

ANALYZING STUDENTS' INTEREST IN LEARNING ENGLISH IN XI-MIA2 GRADE OF SMA MUHAMMADIYAH 8 CERME

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ABSTRACT:

Students' interest is an essential tool in learning English. Students' interest could give a positive energy for student direct to learning activities. Thus, the objective of learning activities can be achieved. Students' interest is also an important factor which affects students' achievement and learning environment in teaching and learning English as a foreign language. This research conducted at XI-MIA2 grade in SMA Muhammadiyah 8 Cerme. The aim of this study is to analyze students' interest in learning English. The participants of the study were students in the eleven grades of SMA Muhammadiyah 8 Cerme the academic year of 2013/2014. The number of the students consists of 26 students, 20 persons female and 6 persons male. In this study, the technique that the writer used to collect the data were observation and questionnaire. Based on the data analysis, the writer concluded that students' interest in learning English at XI-MIA2 was still low. The teacher should make a comfortable environment while teaching and learning English process. Also, using an effective strategy to teach English will increase students' interest.

Keywords: *Students' Interest, Learning English.*

INTRODUCTION

Nowadays, learning English is very important. English becomes an essential role in this fast-paced life. There are many reasons why learning English becomes an important one. As a student, English language skills are very helpful for them in terms of communicating to communicate with others in several ways. Moreover, it can be a strong asset which will help students to take the advantages of future opportunities. Thus, the more skilled students in the English language, the greater the achievement of which will they achieve.

In the English language learning, the most important thing that the students need to have is an interest. According to Lai, interest in learning as personal preferences with respect to

learning, which sometimes means what an individual chooses one thing rather than other things and sometimes a positive psychological state occurs during his/her interaction with the circumstances that engenders further learning motives (Lai, 2010). On the other hand, interests have an important role in learning. If the subject does not match the student's interest, students will not learn English subject with enthusiasm. Thus, interest may be a cause of activities and as an effort of participating in some activities.

Actually, students' interest in learning English varies depending on their background. High-interest students have a tendency to be more confident and have a strong motivated in learning process. Students with an interest which is higher begin more active in teaching learning. They have a great effort to catch every chance

during the teaching learning process. Also, they love to spend all of their time to learn subject they interested in. In contrast, low-interest student performance in class showed that they learned passively.

In SMA Muhammadiyah 8 Cerme, student interest in learning English was still low. In general, there are many students who are not interested in English subject. It is shown from student's attitude during English teaching and learning process. During the English lesson, most of student just keeps silent. They seldom spoke English or raised their hands to answer teacher questions. In short, it seems that students give very little attention to learning English. Also, when the teacher gives an instruction to do some tasks, only a few students who are excited to do the tasks. Most of student doing the task with a feeling of fear and force. As a result, their English scores shown that there is no improvement in students' achievement.

Based on this issue, a factor of student's interest is a significant role which has strong influence in student's achievement of learning English. This was confirmed by some previous studies. Athanasou (1994) establish a direct intercourse between an individual's involvement in a subject, his/her vocational choice and their educational achievement. It stated that interest in learning the subject of lesson affect learning achievement. It also stated that Interests and goals have been distinguished as two important motivational constructs that influence students' engagement and achievement in learning (Chen, 2001; Chen & Ennis, 2004; Chen & Shen, 2004; Hidi & Harackiewicz, 2000). In short, enhancing students' interest is important to get a better learning process and a good achievement of

students.

This study will analyze students' interest in learning English in XI-MIA2 grade of SMA Muhammadiyah 8 Cerme. By analyzing students' interest, teachers have a clear description of the level of students' interest in learning English. Besides, it will help teachers to find ways to enhance students' interest in learning English especially.

METHODOLOGY

3.1 Participants

The participants of the study were students in the eleven grades of SMA Muhammadiyah 8 Cerme the academic year of 2013/2014. The number of the students consists of one class, which consists of 26 students, 20 persons female and 6 persons male. Students work in small groups divided by their language proficiency (high, medium, and low levels). Using this technique, students can have an opportunity to work together, providing help to others while performing the activity.

3.2 Research design

Qualitative research is defined as a procedure that attempts to obtain a fuller apprehension of the complexity in human interaction (Catherine Marshall, 1995). According to Poerwandi (2007), that qualitative research solution and process descriptive data, such as interview transcripts, field-notes, photos, television recordings, and thus along.

