50 ( the highest) it means that there are 50 out of 79 participants

Based on the interview, the teacher's also stated that the students' are interested in learning English with the materials they are; genre of text, expression, story telling, discussion and grammar. So, in this material so that the students are interested in learning English.

#### 4.1.2 Motivation

Motivation in learning English can be aroused by understanding the goal and the concept of learning activity. It means that motivation to learn exists when a student engages purposefully in an activity by adopting its goal and trying to learn the concepts or master the skill develops (Brophy, 2004). Therefore, the students show their responses to motivation in learning English. There are four items asked toward the students in order to investigate their motivation in learning English.

Motivation items can be found the table 4.2 below:

**Table 4.2 Motivation**

No	Components	Items
2.	Motivation	2.1 Are you interested in reading English book every day ? 2.2 Are you interested in learning English through social media ? 2.3 Are you interested in speaking English every day ? 2.4 are you interested in learning English if there a race ?

The responses of the students can be seen the table below:

**Tabel 4.3 The students' responses ( Motivation)**

Items	Responses				
	VI	I	LI	U	VU
NO					
2.1	6	29	30	5	5
2.2	11	29	31	5	3
2.3	7	27	23	16	6
2.4	7	14	37	17	4
<b>Total</b>	<b>31</b>	<b>99</b>	<b>121</b>	<b>43</b>	<b>18</b>
<b>Average</b>	<b>9,8</b>	<b>31,3</b>	<b>38</b>	<b>13,6</b>	<b>5,6</b>

Table 4.2 above presents the participants' responses on the four items regarding to their motivation in learning English. There are five options and one of the options must be selected by each participant. The responses are very interested (VI), interested (I), lack of interested (LI), uninterested (U), very uninterested (VU). The responses are categorized into three groups, (1) positive responses, (2) medium responses, (3) negative responses. The positive responses mean that the participants are very interested and interested in giving motivation, while the medium responses are based on the participants lack of interested toward in giving motivation. The last, but no least, for negative responses refer to uninterested and very uninterested responses given by the students.



Based on the finding in table 4.3 the researcher found most of the participants gave their medium responses. The finding can be seen from the students' responses in the questionnaire. The results show that the students have medium responses interest in reading English book every day selected by 30 participants (the medium number) 2.1. They also have medium responses 31 when they are learning English with social media 2.2. Furthermore, selected by 27 participants (the highest number) also have positive responses in speaking English everyday, especially when learning English 2.3. The last, but not least, another medium responses given by the students when they have to learn English in race, selected by 37 participants (2.4). So, it can be concluded that the students at Senior High School 1 Bungaraya they selected medium responses 37(the medium) it means that there are 37 out of 79 participants

Based on the interview in the motivation the teacher's stated that the students often learning English use printed book. Furthermore, the students sometimes learning English with use social media. Then, the students also often practice speaking and the last, but not least, the teacher's often use games in learning English.

#### **4.1.3 Enjoyment**

According to Muhajir (2011), enjoyment is a feeling happy toward something. It means that someone who likes something that make it enjoy, for the example enjoy In learning English, enjoyment is very needed by the students because it can provide their freedom in learning. Therefore, the students show

their responses toward enjoyment in learning English. There are four items asked to the students in order to investigate their enjoyment in learning English. Enjoyment items can be found the table 4.3 below:

**Table 4.3 Enjoyment**

No	Components	Items
3.	<b>Enjoyment</b>	3.1 Are you interested in learning English if the materials given accordance with your desire ? 3.2 Are you interested talking with friend when the teacher explains the English materials ? 3.3 Are you interested in material provided ? 3.4 are you interested in repeating the materials given by teacher ?

The responses of the students can be seen the table below:

**Tabel 4.4 The students' responses ( Enjoyment)**

Items	Responses				
	NO	VI	I	LI	U
3.1	27	41	5	3	3
3.2	6	14	32	18	9
3.3	6	43	24	3	3
3.4	4	32	31	8	4
<b>Total</b>	<b>43</b>	<b>130</b>	<b>92</b>	<b>32</b>	<b>19</b>

<b>Average</b>	<b>13,6</b>	<b>41</b>	<b>29,11</b>	<b>10</b>	<b>6,0</b>
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Table 4.3 above presents the participants' responses on the four items regarding to their enjoyment in learning English. There are five options and one of the options must be selected by each participant. The responses are very interested (VI), interested (I), lack of interested (LI), uninterested (U), very uninterested (VU). The responses are categorized into three groups, (1) positive responses, (2) medium responses, (3) negative responses. The positive responses mean that the participants are very interested and interested in giving enjoyment, while the medium responses are based on the participants lack of interested toward in giving enjoyment. The last, but no least, for negative responses refer to uninterested and very uninterested responses given by the students.

