

**THE ANALYSIS OF STUDENTS' INTEREST
IN LEARNING ENGLISH AT GRADE VII
IN DARUSSALAM ISLAMIC BOARDING HIGH
SCHOOL SIMPANG LIMUN**



A THESIS

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Degree of Educational (S.Pd) in English Educational Department*

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

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Assalamu'alaikum Wr.Wb

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ABSTRACT

This research aimed to know and describe the student's interest in learning English at grade VII in Darussalam Islamic Boarding High School Simpang Limun. There are two types of interest that have analyzed they are students' personal interest and student' situational interest. Students' personal interest divide into 2 (two) kinds, they are latern interest and actualized interest, while students' situational interest divide into 3 (three) kinds they are task-based interest, text-based interest and the last knowledge based interest. There are some problems that faced by grade VII in learning English, such as the students lazy in the class, no response and feedback, the boring teacher's teaching style and the last students always embarrassed to give response. So the problem has stated above really effect the student's interest. This study use qualitative descriptive method. The participants of this research are students at grade VII in Darussalam Islamic boarding high school the data taken by do observation during learning English is on progress. And for sample taken by using purposive sample theory, which is there were three classes at grade VII so the researcher choose 5 (five) people as sample to do interview from each class. After analyzing the data, the researcher found that the students' personal interest in learning English at grade VII in Darussalam Islamic boarding high school simpang limun is low. It can prove from result of interview and observation that have done based indicator. The students seldom give participation in the class. The students do not active to ask about the learning materials they seldom answer the question from teacher. The students do not focus to the lesson therefore they always fail to get point. The students don't enjoy the class and feel bored while learning, and the last the always take permission to go out from the class when learning English is in progress. Similar with students' personal interest, students at grade vii also have low situational interest, which is can prove through student effort to learning English. The students seldom read the material in English book and hardly ever repeat the lesson et home. The students did not do the task independently. The students did not understand the student's explanation. So from statements that have stated above the researcher conclude that students at grade VII in Darussalam Islamic Boarding High School Simpang Limun have low personal interest and situational interest in learning English

Keywords: *Student's Interest, Learning English.*

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INDONESIAN ABSTRACT

Penelitian ini bertujuan untuk mengetahui dan menggambarkan minat siswa kelas VII dalam belajar Bahasa Inggris di Pondok Pesantren Darussalam Simpang Limun. Ada dua macam minat yg telah diteliti dalam penelitian ini, yang pertama yaitu minat personal dan yang ke-2 adalah minat situasional. Ada beberapa permasalahan yg biasa di hadapi siswa kelas VII dalam belajar Bahasa Inggris, adapun masalahnya seperti murid merasa malas belajar didalam kelas, tidak ada response ataupun umpan balik dari siswa terhadap penjelasan guru, cara guru dalam mengajar Bahasa Inggris membosankan dan yang terakhir siswa merasa malu untuk berpartisipasi di dalam kelas. Penelitian ini menggunakan metode kualitatif deskriptif. Partisipasi dalam penelitian ini adalah murid kelas VII di pondok pesantren Darussalam simpang limun dan datanya diambil dengan cara melakukan observasi selama process belajar Bahasa Inggris berlangsung. Dan untuk sample diambil melalui teori purposive sampling, dimana kelas VII ada tiga kelas maka peneliti memilih 5 orang dari tiap kelas, oleh karena itu ada 15 orang siswa yg menjadi sampling untuk melakukan wawancara. Setelah menganalisis data peneliti menemukan bahwa minat siswa kelas VII di Pondok Pesantren Darussalam Simpang Limun masih rendah. Rendahnya minat situasional dan minat personal dapat di buktikan dari hasil observasi dan wawancara yang telah dilakukan berdasarkan indikator tertentu. dan hasilnya menunjukkan bahwa kebanyakan siswa berfikir bahwa belajar Bahasa Inggris adalah hal yang sulit. siswa malas mengerjakan tugas, siswa tidak melakukan usaha lebih untuk belajar Bahasa Inggris dan keadaan kelas saat belajar Bahasa Inggris sangat tidak aktif. Oleh karena itu, berdasarkan beberapa pernyataan yang telah disebutkan diatas, peneliti menyimpulkan bahwa siswa kelas VII di Pondok Pesantren Darussalam Simpang Limun memiliki minat yg rendah dalam Bahasa Inggris, baik itu minat situasional dan minat personal.

Katakunci: Minat Siswa, Belajar Bahasa Inggris

ARABIAN ABSTRACT

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ريج. الرقم : ١٩٢٠٣٠٠٠٢٥:

جزء من الرسالة : تأثير أسلوب المناقشة الجماعية الصغيرة على قدرة الطلاب على الكتابة في الصف العاشر من التربية الإسلامية الداخلية في ثانوية هاجوران.

تهدف هذه الدراسة إلى تحديد ووصف الاهتمام بتعلم اللغة الإنجليزية لطلاب الصف السابع في مدرسة دار السلام الإسلامية الداخلية ، سيمبانج ليمون. هناك نوعان من الاهتمامات التي تم تحليلها ، وهما الاهتمامات الشخصية للطلاب واهتمامات الطلاب. تنقسم اهتمامات الطلاب الشخصية إلى نوعين (نوعين) ، وهما الاهتمام اللاحق والاهتمام بالتحقيق ، بينما ينقسم اهتمام الطلاب بالظروف إلى ٣ (ثلاثة) أنواع ، وهي الاهتمامات القائمة على المهام ، والاهتمامات المستندة إلى النص ، وأخيراً الاهتمام القائم على المعرفة. هناك العديد من المشكلات التي يواجهها طلاب الصف السابع في تعلم اللغة الإنجليزية ، مثل الطلاب الكسالى في الفصل ، وعدم وجود ملاحظات وتعليقات ، وأساليب التدريس للمعلم ممل ، وفي النهاية يشعر الطلاب بالحرج دائماً من تقديم الملاحظات. لذا فإن المشكلات التي تم ذكرها أعلاه تؤثر بشكل كبير على اهتمام الطلاب. استخدمت هذه الدراسة المنهج الوصفي النوعي. كان المشاركون في هذه الدراسة من طلاب الصف السابع في مدرسة دار السلام الإسلامية الداخلية ، حيث تم أخذ بياناتهم من خلال ملاحظتهم أثناء تعلم اللغة الإنجليزية. وأخذت العينات باستخدام نظرية العينة الهادفة ، أي كانت هناك ثلاثة فصول في الفئة السابعة ، لذلك اختار الباحثون ٥ (خمسة) أفراد كعينة لإجراء مقابلات من كل فصل. بعد تحليل البيانات ، وجد الباحث أن اهتمام الطلاب الشخصي بتعلم اللغة الإنجليزية في الفصل السابع في دراسة دار السلام الإسلامية الداخلية ، سيمبانج ليمون كان منخفضاً. يمكن إثبات ذلك من خلال نتائج المقابلات والملاحظات التي أجروها بناءً على هذه المؤشرات. نادراً ما يشارك الطلاب في الفصل. لا يطرح الطلاب أسئلة حول موادهم التعليمية بنشاط ، ونادراً ما يجيبون على أسئلة المعلم. لا يركز الطلاب على الدرس ، لذلك يفشلون دائماً في الحصول على النقاط. لا يستمتع الطلاب بالفصل الدراسي ويشعرون بالملل أثناء الدراسة ، ويطلب الأخير دائماً الإذن بمغادرة الفصل عندما يكون تعلم اللغة الإنجليزية قيد التقدم. على غرار الاهتمام الشخصي للطلاب ، فإن الطلاب في الفصل السابع لديهم أيضاً اهتمام منخفض بالموافق ، والذي يمكن إثباته من خلال جهود الطلاب لتعلم اللغة الإنجليزية. نادراً ما يقرأ الطلاب مواداً في كتب اللغة الإنجليزية وتقريباً لا يعيدون الدروس في المنزل. لا يعمل الطلاب في الواجبات بشكل مستقل. لا يفهم الطلاب تفسيرات الطلاب. لذلك من البيان الذي تم ذكره أعلاه ، استنتج الباحث أن طلاب الصف السابع في مدرسة دار السلام سيمبانج ليمون الإسلامية الداخلية لديهم اهتمام شخصي منخفض واهتمام موقف بتعلم اللغة الإنجليزية.

الكلمات المفتاحية: اهتمامات الطلاب ، تعلم اللغة الإنجليزية

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CHAPTER I

INTRODUCTION

A. The Background of Problem

Talk about interest it will relate to the student's enthusiasm, which is interest considered as essential element in individual self. In addition Interest has big role in the course of human daily activities. Interest can drives someone in deciding to do something or not and also interest can support someone in enjoying and exploring and object.

Many experts have defined and given their statements about interest, Davis states in journal that written by Madya et.al, he said "interest is an attitude which continuously accompanies one's attention in closing an interesting object. It is dealing which determines activities, liking or object that valued for someone and is a certain motivation that leads one's behavior, to particular aims".¹ Where known when someone has interested in an object s/he will do a big effort to get the object and s/he will get satisfied and happy when s/he succeeded to get the object that s/he wants.

According to Schraw, in a journal by Tabita, interest divided to be two kinds, they are personal interest and situational interest.² Personal interest comes from

¹ Suarsih Madya et al., *The Students' Interest in Learning English Through Classroom Management*, 0 ed. (Routledge, 2018), P 199, <https://doi.org/10.1201/9781351217064>.

² Elsa Meyti Tabita, "Students' Latent and Actualized Interest in English Academic Reading," 2014, P 4.

individual it-self and affected by internal factor (Health, attention, readiness and intelligence). While situational interest is a desire that comes from environment and affected by external factor (family factor, school factor, and peer factor).

Interest is very important in daily life, especially in learning English. As quoted from the article that published in ETS Global, known that English is a global language, and many countries in the world use English as a second language, which is mastering English considered as positive value for every people and certainly by mastering English someone can get more chance to explore potential and experience in both working and education.³ While In Indonesia, English has a position as a foreign language, but the system of education in Indonesia include English as a main subject in school include on Junior High School. English is one of the most difficult subjects for students because English has a very different structure from Indonesian. Therefore, it takes a good level of focus to learn English and a strong motivation to build the interest and desire of students to be enthusiastic in learning English and enjoy all the learning process.

Talk about interest in learning English, a researcher finds some interesting issue that often find in the classroom during learning process in Darussalam Islamic Boarding High School Simpang Limun. The issue of interest in this school explains how low student's leaning progress and also shown how weak student's learning

³ *"The Importance of Learning English,"* 2020, <https://www.etsglobal.org/pl/en/blog/news/importance-of-learning-english>.

outcomes. And here are some issues that from English teacher and some students in Darussalam Islamic Boarding High School.

Students think English is difficult lesson to understand. They fell bored during learning English, in other word the students are less interest in learning English. Barubara as an English teacher in Darussalam Islamic Boarding High School Simpang Limun says many students unable to follow the lesson because English has different grammatical structure with Indonesia and English also has different sounds with it spelling and there are many kinds of accent in native speaker.⁴ So,that all become the reason why English is difficult for them and causes the students have less interest in English.

Students do not give a good response and do not participate in class interactions. Many students are not excited in learning English. It is mean the students feel lazy to give harder effort in understanding the subject. As Batubara say that students seldom do their task in the class and collect their homework to the teacher.⁵ So, the students get problem for internal factor such as laziness in learning process.

The students do not pay attention well when the teacher explains the lesson. The students feel that the way of teaching that used by teacher is bored. It is means the teacher teaching style is monotone. Adelia says that Teacher's teaching style related to

⁴ Darkasy Batubara, "English Teacher of Darussalam Islamic Boarding High School Simpang Limun, Privat Interview (Darussalam Islamic Boarding High School Simpang Limun: November 3-2022 at 08:42 Wib," n.d.

⁵ Batubara.

the text book and memorizing, therefore it becomes boring for students.⁶ So, the students get problem for external factor, such as teacher teaching style.

Students feel difficult to build courage in dealing good interaction with their teacher and classmate. That means the students are less confidence. Hasanah says that many students are embarrassed to give feedback or ask questions during the lesson.⁷ So, the students get problem for internal, such as confidence in communication.

Based on the some issues that have happened in Darussalam Islamic Boarding High School Simpang Limun show how important interest in learning English. Therefore building student's interest is a necessity in Darussalam Islamic boarding high school and in these issues teacher and student have big role, so both of teacher and students have to work together to increase interest learning.

Having interest can be the key for student's to get their learning goals therefore interest really important for student. Interest will drives students in learning process and also increase the learning progress. So, student must have interest because the bigger interest in student's self, the better learning outcomes they get.

Based on the explanation above the researcher can conclude that interest is considered and essential element to make success in learning English. Therefore the researcher really wanted to conduct a research about Analysis of Student's Interest in

⁶ "Adelia, Interview, Wednesday 3 November 2022, 10.30 Am," n.d.

⁷ Uswatun Hasanah, "Interview, Wednesday, 3 November 2022, 10. 50 Am," n.d.

Learning English at Grade VII in Darussalam Islamic Boarding High School Simpang Limun

B. The Focus of the Research

There are some problems of students in learning English in Darussalam Islamic Boarding High School Simpang Limun, but in this study the researcher focus on Analysis of Student's personal Interest and student's situational interest in Learning English during to the research for 3 meetings to all students generally.

