INVESTIGATION OF THE EIGHT GRADE STUDENTS' INTEREST IN
LEARNING ENGLISH AT SMP NEGERI 4 TOTIKUM

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Abstract
The purpose of the research is to investigate the eight-grade students’ interest in learning English at SMP Negeri 4 Totikum. It was a qualitative research, and the researcher conducted interviews to collect the data. The researcher chose SMP Negeri 4 Totikum as a subject because the researcher had prior data that the students were interested in learning. Therefore, the researcher wanted to know specifically in English subject. Based on the findings of the research, the researcher concluded that majority of the eighth-grade students' interest in learning English at SMP Negeri 4 Totikum were low, majority of them uninterested in learning English. There were several factors supporting the interest, namely: attention, willingness, feeling happy, teaching materials and teachers, participation, environment, family, and society.

Keywords:Investigation, Students’ interest, Learning English;

Introduction
A language is a tool that everyone utilizes to communicate with one another. “There were 7000 languages utilized by millions of people in the world to engage with one another for the personal or public interest,” (Brilio, 2017). According to (Simons and Charles, 2017), Papua New Guinea has the world's most languages, with 839 living languages. It nearly triples the total number of European countries. The impact of diversity and culture is represented by a total of 839 languages. Based on the Ethnologue website, which provides catalogues of languages around the world, Indonesia had the second-most languages, with over 700, while Nigeria had the third-most languages, with around 520. These two countries were responsible for 29 percent of the languages.
India, the United States, China, Mexico, Cameroon, Australia, and Brazil came in second and third, with 56 languages, 13 native languages, and 43 immigrant languages, respectively. In the Ethnologue difference index, England is ranked 171st out of 235 countries. Practically, everyone in the world uses English as an international language, and practically everyone uses it in their daily lives. A few countries, such as the United States, the United Kingdom, and Australia, use English as their national language. Singapore, for example, is a country where English is used as a second language. South Africa, Ethiopia, and, without exception, our own country are examples of countries that utilize English as a foreign language.

Indonesia, as a diverse country in terms of language and culture, must study the area as a first language, Indonesian as a national language, and English as a foreign language at the basic, intermediate, and higher education levels. The English language was an important lesson that students had to learn in every class, and their desire in learning English had to be known. Interest is paid to anything that people want to know and learn about, therefore they concentrate on it. "Interest was high or a tremendous desire for something," (Syah, 2010). Interest is a powerful motivational process that energizes learning and guides academic and career (Renninger and Hidi, 2017). The power of interest for motivation and engagement.

The teacher must be able to investigate the topic to pique the pupils' attention. An investigation is a learning activity in which participants are provided with students who are developed through various activities and expected outcomes based on their development. Teachers that have researched their students will present an effective and engaging method of teaching English, allowing pupils to identify their difficulties in learning English. They can like, get interested in, and be pleased learning English in and out of school. Investigating a student's hobbies is a useful teaching strategy since English teachers are aware of a student's shortcomings and may thus educate the student on how far she or he has progressed in learning the English language. When teachers are aware of their students' weaknesses in learning English, they can provide encouragement to help them develop an interest in the subject and not give in to their knowledge gaps. Students with a strong interest in the learning process can help their teachers and classmates. In contrast, a student who is uninterested in learning quality would have poor learning outcomes. In Merriam Webster online dictionary (Merriam Webster Dictionary, 2020), "interest was wishes that brought a feeling that causes special attention/concern to something or someone.

Every teacher wishes their students' success in education. Therefore, in investigating students' interests was a way to make students succeed in learning, especially in learning English, because commonly, in every school, they hope their students can compete with other students to get a top score in education and create a school far away from the foolishness of the modern era.

The purpose of this study was to find out if students in junior high school were interested in learning English. It describes the students' motivation to study English, their approach to learning English, and their efforts to improve their English skills.

The researcher used Slameto's theory (2010) as well as some previous research to guide this study. According to (Slameto, 2010), there are five different styles of learning:

1. Attention
   The action and cognitive process of selectively concentrating on a single piece of information, whether subjective or objective, while ignoring other perceptible information is referred to as attention.

