

## ENGLISH TEACHER'S LEARNING STRATEGY TO INCREASE STUDENTS' INTEREST IN CLASS (Study at SMP N 22 Tebo Jambi)

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### ABSTRAK

Masalah yang dihadapi dalam pendidikan adalah proses pembelajaran yang lemah. Masalah yang sering ditemukan ketika proses pembelajaran di kelas adalah siswa tidak memiliki minat belajar pada mata pelajaran Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana strategi pembelajaran guru Bahasa Inggris dalam meningkatkan minat siswa dalam belajar di kelas dan untuk mengetahui faktor-faktor yang mempengaruhi minat siswa dalam belajar di kelas. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Populasi dalam penelitian ini adalah guru kelas VII.A Bahasa Inggris di SMP N 22 Kabupaten Tebo Jambi dan siswa yang ada di kelas. Teknik pengumpulan data yang digunakan oleh peneliti adalah observasi, wawancara, dan dokumentasi. Hasil dari penelitian ini adalah strategi pembelajaran guru bahasa Inggris dalam meningkatkan minat siswa dalam belajar di kelas belum efektif. Hal ini ditunjukkan dengan kualitas pembelajaran siswa di kelas VII.a mengalami kesulitan dalam memahami penjelasan materi oleh guru. Kesesuaian tingkat pembelajaran belum diciptakan, tidak ada insentif yang diberikan kepada siswa, dan waktu yang singkat dalam melakukan pekerjaan. Kemudian faktor-faktor yang mempengaruhi minat siswa dalam belajar adalah pendekatan internal, eksternal, dan pembelajaran.

**Kata kunci:** Guru, Strategi Pembelajaran, Minat Belajar

### ABSTRACT

*The problem faced in education was the weak learning process. The problem that was often found when the learning process in class was that students do not have an interest in English subjects. The purpose of this study was to find out how the learning strategies of the English teacher in increasing students' interest in learning and to find out the factors that influence students' interest in learning. The method used in this study was descriptive qualitative method. The population in this study was English teacher in class VII.A SMP N 22 Tebo Jambi and students who were in the class. Data collection techniques used by researchers were observation, interviews, and documentation. The result of this study were English teacher's learning strategies in increasing students' interest in learning in the class have not been effective. It was showed by the quality of student learning in class VII.A has difficulty in understanding the explanation of the material by the teacher. The suitability of the learning level has not been created, there was no incentive given to the students, and a short time in doing the work. Then, the factors that influence students' interest in learning were internal, external, and learning approaches.*

**Keywords:** Teacher, Learning Strategy, Students' Interest

## INTRODUCTION

English is an international communication language that is used to communicate directly or indirectly through four skills namely listening, reading, speaking and writing which are the four skills that can improve students' ability to communicate. English must be prioritized to be studied in schools to improve human resources that support the progress of the nation and state. Crystal (2000) mentions that English is a global language. This statement states that English is used by various nations to communicate with nations throughout the world. So, English is an international language as well as a global language. Learning and understanding English becomes a necessity that can not be avoided. By learning English, a person will open their insight and knowledge internationally.

In education, English is one of the important subjects or materials in every education program. English is also a subject for students who want to graduate from Junior High School or Senior High School. As a foreign language in Indonesia, English is studied seriously by many students. English as a foreign language in Indonesia is obtained through a learning process. Learning is obtained or gain knowledge about a subject or skill by learning, experience, or instruction (Brown, 2000). English is widely taught in formal schools ranging from elementary schools to universities, even in informal schools, namely courses. Therefore the government forces all teachers to find good way to make students master English easily.

Learning English subjects in schools is a subject that must be

prioritized, but many students in schools underestimate English subjects. Most of them consider English as a subject that is difficult to learn, so that makes them lazy to learn it. Therefore teachers who teach English must have a good strategy in learning. According to Sanjaya (2007) learning strategies are facilities that given to students to achieve learning goals. The facilities included method or strategy used by the teacher in the class. This strategy will affect the improvement of student learning in the class. Learning strategies include specific learning approaches, models, methods and techniques. Learning strategies have several benefits including being served by students' needs regarding learning how to think better.

Students always face many problems when they learn English as a foreign language. They must recognize and learn things they do not know in their mother tongue or Indonesian (Herlina, 2006: 99). Each teacher has various ways or styles in teaching English. These methods are related to the ability of teachers to foster student interest in learning.

Improving student learning in the class is inseparable from the strategies used by the teacher in the learning process in the class. The teacher has an important role in this matter. No matter how good the curriculum used will not mean anything without the support of a good strategy from a teacher. The use of good learning strategies will also affect students' interest in learning in the classroom. According to Aritonang (2008) interest is a psychological aspect that is possessed by humans to achieve a goal. Humans who have an interest in something inclined give great attention or feel happy about

something, but if something does not cause pleasure there is no interest. Interest is an important thing to achieve the learning objectives besides intelligence, because without interest all activities will be carried out less effectively and efficiently.

