AN ANALYSIS OF ENGLISH LANGUAGE LEARNING INTEREST AT ELEVENTH GRADE STUDENTS OF SMA N 2 MUARO JAMBI

THESIS

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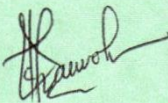
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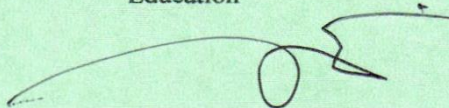**NIDN. 1025068601**

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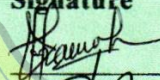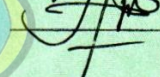
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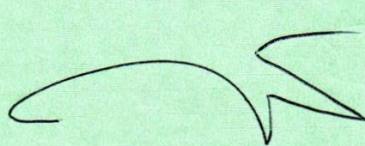| Name	Functional	Signature
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Thesis entitled "Analysis of Interest in Learning English in Class XI Students SMA .N 2 Muaro Jambi". Is my own work and is not the result of plagiarism from the work of others. The sources of information used in this thesis have been mentioned and listed in accordance with applicable regulations. If in the future it is proven that this thesis contains elements of plagiarism or is not in accordance with academic ethics, I am willing to accept sanctions in accordance with applicable regulations.

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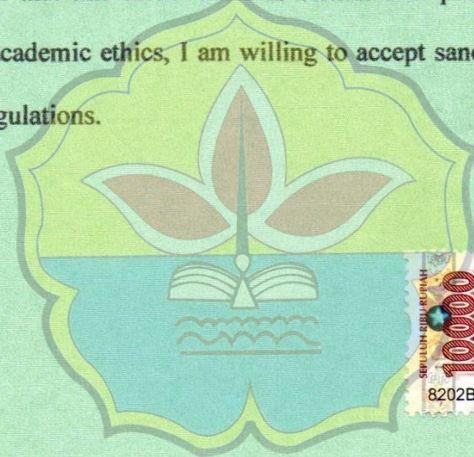
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MOTTO

Knowledge shows the truth of reason, so whoever has reason,

surely he has knowledge.

(Sayyidina Ali bin Abi Thalib).

Don't be insecure, there is only one alfiodhea nazira in this world, make yourself

the best version and be proud of what you have.

ABSTRACT

This research was conducted on eleventh grade students of SMA N 2 Muaro Jambi. The purpose of this study was to determine students' interest in learning English with five indicators, namely: attention, motivation, pleasure, perception, and activity. In this case, the research design used was quantitative research. The population of this study was eleventh grade students, while the sample was selected using cluster random sampling. There were 36 samples involved. This study used a questionnaire instrument with a total of 20 questions. The data analysis technique used was to calculate student scores and analyze using SPSS.

The analysis results show that the attention indicator shows an average score ranging from 2.75 to 2.97. The motivation indicator has an average score ranging from 2.47 to 2.75. In the pleasure indicator, the average score ranges from 2.31 to 2.81. The perception indicator showed an average score between 2.64 to 2.81. The activity indicator showed a more positive response with an average score between 2.72 to 3.03. Overall, the total score of learning interest shows an average value of 54.83 with a median value of 56.00 which indicates that most students have an interest in learning in the "Less Interested" category.

**Keyword: Interest, Learning English.**
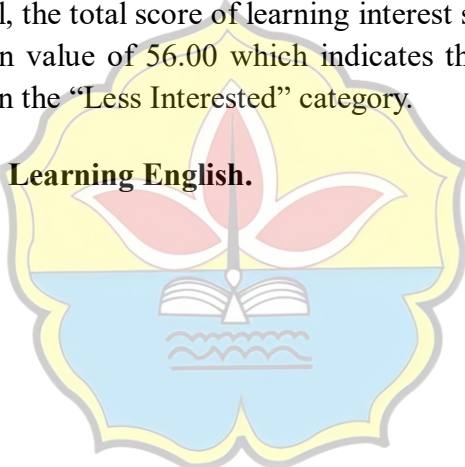
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Alhamdulillahirabbil'alamin. First of all, the researcher expresses his deepest gratitude to God Almighty - Allah SWT, who has given grace, strength, health, inspiration, opportunity, and patience in completing the writing of this thesis, and does not forget the sholawat and greetings to the Prophet Muhammad SAW. This thesis is entitled " An Analysis of English Language Learning Interest at Elevent Grade Students of SMA N 2 Muaro Jambi ". This thesis is prepared to fulfill some of the requirements for obtaining an undergraduate degree (S1) in the English Education Study Program, Faculty of Teacher Training and Education, Batanghari University.

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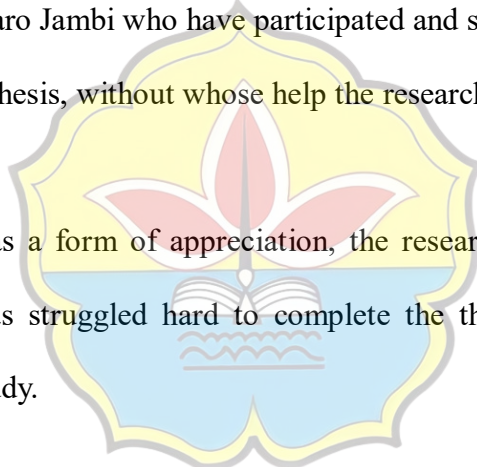
Finally, the researcher hopes that this research can be useful and can add insight to the readers. The researcher realizes that this thesis is still not perfect, therefore the researcher accepts suggestions and constructive criticism from the readers.

Jambi,   Februari 2025
The Researcher

Alfiodhea Nazira

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CHAPTER I

INTRODUCTION

1.1 Background Of The Problem

English is one of international languages that is used as a tool of communication globally because a large number of people nowadays are learning English the people can easily communicate to other people even though they come from different places. In addition, many companies require workers who have good English skill. Hence it is necessary for people to master English.

People generally have a high interest in foreign cultures (Perdana, 2021). Many teenagers idolize artists from Western countries, Korea, Japan, and other countries, so they learn many things from their idols, such as language, food, clothing, hobbies, and so on. This has a positive impact on them because it can add insight, but at the same time it can also make some young people lose their identity. To prevent the younger generation from losing their identity, the Government has made preventive efforts

Through education by issuing the Regulation of the Minister of National Education No. 22 of 2006 on Content Standards explains that local content is referred to as curricular activities outside of general subjects. curricular activities outside of other general subjects in order to develop the competence of students from primary to secondary school. competencies of learners from elementary to secondary school levels that are prepared following the characteristics and potential of each region. potential of each region. The inclusion of local content in the learning system or activities Learning is

intended to maintain the cultural and linguistic diversity of the regions in the archipelago as a national identity.

Students learning English as a foreign language must be taught the four language skills of listening, reading, speaking and writing. In addition, they also learn the components of English such as; grammar, tenses, pronunciation and vocabulary. The students are expected to master these language skills and components in their learning process. English is also one of the subjects taught to students from elementary to college level. Starting from elementary school to college level. The Indonesian government began introducing English as early as possible to students in elementary school (SD) or Madrasah Ibtidaiyah (MI) through the 1994 curriculum (Khairuzzaman, 2016).

The success of the English teaching and learning process is influenced by several factors. These factors can take place before or during the teaching and learning process. This can be seen from internal and external factors. Internal factors come from the learners themselves which are related to psychological factors, such as intelligence, ability to adapt to the environment and solve problems. Intelligence has several types such as: math, language, image and music intelligence. Another factor is an internal factor related to attitude, which is a person's behavior in interacting with other people which is accompanied by a tendency to act in accordance with that attitude. Some of thefactors that influence attitude formation include: experience, culture, respect, and emotions. The last internal factor is aptitude, which is a combination of characteristics that indicate an individual's capacity to acquire certain knowledge and skills. This means that a person's aptitude for a

particular type of activity, capacity to acquire proficiency under appropriate conditions, i.e. existing potential as demonstrated by performance on selected tests has predictive value.

While external factors are factors that influence outside the learners themselves, factors that influence learning such as: school, family, and society. At school, generally at school there are several things that affect students' interest in learning English, one of which is the teacher. Teachers as educators, mentors, and facilitators have a responsibility towards students' interest because interest is a major component that is important in life, education, and teaching. The influence of teachers can be described as follows: students like the character of their English teacher, such as introducing the topic in an interesting way. Next in the family, the family plays an important role to make students successful in learning because the first education comes from the family itself and the family provides motivation or guidance to students in obtaining better achievement in learning. The last is society, students will easily learn because society can provide thinking power and respond to an object. Thus society can correlate the learning process.

Interest plays a very crucial role in learning, because if someone is not interested in learning something, then he will not get good results, but if someone has an interest in the object of the problem, then it can be expected that the results will be good, with interest in learning will make students more actively involved in learning. English learning at this time is very beneficial to learn, because English is an international language that is commonly used to communicate with people from abroad. In addition, English in Indonesia has

also developed into an intellectual language and social language. which can be implemented well through education in schools, namely through English lessons.

Research has been conducted to understand the factors that influence interest in learning English. Most studies related to English learning interest in Indonesia tend to highlight aspects of teaching methods or learning media. However, many studies have not specifically analyzed the interaction between internal factors (such as students' motivation and perception) and external factors (such as learning environment and teaching methods) in shaping students' interest in learning.

This study aims to fill the gap by thoroughly analyzing the English learning interest of students in grade XI of SMA N 2 Muaro Jambi. With a better understanding of the factors that influence learning interest, the results of this study are expected to provide relevant recommendations for teachers and educational institutions in creating more effective and interesting learning strategies.

1.2 Identification of The Problem

Based on the background of the problem above, there are many things that can be researched about students' interest in learning English. The researcher identified several problems, namely:

1. How students' interest in learning English subjects?

2. What are the factors that support and hinder students' interest in learning English?

3. How do you generate students' interest in learning English?

1.3 Limitation of The Problem

Based on the problem identification above, this research only focuses on analyzing students' interest in learning English subjects at the high school level in class XI at SMA N 2 Muaro jambi.

1.4 Research Problem Formulation

Based on the background and problem boundaries above, this research is formulated as follows: "How is the student's interest of learning English subjects at SMAN 2 Muaro Jambi?"

1.5 Purpose of The Research

This study aims to determine how the learning interest of grade XI students in English subjects at SMA N 2 muaro jambi and to find out what are the factors that support and constrain students' learning interest in English subjects. It is used to assess students' knowledge in aspects of English such as vocabulary, pronunciation, writing, listening, speaking and reading. If it can provide an overview of students' English skills, it can be useful for the development of learning materials and methods to improve their skills.

1.6 Significance of The Research

Theoretically, this study can add insight into the theories of interest and learning motivation, particularly in the context of English language learning. By identifying the factors that lead to a lack of interest, this research helps to broaden the understanding of the psychological, social and environmental

factors that influence students' learning motivation. Then the results of this study can provide a basis for developing theoretical models that can be applied in an effort to increase interest in learning English.

Practically, by identifying the factors that cause low interest in learning English, this research can provide recommendations to teachers and school administrators regarding learning approaches that are more interesting and in accordance with the needs of students. This can be in the form of adjustments to methods, materials, or a more supportive classroom atmosphere.

