

**FACTORS INFLUENCING STUDENTS' INTEREST IN
LEARNING ENGLISH AT THE FIRST YEAR
STUDENTS OF SMUN 3 RUMBAI**



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1432 H/2011 M**

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A Thesis

Submitted to Fulfill One of the Requirements
For undergraduate Degree in English Education
(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled “*Factors Influencing Students’ Interest in learning English at the First Year Students of SMUN 3 Rumbai* “, that is written by Atia Rahmah, NIM.10414024350 is accepted and agreed to be examined in the meeting of final Examination Team of Undergraduate Degree at the Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

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EXAMINER APPROVAL

The thesis entitled “*Factors Influencing Students’ Interest In Learning English at the First Year Students of SMUN 3 Rumbai*”, is written By Atia Rahmah, NIM. 10414024350. It has been approved and examined by the examination committee of undergraduate degree on 12, July 2011 M/ at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

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ABSTRACT

The title is **“Factors Influencing Students’ Interest in Learning English at The First Year SMUN 3 Rumbai”**. This research investigated two major research problems, namely:

1. What are the factor influencing students’ interest in learning English?
2. What are the dominant factor that influence students’ interest in learning English?

From the preliminary research, the writer got symptoms that some of the students do not pay attention on the lessons, have low motivation in learning English, the students have no desire learning English, and are lazy in learning English. So that their interest decrease.

The subject of this research was the first year students of SMUN 3 Rumbai, and the object was this research was the factors that influence students’ interest in learning English. The population and sample of this research were all first year students of SMUN 3 Rumbai. They consisted of eight classes. The total were number of the population was 56 students. The technique used in collecting data was questionnaire. To analyze the data, the writer used the formula:

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

Based on the data analysis, it can be seen that the factor that influence of students’ interest is categorized into middle (70.60%). There are some factors that influence students’ interest in learning English. They are: internal factors (come from the students themselves such as physical condition, intelligence, attainting and readiness) and external factors such us family teacher, school and peer. The dominant factors that influence students interest is school factors.

ABSTRAK

Judul penelitian ini adalah “**Factor yang Mempengaruhi Minat Belajar Siswa SMUN 3 Rumbai Pekanbaru**”. Penelitian ini menginvestigasikan dua masalah penelitian, yaitu:

1. Apa saja faktor yang mempengaruhi minat belajar bahasa Inggris siswa?
2. Apa faktor dominan yang mempengaruhi minat belajar bahasa Inggris siswa?

Berdasarkan penelitian awal, penulis menemukan gejala bahwa kurangnya minat belajar siswa SMUN 3 Rumbai dalam pelajaran bahasa Inggris, sehingga mereka malas untuk belajar, kurangnya perhatian mereka di dalam pelajaran.

Subject dari penelitian ini adalah siswa kelas satu SMUN 3 Rumbai dan objeknya adalah faktor yang mempengaruhi minat belajar bahasa Inggris siswa. Populasi dan sample penelitian ini adalah kelas satu SMUN 3 Rumbai yang terdiri dari delapan kelas yang berjumlah 251 siswa. Penulis hanya mengambil 25% dari jumlah populasi mereka yang berjumlah 56 siswa. Teknik yang digunakan adalah total sampling.

Untuk pengumpulan data peneliti menggunakan kuesioner sebagai instrument. Untuk menganalisa data, penulis menggunakan rumus sebagai berikut:

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

Dari analisis data, dapat disimpulkan bahwa faktor yang mempengaruhi minat belajar siswa dalam pelajaran bahasa Inggris adalah dikategorikan dalam middle. Yang dapat dilihat dari hasil analisa datanya yaitu (70.60%). Faktor yang mempengaruhi minat belajar siswa yaitu faktor internal (faktor yang dipengaruhi dari dalam diri siswa seperti kondisi kesehatan, inteligensi, perhatian dan kesiapan. Sedangkan faktor eksternal seperti keluarga, sekolah, guru dan teman. Faktor dominan yang mempengaruhi minat belajar bahasa Inggris siswa yaitu faktor sekolah.

:

المتوسطة العليا الحكومية 3 " . يقوم هذا البحث باستشارة المشكلتين هما:

1. ما العوامل التي تؤثر رغبة الطلبة في دراسة اللغة الإنجليزية؟
2. ما العوامل المركزة التي تؤثر الطلبة في دراسة اللغة الإنجليزية؟

على الدراسة الأولية، رأى الباحث عدة أعراض منها:
اللغة الإنجليزية بالمدرسة المتوسطة العليا الحكومية 3 رومباي باكنبارو حتى يكون الطلبة كسالى في التعلم وقلة اهتمامهم عند التعليم.

الموضوع في هذا البحث طلبة الصف الأول بالمدرسة المتوسطة العليا الحكومية 3 رومباي باكنبارو بينما الهدف في هذا البحث العوامل التي تؤثر رغبة الطلبة في الدراسة. وكانت الأفراد و العينات في هذا البحث طلبة الصف الأول بالمدرسة المتوسطة العليا الحكومية 3 رومباي باكنبارو ويأتون من ثمانية فصول نحو 251 .
25 56 طالبا باستخدام عينة جمعية.

استخدم الباحث في جمع البيانات الاستبيان، و في تحليلها استخدمت الباحث الصيغة الآتية:

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

مبنيًا على نتائج تحليل البيانات أن العوامل التي تؤثر رغبة الطلبة في دراسة اللغة الإنجليزية على المستوى المتوسطة وهي واضحة من تحليل البيانات الآتية (70.60). وكانت العوامل التي تؤثر رغبتهم في التعلم هي العوامل الداخلية (طلبة مثل الصحة، المهارة، الاهتمام و الاستعداد بينما العوامل الخارجية منها الأسرة، المدرسة، المدرسون و زملاءهم. التي تؤثر رغبة الطلبة في دراسة اللغة الإنجليزية هي المدرسة.