Based on the finding in table 4.4 the researcher found that most of the participants gave their positive responses. The finding can be seen from the their responses in the questionnaire. The results show that the students have positive responses in learning English if the materials given in accordance with their expectations, selected by 41 participants (the highest number) 3.1. However, they have medium answers 32 (the medium number) talking with a friend when the teacher explains the English materials 3.2. Furthermore, the participants also have positive responses 43 (the highest number), they are interested in the material provided in the class 3.3. The last, not but least, other positive responses that the students repeat the materials that were give by the teacher, selected by 32 participants 3.4. So, it can be concluded that the students at Senior High School 1

Bungaraya they selected positive responses 43 (the highest) it means that there are 43 out of 79 participants

Based on the interview the teacher's also stated that the students are interested in learning English which was fun in the class fun namely by way of discussing, playing roles, story telling, sometimes making games, such as making different classes and provoking students' ideas so that they can get more creativity and as a teacher the most important thing is to be humble and humorous.

#### 4.1.4 Perceptions

perception is an experience about an object, event, or relation from concluding information and interpreting to interpret the sensory stimuli, it involves sensation, attention, expectation, motivation, and memory (Rakhmat,1989). Therefore, the students show their responses toward perceptions in learning English. There are four items asked to the students in order to investigate their perceptions in learning English. The perception items can be found in the table 4.4 below:

**Table 4.4 Perceptions**

No	Components	Items
4.	<b>Perceptions</b>	4.1 Are you interested in learning English although it is difficult to be understood?  4.2 Is the teacher's learning styles making you interested in learning English ?



		4.3 Are you interested in learning English if the teacher no present in the class or are you interested in learning English by yourself ? 4.4 are you interested in learning English when there is free time ?
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The responses of the students can be seen the table below:

**Tabel 4.5 The students' responses (Perceptions)**

Items	Responses				
	VI	I	LI	U	VU
NO					
4.1	11	35	28	5	0
4.2	9	43	21	3	3
4.3	6	19	37	11	6
4.4	4	24	38	10	3
<b>Total</b>	<b>30</b>	<b>121</b>	<b>124</b>	<b>29</b>	<b>12</b>
<b>Average</b>	<b>9,49</b>	<b>38,29</b>	<b>39,12</b>	<b>9,12</b>	<b>3,7</b>

Table 4.4 above presents the participants' responses on the four items regarding to their perceptions in learning English. There are five options and one of the options must be selected by each participant. The responses are very interested (VI), interested (I), lack of interested (LI), uninterested (U), very uninterested (VU). The responses are categorized into three groups, (1) positive responses, (2) medium responses, (3) negative responses. The positive responses mean that the participants are very interested and interested in giving perceptions,

while the medium responses are based on the participants lack of interested in giving perceptions. last but no least, for negative responses refer to uninterested and very uninterested responses given by the students.

Based on the finding in table 4.5 the reseacher found that most of the participants gave their positive responses. This finding can be seen from the students' responses in the questionnaire. The results show that the students have positive responses in learning English although it is difficult to be understood, selected by 35 participants (the highest number) 4.1. However, they have positive responses 43 participants (the highest number) interests with teachers' learning style 4.2. Furthermore, the participants also have medium responses 37(the medium number) in learning English if the teacher no present in the class (4.3). The last, not but least, the students also gave positive responses in learning English when there is free time 38 (the highest number) 4.4. They are interested in learning English in their free time. So, it can be concluded that the students at Senior High School 1 Bungaraya they selected positive responses in learning English. In other words, the students who participated in this study have positive responses towards their perceptions in learning English.

Based on in the interview the teacher's stated that in the class using a different method. Methods usually used are problem-based learning, inquiry learning, discovery learning

#### 4.1.5 Activities

Activities is an activity carried out by the students in activities in learning process (Hamalik, 2009). Therefore, the students show their responses toward activities in learning English. There are four items asked to the students to investigate their activities in learning English. Activities items can be found the table 4.4 below:

**Table 4.5 Activities**

No	Components	Items
5.	<b>Activities</b>	5.1 Are you interested if the teacher use method singing to improve speaking English ? 5.2 Are you interested if the teacher playing the games in learning English? 5.3 Are you interested in learning English if the teacher makes the group in the class ? 5.4 are you interested in learning English with watching movie ?

