

**THE STUDENTS' INTEREST IN LEARNING ENGLISH
AT EIGHT GRADE OF SMPN 1 UJAN MAS**

THESIS

**This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education**



By:

**JOKO AHMAD WINATA
NIM 16551057**

**English *Tadris* Study Program
Education (*Tarbiyah*) Faculty
STATE ISLAMIC INSTITUTE OF CURUP
(IAIN) CURUP
2020**

Hal : Pengajuan Ujian Skripsi

Kepada

Yth.Bapak Rektor IAIN Curup

Di Tempat

Assalamu'alaikum, Wr.Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara :

Nama : Joko Ahmad Winata

NIM : 16551057

Judul : The Students Interest in Learning English At Eight Grade of SMPN 1 Ujan Mas

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Curup, Agustus 2020

Pembimbing I



Paidi Gasmuliana M.Pd
NIP.198408172015031004

Pembimbing II



Henny Septia Utami, M.Pd
NIDN.2016098903

STATEMENT OF OWNERSHIP

The researcher who sign below:

Nama : Joko Ahmad Winata

NIM : 16551057

Department : Tarbiyah

Study Program : English Study Program

State that the thesis is entitled "The Students Interest in Learning english at Eight Grade of SMPN 1 Ujan Mas" is pure and never proposed in IAIN Curup and other University.

This statement was made by trully. If in the next day there are a lot of mistake, the writer ready to responsibility with the regulation.

Curup, October 2020

The Researcher



Joko Ahmad Winata
NIM.16551057



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) CURUP**

Jalan Dr. AK Gani NO. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor : /In.34/FT/PP.00.9/10/2020

Name : **Joko Ahmad Winata**
NIM : **16551057**
Departement : **English Study Program**
Title : **The Students' Interest in Learning English At Eight Grade of
SMPN 1 Ujan Mas**

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

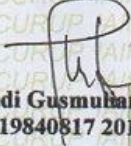
Day / Date : **Thursday, August 27th 2020**
Time : **11.00 a.m – 12.30 a.m**
At : **Munaqasyah Room 1 IAIN Curup**

Has been received to fulfill partial requirements for the degree of Strata I in English Study Program of Tarbiyah Faculty of IAIN Curup.

Examiners :

Head

Secretary


Paldi Gusmuhana, M.Pd
NIP19840817 201503 1 004


Henny Septia Utami, M. Pd
NIDN 2016098903

Examiner I

Examiner II


Bayu Senjahari M. Pd., M.Ed
NIP 19800306 200212 1 004


Jumatul Hidayah, M. Pd
NIP 19780224 200212 2 002

Dean of Faculty Tarbiyah


Dr. H. Ifnaldi, M.Pd.
NIP 196506272000031002

PREFACE

All praise to Allah SWT that the writer had finally finished writing his thesis entitled “The Students Interest in Learning English at Eight Grade of SMPN 1 Ujan Mas”

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

Curup, October 2020

The Researcher

Joko Ahmad Winata

NIM.16551057

ACKNOWLEDGEMENT

Assalammu'alaikum Wr.Wb

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, he could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled “**The Students Interest in Learning English at Eight Grade of SMPN 1 Ujan Mas**””. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

1. Mr. Dr. Rahmat Hidayat, M.Pd., M.Ag as the Rector of IAIN Curup.
2. Mr. Dr. H. Ifnaldi as the Dean Faculty of Tarbiyah IAIN Curup
3. Mrs. Jumatul Hidayah, M.Pd as the Head of English Study Program IAIN Curup
4. My big thanks to Mr. Paidi Gusmuliana as my advisor and Ms. Henny Septia Utami, M.Pd as co-advisor who have given many correction, useful suggestion, and also guidance to complete this thesis. Thank you very much for the valuable time that spent to guide me finish this thesis.

5. Mr. Bayu Senjahari, M.Pd, M.Ed as my academic advisor who had given the researcher chance to do this research and also thanks for knowledge, support and motivation.
6. Ms. Nastiti Handayani, M.Pd as my Instrument's validator and lecture who help support my thesis.
7. All lectures and staff of IAIN Curup the researcher would like to say thank you very much for them toward beneficial knowledge, insight and their unconditional supports.
8. All of eight grade students and English teacher of SMPN 1 Ujan Mas who had been good respondent and gave their contribution this research.

The researcher realized this thesis still needs suggestions in order to make this thesis is more valuable. May Allah SWT gives the best reward and bless us. Amin ya robbal'alamin. Wassalamu'alaikum Wr.Wb.

Curup, August 2020

The Researcher

Joko Ahmad Winata

NIM.16551057

MOTTO AND DEDICATION

Motto

You decide it and you live. Never hear negative comments from anyone, our job is to keep going on and always be enthusiastic in improving the existing situation.

“ Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle.” –Christian D Larson

Dedication

This thesis is dedicated to:

1. My Beloved Mother Almh. Ayuna Weli and My Hero Mr. Robi without both of you I would not have arrived at this stage.
2. My Proud sisters and my brothers in-law: Neti, Fitri, Gatot You guys, thank you so much on your supported me, God Blessing you.
3. My whole Big Family
4. My Human Dairy, Duikk, Yan, Kut, Nyot, Yos and Des
5. My Team in the college, thanks for being great friends during this time, Wike, Pajri, Yeye.
6. My Great Friends who always gave the motivation and suggestion, Tia, Anggi, Muti, Nana, Nunit, Adel, Dwi and also Yosine, sefti, via, Jaka and Nabil. You guys I hope God blessing you.
7. KKN Squad Pal 8 2019, Riski, Sari, Bela, Novita, Fitri, Okti, Reni and Wella
8. All of TBI students 2016.

ABSTRACT

Joko Ahmad Winata : The Students Interest in Learning English at Eight

Grade of SMPN 1 Ujan Mas

Advisor : Paidi Gusmuliana, M.Pd

Co-Advisor : Henny Septia Utami, M.Pd

The main goal of this research was to investigate about the students Interest in learning English at eight grade of SMPN 1 ujan mas. This research used a quantitative design, namely survey study. Population of the research were 31 eight grade students at SMPN 1 Ujan Mas/ Kepahiang in the academic year 2020. The data close-ended questionnaires were used in this study. There are 5th indicators by Slameto theory. The result shows that the students interest in learning English is in Low category, that cause lack of interest is 1) attention with percentage 24.85% the majority of the students choose disagree, which mean very low 2)The Willingness, with percentage 31.23% the majority of the students choose disagree, which mean low. 3) needs with percentage 37.62% the majority of the students choose disagree. 4) enjoyment, with percentage 40.32% the majority of the students choose disagree which mean low, and the last 5) participant, with percentage 40.31% the majority of the students choose disagree which mean low.

Keyword: interest in learning English

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CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, the formulation of the problem, the purpose of the study, the limitations of the study, the significance of the study and the definition of key terms.

A. Background of the study

Talking about language, language is a communication tool for everyone without language we can not exchange thoughts or can not communicate, along with the development of technology, language becomes very important to learn, especially the English language we know that English is the world language. English is the main language for every country, even English is a means of communication for millions of people in the world. During the twentieth century many technological inventions and development, such as telephone, Electronic mail and others. And in that electronic media the most widely used is English. Electronic experts say that 80% of all information stored in electronic retrieval systems is in English.¹

It is very clear that English is very important to learn, now that people are starting to realize how important English learning is, that almost all countries make English as a compulsory subject. And in Indonesia English is a subject that is studied by students in a language that must be mastered too or included in the formal language and Indonesian language non-formal education, therefore mastering a

¹ Crystal David, *the Cambridge Encyclopedia of The English Language*, (Cambridge: Cambridge, University Press, 1997), p. 110

foreign language such as English is very important for Indonesian students, but some Large students cannot master English, due to lack of absorbing² knowledge from books or other media. It proved the score level students who are still far from satisfying words.

The researcher opinion that the determining factor in achieving goals in learning is not only limited to age, intelligence or the related environment, but the most determining factor is depending on the individual's interest, Muhibbin expressed interest in influencing the quality of the success of student learning outcomes in certain fields of study.³ From this opinion the researchers concluded that if there is an interest in a person, the learning process will go well, so that things learned will be easy to get, because with the interest there will be a sense of caring about it, so that makes someone serious to learn it.