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CHAPTER I

INTRODUCTION

A. The Background

English is one of international languages. It becomes a tool of communication among national all over the world. By using English, people can exchange information and read the books and reference that are mostly written in English because they are important for them, like students to enrich their knowledge and vocabulary even though in communication in English speaking.

In Indonesia, English is the first foreign language taught beginning from elementary school until college. Even in junior high school, it become one of the important subject.

The students who learn English as a foreign language should be provided with four language skills. According to Brown (1994:297) says that there are four language skills, namely: listening, reading speaking and writing. Besides skills, they also learn language English language component as grammar especially tenses, pronunciation vocabulary and so on. The students are expected to master both of language skill and their components in learning English.

Learning English as a foreign language is a complex process. The students have to know to learn well. Therefore, in teaching and learning English as a foreign language in senior high school, it is very important for teacher to give

their best effort to develop their English. But the fact shows that many students failed in this subject, not to neglect that there were also some students which passed in this subject in the Final Examination though with very limited value. It shows that the teaching and learning activity especially of English has failed.

The success of teaching and learning English activity is influenced by many factors. The factors may occur before or during the process of the activity. Some factors come from the students' surroundings, some others are from the students themselves such as motivation, interest and etc.

Interest is very important in language learning or gaining the objectives of learning. Interest in learning English become a key factor to successful conversational ability among the students and which much influence them in learning English.

As a Meriam Webster's Collegiate Dictionary (1993:610) wrote in this book "interest" is a feeling that cause special attention to an object. In other words, interest is the emotional condition of the students, it must not be ignored. Emotion, in all conditions, psychologically has such a profound effect on the success or failure of a language study.

Developing the students' interest is not an easy effort. It is suggested that developing students' interest can effect their motivation. Because, interest is source of motivation. In other words, interest as a power for the students in learning process.

"An interest has been explained as something with the child identifies his personal being. Interest are source of motivation

which drive people to do when they are free to choose, when they see that something will benefit them, they become interest in it. This in turn, leads to satisfaction wanes, so does interest. But, even though many students a few or less of them have studied about interest.” (Elizabeth B. Hurlock, 1978:420).

In addition, Tim Penulis Depdikbud (1980) formulates a boundary of interest and its importance in teaching learning process. They said that interest influences the process of learning result, when a person is not interested in learning something, the result cannot be expected to be well successful. It is assumed that the student with great interest in learning English will be more successful, and the result will be maximal than the student with little or no interest at all.

Interest in student learning is influenced by several factors, among others: the internal and external factors. The internal factor is the factor that comes from the learners themselves, for example: tired, sick act. While external factors are factors from outside the learners themselves, for example: classroom full of conditions: boring of learning strategies, lack of learning resources such as books about the package, and others.

Based on the explanation above, the writer interest to write about students interest especially in learning English. The writer found many problems such as many students have a little or even less interest in learning English, they are not giving notice on the lessons, and there are some other students lazy and bored to learn English.

From the writer’s preliminary study, the writer find the phenomena as follows:

1. Some of the students are not pay attention on the lessons
2. Some of the students dislike learning English
3. Some of the students have no desire learning English
4. Some of the students are lazy in learning English
5. Some of the students look bored during teaching and learning process

In this paper, the writer would like to observe about the factors influencing students' interest in learning English. Based on the background and the phenomena the writer would to conduct a research with entitled **“FACTORS INFLUENCING STUDENTS' INTEREST IN LEARNING ENGLISH AT THE FIRST YEAR STUDENTS OF SMUN 3 RUMBAI “**

B. Problems

Based on the background on the problems the students focus on the factors influencing students' interest in learning English.

C. Identification of the Problems

1. Some of the students not pay attention on the lessons
2. Some of the students dislike learning English
3. Some of the students have no desire in learning English
4. Some of the students are lazy in learning English
5. Some of the students look bored during teaching and learning process

D. Limitation of the Problems

In this research the writer would like to limit the problems on the factors influencing students' interest in learning English

E. Formulation of the Problems

Based on the background and the limitation of the study explained above, the writer determines that the problem in the following question

1. What are the factors influencing students' interest in learning English?
2. What are the dominant factors that influence the students' interest in leaning English?

F. The Reason of the Choosing Title

1. The writer wants to know what the factors influence students interest in learning English.
2. This research is relevant to the writer's status as a student of English Education Department.
3. As far as the writer in concerned, the problem has never been investigated yet.

G. The Objective of the Research

The general objective of this research is to find out the factors influencing students' interest in learning English.

H. The Need of the Research

1. To provide some information about the factors influencing students interest in learning English.
2. This research, it can be used to help the teacher to understand the importance of interest teaching learning activity.
3. To enlarge the writer's knowledge in research activity.

I. The Definition of the Term

1. Factor, it refers to any physical or abstract item that give influence to someone or something.
2. Interest means that emotional of individual, which create a certain desire in individual to know about something. Dealing with Hornby (1995:65) statement of desire to learn or to know about somebody or something, curiosity, concern feels have showed and express.
3. Learning English in this skripsi means that the term of learning English is defined specially as a teaching and learning activities in classes which is involves students who learn and teachers who teach them English as the subject. Dealing with Merriam Webster's (1993:663) state that learning is the act or experience of one that learns.

CHAPTER II

THEORITICAL FRAMEWORK

A. The Concept of Learning

Learning become a important source for the leaner. Because, it is a process that done by the learner to get knowledge, especially in learning English. Moreover, learning is needed very much for people to increase their live become well in the future.

Douglas (2000:7) says that learning is acquiring or getting knowledge of a subject or skill by study, experience or instruction. Besides, learning is the process by which behavior it is originated or changed through practice or training.

Elizabeth (1978:28) State that learning comes from practice or the mere repetition of an act. This, in time, bring about a change in the persons behavior. It means learning in the existence of training individuals' change behavior. This behavioral change can be a result of direct and indirect experience. It can be through such means as reading, observing, or doing. (Altman et al, 1985: 110).