2. The Willingness
   In English, willingness refers to the willingness to accomplish something if it is required, as well as the pupils' ability to quickly acquire knowledge.

3. Feelings happy or joyful feelings
   Nothing was tough until the pupils were bored after the English class.
4. Teaching material and teacher’s good attitude
   Students would like learning English if the teacher had good teaching skills since the
teacher would be aware of the students' weakness.

5. Participation
   The term "participation" referred to how students responded to learning English; if
students found it dull to learn English, their involvement was low.

   Interest is a powerful motivator that energizes learning, directs academic and
professional paths, and is critical to academic achievement. An interest is a psychological
condition of attention and affect toward a specific object or topic, as well as a long-term
proclivity to return to it. The four-phase model of interest development, which incorporates
these two definitions, directs interventions that foster interest and capitalize on current
interests. Attention-getting settings, scenarios evoking prior individual interest, problem-
structure learning, and increasing utility value appear to be beneficial interest-enhancing
strategies. Promoting student interest can help them become more involved, motivated, and
have a better learning experience (Harackiewicz, Jessi, and Stacy, 2016).

**Indicators of someone interest**

   Some indicators of interest in learning English, according to (Slameto, 2010) are:

1. Feeling cheerful
   There would be no use in learning to learn if someone had positive thoughts regarding
   particular lessons.

2. Students’ involvement
   Students were an object of learning, and they needed to be included in the process
   because learning would not be as effective without them.

3. Interest
   Interest in learning was critical since it allowed us to find and learn what we were
   looking for.

4. The students' focus
   Getting students' attention was critical in the learning process because if they were not
   interested, the learning process would suffer.

**Factors influence the interest**

   Many other factors, such as those listed below, could influence students' enthusiasm in the teaching and learning process:

   a) Teacher
      The instructor was a character who played a significant role in motivating pupils as
      well as teaching them to be better than they were before and shaping their enthusiasm
      in studying English.

   b) Environment
      Because an individual would follow their surroundings in daily life to see if their
      conduct would follow, the environment is one aspect in shaping pupils' interests.
      "Environment" was defined by (Tabrani, et al, 2003) as "all that exists around us,
      which correlates and influences ourselves".

   c) Family
      Because the family was the first and principal educational institution, it was possible
to deduce that the family was the determinant of one's interest creation.

   d) Society
Students would be more motivated to achieve excellent things in every activity, including learning English in school or at home, if they had a nice partner as a motivator.

Research Method

The researcher employed qualitative research to discover the eighth grade students’ interest in learning English at SMP Negeri 4 Totikum in this study. "Qualitative research is a research method used in expressing difficulties in the work life of organizations, government, private sector, society, youth, women, sports, arts, and culture, and can be developed for policies that are made for welfare jointly," (Gunawan, 2014).

The data for this study would be gathered through observation and interviews.

1) Observation
   At SMP Negeri 4 Totikum, the researcher would observe the eighth grade students' enthusiasm in learning English. In every English lesson, the researcher would either observe the students' actions and activities or conduct an interview with them about their interest in studying English.

2) Interview
   The researcher and the students had a one-on-one chat during the interview. The researcher would conduct an interview with eighth-grade students interested in SMP Negeri 4 Totikum for this study. The researcher posed a basic query to the students in order for them to grasp what the researcher intended to them. The researcher would know about the students' responses after asking them questions.

   For the data analysis technique, it refers to (Miles and Hubarman, 2019), qualitative data analysis activities should be carried out interactively and in a continuous manner until the data is saturated. Data saturation is measured by the inability to get fresh data (data reduction), data display (data display), and conclusion drafting and verification (drawing conclusions/verification). Gather qualitative data and keep it for as long as feasible before evaluating and analyzing it once you leave the field. This strategy proved ineffective for researchers since many interactions or relationships were not documented, and researchers forgot how to work around the circumstances, resulting in a collection of meaningless pieces. It allows Caucasian researchers to proceed directly from data collection to reading, editing, classifying, reducing, and presenting.