In this way, this research can provide recommendations to teachers and school administrators regarding learning approaches that are more interesting and suitable for students' needs. This can include adjustments to methods, materials or a more supportive classroom atmosphere.

1.7 Definition of the Key Terms

1. English language learning is the process of learning the skills of listening, reading, speaking and writing in English and understanding its components such as grammar, tenses, pronunciation and vocabulary. This process can happen in both formal and informal educational settings.

2. Interest is a persistent inclination in a subject. This means that the individual is emotional, which creates a certain desire in the individual to know about something (Collier 2017). The desire to learn or know about someone or something, curiosity, a sense of concern that is shown and expressed.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Intererst

Interest is one of the inner variables in learning action. Interest is the want of some person toward something as impact of environment where or they live. Interest can be seen on what the person like, see, listen and read because the person picks up certain satisfaction or delight from the action that's done. Interest could be a steady slant in subject, interest certain case and pleasant to involve in that case. It means that interest is a positive reaction to stimuli based on exsiting cognitive structures, (Winkel 1983)**.**

Interest emphasizes the imperative role of learning and there are several assumptions as takes after: First, accepted that interest must be show in the classroom to fulfill the students intellectual and individual needs, and the second, belived that interest can be cultivated by providing the students with a assortment of materials and instructive openings that advanced challenge and independence, (Dewey 1913).

Having interest is one of critical things to create the students focus with their objective and achievement in learning. Interest is the central constrain that drives the complete of the educating learning process. It means that with have an interest the students will provide more attention and focus when the instructors giving a few materials (Mangal 2007)

Interest has been found to play a key part affecting the students learning behavior an purposeful to take an interest within the future. Interest can be

tracted back the earliest teachers to see at instruction from a mental point of view. The improvement of interest as a essential objective to instruction and seen interest as a essential figure for the proper and total acknowledgment of an question. Interest is what advances long-term capacity of data and inspiration for learning (Hurlock 1997)

The significance of interest in learning developing the students" considering capacity. Interest powerfully impact the students academic and profesional choices that's course the teachers" responsibility to set up the relations between the students interest and new information. When the students uninterested within the learning process the educator making a difference the students create their interest.

The field of vocational interest research has made significant progress over the past century. Interest research originated in the empirical measurement tradition to meet career guidance needs in the early 20th century and accelerated in the late 1930s thanks to E.K. Strong's (1943) pioneering work on the validity of criterion-related interest measures.

Following the empirical tradition in interest research, most interest theories to date have focused on mechanisms and boundary conditions for the relationship between interest and educational or occupational outcomes. However, theories about the nature of interest have lagged behind.

Interests direct the direction of behavior. The strength of interest is reflected in the amount of energy or vigor in an individual's effort, interest is usually associated with an end goal and will sustain effort until the end goal is

achieved. The relationship between interest and goal, like a vector that "points forward and into the future" (Arnold, 1906b, p. 299), not only directs and energizes behavior, but also determines the duration of behavioral effort until the goal is achieved. On a micro scale, when a task of interest is clearly defined interest will motivate goal-oriented behavior until the task is completed.

2.1.1 Theories of Interest

Interest reflects an individual's inclination toward activities or objects that evoke pleasure, captivate attention, and encourage active participation (Zulkifli & Setiawan, 2020). Then it is a powerful motivational process that energizes learning, guides academic and career trajectories, and is critical to academic success. academic and career trajectories, and is critical to academic success. It is closely related to feelings, especially pleasure and can be seen in what the individual likes to do, see, hear, or do. individuals like to do, see, hear, and read (Hadi & Tahir, 2022). One of the most critical components for students' success in learning is their interest in learning, which comes from inside the students themselves (Riamin 2016). (Ricardo, R., & Meilani, R. I., 2017) Interest in learning is the state of enjoying or being curious about something and locks in in learning activities without being teaching to do so.

2.1.2 The Categories of Interest

According to Suhartini (2001), based on its nature, interest can be categorized into three types, as follows:

1. Individual interest

It is a lasting and generally steady interest that leads to a special interest in certain subjects. Individual interest could be a shape of feeling happy or not happy, interested or not fascinated by certain subjects. This interest usually develops by itself without much impact from external stimuli.

2. Situational interest

It is an interest that's not lasting and generally changing, depending on external stimuli. These stimuli, for example, can be within the frame of teacher teaching strategies, the use of curiously learning assets and media, classroom climate, and family support. In case situational interest can be maintained so that it is sustainable in the long term, situational interest will turn into individual interest or mental interest of students. All of this depends on the support or stimulation that exists.

3. Mental interest

It is an interest that's closely related to the interaction between individual interest and situational interest which is persistent and persistent. In case students have adequate information approximately a subject, and have the opportunity to extend it in organized exercises in course or by and by (exterior of course) and have a tall evaluation of the subject, it can be expressed that the student has psychological intrigued.

2.1.3 Indicators of the Students' Interest

According to (Wagiyo 2018), some indicators of learners' interests are:

1. Attention

Attention is an activity of understanding.Attention is key in learning, and if students pay attention during class, they will be interested. Learning is most effective when one is attentive. Poor attention can be a sign of behavioral disorders in students learning.

2. Motivation

Motivation is one of the factors that influence language learning. Role-based learning has been a source of speculation for many years, but many experiments and studies show that self-reported motivation scores are closely related to school performance and that motivation is one of the most important components in the learning process for students.

In this case without motivation success will be difficult to achieve. Motivation is not only important in getting students involved in academic activities, but it is also important in determining how much students will learn from the activities they do or the information they get. Students who are motivated to learn something will use higher cognitive processes in learning and remember more things.

3. Enjoyment

Means the pleasure experienced in having fun or receiving something good. Students can enjoy something especially when they learn that it provides a good activity. Happy students can be described as follows:

1. Enjoy doing the task or exercise given by the school teacher

2. Always follow the class with enthusiasm

3. Take notes on the material.

4. Perceptions

Perception is the process of recognizing a familiar person, object, or event with meaning and expectation. According to Elliot (1996), perception usually consists of observing a certain situation or e nvironment. It can be a mental image, concept, or awareness of environmental elements combined with a physical sensation, or a physical sensation interpreted in the light of experience and grasped by understanding.

The above definition shows that perception comes from the cognitive process of our human mind. This does not happen by chance, butSome events and experiences take a long time to detect. Someone would have to experience something for the observation to enter. When someone experiences a certain situation in his life, it means that he remembers, in the form of an object or an event experience, what happened at a certain moment in the past.

5. Activities

Activities are a process that can be taught or exercises can be directly applied to find meaning, for example teachers can use role plays in classrooms

where students act to better understand content. The teacher can start a search and discovery activity and the students can identify their own problems. Teachers can especially develop their English language skills, for example, English language skills; singing English songs, watching English movies, reading books and others.

2.2 The Factors that influence interest

Interest will arise if there are several factors that influence it. Interest can be divided into two parts, namely internal factors and external factors. (Slameto (1991: 54).

2.2.1. Internal factors

Internal factors come from the student himself, including physical and non-physical aspects that play an important role in the success of the student. Physical and non-physical aspects that play an important role in learning success.

1. Health factor

This means the physical and spiritual condition of students. Condition Physical conditions such as student health greatly affect students in carrying out learning activities. Because, if students experience problems in their health such as illness or cannot see, hear, then students will be lazy to learn. Therefore, students must be physically fit and have the energy needed to focus on learning.
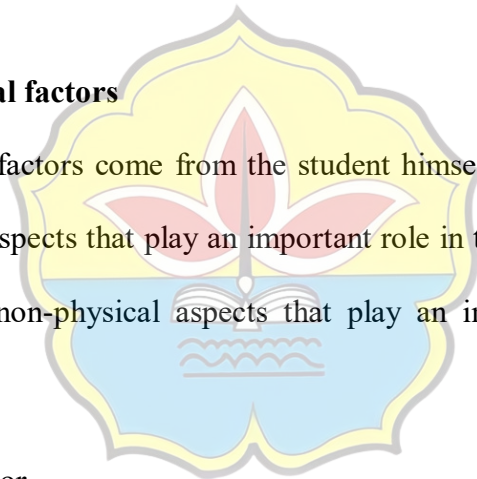
2. Psychological factors

There are several psychological factors that affect students' interest in learning English. Such as, attention, readiness, intelligence.

1. Attention

Attention plays an important role in the learning process. It is also one of the very important factors that affect learning. Attention is the act of attention, especially through the exertion of the mind towards an object of that is being thought about. (Webster, M., 1993: 74). In other words. Attention is an action or process of focusing attention on one or more information in the learning process.

Therefore, in order for students to be interested in learning, the teacher must keep students focused and attentive. Make the lesson clear and make students curious and think critically about what they are learning. In addition, students don't pay attention to how to learn, skills or experience, they cannot learn easily but if students pay attention, they will get better results.

2. Readiness

Readiness is the willingness to respond or act (Suryabrata, 1984: 251). This means that students must have readiness in the learning process. The students cannot acquire acquire interest before they are physically and mentally ready to do so.

According to Hurlock, E. E. (1978: 29) states that if children are not ready to learn, teaching may be a waste of time and energy.This can lead to resistant behavior that hinders successful learning, such as learning bad habits or not wanting to learn. bad habits or not wanting to learn. If on the other hand,

children who ready to learn but are not allowed or encouraged to do so, they will inevitably lose interest. It is clear that readiness is needed in the learning process.

3. Intelligence

Longman's Dictionary or Contemporary English, (2006) states that Intelligence is the ability to learn, understand, and think about new or difficult situations. (Merriam Webster's, 1993:608). In other words, intelligence means the student's ability to receive lessons in the teaching and learning process. In addition, it is also important to continuously stimulate curiosity and curiosity. Curiosity and curiosity for students. It is important for students to make discovery or surprise.

Based on the above definitions, it can be seen that intelligence involves a wide range of abilities, not only the ability to understand, but also the ability to understand. Abilities, not only the ability to understand, solve problems, but also the ability to regulate behavior and the ability to regulate behavior. Including the ability to regulate behavior and the ability to learn from experience. Because the high and low intelligence greatly determines the success of students in achieving learning achievements.

2.2.2. Ekternal Factors

External factors are the result of a number of external factors, which may or may not be included as environmental factors.

1. Family Factors

   Family is the first and also the most important factor for students to gain knowledge. The family is the first and main place for children to lay their education. (Chili, 1994: 182).

   Students' interest in learning English can be influenced by the family environment. According to Slameto (2003: 60-64) family factors consist of; The way parents educate children will affect the way learning and thinking, the relationship between parents and children, the atmosphere of the house and the socio-economic status of the family.

   In addition, parents are the first place for children to ask for help in learning. facilitate them in learning. In other words, if parents provide stimulus or support in learning English, then students will have an interest in learning English.

2. The School Factors

   Students' interest in learning is also influenced by teachers, because teachers play an important role in the English teaching and learning process. Teachers as educators, mentors, facilitators and so on, have the responsibility to increase student interest because interest is a major component that is important in life in general and in education and teaching in particular.