C. The Formulation of Problems

Based on the background and focus of the research above, the researcher formulates the formulation of the problems as bellow:

1. How are students' personal interest in learning English at grade VII in Darussalam Islamic Boarding High School Simpang Limun ?
2. How are students' situational interest in learning English at grade VII in Darussalam Islamic Boarding High School Simpang Limun ?

D. The Objectives of the Research

1. To know students' personal interest in learning English at grade VII Darussalam Islamic Boarding High School Simpang Limun.
2. To know students' situational interest in learning English at grade VII Darussalam Islamic Boarding High School Simpang Limun

E. The Significances of the Research

1. Headmaster, to improve the quality English department at grade VII Darussalam Islamic Boarding High School Simpang Limun.
2. English teacher, to know the information about student's interest in learning English at Grade VII in Darussalam Islamic Boarding High School Simpang Limun.
3. Researcher, to get some materials for add and insight of knowledge in the research

F. The Definition of The Key Terms

To avoid the mistakes in understanding some terms used in this research, the researcher provide some definition of term

1. Learning English

Learning English is a person's conscious effort to explore their ability in understanding and mastering English language. According to Nishanti, in an educational journal by Putra, "Learn English is significant as it empowers you to communicate effectively with your kindred worldwide residents". It is means that learning English has big role in building good communication in daily life.

2. Students interest

Interest is a desire or a component of motivation that exists in humans. Which is interest considered as essential element for student. In a journal that written by Saswandi, Mangal state that "Interest is the central force that drives

the whole machinery of the teaching learning process". So, it is means that interest have big role in leaning process achievement.

G. The Outlines of the Research

Chapter one, it consist of background of the problem which describe about the chronologic phenomenon. Then this thesis also explain about Focus of problem, Formulation of the Problem, Purpose of the research, The significance of the research and continue with definition of the key term and the last talk about the systematic of thesis.

Chapter two, it consist about theoretical that relevant to the research it describe about definition of interest, the component of interest the important of interest, the category of interest, indicator of interest, the factors that influence interest and interest in learning English. The last in chapter two consist the review related findings.

Chapter three, consist of research methodology that is used the research methodology explain about place and time of the research, research design, source of data, instrument of the research, technique of data collection, the technique of data analysis and the last about the technique of checking data trustworthiness.

Chapter four, it consists of the result of the research which explain more about the result both of observation and interview, then talk about analysis and description of the data, next explain more about the trustworthiness and last consist treats of the research.

And the last, chapter five consist of conclusion about the result of the research, which there 2 conclusion in this research, then consist implication of the research, and the last consist of suggestion that given to the students and the teacher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Learning English

1. The Definition of Learning English

Learning English is a person's conscious effort to explore their ability in understanding and mastering English language. Where known in this modern era that English language has big role in all aspect. Therefore learning English nowadays considered as crucial thing. In a journal that written by Kusmaryanti, Wimolmas stated that "Learning and motivation have the same importance in order to achieve something. While learning makes us gain new knowledge and skills and motivation pushes us to go through the learning process".¹ It means people can improve their knowledge and skill by learning.

According to Nishanti in an education journal by Putra, "Learn English is significant as it empowers you to communicate effectively with your kindred worldwide residents".² Therefore many people want to learn English and hope that someday they can master of English. In addition to

¹ Sri Endang Kusmaryanti, "Exploring Student Interest In Learning English," 2017, P 185, <https://Eprints.Umk.Ac.Id/7007/23/The-2nd-TEYLIN-Ilovepdf-Compressed-193-200.Pdf>.

² Putra, "The Importance Of Learning English Nowadays."

mastering English someone needs to have big interest in learning English and knows the principles in learning English.

2. The Principle in Learning English

Principles in learning English can be one of the crucial parts. There are three key principles of learning English. The first principle is comprehensible input, the way how to receive and comprehend knowledge which is including listening and reading. The second principles is comprehensible output, which is include the way to produce something from comprehend new language it is include speaking and writing. Last principles are review of feedback, which basically means identifying errors and making changes in response.³ So, the principle must be applied by students when learning language, especially in learning English.

3. The Important of Learning English

English clearly stated in curriculum that the object of teaching learning process. It improves students' skill in four skills of language. The language skill is the performance of speakers of a language in using their language as tool of communication in daily routine. It is the ability to use

³ *The Importance of Learning Englishpe* (blog), February 2020, <https://learningcenter.unc.edu/tips-and-tools/learning-a-second-language/>.

their language according to set of the conventional rules, they share among themselves.⁴

Mastering language more than one is something that is very beneficial, especially English. Many countries in this world use English as a tool of communication. According to Crystal in journal by putra, “The spread of English provided unlimited access to the modern world of science, information and communications technology (ICT), money, power, international communication, and intercultural understanding as well as entertainment and many more fields”.⁵ Therefore many people interest in learning English.

From statement above the researcher can say that English is a global world almost all aspect of life related to English language, such as in technological aspect where almost all of the features use English, for example: phone, computer, rice cooker and so on. In the world of health where is all of the healthcare in hospital and medicine use English and also the source or book about health knowledge use English. The next in business world where is English ability can gives more opportunities to someone in getting new relation good job position. Than in education world English

⁴ Rayendriani Fahmei Lubis, “*The Comparative Study Of Grammar Translation Method (GTM), Task Based Language Teaching (TBLT) And Contextual Learning Teaching (CLT) In Writing Sentences At SMP Swasta Nurul Ilmi,*” *Tazkir* 02 (2016), <http://jurnal.iain-padangsidempuan.ac.id/index.php/TZ/article/view/408/383>.

⁵ Putra, “*The Importance of Learning English Nowadays.*”

language is one of compulsory subject that students learn in the school and English ability is always one of condition for receiving a scholarship and the opportunities to continue study in abroad. There are so many things that related to English. Therefore learning English is very useful and crucial in this era. Therefore it is very important to pay attention to why student or children should learn English.

4. The Difficulties of Learning English

Learning English is a very boring activity for some students, especially in Indonesia. Students fell that English is difficult subject to understand where English has different way in spelling and writing with Indonesia. Therefore the students become lazy and not enthusiastic in learning English. Some of the reasons or factors that make English language difficulties come from Putra as he written in his journal and they are: first, there is an exception from the rules that should be. The second pronunciation of words is sometimes strange and different. The third is that many words sound the same but have different meanings. The fourth is synonyms, which are synonyms that cannot always replace other synonyms in a sentence. And the last one is Idiom. The Idiom itself is a unique saying that is sometimes difficult to understand.⁶ In addition, idioms is expressions

⁶ Putra.

that used to express feelings with literal or not real language, it cannot be understood through dictionary purely.⁷ all of the problem make students assume that English is a difficult subject. Except some reasons that have explained above, health factor also can affect the difficulties in learning English. As according to Kurniati, in journal by Putra, “The factors causing difficulty in learning English are declining health condition or illness, lack of training to improve English listening whether with their classmates or with a native speaker and the last thing is the motivation they have to be advance in learning English”.⁸ Therefore keep health be one of the important thing for students.

Learning English should receive special attention in Indonesia, especially in building student’s interest to learn English. Remember the high interest of students in learning English very influential on the success of the learning process and learning outcomes.

B. Students’ Interest

1. The Definition of Interest

Interest is a component of motivation that comes from the individual self, where the issue of interest is rarely discussed in detail. In fact interest

⁷ Eka Sustris Harida, “*Forming English Idioms*” 01 (2014), p. 65. <http://e-journal.perpustakaanstainpsp.net/index.ph...>

⁸ Putra, “The Importance of Learning English Nowadays.”

has a very important role in the success of an activity, especially in learning. Among them, ‘interest’ a content-specific and context-specific construct, is a key to understanding second language learning in a formal educational setting in a modern globalised world.⁹ In addition it can say that interest is a desire that guide someone to do something by well effort

Many experts have defined interest and one of them is Mangal in journal that written by Saswandi, He states that “Interest is the central force that drives the whole machinery of the teaching learning process”.¹⁰ It means, big interest can give influence on students’ activity, because the students’ interest will give desire and readiness to do something that interested for them during learning process. When students have big interest they will more focus and easy to understands the material that given by the teacher. In addition interest also can build feeling happy, comfortable and joyful for students so that it can create active and fun learning process.

Meanwhile Slameto also argues in journal that written by Saswandi that interest is a desire which push someone to pay attention and enjoy the activities and interaction. It is mean that student who have an interest will fell enjoy and comfortable when he pays attention during learning process

⁹ Tan Bee Tin, *Stimulating Student Interest in Language Learning* (London: Palgrave Macmillan UK, 2016), p. 13. <https://doi.org/10.1057/978-1-137-34042-9>.

¹⁰ Tri Saswandi, “Teaching Style and Students’ Interest,” *Jurnal Penelitian Universitas Jambi* 17 (2014): P.38.

and gets his own satisfaction.¹¹ Almost same with other expert opinion, Hendra states in journal by Saswandi "Interest can be interpreted as a strong desire to fulfill your student's satisfaction, either in the form of wanting to have or do something".¹² It is mean that interest is a part of self-motivation for students that can increase the quality of the student's learning process and guide students to do something totally.

The other expert who has conducted research about interest is Nurlailah in journal that written by Madya et.al she defined interest as something that supports the person to appreciate and enjoy an object. This is a point in very real and related to everyone daily life.¹³ which we see when someone have interest in a certain object he will gives totality effort to do it and learns everything that related with the object. There is a great desire and good confidence during the process. In addition there is also the sense of joy and satisfaction when gets the goal.

Interest also can influence individual behavior as Davis states in journal that have written by Mayda et al, she said that interest is an attitude which continuously accompanies one's attention in closing an interesting object. It is dealing which determines activities, liking, or object that are

¹¹ Saswandi, "Teaching Style and Students' Interest."

¹² Saswandi.

¹³ Madya et al., *The Students' Interest in Learning English Through Classroom Management*, P 199.

valued for someone and is a certain motivation that leads one's behavior, to particular aims.¹⁴ Where known when someone has interested in an object s/he will does an big effort to get the object and s/he will get satisfied and happy when he succeeded to get the object that he wants.

From explanations above, the researcher can conclude that interest desire center related to student's attention. Interest is something that can encourage student to be more active and responsive in class interaction. And interest is a part of self-motivation which can improve the quality of student's focus. It means that, if the teacher wants to be success in teaching process and the students feel joy during learning process and get goal of the study. Therefore the teacher should provide a stimulus to building student's interest in teaching and learning process.

2. The Important of Interest

One factor that greatly affects student learning outcomes is interest. Interest becomes a very important factor to make students pay attention, focus and be actively involved in the learning process. Teachers need to learn various ways to increase student interest in learning so that learning

¹⁴ Madya et al., p.199.

goals can be reached optimally.¹⁵ Interest also can leads students motivation in learning process and certain can improve students learning outcomes.

According to Cheung, in journal by Sutarto, “Interest in learning is a very important aspect of learning language and someone who has a high attention to something, usually he has an interest.”¹⁶ While according to Crow, in journal by Lestari “Interest may refer to the motivating force that impels students to attend to a person, a thing, or an activity”¹⁷. In other words, interest is as a power to force students to learn. Someone who has interest in learning English will be forced to learn and practice it. But, someone who has no interest in learning English will have no motivated to learn and will not feel excited.

Based on explanation above, the researcher can say that interest have big role in obtaining learning outcomes. Interest very important and students should have interest because interest can be self-motivation for students that can build comfort and improve class interaction activity. especially in English learning, If the students have good interest on the study the student will pay attention, enjoy, and responsive when the

¹⁵ Aan Ariadi Et Al., “*Improving Students’ Interest In Learning Through Various Creative Methods At Madrasah Ibtida’iyah (Islamic Elementary School) PAS Baitul Qur’an Gontor Ponorogo*,” 2021, 1 <https://Journal.Iaimnumetrolampung.Ac.Id/Index.Php/Jrie/Article/View/2031>.

¹⁶ Surtanto Sutarto, “*Teacher Strategies in Online Learning to Increase Students’ Interest in Learning during COVID-19 Pandemic*” 8, no. 3 (October 1, 2020): P 129, <https://doi.org/10.29210/147800>.

¹⁷ Nadia Rizka Lestari, “*The Relationship Between Student’s Interest in Learning English And Their Speaking Ability at Muq Langsa*,” *Journal of Academia in English Education* 01 (2020): p.6, <https://journal.iainlangsa.ac.id/index.php/jades>.

teacher explains or make discussion class and this point can help student to get the learning goal well.

3. The Component of Interest

Researchers have offered explanations concerning the components that make up interest. According to Kraff et al in a book that written by Bee “Interest as a motivational variable, is claimed to be made up of two components: feeling-related valence (emotion/affect) and value-related valence (cognition).”¹⁸ Meanwhile to Dan et al said in a same book “Feeling-related valence refers to individuals’ connection with an object, a topic or an activity with positive feelings, especially enjoyment, value-related valence allocates an attribution of personal significance”.¹⁹ In other word all of the components mentioned above are part that consisted in interest.