From the statement above, it can be concluded that teacher's role in class is not only teaching but how to make their students interest in teaching learning process. It also means that the students' success in teaching learning process depends on their teacher's strategy in teaching. If their teacher have good strategy in teaching so the students will have good achievement in learning.

The problem faced in education today is the weak learning process. The problem that is often found when the learning process in class is that students do not have an interest in English subjects. They assume that learning English is considered difficult and boring. This is because the teacher teaching strategies are not creative and seem monotonous. Researchers also found a phenomenon that occurred at SMPN 22 Tebo Jambi was a learning strategy that was less active and enjoyable. The observations found by the researcher were the teacher explained the material and gave assignments in the student' worksheet then gave the students time to work on for one hour of the lesson then continued with correcting the answers together in the last hour. The learning like this always given to the students at each meeting until students have no interest in learning.

The success of learning is closely related to the strategies used by teachers in teaching. For this reason, a teacher is required to be more creative and quality in teaching

in class. If the strategies used by the teacher in teaching are good, then the learning outcomes will also be good. Meanwhile, if the strategies used by the teacher is not good, the results will also not good. The good learning strategy will make students remain active and creative. The good learning strategy will make students think independently, creatively, and adaptively to situations that occur (Zaini, et al., 2002). In this case, the teacher must create an appropriate strategy in teaching that able to make the teaching and learning process be fun and more exciting in order grow the students' high interest in learning to achieve learning goals.

Based on the background in this study, the formulation of the problem in this study are;

1. How are learning strategies do English teachers in increasing students' interest in class?
2. What factors influence students' interest in class?

The purpose of this study is to find out how the learning strategies of the English teacher in increasing students 'interest in learning in class and to find out the factors that influence students' interest in learning in class.

Learning strategies are conditions that teachers create as facilities for students (Miarso 2004), then Sanjaya (2007) says that the types of strategies include;

1. Expository learning strategies, learning strategies that focus on delivering the material.
2. Inquiry learning strategies, learning strategies that focus on critical thinking processes by finding answers to problems.
3. Problem-based learning strategies, learning strategies that focus on the problem solving process.

4. Learning strategies to improve thinking skills, learning strategies that focus on thinking abilities possessed by students.

Slavin (2000) states that effective learning can be measured using the indicators below;

1. The quality of learning, how information can be conveyed to students so that it is easy for students to understand it.

2. The appropriateness of learning levels, the extent to which teachers ensure students' readiness for receive material to be delivered.

3. Incentives, how much effort the teacher has in motivating students to complete assignments and learn the material delivered by the teacher.

4. Time, time needed to complete the learning activity. If students are on time in completing lessons, the learning will be effective.

Zanikhan (2008) said that interest in learning is a psychological aspect such as the desire and liking to change behavior through activities such as searching for knowledge and experience, while Shah (2003) mentions factors that influence student' interest in learning which are:

1. Internal factors, this factor includes two aspects, physiological and psychological. Physiological is related to physical condition and muscle tension which gives an influence on the enthusiasm and intensity of students in learning, while psychological is related to intelligence, talents, attitudes, interests, and motivation of students.

2. External factors, this factor consists of two environments, namely social and non-social environment. The social environment consists of school, family, community, and classmates, while the non-social environment consists of schools and locations,

subject matter, study time, living conditions, and learning equipment.

3. Factors of learning approaches, strategies that students use to support effectiveness and efficiency in the process of learning material.

Suaidinmath (2012) states that the criterion for success is a measure of achievement level of learning achievement that refers to basic competencies and established competency standards that characterize the mastery of concepts or skills that can be observed and measured. In general, the criteria for learning success are described below;

1. The success of students completing a series of tests, both formative tests, summative tests, and skills tests.

2. Each success is related to the competency standards and basic competencies set by the curriculum.

3. Skills achievement practice depends on the level of risk and level of difficulty.

On the other hand, Uzer and Setyawati (2001) states that a teaching and learning process can be said to be successful if;

1. The absorption of the teaching material being taught achieves high achievements, both individually and in groups.

2. The behavior outlined in the specific instructional objectives (ICT) has been achieved by students, both individually and in groups.

