AN ANALYSIS OF STUDENTS' ENGLISH LEARNING INTEREST AT CLASS IV OF SDN 08 CIPONDOH TANGERANG CITY

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ABSTRACT

This study aims to determine students' interest in learning English in fourth grade at SD Negeri 08 Cipondoh, Tangerang City. This study uses a qualitative approach with the type of qualitative descriptive research method. Qualitative research is used to identify students' interest in learning English. The subjects in this study were teachers and students of grade 4 SDN 08 Cipondoh Tangerang City. The type of research data consists of primary data and secondary data. The instruments in this study were observation guidelines, interviews, and questionnaires. In this study, the technique of checking the validity of the data used is the triangulation technique. The results showed that many students had a high interest in learning English.

Keywords: Student Interest in Learning; English learning; Qualitative Research

INTRODUCTION

Education is a human effort to form or develop innate and spiritual potential (personality) based on the values that exist in society and culture. Education can be interpreted as the effort of a person or group of other people to become adults or achieve a higher standard of living or earn a living spiritually. The function of education is to grow the ability to shape the character and civilization of a dignified nation with the educational background of national life which aims to grow the potential and abilities of students who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, creative, independent and become democratic and responsible citizens. Therefore, education is an absolute requirement that must be met throughout life.

In the Law on the National Education System Number 20 of 2003 Article 3 Paragraph 3 concerning the objectives of National Education it is stated that education functions to develop capabilities and shape the character and civilization of a dignified nation with the aim of educating the life of the nation and state, developing the potential of students to become human beings who have faith and fear of God Almighty, have commendable character, are healthy, intelligent, capable, creative, independent, and become democratic and responsible citizens.

In Law Number 20 of 2003 concerning the National Education System, education levels are the stages of education that are determined based on the level of development of students, goals to be achieved and abilities developed. Education in Indonesia is divided into three main lines, namely formal, non-formal, and informal. Education in Indonesia is also divided into four levels of formal education, namely; early

childhood education, primary education, secondary education and higher education.

Primary school education is education that provides knowledge and skills, fosters the basic attitudes needed in society, and prepares students for secondary education. Basic education is generally children aged 7 to 13 years as basic level education which is developed in accordance with the education unit, regional potential and socio-culture. Basic education is initial education for 9 years, namely Elementary School for 6 years and Junior High School for 3 years. Basic education is a compulsory education program. Primary school education as a reference before moving on to the next level of education. The characteristics of elementary school students are; Children respond to various aspects of the world around them, children are investigators, children want to do, children have high interests, and children are rich in imagination.

In Permendiknas Number 67 of 2013 concerning the basic framework and structure of the primary school/madrasah ibtidaiyah curriculum, the following is the composition of subjects for Elementary School/Madrasah Ibtidaiyah, namely Religious Education and Character Education, Pancasila and Citizenship Education, Indonesian Language, Mathematics, Natural Sciences, Science Social Knowledge, Cultural Arts and Crafts, and Physical Education, Sports and Health. In the 2013 curriculum, the government stipulates the abolition of English subjects. The government gives elementary schools the opportunity to decide whether to implement English or not and the implementation of English in elementary schools is held without disturbing other subjects being implemented. With this opportunity, a number of elementary schools still make English a compulsory subject.

English is one of the compulsory local content subjects, because English is considered a foreign language. English is the single most widely spoken foreign language both written and spoken. English is a second language for some countries in Asia and in Indonesia as a foreign language (Foreign Language). English as a tool to communicate orally and in writing and can be used to convey information, thoughts, and feelings. English in elementary schools aims to develop language skills used to accompany actions or "language accompanying actions" in the context of schools, have an awareness of the nature and importance of English to increase the nation's competitiveness in a global society. To achieve this goal, it is necessary to emphasize on four skills of learning English, namely; listening, speaking, reading and writing. These skills are an inseparable unit.