The responses of the students can be seen the table below:

**Tabel 4.6 The students' responses (Activites)**

Items	Responses				
	VI	I	LI	U	VU
<b>NO</b>					
<b>5.1</b>	21	24	17	11	6
<b>5.2</b>	21	32	16	7	3
<b>5.3</b>	16	37	19	4	3
<b>5.4</b>	25	33	14	6	1
<b>Total</b>	<b>83</b>	<b>126</b>	<b>66</b>	<b>28</b>	<b>13</b>
<b>Average</b>	<b>26,2</b>	<b>39,8</b>	<b>20,8</b>	<b>8,8</b>	<b>4,11</b>

Table 4.5 above presents the participants' responses on the four items regarding to their activities in learning English. There are five options and one of the options must be selected by each participant. The responses are very interested (VI), interested (I), lack of interested (LI), uninterested (U), very uninterested (VU). The responses are categorized into three groups, (1) positive responses, (2) medium responses, (3) negative responses. The positive reactions mean that the participants are very interested and interested in giving activities, while the medium responses are based on the participants lack of interested in giving activities. The last, but no least, for negative responses refer to uninterested and very uninterested responses given by the students.

Based on the finding in table 4.6 the researcher found most of the participants give their positive responses. This finding can be seen from the



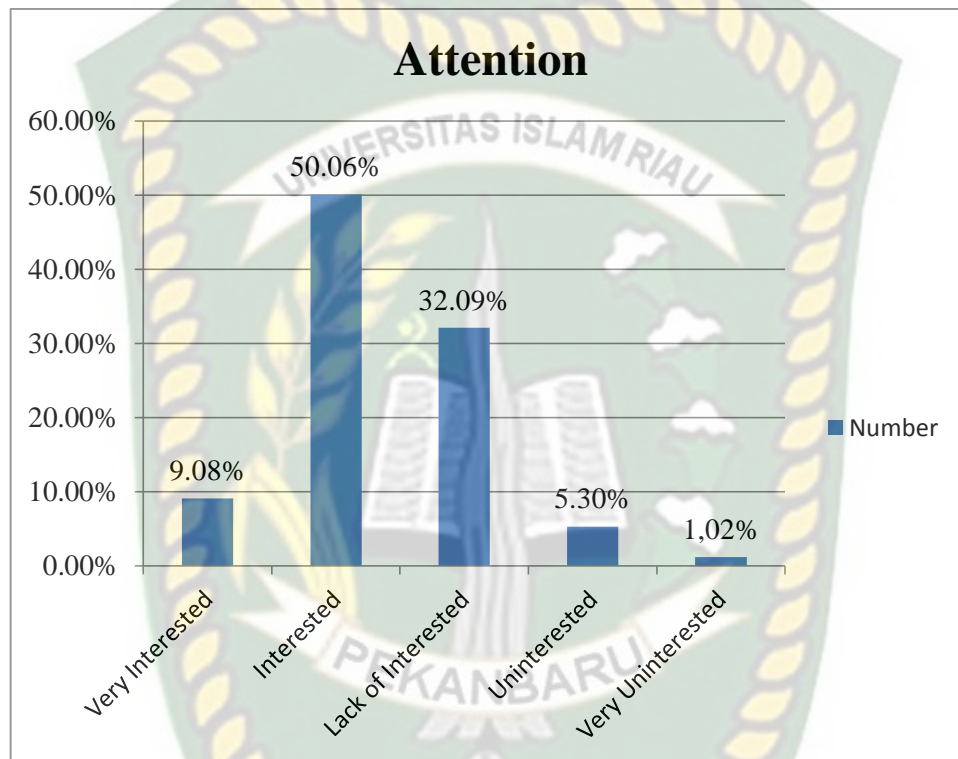
students' responses in the questionnaire. The results show that the students have positive responses to the teacher use method of singing to improve speak English 24 (the highest number) **5.1**. However, they have positive responses 32 (the highest number) the teacher used method games in learning English **5.2**. Furthermore, the participants also have positive responses 37 (the highest number) in learning English make the group **5.3**. The last, not but least, another positive responses the participants interested in learning English with watching movie 33 (the highest number) **5.4**. So, it can be concluded that the students at Senior High School 1 Bungaraya they selected positive responses 37 ( the highest) it means that there are 37 out of 79 participants

Based on interview in activites the teacher' stated that the students often using songs in learning English. Furthermore, the students' also often using games in learning English and the students' often makes the group when learning English. The last, but not least, the students' often learning English with watching movie. So, it can be concluded that the students are interested in activities in the class.