Findings and Discussion

After conducting a study on eighth-grade students' interest in learning English at SMP Negeri 4 Totikum, the researcher obtained data that related to the list of interview questions. The following is the outcome of the data with regard to interview questions:

1. Do you like English learning? Why?

   Students | Responses
   --- | ---
   Student 1 | Suka
   (Saya suka Bahasa Inggris)
   Like
   Student 2 | Iyo suka juga, yo sapa tau torang baku dapat dengan ko orang luar baru torang tau Bahasa inggris
(saya suka bahasa Inggris agar kita bisa berkomunikasi dengan orang asing)

Yes, since we need to know English in order to communicate with western people.

Students 3 : *Tidak, karena pelajaran tersebut sangat sulit menurut saya*  
(Tidak, karena Bahasa Inggris sangat sulit)

No, because English is difficult for me.

Student 4 : *Tidak talalo juga*  
(Saya tidak terlalu suka pelajaran Bahasa Inggris)

I do not really like

Student 5 : *Dikit dikit, maka agak susah*  
(Saya hanya sedikit suka dengan pelajaran bahasa Inggris, karena sulit bagi saya)

Not at all, because it was a bit of a challenge.

As shown in the interview results, eight students wanted to learn English. Based on the sample of data provided by the researcher, Student 1 and student 2 are interested in learning English. Student 1 said that she enjoys learning English since it is simple. Her difficulty in learning English was translating Indonesian words into English. Her assessment of their English teacher was that she had a pleasant demeanor. Because if they didn't comprehend the English topic, the teacher gave them an example to help them understand it and improve their English skills.

Students 2 said that she was learning English because she wanted to be able to hold a conversation in English with a westerner. Because their teacher was angry if they did not complete the tasks which the teacher was given. She never had a tough time because their English teacher's explanations were straightforward; although her teacher required them to memorize, she found it simple. Her parents constantly wanted her to learn English at home, but she never did. She studied if she had homework; otherwise, she did not.

In the contrary, student 3, Student 4, and Student 5 were the students that said they disliked learning English. Student 3 mentioned that she dislikes learning English because she finds it difficult. She completed the work because she was afraid her grade would be low and that their teacher would become angry. Her difficulty in learning English stemmed from her lack of understanding of the language. Her attitude toward their English teacher was a little abrasive or cranky at times, but she was always courteous and occasionally amusing. Her parents never encouraged her to study English at home because they did not comprehend the language themselves.

Student 4 said that she disliked learning English. She always completed the assignment assigned by the teacher, but she also collaborated with a friend to complete the task. Her difficulty in learning English was insignificant. Her assessment of their English teacher was positive because the kids found her explanations to be straightforward. Her parents always encouraged her to learn at home so that she could understand more.

Student 5 stated that she did not finished the task, because it was a little difficult. The difficult-to-understand English was translated from Indonesian to English word for word. Her assessment of her English teacher was positive. Her parents never requested that she learn English at home because they did not speak the language.

Based on the responses of the students and the observations of the researcher. Every English lesson meeting, the eighth grade students at SMP Negeri 4 Totikum were engaged in the learning process. Every teacher's explanation is always met with rapt attention by the students. The pupils have always completed the assignments given to them, and they have answered all of the questions correctly. Every word that the students did not comprehend was written down, and each student attended every English study meeting. Most of the
eighth grade students stated that they had difficulty studying English due to a lack of vocabulary, which made it difficult to convert Indonesian words into English. Many of them were inspired by their parents at home, but there were also other students who were ignored but followed through. Referred to the findings of a study that looked into eighth-grade students’ interest in learning English at SMP Negeri 4 Totikum, the students who said they liked learning English were two students who said it was easy to learn English. Student 3, Student, and student 4 were among the students who said they disliked learning English because it was difficult to translate English words into Indonesian.

Then, when the researcher inquired about the students' opinions toward their English teacher. All students had positive impressions of their English teacher. Their reasoning is that if they did not understand something, the teacher always explained it to them. As a result, the students struggled to learn English since they did not understand the difficult meaning of the translated word.

When the researcher examined the students' responses, she discovered two factors that contributed to the students' lack of interest in learning English:

1. There is no awareness among students that learning English is critical for their future success in the modern world.
2. The majority of students have difficulty learning English due to a lack of vocabulary, particularly when translating English words into Indonesian.

