

## The Students' Interest in Learning English Through Teacher's Strategies in Eleventh Grade at SMK Negeri Sulbar

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### ABSTRAK

Penelitian ini merupakan penelitian deskriptif kualitatif. Instrumen penelitian berupa wawancara, observasi, dan dokumentasi. Populasi penelitian adalah siswa kelas XI SMK Negeri SULBAR, dan sampel penelitian adalah siswa kelas XI ATP (Agribisnis Perkebunan) sebanyak 18 siswa. Penelitian ini dilaksanakan pada bulan Maret hingga April 2023. Tujuan penelitian ini adalah untuk mengetahui strategi apa yang digunakan guru dalam mengajar di kelas, dan strategi efektif apa yang digunakan guru dalam mengajar di kelas.

Kata Kunci: Strategi Guru, Minat Siswa, Pembelajaran Berbasis Masalah

### ABSTRAK

*This research is a qualitative descriptive research. The instruments of the research are interviews, observation, and documentation. The population of the research is the students of class XI SMK Negeri SULBAR, and the sample of the research is students of the class XI ATP (Plantation Agribusiness) as many as 18 students. The research was conducted from March to April 2023. The objectives of the research is to explore what kind of strategies used by the teacher in teaching in the classroom, and the effective strategy used by the teacher in teaching in the classroom.*

*Keywords: Teacher Strategies, Students Interest, Problem Based-Learning*

### Introduction

Education in Indonesia is still carried out on an ongoing basis. Various efforts have been made by the government to improve the quality of education, starting from the construction of school buildings, procurement of school education infrastructure, to the appointment of qualified educators. But so far all these efforts have not shown more encouraging results.

One of the efforts to improve the quality of education carried out by the current government is improving the quality of teachers to teach science, as well as educating the character of students trying to attract students' attention and interest in the teaching and learning process.

Each student has a different interest in learning, if the student's interest in learning is high, there will be feelings of liking and interest in something being studied so students will take part in learning with high enthusiasm and enthusiasm, as well as if students are less interested in learning it will cause a decline. Enthusiasm is caused by bored in learning.

The phenomenon founds at the school SMK Negeri Sulbar is that students interest in learning English is low, one of the reasons why the students interest low because they are focused on their vocational. So the process of learning English for them is not important to study seriously.

According to lie et, al. in Sari AP (2019) English awareness among students is still very difficult for students to accept because it is considered difficult, teaching English as an international language must be improved in junior high schools to universities. Not only that, the teacher also experienced some difficulties and obstacles when teaching in the classroom. One of the abilities and expertise that must be possessed by an educator is the ability in the field of teaching, especially related to the use of learning strategies.

According to Sanjaya in Firmanysah (2011), the learning strategy is a learning process that must be carried out by teachers and students in order to achieve effective and efficient learning objectives, the teaching and learning process in general will be more effective if held through learning strategies that can be used by teachers in attracting students' interest in learning.

### **Method and Materials**

The kind of the research uses Qualitative method. This research was located in SMK Negeri Sulbar. The subject of this research is the English teacher of SMK Negeri Sulbar. The researcher chose the Eleventh grade to be sample that consisted of 18 students using Purposive sampling technique. The instruments used in this research to collect data are observation, interview and questionnaires. In analyzing the data, the researcher employed Interactive Data analysis according to Miles and Huberman (2014).

### **Result**

The result based on the interview:

#### 1. Teacher's Interview

Based on the results of an interview with an English subject teacher conducted on March 7th 2023, he said that he used two learning strategies while teaching English to students. The results of the interview data is explained below:

##### a) Repetitive Strategy

Based on the results of interviews conducted by researcher with teachers of English, researcher found that when teaching in class the teacher used one of the repetitive learning strategies.

The researcher found that when teachers teach with repetitive strategies the teacher explained the material to the students by the explaining the material repeatedly.

##### b) PBL (Project Based Learning) Strategy

Based on the results of interviews conducted by researchers with teachers of English, researcher found that when teaching teachers more often use project-based learning strategies or media because then learning objectives can be achieved, and students will play a more active role in making a product so

that they are active. and have an interest in learning and feel not bored when only the material is delivered by the teacher.

In using the learning strategy, English teachers sometimes use learning media such as learning modules, advertising posters. then students are asked to make an advertisement and record themselves or in groups using English and then collected and other learning media is in the form of a projector to show videos related to the material to be explained and other media in the form of students are asked to bring tools and materials in the form of seeds, knives, plastic and so on which will then be carried out on how to plant cocoa properly and correctly after that the students are asked to record a video about the task in English.