## 4.2 Data Interpretation

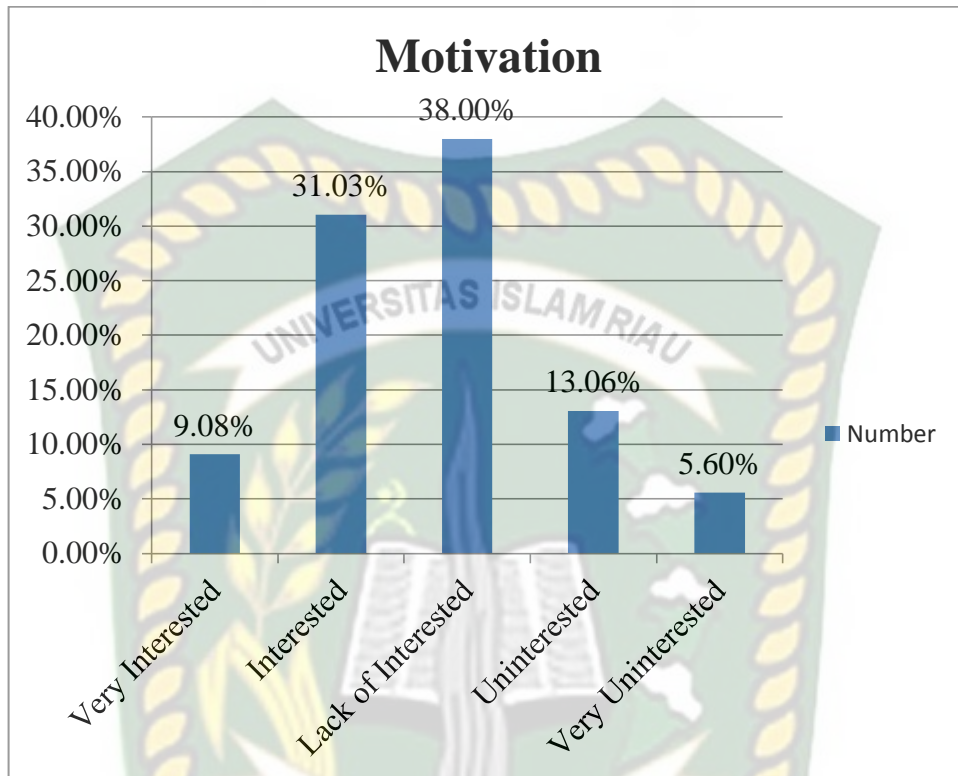
### The Students' Interests in Learning English