Based on initial observations at SD Negeri 08 Cipondoh Tangerang, related to the problem of learning English, especially from the aspect of student interest in learning, it was stated that many students were not interested in learning English, students had low interest in learning, students felt inferior and students lacked understanding in learning. English. With these problems, it is necessary to find solutions to problem solving, so that in the future students can grow a high interest in learning English.

According to Slameto in (Marbun, 2018, p. 62) interest is a persistent tendency to pay attention and reminisce about several activities, activities that are of interest to someone, to be paid attention to, accompanied by a sense of affection. Meanwhile, according to (Djaali, 2008) interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling. According to (Djamarah & Aswan, 2015, p. 191) and (Slameto, 2015, p. 180) interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest. According to Sutjipto in (Trygu, 2021, p. 21) interest is a person's awareness of an object, person, problem or situation that has something to do with him. Meanwhile, according to (Slameto, 2007, p. 81) that students' interest in learning can be influenced by several factors, namely factors that come from within students and factors that come from outside students. Factors from within students consist of physical condition, motivation and psychological state. The factors from outside the students are the family environment, school environment and community environment. These factors are closely related to the school environment and teachers' teaching skills. Students who have a high interest in learning will have a high enthusiasm for learning and students who have a low interest in learning will have a low enthusiasm for learning.

Learning is a process or effort made by each individual to get changes in behavior, both in the form of knowledge, skills, attitudes and positive values as an experience from various

materials that have been studied (Prawiro, 2018). According to (Sumiati & Asra, 2009, p. 38) learning can be interpreted as a process of behavior change, due to individual interactions with the environment. According to (Khuluqo, 2017, p. 4) learning is an activity where there is a process from not knowing to knowing, not understanding to understanding, unable to be able to achieve optimal results. According to (Djamarah & Aswan, 2015) learning is a change in behavior thanks to experience and practice. This means that changes in behavior, both concerning knowledge, skills and attitudes, even include all aspects of the organism or the person.

Based on these problems, researchers are interested in examining the problems that occur in one of the elementary schools, namely the low interest in learning of students in learning English. Because the low interest in learning in students makes the learning process ineffective, a teacher must be able to foster student interest in learning so that the learning process becomes effective. Interest in learning is the most important thing in the learning process to realize a predetermined learning goal.

METHODOLOGY

This research was conducted at SD Negeri 08 Cipondoh, Tangerang City, which is located at Jl. KH. Hasyim Ashari KM 6.5 Cipondoh, Tangerang City, Banten, on Monday, November 22, 2021 at 11.00 WIB. In this study using a qualitative approach to the type of descriptive qualitative research method. The sample in this study was determined by purposive sampling technique, namely by a number of fourth grade students at SD Negeri 08 Cipondoh, Tangerang City, which were selected randomly. The sources in this study were teachers and students. The type of research data consists of primary data and secondary data. The primary data in this study were interviews with one teacher and five students regarding students' interest in learning English. Meanwhile, the secondary data in this study is a questionnaire related to students' interest in learning English.

The instruments in this study were observation guidelines, interviews, and questionnaires. The data analysis technique in this study used Miles and Huberman. Data analysis is the process of systematically searching and feeding data obtained from interviews, field notes and documentation by organizing data into categories, compiling into patterns, choosing which ones are important and what will be studied, making conclusions so that they are easy to understand (Sugiyono, 2011: 1). 244) in (Sukmawati, Basri, & Akhir, 2020). Data analysis in this study was carried out before entering the field, during the field and after completing the field. Data analysis in this action research aims to obtain evidence of certainty whether there is an improvement, improvement or change as expected by Sugiyono (2015) in (Mawardi, 2019). Miles and Huberman in (Sugiyono, 2014) stated that data analysis is an activity that is carried out interactively and takes place continuously until it is complete, so that the data is saturated, the activities in data analysis are data reduction, data display, and conclusion drawing/verification.

RESULTS AND DISCUSSION

In this study, the observations used were direct observation to the field, observing students' interest in learning English directly and. This study uses passive observation, where researchers only observe activities in the field and are not directly involved in activities.