Other researchers Hidi et al in a book that written by Bee have offered a three-dimensional view of interest and propose three components that make up interest: value, feeling, and knowledge. Along with positive feelings and stored value designated to a specific object of interest, stored knowledge regarding this object has a complementary and coordinated role to play in interest development. The three components (value, feeling, and

¹⁸ Tan Bee Tin, *Stimulating Student Interest in Language Learning* (London: Palgrave Macmillan UK, 2016), P.29. <https://doi.org/10.1057/978-1-137-34042-9>.

¹⁹ Tin, p 29.

knowledge) are viewed as relating to each other and the emphasis people put on each component may vary based on the stage of interest development.²⁰ So in this part researcher conclude that hidi state interest build by three components, and they are value, feeling, and knowledge.

As example: the value component (attributions of personal significance) may be given more emphasis in the later stage of interest development as one increases one's knowledge about a specific interest object. The earlier stage of interest development may comprise more feeling-related valences when the person's knowledge about a specific object is low. In other words, based on the grounds of developing knowledge and interest, the emphasis individuals put on the affective or cognitive components of their interest may vary.

Based on explanations above the researcher can conclude that interest consist three components they are: 1) Value, related to attribution of personal significance. 2) Feeling, related to individual emotion and refers to individual connection with an object or topic. 3) Knowledge, related to individuals knowledge. The three components interest above to each other and the emphasis people put on each component may vary based on the stage of interest development.

²⁰ Tin, p 29.

4. The Categories of Interest

Interest is motivational source that drives people to do what they want when they freely choose.²¹ Then interest divided into some categories. As according to Schraw et al in a journal that written by Tabita said “Interest has its taxonomy which consists of personal interest and situational interest. Personal interest is intrinsic desire which it is activated internally to understanding a particular topic”.²² Than Hidi in a same journal by Tabita stated that the personal interest is divided into subcategories; they are latent interest and actualized interest. Meanwhile, situational Interest is consisting of text based, task based and knowledge based.²³ And in this study the researcher wants to conduct the research of personal interest and situational interest

1) Personal interest/Individual interest

Individual interest has been explained as interest that is taking long time in paying certain events or objects or being involved in these activities. According to Ainley et.al, in journal by Br.Manurung they stated that individual interest is considered as individual derived or tendency to pay attention to certain stimuli,

²¹ Tabita, “*Students’ Latent and Actualized Interest in English Academic Reading,*” p.4.

²² Tabita, p.4.

²³ Tabita, p.4.

events and objects. For example, when a student does a reading activity and he has individual interest in doing the activity, he will enjoy it and have the opportunity to expand his knowledge.²⁴ Likewise, learning English when students make it an object of interest, they will feel enjoy during the learning process and of course students will easily achieve their learning goals.²⁵ In an educational journal that written by Tabita, Hidi stated that the personal interest is divided into subcategories; they are latent interest and actualized interest.²⁶

a). Latern interest

Latern interest is an individual interest that is taking long-term in a specific object in learning process. This is an internal desire which leads someone through cognitive activities, including interest in learning that needs sense and outcome. The latern interest occurs when someone gives his/her focus totally to specific object or study that he/she did. Usually in latern interest individual values is priority for their goal.

²⁴ Friska Br. Manurung, "Students' Interest In Learning English," 2018, <https://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/26884/75676577534.>, " 2018,.

²⁵ Br. Manurung, P 2.

²⁶ Tabita, "*Students' Latent and Actualized Interest in English Academic Reading*," p, 4.

b). Actualized interest

Actualized interest is kinds of interest that learn more specific object or discipline. A bit deferent with latern interest, actualized interest prioritize a specific object more clear and accurate.²⁷ Therefore this interest need the degree of participation and responsive in a certain task of leaning

2) Situational interest

Situational interest usually arises because of certain parts of the surrounding environment such as human activities or life themes and structural features such as tasks or ways of being organized. In an educational journal that written by Mayda et al, there are some statements that defined by experts and one of the statements defined by Hidi he said distinguished two types of factors that contribute to situational. The first group includes formal structural characteristics such as novelty, intensity, and ambiguity. The second group consists of content features such as human activity, intensity factors, and life.²⁸ Than Schraw and Lehman stated that “Interest in learning is a situational interest sensed by students in class because of the teacher's enthusiasm for what is being taught”.²⁹ In

²⁷ Suwarsih Madya et al., eds., *The Students' Interest In Learning English Through Classroom Management*, 0 ed. (Routledge, 2018),p. 199. <https://doi.org/10.1201/9781351217064>.

²⁸ Madya et al.

²⁹ Madya et al.

addition it can say that situational interest is types of interest that affected by environment.

For example: a student will be more interested to perform a task which related to the hot issue. In general, after the family, environmental factors become a big part of the most influential on a person's behavior, attitudes, and habits, therefore this can also play a role in the students learning process, it can be seen from how responsive he is in accepting and doing the tasks assigned to him. More relate it is with their environment, more and more is their curiosity. Since the life style is varied, novelty things are required.³⁰ In an educational journal by Tabita, Hidi stated that situational Interest is consisting of text based, task based and knowledge based.³¹

a) Text-based interest

Text-based interest is an interest that is honed and created through the existence of texts that can detail inductivity and create a spirit of learning and produce consistency in learning. This interest is also triggered by individual plan texts to be studied.

³⁰ Frisca Br. Manurung, "*Students' Interest In Learning English*," 2018, p.2.
<https://jurnal.untan.ac.id/index.php/jdpdp/article/viewFile/26884/75676577534>.

³¹ Tabita, "*Students' Latent and Actualized Interest in English Academic Reading*," P.4.

b) Task-based interest

Task-based interest is the interest that students get through changes in learning materials carried out by a teacher in which the treated learning can affect the level of interest and enthusiasm of students in the learning process and this interest can vary depending on the tasks given during learning.

c) Knowledge-based interest

The influence of prerequisite knowledge and experiences are on an individual's current task of learning.³² Knowledge based interest related to students' background knowledge about a material that want to learned. Where, students that have more information about the material can make students more interest easier to explore the lesson.

5. The Indicators of students' interest

Many experts have discussed and formulated about the indicators of interest. And in this research the writer tries to explain the indicator of interest that formulated by Slameto in an educational journal that written by Saswandi, which is according to Slameto the indicator of interest separated to be some parts and they are: attention, the willingness, needs,

³² Suwarsih Madya et al., eds., *The Students' Interest In Learning English Through Classroom Management*, 0 ed. (Routledge, 2018), p.200. <https://doi.org/10.1201/9781351217064>.

feeling happy and joyful, teaching material and teacher's good attitude and participation.³³

1) Attention

According to psychology experts state attention is the concentration of psychic energy directed at an object, in addition attention also can be translated as awareness that accompanies an activity that is carried out.³⁴

- a) Asking to the teacher about the material and gives good response during learning by discussing in grouping or in pairs.
- b) Students show their independence in learning and stimulated greater curiosity like looking for other sources about the material or the lesson.
- c) Concentration while learning, which it can increase the quality of learning process.
- d) Focus while the teacher explains the material, which it can make students get deeper understanding to a certain subject.

2) The willingness

³³ Saswandi, "Teaching Style and Students' Interest," p.38-39.

³⁴ Andi Thahir, *Psikologi Belajar Buku Pengantar Dalam Memahami Psikologi Belajar*, 2014, P 66.

- a) The students feel happy to hone their skills and always try to do the task difficult as any as they can then they will get satisfaction on the activities.
- b) The students still learning although the teacher did not go to class they study because there is willingness in their self
- c) Enthusiastic to follow the lesson so this felling will make students more open and ready to accept and learn new study or object.
- d) Diligently read the English book will make student's knowledge wider and also can stimulate the brains ability in understanding new lesson.

3) Needs

Needs is a condition in the person of a student who driving him to certain activities in order to achieve a goal. For examples:

- a) Learn English in order to succeed in a career.
- b) The awareness to make their own notes while learning process.

4) Feelings happy or joyful

Feeling happy and joyful certainly has an impact on the process and learning outcomes, especially in learning English. Feeling can defined as subjective psychological symptoms that are usually associated with the

symptoms of knowing and being experienced in pleasure or displeasure in various degrees.³⁵ That statement explain how important the rule of feeling in dominating interest.

- a) Students always Enjoy in doing the task or exercise given by the teacher at school and they will attempt to make the task as well as they can.
- b) Students always enthusiastic to follow the lessons and they have great curiosity about new lesson which it will make class interaction more active
- c) The students always take a note from the material that they have learned, the purpose is to make them easier to review their knowledge

5) Teaching Materials and Teachers' Good Attitudes

Teaching material and teacher's good attitude have big role in learning process which both of them can increase the quality of English learning. In an educational journal by Rohimajaya, Amini said that materials include anything which can be used to facilitate the learning of a language. It may refer to any sources or information which can be used to write a book. Materials can come from literature, songs, newspapers,

³⁵ Andi Thahir, P 56.

magazines, non-fiction books, and radio/ television programs.³⁶ While teacher is facilitator who becomes a resource person as well as being a guide in the learning process, anticipating learning needs and providing assistance and resources as required. The teacher also becomes a consultant, providing constructive criticism, indicating where help is available, and assisting in developing independent learning skills.³⁷ So it can be concluded that teacher and teaching material have big role in learning success.

- a) Teachers' attention makes the students motivated in learning English and also can build positive interaction both of students and teacher.
- b) Students feel that learning English is fun so the happy can help students maintain and increase their attention to English lesson.
- c) Have a high enthusiastic to the lesson and the teacher will make students' learning process more joyful and the goals can achieve easier.
- d) Teachers' explanation make the students understand about the lesson

6) Participation

³⁶ Nur Azmi Rohimajaya, "Developing English Materials for the Students of Information System Department at Technology and Information Faculty, Mathla'ul Anwar University Banten," *Journal of Language and Literature*, 2021, P 242, <http://journal.unnes.ac.id>.

³⁷ Fitri Rayani Siregar, "Teachers' Techniques in Teaching Vocabulary for Beginner Class 2015," 3, 2015, p.57. <http://e-journal.perpustakaanstainpsp.net/index.ph...>

Students' participation can be defined as student's interaction with the teacher or classmate like answer the question, giving opinion or suggestion and ask about material during discussion and learning process in the classroom.³⁸ In which it can make class more interesting and enjoy and teacher will be easier make sure that the students get the point of study.

- a) Students should ask the teacher if do not understand the material and this activity is one of interaction class.
- b) Students always do the task given by the teacher to train and ensure their ability to the object.
- c) Students answer the question from the teacher to examine that they understands about the content of study.

6. The Factors Influence Interest

In an educational journal that written by Sakdiah, Slameto stated factor that influence interest separated into two points they are internal and external factor.³⁹

- 1) Internal factor

³⁸ Sartika Andi Patau, "Factors That Influence Students' Participation In English Speaking Classroom Activities," July 3, 2018, <https://ojs.unsimar.ac.id/index.php/sintuwumarosoJET/article/view/150/135>.

³⁹ Halimatus Sakdiah, "Factors Influencing The Students' Interest In Continuing Their Education To University," 2018, P 84.

The internal factor come from individual itself and it separated into two parts they are: physical factors and non-physical factors which have important role in learning process.⁴⁰

a) Health factors/ physical factor

Good health encourages the dominance of the pleasant emotion, while poor health encourages the dominance of unpleasant emotion. In other words, a student's emotional health can express feelings and has some measure of control over their reaction.

The condition of the body's health greatly affects the level of interest and readiness of children in participating in the learning process because if the child learns in an unhealthy state, he will feel lazy, unmotivated, not concentrated and the learning process will not go well and cannot achieve the goal.

b) Psychological factors

There is several factors psychology that influenced students' interest in learning English. Such as, attention, readiness, intelligence.

1. Attention

Attention also has a very important role in the learning process because attention has a big influence on learning success.

According to psychology experts, state attention is the

⁴⁰ Sakdiah, P 84.

concentration of psychic energy directed at an object. In addition attention also can be translated as awareness that accompanies an activity that is carried out.⁴¹ The role of attention in learning is creating an environment in which students can clearly understand a concept, and teachers are active in making sure the students are processing that information.

2. Readiness

Readiness is prepared to respond or act. According to Winarso In an educational “Learning readiness is considered the preparation for performing learning activities. Besides, learning readiness is the level of students’ exiting capacities related to teaching purposes”.⁴² Students’ readiness is crucial for successful learning in any conditions. The students’ learning readiness is correlated with their learning outcomes. The students having more readiness had the greater results of learning, and those who were not ready to do learning tasks faced difficulties in learning or felt frustrated. It means that the student should have prepared in which readiness is able to give students a sense of comfort when learning.

3. Intelligence

⁴¹ Andi Thahir, *Psikologi Belajar Buku Pengantar Dalam Memahami Psikologi Belajar*, P 66.

⁴² Chuanpit Sriwichai, “*Students’ Readiness and Problems in Learning English through Blended Learning Environment*” 6 (2020): P 25, <https://doi.org/10.20448/journal.522.2020.61.23.34>.

According to Coon, in a psychology book written by Tahir he said "Intelligence is a global capacity of the individual to act purpose fully, to think rationally and to deal effectively with the environment"⁴³ Intelligence directs students to think critically and examine the learning outcomes of an event or object.

2) External factors

External factors is caused by any number of outside factors, it might also be include as the environmental factors.

