

THE STUDENTS' INTEREST FOR STUDYING IN ENGLISH TADRIS
(A STUDY AT ENGLISH DEPARTMENT OF IAIN CURUP)

THESIS

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



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2019

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Assalamu`alaikum wr.wb

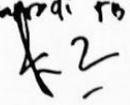
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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih

Wasaalam mu`alaikum, wr.wb

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PREFACE

The thesis is submitted as a part of the completion for the “sarjana degree” in Institute College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, February 2019

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Assalamu'alaikum Warrahmatullah Wabarokatuh

Alhamdulillahirabbil'amin, all of praises just for ALLAH SWT who has given His mercy and blessing to the researcher, so the researcher can finish this thesis. Peace and salutation always be given to Prophet Muhammad SAW, who has been a good example for every Muslim in this world.

The researcher finished this thesis entitled **“The Students’ Interest for Studying in English Tadris (A Study at English Department of IAIN Curup)”**. This thesis is obtainable in partial fulfillment of the requirement for Degree of Strata 1 in English Department Education 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:

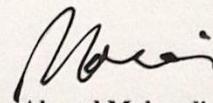
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Finally, the writer believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for testing in learning teaching process.

Wassalamu'alaikum Warahmatullah Wabarokatuh

Curup, February 2019
Writer



Ahmad Mahyudi

NIM. 14552008

MOTTO

“Indeed, Allah will not change the condition of people until they change what is in themselves.” [Qur’an, 13-11]



“There are two blessings which many people lose: (They are) health and free time for doing good.” [Shahih Bukhari]



“The capacity to learn is a gift; the ability to learn is skill; the willingness to learn is a choice”

DEDICATION

This thesis is dedicated to:

- ❖ A lot of thanks to Allah SWT
- ❖ My beloved parents, they are my father Mr. Salim, my mother Ms. Nani Utami, My beloved sister Siti Munawaroh and my rbrothers Imam Badrus and Slamet Cahyadi Sani who always giving me passion, motivation, love, support and prayers.
- ❖ My big thanks for my beloved friends, Tiwi, Riken, Wisnu, Supriadi, Ana, Anggini, who always motivated me and support me, and thanks for being place to share knowledge, jokes, laughter, and experiences.
- ❖ All of my beloved friends of English Department Program that I can not mention one by one, who always kindness, solidarity, helps and support the writer in finishing this thesis.
- ❖ My almamater IAIN Curup that I'm so proud.

ABSTRACT

Ahmd Mahyudi 2018: The Students' Interest for Studying in English Tadris (A Study at English Department of IAIN Curup)

Advisor : Sakut Anshori, S.Pd.I, M.Hum

Co-advisor : Henny Septia Utami, M.Pd

The purpose of this study were to find out how the students' interest in learning English at English Department Education of third semester of IAIN Curup in academic year 2018/2019 and to explore the factors that causes of such students' interest. The study employed a mixed method research design. The population of this study are all students of third semester of English Department Education which consist of 64 students. Data were collected through questionnaire and interview. The questionnaire of the research used (SIQ questionnaire) as the instrument to find out the students' interest in learning English which contained of 18 statement. For analysing the data, the study uses the descriptive percentage analysis. By analysing 64 questionnaires which were filled to the respondents, the researcher found the students individual interest were acquired 73,6% of score reach. It means the students' individual interest in learning English were high. Eventually, to clarify the causes of why a few students with low individual interest in English were interested to study at English major, the researcher did a further research to explore the factors that influence the students' interest in learning English. It used semi-structural interviews using a focus group of six purposefully sampled students, and the data were analyzed using the grounded theory methodology. The result showed, that the external factors influenced the students' interest in learning English. The students pointed that, parents, teacher, and peers as influence on their study. Students felt more academic support from significant others and more practical class activities could have increased their interest in learning English.

Key word: Individual Interest and Factors Affecting Students' Interest

LIST OF CONTENTS

TITLE PAGE	i
PENGAJUAN SKRIPSI	ii
STATEMENT OF OWNERSHIP	iii
PREFACE	iv
ACKNOWLEDGMENTS	v
MOTTO	vii
DEDICATION.....	viii
ABSTRACT	ix
LIST OF CONTENTS	x
LIST OF TABLE	xii
LIST OF APPENDIXES	xiii

CHAPTER I : INTRODUCTION

A. Background of the Research	1
B. Problems of The Research	6
C. Purpose of The Research.....	6
D. Significance of The Research.....	7
E. Definition of the Key Terms	8

CHAPTER II: REVIEW OF RELATED LITERATURES

Review of Related Literature	9
1. Interest	9
2. Individual Interest	16
3. Factors Which Influence Students' Interest in Learning English	21
1. Parent Involvement	22
2. Teacher	24
3. Peer or Friend	25
4. Review of Related Finding.....	26

CHAPTER III : METHODOLOGY OF THE RESEARCH

A. Research Design.....	29
B. Population and Subject.....	30

1. Population	30
2. Subject	31
C. Technique of Collecting The Data	32
D. Research Instrument.....	34
E. Techniques of Data Analysis	38
1. The Data from Questionnaire.....	38
2. The Data from Interview.....	41

CHAPTER IV : FINDING AND DISCUSSION

A. Research Finding.....	44
B. Research Discussions	48

CHAPTER V: CONSLUSION AND SUGGESTION

A. Conclusion	68
B. Suggestion.....	69

REFERENCES

APPENDIXES

BIOGRAPHY

List of Table

1. Table 2.1. Definition of Individual Interest	18
2. Table 3.1 Blue Pint of Questionnaire	35
3. Table 3.2 Interview Guidance of Factors Affecting Interest.....	37
4. Table 3.3. The Criteria Range Score of Students' Interest	40
5. Table 3.4 Descriptive Percentage of Students' Interest in Learning English	41
6. Table 4.1 Percentages of The Students' Feeling Related Valence	46
7. Table 4.2 Percentages of The Students' Value Related Valence.....	50
8. Table 4.3 Percentages of The Students' Characteristic of Valence Beliefs	51
9. Table 4.4 Percentages of The Students' Interest Result in Learning English	53

List of Appendices

Appendix 1	The Data of Students Moved to Other Major in The Last Four Years
Appendix 2	Students' Individual Interest Score
Appendix 3	Expert Validation of Questionnaire
Appendix 4	Students' questionnaire Result
Appendix 5	Expert Validation of Interview Guidance
Appendix 6	Students' Interview Result
Appendix 6	Sk Pembimbing
Appendix 7	Surat Rekomendasi Penelitian
Appendix 8	Kartu Konsultasi Bimbingan
Appendix 9	Documentation
Appendix 10	Biography

CHAPTER I

INTRODUCTION

A. Background of the Research

The necessity of mastery English language for university students is very important, particularly for English department students who are studying English as their major subject. Learning English is intended for students to acquire variety knowledge and expertise and also to comprehend English textbooks for references. Because it cannot to deny that many researches, inventions and books of experts are using English language.¹ Additionally the mastery of English can be required to gain some scholarship and particular job for better career in future. For these reasons, English has become an important foreign language that students of Indonesia are required to study.

In order to succeed in English learning, several factors are involved in students learning development. The success English learning is integrating on some determinant variable that affect the learning process. According to Hachinson in Nazanin learning a language is an emotional experience, and the feeling that the process of learning evokes will have a crucial bearing on the success or failure on the learning.² It is clear that positive emotion plays a critical role in learning process and

¹ Crystal David, *The Combridge Encyclopedia of The English Language*, combridge: Combridge University Press(1997), P. 110.

² Nazanin, Internal and External Factors in Language Learning, Islamic Azad University: International Journal of Modern Language Teaching and Learning, Vol 1, (2016), P. 188

it's important for learners to determine their success or failure in learning a language. This explanation is same as Silvia's work in his theory model he argues that the basic emotion of human psychology is interest.³ He believed interest as a feeling that accompanies or causes special attention to an object or class of objects. People will have tendency to pay attention to and enjoy some particular activities and content which they interested.

Interest can be experienced as a persons' reason for doing a particular activity and determining in part what they choose to learn, and how well they will learn this information. Recently, the academic domain has received particular attention. Educators and policymakers at high school and particularly at university have been asked to consider student interest in recruiting students. This is important to consider because the interest is also considered as one factor for student success in academic domains that follow, because when the students have interest to the academic domains that they chose, perhaps they have potential to get success in that domain. For example, persons who are interested in English they will learn the English much better than person without interest in English. This assumption supported by Dewey as cited on Tin who stated that interest plays an essential and necessary role in learning activities. When student was interested to the learning activities, student will be engage and pay them attention to the classroom activities.⁴

³ Tin, B.T. (2015). *Stimulating Student Interest in Learning English*. Auckland: Macmillan Publishers Ltd. London, P. 31.

⁴ ibid

Additionally, according to Krapp, when students demonstrate an interest in classroom activity it will activate the psychological processes which are include increased attention, greater concentration, pleasant feelings of applied effort, and increased willingness to learn.⁵ From this statement it is obvious that interest can be a trigger to the other psychological variables. It means when someone has an interest in something it become easy and even enjoyable to learn about that topic.

In learning English the students should have interest because without interest the students will not be motivated in learning. Izard noted that only interest can generate a feeling of wanting to investigate, become involved, or extend or expand the self by incorporating new information and having new experiences with the person or object that has stimulated the interest.⁶ Interest can activate a motivation to investigate and seek knowledge, in other word without interest students will not be encouraged to learn the subject more deeply because interest is a feeling of wanting to learn more about something.

Moreover Alexander & Wade as cited in Alhamdu, explained that the interest will greatly affect students' in learning process and learning activity. The student who is not interested to learning process and learning activity, perhaps would have a tendency to not learn as well as possible, and eventually will influence quality of learning, because when students have interest students will prepare themselves as

⁵ Krapp, A., Hidi, S., & Renninger, A, Interest, learning and development. In A.Renninger, S. Hidi & A. Krapp (Eds.), *The role of interest in learning and development*,(1992) P.75.

⁶ Izard, C. E. *Human emotions* . New York: Plenum Press, (1977), P.216.

well in learning.⁷ Thus it can be concluded that the most important thing happens in the learning process is that students are willing to learn or seek out and participate inside or outside of classroom activities.

Interest is generally viewed as being of two types, situational interest and personal/individual interest. Whereas, the situational interest is generated by certain conditions, situation or stimuli in the environment and it represents a relatively immediate affective reaction that focuses attention and that may not be long term. That is, once situational interest is triggered, it may or may not be maintained. In other term it is a kind of spontaneous interest that can fade as rapidly as it emerges, and is almost always place-specific. The personal/individual interest is arising from an intrinsic desire to understand a particular topic, which it is claimed can persist for a long time. The individual interest stressed on predisposition of individual characteristic to re-engage with certain objects and events, and it will increase knowledge and value, as well as positive affect.

Renninger also described that individual interest is relatively stable and develop slowly over time, because affected by repeated experiences of situational interest.⁸ It means, university as an educational institution has to consider the environment that influence and affect to trigger situational interest of students. However, in the fact university sometime not provided the appropriate environment

⁷ Alhamdu, Interest In Academic Domain Among International Undergraduate Students At University Utara Malaysia, PSIKIS-Jurnal Psikologi Islami Vol. 1 No. 2 (2015), P.2

⁸ Ibid

for triggering the situational interest. In other hand, sometime occurred miss placement when university accepts the students, thus when the students come and sitting in their course, the students' uncomfortable feeling and tries to avoid the academic activity. Beside according to singer K, lack of interest marked by the emergence of other characteristic as; their attention to the object, their drive to relate more closely and their good feelings toward an object.⁹

Based on researcher pre observation to students of English Study Program, not many students display the interest described above. Additionally from pre interviews conducted by the researcher to some freshmen of English Study Program, it found the indication that some students are lack of interest. Some students said they felt that English was difficult for them and they had difficulty in understanding the teachers' instruction. While others said they had misplacement for major they chosen, thus they felt uncomfortable during the learning process. For such students, the educational experience seems not to be an enjoyable or even worthwhile one, thereby leading them to become disinterested in learning. In fact it has been noted that there were some students of English department of IAIN Curup, who failed and moved to others major almost in every year (see appendix 1). In the last four years data, it is noted that, in 2014 there were 35% from 139 students had moved to other major, in 2015 there were 20% from 73 students, while in 2016 there were 19% from 57 students, and in 2017 there were 16% from 61 students had moved to other major.

⁹ Singer K, *Membina Hasrat Belajar di Sekolah*, Bandung.:Remadja Karya (1973), P.45

From the phenomenon it needs further clarification and to do a researcher around this area. In this study the researcher wants to investigate the interest in freshmen of English Study Program at IAIN Curup, thus teachers and scholar should know further about the interest of the students in English major. Therefore the institution and teachers could prepare the action for solution. Based on the explanation above it became background of the research entitled **“The Students’ Interest for Studying in English Tadris (A Study at English Department of IAIN Curup).”**

B. Problems of the Research

Based on the background, there are several questions as the problems in this research, they are:

1. How is the students’ interest for being student of English Department?
2. What are the causes of students in low level of interest still continue their study in English Department?

C. Purpose of the Research

The purposes of the research are:

1. The purpose of the research is to investigate the interest of English Study Program student of IAIN Curup.
2. To find out the causes of students in low level of interest still continiou their study at English Department.

D. Significance of the Research

The researcher hopes that the result of this research will be beneficial for:

1. For education institution

This research would be beneficial for the education institution, especially for IAIN Curup to recruit new students based on their interest. If it found that the individual interest of freshmen is low thus the education institution should prepare the appropriate ways to promote the student's interest in learning the English language.

2. For the students

The result of this research is expected to give information about the interest in foreign language learning. Furthermore, in the future hopefully this research can give the several references and information about what is interest and how interest encouraged the successes of foreign language learning.

3. For researcher

The finding of this research will hopefully be used as reference to other researchers who are interested in researching the interest and its part in foreign language learning.

4. For the readers

For the readers who read this research, hopefully it can bring enlightenment and information concerning of interest in the learning foreign language.

E. Definition of key terms

To avoid an ambiguity and misunderstanding on the terms used in this study, the researcher defines some key terms as follows:

1. Interest

Interest is feeling of wanting to give the attention to the something or of wanting to be involved with and to discover more about something.¹⁰ In this research, interest is defined as desire to learn or to know about something, or subject in academic subject.

2. English Study Program

In this research English Study Program (TBI) is a study program that studying about English as their major subject.

¹⁰Cambridge Dictionary, Retrieved on <http://dictionary.cambridge.org/dictionary/english/interest&hl=id-ID>, at november 24th 2018

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Interest

Every individual have tendency with something in their environment. If it gives something good to them, possibly, they will interest to it. Being interested in something can mean that we care about it, that it is important to us, and that we have mostly positive feelings towards it.

Students who have certain needs or desires toward something, they will have high interest of more enthusiastic to achieve what they want to do. John Dewey once described interest as being engaged, engrossed, or entirely taken up with an activity, object, or topic.¹¹ It means someone will spend his time to do something they interested in. For example, if someone is interested in learning a language, he will explore and search the material about it in every chance, take the course to make him more comprehend that topic, and seriously effort to get something valuable for him.

