The Students' Interest in Learning English at SMA Negeri 1 Mowewe Kolaka Timur

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Abstract

The purpose of this study was to determine students' interest in learning English. This study uses a quantitative method. The researchers chose class X MIA 1 SMA Negeri 1 Mowewe Kolaka Timur which consisted of 40 students. The research instrument is a questionnaire. The results showed that the general interest of students was a moderate category towards students interested in learning English. This is supported by the results of data analysis obtained from the questionnaire and types of interest. the results of the questionnaire interest have a moderate category. the type of manifester interest is included in the very strong category. The author concludes that the students' interest in learning English in class X MIA 1 is still low. Teachers must create a comfortable environment during the teaching and learning process of English.

Keywords: *Students, Interest, Learning English.*

1. Introduction

Learning English and interest are two terms that cannot be separated. It is because interest is one of the crucial factors in making the success of the learning process as Salsia (cited in Sulfahmiati, 2010) stated that the best learning takes place when the learner is interested Krapp (1992) also says that when students show interest in classroom activities, they activate psychological processes like paying more attention, being more focused, feeling good about the effort they put in, and being more willing to learn. This statement, according to Krapp, A., Hidi, S., and Renninger (1992), makes it abundantly clear that interest can act as a catalyst for other psychological variables.

Furthermore, the writer thinks it would be interesting to find out how this group of people, for whom English is a general subject but a requirement rather than a choice, think there aren't many opportunities to practice or put their English skills into practice, and they only learn it in a small amount of time. According to Firmani (2009). A feeling or emotion that draws attention to an object is called interest. Event, or process. To learn English, one must have an interest. When a student attempts to learn English, they have an interest in it. Students who put in the effort will learn new information and improve their English, and their interest will continue to grow.

A similar study on student interest Abu (2013) stated that students of SMAN 11 Makassar had a high interest in learning English using Web-Based Forums. In conclusion, the use of Web-Based Forums is effective to attract students' interest. Another study was also conducted by Maeryam (2010) which examined the interest and use of songs and games. This research was conducted to see how the use of guaranteed songs and games "Slice the Goose" and "Hi Becak" in building students' interest and pleasure in learning English. The difference lies in the subject where the researchers

measure student variables at SMA Negeri 1 Mowewe while Abu et al. (2013) measured English students at SMA 11 MAKASSAR. In addition, Maeryam's (2010) interest research previously measured students' interest in the song and game method. This research focuses on students' interest in learning English.

Based on the explanation above, researchers are interested in knowing whether students are interested in learning English and finding out the type of student interest "Students' Interest in Learning English at SMA Negeri 1 Mowewe Kolaka Timur.

2. Literature Review

2. 1. Definition Interest

Interest one of the most important aspects of teaching and learning English that makes success a reality is interest. According to Sulfahmiati (2010:7), and Salsia (1988:8), the best learning occurs when the learner is interested. Defined interest as the feeling that the students must have in learning English. This is because students must develop their desire and eagerness to learn more about the English language to achieve their learning objectives (Abu, 2013).

One of the most important factors for students' success in learning is their interest in learning, which comes from within the students themselves (Riamin 2016). (Ricardo, R., & Meilani, R. I., 2017) Interest in learning is the state of liking or being interested in something and engaging in learning activities without being instructed to do so.

2. 2. Type of Interest

Interest is taught to be a part of a motivational assignment. In Devianty (2011), Tantawy (1997:75) divides interests into four categories:
a. Expressed interest
    In general, expressed interest is a verbal expression of liking or loathing. These articulations are habitually connected with development and experience. To put it

another way, this kind of interest is a person who expresses his dislike with specific words.
b. Manifest Interest
    In manifest interest, a person does not simply state that they are interested in something; rather, they take action regarding it. In this scenario, individual participation in particular activities may be required to obtain certain benefits. It is usually helpful to observe the event's activity in addition to individual participants to determine the degree of real interest in factors like cost or time of participation of I effect and real interest.
c. Inventory interest
    Inventory interest is determined by the interest checklist. Typically, he is asked to check whether he likes or dislikes particular activities or patterns of high and low-interest situations with normal results so that the tests taken can begin to determine the areas of likes and dislikes. Inventory interest is determined by the interest checklist.
d. Tested Interests
    The tested interests can serve as a curtain because they measure vocabulary knowledge while other information about specialization is examined. The measurement is based on the presumption that interest leads to the accumulation of relevant information and specialized vocabulary.