#### 4.2.1 Attention



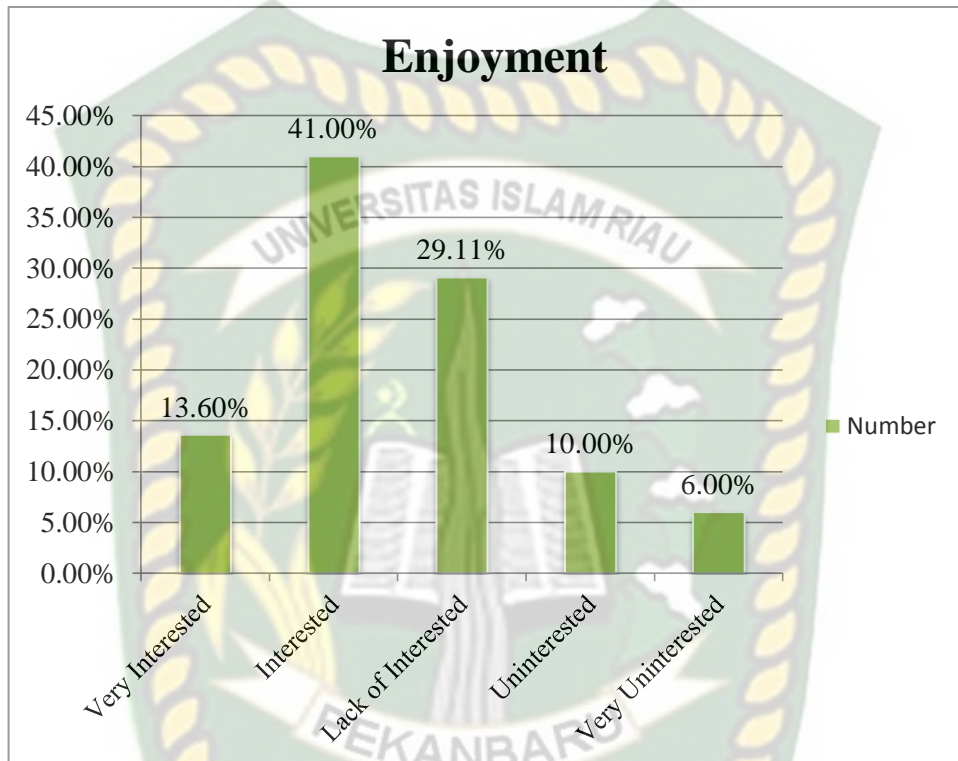
From the results data chart above the results show that in the items attention is interested 50,06%. From the components attention it can be concluded that the students who participated in this study have interested toward their attention in learning English. Attention is very important to get the students clearly understand a concept. According to Muhajir(2007), stated that attention is part of focus and concentration. It means that the students should focus and concentration in the process learning especially in learning English.

#### 4.2.2 Motivation



From the data chart above the results show that in the items motivation is lack of interested 38,00%. So, it can be concluded that from the component in motivation the participants choose lack of interested in learning English. According to Brophy (2004), motivation very important for the students if the students don't have motivation they can't uninterested in learning. Therefore, the teacher should always give motivation to the students. So, they will be more interested in learning especially in learning English.

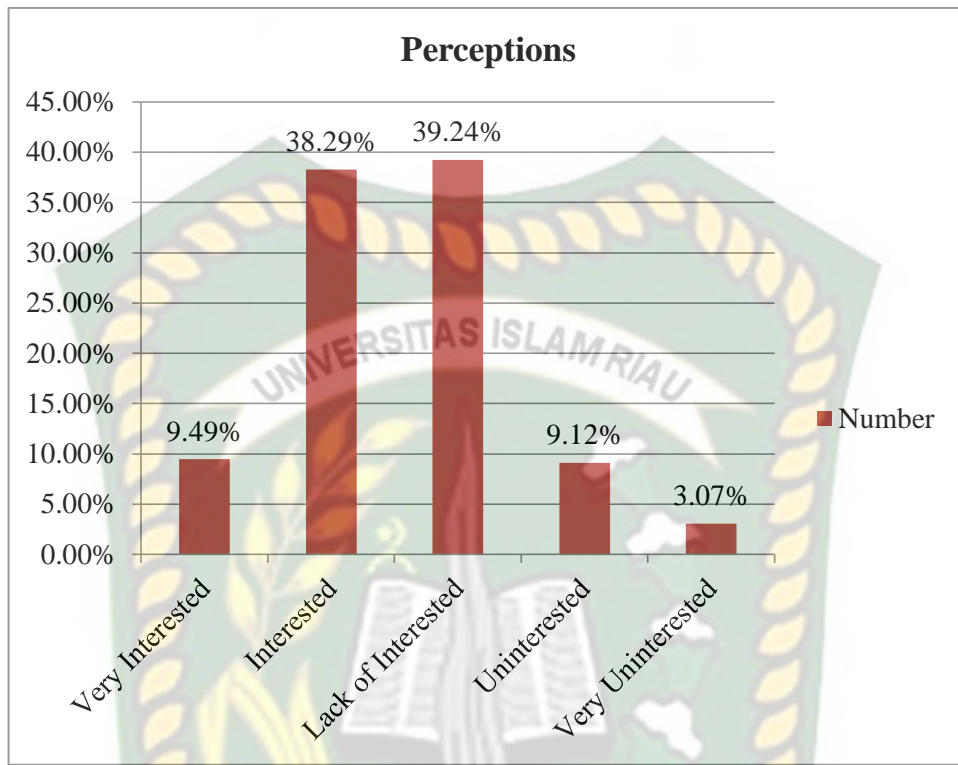
### 4.2.3 Enjoyment



From the data chart above the results show that the items in enjoyment is interested 41,00%. So, it can be concluded that from the component in Enjoyment the participants choose interested in learning English. Enjoy in the class is very important because if don't enjoy the students can't focus on learning. According to Muhajir (2011), enjoyment is a feeling happy toward something. It means that someone who likes something that make it enjoy, for the example the students enjoy in learning English,