Interest motivates people to choose the best and the most interesting activity in their life. Because each activity has own characteristic, people always select activities and thing those are interesting. Lester D Crow and Alice Crow stated that: an interest is motivating force that impels an individual toward participation in one activity rather than another. It indicates that interest provide a strong motivation to

¹¹ Dewey, J. Interest and Effort in Education. Cambridge, MA: Riverside Press, (1913). P.17.

learn.¹² James in Schiefele considered interest to be a central directive force in the human mind:

“Millions of items of the outward order are present to my senses which never properly enter into my experience. Why? Because they have no *interest* for me. *My experience is what I agree to attend to.* Only those items which I *notice* shape my mind without selective interest, experience is an utter chaos.”¹³

Moreover the concept of interest was also crucial to the pioneering work of Dewey. He distinguished between interest-oriented learning and learning that neglects a student's interests and is based on coercion. According to Dewey, external attempts to make something interesting lead to only temporary effort and do not result in identification with the material. Consequently, he dismissed instructional efforts that take place without regard to the material to be learned. In his opinion, the results of interest-based learning differ qualitatively from the results of learning based only on effort. Effort-based learning is mechanical and results in trained knowledge and habits lacking any mental purpose or worth. Dewey postulated three basic characteristics of interest: (a) It is an active, "propulsive" state; (b) it is based on real objects; and (c) it has high personal meaning.

Moreover Schiefele propose the concept of interest as presented here with the following features:

¹² Lester D Crow and Alice Crow, *Human Development and Learning* (New York: American Book Company, 1956), P.79

¹³ Ulrich Schiefele. *Interest, Learning and Motivation*, : Postdam university, (1991). P 300

1. Interest is a content-specific concept. It is always related to specific topics, tasks, or activities.
2. Interest is a directive force. It is able to explain students' choice of an area in which they strive for high levels of performance or exhibit intrinsic motivation.
3. Interest plays an important role as an explanatory factor in the subjective theories of teachers and educators.
4. Interest consists of valences attached to a topic or activity. It may be either enduring or short lived, and either general (involving many similar areas) or specific. Interest is not a personality trait like other motives of behavior (e.g., achievement motive).
5. When understood as a content-specific concept, interest fits well with modern cognitive theories of knowledge acquisition, in that new information is always acquired in particular domains. The use of specific cognitive factors, such as prior knowledge or domain-specific learning strategies, should be supplemented by the inclusion of equally specific motivational factors.
6. Subject-matter-specific interest is probably more amenable to instructional influence than are general motives or motivational orientations.¹⁴

Based on the explanation it can be concluded that interest is the person and object relationship, it means person have tendency to pay the attention to a particular object, topic or activity. Interest allows for correct and complete recognition of an object or topic and it encourage person's motivation to

¹⁴ Ibid 302

participate a specific activity. Interest also leads to meaningful learning, promotes long-term storage of knowledge, and provides motivation for further learning.

The concept of interest has been suggested by many interest researchers. Hidi, Krapp, and Anderson have been proposed the interest into two major conception, they are situational interest and individual interest.¹⁵ Situational interest is generated as a result of interestingness of situation. It is caused primarily by certain conditions and concrete objects in the environment, triggered by environmental factors, elicited by certain aspects of a situation, and it is assumed to contribute to the interestingness of the situation.¹⁶ In other hand, individual interest is implied as a characteristic of person. It is specific to individuals, developed slowly, tends to be long lasting, and is triggered by an individual's predisposition.¹⁷

From the explanation above it clears that situational interest is emerge because of the interesting situation, topic, or object and it is not long lasting. While individual interest is individual characteristic. It is more stable and long lasting.

¹⁵ Tan Bee Tin, *Stimulating Students Interest in Language Learning*, London: New Zealand Macmillan Publisher Ltd, (2016). P.30

¹⁶ Schraw, G., & Lehman, S. Situational Interest (A Review of the Literature and Directions for Future Research), *Educational Psychology Review*,(2001), P.13

¹⁷ Sanghoon Park Ph.D. Promoting Learning Interest in Pedagogical Agent Embedded Learning, Northwestern State University of Louisiana,(2012).P. 312

However, situational interest and individual interest are correlated. According to Hidi and Renninger the development of individual interest (long enduring interest) is contributed with short term situational interest. They have investigated the nature of interest development, in particular how individual interests (long-term enduring interests), might develop and how short-term situational interest contributes to this development. They stated that interest can develop through four phases, there are;

1. Situational interest is triggered (started)
2. Situational interest is sustained (continued)
3. Situational interest becomes less developed individual interest. (more stable dispositional form of interest)
4. Situational interest becomes a well-developed individual interest

Those phase described that basically, interest started from stimulus in the environment. When the environment was able to support and give easiness facility in specific topic, object or activity, perhaps situational interest of the student will emerge. Then, when situational interest was continued, situational interest will become more stable and finally will settle as individual interest. Those phases only describe in both of individual and situational interest, but it still important because according to Wigfield both of situational and individual interest could be supported and influenced learning activities and learning performance of student, because when students have interest to the specific topic,

object or activity, perhaps student will create the strategies and will engage themselves to that topic, object or activity.¹⁸

Furthermore according to Hidi and Renninger the development of interest are contributed of three factors: knowledge, positive emotion, and personal/individual value. As individual learn more about a topic, they become more skilled and knowledgeable. In increase in knowledge can bring about positive affect as individual feel more competent and skill through task engagement. In addition, as they spend more time with the activity, they may find personal/individual meaning and relevance in the activity, such as when high school student discovers that an understanding of English can help her pursue her dream of becoming English teacher. Beside an individual's goals can also contribute to the development of interest by leading him/her to become more engaged in his/her learning, develop competence, and to further explore the topic

From the explanation above it clears that interest grew and developed based on relationship between individual purpose and environmental factor. Therefore, it is important for teacher to prepare good environment so that the student will be stimulated for being involve, enjoy and tend to possess knowledge base on the topic, object or activity that they interested.

¹⁸ Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C, Children's Motivation for Reading: Domain Specificity and Instructional Influences :*The Journal of Educational Research*, (2004) P. 97.

Moreover, Krapp stated that there are two aspects which contribute to develop interest, there are cognitive and affective aspects. A cognitive aspect refers to personal values and goal. It associated with anything that can be beneficial and lead to personal satisfaction derived from interest. It means interest in cognitive aspects was grow and develop base on prejudice, expectation and conviction that lead to achieve cognitive advantage including values and goals of the topic, object or activity. When student was discovery satisfaction and profit in their object or activity, interest could be permanent, even it will grow stronger. Conversely, if there is no satisfaction and profit in their topic, object or activity, interest could be weakening, or even disappeared.¹⁹ For example, student has interest to specific subject, perhaps student will feel confident and spent more time and effort to engage him/her self to follow activities that related to that subject, because student believe and expect that activity will bring benefits, values and personal satisfaction. When the profit and satisfaction were became a reality, interest to that subject could be remain, even it will grow stronger. Conversely, if the satisfaction and benefits of activity in that subject do not become reality, interest could be weaken or even disappear and be replaced by other subject or activity.

Meanwhile, an affective aspect refers to feeling related to the experience. This aspect emphasized on feelings and personal experiences including the

¹⁹ Hidi, S., & Renninger, K. A, The four-phase model of interest development. *Educational Psychologist*, 2006, P. 41

attitude toward people who assumed can influence each other, such as parents, teachers, public figure and friends in social peers. This affective aspect has a greater role in developing interests. It means the affective aspect have tendency to be last longer to change, therefore it is important to consider how to trigger and build the affective aspect as well to develop students interest.²⁰ For example, student who has a good model in reading (such as parent, teacher, friends, and peers) and also has good relationship with the model, so perhaps student will follow and engage themselves to do reading activity, and eventually interest to do reading activity will become stronger and develop. Conversely, when student has a bad model and bad experience in reading activity usually student will avoid reading activity and will change it to other topic, object or activity.

B. Individual interest

Individual interest is conceived as a relatively enduring preference for certain topics, subject areas, or activities. Silvia as cited in Sanghoon Park, from the view of individual interest, according to him individual interest is implied as a characteristic of person. It is specific to individuals, developed slowly, tends to be long lasting, and is triggered by an individual's predisposition.²¹

Hidi and Renninger described that an individual interest is a relatively stable general predisposition to attend to and re-engage with particular objects,

²⁰ Ibid

²¹ Sanghoon Park Ph.D. Promoting Learning Interest in Pedagogical Agent Embedded Learning, Northwestern State University of Louisiana. P. 312

ideas, events, or activities. Individual interest develops slowly over time and relatively stable and it is associated with deepening of individual value, knowledge and positive affect attached to the object of interest.²² Hidi and Renninger 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.²³

From the definition above it can be concluded that individual interest is interpreted as the relatively long-term orientation of an individual toward a types of object, an activity, or an area of knowledge and it is affected by an individual predisposition to the object, an activity, or topic. And it grows slowly based on the individual value, knowledge and positive emotion to an object interest.

Furthermore, Scheifele defined individual interest as a relatively stable set of *valence beliefs*²⁴. Valence beliefs are a subgroup of motivationally relevant beliefs, such as expectancies, attributions, and self-concepts. And he identified two subcomponents of individual interest; a feeling-related valence belief and value-related valence beliefs (See Table 2.1).

²² Tan Bee Tin, Op.Cit.P.30.

²³ Hidi, S., & Renninger, Op.Cit. p.120

²⁴ Kathryn Wenzel, Allan Weighfield, Handbook of Motivation at School: Educational Psychology Handbook, 2009. P. 201.

TABLE 2.1
Definition of Individual Interest

<i>Feeling-Related Component</i>	<i>Value-Related Component</i>
Association of an object or object-related activity with positive feelings, especially enjoyment and involvement (feeling-related intrinsic valences of an object)	Attribution of personal significance to an object (value-related intrinsic valences of an object)

(Source: U Sciefele (1991), *Interest, Learning, and Motivation*)

Feeling-related valence beliefs defined as an emotion or affect which associated with a topic or an object. It refers to the positive feelings, such as feelings of excitement, stimulation, and flow.²⁵ To make it clear it will be explained below:

1. The excitement is a positive feeling and it is the most typical of interest.
2. Stimulation is an action or feeling that causes someone to become more active or enthusiastic.
3. Flow is a major incentive of intrinsically motivated behavior. It is the mental state of operation in which a person performing an activity is fully immersed in a feeling of energized focus, full involvement, and enjoyment in the process of the activity. Flow is characterized by high levels of

²⁵ Janet M. Collis, Samuel Messick. *Intelligence and Personality Bridging the Gap in Theory and Measurement*, London: Lawrence Erlbaum Associates, Inc., Publishers, 2001, P. 174-178

focused attention, merging of action and consciousness, and feelings of control.

Value-related valences beliefs defined as cognition. It refers to the attribution of personal significance to an object. Personal significance may be ascribed to an object (or subject area) for a wide variety of reasons, such as its contribution to one's personality development, competence, or understanding of important problems. Value related valence beliefs are to be distinguished depending on the underlying reasons for the personal importance of a domain such as self-realization, and centrality of self-concept.²⁶ Individual interest as a value concept resembles the notion of task value as it is proposed by Eccles, Wigfield and their colleagues that there are four major of values, they are attainment value or importance, intrinsic value, utility value or usefulness of the task, and cost.²⁷

1. Attainment value (importance of doing well on the task). Tasks are important when individuals view them as central to their own sense of themselves, or allow them to express or confirm important aspects of self.
2. Intrinsic value is the enjoyment one gains from doing the task (enjoyment while working on the task, or subjective interest in the task).

²⁶ Ibid

²⁷ Op.Cit. 57

3. Utility value or usefulness refers to how a task fits into an individual's future plans, for instance taking an English class to fulfill a requirement for an English degree.
4. Cost refers to what the individual has to give up to do a task, as well as the anticipated effort one will need to put into task completion.²⁸

Additionally, it is important to note that an essential characteristic of feeling related and value related valence beliefs are intrinsic in nature. Both types of beliefs are directly related to a certain interest object and are not based on the relation of this object to other objects or domains. For example, if a student highly values English language because competence in that domain helps him or her to get a prestigious job, then this student holds extrinsic valence beliefs which result in extrinsic motivation but not in interest.²⁹ It means the intrinsic character of valence beliefs are appeared on an individual its self and not based on the relation to the external reason such above explanation.

From the explanation above it can be concluded that individual interest is made up of two components. They are feeling related valence belief and value related valence belief. Feeling-related valence beliefs refer to feelings that are associated with a domain such as (excitement, stimulation and flow), whereas value-related valence beliefs refer to the personal significance of a domain such as (self-realization, central for self-concept). Furthermore, the character of

²⁸ Ibid

²⁹ Ibid. 202

feeling related valence beliefs and value related valence beliefs are intrinsic in nature. It means both types of beliefs are directly related to a certain interest object or domain, and they are not based on the relation of one object to other object or domain. In other term it means that some learners prefer to learn specific topics or participate in specific activities because they like it primarily based on feeling, and others also do because they think the activity is important and valuable for them.

C. Factors Which Influence Student's Interest in Learning English

Interest in school has been identified as a powerful motivational construct related to the formation and regulation of goal-directed behavior.³⁰ It has been recognized by researchers as a motivational factor which may influence learning and performance.³¹ Two types of interest (situational and individual interest) have been the primary focus of educational research. According to Hidi and Renninger, individual interest and situational interest are interrelated and can be expected to interact and influence each other's development.³² They asserted that situational interest, triggered by environmental factors may evoke or contribute to the development of long- lasting individual interests.

³⁰ Renninger, K. A., Hidi, S., & Krapp, A, *The role of interest in learning and development*. Hillsdale, NJ: Erlbaum, (1992). P. 4

³¹ Ainley, Hidi & Berndorf. (2002). Interest, learning and the psychological processes that mediate their relationship. *Journal of Educational Psychology*. 2002. Vol.94. P. 545

³² Hidi, S. & Renninger, Op.Cit. P. 41

It was found that not much study has been made on the factors that affect students' interest in learning English. However, previous researches had mentioned several problems of English language learning which can be regarded as the factors that contribute to affect students' interest in learning English. Connell, Spencer, & Aber, have found that the support from parents, teachers, and peers were related to positive aspects of motivation.³³ Similarly Felner et al. perceived social and emotional support from peers have been associated with motivational outcomes such as the pursuit of academic and pro-social goals, intrinsic value, and self-concept.³⁴

1. Parent Involvement

Learning begins in the family. The family is the first and also the important factors that students acquire knowledge. Thus parents, as a noteworthy social-relevant element impacting children's inspiration and the accomplishment, have gotten considerable consideration in general education.³⁵ According to Chili in Atia, family is the first place and it is special for children in putting down their education. Learners were more motivated when their parents supported and encouraged them to learn English. They are role models for attitudes and behavior that could assist in future success, as well as the development of English interests in academic domain, because students often learn attitudes, values and cultural morals from their parents.