Interest in learning English is very important in improving language skills, if there is an interest then it is possible that it will be easy to learn it. But on the contrary if the initial lack of interest in learning the results also will be less good and will not there is potential for improvement. If there is a low factor when studying, then all will feel boring, even like to disturb his friends, make jokes and so on. Besides that we rarely hear that teaching success or failure is possible by students' interests.

Students who comes studied with interest high, tend to be more attentive and had a curiosity more than students who learn without interest, the more they learn it will be increasingly attentive they are in following the learning process, if it follows the

² Paul Roberts, *Understanding English*, (New York: Harper & Brothers Publishers, 1985). P. 17.

³ Muhibbin Syah, *Psikologi Belajar*, (Jakarta: Pt. Logos Wacana Ilmu, 2004), H. 136

learning process well the better English will be. Therefore the writer wants to know whether the assumptions above can be trusted or there is a significant increase between the interests of students and their interest in achievement in English.

According to Krapp, when the students show an interest in classroom activities, it activates psychological processes which include increased attention, greater concentration, pleasant feelings from applied efforts and increased ability to learn. From this statement it is clear that interest is one of the psychological variable factors of students. If students have an interest, it will be fun when learning about a topic. In learning English students must have an interest, otherwise students will not be motivated when studying. Izard notes that only interests can cause feelings of wanting to investigate, become involved, or expand themselves with new information and have new experiences with people or objects that have stimulated interest.⁴⁵

With interest it will be able to activate motivation in understanding and find out about the knowledge, in other words if there is no interest in the students give no encouragement to study hard because the interest is want to learn more about something. Furthermore Alexander & Wade, as quoted in Alhamdu, explained that interest will greatly affect students in the process of learning.⁶

From this opinion, it is very clear that interest as a motivating student, because when students have an interest, students will prepare themselves when learning. Thus it can be concluded that the most important thing in the learning

⁴ Izard, C. E. *Human Emotions*. (New York: Plenum Press, 1997), P.216.

⁵ Krapp, a., hidi, s., & renninger, a, interest, learning and development. N a renninger, s

⁶ Alhamdu, *Interest In Academi Domain Among International Undergraduate Students At University Utara Malaysia, PSIKIS-Jurnal Psikologi Islami* Vol.1 , 2015, No. 2 P.2

process is students who participate during the learning process takes place, or he ready in any condition, and have more curiosity when studying. Generally, interest is divided into two types, the first is situational interest and the second is personal / individual interest. Situational interest is interest generated from conditions, the point here is of a particular stimulus to the environment and it represents a relatively direct affective reaction that focuses attention and which may not be long-term. That is, once an interest is triggered it may or may not be maintained. While personal / individual interests arise from an intrinsic desire to understand a particular topic that is claimed to last a long time. Individual interest can emphasize the tendency of individual characteristics to re-engage with objects with certain events and that will increase knowledge and values and positive influence.⁷

Interest in English is very important to improve English language skills, in addition to students must have motivation in learning, the teacher's role is also very important in determining success or failure of students in learning, in addition to students must also have high encouragement, the role and way of teachers in teaching also as a major determinant of whether or not students can learn. So the two are very close, if there is good cooperation, such as students already have motivation while learning and the teacher can provide ways that can attract students' attention, then the level of student success also increases. Regardless the most important role is to return to each individual has an interest or not when studying. When you have the intention, everything will be fun, but vice versa.

⁷ Tin, B. T. *Stimulating Students Interest In Learning English*. Auckland: Macmillan Publishers Ltd. London, 2015 P. 31.

Students in their interest in learning really depend on the effort they do, students who have a great effort to find out things that can improve their abilities will certainly cause interest in themselves, but on the other hand, if you have a little effort then your interest in learning will be hard to find depending what we do. According to Slameto “learning achievement is also influenced by study habits learning will affect learning itself, which aims to gain, knowledge, attitudes and skills, among others scheduling and implementation, reading and taking notes, repeating lesson material, concentration and do the task”. From this opinion it can be concluded that if we do habits that can increase our abilities and we do them repeatedly, interest emerge by itself, because things done are positive can help improve abilities and if all of it is done well it will there is motivation that will make our interest in learning even better.

In teaching English the teacher must try to make students feel there is more interest in learning English, so that when the learning process takes place in the room students feel comfortable and happy. According to P Arsons, Hinson and Brown. He said motivation is an important component or factor in the learning process. From this definition it can be concluded the points that determine someone in learning a foreign language are his motivations.⁸ If the motivation is high, it is possible that someone who is learning a foreign language will more easily understand what is conveyed by the teacher and vice versa if the motivation is low does not rule out the possibility that they will have difficulty understanding what the teacher is conveying. Then talk about motivation, the reason researchers do not use this motivation as the

⁸ Parsons, R. D., Hinson, S. L. & Sardo-Brown, D. Educational Psychology: A practitioner-researcher model of teaching. Belmont: Thomson Learning, 2001

technique in the research because motivation is an important factor in the learning process in accordance with opinion of the expert above, if someone follows the learning process, then an indirect feeling of pleasure will arise so motivated to follow further.

SMPN 1 Ujan Mas is one of the schools of State in Kabupaten Kepahiang, located in the village of Suro Baru, subdistrict Ujan Mas. Schools have included one of the schools excelled in the county Kepahiang, as we know the school that bears the accreditation A is not only the school It also received the title of Adiwiyata school in Bengkulu province. talking about learning, especially in learning the language of English interests very influential toward result from a study, it is assumed students who have interest in the high- average show effort to learn more much than students who are less interested in learning the language of English.

Students tend to be more to follow the process of learning with a good course to get a result that is satisfactory as well, in other words more often them to follow the process of learn with good it would be good also the results that they get . such that most people know, the school that has accreditation which is nice of her to have students who excel also in learning , by cause that's who wanted the writer to know how to interest them in learning the language of English.

B. Research Questions

This study sought to answer the following research question

1. How is the students interest' in Learning English?

C. The objective of the study

The purpose of this study is to investigate the reasons for lack of curiosity about English and students may lose interest in learning English and whether impact on their achievement for not being interested in learning English.

D. Limitation of the research

Based on the problem and the purpose of this study is that this study wants to know in detail about their low interest in learning English, This study also wants to see what elements make students not interest in learning English and what causes students to be less motivated in learning English.

E. Significance of the research

The results of this study are expected to contribute to students, teachers, writers and researchers.

1. For education institution

The result of this study are expected to improve, the quality of education, especially in increasing student interest in learning English so that they can get maximum result.

2. For the students

This research is expected to provide information about interest in learning foreign languages, especially in the future this research is expected to provide some references and information about the problem of lack of interest in learning English and how to make readers interested in learning foreign languages, especially in order to achieve the desired objectives i.e. can speak foreign languages fluently.

3. The researcher

Researchers from this finding are expected to be a reference for other researchers who are interested in researching this interest in learning foreign languages, because this is part of language learning. especially in this study can also add insight into researchers related to the lack of interest in language learning .

4. For the readers

For readers who read this research, hope this can bring enlightenment and great benefits as well as useful information in learning this foreign language, so that in the future everyone can be interested in learning a foreign language after reading this research.

F. Definition of key terms

The definition of key terms to avoid ambiguity and misunderstanding about the terms used in this study, the researcher defines several key terms as follows :

1. Interest

According to Mangal, interest is the central force that drives the whole machinery of the teaching learning process. It means, with have an interest students will more focus and easy to understand the material that given by the teacher. Interest is the feeling of wanting to pay attention to something, or a desire that shows a feeling of liking to know more about something. something they like without orders or coercion from outside. In this research interest is defined as the desire to learn more about something that attracts attention in an academic subject.

2. SMPN 1 Ujan Mas

In this study SMPN 1 Ujan Mas is one of the schools studying English . The main object of the research is eighth grade, SMPN 1 Ujan Mas is also located in Ds.Suro Baru which is in the Ujan Mas/ Kepahiang district, and this school is one of -a leading school at the district level and was selected to be Adiwiyata school at Bengkulu Province level .