In recent years, teachers' learning strategy has been investigated by some researchers as one of the significant strategy to increase students' interest in class proposed by Sultan Hasanah (2014), Nurul Fajriah, Sofyan Abdul Gani Iskandar, and Abdul Samad (2019), and also Tri Saswandi (2014), Moe Moe Win (2018). In this case, there are several strategies which are

mostly implemented by teachers in developing students' interest in learning English such as using ICT, music and media. The majority of English teachers were considered not to implement the overall strategy suggested in English teaching but had the set of personalities needed to be a good teacher. In addition, school facilities were still considered lacking. Then, the highest level of student interest was in the classroom that teachers use visual-kinesthetic. External motivational factors such as the teacher's teaching style, understanding student levels and their difficulties, relevant lesson plans, positive teacher and student relationships were very helpful for teachers to reduce students' anxiety and negative attitudes in learning.

## RESEARCH METHOD

The method used in this study was descriptive qualitative method. According to Moleong (2005) qualitative research is research that understands the phenomena experienced by research subjects in a descriptive manner which is presented in the form of language. The population in this study was the Class VII.A English teacher in SMP N 22 Tebo Jambi and students who were in the class. Data collection techniques used by researchers were observation, interviews, and documentation.

- a. Observation, the researchers do observations related to the real situation of the teaching and learning process.
- b. Interviews, the researchers conducted an interview with an English teacher in SMP N 22 Tebo Jambi and four students in class VII.A. The topic of the interview was about English

teachers' strategy to increase students' interest in class.

- c. Documentation, the researchers analyzed documents in form of syllabus and lesson plans. The researcher analyzed the lesson plan to check whether the teacher has a plan to provide a good strategy in teaching.

To analyze the data, the researchers used data collection, data reduction, data display, and conclusion and verification (Miles and Huberman: 2014) which are explained below;

- a. Data collection

It was a process that lasts throughout the study, using a set of instruments that have been prepared to obtain data information through observation, interviews and documentation. In the process of collecting this data, the researchers in conducting analysis directly in accordance with the information data processed in the field.

- b. Data reduction

Summarize data of direct contact with people, events and situations at the study site. This first step included selecting and summarizing the relevant documents. In this case, the researcher observed how the English teacher teach in class and how the students' interest in class. The researchers wrote everything did in class. This data begun by analyzing the whole data which collected during the research from observation and documentation. Those steps are concerned with selection. So, the researchers more focused on the strategy used by the teacher in class.

c. Data display

In our research, we get a lot of data. However, the data that we obtain may not be presented or presented as a whole. So, in presenting data the researchers organize and present data systematically, so that the data obtained can explained or answered the problem of this study.

For the first, the researchers grouped the results of observations, interviews and documentation. The grouping was adjusted to the formulation of the problems discussed in the study. This aims to make the researchers easy in presenting data in detail appropriate with problem of this study.

d. Conclusion and verification

It was last component in analyzing data. The researcher draw data conclusions after describing and interpreting data continuously and during the study as a result of interpretation. The researcher interpret the data taken and then make conclusions.

While drawing conclusions can still be tested again with data in the field, by reflecting back. The researchers exchange ideas with colleagues, triangulation, so scientific truth was reached. The data was reduced and displayed to make the conclusion.

increase students' interest. There are four types of learning strategies namely expository, inquiry, problem based, and learning strategies to improve thinking skills. Based on data obtained by researchers at SMP N 22 Tebo Jambi that the learning strategies of English Language teachers in class VII.a in increasing student' interest was very monotonous because teachers only applied expository learning strategies. The researchers conducted observations during the teaching and learning process in the class. The teacher seems only convey the material without thinking about everything that happened to the students. The teacher also did not provide brainstorming about the material to be delivered. The teacher explained the material that has been made or has been prepared by the teacher directly to the students without any communication about the material to be conveyed. The students only listened the material in an orderly manner in class. In the learning process in the class, the teacher has important character and dominant role. The teacher seems to be active in delivering the material, while the students themselves were silent and listened to the teacher's explanation. In this case also called the teacher centered approach. Students who were serious about learning in class were students who have advantages in listening and scrutinized well so they could follow the learning process well because a student has different abilities. There were students who like learning with expository methods and there were also students who like other learning strategies. The class management also does not appear to be done by the teacher because when the researcher conducted study in teaching and learning hours in the

## RESULT AND DISCUSSION

This was descriptive qualitative method by using observation, interview and documentation to describe how is the English teacher's strategies to

class, the teacher was only seen standing in front of the class without good classroom management. The teacher only focused on the power point displayed in front of the class. Then, the interaction style of the teacher learning was only to the students who seem to pay attention and understand the material without controlling the understanding of other students.

Meanwhile, the result of interviews showed that the strategy used by teacher of SMP N 22 Tebo Jambi when teaching in class is not interesting, because the teacher only taught material without being accompanied by jokes or good communication to the students. This made the students' mood not good and bored being in class. The teachers should give students praise, suggestions, motivational videos, or idol stories so they feel happy when learning. The teacher should maintain the students' mood in learning English by giving awards to the students.