³³ Kathryn R. Wenzel. (1998). Social Relationships and Motivation in School: The Role of Parent, Teacher, and Peer. *Journal of Educational Psychology*. P.209

³⁴ Ibid

³⁵ Butler, Y. G. (2014). Parental Factors in Children's Motivation for Learning English: a case in China, *Research papers in Education*, P. 30

Wigfield and Ekiz in their research have identified the following four major parental factors influencing children's achievement and motivation: (1) parent, family, and neighborhood characteristics (including major parental occupation); (2) parent specific behaviors (parental involvement in child's study and school, teaching strategies, training values, etc.); (3) parents' general beliefs and behaviors (parenting styles, values of school achievement, efficacy beliefs, etc.) and (4) parents' child-specific beliefs (perception of their child's competence, expectations for the child's success, etc.) This model indicates that these four parental factors together with children factors influence the children's outcomes.³⁶

Thus from the explanation above it clears that parent involvement is important in affecting students' interest and students' learning outcome. Because parents or family major occupation, parents expectancy towards their children success, parents style and values of school achievement is directly or indirectly thought about the children's behavior value and beliefs in education.

2. Teacher

Teaching English as a second language is a quite complex task for a teacher. Language learning should be more fun and enjoyable for students to learn. Teachers need to have effective teaching strategies in order for students to

³⁶ Seda Ekiz and Zahitjan Kulmetov, (2016). The Factors Affecting Learners' Motivation in English Language Education: Jurnal of Foreign Language Education and Technology, P. 23

grasp better in learning English. It is important for a teacher to facilitate students' interest towards learning the English Language.

According to Hidi and Renninger in Schmidt, he stated teacher influence students' leaning interest.³⁷ Students' learning interest is directly affected by the teacher and the teaching techniques that are supported with appropriate guidance and advice. Appropriate guidance or advice to students and fully-developed learning strategies support the flow of knowledge from the teacher to the learner. It was important to use different learning strategies for their learners because there were different kinds of learners and everyone had different understanding ability. Teachers should know learners well and use the most appropriate learning methods for them.

Moreover McDonough describes teacher's role in this matter as follows: "It involves providing a supportive and challenging learning environment, but also facilitating the development of the learners' own motivational thinking, beyond simply identifying their original orientation".³⁸ Likewise, willingness in role transfer between teacher and students cultivates motivation to learn. Beside, Gocke in his study found that the attitude of teacher influence the students' interest in learning. The teacher's positive and warm attitude, teacher's being happy, calm, teacher's appreciation and approval of students, not humiliating

³⁷ Rotgans, J. I., Schmidt, (2010), The role of teachers in facilitating situational interest in an active-learning classroom: Elsevier Ltd

³⁸ McDonough, S. Motivation in ELT. *Oxford ELT Journal*. .2007, P. 369

students increase their level of interest motivation. Students would like to see the teacher as motivated and willing enough.³⁹

From the explanation above, it can be concluded that it is important for teacher to apply the appropriate motivational teaching method to trigger the students' interest in learning. and it is also important for teacher to have good attitude to prevent the students feel anxious and disinterest in learning.

3. Peer or Friend

Peers or friends group is defined as a small group of similar age, fairly close friends, sharing the same activities.⁴⁰ Some of students see some of their peers as role model, and the positive friends relationship will provide their friends with suggestions and feedback about what they should think and how they should behave in social situations. Beside that the peer relationship will share the same value and interest to their friends, as Landau stated students who care about learning are more likely to associate with peers who share this interest in academics than those who have less interest in learning.⁴¹

The students are interested in learning English because their friends get the good value and competence in this subject. In other words, if their friends can learn English well, they must also be able to learn English well and they can be active in learning English. According to Kaith J. Topping says that Peer learning

³⁹ Gökçe Dislen 2013, The Reason of Lack of Motivation from The Students and Teacher Voice: The Journal of Academic Social Science, P. 42

⁴⁰ Daniel K. Korir, The Impact of School Environment and Peer Influences on Students' Academic Performance in Vihiga Country, (Kenya: International Journal of Humanities and Social Science, vol. 4, 2014) p.3

⁴¹ Daniel K. Korir. Ibid 5

can be defined as the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions. Similarly, Harter perceived social and emotional support from peers have been associated with motivational outcomes such as the pursuit of academic and prosocial goals, intrinsic value, and self-concept.

From the explanation above it can be concluded that the positive friends relationship, friends support, and friends active helping will influence the students interest, and provide motivation to learn.

D. Review of The Related Finding

Learning interest has been widely explored by many researchers, for example, Vickey 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 results showed that students identified internal and external influences, contributing to their interest. He found that 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. Students 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 Rahmah, she explore 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 friends).

Based on the explanation above, this research have different from those research. The differences are, in this research the researcher is focus on student’s individual interest. The researcher needs to know the level of the students’ interest in English domain. After that, the researcher find out the students perception about the causes of their interest or lack of interest in learning English. In this research, the researcher conduct this research on freshment of English Study Program at IAIN Curup who have been expeicing the class for two semesters.

CHAPTER III

METODOLOGY OF THE RESEARCH

A. Methodology of the Research

1. Research Design

In this study the researcher used descriptive research. The result of the study is intended to describe the student's interest in learning English and describe the causes that account the students' interest level. The researcher used mixed method to conduct this study. Mixed method research is an approach to inquiry that combines or associated both qualitative quantitative forms of research.⁴² The quantitative data was needed to answer the first research question about how is the students' interest in learning English. To collect those quantitative data, the research used questionnaire and the data analysis will be presented in form of statistic data. Then, the qualitative data was needed to answer the second research question about what are the causes of such student's interest. The qualitative data were collected by using open- ended questions in interview.

Moreover, the researcher used explanatory sequential design which gathering the data sequentially in two phases, with one form of data collection

⁴² Sugiyono, *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013. p. 404

following and informing the other.⁴³ This design consisted of collecting quantitative data firstly and then collecting qualitative data to help the researcher in explaining or elaborating on the data results. Creswell states that the second phase or collecting the qualitative data is purposed to refine or elaborate the findings through in-depth qualitative exploration.⁴⁴

To get the deep information, the researcher needed to determine what the quantitative result to follow up on. In this case, the researcher needed to know what learners' perceive about their interest / lack of interest in learning, so that the factors' affecting the student's learning interest could be identified.

B. Population and Subject

1. Population

Frankell and Wallen said that population was a group which the research of the study was indeed to apply.⁴⁵ Additionally, Hartas said, "A population is a group of individuals or organizations that share the same characteristic that is of interest to our study."⁴⁶ The population in this research was students of third semester of English Study Program of IAIN Curup in academic year 2017. There were 64 students which are divided into 3 classes. The researcher took

⁴³ John W. Creswell, *Educational Research 4th edition*, (Boston: Pearson Education, 2012). p.542

⁴⁴ John W. Creswell, *op.cit*, p. 543

⁴⁵ Jack R Frankell and More Male Wallen, *How to Design and Evaluate Researche in Education*, Mc. Grow Hill, International Edition, P. 78

⁴⁶ Dimitra Hartas, *Educational Research and Inquiry (Qualitative and Quantitative Approaches)*, London: Continuum British Library, 2010, P. 67

the third semester because they are the students in a fresh year who have high possibility to move to other major. Thus it needed immediate investigation to know about how their interest in English domain. And it also needs to know the causes why the students in low level of interest still continue their study in English Department. So that the teacher could attempt a preventative action to minimize the moving rate.

2. Subject

From the population above, the researcher selects the sample as the way to represent the population. According to Irawan Suharsono, sample is a part of population will be observed and it can portray the population.⁴⁷ The sample was totally assigned as respondents for collecting quantitative data. According to Sugiyono, total sampling is a kind of sampling technique by deciding all member of research population as the sample.⁴⁸ It means all members of English Study Program in the third semester will be taken as a sample in this research. The total numbers of the sample was 64 students. Then the respondents were given questionnaire to measure their learning interest levels at English domain.

Furthermore, for gathering qualitative data, the researcher selected the respondents which their interest level was in low category. It means the

⁴⁷ Irawan Suharsono, *Metode Penelitian suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 2002.
P.112

⁴⁸ Sugiyono, *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), p. 80

researcher selected the respondents which acquired the score range under 45. This is intended to find out the causes of what make the students with low of individual interest in English interested to study at English Major.

C. Techniques of Collecting The Data

Data collection technique is used to collect data in accordance procedures for research in order to obtain the required data. According to Sugiyono, data collection technique is the most strategic step in the study, because the main goal of the research is collecting data.⁴⁹ In this research there were two techniques to collect the data, they are questionnaire and interviewing.

1. Questionnaire

Questionnaire is a written collection of self-report questions to be answered by a selected group of research participants.⁵⁰ The questionnaire was refers to quantitative method. The data of this research are collected by distributing some questions. The researcher tried to use questionnaire to measure the students' interest in English domain. The questionnaire was given to the students and the type of the questionnaire is close-ended type. Closed-ended format questionnaire is questions that include multiple choice answers. It questions fall under the category of closed format questions. These multiple choices could either be in even numbers or in odd numbers by including closed

⁴⁹ Ibid., p. 137

⁵⁰ Ibid., p. 388

format questions in the questionnaire design, researcher can easily calculate statistical data and percentages.⁵¹ .

2. Interview

One of substantial techniques of qualitative study collecting data is interview. Interview can be used for collecting information which is not obtained from observation. Interview is a process oral interviewer between two persons or more that face to face to get direct information.⁵² The researcher did some interview by asking some questions to the respondents. In addition, according to Sugiyono, there are three types of interview; those are structure interview, semi structure interview and unstructured interview. In this research the researcher used semi structured interview. It means that the implementation of this interview was free than the structured interview. The purpose of this type of interview was defined the problem openly, in which the interviewee is asked for opinions and ideas. In conducting this interview the interviewer listens carefully and notes the comments made by the resource person.⁵³

By doing interview, the researcher got more information in real situation to support researching data which was needed. The purpose of interview was to find out the causes of students' interest or lack interest in English domain.

⁵¹ Sugiyono. *Op.Cit.* p. 199

⁵² Hasi, Sutrisno. 1989. *Methodology Research*. Yogyakarta: Andi Offset. p.192

⁵³ Sugiyono. *Op.Cit.*, p. 233

D. Research Instruments

The instrument is a tools used to collect the data or information required.⁵⁴ The research instrument was a valuable tool for researchers in collecting the data. In this research, the researcher used two research instruments. Firstly, for gathering the quantitative data, the researcher used questionnaire as the research instrument. Moreover, for gathering the qualitative data, the researcher interviewed the respondents.

1. Questionnaire

Questionnaire is a written collection of self-report questions to be answered by a selected group of research participants.⁵⁵ The questionnaire in this research was adopted from Study Interest Questionnaire (SIQ) by Schiefele, and has been validated (see appendix 2). The items of the questionnaire were supposed to measure one of three different aspect of interest: feeling related valences, value related valences, and intrinsic character of valence beliefs. The SIQ uses 18 items referring to different intrinsic feeling related and value related valences in order to measure interest in English domain. The statements in the questionnaire were written in Bahasa Indonesia in order to avoid misunderstanding and to ease the respondents in filling the questionnaire. Before distributed it to all students, the researcher validated the questionnaire to the expert validation. The experts are

⁵⁴ Nurul Zuriyah, *Metodologi Penelitian Sosial dan Pendidikan*, Bandung: Alfabeta, 1995, p. 126-130.

⁵⁵ Gay L. R, *Education Research: Competencies for Analysis and Application (Third Edition)*, (Columbus: Merril Publishing, 1987). p. 388

the lecturer of English Study Program at IAIN Curup. The scale value of the questionnaire was based on likert-scales which underwent adjustment, thus it consisted only four scales with deferent values as describe in the following table; The respondents asked to rate the statements on single rating scale by giving the sign (√) to the options to indicate their choices. All items are rated on a four scale with one of the following rating.

Table 3.1
Study Interest Questionnaire

Aspects	Indicators	Items	SA	A	D	SD
Feeling-related valences	Stimulation	1. I like to work related to my major				
		2. I like to talk much about the subject matter related to my major.				
		3. I like to look forward to get back my major after long weekend.				
	Excitement	4. I feel happy when I involve in my major.				
	Flow	5. I prefer to talk to my hobby rather than my major				
		6. I like to browse in a magazine or books to do related to my major.				
		7. I feel many areas within my major which means nothing.				
Value-related valence	Intrinsic value	8. I feel great to be able to study this particular subject.				
		9. I feel sometimes rather indifferent towards my major				
		10. I feel my major has little bit impact to my self realization.				

	Utility value	11. My study is markedly less significance to me.				
		12. I love to study my major than spend unproductive things.				
	Cost	13. I review my previous study before starting the current one.				
	Attainment value	14. I am sue my major has a positive influence on my personality.				
Intrinsic character of valence beliefs	Intrinsic in individual	15. I work more intensively to deep certain aspect of my major.				
		16. I choose this major based on my personal preference.				
		17. I prepare the material before studying.				
		18. I chose my major primarily because of the interesting subject matter involved.				

Note:

Strongly Agree : SA

Disagree : D

Agree : A

Strongly Disagree : SD

2. Interview Guidance

Interview guideline was a list of question in interview to get information about the causes of students' interest or disinterest in learning English. The instrument of this research was semi structure interview. This instruments research was developed based on indicators that refer to each factors affect the students' interest in learning.

Table 3.2
Open Ended Interview Guidance of Factors Affecting Students’
Interest

No	Factors	Indicators	
1	Parental involvement	Parent and family characteristic	1. What is your parent occupation?
		Parent specific behaviour	2. Do your parents support you in English major? Why?
		Parents general beliefs	3. Do your parents encourage you to practice your English? Why?
		Parents’ child-specific beliefs	4. How is your parent expectation to your study?
2	Teacher	Teaching strategy	1. What do you think of the teacher teaching strategies used in teaching English? Did they interest you? Why? 2. In your opinion what classroom activities that make you comfortable? 3. Do your teachers often motivate you in every meeting?
		Teacher attitude	4. What make you feel interest or disinterest when you are learning in the classroom? Why?
3	Peer/friend	Friends supporting	1. Do your friends support you to study in English major? How the way?
		Friends active helping	2. Do your friends often ask you to practice English language with them?

			3. Do you always talk about what you have learned to your friends? Why?
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E. Techniques of Data Analysis

1. The Data from Questionnaire

The data collected by the students' response in tabulate, and find out the percentage of the students by using percentage technique. The first steps for analysis the data was scoring. Scoring was against the grain of questions contained in the questionnaire. The questionnaire was analysed based on 4 – value of Lickert scale which was the most common scale that were used in measuring attitude, opinion and perception of respondents toward subject. In order to get the mean score, the total choice of each degree of agreement (“*Strongly Agree*”, “*Agree*”, “*Disagree*”, and “*Strongly Disagree*”) for each statement was multiplied with the value of the degree of agreement (Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1) The maximum score of the scale is 4 and the minimum score is 1. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire.

The second steps were the researcher accounted the score of the total frequency was divided with the total questions. The formula was described as follow:

$$x = (f SA \times 4) + (f A \times 3) + (f D \times 2) + (f SA \times 1))$$

Where :

f : frequency

D : Disagree

SA : Strongly Agree

A : Strongly Disagree

A : Agree

After the each students' score were calculated, then it catagorized to the range score to get the description of interest in each students. To calculate the criteria range score it used the following formula:⁵⁶

$\text{Score range} = \frac{\text{the highest score} - \text{the lowest score}}{\text{max score}}$		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Highest score = 4</td> <td style="width: 50%; border: none;">Lowest score = 1</td> </tr> </table>	Highest score = 4	Lowest score = 1
Highest score = 4	Lowest score = 1	

Based on above description it acquired that the lowest score was $(1 \times 18) = 18$, and the highest score was $(4 \times 18) = 72$, thus the interval class was $(\frac{72-18}{4}) = 13,5$. Eventually, to see each students' interest levels it consulted to the following criteria table.

