

**A CASE STUDY ABOUT THE LACK OF STUDENTS' INTEREST
IN LEARNING ENGLISH AT SMK MUHAMMADIYAH 2 KEDIRI
ON ACADEMIC YEAR 2014 / 2015**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education (S.Pd) of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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Approved by the Advisors to be proposed to
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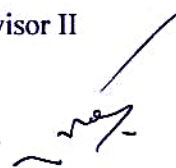
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ABSTRACT

It has been generally well-known that most people faced some problems in learning English as a second or foreign language in non-English speaking countries. In teaching English for senior high school students, the teacher should pay attention to the students' interests, so that the students enjoy learning which can increase students' ability. According Jayne (2000:7) that if the pupils enjoy the learning activity, they will be more involved to increase their desire to continue. A study focuses on the factors that impact on their poor English performance. Data were drawn from the question *what causes that make students less interested in learning English? And what students do in the class when they are less interested in learning English?*

This is a qualitative case study. It is conducted at SMK Muhammadiyah 2 Kediri on academic year 2014/2015. The instruments that are used are observation, interview, questionnaire, and supported by documentation. The observation is done when teaching-learning process in the class which by taking some notes. The interview is done to know about some information from the teacher. The result of interview and questionnaire are given descriptively.

Based on the research's findings that first, the majority of students stated that the English teacher is not well-trained. Secondly, students lack of English foundation background. Third, students lack of confidence to use English because they are afraid of mistakes and shy feeling. Last but not least, English language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy. Furthermore, students do not practice speaking English with English native speakers, and class environment is crowded and noisy that is not fulfilled with teaching pedagogy. Finally, the researcher concludes that the first, there are some factors that affect the students' interest in learning English include motivation, family background, teacher, environment and friends. Secondly, the students show bad attitude in the classroom when they are not interested with teaching-learning process by doing useless activities. There are also suggestions for English teachers and further researchers. Teachers need understand kind of students' characteristic, and have many strategies to make students enjoy when follow teaching-learning process. For further researchers, this research can become the reference.

Key words: English teaching-learning, factors affect students' learning, students' performance

I. BACKGROUND

Learning is a change in behavior obtained from results of experience. As said by Rog and Haig (2011: 627) that a relatively permanent change in behavior (both unobservable mental events and observable responses) associated with specific stimuli and/or responses that change as a result of experience. Morris I. Bigge (1982: 155) adds that learning refers to a number of systematic changes in behaviour or the behaviour of the prevailing arrangement results from the experience in certain situations. It means that learning can change someone's behavior.

In teaching English for senior high school students, the teacher should pay attention to the students' interests, so that the students enjoy learning. Jayne (2000:7) states "*If the pupils enjoy the learning activity, they will be more involved to increase their desire to continue*". It means if the learner entry learning, it can increase their ability.

When the researcher came at SMK Muhammadiyah 2 Kediri, he found that almost of the first and second grade students were lack of

interest in learning English. They thought that English was difficult so they did not enjoy English class. Students showed negative attitudes in learning English. In addition, some students were not satisfied with their English ability because they had difficulties in reading, listening and speaking. They look confused when the teacher was explaining the lesson. Perhaps, the teaching was little boring and monotone.

From some of the problems obtained by the researcher in the field, researcher assumes that, to make the students are more enthusiastic and have a willingness in learning, educators should provide motivation that aims to encourage and reassure learners that learning is important, in this case to learn English. Based on the results of the research that has been done by some researchers, it is known that successful of learning is closely related to motivation, motivation is a process that moves people to do something. First, a statement from Brown (2001:168) that motivation is meant as the extent to which you make choice about goals to pursue and the effort you will devote

to that pursuit. Thang (2011: 185) states that students with positive attitudes and high level motivation will be more successful compared to those with negative attitudes and no motivation. It can be said that students who are lack of motivation will not be able to achieve success in learning.

Moreover, motivation will affect someone responses and acts that is called attitudes. Brown (2000: 180) states that attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any number of ways. Brown (2001: 201) adds that attitude is characterized by large proportion of emotional involvement such as feelings, self, relationship in community. It seems that many stimulants lead individual to positive and negative attitudes.

So far, there are many studies that have been done in the field of motivation and attitudes in learning English. Tsuda (2003: 169) states his findings that two third of a group students do not like to study English because they did not had much feeling of success in their learning experience. At the same time, he also found that many of the students were interested

in speaking with people overseas and they did not have any hostile feelings against English or English speaking countries. Another study done by Tamimi and Shuib (2009:178), investigated students' motivation in term of three motivational construct: instrumental motivation, integrative motivation, and personal motivation.