1) The Family Factors

According to Slameto in a thesis by Rindiani, he states family factors consist of the way of parents educate their children will affect the way children learn and think, the relationship of parent with their children, the atmosphere of the house and the family's socioeconomic status.⁴⁴

Family is the first factor that has the most influence on a person, a place where a person's character formed and influenced his habits and behavior. Including interest in learning, this can be seen from

⁴³ Thahir, *Pisikologi Belajar Buku Pengantar Dalam Memahami Pisikologi Belajar*, p.43.

⁴⁴ Vivi Lisa Rindiani, "An Analysis of Students' Interest In English Learning Of Senior High School 1 Muaro Jambi," 2021, p.10,
https://scholar.google.com/citations?view_op=view_citation&hl=id&user=ah5ks6kAAAAJ&citation_fo_or_view=ah5ks6kAAAAJ:K1AtU1dfN6UC.

the closeness of a person with his family, for example, parents train and support the learning process of their children.

2) The School Factors

a) Teacher

In an educational journal by Johnson, Schuitema states that the teachers is someone who help their students to become authors of their lives, take ownership and develop personal interest in their own work stimulate students' motivation, and increase their drive to learn.⁴⁵ The teacher's teaching style greatly affects students' learning quality and achievement, because teaching style is crucial in learning activities. Teaching style represents teachers' personal qualities and behavior which emerge and can be seen in conducting teaching.⁴⁶ So, a teacher should be wise in choosing and using style and also median in learning and teaching English process

b) Facility in Teaching and Learning English

Facility in learning process play role important in students' interest to learn. Quoted from a thesis by Rindiani,

⁴⁵ Davion Johnson, "The Role of Teachers in Motivating Students To Learn," *BU Journal of Graduate Studies in Education* 9, no. 1 (2017): P 46, <https://eric.ed.gov/?id=EJ1230415>.

⁴⁶ Skhira Linda Vinde Rambe, "Match and Mismatch Between Students' Learning Styles and Teacher's Teaching Styles Related to Students' English Proficiency" 3 (2015), p. 82. <http://e-journal.perpustakaanstainpsp.net/index.ph...>

Sardiman said “that the facility is to be able to facilitate in teaching and learning and launch the results achieved”.⁴⁷

Adequate teaching and learning facilities are one of the most influential factors on student interest and learning outcomes where students will be enthusiastic about learning. Adequate facilities can also stimulate curiosity and try new things and in essence good facilities can increase student learning activities.

3) Peer Factor

This factor can be students’ motivate to develop their interest in learning English. The interactions among peers in the classroom are a normal and essential part of the learning process which is influence the lifelong learning habits of students. “The potential effects of peer relationships are reciprocal: Some students are more receptive than others. On one extreme, for example, is the student who values and seeks peer input on every decision; on the other is the social isolate who avoids interaction in and out of the classroom. This entry examines selected variables that can influence learners, including

⁴⁷ Rindiani, “*An Analysis of Students’ Interest In English Learning Of Senior High School 1 Muaro Jambi,*” p.10.

developmental differences, motivational and learning considerations, and the function of the classroom contexts”.⁴⁸

C. Students’ interest in learning English

Interest has a great influence on the success of learning process and maximum outcomes. As known interest play in important role in developing student’s thinking ability where that activity will give changed to student’s achievement in learning. In addition interest is something that caused students or individuals give attention in their daily activity in other word it can say that interest is a motivation that comes from individuals it-self and can give many influence in many things, especially in learning English. In learning English, interest has special role and big influence. Where known that interest is positive factor for students in learning English that can push student’s ability and build good feeling during learning. In addition interest in learning English can motivate students to be more responsive and active in learning Interest related to source of motivation encourages people to do whatever they can when they are free to vote and decide. Based on the statement above the researcher concludes that interest has significance effect on the success of learning English.

In learning English, interest is needed. Therefore the teacher should manage and responsible for the development student’s interest and

⁴⁸ “*Peer Relations and Learning*,” 2014,
<https://education.stateuniversity.com/pages/2315/Peer-Relations-Learning.html#ixzz7j59aOP3j>.

also build a relationship between students interest and new knowledge. When students are interested in what they are learning, students will give closer attention to the subject learning, they will have readiness to gain the explanation. And also fell happy and enjoy during learning process. Wigfield et al, Stated in educational journal by Kusmaryanti that “Intrinsic interest may enable children to remain occupied in a task without receiving immediate feedback because it can allow them to perceive the task as enjoyable and as containing personally meaningful information, which they can connect with various issues that interest them”.⁴⁹ That is all can prof by student’s activity during learning process, when students give good response when the do discussion class, find and read more material or information about the learning object, and also when teacher gives a task to students they will do the task well and happily.

D. Review related findings

There are some research findings that related to this research. The first is the research conducted by Rindiani. In this research she used qualitative design as a research method and she concluded that students are less excited when learning, students are less active when learning, lack of

⁴⁹ Sri Endang Kusmaryanti, “*Exploring Student Interest In Learning English,*” 2017, p.186, <https://eprints.umk.ac.id/7007/23/The-2nd-TEYLIN-ilovepdf-compressed-193-200.pdf>.

preparation before learning, lack of response when studying in class, lack of attention when the teacher is in front of the class.⁵⁰

The second research conducted by Rahma. In this study Rahma used descriptive design as research method and in the result she conclude that factors that influence of students' interest in learning English at the first year of SMU N 3 Rumbai is the factor of school, it gets 70,60% which is factor of school is external factor.⁵¹

The third research conducted by Br. Manurung. In this research she used descriptive design as a research method and for result she concluded that the third semester students of Indonesian Language Education Study Program Teacher Training and Education Faculty of Tanjungpura University Pontianak in academic year 2016/2017 have high interest in learning English.⁵²

The fourth research conducted by Lena in Padang University. In this research the researcher used quantitative design as a research method and for result she concluded that effect of motivation and interest only have 2.3% role in gathering student's English learning outcomes.⁵³

⁵⁰ Vivi Lisa Rindiani, "*An Analysis Of Students' Interest In English Learning Of Senior High School 1 Muaro Jambi.*"

⁵¹ Atia Rahma, "Factors Influencing Students' Interest In Learning English At The First Year Students Of Smun 3 Rumbai," 2011, https://repository.uin-suska.ac.id/358/1/2011_2011831.pdf.

⁵² br. Manurung, "*Students' Interest In Learning English.*"

⁵³ Mai Sri Lena, "*The Effect of Motivation and Interest on Students' English Learning Outcomes,*" July 1, 2022, https://www.mextesol.net/journal/index.php?page=journal&id_article=46362.

The last research conducted by Kusmaryati in Elementary Schools in Kudus. In this research kusmaryati used exploratory research as a method and in the result she concluded that students of elementary schools in Kudus tend to have high interests in learning English. There are 83 students who are interested in learning English, and 55 students are very interested, while only 4 students are not interested in learning English.⁵⁴

From some relevant research, the researcher concludes that the difference of this research with previous research is research setting, research method and data collection method. This research also has different with other research, this research used 6 indicators from the expert and the indicator are: attention, the willingness, needs, feeling happy and joyful, teaching material and teacher good attitude and participation. In this research also described two types of interest they are personal interest and situational interest.

⁵⁴ Kusmaryanti, *“Exploring Student Interest In Learning English.”*

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research conducted at Darussalam Islamic boarding high school Simpang Limun, Labuhan Batu Selatan, Sumatra Utara. The time of this research carried out from March 2023 until finish and the object of this research were students at grade VII in Darussalam Islamic Boarding High School Simpang Limun Labuhan.

B. Kinds of the Research

In this study the researcher used qualitative descriptive method because this research aimed to find out how is students' interest at grade VII in Darussalam Islamic Boarding High School Simpang Limun in learning English. Qualitative descriptive methods focus on facts or issue in the field than analysis and describe the phenomenon. Therefore, the researcher used qualitative descriptive methods in this research. It is said qualitative descriptive method because the researcher observed the students' interest during learning English process in the class and did the interview with 15 students at grade VII in Darussalam Islamic Boarding High School Simpang Limun

C. Participants of research

The data source is the subject from which the data was taken. There are 110 students at grade VII in Darussalam Islamic Boarding High School Simpang Limun. In this study the researcher used purposive sampling theory to take the sample. There were 3 classes of grade VII in Darussalam Islamic boarding high school, so the researcher took 5 people as participants from each class. It is mean there were 15 students be participants.

Table III.1

Participants of Research

| No | Class | students | Sample |
|-------|-------|----------|--------|
| 1. | VII A | 37 | 5 |
| 2. | VII B | 34 | 5 |
| 3. | VII C | 40 | 5 |
| Total | 110 | | |

D. Instrument of the Research

Instrument of a research is a tool or facility that used by the researcher collected the data from source the data was taken and in this Research the researcher use observation, interview and questionnaire as a tool to gain the data.

1) Observation

In qualitative research, the researchers obtained data by observing the participants. The observation was a data collection technique aimed to get the research data from the respondent or data source. This activity conducted by researcher in the classroom by watching the students and the teacher during learning English process. The researcher used observation sheet to make her easily collected the data.

The Observation conducted during 2 days in 14-15 May 2023. The researcher came to the class and brought the observation sheets that observed the learning and teaching process 3 times. Where the researcher wrote all the events that occurred during the learning process. So the observation process is observing students when learning English, researchers can see how students are interested in learning English itself. With these observations can find out more about the students interest in learning English. the observation sheets that used related to the indicators of interest which is the theory adopted from Slameto that quoted from journal written by Saswandi and they are: a) attention, b) the willingness, c) needs, d) feeling happy and joyful, e) teaching materials and teacher god attitudes, f) participation.¹

¹ Saswandi, "*Teaching Style and Students' Interest*," P.38.

Table III.3
Indicator of Interest (Observation)

| No | indicator | Sub indicator | Observation | | Notes |
|----|----------------------|--|-------------|----|-------|
| | | | Yes | No | |
| 1 | Attention (PI) | <ul style="list-style-type: none"> a. Asking to the teacher about the material. b. Looking for other sources about the material or the lesson. c. Concentration while learning. d. Focus while the teacher explains the material | | | |
| 2 | The willingness (PI) | <ul style="list-style-type: none"> a. Try to do the task difficult as any. b. Still learning although the teacher did not go to class. c. Enthusiastic to follow the lesson. Diligently read the English book. | | | |
| 3 | Needs (SI) | <ul style="list-style-type: none"> a. Learn English in order to succeed in a career. b. The awareness to make their own notes while learning process. c. Learning English to improve skill in public speaking. | | | |

| No | indicator | Sub indicator | Observation | | Notes |
|----|--|---|-------------|----|-------|
| | | | Yes | No | |
| 4 | Feeling happy and joyful (SI) | <ul style="list-style-type: none"> a. Enjoy in doing the task or exercise given by the teacher at school. b. Always enthusiastic to follow the lessons. c. Take a note from the material. | | | |
| 5 | Teaching material and teacher good attitude (PI) | <ul style="list-style-type: none"> a. Teachers' attention makes the students motivated in learning English. b. Students feel that learning English is fun. c. Have a high enthusiastic to the lesson and the teacher. d. Teachers' explanation make the students understand about the lesson. | | | |
| 6 | Participation (PI) | <ul style="list-style-type: none"> a) Ask if do not understand the material. b) Always do the task given by the teacher c) Answer the question from the teacher. | | | |

Adopted from Slameto that quoted from educational journal by Saswandi.²

2) Interview

Interview is a process of obtaining information from someone. In this study the interview conducted by the researcher and 15 students from grade VII in Darussalam Islamic Boarding High School Simpang Limun to know the real situation of the student's interest in learning English at grade VII.

The researcher used list of interview to get the closest data from some of the students at grade VII in Darussalam Islamic Boarding High School Simpang Limun. This activity did face to face by both researcher and participation. There were 13 questions related to the indicators of interest that should answer by participants. The researcher asked the respondent directly than during the respondent give their answer the researcher recorded the activity to make the researcher easier got the valid data. The interview section did by using Indonesian language.

² Saswandi, "Teaching Style and Students' Interest."

Table III.3
Indicator of interest (Interview)

| No | Indicator | Question | Answer |
|----|---|---|--------|
| 1 | Attention | <ol style="list-style-type: none"> 1) Do students pay attention when the English teacher explains the material? 2) Do students focus on the explanation given by the English teacher? | |
| 2 | The willingness | <ol style="list-style-type: none"> 1) Do students read English books independently? 2) Do students do the assignments given by the teacher well? | |
| 3 | Needs | <ol style="list-style-type: none"> 1) Do students think that learning English is important? | |
| 4 | Felling happy and joyful | <ol style="list-style-type: none"> 1) Do students enjoy learning English? 2) Are students excited when learning English? | |
| 5 | Teaching material and teacher good attitude | <ol style="list-style-type: none"> 1) Does the learning method/media used by the English teacher affect students' learning interest? 2) Can the teacher's explanation be understood by students? 3) Can the way of teaching English teachers motivate students to learn English? | |

| No | Indicator | Question | Answer |
|----|---------------|--|--------|
| 6 | participation | 1) Do students ask material that they do not understand to the English teacher? 2) Do students always do the assignments given by the teacher? 3) Do students answer when the teacher asks questions about the material being studied? | |

Adopted from Slameto that quoted from educational journal by Saswandi.³

E. The Technique of Data Collection

Technique of collecting the data used observation sheet, list of interview the researcher collected the data by step of collecting data as follows:

1. The researcher prepared the instrument before conducted the research
2. The researcher conducted the observation and made sure the real of the students' interest by watching the students and the English teacher during learning process.
3. The researcher brought the observation sheet to the class and filled the paper based on the students' interest in the class.
4. The researcher prepared the list of interview for 15 students at grade VII.
5. The researcher made the list of interview by looking from indicator of interest.