CHAPTER II

REVIEW OF RELATED LITERATURE

1. Interest

A. Definition of interest

Every human being must have felt there was something that once made us comfortable. Even if the slightest thing can make them feel happy. Without us knowing that can attract our attention to know more about it. In there it is clear that shows feelings of liking. Something that can steal the attention that appears from all sides will be able to make someone want to do it. Sudirman said "interest is a condition that occurs when someone sees the characteristics of a situation related to his own needs and desires. From this opinion the researcher draws the conclusion that if someone sees a thing, like its characteristics, a temporary meaning related to personal desires or need when it happen it will be easy to learn something. In the interest something that can make them comfortable when they learn it .⁹

Furthermore, Later Dcrow and Alicia Crow claims that something of interest is the driving force that encourages individuals to aimed participation in one activity from the other.¹⁰ From the opinions of the experts above, the researcher concluded it is very clear that interest greatly determines a person's motivation in learning, when it is motivated it will feel easier and more enjoyable in learning a thing. Each person must have a habit of neighborhood with anything around them. If it is given good to them, then it is possible that it can attract their attention, but conversely if it is given

⁹ Sardiman, AM. *Interaksi Dan Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, 2003 H. 76

¹⁰ Lester D. Crow, *Human Development And Learning* (New York: American Book Company, 1956 P. 79

in a boring way then their interest will be less to know more about it. Interested in something can be interpreted that our curiosity is more about it, if we realize it is important the curiosity to find out about it is also great in us because why does it make us curious if we already have an interest, naturally if we care about it means we realize that it's important and we have positive feelings about it. Likewise, students who have more curiosity about what they learn, it means they have a higher interest and more enthusiasm to achieve what they do.

John Dewey once described an interest as involved, engrossed or fully taken with an activity, object, or topic. " This means that if someone has found something that catches their attention then they will spend it on them to do or spend time on things that interest them". For example if they are interested in learning a language, then he will find out about it at an opportunity, with their interest being able to find out not only in one source but rather looking at it from another source, even if they take an outside learning program such as a course to make it more understand about the topic.

From the expert opinion above, the researcher believes Interest can motivate people to choose the best activities or activities that are liked in someone's life. Because each activity has its own characteristics, people always choose activities that make them comfortable when done and of course the activity in question is what attracts attention. James in Schiefele regards interest as the main driving force in the human mind: "millions of items from external order are present in my senses that have never entered my experience. Because they are not interested in me. Only the things I pay attention to shape my mind without selective interest. K.raft interest is

also important for the pioneering work of Dewey. He distinguishes between interest-oriented learning and learning that ignores student interests and is based on coercion. According to Dewey¹¹, external efforts to make something interest only lead to temporary efforts and do not result in identification with the material. As a result, he rejects instructional efforts that occur without regard to the material to be studied. According to him, interest based learning outcomes differ qualitatively from interest based learning outcomes qualitatively differ from learning outcomes based only on effort. Effort-based learning is mechanical and produces trained knowledge and habits that lack mental goals or values.

Ahmad D. Marimba¹² said interest is the tendency of the soul to something, because we feel there is an interest in something, generally accompanied by feelings of pleasure about something. From the definition of that author defines that when we feel things to learn is very important in our lives then aka n there is a sense of wanting to know more about something that, so interest arise if we feel it is very important a know there is a sense of love towards something learned.

From the explanation above, the researcher concludes that interest arises from within a person, if there is an incentive in the self there will be motivation in the learning process, so motivation is very determining interest in learning, because if there is motivation curiosity is embedded in the self. Besides that interest also arises if we think something we learn is important then we will enjoy it while the learning process take place.

¹¹ Dewey, J, *Interest And Effort In Education*, Cambridge, Ma: Riverside Press. 1913, P.17

¹² Ahmad D. Marimba, *Pengantar Filsafat Pendidikan Islam*, (Bandung Pt Al-Ma'rif, 1992), Cet. Viii, H.79

2. Indicators of Student Interest

There are 5 point According to Slameto indicators of students interest are:

a. Attention

Attention in the process of the learning is greatly affects the interest reason is if we always focus on the things that we learned, then it automatically searches s we will get the point which wants us to accomplish. So the key to all of it is concentrated, focused and seek to ask if do not understand what are described, because if all of it is already there then it will appear interest if it had appeared an interest then in learning will feel comfortable and easily understood .

b. The Willingness

Willingness to learn influence of the understanding, for determining a person's understanding or whether later on things that have been learned, so someone who is already finalizing the willingness of her in the study would be different with people 's unwillingness to learn. Generally, if already there is motivation then it will appear a sense of readiness in learning without waiting for instructions from the tutor else we've started and it is characteristic of someone who already has a willingness to learn and those who have readiness in the study tended to be diligent, to follow the lesson with serious, always trying though as difficult as anything else was and tried to look for the way out the best.¹³

¹³ Slameto, Belajar *Dan Faktor-Faktor Yang Mempengaruhi Nya*. Jakarta: Renika Cipta,2003

c. Needs

Needs are one of factor predominantly determines a person's success or whether in learning, if already there is sense of need then will there goals that will be achieved or expect more of the things that is learned, not be in deny the need is determining successful or whether or not the process of learning.

d. Enjoyment

Determining smoothly or whether the process of learning is also a feeling of love or whether we are about things that who we learned, originated from feeling uncomfortable or love of learning will feel pleasant to have an impact on the achievement of learning which also will increase, with such goals are to be achieved. If you are already embedded destination then the interest to learn was to be increased to learn things such.

e. Participation

Participation, very clear that the participation of students greatly assist students in the process of learning, when students have participation with well then do not close the possibility of the results it also will be good and vice versa. So if the students in the process of learning has a character that is active if not obviously ask, always doing the commands are given by the

teacher as well as adhere to thus all regulation implementation of the process of learning was going to walk well.¹⁴

Hidi Krapp and Anderson have proposed an interest in two major concepts, they are situational interests and individual interests.¹⁵ Situational attraction is produced as a result of situation interest. This is caused by certain conditions and other causes which are caused by certain aspects of a situation. "On the other hand, individual interest is implied as a characteristic of people. It is specific to individuals, develops slowly, tends to last longer, and is triggered by individual tendencies. From the explanation above it can be concluded that situational interest arises because the situation, topic, or object is interesting and not durable. While an individual's interest was more stable and will be more durable or will longer remember.

In addition, Krapp stated that there are two aspects that contribute to developing interest, namely cognitive and affective aspects. The cognitive aspect refers to personal values and goals. This is related to anything that can be useful and leads to personal satisfaction that comes from interest, it is very clear that what if they consider it important, of course they have a target to achieve that and everything starts with interest. The researcher concludes This means that interest in cognitive aspects refers to personal values and goals. This is related to anything that can be useful and leads to personal satisfaction that comes from interest. Means that interest in this aspect grows and develops based on prejudice, hopes and beliefs that lead to

¹⁴ ibid

¹⁵ Krapp, A., Hidi, S., & Anderson, *Interest learning and development*, 1992, P.75

the achievement of cognitive excellence including the values and goals of the topic , object or activity. ¹⁶

When students find satisfaction and profit in the activities occupied, automatically the interest can be permanently grown in students, even it will grow stronger. Then conversely interest can weaken or even disappear if there is no satisfaction and profit. For example there are twelfth students who love English subjects , all about English are learned both at school and outside of school, all grow out of interest, automatically they may spend more time related matters related to the subject, because students believe that the activity will bring benefits , values, and personal satisfaction. When profit and satisfaction become reality, interest in the subject can still exist, it will even grow stronger. Conversely, if the satisfaction and benefits of the subject does not become a reality, then interest may weaken and disappear and will be replaced by other activities.

Meanwhile the affective aspect refers to the feelings associated with experience. Aspect is emphasizing personal feelings and experiences. ¹⁷

3. The role of interest in learning

That interest must be in the learning process, because if there is no intention in learning it will be difficult, everything will get boring quickly. At least those who are learning must have a positive attitude (accept) for lessons, that interest is the strength of a person to learn, therefore that interest must exist when learning, if there is an

¹⁶ Ibid

¹⁷ Hidi, S., & Renninger, K. A, The Four-Phase Model Of Interest Development. *Educational Psychologist*, 2006 P. 41

interest then it will be motivated. And if there is motivation then they have the drive to learn continuously in order to get good results, but conversely if there is no intention and motivation then everything will be difficult.

a. Achievement

Achievement is a measure of the quality or quantity of success that one has to master the field of science, skill or understanding, those who excel often spend of times with things that are useful, for example if they have academic achievements they are often, reading, science, mathematically and socially, from a series of positive activities carried out that can produce satisfying results. And each type of learning activity undertaken often brings special changes, namely by getting learning outcomes that are proven by an achievement given by students.