This research is classified as survey research. Kerlinger (1973) looked at survey research as social scientific research and focuses on the great unwashed, the vital facts about people, and their beliefs, views, positions, motivations and behaviors.

3.3 Data Collection

An instrument is a way to get the data. A research instrument is used to collect the data and it has an important role in a research. According to Arikunto (2006:151) research instrument is a tool in the research that using a method. While Sugiyono (2006:147) stated that research instrument is a tool which is utilized to quantify the natural phenomenon and social phenomenon that is respected. In this research, the instruments were used observation and questionnaire. The observation was conducted when the class starts. It was done to find out the students' responses in English class activity. A questionnaire was used to analyze students' interest in learning English.

3.3.2 The Procedure of Collecting Data

The procedure of collecting data was started from observing. The researchers observed the students' interests to learn English in the classroom. Observing the action and recording the relevant data about the difficulties that impact students' interest in learning English. In this way, the researchers observed circumstances of the school environment. After doing the class observation, the researchers conducted questionnaire to the students.

3.4 Data Analysis

After the data were collected, then the data were analyzed to identify the problem that found in the classroom. The result of identification of the data was classified based on students' interest to learn English. In this case, the writers used the observation and questionnaire as the technique to analysis the data.

RESULTS AND DISCUSSION

The following report begins with the participant information on this study. This study, conducted on students' interest level in learning English. Students who working in a group for 4 cycles would be targeted. 76,9% participants are female while 23,1% are male.

Gender	N	Percent
Male	6	23,1%
Female	20	76,9%

First, the writers make an observation during the teaching, learning English process. The observation did by 3 observers. Observers write down the result of observation in observation sheet. This observation conducted for 4 cycles.

From the data which observers get, the writer found that the students are not excited in learning English. They have a less of interest in learning English. It is shown from the observed data that some observers get:

"In pre-learning, most of student are not excited. They are too lazy to pay attention to what the teacher says. They look like losing their spirit. (Observer 1)"

"The students are not interested to learn. (Observer 3)"

The findings also show that during teaching learning English process, the students are not taking seriously in learning English. It was concluded by seeing some evidence during the teaching learning process. The first evidence is:

“During the teaching learning English process, the students are not trying to answer the questions posed by the teacher properly. (Observer 2)”

It was supported by the second video. The second video was taken in the second meeting. The second meeting’s topic is giving an opinion.

At 00:04:21, the teacher asks the students about the previous lessons that they have learned before. But no one answers. They just kept silent. (2nd Video, Giving Opinion)

The second evidence to support the statement about students’ lack of seriousness in learning English are:

“The students do not listen carefully to the teachers’ instruction. They do not take a note of the learning materials. While the teacher gives an instruction to the students, a few students are too busy talking with their friends. When doing some task, the students are finishing their task by citing their friends’ work. (Observer 1)”

“The students are passive. (Observer 3)”

It's also supported by the finding that writers get from the videos. The first video was recorded in the first meeting. It was about giving opinion lesson.

At 00:10:05 minutes, the video show that classroom environment was too noisy. The teacher tries to speak louder, but the students still

did not pay attention to the teacher. (1st Video, Giving Opinion)

At 00:22:15 minutes, a few students make some noise during the teaching learning process. They talk each other, playing something that does not really important. It seemed like they did not care about the teacher. (1st Video, Giving Opinion)

In the other hand, the second video also supported that statement. The second video was taken in the second meeting. The second meeting’s topic is giving an opinion.

At 00:04:21, the teacher asks the students about the previous lessons that they have learned before. But no one answers. They just kept silent. (2nd Video, Giving Opinion)

It also happened to student while they do some task that was given by the teacher in a group.

In 00:10:41, the members of group 2 argued about the instruction of the task that was given by the teacher. They doubt which is the correct one. Then they blame each other for not paying attention to teachers’ instruction. (2nd Video, Giving Opinion)

In 00:14:57. Group 6 are not serious in doing their task. They often tell a joke, make some noise, and bother the others. When the time is up, there are many questions that they have not answered yet.

From the data which observer get, it can

be concluded that a few students are mostly talking to their friend during the teaching learning English process. Also, they did not write any important point that they have learned in their book. Besides, students give less attention to the teacher. They are not actively engaged in learning activities.

Others, the observer always finds some cases for every cycle. Students' attitudes during teaching learning English almost the same.