³ Saswandi.

6. The interview conducted by researcher and the students face to face
7. The researcher asked some questions to the respondents and the respondent will answer the question from researcher
8. The researcher recorded and wrote the interview answers from both of English teacher and students.

F. The Technique of Data Analysis

Data analysis is a process of summarizing data with accurate way, after collect the data by used some techniques like observation and interview then the data has summarized by researcher in a dependable and accurate manner and leads to the presentation of accurate and undeniable study findings, and here are steps in analyzing qualitative research data adopted from book by ari.⁴

1. Reading/writing

The first step in data analysis is reading and writing. In this section the researcher identified the students' interest in learning English by doing observation in the class and doing the interview. Where is the researcher read and memos about all observation check list, the recording and answer sheet from interview to make the researcher easier to analysis and get initial sense of the data. In this section the researcher identified the students' interest in learning English by doing observation in the class and do the interview.

⁴ L. R. Gay, Geoffrey E. Mills, and Petter Arisian, *EDUCATIONAL RESEARCH Competencies for Analysis and Applications*, n.d., p.468.

2. Describing

The next step is describing, which involves development of comprehensive description of the participation, the settings, the situation and the phenomenon to convey the complexity of the research. Where is the researcher described the result of observation and explained the information of the research interview about students interest in learning English at grade VII. And the aim of this step is to give researcher narrative pictures about the research setting and phenomenon and also make sure the researcher gets good understanding of the research context.

3. Classifying

In analyzing the data the researcher will reduce the data by using data classification. The process of data classification is when the researcher classifying the ideas or concept of the data and categorize them and after that the researcher will group the data into themes.⁵ The researcher classified the result of students' interest to be 2 kinds of interest, personal interest and situational interest than the researcher took conclusion from the result of students interest in learning English.

⁵ L. R. Gay Et Al , *Educational Research Competencies For Analysis And Applications*, N.D., P 468.

G. The Technique of Checking Data Trustworthiness

Every research requires a standard to see the degree of trust or truth in the result of study. Therefore the researcher must obtain data are valid. This part of research points how the way data can get the trustworthiness. To check the trustworthiness of the data, there are some methods to check trustworthiness and they are: credibility, transferability, dependability and confirmability. In this research used Credibility to make sure the validation of the data.

Credibility is a construction on the part of the reporter(s) and the subsequent reader(s). One method of promoting credibility is through the various processes of triangulation, and they are: (1) Data triangulation, (2) Investigator triangulation, (3) Theoretical triangulation, (4) environmental triangulation.⁶ In this research the researcher used credibility through process data triangulation as the technique of checking data trustworthiness. Where the researcher gets the data through more than one type data establish finding. In this research get the data from observation and interview.

⁶ Norman A. Stahl, “*Understanding and Using Trustworthiness in Qualitative Research*,” 2020, p 28, https://www.researchgate.net/publication/346425936_Expanding_Approaches_for_Research_Understanding_and_Using_Trustworthiness_in_Qualitative_Research.

BAB IV

THE RESULT OF THE RESEARCH

This chapter presents the result of the research entitled the analysis of student's interest in learning English at grade VII in Darussaalam Islamic Boarding High School Simpang Limun. The data were collected through observation and interview. The researcher held the observation in the class during learning English. After that the researcher interviewed 15 students to clarify the data gotten from the observation. Researcher did the interview by using English and Bahasa Indonesia. There were two types of interest that analyzed by the researcher and they were: personal interest and situational interest.

A. Research Findings

1. Personal Interest

a. Attention

1. Asking to the teacher about material.

It talks about interest in the class during learning and teaching English process the researcher observed the activities of students and the teacher. The first the teacher came to the class by said "salam" than the teacher guide the students to read prayer together. After the teacher started the learning, the teacher asked all students to open their book than the teacher explained the material. As usually after the teacher explained the material, the teacher asked

the students did the students understand about the material and all of students said that they got the point of the material. No one gave question. So to make sure the students' understanding, the teacher gave the task. After the teacher gave task, most of students looked confused and cannot do the task. The atmosphere of the class began to be noisy because the students asked each other. Only five students did the task independently and collected the task to the teacher. So from the explanation above can concluded that most of students did not asking the question to the teacher even though the students were confused and did not get the point of the lesson.

2. Looking for other sources about the material or the lesson.

In Darussalam Islamic Boarding High Simpang Limun, the teacher required students to bring dictionary to the class when learning English, especially for grade VII as beginners in learning English. The dictionary was useful to help students in translating some words or sentences. As usually after giving explanation while wrote the material on the board the teacher gave students the time to take note from the material after taking note many students talked each other and sometimes the students was kidding with their friends. No students tried to translate the unclear sentences by using the dictionary and look other source to make the material easier to understand.

3. Concentration while learning.

While learning English in the class the Students seldom concentration to the learning activities. The students cannot understand the material because they felt lazy to think about English, where they assumed that English is very hard. The students said that they were difficult to follow the explanation from teacher because teacher mixed Indonesian and English. So statement above be the reason students most of students cannot concentration in learning English. only five students looked concentration and did the task well.

4. Focus while the teacher explains the material.

During the explanation of teacher was on progress, all of students was silent and pay attention to the teacher and sometimes teacher tried to build communication with students by asked little thing that related to the material like meaning of word, or the students' opinion but only 4 students gave feedback. There were 2 students that sat in the back row whispered with their friends. In addition there were 2 students took permission to go out from the class with reason they want to go to bathroom although avoid the learning English. Therefore many of students fail in understanding the material and confused when teacher gave the exercise. So based

on explanation above can concluded that the students at grade VII did not focus and concentration to the teacher explanation.

To know and get more information about student's attention in the class during learning English the researcher also interviewed 15 students by asking the informant using 2 questions and the result of interview that the researcher has done with the students can be seen below:

Q1: “Do you pay attention when the English teacher explains the material?”

R1:

TN: “Yes always pay attention when teacher explain the material.¹”

SFN: “Sometimes I look at the teacher when the teacher gives explanation for us about the material.²”

SS: “Yes, I pay attention to teacher's explanation but it so seldom.³”

In the interview with Q1 from 15 students 5 students asked always pay attention, 8 students asked sometimes pay

¹ “Tegar Nugraha, Interview, in the Class, Sunday 14 May 2023, 10.45 Am.,” n.d.

² “Selly Fitriany Nasution, Interview in the Class, Monday 15 May 2023, 09.55 Am.,” n.d.

³ “Sakinah Siregar, Interview in the Class, Monday 15 May 2023, 10.10 Am.,” n.d.

attention, and 2 students asked seldom pay attention to the teacher explanation.

Q2: Do you focus / concentration on the explanation given by the English teacher?

R2:

AH: “I am seldom concentration while learning English and it make me cannot understand the lesson.⁴”

AM: “I always look at the teacher’s explanation and sometimes I lose my focus, so it makes me fail in understanding the material.⁵”

Based on the interview with Q2 showed that from 15 students 11 students stated that they seldom focus/ concentration to teacher; explanation. While 4 others said that they always focus to teachers’ explanation. The result of interview above described way many of students always fail in catching the point of learning. In addition there are many students said that they felt difficult to follow the lesson because they had lack of vocabulary and also they though that English was difficult. So the statements made

⁴ “Assarifah Hasibuan, Interview in the Class, Tuesday 16 May 2023, 08.55 Am.,” n.d.

⁵ “Arvin Maulana, Interview, in the Class, Sunday 14 May 2023, 11. 10 Am.,” n.d.

them difficult to keep focus and concentration during learning English

b. The willingness

1. Try to the task difficult as any.

Talk about willingness in learning English at grade VII in Darussalam Islamic boarding high school Simpang Limun, the researcher saw the teacher always gave task to students after explaining the material which is aimed to improve students' understanding. 5 students looked excited with the task, while the others did not care to the task, the students preferred to be quiet, there were students took permission to go out from the class with reason wanted to go to toilet when they wanted to avoid the task. When the teacher asked the students to collect the task the class was been noisy because the students looked for cheating each others. So it can conclude that the students at grade VII did not try to do the task as any.

2. Still learning although the teacher did not go to class.

When the observation and teaching and learning English was on progress, the teacher asked permission to go out for a while to the there was a little busyness. So directly the class was noisy. The students talked and joked with friends beside them. The students did not read the material anymore. Some of them walked around the

classroom and went to their friends' table. Based on the result above it can be concluded students grade VII did not learn if the teacher leaved the class.

3. Enthusiastic to follow the lesson.

Before moved to the new material sometimes the teacher did brainstorming. When the brainstorming was on progress the teacher asked the students about the last material which is aimed to remain the students. Only 3 people of students still remember and answer the question while the other just be quiet and did not give feedback. Then when the teacher explained the material the students wrote the note and there 6 students did not write the material. There were 10 students also did not bring dictionary and mixed their note with other subject. The students did not have good preparation to learning English. So it can be concluded that students were not enthusiastic to follow the lesson.

4. Diligently read English book.

During the learning process, the teacher explained descriptive text and translated the text in the English book to Indonesia. The students followed the teacher to translate the text. After that the teacher asked the students moved to the front to read the text and also read the translation. The researcher saw many of students cannot read the sentences in the text well. The students felt

difficult to read some words that rather easy. The students said that mentioned of English was hard for them because English have different way in writing and mentioning. Based on the result of the observation above it can conclude that students were not diligent read the English book.

To get more information and made sure the result of observation is valid about student's willingness in learning English the researcher also asked the informant using 2 questions and the result of interview that the researcher has done with the students can be seen below:

Q3: Do you read English books independently?

R3:

RTS: "Yes, but I seldom read my English book in the house that, because I feel difficult and bored when I reading English book."⁶

ND: "Sometimes I read my English notes."⁷

NWH: "I think I hardly ever open my notes in the dormitory."⁸

The result of interview above showed that no one students hat always read their English book, while 7 students

⁶ "Reja Tofany Siregar, Interview in the Class, Monday 15 May 2023, 10.25 Am.," n.d.

⁷ "Nurul Daulay, Interview in the Class, Monday 15 May 2023, 10.40 Am.," n.d.

⁸ "Nuri Wibawa Harahap, Interview in the Class, Monday 15 May 2023, 10. 55 Am.," n.d.

said sometimes they read their English book, than 8 students others said that they seldom read their English book.

Q4: “Do you do the assignment given by teacher well?”

R4:

IAH: “I often do my homework with my friends, because I seldom understand English material well.⁹”

CS: “Yes, I always try to do my task well and independently.¹⁰”

ASH: “Not always, just sometimes I do the task by myself, Because I often do not understand the material, so I always do my task by look at my friends task¹¹”

The result of interview above , there were 4 students that do the task independently, while 11 students other do their homework with their friend.

Based the result of interview above the researcher found that students at grade VII in Darussalam Simpang Limun have low willingness in learning English. Which was statement of students above show that most of students seldom or hardly ever read and repeat their English notes in the home or in the dormitory, the students said that they feel difficult to understand

⁹ “Inna Auliya Hrp, Interview in the Class, Tuesday 16 May 2023, 08.10 Am.,” n.d.

¹⁰ “Cinta Sitompul, Interview in the Class, Tuesday 16 May 2023, 08.00 Am.,” n.d.

¹¹ “Ayusartika Hasibuan, Interview in the Class, Tuesday 16 May 2023, 08.40 Am.,” n.d.

the English material. The students also seldom do their task or home work well, the students refer take their friends task than effort to do the task independently, the students said the different language caused they always feel hard to get the point of material.

c. Feeling happy and joyful

1. Enjoy in doing the task or exercise given by the teacher at school.

When talk about the feeling happy and joyful during learning English. The teacher always asked the students to do the task which aimed to make sure that all of students understood the material. The researcher saw that during time to do the task most of students did not effort to finish it independently and seriously. The students felt the task is boring Only 5 of students that sat in front line did the task seriously while others seems talked each other and looked for cheating from their friends and then collected to the teacher. Many students collected the task lately. So it can be concluded that students did not enjoy in doing the task or exercise.

2. Always enthusiastic to follow the lesson.

Before started the learning English, the teacher and the students read the prayer together. After that the learning started during learning process there were 3 students came late to the class they said they came from the bathroom, dormitory and the canteen.

Many students also did not bring English book and dictionary. When the teacher tried to discuss with the students most of them embarrassed to ask and answer question. So it can be concluded that students at grade VII were enthusiastic to follow the lesson.

3. Take a note from material.

During the explanation the teacher also wrote the material on the board which aimed to make students easier to understand the material. Many students took the note from the material. Although still there were 6 students did not write the material on the board with reason no pen, book and other So from statements above it can be concluded that most of student at grade VII take the note from material.

Student's mood during learning English give big effect to the goals of learning, because the mood of students can affect the way of students studied. In this research the researcher asked the informant 2 questions to know how was students' mood during learning English. Here was the result of interview:

Q5: Do you enjoy learning English?