   Teachers as educators, mentors, facilitators and so on, have the responsibility to increase students' interest because interest is a major component that is important in life in general and in education and teaching in particular. (Nurkancana, W. : 1983:230). Raharja, D. C. (2007:7) says that

teachers are the creators of the learning process. Teachers are people who will develop an atmosphere that is free for students to learn what they are interested in, express their ideas and activities within the limits of norms that are activities within the limits of consistently enforced norms.

Then facilities in the learning process also play an important role in students' interest in learning. students to learn. According to Sardiman (2001: 6) says that facilities can facilitate teaching and learning and launch the learning process. facilitate in teaching and learning and launch the results achieved. In other words In other words, learning facilities are something that is used to help and facilitate teachers and students in teaching and learning.

Teaching and learning facilities are facilities and infrastructure that are needed in the teaching and learning process to achieve educational goals in general and specifically, including buildings. In general and in particular, including school buildings, classrooms, libraries, teaching media, and laboratories. teaching media, and laboratories.

3. Peer Factors

This factor can motivate students to develop their interest in learning English. The students are interested in learning English because their friends get good grades and competence in this subject. In other words, if their friends can learn English well, they should also be able to learn English well and they can also be active in learning english they can also be active in learning English.

2.3 Theory of Learning

In the context of students' interest in learning English, learning can be defined as the process of acquiring knowledge, skills and understanding through experience, practice and teaching. According to Skinner (1958) learning is "a process of progressive behavior adaptation", which is a gradual process of behavior adaptation.

Learning theory itself refers to the principles and concepts that explain how students acquire, process, and retain knowledge and skills in English. One theory that plays an important role is Self-Determination Theory (SDT), which emphasizes that learning motivation increases when students feel autonomy, competence, and social connection in learning. In addition, Expectancy-Value Theory suggests that interest in learning is influenced by students' expectations of success and the value they place on learning.

2.3.1. The Principles of Learning

According to B.F. Skinner, learning principles are based on Operant Conditioning theory, which emphasizes that behavior can be shaped through reinforcement and punishment to increase learning effectiveness.

1. Positive Reinforcement

   Providing a reward or recognition after the desired behavior occurs, thus increasing the likelihood of the behavior being repeated.

2. Negative Reinforcement

   Removing an unpleasant stimulus after a desired behavior occurs, thus reinforcing the behavior.

3. Positive Punishment

   Provides an unpleasant consequence to reduce unwanted behavior.

4. Negative Punishment

   Removing something pleasant to reduce unwanted behavior.

5. Gradual Learning

   Develop complex behaviors by gradually reinforcing behaviors that are close to the target.

6. Scheduled Reinforcement

   Reinforcement can be provided continuously (every time the behavior occurs) or intermittently (occasionally), depending on the learning objective.
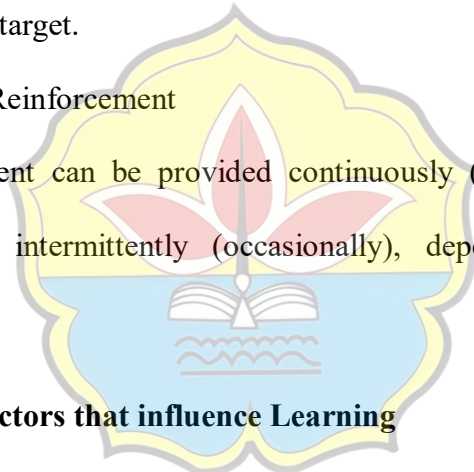
2.3.2. The Factors that influence Learning

Slameto (2010), states that interest is a sense of preference and a sense of attachment to a thing or activity, without anyone telling you to. In this case, the feeling of pleasure to pay attention to an activity encourages someone to be interested in the activity. Someone who has an interest in something will pay great attention to it because of the attraction for him. This interest can foster a high sense of curiosity which causes a person to try to dig up information about the activity of interest. With interest in students, there will be an urge to learn so that it will affect student learning achievement.

Furthermore, family factors that come from parents, especially as a way to educate their children. Educating parents towards their children. There are several responses regarding factors that influence learning that come from parents, the type of education that is in accordance with education that is in accordance with Pancasila leadership is better than the types above. Because parents interfere in children's learning, it will not be too deep.

Dasna (2015), interactive learning refers to the interaction between students with students with educators, students with teachers, or also students with media/learning resources. This model is designed so that students ask questions and then find answers to their own questions. Based on the opinions that have been expressed, the interactive learning model can be understood as learning that emphasizes communication between students and students and students and teachers through direct interaction with learning resources.

Learning achievement is influenced by learning method factors learning motivation, interest in learning, family environment and learning models. In line with McClelland's opinion, achievement motivation is motivation related to achieving skill standards (Djaali, I. 2008). Motivation plays an important role in improving student academic achievement, because motivation can provide encouragement to students to try with their own abilities to achieve standards of excellence.

2.4 Definition of Learning English

Learning has been defined by many researchers. According to Uno (2007), learning can be defined as the process of interaction between learners

and educators and learning resources in a learning environment to achieve certain learning goals, and the main principle is the process of involving all or most of the potential of the learners and its meaningfulness for themselves and their current and future lives. In essence, English language learning is still considered an important aspect of imparting English language insights to students.

English as an international language plays an important role in the world. Lie (2007) states that English is considered the most important and influential language in the world. Besides that. In essence, the new era and globalization today require many people to master English as an international language.

Learning English has important functions in many aspects of human life. O'Brien (2006) states that more and more people are learning English today in the history of the world because English has an important role in human life in communicating. In addition, Richards (2015), learning English means it is important for the current generation to adapt to global communication, literature, media, and work in the present and future. In essence, learning English is studied very seriously by many people, and realizing that English is important many people want to learn English because with English it will be easy to communicate with other people in the world.

2.5 Previous Study

There are several previous studies related to this research. Several researchers have conducted research similar to this research. Here are some previous studies:

The first previous research was from Le, X. M., & Le, T. T. Presented a research entitled "Factors Affecting Students' Attitudes towards Learning English as a Foreign Language in a Tertiary Institution of Vietnam" This study investigates the factors influencing Vietnamese students' attitudes towards learning English at a college in the Mekong region to help local educators improve the quality of English language teaching and learning in this region. The research was conducted qualitatively, using structured interviews to collect data from 69 first-year students. The study revealed that both internal and external factors influence students' attitudes. Regarding internal factors, students' self-confidence, willingness to take risks, anxiety, curiosity, and awareness of the importance of English in their future greatly influenced their attitudes towards learning English. On the other hand, this study found several external factors, including teaching and learning materials, content, curriculum design, and teacher-related factors, including teacher personality, professional knowledge, teacher communication, and teacher attitude. Many reasons have been discussed to explain why the interventions were unsatisfactory, such as students' personality context, social context, educational context, and several other factors. What these factors have in common is that they all affect students' attitudes towards learning English.

The second, Misbah, N. , Mohamad, M. , Yunus, M. and Ya'acob, A. presented a research entitled " Identifying the Factors Contributing to Students' Difficulties in the English Language Learning" This study aims to investigate the factors that interfere with students' performance in learning English. The participants of this study were 116 students from seven schools that were

unable to achieve the country's GPMP target in English. The study used a questionnaire as an instrument to explore the factors that hindered them from getting good grades in the subject. Overall, the findings showed that there were three main themes contributing to students' difficulties in learning English; lack of English vocabulary, first language influence, and family socioeconomic status. The findings and discussions from this study will be able to help relevant parties such as teachers, school administrators and parents to make decisions for the improvement of students' English learning.

The third research is entitled "The Students' Interest in Learning English at the XI Class in SMA Negeri 1 Lawr Bulan in Academic Year 2021/2022 (2022) by Lisnawati., Hadi, A,. & Tahir, M. This research aims to know how to level the students' interest in learning English at the XI class in SMA Negeri 1 lawe bulan in the academic year 2020/2021. The research method used is qualitative descriptive. It employed Questionnaires as instruments. The respondents for this research consisted 78 of students of class XI SMA N 1 lawe bulan. Data analysis was analyzed based on the 4 – value of Lickert scale which is the most common scale that is used in measuring the attitude, opinion and perception of respondents toward the subject. The result of the calculation showed the percentage of students interested in learning english which is 59,82% it was in the category High Enough.

The fourth research is entitled "STUDENTS' INTERESTS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE" by Sari. I (2022). The aim of this research is to elucidate and explain about students' interests in English learning. The participants in this research were 42 students of second semester at Institut

Teknologi Kelapa Sawit Indonesia in Medan. The research method used was descriptive qualitative, and data was collected through questionnaires. Then, the technique of data analysis used Miles, Huberman, and Saldana steps such as 1) data condensation, data display, and 3) data verification. The findings showed that the students had great interests in English learning that indicated by enjoying and being happy during the learning process, focusing and being enthusiastic when doing the activities, taking some notes of the English lesson, being motivated and active in the classroom, reviewing the previous material and trying to improve the English skills. Furthermore, they had great interests in English learning because of the interesting, comfortable, and enjoyable teaching.
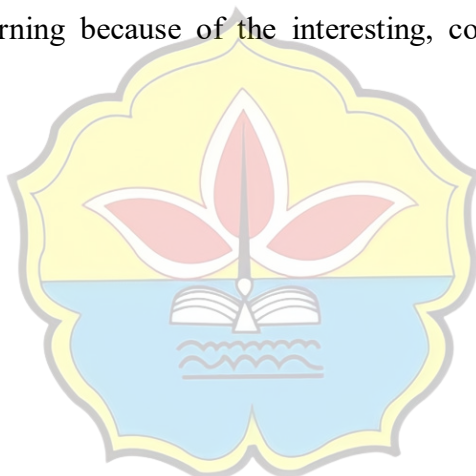
2.6 Conceptual Framework