Table 1. Observation Field Notes

No	Date of Visit	Field Notes
1	November 19, 2021	the researcher contacted the Principal of SD Negeri 08 Cipondoh Tangerang City via WhatsApp message to request permission to conduct research. After the researcher conveyed the aims and objectives, the principal happily gave permission to conduct research, and he immediately gave a schedule to conduct research at the school. He gave the time on Monday, November 22, 2021 at 10.00 WIB. After that, the researcher prepared everything needed for the research.
2	November 22, 2021	Researchers arrived at SD Negeri 08 Cipondoh, Tangerang City. Before meeting with the principal, the researcher observed the

		state of the school. Researchers found school facilities, namely a reading corner, there were several books to read but there were no English reading books. So, the researchers concluded that students did not have extensive knowledge of English due to the lack of English reading books. After that, the researcher went straight to the principal's room to talk about research activities. He immediately directed to meet the English teacher. After that, we conducted an interview session regarding students' interest in learning English. At that time, students at SD Negeri 08 Cipondoh, Tangerang City, had finished their learning activities, so the researchers did not see directly the teaching and learning activities. After that the researchers conducted interviews with students using Zoom Meeting.

In this study, the researcher conducted a structured interview where the topics and questions to be asked were ready. Which aims to determine the extent of student interest in learning English.

Table 2. Structured Interview

No	Questions	Answers
1	How is the learning situation during the English learning process?	The learning situation in the lesson was quite conducive, but there were some students who were cool with their friends when the lesson was in progress.
2	How is the student's interest in learning English?	Students' interest in learning in English for those who like it must be very full of interest but those who don't like it may be on the contrary they are less interested if their interest depends on the teacher also providing fun learning or not. If the teacher provides fun learning, the students are usually quite interested in the learning
3	Are students active during the English learning process?	Not all students are active during the learning process. There are those who focus during the lesson and there are also students who are cool on their own while the lesson is in progress.
4	How is the level of students' ability to learn English?	The level of ability in learning depends on the ability of the children, some are high and some are low.
5	How are the obstacles and difficulties faced by students in learning English?	The obstacles faced by students may be a lack of understanding in terms of material, especially during a pandemic they have difficulty understanding the material given because distance learning makes it less effective in this learning process.
6	In your opinion, what causes students' low interest in learning English?	For a pandemic period like this, students' low interest in learning is due to lack of enthusiasm for learning due to not meeting face to face directly, lack of support from parents, lack of interest in certain subjects and students feeling bored with the way teachers teach.
7	What strategies do you use to increase students' interest in	Be a creative and fun teacher so they can accept us not as teachers but as study friends.

	learning when learning English?	

The questionnaire used in this study was a closed questionnaire in the form of multiple choice, which consisted of ten questions. The purpose of distributing this questionnaire is to determine students' interest in learning English for 4th graders at SD Negeri 08 Cipondoh, Tangerang City. The questionnaire given to the respondents consisted of four alternative answers including: SA (Strongly Agree), A (Agree), LA (Less Agree), D (Disagree). Based on the research conducted, the results of the presentation of students' interest in learning English were collected through questionnaires with 4 indicators of student interest in learning which can be seen in the table below:

Table 3. Questionnaires Results

No	Indicators	Number of Items	Total		
			Score	Mean	%
1.	Interest to learn English	4	171	11,53	28,83%
2.	Attention in learning English	2	84	5,6	14%
3.	Motivation to learn English	3	129	8,6	21,5%
4.	Knowledge	1	36	2,4	6%

Based on table 3 above, it can be seen that the percentage on the interest indicator gets the highest percentage, which is 28,83%, then the attention indicator in learning gets a percentage of 14%, the learning motivation indicator gets a percentage of 21,5% and the knowledge indicator gets the lowest percentage low at 6%.