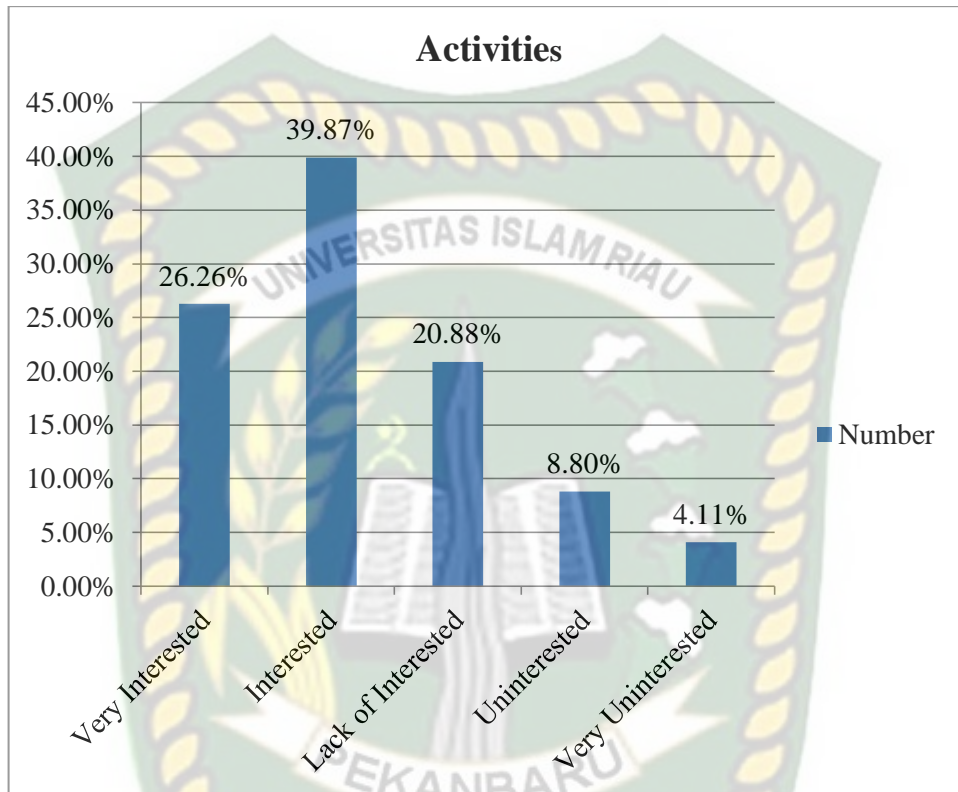


#### 4.2.4 Perceptions



From the data chart above the results show that the items in perceptions is lack of interested 39,24%. So, it can be concluded that the participants choose lack of interested perceptions in learning English. According to Blake & Sekuler (2006), stated that perceptions is provided people with a useful view of the world of the learning, where useful means being able to interact in affectively within process in learning.

#### 4.2.5 Activities



From the data chart above the results show that the items in activities is interested 39,87%. So, it can be concluded that from the data chart above the participants choose interested activities in learning English. According to Hamalik (2009), stated that activities is an activity carried out by the students in activities in learning process.

### **4.3 Interview results of the students' interests in learning English**

#### **Teacher's perceptions towards the students' interests in learning English**

##### 4.3.1 Attention

Based on interview the teacher's stated that the students are interested in learning English that is with the materials provided such as; genre of text, expression, story telling, discussion and grammar. With the material provided it turns out that students are interested in learning English.

##### 4.3.2 Motivation

Based on interview the teacher's stated that It turns out that only some the students have the motivation to learning English such as using printed books, social media, practice speaking and using games.

##### 4.3.3 Enjoyment

Based on interview the teacher's stated that the students very enjoyment in the class because the teacher's always make the class fun namely by way of discussing, playing roles, story telling, sometimes making games, such as making different classes and provoking students' ideas to get more creativity. So as to make the students interested in learning English in the class.