"During teaching learning process. They rarely raise their hand just for asking a question or to get a better understanding of learning materials. (Observer 1)"

"When the teacher give a chance to student for asking questions to get a better understanding, no one asks for it. (Observer 2)"

"The students to lazy to gain their knowledge by reading some material related to the learning materials in their books. (Observer 3)"

It's supported by the video that was a record of the 4th meeting about hope and dream materialize.

In 00.36.12, the students ask for the teacher many times about something that actually they could find the answer in their book. But they are too lazy to find it out. (4th Video, Hope and Dream)

In the third video, it's also shown the same cases about students' lack of curiosity.

At 00:23:09, a few students ask about the name of some vocabularies in English. They did not bring any dictionaries. They did not want to open their book to find the answer. (3rd Video, Hope and Dream)

Based on the evidences. It can be stated that the students are unwilling to understand English lesson material that was given by the teacher. They are too lazy to find much information about the learning materials that they learnt to improve their knowledge.

For the second method to get the data, a questionnaire was sent to 26 participants. The data that have been collected then were analyzed. The data were treated in a table using a formula:

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

Annotation:

P = Percentage

F = Frequency

N = Total of participants

Here is the following statement that the writers put on the questionnaire. This questionnaire sent to find out the level of students' interest in learning English.

I like to learn English		
Option	Frequency	Percentage
Yes	10	38,5%
No	16	61,5%
Total	26	100%

The data indicate that students do not like to learn English lesson. It is shown by the result above that 38,5% of participant said yes for "I like to learn English". Whereas, about 61,5% of participants do not like to learn English.

I think learning English is important		
Option	Frequency	Percentage
Yes	7	26,9 %
No	19	73,1 %
Total	26	100 %

Related to the data, it's shown that most of the students think that learning English is not important. It is shown by the result above. About 73,1% of participant think that learning English is not really important. It is only 26,9% of participants who think that learning English is important.

I am very excited on learning English		
Option	Frequency	Percentage
Yes	8	30,8 %
No	18	69,2 %
Total	26	100 %

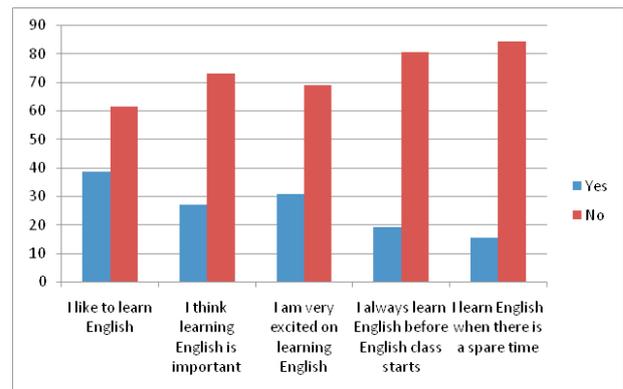
The following data show that only a few students who are excited about learning English. It is shown by the result above. About 30,8% of participants stated that they are very excited on learning English. While 69,2% of participants are not excited about learning English.

I always learn English before English class starts		
Option	Frequency	Percentage
Yes	5	19,2 %
No	21	80,8 %
Total	26	100 %

The following table reports that just a few of students learn English when they have a spare time. It is shown by the result above. 15,4% of participants learn English when they have a spare time. While 84,6% of participants stated

that they do not learn English when they have a spare time.

Based on the following table of analyzing students' interest, the writers process it into a bar chart for the clearest description of students' interest analyzing.



The finding data, then being analyzed to find the final percentage of students' interest in learning English. The formula which is used:

$$FP = \frac{P}{NI}$$

Annotation:

FP = Final Percentage

P = Percentage

NI = Total of Indicator

By analyzing data, it was found that total of percentage of the students' interest level in learning English is:

$$FP = \frac{(38,5\%+26,9\%+30,8\%+19,2\%+15,4\%)}{5}$$

$$FP = \frac{(130,8\%)}{5}$$

$$FP = 26,16\%$$

After being analyzed, the data was being categorized. The writer uses 5 range in categorizing level of students' interest.

Categorized level of students' interest	
Range	Category
81 - 100 %	Very High
61 - 80 %	High
41 - 60 %	Middle
21 - 40 %	Low
0 - 20 %	Very Low

The result found that the level of students' interest in learning English in XI-MIA2 grade of SMA Muhammadiyah 8 Cerme is 26,16%. It is included in low standard level of students' interest. In conclusion, the level of students' interest in learning English is still low.