From document results showed that about syllabus and lesson plans. The researcher analyzed the lesson plan whether the teacher used strategies in teaching such as brainstorming. The learning plan is arranged in the form of K13 curriculum. Based on the lesson plan, the English teacher gave brainstorming before starting the material to be discussed. The teacher has a plan to provide students with brainstorming and motivation at the beginning of the lesson. Then, syllabus was used as supporting documents. Based on data found from the syllabus, all English materials used interesting media to assist the teaching process. An interesting medium consists of recording devices, relevant

images, and videos but in real situation the teacher did not use them.

Based the result of observation, interviews, and documentation above showed that the learning strategies of English teachers in increasing students' interest in learning in the class have not been effective. In this case the results of the study are linked to the theory of Slavin (2000) that learning can be said to be effective if measured using four indicators namely learning quality, learning suitability, incentives, and time. The quality of student learning in class VII.A has difficulties in understanding the explanation of the material by the teacher. The students look bored in the learning process in class so that the material was not conveyed properly. The suitability of the learning level has not been created, the teacher does not pay attention to the readiness of students well in starting the lesson, the process, and even until the evaluation of learning. The teacher also does not pay attention to the students who do not understand the material. In this case the lack of teacher's center of attention towards students. The absence of incentives given to the students, the teacher does not provide motivation to the students. In teacher learning was monotonous, the teachers only master the material but do not master the conditions in the class. Assignments given by the teacher were only in the form of questions in the worksheet. The time needed to complete learning was also very forced. If the students have not finished in doing the assignment, the teacher immediately asks students to answer the assignment together. So it can be concluded that the four indicators according to Slavin could not be created by the teacher in the

class and caused the learning process in the class to be ineffective.

Meanwhile, based on observation about factors that affect students' interest in learning was about teacher and students' personality. When the teacher teach friendly so the students gave response or feedback to the teacher. But this case rarely found by the students.

The result of interviews about the factors that influence students' interest in learning at SMP N 22 Tebo Jambi were lack of motivation, lack of enjoyment of English subjects, lack of enthusiasm for learning in every English course. The students also did not have the intention to learn English like they did not ask when the teacher explained the material in front of the class.

The educator' encouragement that could arouse students' interest was by providing interesting strategies and methods in teaching and learning activities, providing motivation and enthusiasm for their students, especially in English subjects because English subjects was subjects that were tested in national examinations. So, the educator must gave confidence to the students that learning English was not a difficult thing. The difficult thing was when they did not study seriously.

The parents' encouragement was also necessary for students to generate student' interest in learning. They should pay attention to their children about studying in school and saw the value that their children had. In this case, the parents should provide motivation and enthusiasm for children in learning.

Except educator and parents' encouragement, there was also friends' encouragement who could create interest in learning. A friend

also has a role like parents and educator that gave motivation and positive enthusiasm to his or her friend to achieve something that was desired. If a classmate gave a good behavior of learning, this will also have a good effect for students in the class.

To answer the problem formulation about factors that affect students' interest in learning in class, the researcher also associated the results of research with Shah's theory (2003) about the factors that influence students' interest in learning, which he said that the factors that influence students' learning interest were internal factors, external, and learning approaches. Based on the data obtained by researchers at SMP N 22 Tebo regency, the factors that influence students' interest in learning in class VII.A were seen from internal factors, namely the students do not have enthusiasm and motivation in learning while the ability of the students to receive the lessons need much time. The attitude of students in class must be considered again. External factors, the absence of good facilities from schools such as infocus used by the teachers has been damaged, the absence of a Language laboratory, subject matter that was not good, ineffective learning time because the English hours are placed at the last hour. Classmates, the classmates were very influential in learning interest. Based on the results of observations by researchers that the conditions that occurred in class was an active students only few. Learning approach factors, the strategies used by the teachers in teaching were still not effective and efficient.

## CONCLUSIONS



There are four types of learning strategies namely expository, inquiry, problem based, and learning strategies to improve thinking skills. English teacher learning strategies in improving students' interest in learning in the class have not been effective. In this case the results of the study were linked to the theory of Slavin (2000) that learning can be said to be effective if measured using four indicators namely learning quality, learning suitability, incentives, and time. The quality of student learning in class VII.A has difficulty in understanding the explanation of the material by the teacher. The suitability of the learning level has not been created, there was no incentive given to students, and a short time in doing the work so that the four indicators according to Slavin could not be created by the teacher in the class and caused the learning process in the class has not been effective. Then, the factors that influence students' interest in learning were internal, external, and learning approaches. Internal factors, the students do not have the enthusiasm and motivation in learning while the students' ability to receive the lessons need much time. External factors, the absence of good facilities from school, ineffective learning time, and classmates who influence learning interest. Meanwhile, learning approach factors, the strategies used by the teachers in teaching were still not effective and efficient.

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