In this study, the results of student questionnaires stated that students were interested in learning English subjects, attention in learning English, motivation to learn English. The following is an explanation of the results of the questionnaire obtained from 15 students who have answered SA (Strongly Agree), A (Agree), LA (Less Agree), D (Disagree) have been compiled based on indicators of student interest in learning in English can be seen and described in the form of a diagram below:

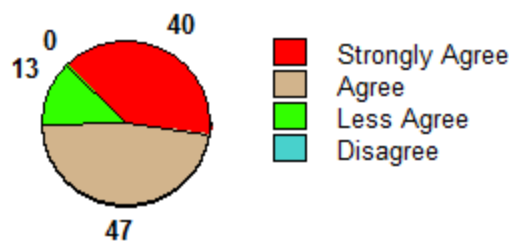**Statement 1. I feel interested in learning English**
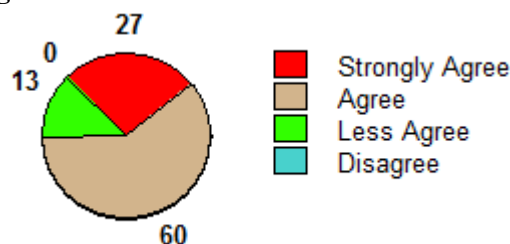
Based on the diagram above, it shows that students are interested in learning English subjects. This can be seen from the percentage results above, that those who answered 27% of students said they strongly agreed and 60% of students said they agreed. While those who answered 13% of students said they did less agree.

Statement 2. I don't feel bored when learning English
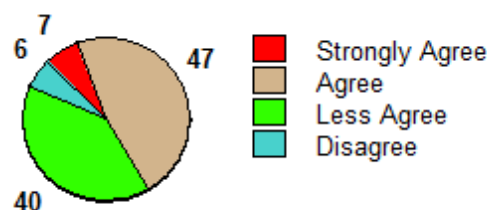
Based on the diagram above, it shows that students are not bored when studying English subjects. This can be seen from the percentage results above, that those who answered 47% of students said they agreed. While those who answered 40% of students said they did less agree, 7% strongly agreed, and 6% disagreed.
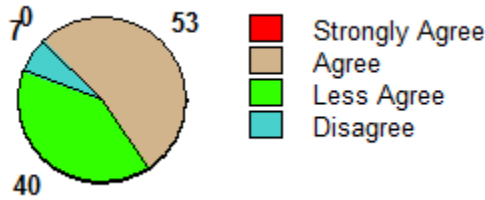
Statement 3. I am excited when English is taught in class

Based on the diagram above, it shows that students are excited when English subjects are taught. It can be seen from the results of the percentage above, that those who answered 40% of students said they strongly agreed and those who answered 47% of students said they agreed.
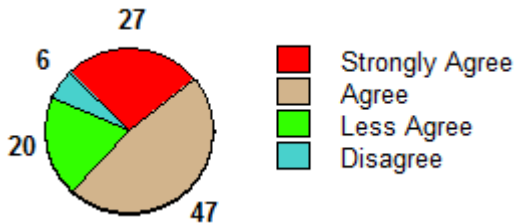
While those who answered 13% of students said they did less agree.

Statement 4. I am diligent in studying English at home
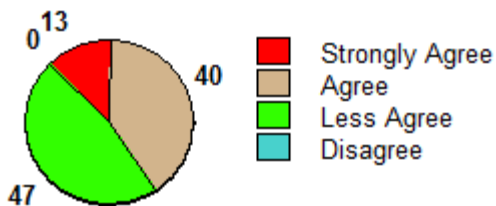

Based on the diagram above, it shows that students are diligent in studying English subjects at home. This can be seen from the percentage results above, that those who answered 53% of students said they agreed, while students who answered 40% of students said they did less agree, and 7% strongly disagreed.

Statement 5. I pay attention to the teacher when learning English takes place in class

Based on the diagram above, it shows that students pay attention to the teacher during English lessons. This can be seen from the results of the percentage above, that those who answered 27% of students said they strongly agreed and 47% of students said they agreed. While those who answered 20% of students said they did less agree, and 6% disagreed.