B. The Concept of Interest

Interest is one of the internal factors in learning activity. Interest is the desire of somebody toward something as influence of environment where or

they live. But, before discussing the importance of interest. Here, some of the definition of interest according to several experts, some of them are.

Students' interest can be seen on what the individual like to do, see, hear and read. Because, the individual gains certain satisfaction or pleasure from the activity that is done. But, individual's interest can also decrease when he cannot gain satisfaction or pleasure from what she or he does.

Winkel (1983: 83) states that interest is a stable trend in subject, interest is certain case, and pleasant to involve in that case. He adds the positive judging would build the sense of the satisfactory, happy and sympathy while negative feeling build the sense of lazy, unpleasant, hateful and afraid.

Moreover, Alisuf Sabri (1998) says that interest is a tendency toward something to be frequently notified and recalled gaudily. Interest is closely relative to feeling, mainly a pleasure. Therefore, interest would be happening because of pleasure toward something.

Hillard in Slameto (1998:57) interest is presenting tendency to pay attention to and enjoy some activities or content. Besides, interest related with motivation and curiosity, because interest is source of motivation, which drive people to do what they want to do.

As Keller (1984) Connected interest to motivation and asserted that interest is a positive response to stimuli based on existing cognitive structures (background knowledge) in such as a way that the learner's curiosity is aroused and sustained. Keller concluded that interest is one of the main elements of motivation in L2 learning.
<http://nflrc.hawaii.edu/RFL/October2006/brantmeier/brantmeier.html>

Based of the definition above, we can know that interest is the important aspect to get success learning English and it can influence of someone when they want to do something. Without having interest, someone will have no any willingness to do everything.

1. Component of Interest

Interest can be divided into two. They are

- a. Expressed interest: someone can express his or her interest through certain words. For example, they can said that “I like learning English very much” etc.
- b. Manifested interest: someone can manifest his or her interest through certain activities. For example someone interest in learning English , she or he do exercise from teacher, active in learning English and they will buy English book or note book. (Dewa Ketut Sukardi, 1989:63).

2. The Important of Interest

“At all ages, interest play an important role in a person’s life and have great impact on the person behavior and attitude.

Throughout the childhood years, interest provides a strong motivation to learn. Who are interested in an activity. Whether it is play or work will put forth more effort to learn than will children who are less interested or bored, if learning experiences are to tap children full resources. They must be timed to coincide with their interest. This is the “teachable moment”. The time when children are ready to learn because they are interested in what learning will bring them in personal advantages and satisfaction. Interest adds enjoyment to any activity the individual engages in if children are interested in an activity the experience will be more enjoyable to them than if they are bored.”(Elizabeth.B.Hurlock, 1978:420).

In addition, An interest in learning is a obligation which goes with you to class and accompanies you during each study assignment, thereby, enabling you to succeed in the study activity. Like wise, interest in basic to your life’s

work if you to reach your anticipated goal or goals. Interest in your work, in you study or in your recreation projects is necessary for genuine success in the out come. (Lester dan Alice Crow dalam The Liang Gie, 1995:129)

It is clearly, that interest is necessary in life, especially for people who are still in the age of school. Without interest the students will lack motivation to learn.

3. The Indicators of Someone's Interest

In essential English dictionary (1995:500) state that someone can be categorized has an activity if:

- a. Encouraging knowing something interesting deeply, doing that activity.
- b. Doing the activity with pleasure and will prepare much time for that activity.
- c. Having high attention and curiosity toward the activity.
- d. Having fun in doing aactivity

4. Factors that Influence of Interest

Interest will arise if there are some factors influence it. Interest can divided into two sections, they are internal and external factors. (Slameto (1991:54).

a. Internal factors

Internal factors came from the students itself, including physical and non physical aspect that play an important role of success in learning.

1). Health factors

Its mean that the condition of students figures and their sense. The condition of physical such as the students' health the give much influence to the students in learning activity. Because, if the students get the problems in their health such

as sick or they are not able to see, hear, they will be lazy to learn. Therefore, the students should have physical fit and they have the energy needed to focus on learning.

As Elizabeth b. Hurlock: 208: 1978 says that Good health encourage the dominance of the pleasant emotion, while poor health encourage the dominance of unpleasant emotion. In other words, An emotional health students ca express feelings and has some measure of control over their reaction.

2). Psychological factors

There is several factors psychology that influence students' interest in learning English. Such as, attention, readiness, intelligence.

(1). Attention

Attention plays an important role in learning process. It also very important factor which influence on learning. Attention is act on state of attending especially through applying the mind to an object of sense of thought. (Meriam Webster, 1993: 74). In other words. Attention is an act or process of focusing on one or more information in learning process.

The role of attention in learning is creating an environment in which students can clearly understand a concept, and teachers are active in making sure the students are processing that information. Attention is part of focus, concentration, a component of intelligence.(James's, 1977)

Besides, The purpose of attention in learning is attention play an important role to get students to clearly understand a concept and to keep their

students minds to keep processing. Attention play such as an important role in the way we pay attention to certain things and selecting from those possibilities what we will process.” (Anderson, 246)

Therefore, in order to the students interest in learning the teacher should make the students could stay on task and pay attention. Making a lesson is clearly and making the students curious and critically think about what they are learning.

In addition, the students does not pay attention towards how to learn , skill or experience, they cannot learn easily but if the students pays attention the result can be well.

(2). Readiness

Readiness is prepared to respond or act. (Suryabrata 1984:251). It means that the student should have prepared in learning process. The students cannot acquire interest before they are physically and mentally ready to do so.

According to Elizabeth E. Hurlock (1978:29) state that if children are not ready to learn, teaching may be a waste of time and effort. It may lead to resistant behavior which militates against successful learning, such as learning of bad habits or not wanting to learn. If on the other hand, children are maturationally ready to learn but are not permitted or encouraged to do so, they must lose interest.