2. 3. Interest Measurement

There are four methods that can be used to measure interest, according to Aiken in Abu (2013:14):
a. Finding out what people are interested in;
b. Keeping an eye on how people act in different situations or when they participate in different activities;
c. Deducing an interest based on familiarity with particular terms or other information;
d. Managing interest inventory administration.

According to Anastasian in Abu (2013:13), there are two primary methods for measuring interest. The first is using items (Ical) to determine whether respondents like or dislike particular types of activities, objects, or people they typically meet. Second, the most important reasons for working on this interest inventory are the first test where key item criteria are used. Interests set people apart from those in other occupations and distinguish them from those in other fields of work. These differences extend beyond the activities of the job to subjects taught in school, hobbies, sports, types of games or social relations books, and a wide range of other aspects of everyday life that people enjoy.

2. 4. Indicators of Students' Interest

a. Excitement
    Students who are enthusiastic about learning English do not feel pressured (forced) to do so. For instance, the students are enthusiastically completing each task assigned during the learning process.
b. Curiosity
    Students will be more interested in learning English if they are interested in it. Someone interested in English will be motivated to do something related to it. For instance, getting involved in the conversation and asking questions about things they don't know.
c. Enjoyment
    Feeling pleasure toward something will build enjoyment to do the activity related to it.
d. Attention
    When the students have attention in learn something, it means they are interested in it because they are curious to know more about that thing.

2. 5. Students' Interest in Learning English

Learning English and interest are two terms that cannot be separated. It is because interest is one of the crucial factors in making the success of the learning process as Salsia (cited in Sulfahmiati, 2010) stated that the best

learning takes place when the learner is interested. Furthermore, Kusmaryati (2017), students will pay more attention to what they are learning if they are interested in it. They will also process the information more quickly and use more effective learning strategies like critical thinking and making connections between old and new information.

3. Research Methodology

The researchers used a quantitative descriptive method. This method was used to assess students at SMA Negeri 1 Mowewe Kolaka Timur's interest in learning English.

Students in the first grade at SMA Negeri 1 Mowewe Kolaka Timur were the focus of this study. This study's sample consists of 40 students because the population is so large that the authors select only one student from each class.

The students in this study were from class X SMAN 1 Mowewe, which had four classes: X MIA 1, X MIA 2, X ISS 1, and X ISS 2. The researchers only took class X MIA 1 for this study.

According to Sugiyono (2016;62), the students' interest in learning is the dependent variable, which is a variable that is influenced or becomes a result of the variables in this study. Using the dependent variable, this study Responses from students during the process of learning English about what piques their interest in the subject.

In collecting data, researchers used questionnaires. According to Gay (1981), the most common method for mastering interests or opinions regarding individuals, organizations, or procedures is to use a questionnaire when collecting data. This study's questionnaire was adapted and modified from Marsika Sepyanda's previous work (2018).

In this questionnaire, the researchers used cluster random sampling by choosing one of six classes at random, namely class X MIA 1

which consisted of 40 students as the research sample. The questionnaire consists of 24 questions and each item contains a statement intended to measure students' interest in learning English. There are five levels to measure student interest using the Likert scale, namely Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1. The score of the questionnaire is based on the following table, respondents' options in responding to the following option:

Table 1. The Likert Scale Rating

Answer	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

The questionnaire was developed based on 4 types of interest, namely expressed interest, manifest interest, inventories interest, and tested interest. Questionnaire indicators can be seen in the following table:

Table 2. Types of student interest in student learning interest. (Sepyanda, 2018)

Category	Item
Expressed Interest	1,2,3,4,5,6,.
Manifest Interests	7,8,9,10,11,12.
Internet Inventory	13,14,15,16,17,18.
Tested Interests	19,20,21,22,23,24.