Table 3.3
Table Criteria Range Score of Students' Interest

No	Score Range	Criteria
1	60 - 72	Very high
2	46 - 59,5	High
3	32 - 45,5	Low
4	18 - 31,5	Very low

⁵⁶ Ridwan.2004. Belajar Mudah penelitian: Bandung. Alfabeta. P. 59

The next steps were accounting the percentage of each items of questionnaire based on the students answer in questionnaire. The formula was:

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

Where:

P = Percentage

F = Data Frequency

Max score = Maximum score

After counting the percentage, the researcher determined the interval (distance range) and interpretation of percentage in order to find out the assessment by the method of finding the percentage score interval.

Fistly it determined the highest percentage score, the formula was:

$$\frac{Maximum\ Score}{Maximum\ score} \times 100\%$$

$$\frac{4}{4} \times 100 = 100\%$$

Then it determined the lowest score percentage, the formula was:

$$\frac{Minimum\ score}{Maximum\ score} \times 100\%$$

$$\frac{1}{4} \times 100 = 25\%$$

To know the level of the criteria, the result of mean score that the researcher got was consulted to the criterion table.

Table 3.4
Table Descriptive Percentage of Students' Interest In Learning English

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

Source : Ridwan, 2004

After the data from questionnaire was analyzed and described, then the researcher conducted the interview to confirm the second research question about the factors that causes the interest of students in English major. Here, the researcher was only interviewing some students which have low of individual interest in learning English.

2. Data From Interview

To analyse the data from interview the researcher will analysed by the steps, based on Gay and Peter Airasian about Educational Research,⁵⁷ there are some steps in analysing the data, they are follow as:

a. Managing

Before the data has ready and able to be interpreted, it's managed by envisioning what the data interview of the research look like. The researcher divided the data based on the each indicator.

⁵⁷ L.R Gay and Peter Airasian, *Educational Research*. (USA: Clarinda Company, 2000). P.224

b. Reading/Memoing

The first in analysis is reading/ memoing; reading the interview, the researcher comments to get a sense of the data. In this research the researcher read the data from interview. The researcher read some factors which influence the students' interest in learning English.

c. Classifying

Classifying data is done after reading the data of interview. The data were classified based on the types of factors contributing interest in learning.

d. Description

Description is based on the data from interview which is to provide the true picture of the setting and events that took place in it. In this step, the researcher started to describe all the data about how the motivational factor in learning which can help the researcher to do next step in analysing the data.

e. Interpreting

Interpreting was done after the data was collected. Interpretation is also a part of process of writing the result of study. Interpretation is also the reflective, integrative, and explanatory aspects of dealing with studies data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and patterns. The researcher interpreted the data about the motivational factors which contribute the interest of students in learning English.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

In this chapter, the researcher presented the finding from questionnaire and interview. The questionnaire used to find out the level of students interest and interview guidance used to describe the factors that causes of such students' interest in learning English. In the first part it presents the result obtained from survey which aims to find out the students' interest in learning English. The result of the survey was taken from the questionnaire which was distributed to all respondents (third semester) of English Study Program at IAIN Curup and it was taken on 26th to 27th September 2018. After calculated the result the researcher conducted an interview on 16th to 27th October 2018 about the factors that causes the students' interest learning English.

In order to presents the results, this section was divided into two parts. These are the description of students' interest in English major based on survey result and the description of student interests' factors which from external of an individual. The survey was conducted through questionnaire distribution into the students from all three classes (third semester) of English Study Program at IAIN Curup. While the interview, in the other hand, it involved several students selected based on their level of interest. In this research the researcher elected the low interest students

based on the survey result. Here, the researcher was only interviewing some students which have the individual interest under low category.

1. The Students' Interest In Learning English

In conducting the survey, a questionnaire consisting 18 statements about students' individual interest were distributed to 64 students. The responses of the questionnaire were calculated through statistical computation. Each response of the statements in the questionnaire was given scale value based on Likert-scale value that were "*Strongly Agree*", which value was 4, "*Agree*", which value was 3, "*Disagree*", which value was 2, and "*Strongly Disagree*", which value was 1. And every negative statement was counted reverse.

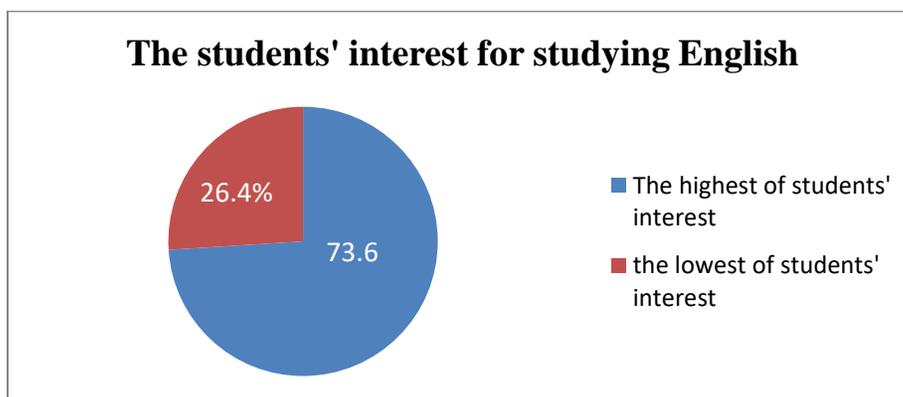
Respondents should choose the one of four alternative options for each item, they are: strongly agree, agree, disagree, strongly disagree. On the table the researcher used frequency (F) as a number of students' frequency in choosing the one option. Percentage (%) is the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. The formula for positive statements is $X = ((f SAx4) + (f Ax3) + (f Dx2) + (f SDx1))$, and formula for negative statement is $X = ((f SAx1) + (f Ax2) + (f Dx3) + (f SDx4))$. Thus the maximum score of the questionnaire is $64 \times 4 = 256$. The percentage of each statement was calculated by using the formula $P = \frac{F}{256} \times 100\%$. Furthermore, the researcher divided the table to

classification the result of the data based on each aspect of individual interest, that were feeling related valence, value related valence and intrinsic characteristic of valence beliefs. The percentage of students' interest can see in the table bellow:

Table 4.1. The Students Interest for Studying English

The Highest Interest Percentage (%)	73,6%	37,3%	Feeling related valence make up the students' interest reached 37,3%.
		39,8%	Value related valence make up students' interest attained 39,8%.
		22,8%	The intrinsic characteristic of valence beliefs supported the students' interest attained 22,8%.
The Lowest Interest Percentage (%)	26,4%	-	The students in low level of interest attained 26,4%.

Diagram 4.1.



From the chart above, it appeared the students who have high interest for studying English reached 73,6%. While the students who have low interest for studying English only 26,4%. It means the students' interest for studying English were high.

2. The Factors Which Influence Student's Interest in Learning English

This section presents the qualitative data findings which serve as supporting evidence as well as validate the finding from the survey. This part describes about the factors that causes the students' interest for studying in English major. The qualitative data were obtained from the interview involving six students who have the low level of interest based on the survey result. The interview result will be presented as follow.

a) Parental Involvement

Based on the result of interview, the researcher found that the parental involvement were influence the students' interest for studying at English major. From the six students who have been interviewed, the researcher found four of them declared that their parents recomanded them for studying at English major. Their parents believed that English was really important for them to gain a particular job. Such as, student A stated "*my parent support me to study at English major because they argued that it has many job opportunities*". It also supported by the students R,E and F which almost claimed the same statement. It means 60% the students continue their study at English major because their parents support them to continue their study at this major, while 40% the students were not.

b) Teacher

Based on the result of interview, the researcher found that the teachers' teaching strategy and teacher attitude influence the students' interest to study in English major. From the six students who have been interviewed, the researcher found all of them argued that teacher teaching strategy influenced their study at English major. It means 100% of the students agree that teacher influence their interest for studying at English major.

c) Peer/friends

Based on the interview result, the researcher found that friends influence their interest to study at English major. From the six students who have been interviewed, the researcher found 40% of the respondents stated that their friends support them to study at English major together with them. And it found 60% of the students declared that their friends didn't ask them to study at English major. However they argued that friends supporting and friends active helping will make them interested to study.

B. Discussion

In this section, the *result* from the survey and interview data will be elaborated. The survey result will be used to discuss the first question addressing the student's interest in English. Meanwhile, the interview result will be used to verify and support the survey results. It is to discuss what the causes making such students' interest.

1. The students' interest in learning English

In this part the researcher discussed how students' interest in learning English. It will describe the three aspect of interest, they are feeling related valence, value related valence, and its intrinsic characteristic of valence beliefs.

a) Students' Feeling Related Valence

Table 4.2 Feeling Related Valence Result of Students' Individual Interest

Aspect	Indicators	SA/4		A/3		D/2		SD/1		F Score	Total %
		F	%	F	%	F	%	F	%		
Feeling related valence	Stimulation	17	26,5%	46	71,8%	0	0	1	1,5%	207	80,8%
		18	28,1%	42	65,6%	4	6,2%	0	0	206	80,4%
		5	7,8%	33	51,5%	22	34,3%	4	6,2%	167	65,2%
	Excitement	21	32,8%	38	59,3%	5	7,8%	0	0	208	80,4%
	Flow	20	31,2%	22	34,3%	19	29,6%	4	6,2%	137	53,5%
		3	4,6%	35	54,6%	26	40,6%	0	0	165	64,4%
		6	9,3%	14	21,8%	34	53,1%	10	15,6%	176	68,7%

Based on the table percentage of feeling related valence above there are 64 students who answered the questions by 4 scales, where each of them answered with different statement, the researcher got result that will be explained as bellow:

For statement number 1, there are 17 students who answered strongly agree (26,5%), 46 students who answered agree (65,6%), there are 0 students

who answered disagree and 1 students who answered strongly disagree (1,5%). In this statements, the researcher found the highest score, that is on agree option where 46 students chose it with the percentage is 71,8%. It means that, at this point almost students agreed that they like to work related the English major.

Meanwhile for statement number 2, there are 18 students who answered strongly agree (28,1%), 42 students who answered agree (65,6%), there are 4 students who answered disagree (6,2%) and 0 students who answered strongly disagree. In this statements, the researcher found the highest score, that is on agree option where 44 students chose it with the percentage is 68,7%. It means that, at this point almost students agreed that they like to work related the English major.

Beside that in the statement number 3, there are 5 students who answered strongly agree (7,8%), 33 students who answered agree (51,5%), there are 22 students who answered disagree (34,3%) and 4 students who answered strongly disagree (6,2%). In this statements, the researcher found the highest score, that is on agree option where 33 students chose it with the percentage is 51,5%. It means that, at this point about half of students feel that they stimulated in English major.

Furthermore for statement number 4, there are 21 students who answered strongly agree (32,8%), 38 students who answered agree (59,3%), there are 5 students who answered disagree (7,8%) and 0 students who

answered strongly disagree. In this statements, the researcher found the highest score, that is on agree option where 34 students chose it with the percentage is 59,3%. It means that, at this point almost students agree that they feel exciting when involved in English major.

The statement number 5 is negative statement, there are 20 students who answered strongly agree (28,1%), 22 students who answered agree (34,3%), there are 19 students who answered disagree (29,6%) and 4 students who answered strongly disagree (6,2%). In this statements, the researcher found the highest score, that is on agree option where 22 students chose it with the percentage is 34,3%. It means that, at this point almost students agree that they prefer to talk about their hobbies than their major.

Furthermore for statement number 6, there are 3 students who answered strongly agree (4,6%), 35 students who answered agree (54,6%), there are 26 students who answered disagree (40,6%) and 0 students who answered strongly disagree. In this statements, the researcher found the highest score, that is on agree option where 35 students chose it with the percentage is 54,6%. It means that, at this point about half of students like to browse magazines or books related to their English major.

Meanwhile for statement number 7, there are students who answered strongly agree (9,3%), 14 students who answered agree (21,8%), there are 34 students who answered disagree (53,1%) and 10 students who answered strongly disagree (15,6%). In this statements, the researcher found the

highest score, that is on disagree option where 34 students chose it with the percentage is 53,1%. It means that, at this point almost students feel that their English major is meaningful for them.

Based on the finding, the researcher found that the students' feeling related valence was highly supported by feeling of stimulation. Stimulation is a feeling that causes someone to become more active and enthusiastic. Feeling of stimulation shows the interest of the students to the subject or a domain. From the data it appeared that almost all students like to work and to talk about the subject matter related to their major. Although, it found 34,3% of students don't like to look forward to get back their major after long weekend. According to Krapp, the typical characteristic of interest is focused attention, concentration, and increase willingness to learn.⁵⁸ So when the students were interested in learning English, they will be more focused their attention to this subject. They will try to talk and to do something related the English language, and they will try to explore the subject matter in every chance inside or outside the classroom activities.

Additionally, according to Schiefele, one of the interest characteristic is feeling excitement, or positive feeling. If a student interest in English language he or she will enjoy the learning process and doesn't feel depress.

⁵⁸Krapp, A., Hidi, S., & Renninger, Op.Cit.p.7

Based on finding, it found almost all the students were exciting to be involved in English major which marked the interest of the students.

Furthermore, (J. Chen; Csikszentmihalyi; O'Brien and Toms) argued that interest can also lead to a flow/engaging experience. Csikszentmihalyi described flow is a feeling of effortless effort without noticing the passing of time and the use of energy. It is a highly engaged mental state characterised by total involvement, intense concentration, distortion of time, disappearance of self-consciousness, and a merging of action and awareness.⁵⁹ This research found, the dominantly students were involved in English major. It marked by a specific attitude, such as the dominantly students feel that the English subject meant for them. They also looking for books or magazines related english language, and they prefer to talk about their major depend on their hobbies.

Based on the explanation above the researcher concluded that the students' feeling related valence which supported the students' interest in learning english was in high level. It acquired 72,2 % for the total percentage for this aspect.

⁵⁹ Tan Bee Tin, Op.cit. P.36

b) Students' Value Related Valence

Table 4.3 Value Related Valence Result of Students' Individual Interest

Aspects	Indicators	SA/4		A/3		D/2		SD/1		F Score	Total %
		F	%	F	%	F	%	F	%		
Value related valence	Intrinsic Value	28	43,7%	34	53,1%	2	3,1%	0	0	212	82,8%
		2	3,1%	12	18,7%	33	5,5%	17	26,5%	193	75,3%
	Utility Value	2	3,1%	17	26,5%	26	40,6%	19	29,6%	190	74,2%
		0	0	3	4,6%	28	43,7%	33	51,5%	222	86,7%
		2	3,1%	12	18,7%	35	54,6%	15	23,4%	129	50,3%
	Cost	4	6,2%	38	59,3%	19	29,6%	3	4,6%	171	66,7%
	Attainment Value	41	64%	23	35,9%	0	0	0	0	233	91%

Based on the table percentage of value related valence above there were 64 students who answered the questions by 4 scales, where each of them answer with different statement, the researcher got result that will be explained as bellow:

For the statement number 8, there were 28 students who answered strongly agree (43,7%), 34 students who answered agree (53,1%), there were 2 students who answered disagree (3,1%) and 0 students who answered strongly disagree. In this statements, the researcher found the highest score, that was on agree option where 34 students chose it with the percentage was 53,1%. It means that, at this point about half of students believed that it was great for them to be able to learn the English language.