R5:

ASH: "No, I do not enjoy the learning because the teacher often explain the material by using English, but when teacher

explain the material by Indonesian language I will try to enjoy it.¹²”

AH: “Yes, sometimes I enjoy the learning when the material is easy.¹³”

AM: “No, I always hope the time is up when learning English, because I do not like English.¹⁴”

In this interview from 15 students, there were 6 students that enjoy learning English, than 8 students other said that they did not enjoy learning English.

Q6: Are you excited when learning English?

R6:

UKL: “No, because I think English is the hardest subject to understand.¹⁵”

BLD: “No, because I think learning English is boring.¹⁶”

Based on the result of the interview above shows that from 15 students only 1 student felt excited to learn English. Most of the students at grade VII did not enjoy learning English, it caused most of them to feel difficult to follow the

¹² “Ayusartika Hasibuan, Interview in the Class, Tuesday 16 May 2023, 08.40 Am.”

¹³ “Assarifah Hasibuan, Interview in the Class, Tuesday 16 May 2023, 08.55 Am.”

¹⁴ “Arvin Maulana, Interview, in the Class, Sunday 14 May 2023, 11. 10 Am.”

¹⁵ “Ummi Kalsum Harahap, Interview in the Class, Monday 15 May 2023, 09.45 Am,” n.d.

¹⁶ “Bunga Lestari Dalimunte, Interview in the Class, Tuesday 16 May 2023, 08.25 Am.,” n.d.

explanation by teacher and certainly that be reason for students to build good communication with teachers. Most of students also were not excited to learn English, because in their mindset English is the hardest subject and most of them did not like English. Therefore did not enjoy and feel happy while learning therefore they seldom give feedback about the lesson.

d. Participation

1. Ask if do not understand the material

During the learning English, the teacher explained the material in front of the students. After the teacher's explanation is finished, the teacher asked the students tried to understand the material and teacher let students to ask the unclear material. Most of the students kept quiet and pretended understand. There was not students that asked the teacher about the unclear material. Some of them looked confused and embarrassed to ask the teacher but when teacher gave the students task they cannot finished it. So it can be said the students did not ask if they did not understand the material.

2. Always do the task given by teacher.

Talk about the task, the teacher always gave the task to the students after the explanation is finished. There were 8 of students did the task independently and seriously. There were 10 did the task together with friend beside them. And the others did not do anything

they only waited answer from students that have collected and got from the teacher than the students rewrote it again and collected to teacher. So generally all students did the task given by teacher but only 8 of them did the task well and independently.

3. Answer the question from teacher.

There were some ways of the teacher to measure the students' understanding. One of them was asked the students with question that related to the material. When explanation and task section is finished, the teacher asked the students about material and the teacher pointed one of the students to answer it. Most of students pointed by teacher kept quiet and did not give their opinion about the material. The students looked confused and cannot understand the material than s/he said "I do not know sir". So it can be conclude that most of students did answer the question from teacher. That think proved that students less active in giving participation.

To know how is student's participation in learning English the researcher asked the informant using 3 questions and the result of interview that the researcher has done with the students can be seen below:

Q7: Do you ask material that they do not understand to the English teacher?

R7:

TN: “Yes, sometimes I ask the teacher about the material that unclear.¹⁷”

SFN: “No, because I embarrassed to ask the teacher.¹⁸”

SS: “No, because when learning English I always confuse, I do not know what I want to ask.¹⁹”

From question above the researcher got the result, from 15 students only 2 students that ask the teacher when they did not understand about the material, while the 13 students others did not asked the teacher

Q8: Do you always do the assignments given by the teacher?

R8:

RTS: “Yes, I always do the assignment given teacher.²⁰”

ND: “Yes, I do the task given by teach although I Often ask my friends task and rewrite it.²¹”

From question above the researcher got that from 15 students only 5 students did the task independently while 10 students more always did task with their friends.

¹⁷ “Tegar Nugraha, Interview, in the Class, Sunday 14 May 2023, 10.45 Am.”

¹⁸ “Selly Fitriany Nasution, Interview in the Class, Monday 15 May 2023, 09.55 Am.”

¹⁹ “Sakinah Siregar, Interview in the Class, Monday 15 May 2023, 10.10 Am.”

²⁰ “Reja Tofany Siregar, Interview in the Class, Monday 15 May 2023, 10.25 Am.”

²¹ “Nurul Daulay, Interview in the Class, Monday 15 May 2023, 10.40 Am.”

Q9: Do you answer when the teacher asks questions about the material being studied?

R9:

NWH: “Yes, if I can answer the questions I will answer.”²²”

IAH: “Sometimes I try to answer, but sometimes I just silet because I am afraid my answer is wrong.”²³”

The result of interview show that 4 students tried to answer when the teacher asked question while 11 others did not answer the teacher. Students participation in learning English at grade VII in Darussalam Islamic Boarding High School was not good, so it can say that the interaction both of teacher and students less active. Most of students were not confidence to ask and answer the question. The students also do their task together or they also often rewrite their friend’s task.

2. Situational interest

a. Needs

1. Learning English in order to succeed in a career.

Talk about needs, Based on observation the in the class after gave explanation and gave task to students the researcher saw there were some students that followed the lesson and tried to do the task

²² “Nuri Wibawa Harahap, Interview in the Class, Monday 15 May 2023, 10. 55 Am.”

²³ “Inna Auliya Hrp, Interview in the Class, Tuesday 16 May 2023, 08.10 Am.”

although they did not really understand about the lesson, but most of them did not care about the English lesson. All of students agreed that English very important in education and English also gave many positive impacts to someone's career. The students knew that English very important in this era. But that still did not enough to make students interest in learning English Students have perception that English was difficult subject and impossible for them to understand. where, that perception affected the students' enthusiasm and gave negative impact for students in learning English.

2. The awareness to make their own notes while learning process.

During learning and teaching process the students paid attention to the teacher's explanation In that process students looked used their book and pen to take note some parts or words that they did not understand. Most of the students thought that notes were very important and useful to support their learning. Then teacher also remained the students to take note to make them easier to repeat the lesson in the house.

3. Learning English to improve skill in public speaking.

Learning English actually can improve someone skill in public speaking, but for the students at grade VII they did not interest to learning English and speak fluently in English. Where, it proved from students' effort and preparation in learning English.

The researcher saw that students were shy to practice speaking in front of the class. And the students also not ready to read the English book in the class.

During learning and teaching process the students paid attention to the teacher's explanation In that process students were looked used their book and pen to take note some parts or words that they did not understand. Most of the students thought that notes were very important and useful to support their learning. Then teacher also remained the students to take note to make them easier to repeat the lesson in the house.

Talk about English is needs, many students at grade VII agreed with that statement. The researcher interview some Participant and the result of interview that the researcher has done with the students can be seen below:

Q1: Do you think that learning English is important?

R1:

SS: “Yes I think English very important in our life, but I am very difficult to understand the lesson²⁴”

RTS: “Yes, English have big benefit in our education with English we can go abroad.²⁵”

²⁴ “Sakinah Siregar, Interview in the Class, Monday 15 May 2023, 10.10 Am.”

²⁵ “Reja Tofany Siregar, Interview in the Class, Monday 15 May 2023, 10.25 Am.”

ND: “Yes, I think English is important Although English very useful for us but I cannot follow the lesson, English really exhaust my mind.²⁶”

Based on the result of interview above show that most of students at grade VII Agreed and believed that English very important especially in education. English can give many benefits and also can supports career and by mastering English someone can get more chance to go international. But with all of the positive statements above students still felt less interest to learn English, most of them were lazy to give more effort to learn English. The students said that English was exhausted their mind.

b. Teaching material and teacher good attitude.

1. Teachers’ attention makes students motivated in learning English.

Teacher have big role in learning and teaching process. The teacher was responsible for setting the learning atmosphere in the class. In Darussalam Islamic boarding high school Simpang Limun the teacher teaching strategy was monotone, the students felt bored in learning English because the teacher only use lecturer and task method.

²⁶ “Nurul Daulay, Interview in the Class, Monday 15 May 2023, 10.40 Am.”

2. Students feel that English is fun.

When teacher explained the material by using creative media the students looked happy and enjoyed the learning. The students pay attention to the material and the students also tried to understand it. When the teacher used game to make sure the students understanding, most of the students looked enjoyed the game and effort to win the game. So it can be concluded that students felt the learning was fun, the students looked more enthusiasm when the teacher used media and creative way in explaining the material. But unfortunately the teacher seldom use media so it caused the students always felt bored in learning English.

3. Have a high enthusiastic to the lesson and the teacher.

Talk about enthusiastic to lesson and teacher, the researcher saw that most of students were not enthusiastic to lesson and teacher it can conclude from students participation in the class. Most of students felt bored with teacher strategy in teaching. Teacher only used two types lecturer and task so the lesson be hard for them. The students feel did not interest to follow the lesson. Only 6 students that follow the lesson and looked enjoy the learning.

4. Teacher's explanation make the students understand about the lesson.

When teacher explained the material in front of the students, sometimes teacher mix the language, the teacher used English and Indonesia. So it made students confused because the teacher did not used full Indonesia. Most of students kept quiet and paid attention to the teacher although they did not sure about the teacher explanation. There were 3 looked lazy and sleepy. Based on the result of observation above the explanation of the teacher sometimes did make students understand about the material.

The role of teacher and teaching material in teaching and learning activities very important, so situational interest can be measured by teaching material and teacher's good attitude. The researcher interview some Participant and the result of interview that the researcher has done with the students can be seen below:

Q2: Does the learning method/media used by the English teacher affect your learning interest?

R2:

NWH: "Yes, I interest to learning English if the teacher use media to teach us, but the teacher seldom use media.²⁷"

IAH: "No, the media that used by teacher not affect my interest in learning English.²⁸"

²⁷ "Nuri Wibawa Harahap, Interview in the Class, Monday 15 May 2023, 10. 55 Am."

²⁸ "Inna Auliya Hrp, Interview in the Class, Tuesday 16 May 2023, 08.10 Am."

From question above the researcher get 8 person interest to learning English when the teacher use media in teaching, while 7 students other said that media in teaching cannot affect their interest

Q3: Can the teacher's explanation be understood by your-self?

R3:

CS: “Sometimes I understand, but if teacher explain the material with more English I always feel confuse.²⁹”

BLD: “I seldom get the point of material because I difficult to concentration in learning English.³⁰”

From question above the researcher get 13 students did not understand about teacher’s explanation while 2 students other understand about the teacher’s explanation.

Q4: Can the way of teacher in teaching English motivate you to learn English?

R4:

ASH: “No, I think it not affect to myself.³¹”

AS: “No, for me the way of teacher’s teaching cannot motivate me.³²”

²⁹ “Cinta Sitompul, Interview in the Class, Tuesday 16 May 2023, 08.00 Am.”

³⁰ “Bunga Lestari Dalimunte, Interview in the Class, Tuesday 16 May 2023, 08.25 Am.”

³¹ “Ayusartika Hasibuan, Interview in the Class, Tuesday 16 May 2023, 08.40 Am.”

³² “Assarifah Hasibuan, Interview in the Class, Tuesday 16 May 2023, 08.55 Am.”

CS: “yes I feel excited when the teacher use media or explain the material with creative media.³³”

From question above the researcher got that from 15 students 10 students said that the way of teacher in teaching cannot affect to students learning while the others said that teacher strategy in teaching made then more interest in learning.

Based on the result of interview above show that grade VII felt more interest to learn English if the teacher used media and creative way in explaining the material but unfortunately the teacher seldom used media in explaining material. The students also feel difficult to follow the teacher’s explanation if the teacher use more English during explain the lesson, it caused the students failed in getting the point of lesson. Most of students also said that the way of teaching by English teacher cannot motivate them to be more interest in learning English.

B. Discussion

The result of this research showed that students at grade VII were low personal interest and low situational interest in learning English. Where, it can be proved from result observation that done by the researcher in the class, It can be seen and know through student response while learning process. The

³³ “Cinta Sitompul, Interview in the Class, Tuesday 16 May 2023, 08.00 Am.”

students seldom give participation in the class. The students were not active to ask about the learning material, They seldom answer the question from teacher. The students do not focus to the lesson therefore they always fail to get point. The students don't enjoy the class and feel bored while learning, and the last they always take permission to go out from the class when learning English is in progress. the result of observation above supported by result of interview, where from 15 students that interviewed only one person felt English is fun while the others said English is boring and exhausted their mind. Most of them also said they did not do the homework or task well.

In line with previews studies conducted by Riandini showed that students have less interest in learning English. Where, students are less excited when learning, students are less active when learning, lack of preparation before learning, lack of response when studying in class, lack of attention when the teacher is in front of the class. Factors that affect students' interest are internal factor and external factor. Internal factors are health, readiness, attention and intelligence. External factors are family, school (teacher, facilities and classmates). Dominant factors that influence students' interest in learning English is family factors that is included in external factors.