In collecting data, the researchers will follow the steps below:
a. Prepare a questionnaire and send it to Google Form
b. Tell students that I will distribute the questionnaire
c. Directing students to fill out a questionnaire
d. Collect student answers.
e. Make the results of the questionnaire.

The following steps were followed by the researchers when conducting data analysis.

For the purpose of analyzing the data from the questionnaire, the researchers carried out some procedures. The researchers first used four different types of interest to analyze the student questionnaire. The researchers also calculated the means of the score and entered the frequency in the table as a percentage. Using the formula, the researchers determined the percentage.

$$P = F/N \times 100\%$$

Where:
P = percentage
F = frequency
N = number of samples

4. Findings

The research's findings are based on the responses of 40 students who filled out a questionnaire with 24 questions about their interest in learning English. The results of the responses to the questions on the questionnaire are then evaluated using a Likert scale and

categorized using Gay's interest classification. The following table displays the information that was gathered:

Table 3. The result of the student's interest

Range	Categories	F	Percentage
80-100 %	High interest	7	17.5%
50-79 %	Moderate interest	28	70%
0-49 %	Low interest	-	-
Total		40	100 %

Based on Table 3 above, it can be seen that 7 (17.5%) of the 40 students have high interest. Then 28 students (70%) have moderate interest and 0 students (0%) have low interest. In addition, the Table 3 shows that the category of student interest is in moderate categories.

a. Students' interests based on the type of expressed interest

Table 4. The total frequency and percentage of students who expressed interest in learning English

Range	Categories	F	percentage	Mean
34-40	High	3	7.5 %	35.67
28-33	Moderate	22	55 %	31.13
8-27	Low	15	37.5 %	27.77
Total		40	100 %	95,47

Table 4 shows that six items present the expressed interests of students. Three students (7.5 percent) have a high expressed interest, 22 students (55 percent) have a moderate expressed interest, and fifteen students (37.5%) have a low expressed interest in learning English. Students expressed interest in learning English is moderate when the score ranges from 28 to 33, the percentage is 55%, and the average value is 31.13

b. Students' interests based on the type of manifest interest

Table 5 Based on the type of manifest interest, the total frequency and percentage of students' interest in learning English

Range	Categories	F	Percentage	Mean
34-40	High	4	10 %	35.50
28-33	Moderate	29	72.5%	31.22
8-27	Low	7	17.5%	23.83
Total		40	100 %	90,55

Based on Table 5 above, it can be seen that which consists of 6 items presenting students' manifest interests, there are 4 students (10%) students have high manifest interest, 29 students (72.5%) students have moderate manifest interest, and 7 students (17.5%) students choose low manifest in learning English. " Most of the students' manifest interest score is 28-33, the percentage is 75.5% and the average value is 31.22 which means that the students' manifest interest in learning English is moderate.

c. Students' interests based on the type of inventory interest

Table 6 Depending on the type of inventory, the total frequency and percentage of students interested in learning English

Range	Categories	F	Percentage	Mean
34-40	High	3	7.5 %	35.50
28-33	Moderate	29	72.5%	31.26
8-27	Low	8	20 %	25.00
Total		40	100 %	91,76

Based on Table 6 above, it can be seen that it consists of 6 items presenting the student's inventory interest. there are 3 students (7.5%) students have high manifest interest, 29 students (72.5%) students have moderate inventory interest, and 8 students (20%) students choose low inventory interest in learning English. "Most The students' inventory interest score is 28-33, the percentage is 72.5% and the average value is 31.26, which means that the students' inventory interest in learning English is moderate.

d. Students' interests based on the type of tested interest

Table 7 The Total Frequency and Percentage of Students' interest in learning English based on the type of tested interest