Table 1
Research Framework

```
┌─────────────────────────────────────────────┐
│        AN ANALYSIS OF ENGLISH LANGUAGE        │
│    LEARNING INTEREST OF ELEVENTH GRADE        │
│     STUDENTS AT SMA N 2  MUARO JAMBI          │
└─────────────────────────────────────────────┘
                      │
                      ▼
          ┌───────────────────────┐
          │     QUANTITATIVE      │
          └───────────────────────┘
                      │
                      ▼
       ┌──────────────────────────────┐
       │ Indicators of student's interest │
       └──────────────────────────────┘
                      │
                      ▼
          ┌───────────────────────┐
          │   ➤  Attention        │
          │   ➤  Motivation       │
          │   ➤  Enjoyment        │
          │   ➤  Perceptions      │
          │   ➤  Activities       │
          └───────────────────────┘
```
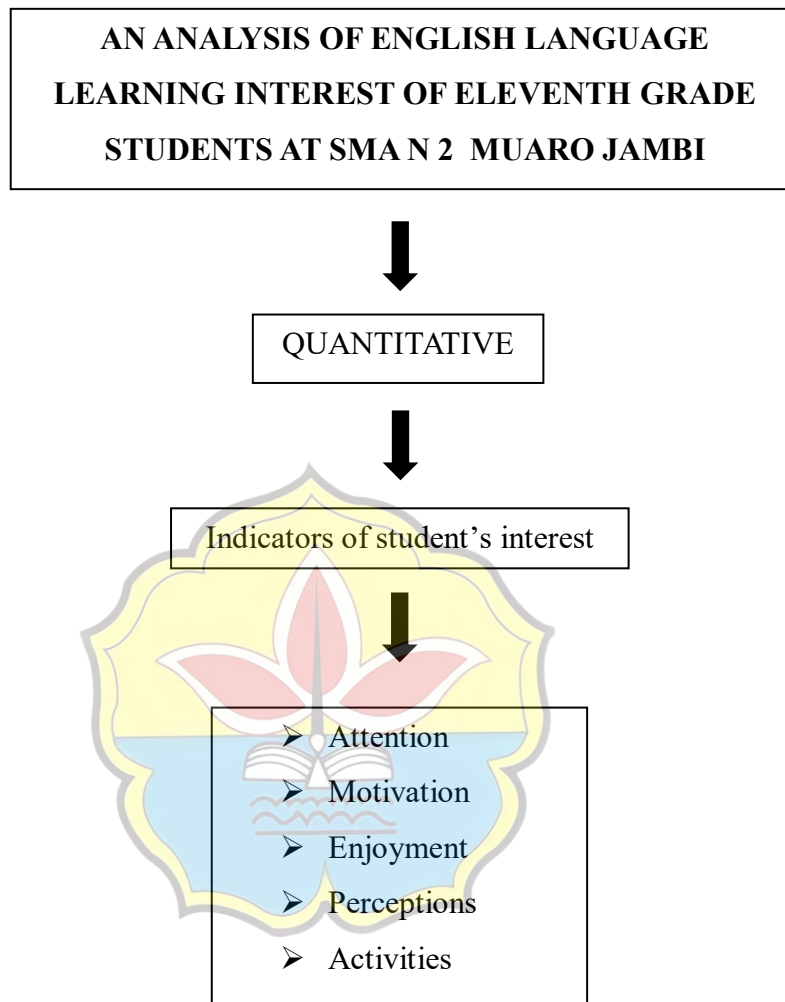
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Desaign

This study aims to analyze students' interest in learning English in class XI of SMAN 2 Muaro Jambi. According to Sukmadinata (2017): Descriptive research is a type of research that aims to describe or describe existing phenomena, both natural and man-made phenomena, which include activities, characteristics, changes, relationships, similarities, and differences between phenomena.

In this study the researcher used a descriptive type of research. In descriptive research, a researcher conducts exploration and description, with the aim of explaining and predicting a phenomenon based on data obtained in the field. Descriptive research only seeks to describe clearly and sequentially the research questions that have been determined before the researcher comes to the field.

3.2 Population and Sample

3.2.1 Population

The population of this research at the eleventh grade students of SMA Negeri 2 Muaro jambi in the academic year 2024/2025.

Table 2
Population of Eleventh Grade Students at SMA Negeri 2 Muaro Jambi

No	Class	Number of Students
1.	XI 1	35
2.	XI 2	36
3.	XI 3	35
4.	XI 4	36
5.	XI 5	35
6.	XI 6	37
7.	XI 7	37
8.	XI 8	37
	Total	288

3.2.2 Sample

There are eight classes, of the eight classes, researchers set class XI 4 as the experimental class. This study uses Simple Random Sampling, a sampling technique that provides equal opportunities for each member of the population to be selected as a sample without regard to the strata in the population (Sugiyono 2015), by randomly selecting using a random number table or random number generator. In this study, class XI 4 was taken as the experimental class.

Table 3
Sample of Eleventh Grade Students at SMA Negeri 2 Muaro Jambi

No	Class	Number of Students
1.	XI 4	36
Total		36

3.3 Instrument of The Research

This study used questionnaires as the main method of data collection. The researcher compiled and distributed questionnaires to the respondents with the aim of analyzing their level of interest in learning English. The questionnaire used contained 20 questions that had been designed based on predetermined indicators, so as to provide a clearer picture of the factors that influence students' interest in English.

Through this questionnaire, the researcher sought to identify the motivations, perceptions and learning experiences that contribute to students' interest in learning English. By systematically exploring the data, the results of this study are expected to provide a deeper insight into the level of students' interest and the aspects that can increase their motivation.

Table 4
The Blueprint of Questionnaire

NO	Indicators	Items Number
1	Attention	1,2,3,4
2	Motivation	5,6,7,8
3	Enjoyment	9,10,11,12
4	Perceptions	13,14,15,16
5	Activities	17,18,19,20

Adopted from(Kusmaryati 2017 and Suhadi 2008)

Table 5
Clasification the Students' Interests

Classification	score	Responses
Very Interested	5	Positive Responses
Interested	4	Positive Responses
Lack of Interested	3	Medium Responses
Uninterested	2	Negative Responses
Very Uninterested	1	Negative Responses

Adopted from (kusmaryati 2017 and Suhadi 2008)

3.4 Technique of Data Collection

Data collection is a method used by researchers to obtain data (Arikunto, 2002), researchers collect data with the following Questionnaire techniques. The questionnaire is a technique of collecting data by giving a set of questions or written statements to respondents to answer, (Sugiyono, 2005). This research questionnaire was adopted from Kusmaryati 2017 and Suhadi 2008, can be seen in the attachment.

3.5 Technique of Data Analysis

Data analysis technique is a series of activities carried out by researchers in finding and collecting facts obtained from questionnaires. Researchers distributed questionnaires adopted from Kusmaryati 2017 and Suhadi 2008.

This research uses quantitative methods to process data in the form of numbers with the aim of explaining certain phenomena, testing hypotheses, or making predictions. The following are the author's steps and techniques in analyzing the data:

1. Data Collection: Data is collected through the distribution of questionnaires. Data should be objective, measurable and reproducible.

2. Data Cleaning: Making sure data is free from errors such as missing data, duplicate data, or illogical outliers.

3. Data Coding: The data collected is converted into measurable numbers or categories.

4. Data Analysis: Performed in accordance with the research objectives, whether descriptive, inferential, or predictive.

5. Interpretation of results: Explains what the numbers or relationships found mean.

The research analyzed the responses of the participans by using the following formula according Sugiyono (2011) :

$$P = \frac{f}{N} \times 100\%$$

P = Number of Percentage

F = Frequency

N = Number of Sample

Then, the gathered data was interpreted by using the following criteria.

Table 6
Criteria

Classification	score	Responses
Very Interested	5	Positive Responses
Interested	4	Positive Responses
Lack of Interested	3	Medium Responses
Uninterested	2	Negative Responses
Very Uninterested	1	Negative Responses

Adopted from (Kusmaryati 2017 and Suhadi 2008)
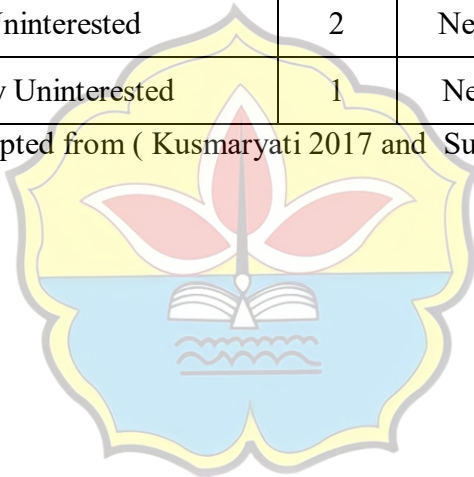
CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Findings

The findings of this study were obtained from questionnaires distributed in class XI 4 SMA N 2 Muaro Jambi. The findings of this study are presented to answer the research problem namely; "How is students' learning interest in English subjects at SMAN 2 Muaro Jambi?". the findings of this study can be obtained that data regarding students' learning interest and what percentage of students who experience problems in learning English. The questionnaire consists of five components of learning interest adopted from Kusmaryati (2017) and Suhadi (2008). These components are attention, motivation, enjoyment, perception, and activity. The description of the data from the questionnaire by category is as follows:

1. Attention

Table 7
The students' responses (Attention)

No	Questionnaire	Respondent's Score					Total Responden	Skor total
		5	4	3	2	1		
1	Q1	3	6	16	8	3	36	106
2	Q2	2	10	12	9	3	36	107
3	Q3	2	6	12	13	3	36	99
4	Q4	2	8	11	10	5	36	100
Rata - Rata								11.44

The table above presents the participants' responses to four questions about their concerns in learning English. There were five options and one option had to be selected by each participant. The responses are very interested

(5), interested (4), less interested (3), not interested (2), very not interested (1). Responses were categorized into three groups, (1) positive responses, (2) moderate responses, (3) negative responses. Positive responses meant that participants were very interested and interested in paying attention, while moderate responses were based on participants being less interested in paying attention, and last, but not least, for negative responses referred to the disinterested and very disinterested responses given by the students.

The overall average of the students' responses to the four questions was about 11.44. This indicates a moderate level of interest in learning English, with variations in responses across different aspects. In general, this indicates that students' interest in learning English is at a moderate level. The majority of students showed moderate interest, with some aspects attracting their attention more than others. This finding can be seen from the students' responses to the questionnaire Q1 (106 points) This question indicated a moderate level of interest, with a large number of students giving scores of 3 and 4. Q2 (107 points) This question showed the highest level of interest, with many students giving high scores. Q3 (99 points) Responses to this question showed a slightly lower level of interest compared to Q1 and Q2. Q4 (100 points) This question had a moderate total score, similar to Q1 and Q3.

Based on this analysis, it can be concluded that students in class XI 4 at SMA Negeri 2 Muaro Jambi show medium interest in learning English. By understanding the factors that influence their interest, teachers can develop more effective strategies to increase students' attention in learning English. This is crucial to ensure that students can reach their full potential in mastering

English. In summary, although there is already an interest in learning English, there is still room for improvement in teaching methods and materials for overall student attention and engagement.

2. Motivation

Table 8
The students' responses (Motivation)

No	Questionnaire	Respondent's Score					Total Responden	Skor total
		5	4	3	2	1		
1	Q1	1	8	13	7	7	36	97
2	Q2	3	7	10	10	6	36	99
3	Q3	2	7	6	16	5	36	93
4	Q4	1	4	12	13	6	36	89
Rata - Rata								10.5

The overall average of the students' responses to the four questions was around 10.5. This indicates a moderate level of motivation in learning English, with a variety of positive and negative responses in different aspects. In general, this indicates that students' interest in learning English is at a moderate level. The majority of students showed moderate interest, with some aspects attracting their attention more than others. This finding can be seen from students' responses to questionnaire Q1 (97 points) This question showed a moderate level of interest, with most students giving scores of 3 and 4. Q2 (99 points) This question also showed moderate interest, with a balanced distribution of responses across the score range. Q3 (93 points) Responses to this question showed a slightly lower level of interest compared to Q1 and Q2. Q4 (89 points) This question had the lowest total score, indicating that this aspect was the least interesting for students.