The different this research and the researcher conducted by Riandini was this research explained more specific about the interest. Where, the researcher described students' personal interest and students' situational interest. While research conducted by Riandini explained students interest

generally. This research used 6 indicators that adopted from the expert to measure students' interest and they are: attention, the willingness, needs, feeling happy and joyful, teaching material and teacher good attitude and participation. While Riandini use 4 indicators to measure the students' interest and the indicators are: Desire to learn or know about, Showing interest and personally involved, Quality that attracts attention and curiosity, Enjoy doing or learning about. In addition Riandini also analysis the factor that affecting students interest, where, Riandini explained physical health, psychological health and environment.³⁴

The same result is from research by Lena, where the she concluded that effect of motivation and interest only have 2.3% role in gathering student's English learning outcomes. This research use quantitative design as a method. In this research Rahma described how are the interest and motivation in affecting student's learning outcomes.³⁵

The different result is from Br. Manurung, where, she concluded that that the third semester students of Indonesian Language Education Study Program Teacher Training and Education Faculty of Tanjungpura University Pontianak in academic year 2016/2017 have high interest in learning English.³⁶ In addition the other result also is from Kusmaryanti, she concluded that

³⁴ Rindiani, "An Analysis of Students' Interest In English Learning Of Senior High School 1 Muaro Jambi."

³⁵ Lena, "The Effect of Motivation and Interest on Students' English Learning Outcomes."

³⁶ Br. Manurung, "Students' Interest In Learning English."

students of elementary schools in Kudus tend to have high interests in learning English. There are 83 students who are interested in learning English, and 55 students are very interested, while only 4 students are not interested in learning English.³⁷

C. Checking Data Trustworthiness

In this research the researcher used credibility through data triangulation process as a technique of checking data trustworthiness. The researcher compared data from observation and interview. It was seen that data from observation and observation were same. The data include of the students' personal interest in learning English and students' situational interest in learning English. So, based on the result, the data of this research were accurate and credible.

D. Threats of The Research

The writer faced some threats to finish this research it started from the beginning of the title until the end of the research. This research was so far from perfect. The first threats was the researcher the location of the research was far from the researcher's place so it made researcher difficult to go there. The next threats is when the researcher did the interview with 15 people the participant embarrassed to give the answer and it make researcher difficult to get more data. And the last threat was when do the observation the researcher did not get

³⁷ Kusmaryanti, "*Exploring Student Interest In Learning English.*"

permit to take video or recording from the teaching and learning process, so the researcher only can make notes from the activities.

BAB V

CONCLUSION AND SUGGETION

A. Conclusion

Based on data presented in the previous chapter, the researcher concluded that students at grade VII in Darussalam Islamic Boarding High School were low interest in learning English in this part the researcher put the conclusion to be 2 parts, students' personal interest and students' situational interest.

1. Students' personal interest

Students' personal interest in learning English at grade VII in Darussalam Islamic Boarding High School Simpang Limun were low. Where, it can be proved through students activities in the class. The first, the students did not have good attention to the learning material, the second, students did not have willingness, the next students were not happy and joyful during learning English. and the last students seldom give participation during learning and teaching activities.

2. Students' situational interest

Students' situational interest in learning English at grade VII in Darussalam Islamic Boarding High School Simpang Limun were low. Where, it can be seen and know through students' needs, they believed that English was important but they did not learn it well.

Then teaching material and teacher good attitude did not give big effect to students' interest in learning English.

B. Implication

Based on the result above, the researcher found implication of the result were:

1. Theoretically the students' interest in learning greatly influences students' learning outcomes, where the teacher is responsible for helping students increase their learning interest.
2. Practically students' level interest determines students' activity in learning. low interest make students lack of effort and participation in the class. In contrast high interest makes students more expressive and active, look enjoy the learning process and able to build communication with teacher and classmate.

C. Suggestion

1. For students, the researcher hopes the students try increase interest in learning English, because with high interest you will easier to learn and get the point of English material.
2. For English teacher, suggestion from researcher for English teacher is try to use various method and media to increase students interest and make learning process more active and joyful.
3. For head master, suggestion from researcher to head master is of the school, if it is possible to provide the facilities that support in teaching

learning process like text book, infocus, laptop or others media that can support and increase the quality of learning and teaching English in the class.

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CURRICULUM VITAE



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IV. ORGANISASI

1. Himpunan Mahasiswa Jurusan Tadris Bahasa Inggris (HMJ TBI) periode 2022.

Class A.

| No | indicator | Sub indicator | Observation | | Notes |
|----|----------------------|---|-------------|----|--|
| | | | Yes | No | |
| 1 | Attention (PI) | <p>a. Asking to the teacher about the material.</p> <p>b. Looking for other sources about the material or the lesson.</p> <p>c. Concentration while learning.</p> <p>d. Focus while the teacher explains the material</p> | - | - | <p>NO students asking questions to the teacher when the teacher asked them, they answer that they understand the lesson.</p> <p>No students looking for other sources about the material, after the student taking note, they only silence and do nothing, then did not open their dic dictionary and English book.</p> <p>Most of students did not concentration to the learning they have assumed that English is hard and the statement made them difficult to follow the lesson.</p> <p>No students focus, when the teacher ask them to do the task, they cannot do it. It's mean that they did not focus to the learning.</p> |
| 2 | The willingness (PI) | <p>a. Try to do the task difficult as any.</p> <p>b. Still learning although the teacher did not go to class.</p> <p>c. Enthusiastic to follow the lesson.</p> <p>d. Diligently read the English book.</p> | - | - | <p>There were 5 students that did the task as any and well, while the others, they talked to their friend here.</p> <p>No students learn when teacher did not go to class, the students talked, and looked each others and also walked in the class.</p> <p>Only 3 students were enthusiastic to the material, because only 3 student that remember the last lesson, while the others they have lack preparation to learning English.</p> <p>Most of students lazy to read book, when the teacher asked them to read, they felt difficult to read simple words.</p> |

| No | indicator | Sub indicator | Observation | | Notes |
|----|--|--|-------------|----|---|
| | | | Yes | No | |
| 3 | Needs (SI) | <p>a. Learn English in order to succeed in a career.</p> <p>b. The awareness to make their own notes while learning process.</p> <p>c. Learning English to improve skill in public speaking.</p> | - | - | <p>all of students agreed that English can support career. But all of students also have perception that English very hard so it affected to their enthusiasm in learning English.</p> <p>Most of students always take note from the lesson.</p> <p>No students learn to improve skill in public speaking, all of students lazy and shy to practice English in the class</p> |
| 4 | Feeling happy and joyful (SI) | <p>a. Enjoy in doing the task or exercise given by the teacher at school.</p> <p>b. Always enthusiastic to follow the lessons.</p> <p>c. Take a note from the material.</p> | - | - | <p>only 5 students enjoy the exercise, while others students looked for cheating and asked to their friends.</p> <p>only 5 students that enthusiastic to follow the lesson, while the others shy because of preparation and embarrassed to give response.</p> <p>only 6 students did not take note from material while others they write the material in their note book.</p> |
| 5 | Teaching material and teacher good attitude (PI) | <p>a. Teachers' attention makes the students motivated in learning English.</p> <p>b. Students feel that learning</p> | - | - | <p>NO students is motivated from teacher's strategy, because teacher always use monotone method. It made student felt English is boring.</p> <p>all of students felt English is fun when</p> |

| No | indicator | Sub indicator | Observation | | Notes |
|----|--------------------|---|-------------|----|---|
| | | | Yes | No | |
| | | <p>English is fun.</p> <p>c. Have a high enthusiastic to the lesson and the teacher.</p> <p>d. Teachers' explanation make the students understand about the lesson.</p> | - | - | <p>the teacher use creative way in teaching, unfortunately the teacher always use monotone way so it made students felt lazy.</p> <p>only 6 students enjoy the lesson and looked enthusiastic, while the other's students looked were bored and lazy.</p> <p>Teachers explanation always made students confused because the teachers mix the language when explaining the material, so it made students difficult to get the point of lesson.</p> |
| 6 | Participation (PI) | <p>a) Ask if do not understand the material.</p> <p>b) Always do the task given by the teacher</p> <p>c) Answer the question from the teacher.</p> | - | - | <p>NO Students asked the teachers about unclear material, but when the teacher give task they confused and cannot finish it.</p> <p>only 6 students do the task independently, while about 10 students do the task together with their friends. while the other looked dont care to the task.</p> <p>NO Students answer the question from the teacher they embarrassed and dont understand about the material.</p> |

Class B.

| No | indicator | Sub indicator | Observati on | | Notes |
|----|-------------------------|---|-----------------|----|--|
| | | | Yes | No | |
| 1 | Attention (PI) | <p>a. Asking to the teacher about the material.</p> <p>b. Looking for other sources about the material or the lesson.</p> <p>c. Concentration while learning.</p> <p>d. Focus while the teacher explains the material</p> | - | - | <p>NO students asking question to the teacher, but when the teacher asked them by question they can answer it.</p> <p>NO students looking for other sources about the material, they did not open their dictionary and English book.</p> <p>Most of students did not concentration to the teacher, they have assumed that English is the most difficult subject, so the perception made them fail in focusing the lesson.</p> <p>NO students focus to the material, when teacher give them task they cannot finish it.</p> |
| 2 | The willingness (PI) | <p>a. Try to do the task difficult as any.</p> <p>b. Still learning although the teacher did not go to class.</p> <p>c. Enthusiastic to follow the lesson.</p> <p>d. Diligently read the English book.</p> | - | - | <p>There were 5 students that try to do the task as any and well, while the other do the task together with their friends.</p> <p>NO learn when the teacher was not in the class, the students talk and looked each other and they also waited in the class.</p> <p>Only 3 students were enthusiastic to learn the material, because only 3 student that still remember the last material.</p> <p>Most of students learn to read English book, it proved by their ability still read in reading English sentences.</p> |
| 3 | Needs (SI) | <p>a. Learn English in order to succeed in a career.</p> <p>b. The awareness to make their own notes while learning</p> | - | - | <p>all of students agreed that English can support career and education, but it still not enough to make students diligent in learning English.</p> <p>all of students always take notes from the material.</p> |

| No | indicator | Sub indicator | Observation | | Notes |
|----|--|---|-------------|----|---|
| | | | Yes | No | |
| | | process. c. Learning English to improve skill in public speaking. | | - | No students learn English to improve Public Speaking Skill, all of students always lazy and shy to practice English. |
| 4 | Feeling happy and joyful (SI) | a. Enjoy in doing the task or exercise given by the teacher at school. b. Always enthusiastic to follow the lessons. c. Take a note from the material. | - | - | Only 5 students Enjoy the exercise, while the others students looked for cheating and asked each others. Only 5 students that enthusiastic to follow the lesson while other still lack of preparation. Only 6 students did not take note from material while the other they write the lesson in their note book. |
| 5 | Teaching material and teacher good attitude (PI) | a. Teachers' attention makes the students motivated in learning English. b. Students feel that learning English is fun. c. Have a high enthusiastic to the lesson and the teacher. d. Teachers' explanation make the students understand about the lesson. | - | - | No students is motivated from teaching way by the teacher, because the teacher used more way in explaining material. All of students felt English is fun when the teachers use creative media in teaching but unfortunately the teacher seldom use it. Only 6 students enjoy the learning and look enthusiastic, while other students looked were bored. When the teacher mix the language in explaining the material the students always felt difficult to get the point. |
| 6 | Participation | a) Ask if do not understand the | | - | No students asked the teacher about unclear |

| No | indicator | Sub indicator | Observation | | Notes |
|----|-----------|--|-------------|----|--|
| | | | Yes | No | |
| | (PI) | <p>material.</p> <p>b) Always do the task given by the teacher</p> <p>c) Answer the question from the teacher.</p> | - | - | <p>Material, but when the teacher gave task, they confused and cannot do the task.</p> <p>only 8 students do the task by their self, while 10 student do it with their friends, all the others looked don't care about the task.</p> <p>No students answer the question from the teacher because they don't understand about the material.</p> |

Class C.