It is clear that readiness is needed in learning process.

(3). Intelligence

Longman Dictionary of Contemporary English, (2006) State That Intelligence is the ability to learn, understand, and think about things

Intelligence is the ability to learn or understand or to deal with new or trying situation. (Merriam Webster's, 1993:608). In other words, intelligence here means that students ability to receive the lesson in teaching and learning process.

<http://www.blurtit.com/534505.html> According to Alfred Binet, a France psychologist says that intelligence is ability to think well, understand well and to reason well. In other word, intelligence describe as the capacity to learn and utilize appropriately what one has learned.

Besides, it is also important to continuance that stimulates the intellectual curiosity for the students. It is important for the students to get something discovery or surprise.

Based on definition above, it show that intelligence involves extensive capabilities, not only on the ability to understand, solve the problem, but including the ability to manage their behavior and ability to learn from his/her experience. Because of the high and low intelligence that determines the success of their students have to achieve the learning achievement.

b. External factors

External factors is caused by any number of outside factors, it might also be include as the environmental factors.

1. The Family Factors

The family is the first and also the most important factors that

students acquire knowledge. Family is the first place and is special for children in putting down their education. (Chili, 1994:182).

The students' interest in learning English can be influenced by family environment. According to Slameto (2003:60-64) the family factors consist of; The way of parents educate their children will affect the way children learn and think, the relationship of parent with their children, the atmosphere of the house and the family's socioeconomic status.

In addition, parent is the first place for children to ask their need to by their facilitates in learning. In other words if the parent give the children stimulus or support in learning English, the students will have interest in learning English. Soekanto (1990:23) describes that parents or family refers to the first place of children learning process.

2. The School Factors

a. Teacher

Teacher play an important role in teaching and learning English. Teacher as an educator, guide, facilitator and so on, has responsibility to improve students' interest because interest is the main important component in life generally and in education and teaching specially. (Wayan Nurkancana:1983:230).

Dominikus Catur Raharja (2007:7) says that Teacher is a creator of learning process. Teacher is people who will develop the free atmosphere for the students to examine what her/his interested, exxpress idea and her/his activity witgin the limits of norms consistenly upheld.

Teaching methodology can influence of students' interest in learning English. Therefore, the teacher should be use variation method in teaching process. Because, if the teacher do not use variety in teaching process like monotonous, it can make the students bored, lazy and sleepy. According to Syafi'I, (1996:54) says that making variation in teaching is one of the ways to avoid students' boredom.

Besides, the material should be interest students to learn and should lead them to be independent/autonomous learners. Such as material must provide various learning activities that are fun and enjoyable for students. And teaching English as foreign language must be based on the learners' appropriate proficiency level. (Kalayo Hasibuan, 2006:6-7). And the relationship between teachers and students also affect students' interest in learning.

b. Facility in Teaching and Learning English

Facility in learning process play role important in students' interest to learn. According to Sardiman (2001: 6) says that the facility is to be able to facilitate in teaching and learning and launch the results achieved. In other word, learning facilities is something that is used to help and make it easier for teachers and students in teaching and learning activities.

Teaching and learning facilities are the facilities and infrastructure required for teaching and learning process to achieve those objectives in general and in particular, including school buildings, classrooms, libraries, teaching media., And the laboratory.

Learning facilities are factors that can influence the learning interest of students (Aunurrahman, 2009: 195). It can make easier for teacher and students to obtain information and learning resources. This can encourage the students' interest to learn.

3. Peer Factor

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

Besides, <http://www.cdtl.nus.edu.sg/success/sl37.htm> Research shows that peer learning activities typically result in:

- a. the team spirit and build relationships that support more
- b. greater psychological well-being, social competence, communication skills and self-esteem
- c. higher achievement and greater productivity in terms of improved learning outcomes.

According to Kaith J. Topping says that Peer learning can be defined as the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions.

Based on the definition above, it can said that interest is something that cause an individual to give attention in their daily activity and also the

	<p>b. The School Factors</p> <p>1). Teacher</p> <p>2). Facility in Teaching and Learning Process</p> <p>c. Peer factors</p>	<p>3. The family's socioeconomic status.</p> <p>4. The family support for their children.</p> <p>5. Parent pay attention to education of their children at home.</p> <p>6. The atmosphere at home</p> <p>1. The teacher's methodology in teaching process. Teacher should be able to use variation methods in teaching process.</p> <p>2. Teaching materials.</p> <p>3. Relationship between teacher and students.</p> <p>1. Book</p> <p>2. Blackboard</p> <p>3. Laboratory</p> <p>4. Library. act</p> <p>1. As motivation for the students' to learn</p> <p>2. To be active in learning English</p>
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C. Interest in Learning English

Interest is a positive factor in learning English. It is important for teacher and students in teaching and learning English. It means that without interest to learn, speaking, reading, writing and listening of the students, the learning activity cannot be done in a proper way. Furthermore, the importance of

interest in learning activity can help developing students motivation and to encourage students to do the activities necessary during learning process.

In teaching and learning process, interest is important for the teacher to give great attention to development of the students interest because, this is the key of success of English learning.

In the school education, teacher should pay more attention to train and maintain the students interest in learning English. Therefore, interest should be aroused. By arousing interest in lessons can improve the way of thinking, the way of studying so that the lesson can be mastered. Motivation is closely related to the arousing in learning, and it is development is a basic of learning activity. Teacher should encourage the students so that stimuli can bring satisfaction and pleasure.

D. The Operational Concept

The operational concept is used to give the limitation to the theoretical frame work in order to avoid misunderstanding and misinterpretation in this research. So it has to be defined in a clear statement to obtain the needed data.