According to (Slameto, 2010), there are five forms of learning: attention, willingness, pleasant or cheerful sentiments, instructional material, and positive instructor attitudes and engagement. If every school had all of these types, every student would be interested in learning English since their needs would be met. In order to achieve a good result in the learning process, attention is essential.

Willingness is thus the students' primary focus in learning English, because if they do not diligently follow the lesson during the learning process, it would obstruct their progress. If the teacher gives them an assignment, the students confused to how to respond to the question because they did not listen to the teacher's explanation. Feeling happy or joyful feeling does not put pressure on students to study English, so students can relax and focus on the English lesson.

The teaching material and the teacher's attitude are proponent aspects that contribute to a successful learning process because students appreciate and enjoy learning English when the teaching material is complete. Participation is the last and most crucial aspect in learning English because if all of the categories are completed but no students participate, the learning process will be poor or fail to pique students' attention.

The second question that had been given by the researcher the result of the data can be seen as follow:

2. Do you always finish your English task? Why?

<table>
<thead>
<tr>
<th>Students</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1:</td>
<td>Tidak, karena t tau (tidak, karena saya tidak tahu/paham) I am not sure</td>
</tr>
<tr>
<td>Student 2:</td>
<td>Iyo, maka kalu te kerjakan torang p guru bahasa inggris ganas (iya, karena kalau tidak dikerjakan tugasnya, guru Bahasa Inggris kami akan marah)</td>
</tr>
</tbody>
</table>
Yes, since our English instructor was a tough teacher if we did not finish it.

Students 3 :  
Ya, karena saya takut nilai saya rendah dan takut dimarahi guru (iya, karena saya takut nilai bahasa Inggris saya rendah dan juga takut dimarahi)

Yes, because I was concerned that my grade would be low and that the teacher would reprimand me.

Student 4 :  
Iye tapi kerjakan dengan tamans karang ini ada ko tugas bahasa Inggris tapi sa bulum kerjakan (iya, tapi tugas bahasa Inggris belum saya kerjakan sekarang)

Yes, but I now have English homework to complete, which I have yet to do.

Student 5 :  
Ada (iya, saya mengerjakan tugas Bahasa Inggris namun sedikit penuh tantangan.

Not at all, because it was a bit of a challenge.

The third question that had been given by the researcher got various responses namely:

3. What is your problem with learning English?

<table>
<thead>
<tr>
<th>Students</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Depe arti masih sadikit-sadikit, tapi kalo saya kerjakan biasa saya liat di app kamus (Saya masih kurang mengetahui arti kosakat Bahasa Inggris, tetapi kalaa saya mengerjakan tugas saya menggunakan aplikasi kamus Bahasa Inggris) The meaning was still a little hazy, but I generally consult the dictionary app when working on an assignment.</td>
</tr>
<tr>
<td>Student 2</td>
<td>Te ada maka dijelskan dengan jelas (tidak ada masalah dengan pelajaran Bahasa Inggris, karena penjelasannya jelas) Nothing, because the explanation was clear</td>
</tr>
<tr>
<td>Students 3</td>
<td>Masalah saya dalam belajar Bahasa inggrisya itu saya tidak terlalu memahaminya (masalah saya, yaitu tidak terlalu memahami pelajaran Bahasa Inggris) My problem with learning English was that I could not comprehend it.</td>
</tr>
<tr>
<td>Student 4</td>
<td>Te ada yang susah cuma mungkin sa saja yang bulum talalo mengerti (Pelajaran Bahasa Inggris itu tidak sulit, mungkin saya yang kurang memahaminya) There was not difficult, maybe I did not understand it</td>
</tr>
<tr>
<td>Student 5</td>
<td>Susahnya sih kalo macam mengartikan Bahasa Inggris ke bahasa Indonesia itu yang agak susah (Saya mendapatkan kesulitan dalam mengartikan kalimat Bahasa Inggris ke Bahasa Indonesia) It was difficult to translated English to Indonesian</td>
</tr>
</tbody>
</table>

The following is the response to the fourth question.
4. What is your opinion about your English teacher?

