

LEARNING INTERESTS OF CLASS X STUDENTS IN ENGLISH SUBJECTS IN ONE OF SENIOR HIGH SCHOOLS IN BANDUNG

Lilis Siti Aisyah^{1*}, Anita Anggraeni², Agung Putri Pratama³

IKIP Siliwangi

¹ lies.syarifudin69@gmail.com, ² anitaenglish26@ikipsiliwangi.ac.id, ³ agungputri@gmail.com

Abstract

This research is a preliminary study that aims to determine the interest of students in one of SMA in Bandung in learning English. This research uses mix methods (qualitative and quantitative) based on questionnaire results. The results showed that 32.6% liked English lessons. When English lessons took place the "frequent" and "fair attention" lessons were 14 people each (32.6). Students are also most "often" facing difficulties (30.2%). In the classroom the teacher is "sufficient" to create an atmosphere of teaching and learning (48.8%), and "fair" to provide methods (44.2 %) and " fair "to assist in guiding and solving problems (32.6%). After giving English language instruction to students, the teacher "fair" often gave free tests (34.9%), "often fair" to give homework (30.2%), "quite often" to give tests (39.5%) and "Often" gives a test that is in accordance with the material given (37.2%). Usually the teacher will give a test of improvement if the student gets an unsatisfactory score, from the results of the questionnaire "quite happy" students with remedial (37.2%), "not often" skipping in following remedial (39.5%), "quite often "Students repeated their English lessons after remedial (34.9%) and" quite well "after attending the remedial program, so that they" often "studied harder so they would not take repetition in learning English (34.9%). Teachers should be able to design better learning including planning, learning methods, learning media so that learning is more effective and students are more eager to take part in the process of learning English.

Keywords: Learning Interest, Mix Methods, Senior High School

INTRODUCTION

A nation will make progress both in the development of resources and in the management of natural resources through education. The quality of education will be sustainable if all parties are involved directly or indirectly. The effort to realize the quality of education is through a variety of learning reforms, because improving quality cannot be separated from the impact of the growth of a new paradigm in the world of education. The community, especially students, can achieve all education with the willingness and level of ability that exists in each of them. Instilling interest in each one can keep a person motivated to achieve something he wants. The involvement of a person with all the activities of his mind in full attention to gain knowledge and achieve understanding of knowledge and achieve understanding of the required knowledge. One of the most important elements related to learning is having an interest in learning. Learning interest will play an important role in the teaching and learning process, because if the learning material does not match the student's interest, the student will not learn as well as possible. Basically, interest is the acceptance of a relationship between oneself and something outside of itself (Slameto, 2010: 180). According to Kartono (1995) a student will have an interest in a particular subject so he will pay attention and do it well. But on the other hand, if students are less interested, they will usually be lazy to pay attention to the subjects being taught. Likewise with students who pay less attention to the subjects being taught, it is difficult

to expect these students to learn well. This of course has an effect on learning outcomes. Conditions for effective teaching and learning are the students' interest and attention in learning. A student is said to be successful if he has reached a minimum level of completeness from all aspects (cognitive, affective, and psychomotor), but also has to show a change for the good, from not knowing to knowing and becoming more understanding (Karmila. 2018). In language teaching, there are four skills that must be taught to achieve proficiency in language, namely: listening, speaking, reading and writing. Naturally, in language acquisition, humans first learn to listen, then speak, then read, and then write. Humans cannot speak, before listening. English subjects are one part of the discipline that consists of interrelated components, namely reading, speaking and writing that are very broad and always develop from time to time which gives consequence to humans. Learning English in schools has still many shortcomings such as: (1) explaining according to the book with a textbook approach without variation; (2) the media used are limited to authentic media such as chalkboards, chalks, erasers, and rulers around students; (3) language practices are rarely performed such as listening, speaking, reading and writing; (4) students are only provided with material that can be used to answer exam questions only so students are considered smart if the student has got a good test score. This is one of the causes of students' low interest in learning English (Ariatuti, et al., 2014). The low interest of students in learning English, among others, is caused by a variety of factors and constraints. Factors that can influence student learning interest include students themselves, learning facilities, teacher abilities, low average student abilities, students not responsible for the task, and often English is still considered too difficult. The low daily value of students in the listening aspect is also one factor in the lack of students' interest in learning English. Another success factor in achieving the goal of language learning is the interest of students in learning the subjects themselves (Arianingsih and Setiana, 2018). Based on this background, the researchers wanted to find out how the interest of 10th grade high school students to English lessons. The formulation of the problem is focused on indicators (1) the preference for English language learning (2) the method taught by the teacher to students (3) the examination system provided by the teacher to students. The method is carried out by researchers to find out the interest of students in learning English using the questionnaire method. Thus the need for efforts or thoughts that can provide a solution to increasing student interest in learning, especially with those related to the field of study in English.