Statement 6. I concentrate when taking English lessons

Based on the diagram above, it shows that students do not concentrate in following English subjects. This can be seen from the results of the
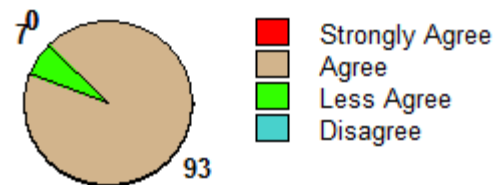
percentage above, that those who answered 47% of students said they did less agree. While those who answered 13% of students said they strongly agreed, and 40% of students said they agreed.

Statement 7. I actively ask when there is English material that I don't understand
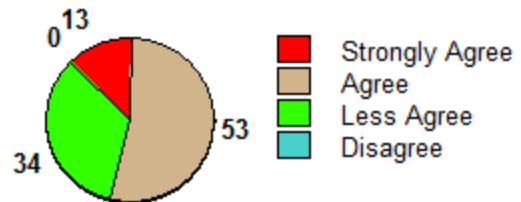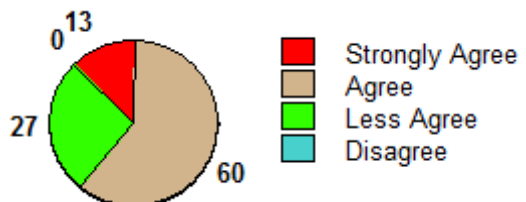

Based on the diagram above, it shows that students actively ask if there is English subject matter that is difficult to understand. It can be seen that 13% of students answered that they strongly agreed and 53% of students said they agreed. While those who answered 34% of students said they did less agree.

Statement 8. I try to be better when I do the English exercises given by the teacher
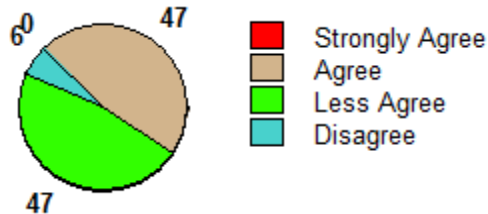

Based on the diagram above, it shows that students are trying to be better when they are wrong in doing the English exercises given by the teacher. It can be seen that 93% of students answered that they agreed, and 7% did less agree.

Statement 9. I am motivated to master English subjects

Based on the diagram above, it shows that students are motivated to master English subjects. This can be seen from the results of the percentage above, that those who answered 93% of students said they agreed. While those who answered 7% of students said they did less agree.

Statement 10. I like to do practice questions in English books to broaden my knowledge

Based on the diagram above, it shows that some students enjoy doing practice questions in English textbooks and some do not like working on practice questions in English textbooks. This can be seen from the results of the percentage above, that those who answered 47% of students said they agreed. While those who answered 47% of students said they did less agree, and 6% disagreed. Overall, it can be concluded that most students have a high interest in learning English. And only a few students have low interest in learning English. This can be proven based on the explanation of the diagram above.

CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis that has been described in the results and discussion, it can be concluded that students have an interest in learning English. This can be seen from the results of student questionnaires on each indicator of student interest in learning, which are indicators of interest in learning in English learning, attention in learning English, motivation to learn in learning English, knowledge in learning English. In addition, almost all students answered the indicators of interest in learning in English learning. With this, students are interested in learning English so that most students can follow English learning well, and students can achieve their goals in learning English.

Based on the results and conclusions of the research which states that interest is an important factor in student learning, the researchers can provide the following suggestions: (1) Students are expected to always grow and maintain interest in learning in order to obtain and maintain achievement in learning, (2) teachers are expected to always maintain interest students' learning interest so that they always feel happy and enthusiastic in learning, (3) for further researchers, it is hoped that researchers can

develop and apply directly an interest in improving learning achievement to facilitate teachers and build student character in the learning process.

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