It can be seen in the following indicators, namely:

Internal factors

1. Physical Factors

- a. The students tired when studying English
- b. The students are not be able to see the blackboard in teaching and learning process

- c. The Students may have difficulty in seeing printed word in books
 - d. The Students cannot hear when the teacher explain the English subject
2. Psychological Factors
- a. Attention
 - 1). The Students do not concentration during classroom interaction
 - 2). The Students cannot pay attention in teaching and learning English
 - 3). The Students do not focus on learning English
 - b. Readiness
 - 1). The Students prepared the next lesson before class
 - 2). The Students are scare answer the question from teacher
 - 3). The Students feel anxiety in using the English in the classroom
 - c. Intelligence
 - 1). The Students are difficulty of subject material if the teacher explain
 - 2). The Students are difficult to understand the text from English teacher
 - 3). The Students do not able to get the meaning when teacher speak English
 - 4). The Students do not understand about the lesson

External Factors

- 1. Family Factors
 - a. The Students' family help me if the have about the problems in learning English

b. The Students' Family give full support for their children in learning English

c. The Students' family provide their children English book, dictionary to learn English

2. School Factors

a. Teacher

1). In English class their English teacher talked with us in simple English

2). The Students like their English teacher character - lovely and active

3). The Students' teacher introduce the topics in an interesting manner

4). The Students' English teacher makes me happy and relaxed

5). The Students like English subject because the teacher using variation method in teaching and learning English

6). The Students interest to learn English because the teacher using media in teaching English

7). The Students do the task given by teacher

8). The Students' teacher give clearly explanation

9). The Students' teacher create the various activities to avoid boredom in learning English

b. Facilitate

1). The Students borrow English book in the library

2). When the listening English study The Students go to laboratory

c. Peer Factors

1). The Students discuss with friends about English lesson

2). The Students like the practice English with friend

3). The Students ask for my friends about English lesson

E. The Relevant Research

The title is students interest in learning English at the second year of madrasah Tsanawiyah al-MuttaqinPekanbaru written by Nina Dewi Rahayu (2009). In her research he focused on the students interest in learning English . in research finding he found that there are two factors that influence the students' interest in learning English they are internal and external factors.

The title is the students' interest in learning English foreign language (English, Arabic and Mandarin)at the second year of language program MAN 1 Pekanbaru written by Sri Rahmadani (2009). In research finding she conclusion that the factors that influence students' interest are come from the external factors.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research is designed in form of descriptive research. It is kind of research method that involves the collection of data for the purpose of describing existing condition. Sudjana and Ibrahim (Tahrin, 2000:56; in Syafi'i, 2007:173) state that descriptive study is and an investigation, which tries to describe the existing condition, phenomena, events and so fort. The research will be out at SMU N 3 Rumbai Pekanbaru. This research is descriptive study. It has one variable that is interpret and describe the data of the factor influencing students' interest in learning English.

B. The location of the Research

The research was conducted at the SMU N 3 Rumbai located at Yos Sudarso street No. 100 A Rumbai.

C. Subject and the Object of the Research

1. The Subject

The subject of the research is the first year students of SMU N 3 Rumbai Pekanbaru

2. The Object

The object in this research is the factors that influencing students interest in learning English.

D. The Population and Sample of the Research

The population of this research is the first year students of SMUN 3 Rumbai Pekanbaru. They are 275 students in eight classes. Because the number of population relatively big, the writer takes only 20% from each class, It means only 56 students to sample of this research. As Suharsimi Arikunto (2006:134) point out that “ if the population is more than 100 respondent or more, we can take 20% or more than it.” the specification of the population can be seen on the table bellow:

TABLE. II
POPULATION AND SAMPLNG

No	Class	Population			Sample
		Female	Male	Total	
1.	IX.1	24	12	36	7
2.	IX.2	20	15	35	7
3.	IX.3	23	12	35	7
4.	IX.4	21	15	36	7
5.	IX.5	19	14	33	7
6.	IX.6	19	15	34	7
7.	IX.7	21	14	35	7
8.	IX.8	21	14	35	7
Total				279	56

E. The Data Collection

To collect data that involve on this research, the writer applies technique questionnaire.

1. Questionnaire

The questionnaire containing several item of question to answer. This question contents some about question the respondents dealing with the factor influencing students' interest in learning English. The questionnaire deal with respondents' options in responding to the following option:

- a. Always
- b. Sometimes
- c. Seldom
- d. Never

F. The Data Analysis Technique

The research uses description of qualitative which it has goal to analysis the factors that influence students' interest in learning English. Therefore, all data will be analyzed to know the alternative percentage of qualitative is made systematically with formula as follows:

$$P = F/N \times 100\%$$

Notation:

P = the Percentage

F = the Frequently

N = Number of Respondents (Sudjiono , 2006:43)

Then, to measure the factors influencing students' interest in learning English the writer gives criteria as follow:

80% - 100% is High

50% - 79% is Middle

0% - 49% is Low

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

1. Description of the Research Instrument

On this chapter, the writer will be present the result of the research.

The presented data were obtained through questionnaire. They are about the factors influencing students' interest in learning English at the first years students SMUN 3 Rumbai.

Questionnaire was the main instrument because it was considered to represent all the data needed. The interview was done to support the main data collection in this research.

2. The Factors that Influence Students Interest in Learning English

The questionnaire given to the students were obtained by using 33 questions that related to the factors influence the students' interest in learning English. It is used to find out the factors that influence the students' interest in learning English. All of the students (56 students) who were given the questionnaire had to return it to the writer. The question can be seen from the questionnaires' items number 1- 31. The data are personated on the tables one by one are follows:

Table IV.1
The Students tired when studying English

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	4	7,14%
B	Sometimes	20	35,71%
C	Seldom	12	21,42%
D	Never	20	35,71%

From the table above, we can see that 4 (7,14%) of respondents were always tired when studying English, 20 (35,71 %) of respondents were sometimes tired when studying English. Meanwhile, 12 (21,42%) of respondents were seldom tired when studying English, and 20 (35,71%) of respondents were never tired when studying English.