In other words the aim of each student in learning is of course to get the best achievement, but it all depends on the personalities of each student, if students are diligent in learning and consider it important then it is possible that students will get better results and vice versa if it will not get bad results. Norman E. Gronlund states that achievement is what a student has to learn, this means that people who excel are the result of their achievements during the learning process.¹⁸ Sukmadinata said that learning achievement can be signed by numbers or letters.¹⁹ Figures 0-10 in primary and secondary education and

¹⁸ Norman E. Gronlund, *Measurement And Evaluation In Teaching*, (New York:Macmillan Publishing Co. Inc., (1981) P. 103

¹⁹ Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan*, (Bandung: Pt. Remaja Rosdakarya, 2003) P. 103

letters A , B, C, D in tertiary education this statement tells us that the achievement is the realization of students' abilities.

b. Learning

Learning is very closely connection a with life, while learning the knowledge of people also will increase knowledge about life, because learning is a process, a process that occurs needs a lot of time and through many steps, and it can make people be changed in certain aspects himself. According to Henry Smith, "learning is the acquisition of new behaviors or the reinforcement or weakening of old behaviors as a result of experience."²⁰

From this opinion the researcher defines that learning is very closely in determining changes in people, makes people better because of a learning process, and from experience also people can learn many things, over time the old behavior will weaken and will with replaced with better behavior, it is clear that experience is also a determinant. Can also in his book *Psychology Education* defines learning is the process by which an organism changes its behavior as a result of experience.

Ray Loree defines "learning as a relatively permanent change in behavior that occurs as a result of experience or practice."²¹ Changes that can occur will however depend on the interest of the individuals themselves. An additional definition stated by Jane S., Halonen, he said learning is a relatively permanent change in behavior that occurs experience, from the definition of researchers define that changes in learning are relatively stable,

²⁰ Henry P. Smith, *Psychology In Teaching*, (Usa: Prentice-Hall, Inc, 1992) P.260

²¹ M. Ray Loree, *Psychology Of Education*, (New York: The Ronald Press Company, 1965) P. 193-194.

through experience of course everyone needs to prepare for the test in order to get results that good. Stephen B. Klein also has the same definition of learning, he said " relatively permanent learning changes the ability to show behavior, this change occurs as a result of successful or unsuccessful experiences.²² That means learning is relatively stable and it depends on each individual's ability and their success in getting experience, someone who has a good ability possibility then it is going to have a good ability as well and there will be also a better behavior change as well.

c. English

Brendon L. Carrol defines English as the language most important tool for communication and where as a grammar pattern plays an important role in communication, the primary need for students is not for the theory or analytic knowledge of the target language, but for the ability to understand and be understood in that language in context and special language constraints using circumstances.²³

From this definition the researcher draws the conclusion that learning languages is very important, especially in current areas, especially in studying international languages, namely English, English is the language of contact throughout the world, so everyone should be able to speak English because English is connecting language in the world. In learning a foreign language ability understanding is very important because of what if we easy understand

²² Stephen B.Klein, *Learning: Principle And Application*, (New York: Mc Graw Hill Book Company, 1978), P. 2.

²³ Brendon L. Carrol, *Testing Communication Performance An Interview Study*, (Oxford: Oxford Perganon Press. Ltd, 1980), P. 7.

divulging the case then it would be easy to have mastered, and what if we've easily mastered it automatically we will be .

d. English learning achievement

English learning achievement is the result that students get after participating in the learning process that is obtained from the score or value given by the teacher. Students who have more interest in learning usually then they will have high motivation. They are very enthusiastic in doing those things, when they are enthusiastic then they will try to follow the learning process well, and do not rule out the possibility that they not only rely on school lessons but also follow the learning process outside of school.

In learning to flood English language, they always pay attention to what they are learning, when the teacher imparting knowledge about it, usually those who have high motivation will easily absorb what who delivered by the teacher, and usually they are no targets are achieved when it is learn what they like, because some of them have a desire about what they will learn. With the high interest students can master more information d a lam memory is long. And that must be help exam given. And in the end they will get good results in English. In other words, the more interest there is, the more attentive they will be in attending English lessons and of course the better achievement they will get in English.²⁴

²⁴ Ibid

4. Review of The Related Finding

Learning interest has been widely explored by many researchers, for example, Vicky Tomas explored about “the students perceptions of their interest / lack of interest in Academic Work at a five year Government secondary school in south Trinidad.” The method of this research was using qualitative phenomenological case study. The result showed that student identified internal and external influences, contributing to their interest. He found the teachers personality and professional characteristics had a significant input and expressed hurt and disappointment about the uncaring attitude of some teachers. He also found that parents and peers were influencing on their schoolwork.

However, it was revealed that some of their own characteristics could have contributed as well, such as their performance goals orientation to school work and some psycho social issues resulting from a need to establish their sense of independence. Student felt that more academic support from significant others and more practical class activities could have increased their interest in the academic subjects at south side secondary school.

Another related research was conducted by Atia Rahma, she explored about “Factors influencing students interest in learning English at the first year Students of SMUN 3 Rumbai. This research was using quantitative method. The result shows that the factors affecting students interest are

internal factor (intelligent, attention, and readiness) and external factors (teacher, family and friend)²⁵

Based on explanation above there are several differences between this study and previous studies. The difference is that this study focuses on their low interest in learning English. Here, the researchers also wanted to find out how much they liked English lessons because it was seen from their initial observation that they had lower interest. As well as the factors that influence their interest in learning. After the researcher knows how much they liked English lessons, then the researcher finds out the students' perception about the causes of their low and lack of interest in learning English. In this study, researchers conducted research at eight grade students at SMPN 1 Ujan Mas.

²⁵ Ahmad Mahyudi, Vicky Tomas & Atia Rahma, The Students Interest For Studying in English Tadris (a study at English department of IAIN Curup, 2019

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

In this study, researchers used quantitative descriptive to analyze the data this method helps the writer to investigate the phenomena that exist. Margono explained that the study of quantitative is a study that is much use logic of hypothesis verification that begins with thinking deductive to degrade hypotheses and then do the testing field and conclusions or hypotheses are drawn based on the data of empirical.²⁶ From the opinion of the above researchers concluded that the study of quantitative is to examine the population or sample particular that where the collection of data using the instrument of research then analyzes the data to be statistics. With the purpose to test the hypothesis that has been set. Here, the data about the lack of interest of students in learning the language of English in grade eight.

Further more, Gay states that descriptive quantitative research involves collecting data in order to answer the question concerning to the current subject's status of the study.²⁷ Hancock confirmed that descriptive quantitative study is a research that is

²⁶ Ahmad Tanzeh, *Pengantar Metode Penelitian*, Yogyakarta: Teras, 2009 hal. 100

²⁷ L.R Gay, on Wisnu Budiman, *By English Tadrir Study Program Faculty of Teacher Training and Educational INSTITUTE COLLAGE FOR ISLAMIC STUDIES'*, 2009, 1-108

concerned with developing explanation of phenomena.²⁸ It is clear the descriptive research is suitable to investigate many problems in educational field. This research was formed to obtain accurate data, which is to find out how much they like English lesson.

1. Population and Sample

a. Population

The population is the whole subject of research. The population is the whole data that concerns us within a scope and the time that we are specify. Population according to Joko Subagyo is the object of research as the goal is to obtain and collect data. Based of some of these opinions it can be concluded that the population is all elements in the object where the object is used as a source of data with the characteristics that have been determined a study. Population in this study were all students of class VIII I who totaled 31 students consisting of 6 classes, the researcher only focused on one local. Because of this localization, their low interest in learning English can be seen from their low average report cards compared to other local locations. Pretty good.

²⁸ Barverley Handcock, *Trent Afaocus for The Research and Developing in Primary Health Care: An Introduction to Quantitative Research*, 1998 p.2

Table 3.1
Population Student

No	Class	Total
1	VIII 1	31
2	VIII 2	31
3	VIII 3	30
4	VIII 4	31
5	VIII 5	32
6	VIII 6	30
	TOTAL	185

b. Purposive sample

Sampling purposive is a sampling technique with certain considerations, According to Sugiyono, the definition of purposive sampling is a technique for determining research samples through a careful consideration process. That is way, the results will be representative.²⁹ Judging from the word purposive or purpose, here the researcher already has a specific goal or criteria that represents the selected population to be analyzed in his research activities.

²⁹ Sugiyono, *Metode Penelitian Administrasi*, Alfabeta, Bandung, 2004

This study uses a purposive sample taken is VIII-1 class with a total of 31 students from existing population, which consists of 16 male students and 15 female students.