#### 4.3.3 Perceptions

Based on interview in perceptions the teacher's stated that make the students interested in learning English by using different methods such as; problem-based learning, inquiry learning, discovery learning.

#### 4.3.4 Activities

Based on interview the teacher's also stated that the students are interested activities in the class because it turns out that the students often use activities in the class such as playing games, using songs, working in groups and watching movies. With this activity the students are interested in learning English because the teacher allows them to be creative in the classroom.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw conclusion from what has been discussed in the preceding chapter and to recommend some suggestion concerning with the students' effort in interest in learning English of the third grade students at Senior High School 1 Bungaraya Siak Regency Riau Province

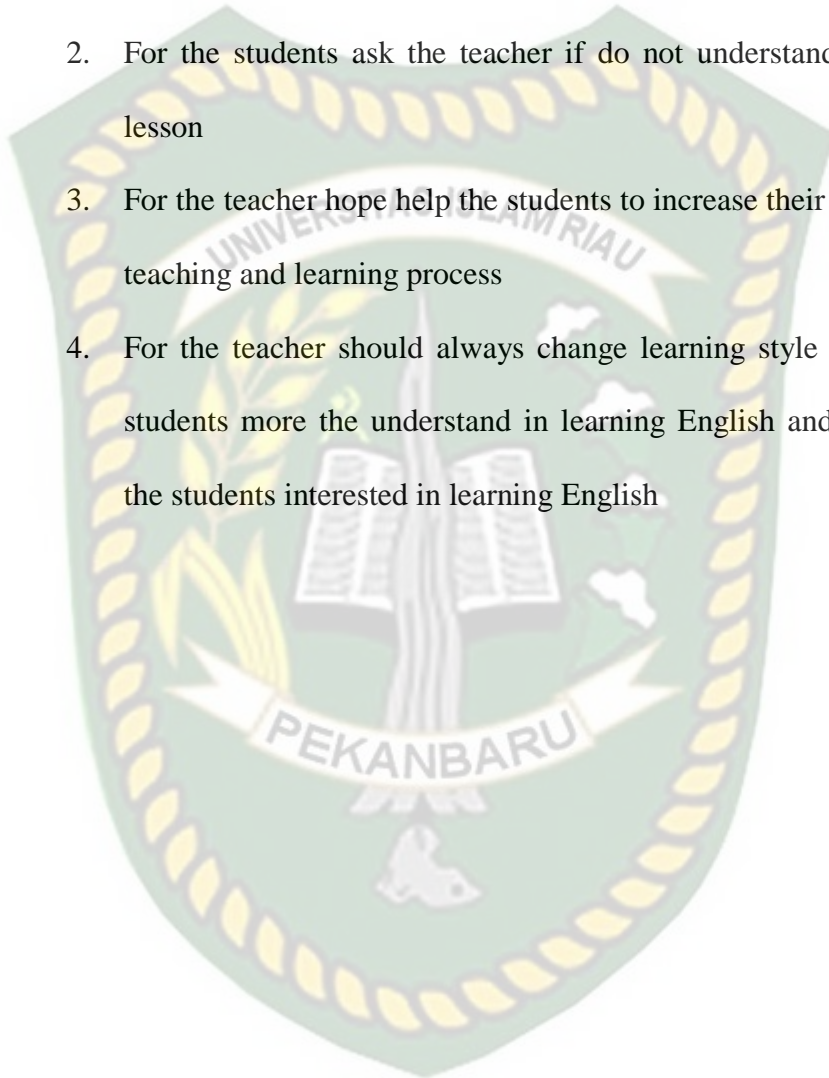
#### A. Conclusion

Based on the results of the reseach presented in chapter IV, the reseacher concluded that students' interests in learning English of the third grade Senior High School 1 Bungaraya is attention (50,06%), motivation (38,00%), enjoyment (41,00%), perceptions (39,24%) and activities (39,87%). Based on the results show that attention is percentage high value in interested in learning English.

Based on the the interview results, the reseacher concluded that the students in Senior High School 1 Bungaraya the results are mostly interested in the material provided according to the existing indicators.

## B. Suggestion

1. For the students should must be more active in learning and develop their interests in learning English
2. For the students ask the teacher if do not understand about the lesson
3. For the teacher hope help the students to increase their interests in teaching and learning process
4. For the teacher should always change learning style so that the students more the understand in learning English and can make the students interested in learning English



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