## 2. Students' Interviews

After observations, the researcher continued the research procedure by giving several questions to students through interviews on February 20th 2022, which contained questions about their responses about the use of Project Based Learning strategy by mentioning the characteristics of the strategy. Eighteen students in the class, the researcher took all of the students as samples. Selected students are students who can show a dominant response when the observation is carried out in the first step, to match or strengthen the initial data that has been obtained.

### a) Project Based Learning Strategy

On the results of interviews, it is found that:

- 1) Students were not bored and liked when they are asked to make a learning video in making something or project.

Eighteen students interviewed they compactly said that they liked it when they learned that the teacher used learning media/projects to make something or produce a product.

*"Iya kak ku suka, tidak bosanki belajar kak kalau ada prakteknya"*

Yes, I like, because we are not bored when studying if there is practice.

- 2) Students like to make learning videos

Eighteen students, all said they liked it when students were asked to make a learning video. (Appendix 3. Code I3I)

*"Iya kak ku suka, apa bosanki belajar biasa kalau Cuma materiji na kasihki guru kak"*.

Yes I like it sometimes I feel bored when studying if only the material is explained by the teacher.

- 3) Students are happy and like learning in groups From eighteen students who have been interviewed flatly they said liked learning in groups form. (Appendix 2. Kode I2A). (Appendix 3. Code I2A)

*"Lebih ku suka belajar kelompok kak, bisaki bertukar pikiran sama teman kelas ta kak"*I think learn in group is better. We can sharring with our friends.

### b) Repetitive Strategy

Based on the results of interviews, the researchers found that:

- 1) The first finding of the researcher found that the teacher explained the material to the students by explaining the material repeatedly. (in Appendix.1 Kode 01AA & 01BB).  
Seven students who were interviewed (S4,S6,S8,S9,S11,S12,S14) they say that sometimes they get bored with the material if the teacher explains the material repeatedly (in Appendix.1 Code 01CC & 01DD). Appendix3.Code I4K,I6K,I8M,I9L,I11K,I12K,I14M  
*“deh biasa ki bosan kak kalau it terus na jelaskan”*  
Sometimes I bored when the teacher explain the material repeatedly.
- 2) Students feel less confident when given the opportunity to ask questions about material that students do not understand.  
Students who were interviewed all of students who felt less confident when the teacher asked them to ask the teacher questions about material that the students did not understand  
Appendix 3. Code Ir1N-I1P, Ir5L  
*“Malu-malu ki biasa kak, tidak percaya diriki kalau na suruhki guru bertanya kak takutki salah kak.”* Sometimes students are embarrassed and not confident when asked the teacher and they are afraid of being wrong.
3. Finding of Observation  
The researcher did the second observation, namely on January 15th, 2023 and January 22nd, 2023, the researcher made observations regarding the implementation of project based learning strategies.  
The results of observation made by researcher with the help of 1 person to take documentation, and will be explained according to the type of learning strategy can be seen below:
  - a. First observation  
Based on the first observation, the researcher observed that the teacher used the Project Based Learning strategy (in Appendix 2).  
In this observation, the researcher found several findings. The first finding is that the researcher found that the teacher used learning media proyektor and students seemed to respond well and liked them (in Appendix 2. Code 01A & 01B).  
The second finding is that the researcher found that students (S7, S15) looked happy when the teacher divided the group of students into several groups. (in Appendix 2. Code 01C& 01D).  
The last finding, the researcher found that the students' responses looked happy and liked when the teacher asked students to make a product/project then made a video in groups in English. (in Appendix 2. Code 01E&01F).
  - b. Second Observation  
Based on the second observation, the researcher observed that the teacher used the repetitive strategy. (in Appendix 2).  
The first finding of the researcher found that the teacher explained the material easily understood by students by explaining the material repeatedly. (in Appendix.1 Code 01AA & 01BB).

The second of the researcher found that sometimes the teacher gave students the opportunity to ask questions and students seemed less confident to ask questions (in Appendix. Code 01CC & 01DD).

4. The effective learning strategies

The findings of this study are also based on the problem statement of Chapter I, namely "what is the most effective strategy used by the teacher to interesting students' interest in learning English?".

Based on the results of interviews and observations made by researchers, the researchers found that the most effective strategy between these two strategies, namely the project based learning strategy and the repetitive strategy, was the project based learning strategy.

Based on interviews conducted by researchers with English teachers in ATP XI class, researchers found that the preferred and more frequently used strategy by teachers was the project based learning strategy, where the implementation of the strategy used learning media that made students more active and creative in the learning process, so that the learning process that is accompanied by practice, students generally like, happy, active, and active in learning.