DISCUSSION

Students' interest in learning English in XI-MIA2 grade of SMA Muhammadiyah 8 Cerme still need to be considered. The result of analyzing data found that the level of students' interest in learning English was still low. It requires a very serious attention.

There are many factors that caused this situation, such as the interest of students who had been low since the early, the students' habit that lazy to learn something new, the students' assumption that learning a foreign language is not useful because they do not use a foreign language in their future, and the students' assumption that learning a foreign language is a difficult thing so the students are reluctant to learn English. In the other hand, it also can be caused by learning environment. The use of English language teaching strategies which was monotonous, greatly affect students' loss of interest in learning English as a foreign

language. Also, lack of an adequate infrastructure for students' learning, have an impact on the level of interest of the students to learn English subject. If a school has a complete facilities, such as laboratories, English books as a support material, attractive classrooms, it will increase their interest for the willing to learn the English language lessons. Moreover, using technology and interesting teaching strategies in every English class, will give a big impact in raising the level of students' interest in learning English. Furthermore, the effects of society and the habits of doing everything instantly make the students are lazy to learn something new. In this case is learning English. The teachers and the parents have an important role in affecting the growth of students' interest in English especially.

From the data analysis of the questionnaire, it can be found several findings. About 38,5% students like to learn English. But, 61,5% of participants stated that they do not like to learn English. It is a fantastic number. Consequently, they have a little desire to learn English before English class starts, especially using their spare time for gaining their knowledge by studying the English language. It is only 15,4% of participants learn English when they have a spare time and 19,2% of participants stated that they always learn English before English class starts. Thereafter, the findings also show that 69,2% of participants are not excited about learning English. Most of them think that learning English is not really important. Based on those findings, It indicates that students' interest in learning English is low.

Later, this condition supported by some findings that was set when the observers do observation during the teaching learning English

process. At the beginning class, the students are not excited in learning English. They are unhappy and not interested to learn English. During the teaching learning English process, the students are not taking seriously in learning English. It is shown from their attitude through learning process such as talking each other, playing something that does not really important, and did not pay attention to the teacher. Next, the cases that mostly occur in every cycle of learning English process is they are not actively engaged in learning activities. The students are not willing to understand English lesson material that was given by the teacher. They are too lazy to find much information about the learning materials that they learnt to improve their knowledge.

If this situation was being continued for a long time, it would give a negative influence to learning activities, students' achievement and learning habits. Thus, increasing student's interest becomes a very important thing that has to be considered by the parents and the teachers for a better English learning.

CONCLUSION

Interest is one of an essential tools in learning English as a foreign language activities. Knowing the level of students' interest in learning English is important. By knowing students' interest, teachers will have a clear description of the level of their students' interest in learning English.

This research showed the interest level of XI-MIA2 grade of SMA Muhammadiyah 8 Cerme students in learning English was still low. It is shown from the data that writer gets during the teaching learning English process. Less of

interest will give an influence to learning activities and students' achievement.

For the successful in teaching learning English, the teacher should give more effort for achieving teaching English effectively. Actually, teacher have a potential contribution to enhance students' interest. Research argue that interest is raised through the modification of certain aspects of the learning environment and contextual factors such as teaching strategies, task presentations and structuring of learning experiences (Subramanium, 2009). The teacher should manipulate the learning environment to make it more interesting to influence students' interest. The teacher should find ways to make English learning more interesting and challenging to the students. The teacher can use different teaching strategies in teaching English. The teacher may ask student about teaching learning style that they loved which could potentially improve their interest in learning English. Materials presented in a more meaningful context have been found to empower students and enhance situational interest (Chen et al, 1999, Chen et al., 2001; Mitchell, 1993). Thus, the teacher plays a main role to enhance student interest and get the students actively engaged in learning by providing an effective teaching because teaching quality has a significant influence in enhancing students' interest. Also, the teacher should give the students a motivation in the beginning and the last of teaching learning process. Cury colleagues (1996) also found that the situational class climate being more important than dispositional goals in influencing learners' interest in physical training. In conclusion, how the teacher creates the learning environment will determine the

improvement of the level of students' interest.

APPENDIX

Questionnaire

No.	Statement	Yes	No
1	I like to learn English		
2	I think learning English is important		
3	I am very excited on learning English		
4	I always learn English before English class starts		
5	I learn English when there is a spare time		

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