It turns out not only the motivation and behavior influence on willingness to learn English. Some other factors such as class size, teacher quality, teaching techniques and also affect the willingness of students to follow learning especially English. As indicated by the John & Ehow (2011: 182), state that the problems of learning English language derived from many different factors in different environments such as school resources, class size, quality of teachers, and the school attendance of learners. Many numbers of Laos students have failed in their English language learning because of lack of motivation from some elements such as family background, social-environment, physical environment, culture, methods of learning and so forth (Dambo, 2014). In addition, Cao (2011) in Sam (2013: 183) adds that many studies have been conducted on students' poor performance in learning

the English language such as a study of Challenges of Learning English in Australia towards Students Coming from Selected Southeast Asian Countries found that factors that affected the Asian students' weakness in learning English because of the changing of learners' habits, cultures, and the structure of languages; for example, there were no strict rules for pronunciation of their mother language.

Based on researcher's observation, the students of SMK Muhammadiyah 2 Kediri did not have motivation to learn and join the teaching-learning English. Students showed negative attitudes in the class when the teacher was explaining the material. For instance, there were some students who slept, talked with friends and played mobile phone. Beside from the students' attitude in the classroom, lack of interest in learning the English can be seen from the results of their study were mostly below the passing grade. Then, from the way how to the teacher taught in the class, she tended to use the same technique each time. For example, the

II. METHOD

In this study, the researcher chose a qualitative approach. The first, the researcher examines about a

teacher taught by "speech contest" technique. It means the teacher only concerns in explaining the material without taking care the students. In this case, the technique that was used by the teacher make the students feel bored. In addition, lack of appreciation of the teacher to students who can complete the task well.

Refer to issues above, there is a reflection that the cause is a portion of the students are less interested in learning English in compare with other lessons because learning does not generate interest students to learn. This lesson leads to better understanding of students about how students understand goals and purpose that is expressed in a foreign language, namely English. For that, create the teaching be fun and creating an orderly planning of teaching in practice to be able to run smoothly in accordance with the purposes for which it had been planned earlier. Not only that, the conditions of the class should be made as attractive as possible, because a dirty and messy class can create an atmosphere of learning to be less comfortable.

phenomenon by naturally background. As said by Denzin and Lincoln (1987) in Moleong (2015: 5) that qualitative

research is research that uses the natural setting, with the intention of interpreting the phenomena that happens and be done by involving a variety of methods. Second, researcher describes his findings into the description. According to Bogdan and Taylor (1990) in Imam (2015: 82) that qualitative research is a research procedure that generates descriptive data in the form of the written word or spoken from people and behave that can be observed which are directed at the individual and holistic background.

About the type, the researcher uses Case Study approach. This research is intended to study intensively, on the background of the problem situation and the position of an event that is taking place, as well as certain environmental interactions social unit that is what it is. As said by Yin (2009) in Iman Gunawan (2014: 115)

The case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when boundaries between phenomenon and context are not clearly evident; and in

which multiple sources of evidence are used.

Louis & Lawrence (2007: 254) add that Case Studies strive to portray 'what it is like' to be in a particular situation, to catch the close up reality and 'thick description' of participants' lived experiences of, thoughts about and feelings for a situation. Susilo Rahardjo & Gudnanto (2011: 250) add case study is a method for understanding the individual who conducted integrative and comprehensive in order to obtain a thorough understanding of the individual and those of his problems with the aim of the problem can be resolved and obtain good self-development.

In conclusion that case study approach is a research that examines contemporary phenomenon which is considered as the case completely and thoroughly on the actual condition of using naturalistic approach which includes physical and psychological aspects of the individual, with the aim of gaining an understanding in depth and complete by using a variety of data sources.

In this case, the presence of the researcher in this study acts as collecting data and then analyze the data that has been obtained. In

conducting the study, researcher acted as a full observer and researcher status is known by the informant. The presence of the location, researcher will determine the validity of data in scientific research, it should be implemented as much as possible even if it means sacrificing time, material, and other means that even the presence of researchers conducted a study on the extension to obtain data or descriptions that actually valid.

The sources of data are very significant in the research. The researcher will not be able to get information without knowing sources of data. Arikunto states (1998: 120) that sources of data are subjects who give the data or information or where the data are gotten from. Information or data can be divided into two, based on the sources of data or where the information or data come from. They are primary data and secondary data.