METHOD

This research was conducted in one of the public high schools in the city of Bandung. The subject of this study was a mixture of 10th grade students in the public high school. This research uses qualitative and quantitative methods, where qualitative methods are initially general, then lead to focus on more specific things, even though that focus can change; the theory used cannot be determined beforehand; research instruments are internal subjective researchers themselves without using tests, questionnaires, or experiments; data analysis is open; the hypothesis cannot be formulated at the beginning of the study but throughout the research hypotheses will always arise as a handle or guidance in interpreting data; statistics are not needed in processing and interpreting data; data analysis means trying to understand the meaning of data to get its meaning; the analysis was carried out since data was obtained at the beginning of the study and continued throughout the research; the duration of the study cannot be determined in advance; and research results cannot be predicted or ascertained beforehand (Ariastuti, et al., 2014). Data collection techniques in this study were interview questionnaire methods and data were analyzed by quantitative analysis. To analyze data, the following steps are needed:

1. Because this is still a case study, only 43 students were taken randomly. This is done by giving interest Questioners / questionnaires to students. Then students fill in according to the flow of questions given
2. It is expected that active students ask questions in English lessons.

RESULTS AND DISCUSSION

Results

Some indicators of students who have low learning motivation are as follows (1) students maximally do not pay attention to teaching activities (2) students are busy with several activities outside of academic activities (3) students come not on time. To identify student learning interests. The researcher used a questionnaire distributed during the study. The results of the questionnaire showed that of 43 students, who enjoyed English lessons, fourteen students were "quite happy" (32.6%), twelve people were "very happy" (27.9%), eleven people were "happy" (25, 6%), five people were "less happy" (11.6%) and 1 person was categorized as "disliking" English lessons. When English lessons took place the "frequent" and "fair attention" lessons were 14 people each (32.6%). Students are also the most "often" facing difficulties (30.2%), this high result is possible for students too difficult to listen to native speaker conversations that are too fast and difficult to understand, the difficulty of the text material. In the teacher class "fair" can create an atmosphere of teaching and learning (48.8%), and "sufficient" variety in providing methods (44.2%) and "sufficient" to assist in guiding and solving problems (32.6%). After giving English language instruction to students, the teacher "fair" often gave free tests (34.9%), "often fair" to give homework (30.2%), "quite often" to give tests (39.5%) and "Often" gives a test that is in accordance with the material given (37.2%). Usually the teacher will give a test of improvement if the student gets an unsatisfactory score, from the results of the questionnaire "quite happy" students with remedial (37.2%), "not often" skipping in following remedial (39.5%), "quite often" Students repeated their English lessons after remedial (34.9%) and "quite well" after attending the remedial program, so that they "often" studied harder so they would not take repetition in learning English (34.9%).

Discussion

The data analysts above show that the influence of interest in English subjects is quite good, they are quite fond of the material, as well as the methods taught by the teacher in the school, and students are also quite good at doing their assignments so students can repeat the subject matter at home good again. Interest and motivation to learn are important in determining learning outcomes according to Arianingsih (2018). With the change in curriculum proves that education renewal never ends. The implementation of the curriculum will be successfully influenced by the ability of the teacher to apply and actualize the curriculum. According to Ariastuti (2014), the teacher's ability is related to the knowledge and tasks assigned to him. Not infrequently the failure of curriculum implementation is caused by a lack of knowledge, skills and abilities of the teacher in understanding the tasks that must be carried out. Various efforts have been made to improve the quality of education, but still continue to strive so that the quality of education increases, it can be concluded that students are quite interested in learning English and love the material, methods and tasks assigned by the teacher to students.

CONCLUSION

Based on the analysis and discussion it can be concluded that 10th grade students in one of the high schools in Bandung quite a lot who liked English language lessons, this was indicated by

the presentation of the level of interest in English language learning around 32.6%. Qualitatively, the learning atmosphere is more pleasing. This is proven by the distributed questionnaire where they quite like the method taught by the teacher and the method is quite varied. Percentage of collection of tasks that are quite good, remedial and repetition of remedial results. The teacher's ability at the school is quite good, especially related to the knowledge and abilities and tasks that are charged to students. Suggestions given to teachers should teachers need to be able to design better learning including planning, learning methods, learning media so that learning is more effective and students are more eager to take part in the process of learning English. In addition, further research is needed on each class in grades 10th, 11th and 12th to find out students' interest in the process of learning English.

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