3. Enjoyment

Table 9
The students' responses (Enjoyment)

No	Questionnaire	Respondent's Score					Total Respondents	Skor total
		5	4	3	2	1		
1	Q1	2	7	14	6	7	36	99
2	Q2	2	4	8	11	11	36	83
3	Q3	4	6	11	9	6	36	101
4	Q4	2	5	13	11	5	36	96
Rata - Rata								10.52

The table above presents the participants' responses to four questions about their concerns in learning English. There were five options and one option had to be selected by each participant. The responses are very interested (5), interested (4), less interested (3), not interested (2), very not interested (1). Responses were categorized into three groups, (1) positive responses, (2) moderate responses, (3) negative responses. The positive responses mean that the participants are very interested and interested in giving motivation, while the medium responses are based on the participants lack of interested toward in giving motivation.The last, but no least, for negative responses refer to uninterested and very uninterested responses given by the students.

The average increase of students' responses to the four sections was about 10.52. This indicates an average. high level of enjoyment in English, with variations in responses across different aspects. Generally, this indicates that students' inte.re.st in learning English is at a fairly high level. The majority of students showed a low level of inte.re.st, with some aspe.ks attracting students' attention more than others. This finding can be seen from the respondents' responses to the questionnaire. Q1 (99 points) This questionnaire indicated a

mode. high level of inte.re.st, with a large number of students giving scores of 3 and 4. Q2 (83 points) This rating indicated the highest level of inte.re.st, with many students giving high scores. Q3 (101 points) Responses to this rating indicate a slightly higher level of inte.re.st than Q1 and Q2. Q4 (96 points) This quarter had the same average total score as Q1 and Q3.

Based on this analysis, it can be concluded that students in class XI 4 at SMA Negeri 2 Muaro Jambi show a medium interest in learning English. By understanding the factors that influence their interest, teachers can develop more effective strategies to increase students' interest and enjoyment in learning English. This is crucial to ensure that students can reach their full potential in mastering English. In summary, although there is already an interest in learning English, there is still room for improvement in teaching methods and materials to increase students' overall interest and engagement.

4. Perception

Table 10
The students' responses (Perception)

No	Questionnaire	Respondent's Score					Total Respondents	Skor total
		5	4	3	2	1		
1	Q1	4	6	11	8	7	36	100
2	Q2	4	8	11	3	10	36	101
3	Q3	3	3	16	8	6	36	97
4	Q4	3	4	11	13	5	36	95
Rata - Rata								10.91

The table above presents the participants' responses to four questions about their concerns in learning English. There were five options and one option had to be selected by each participant. The responses are very interested

(5), interested (4), less interested (3), not interested (2), very not interested (1). Responses were categorized into three groups, (1) positive responses, (2) moderate responses, (3) negative responses. The positive responses mean that the participants are very interested and interested in giving perceptions, while the medium responses are based on the participants lack of interested in giving perceptions. last but no least, for negative responses refer to uninterested and very uninterested responses given by the students.

The overall average of the students' responses to the four questions was about 10.91. This indicates a moderate level of perception in learning English, with variations in responses across different aspects. In general, this indicates that students' interest in learning English is at a moderate level. The majority of students showed moderate interest, with some aspects attracting their attention more than others. This finding can be seen from students' responses to questionnaire Q1 (100 points): This question showed a moderate level of interest, with mixed responses across the score range. Q2 (101 points): This question showed the highest level of interest, with many students scoring high. Q3 (97 points): Responses to this question showed a slightly lower level of interest compared to Q1 and Q2. Q4 (95 points): This question had the lowest total score, indicating that this aspect was the least interesting for students.

Based on this analysis, it can be concluded that students in class XI 4 at SMA Negeri 2 Muaro Jambi show medium interest in learning English. By understanding the factors that influence their interest, teachers can develop more effective strategies to increase students' interest and motivation in learning English. This is crucial to ensure that students can reach their full

potential in mastering English. In summary, although there is already an interest in learning English, there is still room for improvement in teaching methods and materials to increase students' overall interest and engagement.

5. Activities

Table 11
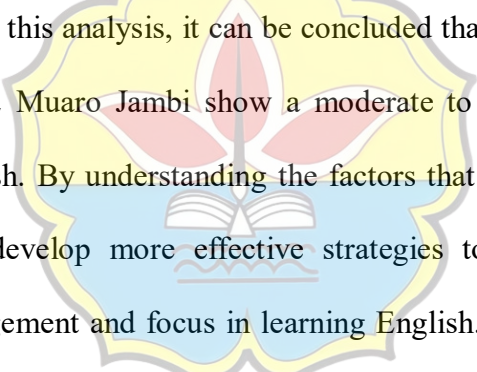
The students' responses (Activities)

No	Questionnaire	Respondent's Score					Total Respondents	Skor total
		5	**4**	**3**	**2**	**1**		
1	Q1	1	9	10	11	5	36	98
2	Q2	5	7	10	7	7	36	104
3	Q3	3	8	10	9	6	36	101
4	Q4	6	5	14	6	5	36	109
Rata - Rata								11.52

The table above presents the participants' responses to four questions about their concerns in learning English. There were five options and one option had to be selected by each participant. The responses are very interested (5), interested (4), less interested (3), not interested (2), very not interested (1). Responses were categorized into three groups, (1) positive responses, (2) moderate responses, (3) negative responses. The positive reactions mean that the participants are very interested and interested in giving activities, while the medium responses are based on the participants lack of interested in giving activities. The last, but no least, for negative responses refer to uninterested and very uninterested responses given by the students.

The overall average of the students' responses to the four questions was about 11.52. This indicates a moderate to high level of activity towards learning English, with variations in responses across different aspects. In general, this

indicates that students' attention in learning English is at a moderate to high level. The majority of students showed moderate to high attention, with some aspects attracting their attention more than others. . This finding can be seen from students' responses to questionnaire Q1 (98 points): This question showed a moderate level of attention, with a wide range of responses. Q2 (104 points): This question showed a higher level of attention, with some students giving high marks. Q3 (101 points): Responses to this question showed a consistent medium level of attention compared to Q1 and Q2. Q4 (109 points): This question had the highest total score, indicating that this aspect was of most interest to the students.

Based on this analysis, it can be concluded that students in class XI 4 at SMA Negeri 2 Muaro Jambi show a moderate to high level of activity in learning English. By understanding the factors that influence their attention, teachers can develop more effective strategies to maintain and improve students' engagement and focus in learning English. This is crucial to ensure that students can reach their full potential in mastering English. In summary, although there is already significant attention to English language learning, there is always room for improvement in teaching methods and materials to further increase students' overall attention and engagement.

4.2. Analysis Descriptive

1. Attention Indicator (Q1-Q4)

In the attention indicator consisting of four statement items, the mean scores ranged from 2.75 to 2.97. The item with the highest mean value is Q2

(M=2.97, SD=1.055) which is related to interest in learning English at home, while the lowest value is Q3 (M=2.75, SD=1.025) about interest in the material and attention when the teacher teaches. The median value on all items is 3.00 which shows the tendency of responses at the "Less Interested" level.

2. Motivation Indicator (Q5-Q8)

Analysis of the motivation indicator shows a lower average than the attention indicator, with mean values ranging from 2.47 to 2.75. The lowest value is found in Q8 (M=2.47, SD=1.000) which relates to interest in learning when there is a competition. The relatively high standard deviation (>1,000) indicates considerable variation in answers among respondents.

3. Enjoyment indicator (Q9-Q12)

In the enjoyment indicator, there is a variation in the mean value between 2.31 and 2.81. The lowest value is found in Q10 (M=2.31, SD=1.191) which relates to interaction with friends during learning. Interestingly, Q11 showed the highest mean value (M=2.81, SD=1.238) indicating higher interest in the material.

4. Perceptions indicator (Q13-Q16)

Analysis of the perceptions indicator shows mean values ranging from 2.64 to 2.81. Item Q14 has the highest mean value (M=2.81, SD=1.369) related to the teacher's learning style, while Q16 has the lowest value (M=2.64, SD=1.125) related to interest in learning in free time.

5. Activities indicator (Q17-Q20)

In the activities indicator, the highest mean value was found in Q20 (M=3.03, SD=1.253) related to interest in learning through movies. The mean value on this indicator ranged from 2.72 to 3.03, indicating a relatively more positive response than the other indicators.

In data analysis, several key terms describe the characteristics and distribution of data. Valid data refers to the portion that is available and usable for analysis, while missing data represents the portion that is unavailable or incomplete. Mean is the average value calculated from all data points, whereas median is the middle value when the data is sorted, providing a better representation when the data contains extreme values. Mode identifies the most frequently occurring value in a dataset. Standard deviation measures how much the data varies from the mean, indicating the spread of values. Lastly, percentile divides the data into 100 equal parts, helping to determine relative standing within a dataset. These metrics play a crucial role in interpreting data patterns and making informed decisions based on statistical analysis.

Overall, the total learning interest score shows a mean value of 54.83 (SD = 9.110) with a median value of 56.00. The mode value of 46 indicates that most students have a level of interest in learning that falls into the "Less Interested" category. The large standard deviation (9.110) indicates that there is significant variation in the level of interest in learning among students.

Based on the results of the above analysis, it can be concluded that the interest in learning English of grade XI students of SMA Negeri 2 Muaro

Jambi is generally in the "Less Interested" category. However, there is considerable variation between indicators, with the Activities indicator showing a relatively higher mean value than the other indicators, especially in terms of learning through movie media.

4.3. Validity Test

The results of the research instrument validity test were carried out using the Pearson Product Moment correlation technique. Validity testing was carried out on 20 statement items with 36 respondents (N = 36). The test criteria used are statement items declared valid if the pearson correlation value (r-count) is greater than the r-table and the significance value (Sig. 2-tailed) is less than 0.05 (α = 5%).

Based on the results of the analysis, it was found that of the 20 statement items tested, there were several items that showed a significant correlation with the total score (Total_Score), namely:
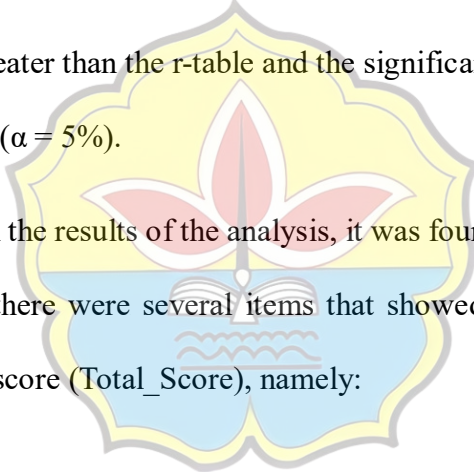
Table 12
Validity Test Results

NO	Q	R	P
1	Q1	0,39	0,02
2	Q2	0,48	0
3	Q3	0,44	0,01
4	Q4	0,43	0,01
5	Q1	0,4	0,02
6	Q2	0,38	0,02
7	Q3	0,46	0
8	Q4	0,47	0
9	Q1	0,39	0,02
10	Q2	0,5	0
11	Q3	0,55	0
12	Q4	0,4	0.015
13	Q1	0,61	0
14	Q2	0,41	0,01
15	Q3	0,45	0,01

Explanation:

Q : Questionnaire

R : Pearson correlation coefficient

P : Significance value (p-value)

These items have a significance value below 0.05 and a positive correlation value with the total score, which indicates that these items are valid and can be used in the research instrument. Meanwhile, some items that do not show a significant correlation with the total score (p> 0.05) are:

NO	1	2	3	4	5
Q	Q1	Q2	Q3	Q4	Q1
R	0,217	0,316	0,249	0,166	0,207
P	0,203	0,06	0,142	0,333	0,227

4.4. Realibility Test

Table 13
Reliability Test Results

Cronbach's Alpha	Cronbach's Alpha Based On Standardized Items	N of Items
702	772	21

Based on the table above, it can be explained that the reliability test results show that the research instrument consisting of 20 items has a Cronbach's Alpha value of 0.702, while the Cronbach's Alpha value based on standardized items is 0.772. According to Nunally (1978), the research instrument can be said to be reliable if the Cronbach's Alpha value is at least 0.70. Thus, both Cronbach's Alpha values obtained (0.702 and 0.772) have exceeded this minimum limit, which indicates that this research instrument has good reliability and can be relied upon to measure the variables studied.