Table IV.2
The Students are able to see the blackboard in teaching and learning process

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	27	48,21%
B	Sometimes	15	26,78%
C	Seldom	11	19,64%
D	Never	3	5,35%

From the table above, we can see that 27 (48,21%) of respondents were always able to see the blackboard in teaching and learning process, 15 (26,78 %) of respondents were sometimes able to see the blackboard in teaching and learning process. Meanwhile, 11 (19,64%) of respondents were seldom able to see the blackboard in teaching and learning process. and 3 (5,35%) of respondents were never able to see the blackboard in teaching and learning process.

Table IV.3
The Students may have difficulty in seeing printed word in books

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	2	3,57%
B	Sometimes	22	39,28%
C	Seldom	21	37,5%
D	Never	11	19,64%

From the table above, there are were 2 (3,57%) students who answered always, 22 (39,28%) students who answered sometimes, 21 (37,5%) students who answered seldom, and 11 (19,64%) answered never. The conclusion is that the majority of the students are sometimes difficult in seeing printed words in books.

Table IV.4
The Students can hear when the teacher explain the English subject

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	22	39,28%
B	Sometimes	13	23,21%
C	Seldom	21	37,5%
D	Never	0	0%

From the table above, there were 22 (39,28%) students who answered always, 13 (23,21%) students who answered sometimes, 21 (37,5%) students who answered seldom, and 22 (39,28%) who answered never. The conclusion is that the majority of the students can hear when the teacher explains the English subject.

Table IV.5**The Students concentration during classroom interaction**

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	15	26,78%
B	Sometimes	25	44,64%
C	Seldom	14	25%
D	Never	2	3,57%

From the table above, there were 15 (26,78%) students who answered always, 15 (26,78%) students who answered sometimes, 16 (28,57%) students who answered seldom, and 2 (3,57%) who answered never. The conclusion is that the majority of the students always concentrate during classroom interaction.

Table IV.6**The Students pay attention in teaching and learning English**

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	18	32,14%
B	Sometimes	15	26,78%
C	Seldom	22	39,28%
D	Never	1	1,78%

From the table above, there were 18 (32,14%) students who answered always, 15 (26,78%) students who answered sometimes, 22 (39,28%) students who answered seldom, and 1 (1,78%) who answered never. The conclusion is that the majority of the students pay attention in teaching and learning English.

Table IV.7
The Students focus on learning English

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	24	42,85%
B	Sometimes	15	26,78%
C	Seldom	16	28,57%
D	Never	1	1,78%

From the table above, there were 24 (42,85%) students who answered always, 15 (26,78%) students who answered sometimes, 16 (28,57%) students who answered seldom, and 1 (1,78%) who answered never. The conclusion is that the majority of the students always focus on learning English.

Table IV.8
The Students prepared the next lesson before class

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	28	50%
B	Sometimes	23	41,07%
C	Seldom	1	1,78%
D	Never	4	7,14%

From the table above, seen that 28 (50%) students who answered always, 23 (41,07%) students who answered sometimes, 1 (1,78%) students who answered seldom, and 4 (7,14%) who answered never. The conclusion is that the majority of the students sometimes prepared the next lesson before class.

Table IV.9
The Students are scare answer the question from teacher

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	2	3,57%
B	Sometimes	22	39,28%
C	Seldom	14	25%
D	Never	18	32,14%

From the table above, seen that 2 (3,57%) students who answered always, 22 (39,28%) students who answered sometimes, 14 (25%) students who answered seldom, and 18 (32,14%) who answered never. The conclusion is that the majority of the students are sometimes scare answering the questions from the teacher

Table IV.10
The Students feel anxiety in using the English in the classroom

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	0	0%
B	Sometimes	29	51,78%
C	Seldom	23	41,07%
D	Never	4	7,14%

From the table above, there was no (0%) respondents chose always, 29 (51,78%) students who answered sometimes, 23 (41,07%) students who answered seldom and 4 (7,14%) who answered never. The conclusion is that the majority of the students sometimes feel anxiety in using English in the classroom.

Table IV.11
The Students are difficulty of subject material if the teacher explain

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	2	3,57%
B	Sometimes	37	66,07%
C	Seldom	9	16,07%
D	Never	8	14,28%

From the table above, there were 2 (3,57%) students who answered always, 37 (66,07%) students who answered sometimes, 9 (16,07%) students who answered seldom and 8 (14,28%) who answered never. The conclusion is that the majority of the students sometimes difficult of subject material if the teacher explains.

Table IV.12
The Students are difficult to understand the text from English teacher

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	0	0%
B	Sometimes	22	39,28%
C	Seldom	24	42,85%
D	Never	10	17,85%

From the table above, there was no (0%) students who answered always, 22 (39,28%) students who answered sometimes, 24 (42,85%) students who answered seldom, and 10 (17,85%) who answered never. The conclusion is the majority of the students seldom get difficult to understand the text from English teacher.

Table IV.13
The Students are able to get the meaning when teacher speak English

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	7	12,5%
B	Sometimes	19	33,92%
C	Seldom	27	48,21%
D	Never	3	5,35%

From the table above, there were 3 (15,35%) students who answered always, 19 (33,92%) students who answered sometimes, 27 (48,21%) students who answered seldom, and 7 (12,5%) who answered never. The conclusion is that the majority of the students seldom difficult to understand the text from English teacher.

Table IV.14
The Students understand about the lesson

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	16	28,6%
B	Sometimes	13	23,21%
C	Seldom	26	46,43%
D	Never	1	1,78%

From the table above, there were 15 (26,78%) students who answered always, 13 (23,21%) students who answered sometimes, 14 (25%) students who answered seldom, and 14 (25%) answered never. The conclusion is that the majority of the students sometimes do not understand about the lesson.