| No | Indicator | Sub indicator | Observation | | Notes |
|----|----------------------|---|-------------|-------------------------------------|---|
| | | | Yes | No | |
| | Attention (PI) | <p>a. Asking to the teacher about the material.</p> <p>b. Looking for other sources about the material or the lesson.</p> <p>c. Concentration while learning.</p> <p>d. Focus while the teacher explains the material</p> | | <p>-</p> <p>-</p> <p>-</p> <p>-</p> | <p>No students asking question to the teacher, but when the teacher asked them they answer that they have understand about the lesson.</p> <p>No students looking for other sources about the material, after they did not open their dictionary and English book</p> <p>Most of students did not concentration to the learning they have assumed that English is hard, so the statement made them difficult to focus the lesson.</p> <p>No students focus to the material, when the teacher asked them they said that they have understand, but when teacher give them task they were confused.</p> |
| 2 | The willingness (PI) | <p>a. Try to do the task difficult as any.</p> <p>b. Still learning although the teacher did not go to class.</p> <p>c. Enthusiastic to follow the lesson.</p> <p>d. Diligently read the English book.</p> | | <p>-</p> <p>-</p> <p>-</p> <p>-</p> | <p>There were 5 students that do the task as any and well, while the others they do the task together with their friend.</p> <p>No students learn when the teacher did not in the class. the student talked and jocked each others, and sometimes walked in the class.</p> <p>only 3 students were enthusiastic to the material, because only 3 students that still remember about the last lesson, while the other they have low preparation.</p> <p>Most of students lazy to read English book, it proved by their ability still low in reading English sentences they have many errors in reading simple word.</p> |

| No | indicator | Sub indicator | Observation | | Notes |
|----|--|--|-------------|----|---|
| | | | Yes | No | |
| 3 | Needs (SI) | <p>a. Learn English in order to succeed in a career.</p> <p>b. The awareness to make their own notes while learning process.</p> <p>c. Learning English to improve skill in public speaking.</p> | - | - | <p>All of students agreed that English can supports career But, they also assumed that English very hard and it really affects their motivation in learning English.</p> <p>Most of students always take note from the lesson.</p> <p>NO students learn to improve skill in public speaking all of students lazy to practice English in the class.</p> |
| 4 | Feeling happy and joyful (SI) | <p>a. Enjoy in doing the task or exercise given by the teacher at school.</p> <p>b. Always enthusiastic to follow the lessons.</p> <p>c. Take a note from the material.</p> | - | - | <p>only 5 students enjoy the task, while the others looked for cheating and asked their friends last.</p> <p>only 3 students that look enthusiasm to the lesson, while the others still lack of preparation and embarrassed to give response.</p> <p>only 6 students did not take the note from material while the others they write the material in their note book.</p> |
| 5 | Teaching material and teacher good attitude (PI) | <p>a. Teachers' attention makes the students motivated in learning English.</p> <p>b. Students feel that learning</p> | - | - | <p>No students is motivated from teachers easy in teaching english because the teacher use the monotone way in teaching. so it made students feel bored. all of students feel english is fun when</p> |

| No | indicator | Sub indicator | Observation | | Notes |
|----|--------------------|---|-------------|----|---|
| | | | Yes | No | |
| | | <p>English is fun.</p> <p>c. Have a high enthusiastic to the lesson and the teacher.</p> <p>d. Teachers' explanation make the students understand about the lesson.</p> | - | - | <p>Teacher Use Creative Methode and Media in teaching, Unfortunately the teachers seldom use it.</p> <p>only 6 students Enjoy the lesson and looked enthusiastic while the others look were bored with the lesson.</p> <p>teachers explanation often made students confused because the teachers mix the language when explaining the material. It made student difficult to get the point.</p> |
| 6 | Participation (PI) | <p>a) Ask if do not understand the material.</p> <p>b) Always do the task given by the teacher</p> <p>c) Answer the question from the teacher.</p> | - | - | <p>No students asked teacher about unclear material, but when teacher guide them here they confused and cannot finished it.</p> <p>only 8 students do the task independently, while 10 students do it together with their friends while the other don't care about the task.</p> <p>No students answer the question from teacher, because they did not understand about the material.</p> |

Inna Aulia Damay.

| No | Indicator | Question | Answer |
|----|---|--|---|
| | Attention | 1) Do you pay attention when the English teacher explains the material? 2) Do you focus on the explanation given by the English teacher? | Sometimes I pay attention when the teacher explain the material. No, I am not focused on the teacher's explanation. |
| | The willingness | 1) Do you read English books independently? 2) Do you do the assignments given by the teacher well? | No, I did not read English book independently. I often do my task with my friends because I seldom understand the lesson. |
| 3 | Needs | 1) Do you think that learning English is important? | yes, I agreed that English very important for education. |
| 4 | Feeling happy and joyful | 1) Do you enjoy learning English? 2) Are you excited when learning English? | No, I did not enjoy the learning. Sometimes I am excited in learning English. |
| 5 | Teaching material and teacher good attitude | 1) Does the learning method/media used by the English teacher affect your learning interest? 2) Can the teacher's explanation be understood by your-self? 3) Can the way of teaching English teachers motivate you to learn English? | No, the media that used by English teacher dont affect my interest in learning english. No, I always confused about the material I did not get point of teacher's explanation. Some times I feel am motivated by the way of teacher in teaching English. |
| 6 | Participation | 1) Do you ask material that they do not understand to the English teacher? 2) Do you always do the assignments given by the teacher? 3) Do you answer when the teacher asks questions about the material being studied? | No I dont ask the unclear material to the teacher. Sometimes I do the task that given by teacher. Some times I try to answer the question from teacher. |

Bunga Idayanti Hasbuan

| Indicator | Question | Answer |
|---|--|--|
| Attention | 1) Do you pay attention when the English teacher explains the material? 2) Do you focus on the explanation given by the English teacher? | Some times I pay attention to the teacher's explanation. I always try to focus to the lesson. |
| The willingness | 1) Do you read English books independently? 2) Do you do the assignments given by the teacher well? | Sometimes I read my English book independently. Yes I do the task independently. |
| Needs | 1) Do you think that learning English is important? | Yes. I think English very important |
| Feeling happy and joyful | 1) Do you enjoy learning English? 2) Are you excited when learning English? | No. I don't enjoy the learning I think English is boring. No. I am not excited when learning English. |
| Teaching material and teacher good attitude | 1) Does the learning method/media used by the English teacher affect your learning interest? 2) Can the teacher's explanation be understood by your-self? 3) Can the way of teaching English teachers motivate you to learn English? | No. The media that used by teacher in teaching me can not affected my interest. Som times, I understand the explanation from the teacher. No. I think the way of teaching English by the teacher can not motivate and affect to my self. |
| Participation | 1) Do you ask material that they do not understand to the English teacher? 2) Do you always do the assignments given by the teacher? 3) Do you answer when the teacher asks questions about the material being studied? | No. I don't ask the teacher, eventhough I still confuse about the learning. Yes I always try to do the task that given by teacher. Sometimes I try to answer the question from the teacher. |

Assarifah Haribuan

| Indicator | Question | Answer |
|---|--|---|
| Attention | <ol style="list-style-type: none"> 1) Do you pay attention when the English teacher explains the material? 2) Do you focus on the explanation given by the English teacher? | <p>Yes, I pay attention to the teacher's explanation.</p> <p>I seldom concentration while learning English.</p> |
| The willingness | <ol style="list-style-type: none"> 1) Do you read English books independently? 2) Do you do the assignments given by the teacher well? | <p>Sometimes I try to read my English book independently.</p> <p>I always do my task with my friend.</p> |
| Needs | <ol style="list-style-type: none"> 1) Do you think that learning English is important? | <p>yes, English very important for education.</p> |
| Felling happy and joyful | <ol style="list-style-type: none"> 1) Do you enjoy learning English? 2) Are you excited when learning English? | <p>Sometimes I enjoy the learning</p> <p>Some times I excited to learn English.</p> |
| Teaching material and teacher good attitude | <ol style="list-style-type: none"> 1) Does the learning method/media used by the English teacher affect your learning interest? 2) Can the teacher's explanation be understood by your-self? 3) Can the way of teaching English teachers motivate you to learn English? | <p>NO, the way of teaching by teacher not did not affect my interest to learning.</p> <p>I seldom understand the teacher's explanation.</p> <p>NO, I think the way of teacher's teaching cannot motivate me.</p> |
| Participation | <ol style="list-style-type: none"> 1) Do you ask material that they do not understand to the English teacher? 2) Do you always do the assignments given by the teacher? 3) Do you answer when the teacher asks questions about the material being studied? | <p>Sometimes I try to ask the teacher.</p> <p>yes I always do the task with my friend.</p> <p>NO because I embarrassed to give my answer.</p> |

Atvin Maulana

| No | Indicator | Question | Answer |
|----|---|--|--|
| 1 | Attention | <ol style="list-style-type: none"> 1) Do you pay attention when the English teacher explains the material? 2) Do you focus on the explanation given by the English teacher? | <p>Yes, I always pay attention to the teacher's explanation</p> <p>yes, but I always lost my focus so it made me fail in getting the point of material.</p> |
| 2 | The willingness | <ol style="list-style-type: none"> 1) Do you read English books independently? 2) Do you do the assignments given by the teacher well? | <p>Sometimes I read my English book independently.</p> <p>yes I do the assignment well</p> |
| 3 | Needs | <ol style="list-style-type: none"> 1) Do you think that learning English is important? | <p>Yes, English very important in this era. but I don't really use it.</p> |
| 4 | Felling happy and joyful | <ol style="list-style-type: none"> 1) Do you enjoy learning English? 2) Are you excited when learning English? | <p>No, I always hope the time is up when learning English.</p> <p>Sometimes I am excited to learn English.</p> |
| 5 | Teaching material and teacher good attitude | <ol style="list-style-type: none"> 1) Does the learning method/media used by the English teacher affect your learning interest? 2) Can the teacher's explanation be understood by your-self? 3) Can the way of teaching English teachers motivate you to learn English? | <p>yes, think media and the way of teacher explaining the material affected my interest.</p> <p>yes, but sometimes I also feel confused and fail in getting the point.</p> <p>yes, the way of teaching by English teacher can motivate me in learning English.</p> |
| 6 | Participation | <ol style="list-style-type: none"> 1) Do you ask material that they do not understand to the English teacher? 2) Do you always do the assignments given by the teacher? 3) Do you answer when the teacher asks questions about the material being studied? | <p>I seldom ask material to the teacher.</p> <p>Sometime I do the assignment from the teacher.</p> <p>yes, I always answer when the teacher ask questions about the material.</p> |

Seu Fitriani Nalubon.

| Indicator | Question | Answer |
|---|--|--|
| Attention | 1) Do you pay attention when the English teacher explains the material? 2) Do you focus on the explanation given by the English teacher? | Sometimes I Look at the teacher when the teacher give explanation I seldom focus to the teacher explanation. |
| The willingness | 1) Do you read English books independently? 2) Do you do the assignments given by the teacher well? | NO, I don't read English book and repeat lesson independently. yes, I do the assignment given by teacher well. |
| Needs | 1) Do you think that learning English is important? | yes, I think English very important for our life. |
| Feeling happy and joyful | 1) Do you enjoy learning English? 2) Are you excited when learning English? | yes I enjoy the learning. Sometimes I excited in learning English. |
| Teaching material and teacher good attitude | 1) Does the learning method/media used by the English teacher affect your learning interest? 2) Can the teacher's explanation be understood by your-self? 3) Can the way of teaching English teachers motivate you to learn English? | yes, the teacher and method and media really affected my interest in learning English. Sometimes I can understand the explanation from the teacher. yes the way teaching by English teacher can motivate me. |
| Participation | 1) Do you ask material that they do not understand to the English teacher? 2) Do you always do the assignments given by the teacher? 3) Do you answer when the teacher asks questions about the material being studied? | NO, because I embarrassed to ask the lesson to the teacher. yes, I always do the task from teacher. Sometimes I try to answer the question from teacher. |

APPENDIX 2

DOCUMENTATION

Observation in the class A



Observation in the class B



Observation in the class C



Interview with students





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor
Lamp
Perihal

: B3128 /In.14/E.1/PP.009/10/2022

17 Oktober 2022

: -
: Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M.Ag. (Pembimbing I)
2. Yusni Sinaga, S.Pd., M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

| | |
|---------------|--|
| Nama | : Enni Faujiah Daulay |
| NIM | : 19 203 00025 |
| Program Studi | : Tadris Bahasa Inggris |
| Judul Skripsi | : The Analysis of Student's Interest in Learning English at Grade VII in Darussalam Islamic Boarding High School Simpang Limun. |

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Nomor : B1540 /Un.28/E.1/TL.00/04/2023
Lampiran :
Prihal : Izin Riset Skripsi

3 April 2023

Yth. Kepala Pondok Pesantren Darussalam

Dengan hormat, bersama ini kami sampaikan bahwa :

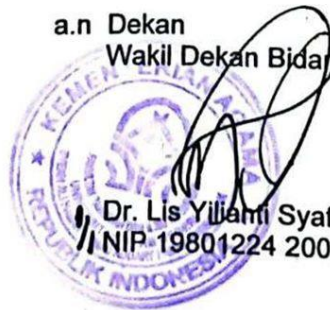
Nama : Enni Faujiah Daulay
NIM : 1920300025
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Desa Pasir Lancat, Kec. Ujung Batu Jae

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul **"The Analysis of Student's Interest in Learning English at Grade VII in Darussalam Islamic Boarding Hogh School Simpang Limun"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan
Wakil Dekan Bidang Akademik



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YAYASAN PENDIDIKAN MTs. DARUSSALAM SIMPANG LIMUN

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Simpanglimun, 2 Juni 2023

Kepada Yth. :
Dekan Fakultas Tarbiyah dan Ilmu Keguruan Padang Sidimpuan

Di Tempat

Sehubungan dengan Surat Dekan Bidang Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padang Sidimpuan Nomor : B-1540/Un.28/E.1/TL.00/04/2023 Tanggal 3 April 2023 Tentang Penyerahan Mahasiswa, Izin Riset Penyelesaian Skripsi

Dengan ini, Kami Sampaikan bahwa Mahasiswa dibawah ini :

Nama : **Enni Faujiah Daulay**
NIM : 1920300025
Program Study : Tadris Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Ilmu Keguruan

Nama tersebut diatas benar telah melakukan Riset dengan Judul : **" The Analysis of Student's Interest in learning English at Grade VII In Darussalam Islamic Boarding Hogh School Simpang Limun"**. yang dimulai Pada Tanggal, 06 April 2023 S.d 31 Mei 2023.

Waktu : 09.00 WIB S.d Selesai
Tempat : MTs Swasta Darussalam Simpang Limun Desa Bangai Kec. Torgamba Kabupaten Labuhanbatu Selatan.

Demikian disampaikan untuk dapat dipergunakan sebagaimana mestinya.



Kepala Madrasah,

H. Salman Batubara, S. Ag