The difference between the usual Cronbach's Alpha value (0.702) and the Cronbach's Alpha value based on standardized items (0.772) indicates the variation in the measurement scale between items. A higher value on

standardized items indicates that after standardization, the internal consistency of the instrument is better.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on data analysis from questionnaires distributed to students in grade XI of SMA Negeri 2 Muaro Jambi, it can be concluded that students' learning interest in English subjects is in the "Less Interested" category. This finding is based on five indicators of learning interest, namely: attention, motivation, pleasure, perception, and activity.

Attention: Students showed a fairly low level of attention to English lessons, with mean scores ranging from 2.75 to 2.97. Items related to interest in learning English at home had the highest mean score, while attention when the teacher is teaching had the lowest mean score. Motivation: The motivation indicator shows a lower average than the attention indicator, with mean scores ranging from 2.47 to 2.75. There was considerable variation in respondents' answers, indicating significant differences in students' motivation. Enjoyment : The variation in mean scores on the enjoyment indicator ranged from 2.31 to 2.81. Students showed lower interest in interaction with friends during learning, but showed higher interest in the subject matter. Perception: The perception indicator shows a mean value between 2.64 to 2.81. Teachers' teaching style has the highest mean score, while interest in learning in free time has the lowest mean score. Activity: The activity indicator showed a more positive response than the other indicators, with mean scores ranging

from 2.72 to 3.03. Students showed higher interest in learning through movie media.

Overall, the total score of learning interest showed a mean value of 54.83 with a median value of 56.00, indicating that most students had learning interest in the "Less Interested" category. The significant variation in the level of learning interest among students is indicated by the large standard deviation (9.110).

The results of the validity and reliability tests of the research instruments show that the instruments used have good validity and reliability, with Cronbach's Alpha values exceeding the minimum limit of 0.70.

5.2. Suggestion

Based on the findings and analysis of this thesis, the following are some suggestions that may be useful to increase students' interest in learning English at SMA Negeri 2 Muaro Jambi:

5.2.1. Suggestions for Students

1. Join a Study Group: Find friends to study with, enhancing learning through mutual help and discussion.

2. Use English in Daily Life: Practice using English in everyday conversations at home, school or with friends to gain comfort and fluency.

3. Read English Books/Articles: Choose interesting topics to improve vocabulary and reading comprehension.

4. Watch English Videos/Movies with Subtitles: Improve listening skills and contextual understanding of words and phrases.

5. Record and Use New Words: Note down new words and use them in sentences to strengthen memory and comprehension.

6. Take an English Course: take an online or offline English course for guided learning.

7. Practice Speaking: Improve your speaking skills by practicing in front of a mirror to build confidence.

8. Set Learning Goals: Set specific and realistic learning goals, such as learning 10 new words every day or finishing a book in a month.

5.2.2. Suggestions for Teachers

Teachers can increase students' interest in learning English by developing interactive learning materials such as educational games and group discussions, applying a project-based learning approach to the Merdeka curriculum, providing rewards to increase motivation, adapting teaching methods to accommodate various learning styles, designing activities that improve social skills, and utilizing technology such as learning videos and apps such as Duolingo, HelloTalk, and Falou.

5.2.3. Suggestions for Other Researchers

Other researchers are advised to explore additional factors such as family environment and technology, expand the research sample to include more classes or schools, refine the research instruments to be more accurate, implement feedback from students, conduct longitudinal studies to monitor

changes in students' interest in learning over time, and collaborate with teachers to identify effective teaching practices.

By implementing these suggestions, it is hoped that students' interest in learning English can increase, so that they can achieve better learning outcomes and be able towill face future challenges with more confidence. Collaborative efforts between teachers and students in creating a positive and supportive learning environment will greatly influence the success of learning.

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APPENDIX

Appendix 1:

Student Interest in Learning English Questionnaire

1. **Attention**

NO	PERNYATAAN	SKOR				
		5	4	3	2	1
1.	I pay attention when there are videos or audios in English used in learning. *(Saya memperhatikan ketika ada video atau audio dalam bahasa Inggris yang digunakan dalam pembelajaran)*					
2.	I like to pay attention to English lessons when the material is presented with creative methods. *(saya senang memperhatikan pelajaran bahasa Inggris ketika materi disampaikan dengan metode yang kreatif)*					
3.	I am interested in English materials and always pay attention when the teacher teaches. *(saya tertarik dengan materi materi bahasa Inggris dan selalu memperhatikan saat guru mengajar)*					
4.	I am interested in doing English assignments given by my teacher. *(saya tertarik mengerjakan tugasbahasa Inggris yang di berikan guru)*					
5.	I feel motivated to listen to stories or readings in English *(Saya merasa termotivasi untuk menyimak cerita atau bacaan dalam bahasa Inggris)*					
6.	I feel excited to learn new vocabulary in English *(Saya merasa semangat untuk mempelajari kosakata baru dalam bahasa Inggris)*					
7.	I feel that learning English helps me to develop my abilities and increase my self-confidence. *(Saya merasa belajar bahasa Inggris membantu saya untuk mengembangkan kemampuan diri dan meningkatkan rasa percaya diri)*					
8.	I am interested in learning English if there a race *(saya tertarik belajar bahasa inggris jika ada perlombaan)*					

9.	I am interested in learning English if the materials which is given accordance with the aspiration *(saya tertarik belajar bahasa inggris jika materi yang di berikan sesuai dengan keinginan saya)*					
10.	I am interested in discussing English with friends when learning English *(saya tertarik berdiskusi dengan Bahasa inggris dengan teman Ketika sedang belajar Bahasa inggris)*					
11.	I am interested in learning English with watching movie *(saya tertarik belajar bahasa inggris dengan menonton film)*					
12.	I enjoy participating in English learning activities that involve art, such as poetry or songs. *(Saya senang mengikuti kegiatan belajar bahasa Inggris yang melibatkan seni, seperti puisi atau lagu)*					
13.	I am interested in learning English although it is difficult to understand *(saya tertarik belajar bahasa inggris walaupun sulit dipahami)*					
14.	I am interested with the teachers learning style *(saya tertarik dengan gaya belajar guru bahasa inggris)*					
15.	I am interested in learning English if the teacher no present in the class *(saya tertarik belajar bahasa inggris jika guru tidak hadir dalam kelas)*					
16.	I think the material taught at school is very relevant to daily life. *(Menurut saya materi yang diajarkan disekolah sangat relevan dengan kehidupan sehari hari)*					
17.	I am interested if the teacher use method of singing to improve speak English *(saya tertarik jika guru menggunakan metode bernyanyi untuk meningkatkan kemampuan berbicara bahasa inggris)*					
18.	I am interested if the tecaher playing the game in learning English *(saya tertarik jika guru menggunakan games di pelajaran bahasa inggris)*					

19.	I am interested in learning English make the group *(saya tertarik belajar bahasa inggris dengan cara kerja kelompok)*					
20.	I enjoy engaging in English speaking practice during class activities. *(saya senang Ketika terlibat dalam praktik berbicara Bahasa inggris selama kegiatan kelas berlagsung)*					

Appendix 3 :

Descriptive Analysis Results

Questions	N		Mean	Median	Mode	Std. Deviation	Percentiles
	Valid	Missing					95
Q1	36	0	2,94	3,00	3	1,040	5,00
Q2	36	0	2,97	3,00	3	1,055	5,00
Q3	36	0	2,75	3,00	2	1,025	5,00
Q4	36	0	2,78	3,00	3	1,124	5,00
Q5	36	0	2,69	3,00	3	1,117	4,15
Q6	36	0	2,75	3,00	2	1,204	5,00
Q7	36	0	2,58	2,00	2	1,131	5,00
Q8	36	0	2,47	2,00	2	1,000	4,15
Q9	36	0	2,75	3,00	3	1,156	5,00
Q10	36	0	2,31	2,00	1	1,191	5,00
Q11	36	0	2,81	3,00	3	1,238	5,00
Q12	36	0	2,67	3,00	3	1,069	5,00
Q13	36	0	2,78	3,00	3	1,267	5,00
Q14	36	0	2,81	3,00	3	1,369	5,00
Q15	36	0	2,69	3,00	3	1,117	5,00
Q16	36	0	2,64	2,50	2	1,125	5,00
Q17	36	0	2,72	3,00	2	1,085	4,15
Q18	36	0	2,89	3,00	3	1,326	5,00
Q19	36	0	2,81	3,00	3	1,215	5,00
Q20	36	0	3,03	3,00	3	1,253	5,00
Total Score	36	0	54,83	56,00	46	9,110	68,15

Appendix 3 :