Students in this class have the lowest interest in learning English, as well as their report cards that researchers have seen. In this case the researcher wants to find out how much they like English lessons, this local is so low in interest compared to other locales, when the researcher look at the value of other local report cards whose data is taken from their class teacher, it turns out that other local scores are quite high when the researcher compared to these locales, this is what the researchers want to know more about their problem, cause it could be different.

Table 3.2

No	Sample	Total
1	STUDENTS	31
	TOTAL	31

B. Technique of Collecting Data

The questionnaire is one of the proportional techniques in quantitative research. In this study the questionnaire used was a closed questionnaire. This type of questionnaire is the respondent to answer questions as quickly as possible and provide opportunities to researchers to easily analyze data throughout the

questionnaire, the researcher require the respondent to answer the question to answer the question immediately and choose one of the answer options. Questions in the questionnaire must be made in positive and negative sentence. In order to respondents more serious and not mechanistic when they answer the questions. The entire questions are composed based on theories, and the answer of the question in the form of nominal data, ordinal, interval and ratio.

The data were obtained by researchers from several questionnaire given to English teachers and students of class VIII 1 SMP N 1 Ujan Mas. The researcher made a list of questions for grade VIII 1 students about their interest in learning English.

After all data have been collected, the researchers then analyzed the data obtained using a Likert Scale is to calculate perceptions, attitudes or opinions of groups or individuals regarding social phenomena. In this study social phenomena have been specifically determined by researchers, then referred to as research variables.³⁰ On the other hand, determining the Likert Scale must be based on research variables that have been set by the researcher.

In the use of a Likert Scale, where the research variables will be taken by researchers to be discussed as indicator variables are used as starting points for given instrument items in the form of questions or approvals. Likert scale answer have very positive to very negative gradations, such as

³⁰ *Ibid*, p. 93

- | | |
|----------------------|----------------------|
| a. Strongly agree | a. Always |
| b. Agree | b. Often |
| a. Strongly positive | a. Very good |
| b. Positive | b. Good |
| c. Negative | c. Not good |
| d. Strongly negative | d. Very not negative |

Then, for the quantitative analysis needed, each answer can be scored, for examples:

- | | |
|----------------------|-----|
| a. Strongly agree | : 5 |
| b. Agree | : 4 |
| c. Uncertain | : 3 |
| d. Disagree | : 2 |
| e. Strongly disagree | : 1 |

C. Research Instrument

1. Questionnaire

Research instruments are tools or facilities used by researchers in collecting data so that the work becomes easier and well, in the sense of being more through, systematically complete so it's easier to processed. The research instrument according to Sugiyono was a tool used to measure the observed natural and social phenomena.³¹ From some of the above opinions the researchers concluded that the instrument is a tool used to assist researchers in using data

³¹ Sugiyono, *Metode Penelitian Kuantitatif*, 2005

collection methods systematic or easier to get accurate data. In this case the research instrument is positioned very important in terms of how and what researchers need to do to get more accurate instrument data.

To get responses or feedback from respondent about research activities also affected students. Because of the number of students, the questionnaire was considered appropriate to be applied, so that when the researcher obtained the data it did not take much time. The purpose of questionnaire was also to obtain more accurate data regarding their response to learning English, then to find out how much they liked English language learning given that compared to other locales in this one location, their interest was very low as evidenced from the initial observations made by researchers.

Based on the type of questionnaire in the way the respondent answered, there are two types of questionnaire; open format or closed format. In this study, I used a closed format questionnaire because the results were calculated quantitatively. So the comparison of the result can be seen clearly. The closed format questionnaire was in a form of the Likert scale which has four options namely a, b, c and d.

In this questionnaire, the researcher used Linkert Scale to obtain the data needed, namely:

- a) 5 = Strongly agree
- b) 4)= Agree
- c) 3)= Uncertain
- d) 2= Disagree

e) 1= Strongly Disagree

The questionnaire is one of the proportional techniques in quantitative research. In this study the questionnaire used was closed questionnaire. This type of questionnaire is the respondent to answer questions as quickly as possible and provide opportunities to researchers to easily analyze data throughout the questionnaire. In a closed questionnaire, the researcher requires the respondent to answer the question immediately and choose one of the answer options. Questions in the questionnaire must be made in positive and negative sentences.

In the use of closed questionnaire here is to find the obstacles they experienced in learning English at SMP N 1 Ujan Mas. Then, after obtaining the indicator, the researcher determines the question as a result of the translation of the indicator. Next, the researcher validates each question with a validator to check the accuracy of the questions. Meanwhile, during the validation process researcher developed a number of question to improve it with context and content as well. The designed questionnaire is as follow

Blueprint of Questionnaire

The Students Interest in Learning English

No	Objective	Indicators	Sub indicators	Statement	Judgments			
					SD	D	A	SA
1	To figure out the students	Attention	1. Students ask about lessons.	1. I ask teacher about the lesson to be				

	interest in learning English		<p>2. Students focus while the teacher explains the material.</p> <p>3. Students concrete while learning.</p> <p>4. Students look for other sources about the material or the lesson.</p>	<p>learned</p> <p>2. I focus and pay attention to the teacher when she/he is explaining the material.</p> <p>3. I completely concentrate when I am learning English</p> <p>4. I look for supporting sources about the material when I am studying English.</p>				
2		The willingness	<p>1. Students' readiness in learning appears.</p> <p>2. Students</p>	<p>5. I am ready to study English without waiting for the instruction from</p>				

			<p>read the English textbook before the teacher comes</p> <p>3. Students keep studying, although the task is difficult</p> <p>4. Students still learn the subject, although the teacher does not to the class.</p> <p>5. Students are enthusiastic to follow the lesson.</p>	<p>the teacher first.</p> <p>6. I start to read the English text book before the teacher comes</p> <p>7. I do the assignment when the teacher gives me homework</p> <p>8. I still try to study the task, although it is difficult</p> <p>9. I keep learning English, although the teacher does not come to the class</p> <p>10. I tend to be diligent to follow the</p>				
--	--	--	--	---	--	--	--	--

				<p>lesson seriously</p> <p>11. I am very enthusiastic in learning English.</p> <p>12. I try to look for the best solution of my difficulties in learning English.</p>				
		Needs	<p>1. Students learn English for successful.</p> <p>2. Students make a notes while learning process.</p>	<p>13.I study English hard to achieve successful English learning goal</p> <p>14.I need studying English to reach successful career</p> <p>15. I listen to the teacher's</p>				

				<p>explanation about the lesson carefully</p> <p>16. I take notes to maintain permanent record of the information that I need from the teacher</p>				
		Enjoyment	<p>1. Students study the English learning process.</p> <p>2. Students feel that learning English is fun</p>	<p>17. I really enjoy learning English</p> <p>18. I feel that studying English is fun</p> <p>19. I feel happy to learn English so my achievement in English subject increases.</p>				
		participatio n	1.Students ask the teacher	20. I ask the teacher when I				

			<p>when they do not</p> <p>are not understand</p> <p>understand about the</p> <p>the material. material</p> <p>2. Students 21. I ask the</p> <p>always do the teacher when I</p> <p>task given by am confused</p> <p>the teacher. about the tasks</p> <p>3. Students 22. I learn more</p> <p>answer the when I have a</p> <p>question from lot of task</p> <p>the teacher 23. I answer the</p> <p>teacher's</p> <p>question about</p> <p>the material</p> <p>24. I am always</p> <p>active to do the</p> <p>commands</p> <p>given by the</p> <p>teacher</p> <p>25. I am always</p> <p>active to obey</p> <p>all regulation</p>				
--	--	--	--	--	--	--	--

				implemented during teaching and learning process.				
--	--	--	--	--	--	--	--	--

D. Validity

According to Sugiyono, validity is process of requirement to get justifiable (valid) the result of the research. a valid instrument means the instrument is appropriate to measure what should be measured.³² Here in this research , the researcher asked one of lecturer English Study Program to acquire comment and feedback. There are four points of response given by the validator: the suitability of the indicators, the number of question items, and the suitable of questionnaire. Then to get the construct validity the researcher distributed a questionnaire to 8 students in the 6th semester of the 2019-2020 school year as respondent. And the last stage is testing, research using Ms. Applications. Excel in its data the items are valid or not the results are valid.