<table>
<thead>
<tr>
<th>Students</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Bagus</td>
</tr>
<tr>
<td></td>
<td>Nice</td>
</tr>
<tr>
<td>Student 2</td>
<td>Ganas</td>
</tr>
<tr>
<td></td>
<td>Malignant</td>
</tr>
<tr>
<td>Students 3</td>
<td>Pendapat saya tentang guru Bahasa Inggris saya yaitu dia agak ganas/pemarah namun dia baik dan terkadang dia lucu</td>
</tr>
<tr>
<td></td>
<td>My opinion about my English teacher was that she was a bit fierce or grumpy but she was funny</td>
</tr>
<tr>
<td>Student 4</td>
<td>Bagus, karena ibu menjelaskan cepat orang paham baru kalo ada kamus de suru cari di kamus dan suru bawa hp buat ba cari tugas</td>
</tr>
<tr>
<td></td>
<td>Nice teacher, because her explanation was quickly understood she was asked to bring a handphone to found an assignment</td>
</tr>
<tr>
<td>Student 5</td>
<td>Bagus, boleh-boleh</td>
</tr>
<tr>
<td></td>
<td>Good teacher</td>
</tr>
</tbody>
</table>

The last question that had been given by the researcher and the students responses as below:

5. What is your parents always motivating you to learn English? Why?

<table>
<thead>
<tr>
<th>Students</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Ada, supaya pintar (&lt;i&gt;Iya, orang tua selalu memberikan motivasi agar bisa menjadi pintar&lt;/i&gt;)</td>
</tr>
<tr>
<td></td>
<td>Yes, in order to I can be smart</td>
</tr>
<tr>
<td>Student 2</td>
<td>Iyo tapi sa kai jarang blajar di rumah nanti so di skola baru blajar tapi kalo di rumah nanti ada ko pr baru blajar, tapi kalo tida yo tida (&lt;i&gt;Iya, tapi saya jarang belajar di rumah. Saya belajar di rumah ketika ada PR&lt;/i&gt;)</td>
</tr>
<tr>
<td></td>
<td>Yes, but I rarely study at home I just study at school, I just study at home if I had a homework</td>
</tr>
<tr>
<td>Students 3</td>
<td>Tidak, karena orang tua saya tidak terlalu paham juga dengan pelajaran Bahasa Inggris (&lt;i&gt;tidak memberi motivasi karena orang tua sayatidak terlalu paham dengan pelajaran Bahasa Inggris&lt;/i&gt;)</td>
</tr>
<tr>
<td></td>
<td>No, because my parents did not really understand English lesson either</td>
</tr>
<tr>
<td>Student 4</td>
<td>Ada, supaya tambah mengerti (&lt;i&gt;Iya, orang tua memberi motivasi agar lebih paham&lt;/i&gt;)</td>
</tr>
<tr>
<td></td>
<td>Yes, so that I can more understand</td>
</tr>
<tr>
<td>Students 4</td>
<td>Tidak, yo karma dorang juga kurang tau (&lt;i&gt;tidak, karena mereka juga kurang memahami pelajaran Bahasa Inggris&lt;/i&gt;)</td>
</tr>
<tr>
<td></td>
<td>No, because they did not understand about English</td>
</tr>
</tbody>
</table>
Conclusion

Based on the result of the research, the researcher was concluded that investigation the eighth grade students’ interest in learning English at SMP Negeri 4 Totikum most of them did not like to learn English and some of them like to learn English. So, the students’ interest in learning English at SMP Negeri 4 Totikum was low.

Suggestion

In this part, the researcher would like to propose some suggestions for the students, teachers and the future researcher as follow: the students should try to develop their interest in learning English as they found difficult in learning English. They also need to enrich their vocabulary mastery that would help them to learn English efficiently and effectively. The teacher is a motivator, facilitator and stimulator. The teacher can develop and provide a wider of learning material. It is suggested to have more fiction books that provide realistic characters, readable, and convincing text that would interest and fulfil the students’ interest in learning English. The other researchers may develop the continuation of this result of study to find a correlation between students’ interest in learning English with their strategies used in learning material. This may lead to the explanation the lack of vocabulary in learning English as their difficult.

References

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