Primary data is the data which is collected by researcher directly from his own observation and experiences. In this research, the primary data is the teacher who is interviewed and all students of the Class X, XI of TKR (Teknik Kendaraan Ringan), and X, XI of TPM (Teknik Pemesinan) who is given questionnaire. Secondary data is

data which supported and complete the primary data. By statement of Sumadi (1995: 85) that secondary data are usually in the form of collecting of document. These data are captured from some books, journal, such as material and syllabus. Based on the explanation, in this research the secondary of data sources was taken from books, websites, journal that related to research problem.

In the data collection procedures, researcher used more than one data collection techniques in order to obtain valid data. The techniques are observation, questionnaires, interviews, and documentation as evidence that the research actually done. According to Imam (2014: 142) that principle in the qualitative research data collection is to use a multi-source evidence, using a lot of informants, and pay attention to other sources of evidence.

According Arikunto (2002) in Imam (2014: 143) defines observation is a technique of data collection is done by conducting thorough research, as well as systematically recording. In this case, the researchers directly involved with student activities at school. While observing, researcher noted important things happened such as the behavior of students when the following learning,

the action of teachers to students, and the class atmosphere.

Then, the researcher used Likert Questions that is consists of 35 5-point items which directly was given to the students in the class. Because the form of questionnaire was Likert, then the student only gave one cross-sign (x) among five choices. For the questionnaire form. According to Sugiyono (2015:199), questionnaire is a data collection technique which is done by giving a set of written questions or statement to the respondents.

Then interview is done to the teacher which the researcher uses *Unstructured Interview* to find out more about information related to factors that affect the rate of students' interest in learning English by asking a few questions to the teacher without use the guidelines of the interview, just be the outlines of the problem.

After data collected, the researcher analyzes by using data reduction; data display; drawing conclusion / verification.

To check the validity of the data obtained so completely in accordance with the objective and purpose of the research, then the researcher used triangulation technique. Data triangulation is a technique of inspection data utilize something else

outside of such data for the purposes checking or as a comparison of the data (Moleong 2015: 330).

III. RESEARCH FINDING AND CONCLUSION

A. RESEARCH FINDING

The writer divided the research finding into three parts; they are based on observation, interview, and questionnaire.

From observation, the researcher concludes that in learning especially English, the role of the teacher is very important in the teaching and learning process in the classroom. The teacher must hold good communication to students. In this way, the teacher will know what is perceived by students. The teacher also has to consider the ways of teaching, whether it is appropriate or not to the students' mood. It means that teaching strategies used by the teacher should be varies. Furthermore, motivation can be applied to the students by storytelling about the real people experience. In this condition, the students will be more interested to listen when they are bored with learning. After that, the learning can be

restarted with a slight difference in teaching models. In short, it can be said that successful learning depends on the teacher, if the teacher has sense of humor, attractive and understand the students well, the students will be interested to follow the teaching and learning process. Conversely, if the teacher teaches by using the same way, the students will get bored.

Based on the interview result, the researcher concludes that the factors that affect the students in learning the English is not only on the ability of how students master the vocabulary, make a paragraph, or speak English fluently, but the environment where the students do the teaching and learning process. This is consistent with the theory that said by John & Ehow (2011) in Sam Rany's journal (2013: 182) that the problems of learning English language derived from many different factors in different environments such as school resources, class size, quality of teachers, and the school attendance of learners.

While from questionnaire result, it can be seen that the factors which affect the students to learn the English language covering internal and external factors. Internal factor is factors that arise from within the students themselves. Internal factors include the willingness. External factors are factors that arise from outside the student. These factor consist the teacher, parents, environment, and friends.

To strengthen the finding. The documentation includes the interviews text, scores, and photograph.

B. CONCLUSION

After the researcher did the research, the researcher found there are some factors that affect students in learning English include internal and external factors. Internal factors are factors that arise from within the students themselves which include "initiative" or "willingness". While external factors are factors that arise from outside the students. From the research result, evidently external factors greatly affect the willingness of students to learn. Actually, the students

have high learning interest, because parents and the environment, the students level of willingness of students could go down or up from the previous. It means that parents have an important role in educating their children before they go out into the outside world. If parents pay less attention to their children, then certainly they are easily influenced by the surrounding environment. The next factor is the teacher which besides being a conveyor of material, teacher is required to be a good role model in terms of behave. The teacher

also need to understand the character of each student while in the classroom in order for the future the teacher do not arbitrarily give punishment to students who are acting strangely.

In addition to parents and teachers, classroom also affects students when they do the learning activities in the classroom. When the class condition is clean, it surely makes learning more convenient, otherwise dirty classrooms will give a negative mood to students to stay in the classroom.

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