The statement number 9 was negative statement, there were 2 students who answered strongly agree (3,1%), 12 students who answered agree (18,7%), there were 33 students who answered disagree (51,5%) and 17 students who answered strongly disagree 26,5%. In this statements, the researcher found the highest score, that was on disagree option where 33 students chose it with the percentage is 51,5%. It means that, at this point almost half students kept attention to their English major.

For the statement number 10, there were 2 students who answered strongly agree (3,1%), 17 students who answered agree (26,5%), there were 26 students who answered disagree (40,6%) and 19 students who answered strongly disagree (29,6%). In this statements, the researcher found the highest score, that was on disagree option where 26 students chose it with the percentage is 40,6%. It means that, at this point almost students believed that their major impact to their self realisation.

The statement number 11 was negative statement, there were 0 students who answered strongly agree, 3 students who answered agree (4,6%), there were 28 students who answered disagree (43,7%) and 33 students who answered strongly disagree (51,5%).. In this statements, the researcher found the highest score, that is on strongly disagree option where 33 students chose it with the percentage is 51,5%. It means that, at this point almost students believed that their major was significance for them.

For the statement number 12, there were 2 students who answered strongly agree (3,1%), 12 students who answered agree (18,7%), there were 35 students who answered disagree (54,6%) and 15 students who answered strongly disagree (23,4%). In this statements, the researcher found the highest score, that was on disagree option where 35 students chose it with the percentage was 54,6%. It means that, at this point almost students believed that they were not really like to spend their time to learn in their major.

For the statement number 13, there were 4 students who answered strongly agree (6,2%), 38 students who answered agree (59,3%), there were 19 students who answered disagree (29,6%) and 3 students who answered strongly disagree (4,6%). In this statements, the researcher found the highest score, that was on agree option where 38 students chose it with the percentage was 59,3%. It means that, at this point almost students believe that they reviewed their previous study before starting the current one.

For the statement number 14, there were 41 students who answered strongly agree (64%), 23 students who answered agree (34,3%), there were 0 students who answered disagree and 0 students who answered strongly disagree. In this statement, the researcher found the highest score, that is on strongly agree option where 41 students chose it with the percentage was 64%. It means that, at this point almost students believed that their major has positive influence for their personality.

Value related valence refers to the attribution of personal significance to an object. Personal significance may be ascribed to an object or subject area for a wide variety of reasons, such as its contribution to one's personality development, competence, or understanding important problems. If a person interests to something it means he or she has a special attention to a particular subject because its valuable for him or her. And that person will do anything to comprehend that subject matter related his or her interest. He or she also will effort seriously and enjoying while working on task.

And based on the finding, the resresearcher found that the students' value related valence was high, and it was highly supported by attainment value. It showed from the data obtained, the dominantly students view that their major has positive influence for their personality. According to Eccles, attainment value is the importance of doing well on the task. Tasks are important when students view them as central to their own sense of themselves. Such as, the students belief that the task or subject are important for their personality or for them to express the importance aspect of theirselve.

Other values which involved to the students interest was cost value. Eccles stated that the cost refers to what the individual has to give up to do a task (for instance, do I do my English homework or call my friend?), she added as well as the anticipated effort one will need to put into task completion, such as review the previous lessons, or prepare the materials

before an examination. And also, in this research, it found the majority students agree that they review the previous study before starting the current one. It indicate that the students' value related valence were high.

Beside that the students' value related valence of interest were supported by utility value. According to Eccles utility value or usefulness refers to how a task fits into an individual's future plans, for instance, taking an English class to fulfill a requirement for an English degree. She also added that the utility value also connects to personal goals and sense of self, such as an individual beliefs that his or her study is significance for her self realization. And in this research, it found the dominantly students showed the high of utility value.

And for intrinsic value, it found the dominantly students were having a high intrinsic value. The data showed that majority students felt great to be able to study at English major. It was support by Eccles, she describe intrinsic or interest value as the enjoyment one gains from doing the task. Sciefele added, when children intrinsically value an activity they often become deeply engaged in it and can persist at it for a long time.

Based on the discussion above it can be concluded that the student's value related valence which constructed the interest in learning english were in high level. It acquired 75,8% of the total percentage for this aspect.

c) Students' Intrinsic Characteristic of Valence Beliefs

Table 4.4 The Result of Intrinsic Character of Valence Beliefs

No	Indicators	SA/4		A/3		D/2		SD/1		F Score	Total %
		F	%	F	%	F	%	F	%		
15	Intrinsic in individual	12	18,7%	46	71,8%	6	9,3%	0	0	198	77,3%
16		19	29,6%	35	54,6%	8	12,5%	2	3,1%	199	77,7%
17		6	9,3%	35	54,6%	21	32,8%	2	3,1%	173	67,5%
18		27	42,1%	27	42,1%	4	6,2%	6	9,3%	203	79,2%

For the statement number 15, there were 12 students who answered strongly agree (18,7%), 46 students who answered agree (71,8%), there were 6 students who answered disagree (9,3%) and 0 students who answered strongly disagree. In this statements, the researcher found the highest score, that was on agree option where 46 students chose it with the percentage was 71,8%. It means that, at this point almost students work intensively to deep certain aspect in their major.

For the statement number 16, there were 19 students who answered strongly agree (29,6%), 35 students who answered agree (54,6%), there were 8 students who answered disagree (12,5%) and 2 students who answered strongly disagree (3,1%). In this statements, the researcher found the highest score, that was on agree option where 35 students chose it with the

percentage is 54,6%. It means that, at this point the majority students chose their major based on their personal preference.

For the statement number 17, there were 6 students who answered strongly agree (9,3%), 35 students who answered agree (54,6%), there were 21 students who answered disagree (32,8%) and 2 students who answered strongly disagree (3,1%). In this statements, the researcher found the highest score, that is on agree option where 35 students chose it with the percentage is 54,6%. It means that, at this point majority students prepare the material before studying.

For the statement number 18, there were 27 students who answered strongly agree (42,1%), 27 students who answered agree (42,1%), there are 4 students who answered disagree (6,2%) and 6 students who answered strongly disagree (9,3%). In this statements, the researcher found the highest score, that is on strongly agree and agree option were 27 students chose it with the percentage is 42,1%. It means that, at this point almost all students chose their major based on the interesting subject matter involved.

Based on the finding above, it found that the intrinsic characteristic of feeling related and value related valence were high. There were 68,7% of the students agree that they work intensively to deep certain aspect of their major. It means majority students effort to deep the English language because this subject was interesting and mean for them. So that the students will effort to do anything to achieve what they perceive precious for them,

for instance the students prepare the materials before studying, or chose the academic domain based on their personal choice.

However, it found 12,5% of students chose the English major not based on their personal preference. Eventhough, the essential feature of feeling related and value related valence beliefs are intrinsic in nature. Both type of beliefs are directly related to a certain interest object and not based on the relation of this object to other object, or domain. As Cf. Peckrun said, if a student associates English with high personal significance because English help him or her to get a prestigious job, then we would not speak interest.⁶⁰ It means if a student interested in english major he or she will chose this major because of the interesting subject matter involved, and based on his or her personal preference. But if a student chose an English major not based on his or her personal choice, for instance occured miss placement when university accepts the students, it will make students feel uncomfortable. Additionally, when he or she found that the English Language was difficult for them they will feel depressed and try to avoid the academic activity or even the worst they move to other major.

In this reasearch, the researcher also found a student who has low of intrinsic characteristic of feeling related and value related valence beliefs and he didn't chose his major based on his personal preference. And about

⁶⁰ Janet M.Collis, Op.cit. 173

two weeks later after the researcher spread the questionnaire, the researcher found this student has drop out of school. Therefore, for these reasons it is important for educational institution to recruit new students based on the major of students' first choice.

To make it clear the researcher presents the result of students' interest in the following table:

Table 4.5: Students' interest result in Learning English

Aspect	No items	Indicators	SA	A	D	SD	Score	Percentage	Total	Total overall
			(4)	(3)	(2)	(1)				
Feeling related valence	1	Stimulation	17	46	0	1	207	32,3%	70,6%	73,6%
	2		18	42	4	0	206			
	3		5	33	21	4	167			
	4	Excitement	21	38	5	0	208	11,6%		
	5	Flow	20	22	19	4	137	26,6%		
	6		3	35	26	0	165			
	7		6	14	34	10	176			
Value related valence	8	Intrinsic value	28	32	2	0	212	22,6%	75,3%	
	9		2	12	33	17	193			
	10	Utility value	2	17	26	19	190	30,1%		
	11		0	3	28	33	222			
	12		2	12	35	15	129			
	13	Cost	4	38	19	3	171	9,5%		
14	Attainment value	42	22	0	0	234	13%			
Intrinsic character of valence beliefs	15	Intrinsic in individual	12	46	6	0	198	75,5%	75,5%	
	16		19	35	8	2	199			
	17		6	35	21	2	173			
	18		27	27	4	6	204			

The table above showed the result of the students' interest in English.

From the data it appeared that the individual interest was constructed of three aspects. They are feeling related valence, value related valence, and

intrinsic characteristic of feeling related and value related valence beliefs. From the data above appeared about 73,6% of the students of English Tadris in the third semester have high individual interest studying at English major. The high interest of the students were supported by high values and high feelings towards the English major. From the data, it found 70,6% the students were highly supported by feeling related valence. It means these students felt exciting, comfortable, engaged and felt stimulated studying at English major.

Beside that about 75,3% the students were highly supported by value related valence. It means these students perceived the English major was really important and valuable for them. And also, about 75,5% the students have high intrinsic characteristic of feeling related and value related valence. It means, these students chose the English major based on their personal preference and based on the interesting subject matter involved.

2. The Factors Which Influence Student's Interest in Learning English

1. Parental Involvement

Family has been recognized as the major influence on students' academic performance and their ultimate successes in life.⁶¹ Fishel & Ramirez in Vickey describe parental involvement as parents' participation in

⁶¹ Gullota, T. et al. *The Adolescent experience*, 4th ed. USA :Academic Press, 2000

their children's education with the purpose of promoting their academic and social success.

Parental involvement in students education are directly related to the students interest and motivation in learning. Students were more motivated when their parents supported and encouraged them to learn. Parents role as a models for attitude and behaviour that could assist in future success as well as the development of English interest and activities. Students often learn attitude, values, and cultural morals from their parents.

From the interview result, parent characteristic including parental occupation could affect the students' interest in larning and their academic domain. Forinstance, a parents who work as English teacher usually will lead their children to learn English, and thought about the childrens' behavior value and beliefs in English education. However, there were another parents occupation unrelated the English language (such as work as a farmer, trader, and etch.) who support their children to learn in English major because they have a spesific value toward the English language. They believed that English language is important for their children, because it has many job opportunities.

In other side, it is also important for parents to not only support their children, but they have to know their childrens' competence. Because every children has different way to study. As Gardner's theory of multiple intelligences reminds us that students bring with them different attributes and

different ways of learning. Therefore, if students learn not by compulsion they will learn more enthusiastic and happily, and they will not feel depressed.

2. Teacher

Students in the study stated that they don't like to the teacher teaching method which are too much talking and writing. The teacher should have the ability to teach creatively and not monotonous in teaching activities. It should remind for teacher that every students has different learning abilities and learning style. Thus it is important for teacher to know the students need and their capabilities to make the students feel comfortable and feel interest in learning.

In other hands, the students also remarked that some teachers are unable to explain the work properly, and that make the student feel bored while learning. In this case the student declared that they like the teacher who always asked the students to actively thinking in classroom activities. Meanwhile, students also identified aspect of teachers' personality which played a significance role in determining their interest levels. The student don't like to be embarrassed and humiliated, because it will make them feel anxious and afraid when learning in the class. So that it is important for teacher to have a good personality to avoid the student feel disinterest in learning.

3. Peer or Friend

Peer relationships are influence the changes of students' intrinsic value for school. Such as liking and enjoying, as well as achievement. Landau stated that the students who care about learning are more likely to associated with peers who shares this interest in academic than those who have less interest in learning. This study found the students who have a friends that like the English language they will share the same value and interest in English. As Harter supported that social and emotional support from peers have been associated with motivational outcomes such as the pursuit of academic and prosocial goals, intrinsic value, and self concept. It also found, the student will be more motivated to learn when his or her friends support them to learn. The positive relationship will maintence the students interest in learning, such as making a study group will make the students become more actively learning, they will become more enthusiast to follow the learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion as the last part of this research are taken. The conclusion below is the answer of the research questions of this research, while suggestion are intended to give information to the researchers who are interested in doing further research in this area.

A. Conclusions

Based on the result and discussion in chapter IV before, the researcher took some conclusions, they are:

1. The students' individual interest in learning English was constructed of three aspects. They are feeling related valence, value related valence, and the intrinsic characteristic of feeling related and value related valence beliefs. From the result, the students' interest in learning English were high. It appeared from the students feeling related valence which obtained 70,6% of total percentage. This reflected the students' feeling related valence was high. And also the value related valence obtained 75,3% of total percentage. It means the value related valence of students' was high. and for intrinsic characteristic of feeling related and value related valence beliefs obtained 75,5% of total percentage for this aspect. It means the intrinsic characteristic of feeling related and value related valence

beliefs of the students was high. And the total percentage for the overall aspects constructing the students' individual interest obtained 73,6%. Thus it can be concluded that the students' individual interest of the third semester of English Study Program at IAIN Curup was high.

2. From the result of the interview to the students, the researcher got some factors that influence the students interest to study at English major. It found that parents specific beliefs about their children successes in education influence the students interest to study in English major. Beside that the teacher strategi, teacher competence, teacher's ability to understand the students needs, and teacher attitude also generate the students interest in learning. Furthermore, the peers relationship and peers support can influence the students' interest in academic domain.

B. Suggestions

The research objectives have answered. Finally, the suggestion comes for a better future. The suggestion is specifically proposed as below:

1. The College

The education institution have to know the studets' individual interest when accepting a new student by giving an interest test. Beside that, the education institution have to recruite them based on the first major options that they chosed.

2. Lecture

The lectures have to use appropriate methods and strategies to stimulate the students' interest in learning. Creative teaching strategies will help to trigger the students' interest in learning, and will make students actively thinking, and involving in the classroom activities, and to minimize the students' boredom.

3. Parents

The parents have to understand their children's competence and their children's interest in academic learning. And it is also important for parents to involve and support their children to learning at home to maintain their children's interest.

4. Student

It is important for students to associate and build a positive relationship with their friends, such as making a group discussion, and support each other in learning.