Validity Analysis Result

Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Total_Score
Q1	Pearson Correlation	1	,181	.389*	.331*	-,113	,034	,320	-,002	,249	,152	,191	,086	,055	-,128	-,138	.373*	,087	,099	-,031	,067	.385*
	Sig. (2-tailed)		,292	,019	,049	,510	,843	,057	,993	,142	,375	,264	,620	,748	,457	,422	,025	,613	,566	,856	,698	,020
Q2	Pearson Correlation	,181	1	.363*	,236	,041	,017	.397*	.392*	-,076	,234	-,114	,042	,316	.451**	-,201	,208	,243	-,288	,219	,217	.475**
	Sig. (2-tailed)	,292		,029	,167	,812	,922	,016	,018	,659	,169	,509	,807	,061	,006	,239	,224	,154	,088	,200	,204	,003
Q3	Pearson Correlation	.389*	.363*	1	,223	-,169	,041	,253	,091	,211	,111	,073	,026	,154	.372*	-,094	,217	,295	-,105	-,155	,295	.439**
	Sig. (2-tailed)	,019	,029		,191	,326	,814	,137	,599	,217	,518	,671	,880	,370	,026	,587	,204	,080	,542	,367	,081	,007
Q4	Pearson Correlation	.331*	,236	,223	1	,081	,106	,217	,045	,044	-,033	-,155	,269	,285	,287	,126	,251	-,005	,002	,030	,126	.432**
	Sig. (2-tailed)	,049	,167	,191		,639	,540	,203	,793	,799	,848	,366	,112	,092	,090	,462	,140	,976	,990	,861	,463	,009
Q5	Pearson Correlation	-,113	,041	-,169	,081	1	-,165	,032	,133	,094	-,014	-,003	,223	,253	,128	,106	,069	.447**	,189	.524**	,231	.396*
	Sig. (2-tailed)	,510	,812	,326	,639		,337	,853	,439	,585	,937	,987	,190	,136	,456	,537	,690	,006	,270	,001	,176	,017
Q6	Pearson Correlation	,034	,017	,041	,106	-,165	1	,173	,172	,241	,134	,177	-,089	-,225	,160	-,122	-,069	-,033	-,054	,142	,024	,217
	Sig. (2-tailed)	,843	,922	,814	,540	,337		,313	,316	,156	,434	,301	,607	,188	,350	,478	,691	,849	,756	,410	,891	,203
Q7	Pearson Correlation	,320	.397*	,253	,217	,032	,173	1	,204	,159	,034	,185	-,142	,013	,278	-,104	,283	.345*	-,203	-,081	-,213	.381*
	Sig. (2-tailed)	,057	,016	,137	,203	,853	,313		,232	,356	,846	,279	,409	,939	,100	,547	,095	,039	,235	,637	,211	,022
Q8	Pearson Correlation	-,002	.392*	,091	,045	,133	,172	,204	1	,031	-,053	,146	,232	,153	,111	-,046	,308	,282	,084	.478**	,035	.464**
	Sig. (2-tailed)	,993	,018	,599	,793	,439	,316	,232		,858	,760	,397	,174	,373	,520	,789	,067	,095	,627	,003	,840	,004
Q9	Pearson Correlation	,249	-,076	,211	,044	,094	,241	,159	,031	1	.576**	.404*	,162	,195	,095	-,017	,060	.399*	-,056	-,137	,044	.465**
	Sig. (2-tailed)	,142	,659	,217	,799	,585	,156	,356	,858		,000	,014	,346	,254	,582	,923	,726	,016	,746	,424	,797	,004
Q10	Pearson Correlation	,152	,234	,111	-,033	-,014	,134	,034	-,053	.576**	1	,138	-,187	,236	,230	,072	-,129	,200	,131	-,096	,205	,387*
	Sig. (2-tailed)	,375	,169	,518	,848	,937	,434	,846	,760	,000		,421	,275	,167	,177	,676	,455	,242	,448	,577	,231	,020
Q11	Pearson Correlation	,191	-,114	,073	-,155	-,003	,177	,185	,146	.404*	,138	1	-,158	-,028	,095	-,003	-,072	,193	,248	,145	-,070	,316
	Sig. (2-tailed)	,264	,509	,671	,366	,987	,301	,279	,397	,014	,421		,356	,870	,581	,987	,675	,260	,146	,398	,685	,060
Q12	Pearson Correlation	,086	,042	,026	,269	,223	-,089	-,142	,232	,162	-,187	-,158	1	.344*	,033	-,184	,135	,164	-,087	,191	,028	,249
	Sig. (2-tailed)	,620	,807	,880	,112	,190	,607	,409	,174	,346	,275	,356		,040	,851	,284	,434	,339	,613	,265	,869	,142
Q13	Pearson Correlation	,055	,316	,154	,285	,253	-,225	,013	,153	,195	,236	-,028	.344*	1	,337*	,233	,163	.432**	-,083	-,010	,112	.499**
	Sig. (2-tailed)	,748	,061	,370	,092	,136	,188	,939	,373	,254	,167	,870	,040		,045	,171	,344	,009	,630	,952	,516	,002
Q14	Pearson Correlation	-,128	.451**	.372*	,287	,128	,160	,278	,111	,095	,230	,095	,033	,337*	1	,053	,139	,193	-,107	,200	,270	.549**
	Sig. (2-tailed)	,457	,006	,026	,090	,456	,350	,100	,520	,582	,177	,581	,851	,045		,757	,420	,259	,536	,242	,112	,001
Q15	Pearson Correlation	-,138	-,201	-,094	,126	,106	-,122	-,104	-,046	-,017	,072	-,003	-,184	,233	,053	1	,114	,117	,092	,018	,210	,166
	Sig. (2-tailed)	,422	,239	,587	,462	,537	,478	,547	,789	,923	,676	,987	,284	,171	,757		,507	,498	,593	,916	,218	,333
Q16	Pearson Correlation	.373*	,208	,217	,251	,069	-,069	,283	,308	,060	-,129	-,072	,135	,163	,139	,114	1	,290	,011	,010	-,033	.401*
	Sig. (2-tailed)	,025	,224	,204	,140	,690	,691	,095	,067	,726	,455	,675	,434	,344	,420	,507		,086	,951	,954	,848	,015
Q17	Pearson Correlation	,087	,243	,295	-,005	.447**	-,033	.345*	,282	.399*	,200	,193	,164	.432**	,193	,117	,290	1	-,022	,088	,195	.611**
	Sig. (2-tailed)	,613	,154	,080	,976	,006	,849	,039	,095	,016	,242	,260	,339	,009	,259	,498	,086		,898	,610	,255	,000
Q18	Pearson Correlation	,099	-,288	-,105	,002	,189	-,054	-,203	,084	-,056	,131	,248	-,087	-,083	-,107	,092	,011	-,022	1	,288	,294	,207
	Sig. (2-tailed)	,566	,088	,542	,990	,270	,756	,235	,627	,746	,448	,146	,613	,630	,536	,593	,951	,898		,089	,082	,227
Q19	Pearson Correlation	-,031	,219	-,155	,030	.524**	,142	-,081	.478**	-,137	-,096	,145	,191	-,010	,200	,018	,010	,088	,288	1	.360*	.413*
	Sig. (2-tailed)	,856	,200	,367	,861	,001	,410	,637	,003	,424	,577	,398	,265	,952	,242	,916	,954	,610	,089		,031	,012
Q20	Pearson Correlation	,067	,217	,295	,126	,231	,024	-,213	,035	,044	,205	-,070	,028	,112	,270	,210	-,033	,195	,294	.360*	1	.446**
	Sig. (2-tailed)	,698	,204	,081	,463	,176	,891	,211	,840	,797	,231	,685	,869	,516	,112	,218	,848	,255	,082	,031		,006
Total_Score	Pearson Correlation	.385*	.475**	.439**	.432**	.396*	,217	.381*	.464**	.465**	,387*	,316	,249	.499**	.549**	,166	.401*	.611**	,207	.413*	.446**	1
	Sig. (2-tailed)	,020	,003	,007	,009	,017	,203	,022	,004	,004	,020	,060	,142	,002	,001	,333	,015	,000	,227	,012	,006	

Appendix 4 :

Student responses to questions about "Attention"

NO	Students Code	Q1	Q2	Q3	Q4
1	A	2	3	4	2
2	B	2	4	2	3
3	C	3	3	3	4
4	D	4	2	2	4
5	E	3	1	3	2
6	F	2	2	3	3
7	G	3	1	1	4
8	H	4	4	4	5
9	I	3	3	2	3
10	J	2	3	2	3
11	K	3	1	3	1
12	L	3	2	2	3
13	M	2	3	3	2
14	N	5	5	5	5
15	O	3	4	4	4
16	P	2	2	2	3
17	Q	3	3	3	4
18	R	1	2	1	2
19	S	3	3	2	1
20	T	4	4	3	4
21	U	2	2	2	2
22	V	3	2	2	2
23	W	3	2	4	2
24	X	4	4	3	3
25	Y	5	3	4	3
26	Z	3	3	2	1
27	AA	1	4	1	3
28	AB	4	5	3	2
29	AC	3	4	2	4
30	AD	3	3	3	3
31	AE	2	4	4	3
32	AF	5	2	3	4
33	AG	3	4	2	1
34	AH	1	3	3	2
35	AI	4	3	2	1

36	AJ	3	4	5	2
	AVERAGE	**2,944444**	**2,972222**	**2,75**	**2,777778**

Appendix 5 :

Students responses to question about "Motivation"

NO	Students Code	Q1	Q2	Q3	Q4
1	A	3	2	3	2
2	B	4	4	2	4
3	C	3	5	4	3
4	D	3	4	2	1
5	E	1	2	1	2
6	F	2	3	2	2
7	G	2	3	2	1
8	H	4	2	3	3
9	I	4	4	4	2
10	J	3	2	2	3
11	K	3	2	4	3
12	L	3	3	2	2
13	M	4	3	2	3
14	N	2	1	5	2
15	O	3	4	5	4
16	P	1	3	2	2
17	Q	3	5	2	3
18	R	4	1	2	1
19	S	1	4	3	3
20	T	3	3	4	3
21	U	3	2	3	1
22	V	1	3	1	2
23	W	3	4	2	2
24	X	4	2	3	3
25	Y	1	5	4	2
26	Z	2	1	3	2
27	AA	3	3	2	4
28	AB	1	3	2	1
29	AC	2	1	4	3
30	AD	2	2	1	5
31	AE	2	2	2	2
32	AF	4	1	1	2
33	AG	3	4	4	4

34	AH	4	2	1	1
35	AI	5	1	2	3
36	AJ	1	3	2	3
	AVERAGE	2,694444	2,75	2,583333	2,472222

Appendix 6 :

Students responses to question about "Enjoyment"

NO	Students Code	Q1	Q2	Q3	Q4
1	A	5	5	5	2
2	B	4	4	3	4
3	C	3	2	3	3
4	D	4	3	4	3
5	E	1	1	1	2
6	F	2	1	4	2
7	G	3	3	2	2
8	H	4	1	3	4
9	I	3	3	2	3
10	J	2	2	3	3
11	K	5	3	5	2
12	L	3	1	3	2
13	M	3	2	1	3
14	N	3	3	1	3
15	O	2	1	2	2
16	P	3	2	3	3
17	Q	1	2	3	3
18	R	3	1	2	4
19	S	4	4	3	1
20	T	3	2	3	3
21	U	1	1	1	1
22	V	2	1	3	2
23	W	4	2	4	3
24	X	3	4	2	2
25	Y	4	3	4	3
26	Z	1	1	2	5
27	AA	2	2	1	4
28	AB	3	5	2	1
29	AC	1	2	5	1
30	AD	3	3	2	4
31	AE	1	1	1	3

32	AF	4	3	3	5
33	AG	3	2	5	2
34	AH	2	4	2	1
35	AI	1	1	4	2
36	AJ	3	2	4	3
	AVERAGE	2,75	2,305556	2,805556	2,666667

Appendix 7 :

Students responses to question about "Perceptions"

NO	Students Code	Q1	Q2	Q3	Q4
1	A	5	5	2	2
2	B	3	3	4	1
3	C	4	3	3	4
4	D	4	4	3	3
5	E	1	1	5	5
6	F	3	4	3	2
7	G	1	3	4	2
8	H	4	3	3	4
9	I	3	4	3	2
10	J	3	3	3	3
11	K	3	3	5	3
12	L	2	1	3	2
13	M	2	3	1	2
14	N	5	5	3	5
15	O	2	4	3	3
16	P	3	1	3	1
17	Q	2	4	2	2
18	R	2	1	3	3
19	S	1	1	1	2
20	T	4	3	3	3
21	U	1	1	1	1
22	V	2	1	2	2
23	W	3	3	2	2
24	X	2	2	2	4
25	Y	1	1	2	3
26	Z	3	2	1	1
27	AA	5	5	3	4
28	AB	4	3	3	2
29	AC	2	3	3	2