Range	Categories	F	Percentage	Mean
34-40	High	7	17.5%	36.20
28-33	Moderate	26	65 %	31.37
8-27	Low	7	17.5%	25.20
Total		40	100 %	92,77

Based on Table 7 above, it can be seen that which consists of 6 items presenting the students' tested interests, there are 7 students (17.5%) students who have high tested interest, 26 students (65%) students have a moderate tested interest, and 7 students (17.5%) students choose a low tested interest in learning English. Most the students' tested interest scores are 28-33, the percentage is 65% and the average value is 31.37 which means that the students' tested interest in learning English is moderate.

5. Discussions

In this section, the researchers discuss the results of research that has been carried out using questionnaires and interviews with respondents who were XI MIPA 4 students. The researchers discovered, based on the

responses of forty students to a 24-item Likert scale questionnaire, that the majority of students, with a percentage of 70%, had "less" interest in interest. The outcomes of the data analysis, which were based on four distinct types of interest expressed interest, manifest interest, inventory interest, and tested interest also lend credence to this assertion.

First, expressed students' interest in learning English, students' ideas or understanding of expressing interest showed that students' interest was in the "moderate" category (55%). This means that most students do not agree that expressed interest is important, therefore it is important to know that expressed interest is very important because expressed is the beginning of the formation of interest. Tantawy (1997) mentions interest. In other words, expressed interest is a verbal expression that is often associated with maturity and experience. Expressing Interests has two contexts of use. The first is the context for expressing interest in something. And the second is the context in which we respond to other people's words with interest. This is in line with research conducted by Salsia (2018) which states that student interest In Learning English For State Islamic Institute (Iain) Pare-Pare.

The second students' manifest interest in their English learning activities is in the "moderate" category (75.5%). Most students agree that they feel feelings during the learning process, especially in learning English they feel interested but they are interested but they only pay attention for a moment. This is in line with research conducted by Anik Aristuti (2014) which states that students pay less attention and are less feel manifest in learning English. This is also supported by Devianty (2011), who suggested that individual participation in a particular activity might be required for certain benefits to occur. Therefore, to ascertain the level of genuine interest, it is typically beneficial to observe activities associated with the event in addition to individual participation.

Third, inventory interest is a behavior related to student interest in learning English only for learning needs without curiosity showing that students are in the "moderate" category (72.5%) Kara (2009), a positive attitude guides positive performance or behavior in the study program, with participants involving themselves in the course and attempting to be more active in learning. This indicates that the majority of students are active in learning, attending class on time, opening learning materials, and asking the teacher for help. On the other hand, they are less enthusiastic about learning English.

Fourth, tested interest is an interest where the important part is whether students know about interpreting vocabulary in learning English shows that students are in the "moderate" category (65%) meaning that students are still lacking vocabulary knowledge in learning English. This is in line with Agustin (2018) who stated that interest in where students know the field of vocabulary to make it easier for students to learn English at the Bengkulu State Islamic Institute of Religion (2019) is "moderate" this is supported by Anastasian (2013) who stated that vocabulary is initial knowledge that can provide students' knowledge for them to be interested in learning English.

Based on the results of the study, students at SMA Negeri 1 Mowewe were less interested in learning English this was due to the lack of students' curiosity and lack of motivation and support in learning English. This was expressed by several students (ak, m, s, etc.).

6. Conclusion

From the explanation, above it means the student interest in SMA1 Negeri 1mowewe Kolaka Timur is still low. Students are 70% and are included in the moderate category, this is supported by 4 types of interest, namely expressed interest, real interest, inventory interest and tested interest. The total score for expressing interest is 31.13 and is categorized as moderate. The total score of real interest is 31.22 and is categorized as moderate. The total

score of interest in inventory is 30.26 and is categorized as moderate. The total score of interest tested is 31.27 and is categorized as moderate. As a result of these findings, it can be concluded that students' interest in learning English is supported by 4 types of interest, categories moderate in learning English.

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