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APPENDICES

APPENDIX 1

The following were the data of the students who had moved to other major in the last four years:

Year	Total students moved to other major in the last four years data			
	2014	2015	2016	2017
Total	18	14	11	10

Source: Prodi TBI

The following were the data formats of students moved to others major:



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
JURUSAN TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS

SURAT REKOMENDASI

Nomor : Sti.1.06.6/PP.009/045/2014

Saya yang bertandatangan di bawah ini:

Nama : **Sakut Anshori, S.Pd.I., M.Hum**
NIP : 198110202006041002
Jabatan : Plt.Ketua Prodi. Tadris Bahasa Inggris

menerangkan bahwa mahasiswa berikut:

Nama : **Okta Utami**
NIM : 13551056

Adalah benar mahasiswa Jurusan Tarbiyah Program Studi *Tadris* Bahasa Inggris semester II kelas E dan sedang mengurus administrasi untuk pindah dari Jurusan Tarbiyah Prodi PBI ke Prodi Ekonomi Perbankan Islam (EPI).

Demikian Surat ini dibuat dengan sebenarnya, besar harapan saya agar Bapak berkenan mengabulkan permohonan mahasiswa yang bersangkutan dan atas bantuan bapak saya ucapkan terima kasih.

Curup, 27 Agustus 2014
Plt. Ketua Prodi. Tadris BI,

Sakut Anshori, S.Pd.I., M.Hum
NIP. 198110202006041002



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
JURUSAN TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS

SURAT REKOMENDASI

Nomor : Sti.1.06.6/PP.009/044/2015

Saya yang bertandatangan di bawah ini:

Nama : **Sakut Anshori, S.Pd.I., M.Hum**
NIP : 198110202006041002
Jabatan : Plt.Ketua Prodi. Tadris Bahasa Inggris

menerangkan bahwa mahasiswa berikut:

Nama : **Hendri Pasya**
NIM : 14552003

Adalah benar mahasiswa Jurusan Tarbiyah Program Studi *Tadris* Bahasa Inggris semester II kelas NR dan sedang mengurus administrasi untuk pindah dari Jurusan Tarbiyah Prodi PBI ke Prodi Pendidikan Agama Islam (PAI).

Demikian Surat ini dibuat dengan sebenarnya, besar harapan saya agar Bapak berkenan mengabulkan permohonan mahasiswa yang bersangkutan dan atas bantuan bapak saya ucapkan terima kasih.

Curup, 29 Juli 2015
Plt./Ketua Prodi. Tadris BI,

Sakut Anshori, S.Pd.I., M.Hum
NIP. 198110202006041002



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
JURUSAN TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS

SURAT REKOMENDASI

Nomor : Sti.1.06.6/PP.009/52 /2016

Saya yang bertandatangan di bawah ini:

Nama : **Sakut Anshori, S.Pd.I., M.Hum**
NIP : 198110202006041002
Jabatan : Plt.Ketua Prodi. Tadris Bahasa Inggris

dengan ini menerangkan bahwa mahasiswa berikut:

Nama : **Ahmad Mardani Sanjaya**
NIM : 14551085

Adalah benar mahasiswa Jurusan Tarbiyah Program Studi *Tadris* Bahasa Inggris semester V dan sedang mengurus administrasi untuk pindah dari Jurusan Tarbiyah Prodi TBI program Non Reguler ke Prodi Pendidikan Agama Islam (PAI) program Non Reguler.

Demikian Surat ini dibuat dengan sebenarnya, besar harapan saya agar Bapak berkenan mengabulkan permohonan mahasiswa yang bersangkutan dan atas bantuan bapak saya ucapkan terima kasih.

Curup, 5 Juni 2016
Plt./Ketua Prodi. Tadris BI,

Sakut Anshori, S.Pd.I., M.Hum
NIP.198110202006041002

APENDIX 2

Table 4.1 Students' Interest Score

Class A

No	Name	Score	Catagory
1.	Student A	43	Low
2.	Student B	48	High
3.	Student C	47	High
4.	Student D	62	Very High
5.	Student E	43	Low
6.	Student F	44	Low
7.	Student G	56	High
8.	Student H	63	Very high
9.	Student I	43	Low
10.	Student J	55	High
11.	Student K	55	High
12.	Student L	65	Very high
13.	Student M	55	High
14.	Student N	57	High
15.	Student O	46	High
16.	Student P	50	High
17.	Student Q	54	High
18.	Student R	40	Low
19.	Student S	55	High

Table 4.2 Students' Interest Score

Class B

No.	Name	Score	Catagory
1.	Student A	48	High
2.	Student B	48	High
3.	Student C	63	Very high
4.	Student D	54	High
5.	Student E	45	High
6.	Student F	62	Very high
7.	Student G	45	High
8.	Student H	62	Very high
9.	Student I	46	High
10.	Student J	46	High
11.	Student K	51	High
12.	Student L	49	High
13.	Student M	58	Very high
14.	Student N	58	Very high
15.	Student O	57	High
16.	Student P	63	Very high
17.	Student Q	56	High
18.	Student R	49	High
19.	Student S	55	High

20.	Student T	46	High
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Table 4.3 Students' Interest Score

Class C

No.	Name	Score	Category
1.	Student A	62	Very high
2.	Student B	48	High
3.	Student C	64	Very high
4.	Student D	44	Low
5.	Student E	58	Very high
6.	Student F	63	Very high
7.	Student G	52	High
8.	Student H	58	Very high
9.	Student I	47	High
10.	Student J	55	High
11.	Student K	63	Very high
12.	Student L	57	High
13.	Student M	50	High
14.	Student N	57	High
15.	Student O	55	High
16.	Student P	48	High

17.	Student Q	50	High
18.	Student R	42	Low
19.	Student S	61	Very high
20.	Student T	63	Very high
21.	Student U	61	Very high
22.	Student V	61	Very high
23.	Student W	56	High
24.	Student X	57	High
25.	Student Y	63	Very high

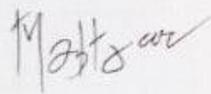
APPENDIX 3
STUDY INTEREST QUESTIONNAIRE

Aspects	Indicators	Items	SA	A	D	SD
Feeling-related valences	Stimulation	1. I like to work related to my major				
		2. I like to talk much about the subject matter related to my major.				
		3. I like to look forward to get back my major after long weekend.				
	Excitement	4. I feel happy when I involve in my major.				
	Flow	5. I prefer to talk to my hobby rather than my major				
		6. I like to browse in a magazine or books to do related to my major.				
		7. I feel many areas within my major which means nothing.				
Value-related valence	Intrinsic value	8. I feel great to be able to study this particular subject.				
		9. I feel sometimes rather indifferent towards my major				
	Utility value	10. I feel my major has little bit impact to my self realization.				
		11. My study is markedly less significance to me.				
		12. I love to study my major than spend unproductive things.				
	Cost	13. I review my previous study before starting the current one.				
Attainment value	14. I am sue my major has a positive influence on my personality.					
Intrinsic character of valence beliefs	Intrinsic in individual	15. I work more intensively to deep certain aspect of my major.				
		16. I choose this major based on my personal preference.				
		17. I prepare the material before studying.				

		18. I chose my major primarily because of the interesting subject matter involved.					
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Curup, 17 September 2018

Validator



Masita Arianie, M.Pd

APPENDIX 4
STUDENTS' QUESTIONNAIRE RESULT

Name:

Class:

Directions:

Choose one of the following ratings. Put a (√) on the fields that have been provided.

SA : Strongly Agree (Sangat Setuju)

A : Agree (Setuju)

D : Disagree (Tidak Setuju)

SD : Strongly Disagree (Sangat Tidak Setuju)

Statement	SA	A	D	SD
1. Aku suka mengerjakan sesuatu yang berhubungan dengan jurusanku.				
2. Aku suka membicarakan hal yang berhubungan dengan jurusanku.				
3. Aku suka menanti untuk segera kembali ke perkuliahan setelah libur akhir pekan.				
4. Aku merasa senang berada di jurusan bahasa inggris.				
5. Aku lebih suka membicarakan hobiku daripada membicarakan hal seputar jurusanku.				
6. Aku suka mencari majalah atau buku-buku yang berhubungan dengan jurusanku.				
7. Aku merasa ada banyak hal dalam jurusanku yang kurang berarti bagiku.				
8. Aku merasa senang bisa mempelajari mata pelajaran bahasa inggris.				
9. Aku merasa agak acuh terhadap jurusan ku.				
10. Aku merasa jurusanku hanya berdampak sedikit terhadap realisasi ku.				
11. Pendidikanku di jurusan bahasa Inggris tidak terlalu penting bagi ku.				
12. Aku suka belajar di jurusan bahasa Inggris daripada mengerjakan hal hal yang tidak produktif.				
13. Aku mengulang pelajaran yang lalu sebelum memulai pelajaran yang baru.				
14. Aku yakin jurusanku memiliki pengaruh positif terhadap kepribadianku.				
15. Aku berusaha lebih intensive untuk mendalami aspek tertentu dalam jurusan bahasa inggris.				
16. Aku memilih jurusan bahasa inggris berdasarkan pilahan pribadi ku sendiri.				
17. Aku menyiapkan materi sebelum belajar.				
18. Aku memilih jurusan bahasa inggris terutama karena pelajaran bahasa Inggris itu menarik bagiku.				

Study Interest Questionnaire

Name: *Ruslan m*

Class: *3A*

Directions:

Choose one of the following ratings. Put a (✓) on the fields that have been provided.

SA : Strongly Agree (Sangat Setuju)

A : Agree (Setuju)

D : Disagree (Tidak Setuju)

SD : Strongly Disagree (Sangat Tidak Setuju)

Statement	SA	A	D	SD
1. Aku suka mengerjakan sesuatu yang berhubungan dengan jurusanku.		✓		
2. Aku suka membicarakan hal yang berhubungan dengan jurusanku.		✓		
3. Aku suka menanti untuk segera kembali ke perkuliahan setelah libur akhir pekan.		✓		
4. Aku merasa senang berada di jurusan bahasa inggris.		✓		
5. Aku lebih suka membicarakan hobiku daripada membicarakan hal seputar jurusanku.			✓	
6. Aku suka mencari majalah atau buku-buku yang berhubungan dengan jurusanku.		✓		
7. Aku merasa ada banyak hal dalam jurusanku yang kurang berarti bagiku.			✓	
8. Aku merasa senang bisa mempelajari mata pelajaran bahasa inggris.	✓			
9. Aku merasa agak acuh terhadap jurusan ku.		✓	✗	
10. Aku merasa jurusanku hanya berdampak sedikit terhadap realisasi ku.			✓	
11. Pendidikanku di jurusan bahasa Inggris tidak terlalu penting bagi ku.			✓	
12. Aku suka belajar di jurusan bahasa Inggris daripada mengerjakan hal hal yang tidak produktif.		✓		
13. Aku mengulang pelajaran yang lalu sebelum memulai pelajaran yang baru.		✓		
14. Aku yakin jurusanku memiliki pengaruh positif terhadap kepribadianku.	✓			
15. Aku berusaha lebih intensive untuk mendalami aspek tertentu dalam jurusan bahasa inggris.	✓			
16. Aku memilih jurusan bahasa inggris berdasarkan pilahan pribadi ku sendiri.		✓		
17. Aku menyiapkan materi sebelum belajar.			✓	
18. Aku memilih jurusan bahasa inggris terutama karena pelajaran bahasa Inggris itu menarik bagiku.		✓		

Name: Annisa febriani
 Class: PBI 3A
 Directions:

Study Interest Questionnaire

Choose one of the following ratings. Put a (✓) on the fields that have been provided.

SA : Strongly Agree (Sangat Setuju)	D : Disagree (Tidak Setuju)
A : Agree (Setuju)	SD : Strongly Disagree (Sangat Tidak Setuju)

Statement	SA	A	D	SD
1. Aku suka mengerjakan sesuatu yang berhubungan dengan jurusanku.		✓		
2. Aku suka membicarakan hal yang berhubungan dengan jurusanku.		✓		
3. Aku suka menanti untuk segera kembali ke perkuliahan setelah libur akhir pekan.			✓	
4. Aku merasa senang berada di jurusan bahasa inggris.	✓			
5. Aku lebih suka membicarakan hobiku daripada membicarakan hal seputar jurusanku.			✓	
6. Aku suka mencari majalah atau buku-buku yang berhubungan dengan jurusanku.		✓		
7. Aku merasa ada banyak hal dalam jurusanku yang kurang berarti bagiku.			✓	
8. Aku merasa senang bisa mempelajari mata pelajaran bahasa inggris.		✓		
9. Aku merasa agak acuh terhadap jurusan ku.			✓	
10. Aku merasa jurusanku hanya berdampak sedikit terhadap realisasi ku.			✓	
11. Pendidikanku di jurusan bahasa Inggris tidak terlalu penting bagi ku.			✓	
12. Aku suka belajar di jurusan bahasa Inggris daripada mengerjakan hal hal yang tidak produktif.		✓		
13. Aku mengulang pelajaran yang lalu sebelum memulai pelajaran yang baru.			✓	
14. Aku yakin jurusanku memiliki pengaruh positif terhadap kepribadianku.		✓		
15. Aku berusaha lebih intensive untuk mendalami aspek tertentu dalam jurusan bahasa inggris.		✓		
16. Aku memilih jurusan bahasa inggris berdasarkan pilihan pribadi ku sendiri.	✓			
17. Aku menyiapkan materi sebelum belajar.			✓	
18. Aku memilih jurusan bahasa inggris terutama karena pelajaran bahasa Inggris itu menarik bagiku.	✓			

APPENDIX 5

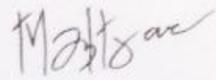
INTERVIEW GUIDANCE

FACTORS AFFECTING THE STUDENTS' INTEREST FOR STUDYING ENGLISH

No	Factors	Indicators	Questions
1	Parental involvement	Parent and family characteristic	1. What is your parent occupation?
		Parent specific behaviour	2. Do your parents support you in English major? Why?
		Parents general beliefs	3. Do your parents encourage you to practice your English? Why?
		Parents' child-specific beliefs	How is your parent expectation to your study?
2	Teacher	Teaching strategy	1. What do you think of the teacher teaching strategies used in teaching English? Did they interest you? Why? 2. In your opinion what classroom activities that make you comfortable? 3. Do your teachers often motivate you in every meeting?
		Teacher attitude	1. What make you feel interest or disinterest when you are learning in the classroom? Why?
3	Peer/friend	Friends supporting	2. Do your friends support you to study in English major? How the way?
		Friends active helping	3. Do your friends often ask you to practice English language with them?
			4. Do you always talk about what you have learned to your friends? Why?

Curup, 17 September 2018

Validator



Masita Arianie, M.Pd

INTERVIEW GUIDANCE

1. Apakah pekerjaan orang tua anda?
2. Apakah orang tua mendukung anda untuk masuk ke jurusan bahasa inggris? Mengapa?
3. Apakah orangtua mendorong anda untuk berlatih ngomong bahasa inggris?
4. Bagaimana harapan orangtua terhadap pendidikan anda?
5. Bagaimana menurut anda strategi guru yang mengajar bahasa inggris? Apakah mereka membuat anda tertarik? Mengapa?
6. Menurut anda kegiatan kelas yang seperti apa yang membuat anda nyaman?
7. Apakah guru anda sering memotivasi anda didalam setiap pertemuan?
8. Apakah yang membuat anda tertarik atau tidak tertarik ketika belajar didalam kelas? Mengapa?
9. Apakah teman anda mendukung anda untuk masuk kejurusan bahasa inggris? Bagaimana?
10. Apakah temen anda sering mengajak anda untuk berlatih ngomong bahasa inggris?
11. Apakah anda selalu membahas mata pelajaran yang sudah anda pelajari bersama teman teman anda? Mengapa?