30	AD	5	1	3	3
31	AE	3	4	2	3
32	AF	3	2	1	3
33	AG	1	4	1	5
34	AH	3	4	5	1
35	AI	4	1	4	3
36	AJ	1	5	2	2
	AVERAGE	2,777778	2,805556	2,694444	2,638889

Appendix 8 :

Students responses to question about "Activities"

NO	Students Code	Q1	Q2	Q3	Q4
1	A	5	5	1	5
2	B	4	2	5	5
3	C	3	3	2	2
4	D	3	4	3	3
5	E	2	5	2	5
6	F	2	4	3	2
7	G	1	3	2	3
8	H	4	1	4	5
9	I	4	4	3	4
10	J	3	3	3	3
11	K	4	2	2	1
12	L	1	3	2	3
13	M	3	3	3	4
14	N	3	1	1	3
15	O	4	3	4	3
16	P	2	2	1	3
17	Q	1	5	5	4
18	R	3	3	2	1
19	S	2	4	4	3
20	T	3	3	4	3
21	U	1	1	1	1
22	V	2	2	2	2
23	W	4	1	3	3
24	X	4	4	3	4
25	Y	3	2	1	2
26	Z	2	2	3	2
27	AA	2	1	4	3

28	AB	2	1	1	3
29	AC	2	4	3	2
30	AD	3	4	2	1
31	AE	4	1	2	3
32	AF	2	5	4	3
33	AG	3	2	4	1
34	AH	2	3	4	4
35	AI	4	5	5	5
36	AJ	1	3	3	5
	AVERAGE	**2,722222**	**2,888889**	**2,805556**	**3,027778**

Appendix 9 :

Students test

ANGKET MINAT BELAJAR SISWA DALAM PELAJARAN BAHASA INGGRIS

Nama : Ilham lekat akmal

Kelas : XI

1. Kuesioner ini terdiri dari 20 item pernyataan, isilah seluruh kuesioner ini sesuai dengan petunjuk pengisian dibawah.
2. Apa yang Anda isi tidak ada kaitannya dengan nilai Anda di sekolah, oleh karena itu isilah setiap item pertanyaan dengan sejujur-jujurnya sesuai dengan apa yang Anda alami, rasakan dan lakukan selama mempelajari bahasa inggris.
3. Pastikan Anda telah mengisi seluruh pernyataan dalam kuesioner ini.

Petunjuk Pengisian :
Berilah tanda check (✓) pada kolom dari setiap nomor pertanyaan yang paling sesuai dengan apa yang anda alami. Pengertian yang ada dalam kolom tersebut adalah sebagai berikut.
5 = Sangat Tertarik
4 = Tertarik
3 = Netral
2 = Tidak Tertarik
1 = Sangat Tidak Tertarik

NO	PERNYATAAN	SKOR				
		5	4	3	2	1
1.	I'm interested in learning English. (Saya tertarik belajar bahasa Inggris)				✓	
2.	I am interested in learning English at home. (saya tertarik belajar bahasa Inggris di rumah)			✓		
3.	I am interested in English materials and always pay attention when the teacher teaches. (saya tertarik dengan materi materi bahasa Inggris dan selalu memperhatikan saat guru mengajar)		✓			
4.	I am interested in doing English assignments given by my teacher. (saya tertarik mengerjakan tugas bahasa Inggris yang di berikan guru)				✓	
5.	I am interested in reading English book every day. (saya tertarik membaca buku setiap hari)			✓		
6.	I am interested in learning English through social media. (Saya tertarik belajar bahasa Inggris melalui media sosial)				✓	
7.	I am interested in speaking English every day. (Saya tertarik untuk berbicara bahasa inggris setiap hari)			✓		
8.	I am interested in learning English if there a race.				✓	

	(saya tertarik belajar bahasa inggris jika ada perlombaan)					
9.	I am interested in learning English if the materials which is given accordance with the desire. (saya tertarik belajar bahasa inggris jika materi yang di berikan sesuai dengan keinginan)	✓				
10.	I am interested talking with friend when the teacher explains the English materials. (saya tertarik berbicara dengan teman saat guru menjelaskan materi bahasa inggris)	✓				
11.	I am interested in material provide. (saya tertarik dengan materi materi yang di berikan)	✓				
12.	I am interested to repeat the material that gives the teacher. (saya tertarik mengulang materi yang diberikan guru)				✓	
13.	I am interested in learning English although it is difficult to understand. (saya tertarik belajar bahasa inggris walaupun sulit dipahami)	✓				
14.	I am interested with the teachers learning style. (saya tertarik dengan gaya belajar guru bahasa inggris)	✓				
15.	I am interested in learning English even if the teacher is not present in the class. (saya tertarik belajar bahasa inggris walaupun guru tidak hadir dalam kelas)				✓	
16.	I am interested in learning English when there is free time. (saya tertarik belajar bahasa inggris ketika ada waktu luang)				✓	
17.	I am interested if the teacher use method of singing to improve speak English. (saya tertarik jika guru menggunakan metode bernyanyi untuk meningkatkan kemampuan berbicara bahasa inggris)	✓				
18.	I am interested if the tecaher playing the game in learning English. (saya tertarik jika guru menggunakan games di pelajaran bahasa inggris)	✓				
19.	I am interested in learning English make the group. (saya tertarik belajar bahasa inggris dengan cara kerja kelompok)					✓
20.	I am interested in learning English with watching movie. (saya tertarik belajar bahasa inggris dengan menonton film)	✓				

ANGKET MINAT BELAJAR SISWA DALAM PELAJARAN BAHASA INGGRIS

Nama : Mey Saraswita

Kelas : XI

1. Kuesioner ini terdiri dari 20 item pernyataan, isilah seluruh kuesioner ini sesuai dengan petunjuk pengisian dibawah.
2. Apa yang Anda isi tidak ada kaitannya dengan nilai Anda di sekolah, oleh karena itu isilah setiap item pertanyaan dengan sejujur-jujurnya sesuai dengan apa yang Anda alami, rasakan dan lakukan selama mempelajari bahasa inggris.
3. Pastikan Anda telah mengisi seluruh pernyataan dalam kuesioner ini.

Petunjuk Pengisian :

Berilah tanda check (✓) pada kolom dari setiap nomor pertanyaan yang paling sesuai dengan apa yang anda alami. Pengertian yang ada dalam kolom tersebut adalah sebagai berikut.

5 = Sangat Tertarik
4 = Tertarik
3 = Netral
2 = Tidak Tertarik
1 = Sangat Tidak Tertarik

NO	PERNYATAAN	SKOR				
		5	4	3	2	1
1.	I'm interested in learning English. (Saya tertarik belajar bahasa Inggris)			✓		
2.	I am interested in learning English at home. (saya tertarik belajar bahasa Inggris di rumah)				✓	
3.	I am interested in English materials and always pay attention when the teacher teaches. (saya tertarik dengan materi materi bahasa Inggris dan selalu memperhatikan saat guru mengajar)				✓	
4.	I am interested in doing English assignments given by my teacher. (saya tertarik mengerjakan tugas bahasa Inggris yang di berikan guru)				✓	
5.	I am interested in reading English book every day. (saya tertarik membaca buku setiap hari)					✓
6.	I am interested in learning English through social media. (Saya tertarik belajar bahasa Inggris melalui media sosial)			✓		
7.	I am interested in speaking English every day. (Saya tertarik untuk berbicara bahasa inggris setiap hari)					✓
8.	I am interested in learning English if there a race.				✓	

No	Statement				
9	I am interested in learning English if the materials which is given accordance with the desire (saya tertarik belajar bahasa inggris jika materi yang di berikan sesuai dengan keinginan)				✓	
10	I am interested talking with friend when the teacher explains the English materials. (saya tertarik berbicara dengan teman saat guru menjelaskan materi bahasa inggris)					✓
11	I am interested in material provide. (saya tertarik dengan materi materi yang di berikan)		✓			
12	I am interested to repeat the material that gives the teacher. (saya tertarik mengulang materi yang diberikan guru)				✓	
13	I am interested in learning English although it is difficult to understand. (saya tertarik belajar bahasa inggris walaupun sulit dipahami)				✓	
14	I am interested with the teachers learning style. (saya tertarik dengan gaya belajar guru bahasa inggris)					✓
15	I am interested in learning English even if the teacher is not present in the class. (saya tertarik belajar bahasa inggris walaupun guru tidak hadir dalam kelas)				✓	
16	I am interested in learning English when there is free time. (saya tertarik belajar bahasa inggris ketika ada waktu luang)				✓	
17	I am interested if the teacher use method of singing to improve speak English. (saya tertarik jika guru menggunakan metode bernyanyi untuk meningkatkan kemampuan berbicara bahasa inggris)				✓	
18	I am interested if the tecaher playing the game in learning English (saya tertarik jika guru menggunakan games di pelajaran bahasa inggris)				✓	
19	I am interested in learning English make the group. (saya tertarik belajar bahasa inggris dengan cara kerja kelompok)				✓	
20	I am interested in learning English with watching movie. (saya tertarik belajar bahasa inggris dengan menonton film)				✓	

Appendix 10 :

Research Completion Statement

PEMERINTAH PROVINSI JAMBI
SMA NEGERI 2 MUARO JAMBI

Jl. Pertamina No. 27 RT. 13 Kel. Sengeti Kec. Sekernan Kab. Muaro Jambi email: sma2muarojambi@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/618/SMAN2-MJ/XII/2024

Dasar : Surat dari Unversitas Batanghari fakultas Keguruan dan ilmu Pendidikan :
165/UBR-01/B/2024 tanggal 16 Desember 2024. Tentang Permohonan Izin Penelitian.

Yang bertanda tangan di bawah ini. Kepala SMA Negeri 2 Muaro Jambi, menerangkan bahwa :

Nama	: ALFIODHEA NAZIRA
N I M	: 200888203016
Program Studi	: Pendidikan Bahasa inggris
Jurusan	: Pendidikan Bahasa inggris
Judul	: "AN ANALYSIS OF ENGLISH LANGUAGE LEARNING INTEREST AT ELEVENTH GRADE STUDENTS OF SMAN 2 MUARO JAMBI "

Bahwa nama tersebut di atas telah melaksanakan riset/penelitian di SMA Negeri 2 Muaro Jambi pada tanggal 16 Desember s.d 18 Desember 2024, untuk penyusunan Skripsi dengan judul " AN ANALYSIS OF ENGLISH LANGUAGE LEARNING INTEREST AT ELEVENTH GRADE STUDENTS OF SMAN 2 MUARO JAMBI "

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Sengeti, 18 Desember 2024
Kepala Sekolah,

Suryadi, S.Pd.
NIP. 198207022009021004

Appendix 11 :

Documentations