In addition, the application of this strategy is by forming them into groups and giving different topics in each group for them to find answers and it is hoped that students are more enthusiastic about learning and make them actively interact with their group mates and can exchange ideas with each other, and Finally, in the application of this strategy, the teacher gives lesson assignments or asks students to make a project/something in the form of a video, such as how to advertise, how to make something or do something, so that students are expected to be interested in taking English lessons. (in Appendix 1).

Based on the results of observations made by researchers during the learning process where teachers use learning media such as advertising posters, teachers deliver material accompanied by examples of advertising posters and provide examples of how to advertise a product. The researcher saw that the students looked attentive, happy, and responded actively when the teacher explained the material (In Appendix.2 Code. 01B & 01B). Then the students looked happy when they were given the task in groups and they were given the opportunity to choose their own group mates.(in Appendix2. Code. 01C&01D) and finally the students looked happy and enthusiastic when they were asked to make a video when they advertised a product. (In Appendix 2. Code 01E&01F).

Based on the results of interviews with students, dominantly they like project based learning strategies, learning strategies that use learning media when studying compared to repetitive strategies whose learning application only conveys material orally which aims for students to be able to master the material optimally. (In Appendix 3. Code Ir4F-I4F).

## Discussion

Based on the results of the study, there are two strategies used by teachers, namely project based learning strategy and repetitive strategy. Based on the results of interviews and observations made by the researchers, the researchers found that the

project based learning strategy was the most effective strategy and could increase students' interest in learning.

In this section, the researcher will explain one by one each the finding found by the researcher so that readers can understand easier.

Conducting interviews conducted by researchers with teachers of English subjects in class XI ATP, researchers found that teachers often use project based learning strategies in the learning process because it is hoped that with this strategy students are able to explore themselves in learning English. Then continued with observation, it turned out that the data obtained in the interview was corroborated by observational data.

The first finding of the observation, the researcher found that when the teacher divided the group of students into several groups, all students looked happy and liked when they were divided into groups (in Appendix 2. Code 01C& 01D).

Based on group division, it certainly has a positive influence on students so that they can interact in class with friends and teachers. According (Morgan Supriyanto dalam Ahmad Munjin (2013) "emphasized that the ideal discussion is the participation of a group of individuals in a discussion that interacts on a problem that requires further information and action".

Thus, it can be systematically said that the teacher's creative ability in applying appropriate learning strategies can improve the quality of student learning so that there is interaction between students with each other in solving a problem.

Then the researcher found that students felt happy and liked when they were divided into groups, because they perceived that they would work on assignments together, and could exchange ideas with each other. (Appendix 2. Code I2A).

From the three instruments used, the researchers got strong data that the strategies described above have an influence on students. They feel happy and enthusiastic in learning, of course, it will affect their interest in learning to take part in learning, and of course it will be directly proportional to their grades.

Then the second finding is that the researcher finds that teachers use learning media in the learning process, researchers find that teachers use learning media in the form of advertising posters, and students seem to like it when the teacher shows the learning media. (in Appendix 2. Code 01A & 01B).

This is because students enjoy learning more and feel not bored when learning when the teacher uses LCD projector media. (Prayitno in Brunner 1998:52) "Students' learning motivation given direct experience through the media can increase compared to student learning motivation without direct experience".

Furthermore, the last finding was that the researcher found that the teacher gave assignments to the students who had been divided into groups to make a learning video about the product to be made. The researcher found that when the teacher gave an assignment in the form of making a video, the students' responses seemed happy (in Appendix 2. Code 01E&01F).

The purpose of making this video is so that students are able to be creative and have good learning quality. The students can directly practice themselves by recording student activities in making something. According to Al-Tabani (2014:42) reveals that project based learning is an innovative learning strategy or approach, especially focusing on contextual learning through various complex activities.

After the researchers conducted observations and interviews and it was found that the most effective strategy in the learning process was a project based learning strategy, then the researchers conducted a documentation session which showed that there were no students who skipped or often skipped, which means they are really interested and like to take language lessons. Learning English with the strategies used by the teacher. According (Rothman, 2001). The presence of students at school and in the classroom is also one of the factors that affect student learning outcomes. Attendance at school is an important factor in school success.

### Conclusion

Based on the previous chapter, the results of the data analysis conclude that there are two strategies used by teacher in teaching, namely project based learning strategies and repetitive strategies. Then students have an interest and are more interested in the use of project based learning strategy without repetitive strategy because the process learning can be achieved, and students would more active and more focused about the material. The students have more interest and focused if the teacher's uses media in the learning process, as well as students' also liked if the teacher's forms a group in the learning process because students' feel bored if they learned individually, and students like if the teacher asks students to made a learning video about the task given by the teacher's. One of the learner's strategies that is considered to increase students' learning interest to follow the learning process well and improve students' understand of material is a project based learning.

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