E. Realbility

The reability in this researcher was measured by using Cronbach Alpha. Cronbach's alpha is the most popular measure of reliability. It is generally used when a researcher has multiple questionnaire with likert scale

³² Sugiyono Op, Cit, p135

in a survey/questionnaire to determine if the scale is reliable. In the psychometric test, most descend in the range of 0,75 to 0.83 with at least one asserting a Cronbach's alpha up to 0.90

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

F. Technique of Data Analysis

In this study data collecting techniques are through giving questionnaires. The use of questionnaires in this study was to obtain specific data regarding students interest in learning English. After the data is done, the researcher will analyze the data. Robson mentioned that there are several steps to analyze the data as follows:

- a. First, the researcher analyzed the data from the questionnaire using 4 values on the Likert Scale which were used to measure students interest in learning English. To obtain the mean score, each statement was developed with the value (SA=4, A=3, D=2, SD=1), the formula is described as follow:

$$X = \frac{(f_{SA} \times 4) + (f_A \times 3) + (f_D \times 2) + (f_{SD} \times 1)}{N}$$

Where:

f : Frequency

SA : Strongly Agree

D : Disagree

A : Agree

SD : Strongly disagree

Where:

$$P = \frac{\sum \text{score}}{\text{Max score}} \times 100\%$$

P : Percentage

$\sum \text{score}_{57}$: Total Score

Max Score : Maximum score

After each respondent's score is calculated, the researcher will categorize the range scores to describe the students interest categories based on the indicators that have been determined.³³

³³ Ridwan, *cara menghitung skala likert..* Accessed on July, 2004, 6th 2020

- b. After differentiating the percentage of all items and indicators, the researchers consulted to find the obstacles they experienced in learning English the following criteria:

Table 3.4

Descriptive Table: percentage of Category

Interval Presents	Category
76%-100%	Very High
51%-75%	High
26%-50%	Low
0%-25%	Very Low

Based on each level of the indicator, the researcher decides the exact order based on the indicator from positif and negative students interest in learning English at eight grade SMP N 1 Ujan Mas.

G. Data Source

Data is a very important tool in a study in the form of phenomena in the field and numbers. From the data, researchers will find out the results of the study. Collecting data must be relevant to the research problem. The data in this study will be in the form of descriptive quantitative data and use quantitative data procedures for data

analysis. The data in this study will be obtained from conducting a questionnaire with a sample (about students' interest in learning English at grade eight at SMP N 1 Ujan Mas)

Data source is the subject of the research from where the data can be obtained. Data sources are the important thing in conducting research. Thus, data source is a source which data is taken from. The source of the data is very significant in the research, because the researcher was not enabling to get information without the source of data. In this study the sources of the data got from.

- a. The teacher who teaches English in grade VIII students of SMP N 1 Ujan Mas
- b. Students at grade VIII 1 SMP N 1 Ujan Mas

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter provides the finding and discussion of this research whereby the given details are anchored in the focuses formulated in the problem statements of this research

A. FINDING

1. The student's interest in learning English

From the result of the survey using a questionnaire to all eight grade students responders of SMPN 1 Ujan Mas Kepahiang in 2019/2020 taken on July 27th. From 31 samples of all respondents survey results using a questionnaire to all respondents of eight grade students of SMPN 1 Ujan Mas 2019-2020. From 31 samples all respondents gave questionnaire back to the research. The questionnaire was made with 25 items from five categories to investigate the students interest in learning English. The maximum score is 124.

All respondent were calculated statistically researchers take the largest percentage to investigate their interest in learning English, whether their interest is low or high. From the response given by students based on questionnaire, the researcher found the highest percentage of indicators that seemed to influence their low interest in learning, namely attention which had a percentage of 60.68% the following is the final percentage result for each indicators. Here the following are the results of the five indicators which are calculated in the form of a diagram:

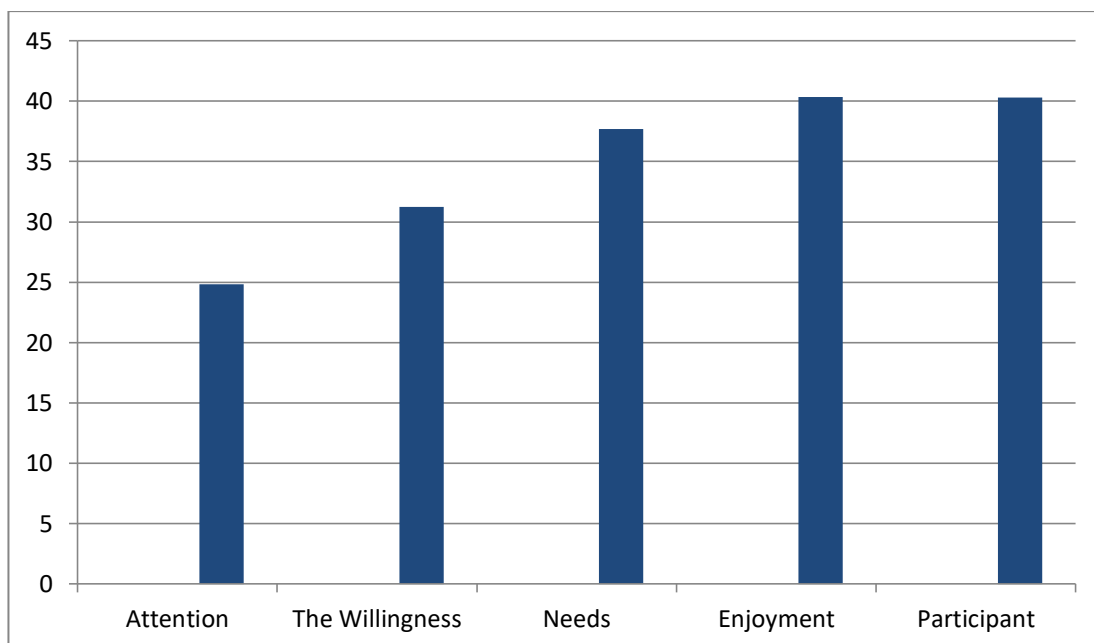


Table 4.0

**Result the students interest in learning English at eight grade of
SMPN 1 Ujan Mas**

No	Indicators	Average Percentage	Students Interest
1	Attention	24.85%	Very Low
2	The Willingness	31.23%	Low
3	Needs	37.62%	Low
4	Enjoyment	40.32%	Low
5	Participant	40.31%	Low
Average/mean		34.86%	Low

From the table above , attention shows the highest percentage of other indicators, and after all the calculations are calculated, the researcher draws a low interest, conclusion with the last percentage value 34.86%.

2. The cause students lack of interest

There are that cause and the lack of interest in learning English As follows:

1. Attention

Attention is the first indicator in students interest, this indicator gets the highest percentage, here are the result:

Table 4.1

Statement	SD	D	A	SA	Total	
					Score	%
F	F	F	F	F		
1. I ask teacher about the lesson to be learned	18	12	5	4	31	24.8%
2. I focus and pay attention to the teacher when she/he is explaining the material.	15	19	8	4	37	29.83%
3. I completely concentrate when I am learning English	17	8	5	2	32	25.6%
4. I look for supporting sources about the material when I am studying	8	15	7	1	24	19,2%

English						
Average/mean						24.85%

From the data above, **Statement 1** (I ask teacher about the lesson to be learned), showed that there were 18 students choose strongly disagree, 12 students choose degree, 5 students choose agree and 4 students choose strongly agree. The total score is 31 and has percentage 24.85% . **Statement 2** (I focus and pay attention to the teacher when she/he is explaining the material) showed that there were 15 students choose strongly disagree, 19students choose degree then 8 students choose agree and 4 students choose strongly agree. The total score is 37 and has percentage 29.83%.

Statement 3 (I completely concentrate when I am learning English) showed that there were 17 students choose strongly disagree, 8 students choose degree, 5 students choose agree and 2 student choose strongly agree. The total score is 32 has percentage 25.6%. **Statement 4** (I look for supporting sources about the material when I am studying English), showed that there were 8 students choose strongly disagree, 15 students choose degree, 7 students choose agree and 1 student choose strongly agree. The total score is 24 has percentage 19.2%.Based on description above, it can be concluded that the majority of students have an attention in learning English has percentage of 24.85%.

From the five statements, it can be concluded that their interest is very low in learning English, the causes is they never ask question when they are confused about explanations, do not concentrate on learning and do not look for other sources when

studying. They only wait instruction from the teacher, there is no initiative to improve the quality of learning. So that makes their interest is very low.