Table IV.15
The Students' family help me if they have about the problems in learning English

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	15	26,78%
B	Sometimes	13	23,21%
C	Seldom	14	25%
D	Never	14	25%

From the table above, there were 15 (26,78%) students who answered always, 13 (23,21%) students who answered sometimes, 14 (25%) students who answered seldom, and 14 (25%) who answered never. The conclusion is that the majority of the students sometimes do not understand about the lesson.

Table IV.16
The Students' Family give full support for their children in learning English

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	30	53,57%
B	Sometimes	18	32,14%
C	Seldom	5	8,92%
D	Never	3	5,35%

From the table above, seen that 30 (53,57%) students who answered always, 18 (32,14%) students who answered sometimes, 5 (8,92%) students who answered seldom, and 3 (5,35%) who answered never. The conclusion is that the majority of the student's family always give full support for their children in learning English.

Table IV.17
The Students' family provide their English book, dictionary to learn English

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	34	60,71%
B	Sometimes	12	21,42%
C	Seldom	9	16,07%
D	Never	1	1,78%

From the table above, there were 34 (60,71%) students who answered always, 12 (21,42%) students who answered sometimes, 9 (16,07%) students who answered seldom, and 1 (1,78%) who answered never. The conclusion is that the majority of the students' family always provide their children English book or dictionary to learn English.

Table IV.18
In English class their English teacher talked with us in simple English

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	27	48,21%
B	Sometimes	22	39,28%
C	Seldom	4	7,14%
D	Never	3	5,35%

From the table above, there were 27 (48, 21%) students who answered always, 22 (39,28%) students who answered sometimes, 4 (7,14%) students who answered seldom, and 3 (5,35%) who answered never. The conclusion is that the majority in English class their English teacher always talked with us simple English.

Table IV.19
The Students like their English teacher character - lovely and active

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	38	67,85%
B	Sometimes	7	12,5%
C	Seldom	8	14,28%
D	Never	3	5,35%

From the table above, there were 38 (67,85%) students who answered always, 7 (12,5%) students who answered sometimes, 8 (14,28%) students who answered seldom, and 3 (5,35%) who answered never. The conclusion is that the majority of the students like their English teacher character.

Table IV.20
The Students' teacher introduce the topics in an interesting manner

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	24	42,85%
B	Sometimes	23	41,07%
C	Seldom	9	16,07%
D	Never	0	0%

From the table above, there were 24 (42,85%) students who answered always, 23 (41,07%) students who answered sometimes, 9 (16,07%) students who answered seldom, and there was no who answered never. The conclusion is that the majority of their teacher always introduce the topics in an interesting manner.

Table IV.21
The Students' English teacher makes me happy and relaxed

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	22	39,28%
B	Sometimes	18	32,14%
C	Seldom	11	19,64%
D	Never	5	8,92%

From the table above, seen that 22 (39,28%) students who answered always, 18 (32,14%) students who answered sometimes, 11 (19,64%) students who answered seldom, and 5 (8,92%) who answered never. The conclusion is the majority of the students' teacher always makes their happy and relaxed.

Table IV.22
The Students like English subject because the teacher using variation method in teaching and learning English

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	18	28,57%
B	Sometimes	22	39,28%
C	Seldom	14	25%
D	Never	4	7,14%

From the table above, seen that 16 (28,57%) students who answered always, 22 (39,28%) students who answered sometimes, 14 (25%) students who answered seldom, and 4 (7,14 %) who answered never. The conclusion is the majority of the students sometimes like English subject because the teacher using variation method in teaching and learning English.

Table IV.23
The Students interest to learn English because the teacher using media in teaching English

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	7	12,5%
B	Sometimes	17	30,35%
C	Seldom	15	26,78%
D	Never	17	30,35%

From the table above, seen that 7 (12,5%) students who answered always, 17 (30,35%) students who answered sometimes, 15 (26,78%) students who answer seldom, and 17 (30,35%) who answered never.

Table IV.24
The Students do the task given by teacher

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	30	53,57%
B	Sometimes	21	37,5%
C	Seldom	5	8,92%
D	Never	0	0%

From the table above, there were 30 (53,57%) students who answered always, 21 (37,5%) students who answered sometimes, 5 (8,92%) students who answered seldom and there is no (0%) who answered never. The conclusion is that the majority of the students always do the task given by teacher.

Table IV.25
The Students' teacher give clearly explanation

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	23	41,07%
B	Sometimes	19	33,92%
C	Seldom	14	25%
D	Never	0	0%

From the table above, there were 23 (41,07%) students who answered always, 19 (33,92%) students who answered sometimes, 14 (25%) students who answered seldom and there is no (0%) who answered never. The conclusion is that the majority of their teacher always give clear explanation.

Table IV.26
The Students' teacher create the various activities to avoid boredom in learning English

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	7	12,5%
B	Sometimes	31	55,36%
C	Seldom	16	28,57%
D	Never	2	3,57%

From the table above, there were 1 (1,78%) students who answered always, 15 (26,78%) students who answered sometimes, 16 (28,57%) students who answered seldom, and 24 (42,85%) who answered never. The conclusion is that the majority of the students never do not focus on learning English.

Table IV.27
The Students borrow English book in the library

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	19	33,92%
B	Sometimes	12	21,42%
C	Seldom	9	16,07%
D	Never	16	28,57%

From the table above, seen that 19 (33,92%) students who answered always, 12 (21,42%) students who answered sometimes, 9 (16,07%) students who answered seldom, and 16 (28,57%) who answered never. The conclusion is that the majority of the students always borrow English book in the library.

Table IV.28
When the listening English study The Students go to laboratory

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	3	5,35%
B	Sometimes	4	7,14%
C	Seldom	6	10,71%
D	Never	43	76,78%

From the table above, there were 3 (5,35%) students who answered always, 4 (7,14%) students who answered sometimes, 6 (10,71%) students who answered seldom, and 43 (76,78%) who answered never. The conclusion is that the majority of the students never go to laboratory in listening class.