APPENDIX 6

THE INTERVIEW RESULT

a. Student F

No	Factors	Aspect	Questions	Responses
1	Parental involvement	Parent and family characteristic	What is your parents occupation?	My parents work as a farmer.
		Parent specific behavior	Do your parent support you in English major?	My parents really support me to study at English major. Because it has many jobs opportunity.
		Parent general beliefs	Do your parents encourage you to practice your English? Why?	My parents often encourage me to practice my English, so that I can compete with others.
		Parents' child specific beliefs	How is your parents expectation to your study?	My parents expect I can work outside the town or I can be a teacher.
2	Teacher	Teaching strategy	What do you thing of the teacher teaching strategies used in teaching English? Did they interest you? Why?	I think some of lectures who teach English were interested.
			In your opinion what classroom activities that make you comfortable?	For me, the comfortable learning activity is when a Lecture bring a games in teaching.
			Do your teachers often motivate you in every meeting?	Yes, our Lectures often motivate us.
		Teacher attitude	What make you feel interest or disinterest when you are learning in the classroom? Why?	Something maked me intersted is the Lectures teaching strategy and their personality.

3	peer/friend	Friends supporting	Do your friends support you to study in English major? How the way?	Yes, my friends support me and even motivate me. That time I had the chance to move from the English major, but my friends motivated me to stay in the English major.
		Friends active helping	Do your friends often ask you to practice English language with them?	Yes they do, my friends often ask me to speak English with them, sometimes in canteen, in the class, and even in the street they often ask me to speak English with them.
			Do you always talk about what you have learned to your friends? Why?	Yes we do, we have a group discussion. We often discuss lessons that have been learned, and do assignment together after going home.

b. Students R

No	Factors	Aspect	Questions	Responses
1	Parental involvement	Parent and family characteristic	What is your parent occupation?	My parent work as an English teacher.
		Parent specific behavior	Do your parents support you in English major? Why?	Yes they do. Such as, when I am at home they often remind me to learn and open my English books.
		Parent general beliefs	Do your parents encourage you to practice your English? Why?	No they do not, usually I am the first who asked him speak English.
		Parents' child specific beliefs	How is your parent expectation to your study?	My parents' expectation are good, and they hope I can finish my study righ on time.
2	Teacher	Teaching strategy	What do you thing of the teacher teaching strategies used in teaching English? Did they interest you? Why?	Some Lectures are good and some are not. Good teachers are who understand the will of students, and use strategies that are not monotonous. And the Lectures who make less interested are those who are ignorant and rarely present.

			In your opinion what classroom activities that make you comfortable?	In my opinion the classroom activities which are not only about theoretical issues, but also practice.
			Do your teachers often motivate you in every meeting?	Yes they do.
		Teacher attitude	What make you feel interest or disinterest when you are learning in the classroom? Why?	I am interested when the lectures don't make me anxious.
3	peer/friend	Friends supporting	Do your friends support you to study in English major? How the way?	Yes, some of them.
		Friends active helping	Do your friends often ask you to practice English language with them?	For now there is no friends who asked to speak English anymore. Formerly, when the English Zone was applied my friends often invited me to speak English. Actually, we practice speak English because of coercion, fear and afraid of being fined.
			Do you always talk about what you have learned to your friends? Why?	Yes, sometimes. Because not all class members are active.

c. Students D

No	Factors	Aspect	Questions	Responses
1	Parental involvement	Parent and family characteristic	What is your parent occupation?	My parent work as farmer.
		Parent specific behavior	Do your parents support you in	No, my parents do not know about it.

			English major? Why?	
		Parent general beliefs	Do your parents encourage you to practice your English? Why?	No, they never ask me to practice speak English. But they support me in other way, such as buy a book for me and etc.
		Parents' child specific beliefs	How is your parent expectation to your study?	My parents expect the best. Because my aunt open a course, so they hope I can cooperate with her.
2	Teacher	Teaching strategy	What do you thing of the teacher teaching strategies used in teaching English? Did they interest you? Why?	Some Lectures are good and some are not. I like the lectures who always ask the students to actively thinking. And I don't like to the lectures who do not have a good ability to teach the lessons and too monotonous in teaching.
			In your opinion what classroom activities that make you comfortable?	The class activities that are not too monotonous and sometmies play a games.
			Do your teachers often motivate you in every meeting?	Yeah, few of them.
		Teacher attitude	What make you feel interest or disinterest when you are learning in the classroom? Why?	For me, it depends on the lessons. If the lesson is interested, I will interact to learning. And So far, the lectures pesonality make me comfortable.
3	peer/friend	Friends supporting	Do your friends support you to study in English major? How the way?	Yes, some of them. Because we registered here together with friends. And we support each other when we were down. Especially, the English language is difficult so my friends often ask me to learning again.

		Friends active helping	Do your friends often ask you to practice English language with them?	Yes, some of my friends sometimes asked me to practice speak English.
			Do you always talk about what you have learned to your friends? Why?	Yes, but only on whatsap. Here we almost never talk about the lessons we have learned. We talk it only if there are assignments.

d. Students A

No	Factors	Aspect	Questions	Responses
1	Parental involvement	Parent and family characteristic	What is your parent occupation?	My parent work as trader.
		Parent specific behavior	Do your parents support you in English major? Why?	Actually, I study at English major because my parents recommended me. They belief that there were many job opportunities for English degree.
		Parent general beliefs	Do your parents encourage you to practice your English?	Seldom.
		Parents' child specific beliefs	How is your parent expectation to your study?	They hope if I graduate, I can work and can be independent.
2	Teacher	Teaching strategy	What do you thing of the teacher teaching strategies used in teaching English? Did they interest you? Why?	I think the some of Lectues were interested. Because they can understand my capability. So they can easily teach to us.
			In your opinion what classroom activities that make you	The classroom activity which not too crowded and noisy. And sometimes plays a game in learning.

			comfortable?	
			Do your teachers often motivate you in every meeting?	Yes they do, and for instance we can not accomplish the task but the lecture motivate us and make sure that we can do that.
		Teacher attitude	What make you feel interest or disinterest when you are learning in the classroom? Why?	The first which make me interested was the coriousity toward the subject. But I am bored when we come in here, but the lecture was absent.
3	peer/friend	Friends supporting	Do your friends support you to study in English major? How the way?	Well, my friends supported. Because my friends in my society prefer to learn English than others subject.
		Friends active helping	Do your friends often ask you to practice English language with them?	Yes, few of them. Because they assumed if practiced of speaking English was proud of self.
			Do you always talk about what you have learned to your friends? Why?	Depend on the conditions, such as we do when we were having an assignment. But usually we don't.

e. Students E

No	Factors	Aspect	Questions	Responses
1	Parental involvement	Parent and family characteristic	What is your parent occupation?	My parent work as an entrupreneur.
		Parent specific behavior	Do your parents support you in English major? Why?	Yes they do. My parents recommended me to study at English major because they have been suggested by their friends. They them self do not know about University.
		Parent general beliefs	Do your parents encourage you to practice your	Not at all.

			English?	
		Parents' child specific beliefs	How is your parent expectation to your study?	The most important is I can finish my study. They stated if I must not being an English teacher, it doesn't matter become anything.
2	Teacher	Teaching strategy	What do you thing of the teacher teaching strategies used in teaching English? Did they interest you? Why?	Some of lectures, because they were not monotonous. They were not just explaining and giving a assignment, but also make a quiz while studying.
			In your opinion what classroom activities that make you comfortable?	I think the class activity are not too serious.
			Do your teachers often motivate you in every meeting?	Just few of them, and not all lectures.
		Teacher attitude	What make you feel interest or disinterest when you are learning in the classroom? Why?	I was interested to undifcult topics or materials. Besaid that I like the lectures who are interesting and not too serious.
3	peer/friend	Friends supporting	Do your friends support you to study in English major? How the way?	No, formerly my friends and I wanted to study at medical program. But I was not accepted so I am the only one who different. And they did not support me, because the English was not my passion.
		Friends active helping	Do your friends often ask you to practice English language with them?	Yes, my friends at English major sometimes ask me.
			Do you always	Sometimes. If it will be asked

			talk about what you have learned to your friends? Why?	in the next meeting usually we discuss it.
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f. Students AI

No	Factors	Aspect	Questions	Responses
1	Parental involvement	a) Parent and family characteristic	What is your parent occupation?	My parent work as a farmer.
		b) Parent specific behavior	Do your parents support you in English major? Why?	Specificly no. But my parents support me that I have success.
		c) Parent general beliefs	Do your parents encourage you to practice your English?	No they don't.
		d) Parents' child specific beliefs	How is your parent expectation to your study?	They hope I can graduate. And they don't have specific target for my education.
2	Teacher	a) Teaching strategy	What do you thing of the teacher teaching strategies used in teaching English? Did they interest you? Why?	I think not all lectures have the same strategy. But some of them make me interested.
			In your opinion what classroom activities that make you comfortable?	The class activities that are not just learning but also play a games..
			Do your teachers often motivate you in every meeting?	Yes sometimes.
		a) Teacher attitude	What make you feel interest or	For me it depend on the lectures. If the lectures could understand what I need, I will

			disinterest when you are learning in the classroom? Why?	interested.
3	peer/friend	b) Friends supporting	Do your friends support you to study in English major? How the way?	Yes, a few of them.
		c) Friends active helping	Do your friends often ask you to practice English language with them?	Yes, they often ask me to practice speaking English.
			Do you always talk about what you have learned to your friends? Why?	We like to discuss the materials, but I don't like to discussed the assignment because I don't like to be confused.

HASIL WAWANCARA

a. Student F

No	Factors	Aspect	Questions	Responses
1	Parental involvement	a) Parent and family characteristic	Apakah pekerjaan orang tua anda?	Pekerjaan orangtua saya adalah petani
		b) Parent specific behavior	Apakah orang tua mendukung anda untuk masuk ke jurusan bahasa inggris? Mengapa?	Orangtua saya sangat mendukung saya masuk kejurusan bahasa inggris. Karena bahasa inggris itu banyak peluang kerjanya.
		c) Parent general beliefs	Apakah orangtua mendorong anda untuk berlatih ngomong bahasa inggris?	Orangtua saya sering mendorong saya untuk berlatih ngomong bahasa inggris, agar kemampuan saya tidak kalah dengan orang lain.
		d) Parents' child specific beliefs	Bagaimana harapan orangtua terhadap pendidikan anda?	Orang tua saya berharap saya bisa bekerja diluar kota atau menjadi seorang guru.
2	Teacher	b) Teaching strategy	Bagaimana menurut anda strategi guru yang mengajar bahasa inggris? Apakah mereka membuat anda tertarik? Mengapa?	Menurut saya sebagian dosen yang mengajar bahasa inggris sangat menarik.
			Menurut anda kegiatan kelas yang seperti apa yang membuat anda nyaman?	Belajar yang nyaman menurut saya yaitu saat seorang dosen membawakan games saat belajar didalam kelas
			Apakah guru anda sering memotivasi anda didalam setiap pertemuan?	Iya, dosen saya sering memotivasi kami.
		c) Teacher attitude	Apakah yang membuat anda tertarik atau tidak tertarik ketika belajar didalam kelas? Mengapa?	Yang membuat saya tertarik yaitu strategi dosen yang digunakan dan kepribadian dosennya.
3	peer/friend	a) Friends supporting	Apakah teman anda mendukung anda untuk masuk kejurusan bahasa inggris? Bagaimana?	Iya teman teman mendukung saya, dan bahkan memotivasi. Waktu itu saya sempet mau pindah dari jurusan bahasa inggris, namun teman teman saya memotivasi saya untuk tetap di bahasa inggris.
		b) Friends active helping	Apakah teman anda sering mengajak anda untuk berlatih ngomong bahasa inggris?	Iya teman saya sering mengajak saya untuk ngomong bahasa inggris, saat di kantin, dikelas dan bahkan saat ketemu di jalan ia

			sering ngajak ngomong bahasa inggris.
		Apakah anda selalu membahas mata pelajaran yang sudah anda pelajari bersama teman teman anda? Mengapa?	Iya sering, kita punya grup belajar. Kita sering membahas pelajaran yang sudah dipelajari dan mengerjakan tugas bareng bareng setelah pulang kuliah.

b. Students R

No	Factors	Aspect	Questions	Responses
1	Parental involvement	e) Parent and family characteristic	Apakah pekerjaan orang tua anda?	Orang tua saya seorang guru bahasa inggris.
		f) Parent specific behavior	Apakah orang tua mendukung anda untuk masuk ke jurusan bahasa inggris? Mengapa?	Iya orang tua saya selalu mendukung. Seperti saat saya dirumah orang tua saya sering mengingatkan untuk belajar dan membuka buku bahasa inggris saya
		g) Parent general beliefs	Apakah orangtua mendorong anda untuk berlatih ngomong bahasa inggris?	Tidak pernah, biasanya saya duluan yang mengajak dia ngomong pake bahasa ingris
		h) Parents' child specific beliefs	Bagaimana harapan orangtua terhadap pendidikan anda?	Harapan orang tua saya bagus, dan ia berharap saya menyelesaikan pendidikan tepat pada waktunya
2	Teacher	d) Teaching strategy	Bagaimana menurut anda strategi guru yang mengajar bahasa inggris? Apakah mereka membuat anda tertarik? Mengapa?	Sebagian dosen ada yang bagus dan ada yang tidak. Kalo yang bagus itu ia mengerti kehendak mahasiswa dan menggunakan strategi yang tidak monoton. Dan yang membuat kurang berminat itu seperti dosennya cuek dan jarang masuk.
			Menurut anda kegiatan kelas yang seperti apa yang membuat anda nyaman?	Menurut saya kegiatan kelas yang tidak hanya ngomongin masalah teori saja, namun juga diajak praktek.
			Apakah guru anda sering memotivasi anda didalam setiap pertemuan?	Iya, dosen saya sering memberikan motivasi.
		d) Teacher attitude	Apakah yang membuat anda tertarik atau tidak tertarik ketika belajar didalam kelas? Mengapa?	Yang membuat saya tertarik adalah saat dosennya tidak membuat saya merasa cemas
3	peer/friend	e) Friends supporting	Apakah teman anda mendukung anda untuk	Sebagian teman teman iya.

			masuk kejurusan bahasa inggris? Bagaimana?	
		f) Friends active helping	Apakah temen anda sering mengajak anda untuk berlatih ngomong bahasa inggris?	Untuk saat ini tidak ada lagi teman yang mengajak ngomong berbahasa inggris. Kalo dulu waktu masih ada English zone teman teman kadang ngajak ngomong pake bahasa inggris. Karena sebenarnya kami ngomong bahasa inggris itu disebabkan oleh paksaan, oleh ketakutan, dan takut didenda.
			Apakah anda selalu membahas mata pelajaran yang sudah anda pelajari bersama teman teman anda? Mengapa?	Iya, terkadang. Karena tidak semua anggota kelas itu ikut aktif.