2. The Willingness

The willingness is the second indicators in students interest, and the researcher concluded that the majority of students have not the willingness in learning English, here are the result:

Table 4.2

Statement	SD	D	A	SA	Total	
	F	F	F	F	Score	%
5. I am ready to study English without waiting for the instruction from the teacher first.	5	19	6	1	45	36.29%
6. I start to read the English text book before the teacher comes	4	17	9	1	48	38.70%
7. I do the assignment when the teacher gives me homework	3	14	10	4	43	34.6%
8. I still try to study the task, although it is difficult	3	11	14	3	36	29.03%
9. I keep learning English, although the teacher does not come to the class	5	20	5	1	45	36.29%
10. I tend to be diligent to follow the	5	19	6	1	47	37.90%

lesson seriously						
11. I am very enthusiastic in learning English.	7	14	8	2	42	33.87%
12. I try to look for the best solution of my difficulties in learning English.	8	11	8	4	49	39.51%
Average/mean						31.23%

From the data above, **Statement 5** (I am ready to study English without waiting for the instruction from the teacher first) showed that there were 5 students choose strongly disagree, 19 students choose degree, 6 students choose agree and 1 student choose strongly agree. The total score is 45 and has percentage 36.29%. **Statement 6** (I start to read the English text book before the teacher comes) showed that there were,4 students choose strongly disagree, 17 students choose degree, 9 students choose agree and 1 student choose strongly agree. The total score is 48 and has percentage 38.70%.

Statement 7 (I do the assignment when the teacher gives me homework) showed that there were 3 students choose strongly disagree, 14 students choose degree and 4 students choose strongly agree. The total score is 43 and has percentage 34.6%. **Statement 8** (I still try to study the task, although it is difficult) showed that there were 3 students choose strongly disagree, 11 students choose degree, 14 students choose agree and 3 students choose strongly agree. The total score is 36 and has percentage 34.6%). Based on description above it can be concluded that the majority of the students interest in learning English 31.23%..

Statement 9 (I keep learning English, although the teacher does not come to the class) showed that there were 5 students choose strongly disagree, 20 students choose degree, 5 students choose agree and 1 students choose strongly agree. The total score is 45 and has percentage 36.29%. **Statement 10** (I tend to be diligent to follow the lesson seriously) showed that there were 5 students choose strongly disagree, 19 students choose degree, 6 students choose agree and 1 student choose strongly agree. The total score is 45 has percentage 36.29%.

Statement 11 (I am very enthusiastic in learning English) showed that there were 7 students choose strongly disagree, 14 students choose degree, 8 students choose agree and 2 students choose strongly agree. The total score is 42 has percentage 33.87%. **Statement 12** (I try to look for the best solution of my difficulties in learning English) showed that there were 8 students choose strongly disagree, 11 students choose degree, 8 students choose agree and 4 students choose strongly agree. The total score is 49 has percentage 39.51%.

Based on description above, it can be concluded that the majority of students have an the willingness in learning English has percentage of 31.23%. From the eight statements, it can be concluded that their way of learning is just waiting for an explanation, a lack of enthusiasm then lack of internal encouragement to try, so that their interest is even lower.

3. Needs

Needs is the third indicator in the students interest. In this indicator shows that it is very apparent that their interest is very low in learning, here are the result:

Table 4.3

Statement	SD	D	A	SA	Total	
	F	F	F	F	Score	%
13. I study English hard to achieve successful English learning goal	5	17	5	4	46	36.8%
14. I need studying English to reach successful career I the future	4	20	5	2	50	40.32%
15. I listen to the teacher's explanation about the lesson carefully	2	18	8	3	49	39.51%
16. I take notes to maintain permanent record of the information hat I need from the teacher	2	21	6	2	42	33.87%
Average/mean						37.62%

From the data above, **Statement 13** (I study English hard to achieve successful English learning goal) showed that there were 5 students choose

strongly disagree, 17 students choose degree, 5 students choose agree and 4 students choose strongly agree. The total score is 46 has percentage 36.8%.

Statement 14 (I need studying English to reach successful career in the future) showed that there were 4 students choose strongly disagree, 20 students choose degree, 5 students choose agree and 2 students choose strongly agree. The total score is 50 has percentage 40.32%.

Statement 15 (I listen to the teacher's explanation about the lesson carefully) showed that there were 2 students choose strongly disagree, 18 students choose degree, 8 students choose agree and 3 students choose strongly agree. The total score is 49 has percentage 39.51%. **Statement 16** (I take notes to maintain permanent record of the information that I need from the teacher) showed that there were 2 students choose strongly disagree, 21 students choose degree, 6 students choose agree and 2 students choose strongly agree. The total score is 42 has percentage 33.87%. Based on description above, it can be concluded that the majority of students have an needs in learning English has percentage of 37.62%.

From the four statements, that students show low interest, it is very clear from the results of the questionnaire that they have no goal in learning English, so they felt this is not their need. That is a reason their learning interest is low.

4. Enjoyment

This is the fourth indicator in student interest, all student learning methods are clear whether their way of learning has been good or vice versa, in this indicator also has a high enough percentage and this shows their interest is really low, here are the result:

Table 4.4

Statement	SD	D	A	SA	Total	
	F	F	F	F	Score	%
17. I really enjoy learning English	2	19	8	2	56	45.16%
18. I feel that studying English is fun	2	17	10	2	52	41.93%
19. I feel happy to learn English so my achievement in English subject increases	2	22	5	2	42	33.87%
Average/mean						40.32%

From the data above, **Statement 17** (I really enjoy learning English) showed that there were 2 students choose strongly disagree, 19 students choose degree, 8 students choose agree and 2 students choose strongly agree. The total score is 56% has percentage 45.16%. **Statement 18** feel that studig English is fun) showed that there were 2 students choose strongly disagree, 17 students choose degree, 10

students choose agree and 2 students choose strongly agree. The total score is 52 has percentage 41.93%.

Statement 19 showed that there were 2 students choose strongly disagree, 22 students choose degree, 5 students choose agree and 2 students choose strongly agree. The total score is 42 has percentage 33.87% Based on description above, it can be concluded that the majority of students have an Enjoyment in learning English has percentage of 40.32%.

From the three statements above, it shows that students have a low interest in learning English, the reason is that they are not comfortable in learning process, because they always think the lessons are difficult to understand. Students always argue that English is a difficult subject, the influence of the closest person also triggers a person's success rate in learning.

5. Participant

This indicator is also one of the determinants of our success or failure in learning, here it shows that their interest is indeed negative in English, here are the results:

Table 4.5

Statement	SD	D	A	SA	Total	
	F	F	F	F	Score	%
20. I ask the teacher when I do not understand about the material	4	18	8	1	58	46.77%
21. I ask the teacher when I am confused about the tasks	5	14	9	3	41	33.06%
22. I learn more when I have a lot of task	5	15	9	2	54	43.54%

23. I answer the teacher's question about the material	4	18	8	1	37	54.83%
24. I am always active to do the commands given by the teacher	5	16	9	1	43	29.83%
25. I am always active to obey all regulation implemented during teaching and learning process.	6	16	8	1	42	33.87%
Average/mean						40.31%

From the data above, **Statement 20** (I ask the teacher when I do not understand about the material) showed that there were 4 students choose strongly disagree, 18 students choose degree, 8 students choose agree and 1 students choose strongly agree. The total score is 58 has percentage 46.77%. **Statement 21** (I ask the teacher when I am confused about the tasks) showed that there were 5 students choose strongly disagree, 14 students chose degree, 9 students choose agree and 3 students choose strongly agree. The total score is 41 has percentage 33.06%.

Statement 22 (I learn more when I have a lot of task) showed that there were 5 students choose strongly disagree, 15 students choose degree, 9 students choose agree and 2 strongly agree. The total score is 54 has percentage 43.54%. **Statement 23** (I answer the teacher's question about the material) showed that there were 4 students choose strongly disagree, 18 students choose degree, 8 students choose agree and 1 students choose strongly agree. The total score is 37 has percentage 54.83%.

Statement 24 (I am always active to do the commands given by the teacher) showed that there were 5 students choose strongly disagree, 16 students choose degree, 9 students choose agree and 1 student choose strongly agree. The total score is 43 has percentage 29.83%. **Statement 25** (I am always active to obey all regulation implemented during teaching and learning process) showed that there were 6 students choose strongly disagree, 16 students choose degree, 8 students choose agree and 1 student choose strongly agree. The total score is 42 has percentage 33.87%. Based on description above, it can be concluded that the majority of students have an Participant in learning English has percentage of 40.31%.

From the six statements, that students low interest in learning English because they have no participants during the learning process, lack of activity then do not do assignments and do not ask question when they are confused. All of that has an impact on their achievement as well, so that is the causes them to lose interest in learning. Almost all of them always think that learning English is not their main goal in supporting success, the lack of understanding that English is very important to learn, the impact is that they do not care about something they are learning, and the cause that most influence that interest come back. With themselves, if someone keep trying and wants to correct their mistakes, their interest will be high.

B. DISCUSSION

To find out the students interest in learning English Eight Grade of SMPN 1 Ujan Mas, the researcher used a questionnaire to 31 even semester student respondent, because they had different obstacles in Learning English. The questionnaire consist of 25 items from five main indicators.

Efforts to improve the quality of learning of students in learning the language of English, it turns out almost all of them have opinions were negative in the indicator of Enjoyment. It was clear that they were poor performance, reduced, curiosity, lack of enthusiasm for learning and laziness. Furthermore, in learning they do not have a feeling of pleasure, the monotonous learning atmosphere usually triggers of this. So that they do not care about what is being learned.

In learning usually if there is a feeling of happiness in the individual, it does not rule out feelings of liking and after that interest can increase and that also has an impact on achievement which also increases but what can be seen is that they do not have a sense of happiness, pleasure, or other things that supports their interest in learning, so that it affect the mindset that lowers interest³⁴ Based on the findings of the students interest in learning English are Enjoyment has a percentage of 40.32% this indicates that the student has a percentage which is very high. In previous research, students had an interest which is very low in learning in the language of English is based on the findings of subsequent researchers find common ground on a study next , and this shows that the indicator is very relevant.

³⁴ Slameto. 2003. Belajar Dan Faktor-Faktor Yang Mem Pengaruhinya. Jakarta: Rineka Cipta

Crow and Crow enter Mangal is the motivational force that drives us to noticing a person, object or activity or perhaps and effective experience which has been stimulated by the activity it self. From this opinion, it is clear that if students have motivation to learn, the willingness to learn will increase, where a student does not just wait for instructions from the teacher when they want to learn. If students already have a willingness to learn, before the teacher comes, students should be learn independently like reading books and etc. In the study previously in indicators The willingness, that the students showed not have the willingness to learn, based on the findings of the results of the percentage of the indicator is 31.23% based on the findings of case it shows the interest that is low for the studies previously have in common, that the student only waited instructions from teachers when learning , they do not have the initiative to do things that can increase interest in learning.

Interests indeed affect the achievement of learning students, for example, the indicator's Needs, Hendra argue that “interest can interpreted as a strong desire to meet student satisfaction, either the desire to have or do something”.³⁵ From this opinion, it is clear that, when there is strong curiosity, there will be feelings of liking so that it will generate interest. based on the findings that the interests of students in this indicator has low interest , regard this shows that have similarities to the research beforehand, that the students did not show a sense of want to know which is stronger against what the learned. In indicator is the percentage of that obtained 37.62%

Next, Enjoyment Based on the findings, it shows that on this indicator the feedback is lower. The percentage who obtained 40.32% this means that they realize

³⁵ Hendra, Surya. 2009. *Menjadi Manusia Pembelajaran*. Jakarta: PT Elex Media Komputindo

not comfortable in learning the language of English, lack of awareness for trying, the influence of the people closest to appear taste lazy excess to learn, things that become one of points that led to the loss of comfort in learning. Based on the study before the study is to have in common that they do not enjoy the process of learning with well proven that all the statements in the indicator is they assume do not agree to the terms does not correspond with what are they doing .

And the last, relate to participation of students in learning the language of English, in indicator of participation is to show low interest in learning the language of English that most major of them states do not participate with the good when studied, the percentage who obtained the indicator is 40.31%. Slameto said that participant is part of success of failure in learning, student who have participants and those who do not have a participant will get different result. ³⁶This proves that students who are active and always want to find out about things they learn show that students have strong participant. Based on the findings of the research it has in common in the study earlier, regard is evident from all the response they were told not to participate in terms of learning the language of English. From the findings of this we can see that nearly all students do not appreciate the process of learning.

From the six statements, that students show lower interest in learning English because they have no participants during the learning process, lack of activity then do not do assignments and do not ask question when they are confused. All of that has an impact on their achievement as well, so that is the causes them to lose interest in learning.

³⁶ Slameto. 2003. Belajar Dan Faktor-Faktor Yang Mem Pengaruhinya. Jakarta: Rineka Cipta

From the five indicators above, the enjoyment indicator shows the highest percentage compared to other indicators. based on the findings it turns out that the indicator of Enjoyment is the most influential in this study. it is clear that they really have a low interest in learning, the cause of it all comes from themselves, first they do not enjoy when in the learning process, then the assumption that English is a language that is difficult to learn Furthermore, they feel that in learning English their ability has not improve because since the beginning they learn that they say it is not the main point in supporting their achievement, the result is that their achievement is getting worse.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the authors concluded based on the research results, research conducted at SMPN 1 Ujan Mas

A. CONCLUSION

The results of the study, concluded that most of the students had a low interest in learning English, where the students interest appeared to have a low interest when they answered a given questionnaire. Based on theory, there are five indicators that are used as a reference to determine their interest in learning in English lessons. Here the researchers obtained data on the interest they got in learning English, and to confirm again that they really had no interest in learning during the learning process. Then it is very clear that interest can affect their learning achievement, if they have low interest, they will find it difficult to absorb lessons, but on the other hand, if there is interest, everything will feel easy to get. Based on the research findings, the researcher found that the majority of students are not interested in learning English. lack of the drive to recognize its importance makes them seem to belittle what is learned to be. Whereas as we all know that in the present era English is the language that we must master. And the factor that cause students lack of interest are Attention, The willingness, Needs, Enjoyment and participant.

B. SUGGESTION

Based on conclusion above, the writer would like to suggest the following points

1. Teacher

Teachers must be more creative when teaching. How teacher should be able to make students feel comfortable when learning takes place so that students can absorb everything that is conveyed by the teacher itself. It is important for teachers to look for new things to pour when teaching so that young students are not bored and can attract their interest about it. So that later students have a skills. that way will produce excellent graduates.

2. Students

Students have to realize the importance of science, especially in learning English, students must show the appropriate attitude of students such as enjoying in the learning process and instill a strong curiosity about what is learned and students must realize that education is very important how benefit it is for the future.

3. Parents

In addition to internal encouragement, the determining factor in children's success is support from parents, not infrequently people who have succeeded are support and motivation from their closest people, starting from giving low to high understanding, it is clear that the role parents is needed in child success process.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

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b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
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3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
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7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Paidi Gusmuliana, M.Pd** 19840817 201503 1 004
2. **Henny Septia Utami, M.Pd** 2016098903

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N I M : **16551057**

JUDUL SKRIPSI : **The Students Interest In Learning English at Grade 8th of SMPN 1 Ujan Mas.**

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Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
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Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

17 Juli 2020

Kepada Yth. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Joko Ahmad Winata
NIM : 16551057
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi : The Students Interest in Learning English at Grade Eight of SMPN 1 Ujan Mas
Waktu Penelitian : 17 Juli s.d 17 Oktober 2020
Tempat Penelitian : SMPN 1 Ujan Mas

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

H. Abdul Rahman, M.Pd.I
NIP. 19720704 200003 1 004

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK



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 PEMBIMBING II : Henry Septia Litami M.Pd.
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Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

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NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	25/20/06	Revisi Chapter 1		
2	5/20/07	Revisi chapter 2		
3	23/20/07	Revisi Chapter 3		
4	22/20/07	Revisi Instrumen		
5	01/20/08	Revisi Chapter 4		
6	08/20/08	Revisi Chapter 5		
7	10/20/08	Revisi Abstract		
8	14/20/08	Acc chapter 1-5		



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NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	27/20/08	Revisi Chapter I		
2	10/20/09	Revisi Chapter II		
3	26/20/09	Revisi Chapter III		
4	29/20/09	Revisi "Instrumen"		
5	05/20/08	Revisi Chapter Instrumen IV		
6	09/20/08	Revisi chapter V		
7	28/20/08	Revisi Abstract		
8	14/20/08	Acc chapter 1-5		