c. Student D

No	Factors	Aspect	Questions	Responses
1	Parental involvement	a) Parent and family characteristic	Apakah pekerjaan orang tua anda?	pekerjaan orang tua saya petani.
		b) Parent specific behavior	Apakah orang tua mendukung anda untuk masuk ke jurusan bahasa inggris? Mengapa?	Tidak, orang tua saya tidak tau menau untuk masalah ini.
		c) Parent general beliefs	Apakah orangtua mendorong anda untuk berlatih ngomong bahasa inggris?	Kalo mendorong untuk berlatih ngomong bahasa inggris tidak, tapi dalam bentuk lain seperti membelikan buku, dan lain lain.
		d) Parents' child specific beliefs	Bagaimana harapan orangtua terhadap pendidikan anda?	Harapan orang tua saya pastilah yang terbaik. Karena bibi saya juga membuka kursus, jadi nanti harapannya saya bisa bekerja sama untuk membuka kursus juga.
2	Teacher	a) Teaching strategy	Bagaimana menurut anda strategi guru yang mengajar bahasa inggris? Apakah mereka membuat anda tertarik? Mengapa?	Ada yang menarik ada yang tidak. Yang tidak menarik itu karena dosennya tidak mempunyai kemampuan untuk menyampaikan materi dan dosen yang terlalu monoton saat mengajar. Dan saya

				suka kepada dosen yang strategi mengajarnya menuntut mahasiswanya untuk berfikir aktif.
			Menurut anda kegiatan kelas yang seperti apa yang membuat anda nyaman?	Kegiatan kelas yang tidak terlalu kaku dan ada gamenya.
			Apakah guru anda sering memotivasi anda didalam setiap pertemuan?	Ada sih dosen yang memotivasi, namun jarang.
		b) Teacher attitude	Apakah yang membuat anda tertarik atau tidak tertarik ketika belajar didalam kelas? Mengapa?	Kalo bagi saya sih karena pelajarannya. Kalo pelajarannya tidak terlalu saya sukai saya sering tidak tertarik untuk belajar. Dan sejauh ini menurut saya kepribadian dosennya biasa saja, sedikit membuat saya nyaman.
3	peer/friend	a) Friends supporting	Apakah teman anda mendukung anda untuk masuk kejurusan bahasa inggris? Bagaimana?	Ada yang dukung. Karena waktu kami mendaftar disini itu emang bareng dengan teman teman. Dan kami saling mendukung kalo lagi down. Karena mengingat bahasa inggris itu agak sulit jadi teman teman sering mengajak untuk belajar lagi.
		b) Friends active helping	Apakah teman anda sering mengajak anda untuk berlatih ngomong bahasa inggris?	Iya sebagian teman ada yang mengajak saya untuk ngomong berbahasa inggris.
			Apakah anda selalu membahas mata pelajaran yang sudah anda pelajari bersama teman teman anda? Mengapa?	Sering, namun hanya sebatas lewat whatsapp saja. Kalo untuk disini bisa dikatakan hampir tidak pernah membahas pelajaran yang sudah dipelajari, paling jika hanya ada tugas saja baru kita bahas pelajaran .

d. Student A

No	Factors	Aspect	Questions	Responses
1	Parental involvement	a) Parent and family characteristic	Apakah pekerjaan orang tua anda?	Pekerjaan orang tua saya adalah Wirasuwasta
		b) Parent specific behavior	Apakah orang tua mendukung anda untuk masuk ke jurusan bahasa inggris? Mengapa?	Sejujurnya yag memilih jurusan ini adalah orang tua. Karena ia berfikir jurusan bahasa inggris memiliki peluang pekerjaan yang

				sangat banyak.
		c) Parent general beliefs	Apakah orangtua mendorong anda untuk berlatih ngomong bahasa inggris?	Iya, namun jarang.
		d) Parents' child specific beliefs	Bagaimana harapan orangtua terhadap pendidikan anda?	Mereka berharap kalo saya sudah lulus dari sini saya dapat pekerjaan dan bisa mandiri.
2	Teacher	a) Teaching strategy	Bagaimana menurut anda strategi guru yang mengajar bahasa inggris? Apakah mereka membuat anda tertarik? Mengapa?	Menurut saya strategi guru yang mengajar cukup menarik. Karena mereka bisa mengerti sebatas mana kemampuan saya. Sehingga jika ia sudah mengerti maka ia lebih mudah menyampaikan materi kepada kami.
			Menurut anda kegiatan kelas yang seperti apa yang membuat anda nyaman?	Kegiatan kelas yang tidak terlalu ramai dan bising. Dan kegiatan kelas yang menarik seperti meyelipkan permainann saat belajar.
			Apakah guru anda sering memotivasi anda didalam setiap pertemuan?	Iya sering. Dan guru juga memberi motivasi. Misalkan kita tidak bisa melakukannya namunn ia meyakinkannya kalo kita bisa.
		b) Teacher attitude	Apakah yang membuat anda tertarik atau tidak tertarik ketika belajar didalam kelas? Mengapa?	Pertama yang membuat saya tertarik itu adalah rasa ingin tahu terhadap pelajaran itu. Terus yang membuat saya merasa bosan itu ketika kita sudah susah susah datang kesini tapi dosen itu tidak datang.
3	peer/friend	a) Friends supporting	Apakah teman anda mendukung anda untuk masuk kejurusan bahasa inggris? Bagaimana?	Kalo dari teman ia mendukung, karena lingkungan dirumah saya itu teman temannya lebih menyukai pelajaran bahasa inggris etimbang pelajaran yang lain.
		b) Friends active helping	Apakah temen anda sering mengajak anda untuk berlatih ngomong bahasa inggris?	Sebagian iya. Namun kebanyakan tidak, karena mereka berfikir kalo ngomong bahasa inggris itu dianggap menyombongkan diri.
			Apakah anda selalu	Tergantung keadaan, ketika ada

			membahas mata pelajaran yang sudah anda pelajari bersama teman teman anda? Mengapa?	ujian iya. Tapi kalo untuk hari hari lain kita lebih membahas yang lain
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e. Student E

No	Factors	Aspect	Questions	Responses
1	Parental involvement	a) Parent and family characteristic	Apakah pekerjaan orang tua anda?	Pekerjaan orangtua saya wiraswasta
		b) Parent specific behavior	Apakah orang tua mendukung anda untuk masuk ke jurusan bahasa inggris? Mengapa?	Iya, orang tua menyarankan saya untuk masuk ke jurusan bahasa inggris. Karena ia juga disarankan oleh temannya. Soalnya dia juga tidak paham soal universitas.
		c) Parent general beliefs	Apakah orangtua mendorong anda untuk berlatih ngomong bahasa inggris?	Enggak terlalu.
		d) Parents' child specific beliefs	Bagaimana harapan orangtua terhadap pendidikan anda?	Yang penting saya harus menyelesaikan pendidikan saya. Ia menyatakan bahwa saya tidak mesti harus jadi guru bahasa inggris, yang terpenting saya mesti menyelesaikan pendidikan saya, setelah itu mau jadi apa saja itu terserah nanti.
2	Teacher	a) Teaching strategy	Bagaimana menurut anda strategi guru yang mengajar bahasa inggris? Apakah mereka membuat anda tertarik? Mengapa?	Sebagian iya, karena tidak monoton, tidak Cuma menjelaskan terus buat makalah, tapi ia juga memberikan kuiz kuiz jadi kita terdorong untuk mencari jawaban karena kalau tidak kita bisa dihukum.
			Menurut anda kegiatan kelas yang seperti apa yang membuat anda nyaman?	Kegiatan kelas yang tidak terlalu serius.
			Apakah guru anda sering memotivasi anda didalam setiap pertemuan?	Beberapa juga, dan tidak semua guru.

		b) Teacher attitude	Apakah yang membuat anda tertarik atau tidak tertarik ketika belajar didalam kelas? Mengapa?	Yang membuat saya tertarik itu kalau topik pembahasannya itu tidak terlalu tinggi atau sulit. Selain itu dosennya juga menarik, dan tidak terlalu serius.
3	peer/friend	a) Friends supporting	Apakah teman anda mendukung anda untuk masuk kejurusan bahasa inggris? Bagaimana?	Tidak. Karena kami dulu sekawan pengen masuk kedokteran, terus karena saya yang tidak lulus jadi saya sendiri yang beda. Dan mereka tidak mendukung karena bahasa inggris itu bukan besik saya.
		b) Friends active helping	Apakah temen anda sering mengajak anda untuk berlatih ngomong bahasa inggris?	Kalo tman yang sekarang iya.
			Apakah anda selalu membahas mata pelajaran yang sudah anda pelajari bersama teman teman anda? Mengapa?	Kadang kadang. Karena misaal minggu depan ada kemungkinan ditanya lagi biasanya selalu kami bahas.

f. Student AI

No	Factors	Aspect	Questions	Rspnses
1	Parental involvement	a) Parent and family characteristic	Apakah pekerjaan orang tua anda?	Pekerjaan orang tua saya petani.
		b) Parent specific behavior	Apakah orang tua mendukung anda untuk masuk ke jurusan bahasa inggris? Mengapa?	Kalau secara spesifik sih tidak. Namun orang tua saya mendorong yang penting saya harus berhasil.
		c) Parent general beliefs	Apakah orangtua mendorong anda untuk berlatih ngomong bahasa inggris?	Tidak ada.
		d) Parents' child specific beliefs	Bagaimana harapan orangtua terhadap pendidikan anda?	Yang pertama harapan orang tua adalah saya harus selesai. Karena tidak mesti ada target khusus, misal

				kamu harus jadi ini, itu tidak.
2	Teacher	c) Teaching strategy	Bagaimana menurut anda strategi guru yang mengajar bahasa inggris? Apakah mereka membuat anda tertarik? Mengapa?	Tidak semua dosen memiliki strategi dan cara mengajar yang sama. Namun ada sebagian dosen yang bisa membuat saya tertarik untuk belajar.
			Menurut anda kegiatan kelas yang seperti apa yang membuat anda nyaman?	Kegiatan kelas yang belajar sambil bermain.
			Apakah guru anda sering memotivasi anda didalam setiap pertemuan?	Sering, namun tidak secara personal.
		d) Teacher attitude	Apakah yang membuat anda tertarik atau tidak tertarik ketika belajar didalam kelas? Mengapa?	Sebenarnya tertarik atau tidak itu tergantung sama dosennya. Memang pada dasarnya mahasiswa itu mesti belajar sendiri, tapi yang namanya dosen tetep menjadi panutan. Kalo saya sih berdasarkan rule dosen. Kalo dosen itu bagus mengajarnya berdasarkan rule dosen yang mengerti keinginan saya saya tertarik.
3	peer/friend	c) Friends supporting	Apakah teman anda mendukung anda untuk masuk kejurusan bahasa inggris? Bagaimana?	Iya tidak semua, tapi ada.
		d) Friends active helping	Apakah temen anda sering mengajak anda untuk berlatih ngomong bahasa inggris?	Iya sering, ada banyak.
		Apakah anda selalu membahas mata pelajaran yang sudah anda pelajari bersama teman teman anda? Mengapa?	Kalo materi sih sering dibahas setelah belajar, tapi kalo misal tentang soal soal ujian itu jarang sekali dibahas, karena saya malas pusing.	



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919 Email:staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 239 /Sti.02/U/PP.00.9/01/ 2018

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor I Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;
5. Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

- Menetapkan
Pertama : 1. **Sakut Ansori, S.Pd.I., M.Hum** 19811020 200604 1 002
2. **Henny Septia Utami, M.Pd** 17102010

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Ahmad Mahyudi

N I M : 14552008

JUDUL SKRIPSI : The Student's Interest In Learning English.

(A Study At English Department Of STAIN Curup)

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,

Tanggal, 31 Januari 2018



Tembusan :

- 1 Pembimbing I dan II;
- 2 Bendahara STAIN Curup;
- 3 Kasubbag AK;
- 4 Kepala Perpustakaan STAIN;
- 5 Mahasiswa yang bersangkutan;
- 6 Arsip/Jurusan Tarbiyah



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

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Nomor : 1596/In.34/PP.00.9/09/2018
Lampiran : Proposal Dan Instrumen
Hal : Rekomendasi Izin Penelitian

19 September 2018

Kepada Yth.
Ka. Prodi TBI IAIN Curup

Di -
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN)
Curup:

Nama : **Ahmad Mahyudi**
NIM : 14552008
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris (PBI)
Judul Skripsi : The Student's Interest In Learning English.
(A Study At English Department Of IAIN Curup)
Waktu Penelitian : 19 September s.d 19 Desember 2018
Tempat Penelitian : Prodi TBI IAIN Curup Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang
bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.





KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Ahmad Malayudi
 NIM : 14552008
 JURUSAN/PRODI : Tarbiyah / PBI
 PEMBIMBING I : Sakat Anshori, S.Pd., M.Hum
 PEMBIMBING II : Henny Septia Utami, M.Pd
 JUDUL SKRIPSI : The Students' Interest in Learning English (A Study at English Department of IAIN Curup)

* Kartu konsultasi ini harap diwawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



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Kami berjumpa bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,
 An karyoto

Sakat Anshori, S.Pd., M.Hum
 NIP.

Pembimbing II,
 Henny Septia Utami, M.Pd
 NIP.



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	18/1/2018	Phenomena + Theory	Dr. Fandi (F ²)	Mauri
2.	10/2/2018	Title + Theory	F ²	Mauri
3.	20/2/2018	Fix title	F ²	Mauri
4.	09/03/2018	Chapter I II III	F ²	Mauri
5.	17/03/2018	Acc Penelitan	F ²	Mauri
6.	18/04/2018	Chapter IV, V	F ²	Mauri
7.	20/04/2018	Acc Sidang Munsosob	F ²	Mauri
8.			F ²	

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	09/12/2018	Phenomena + Theory	F ²	Mauri
2.	19/12/2018	Chapter I II III	F ²	Mauri
3.	16/01/2019	Chapter I II III Revisi	F ²	Mauri
4.	09/01/2019	Chapter I III Revisi instrument	F ²	Mauri
5.	16/01/2019	Acc Penelitan	F ²	Mauri
6.	15/01/2019	Chapter IV, V	F ²	Mauri
7.	16/01/2019	Chapter IV, V Revisi - Absensi	F ²	Mauri
8.	23/01/2019	Acc Sidang Munsosob	F ²	Mauri

DOCUMENTATION



BIOGRAPY



Ahmad Mahyudi was born in Karang Jaya on May 04th 1995. He is the second son of Mr.Salim and Ms.Nani Utami. He has one brother and one sister. His first study was at elementary school on SDN 58 Selupu Rejang. Then, he continued his study to Junior High School at SMPN 4 Kepahiang in 2007 to 2010. After that, he became a student of Senior High School at SMA N 1 Kepahiang in 2010 to 2013. For the next education program, he decided entering State Institute for Islamic Studies (IAIN) Curup in 2014 and selected English Tadris Study Program as his faculty and he graduated in 2019.