Table IV.29
The Students discuss with friends about English lesson

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	11	19,64%
B	Sometimes	35	62,5%
C	Seldom	9	16,07%
D	Never	1	1,78%

From the table above, there were 11 (19,64%) students who answered always, 35 (62,5%) students who answered sometimes, 9 (16,07%) students who answered seldom, and 1 (1,78%) who answered never. The conclusion is that the majority of the students sometimes discuss with their friends about English lesson.

Table IV.30
The Students like the practice English with friend

OPTION	ALTERNATIVE OPTION	FREQUENCY	PERCENTAGE
A	Always	27	48,21%
B	Sometimes	22	39,28%
C	Seldom	6	10,71%
D	Never	1	1,78%

From the table above, there were 27 (48,21%) students who answered always, 22 (39,28%) students who answered sometimes, 6 (10,71%) students who answered seldom, and 1 (1,78%) who answered never. The conclusion is the majority of the students always like the practice English with friends.

Table IV.31
The Students ask for my friends about English lesson

OPTION	ALTERNATIVE OPTION	FREQUNCY	PERCENTAGE
A	Always	10	17,85%
B	Sometimes	11	19,64%
C	Seldom	32	57,14%
D	Never	3	5,35%

From the table above, there were 10 (17,85%) students who answered always, 11 (19,64%) students who answered sometimes, 32 (57,14%) students who answered seldom, and 3 (5,35%) who answered never. The conclusion is the majority of the students seldom ask for my friends about English lesson.

TABLE IV.32
RECAPITULATION OF THE FACTORS INFLUENCING STUDENTS'
INTEREST IN LEARNING ENGLISH

No	Alternative Answer								Total	
	A		B		C		D		N	P
	F	P	F	P	F	P	F	P		
1.	4	16	20	60	12	24	20	20	120	53.57
2.	27	108	15	45	11	22	3	3	178	79.46
3.	2	8	22	66	21	42	11	11	127	56.69
4.	22	88	13	39	21	42	0	0	169	75.45
5.	15	60	25	75	14	28	2	2	165	73.66
6.	18	72	15	45	22	44	1	1	162	72.32
7.	24	96	15	45	16	32	1	1	174	77.67
8.	28	112	23	69	1	2	4	4	187	83.48
9.	2	8	22	66	14	28	18	18	120	53.57
10.	0	0	29	87	23	46	4	4	137	61.16
11.	2	8	37	111	9	18	8	8	145	64.73
12.	0	0	22	66	24	48	10	10	124	53.35
13.	7	28	19	57	27	54	3	3	142	63.36
14.	16	64	13	39	26	52	1	1	156	69.64
15.	15	60	13	39	14	28	14	14	141	62.94
16.	20	80	18	54	10	20	8	8	162	72.32
17.	30	120	12	36	10	20	4	4	180	80.36
18.	27	108	22	66	4	8	3	3	185	82.58
19.	38	152	7	21	8	16	3	3	192	85.71
20.	27	108	20	60	9	18	0	0	186	83.03
21.	22	88	18	54	11	22	5	5	169	75.44
22.	22	88	16	48	14	28	4	4	168	75
23.	18	72	16	48	15	30	7	7	126	70.08
24.	30	120	15	45	8	16	3	3	184	82.14
25.	23	92	19	57	14	28	0	0	177	79.01
26.	31	124	16	48	7	14	2	2	188	83.93
27.	19	76	12	36	9	18	16	16	146	65.17
28.	3	12	4	12	6	12	43	43	79	35.26
29.	11	44	30	90	9	18	6	6	158	70.53
30.	27	108	20	60	8	16	1	1	185	82.58
31.	10	40	11	33	32	64	3	3	140	62.5
	540		559		429		208	208		

B. The Data Analysis

1. The factors that influence students interest in learning English

To analyze the data, the writer used the technique of descriptive qualitative with percentage. To analyze the data questionnaire, the writer are scores on every option in which it had to standardized according to criteria categorized as follows:

1. If the answer is always, the score is 4.
2. If the answer is sometimes, the score is 3.
3. If the answer is seldom, the score is 2.
4. If the answer is never, the score is 1.

To find out the percentage of each statement, the formula is as follows:

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

From the recapitulation of respondent's answer, the score of the alternatives can be seen as a follows:

1. The alternative of Always = 540 X 4 = 2160
2. The alternative of Sometimes = 559 X 3 = 1677
3. The alternative of Seldom = 429 X 2 = 858
4. The alternative of Never = 208 X 1 = 208

From the calculation above, we can know that:

- a. The value of F is 2160 + 1677 + 858 + 208 = 4903
- b. The value of N is 540 + 559 + 429 + 208 = 1736 x 4 = 6944

To get the percentage of the data, the following formula is used:

$$P = F/N \times 100\%$$

$$P = 4903/6944 \times 100\%$$

$$P = 70,60\% \text{ MIDDLE}$$

2. The Dominant factors that influence students interest in learning English

To find the dominant factors that influence of students' interest in learning English, it can be seen from frequency of the answering of the respondent toward indicator.

After recapitulating the result of questionnaire, the writer found the percentage of each indicator to find out the dominant factor, it can be seen in the following table:

Table V.1
The recapitulation of questionnaires based on indicators

No	Always	Sometimes	Seldom	Never	Total
1.	24.55%	31.25%	29,03%	15.17%	100%
2.	20%	39.29%	31.43%	9.28%	100%
3.	38.69%	25.59%	20.24%	15.48%	100%
4.	42.21%	26.78%	17.05%	13.96%	100%
5.	28.57%	36.31%	29.17%	5.95%	100%

Based on the table above, the writer found the percentage of each indicator as a follows:

1. Physical Factors : 55.8%

2. Psychological Factors	: 59.28%
3. Family Factors	: 64.28%
4. School Factors	: 68.99%
5. Peer Factors	: 64.88%

Number of the indicators that got high score was School factors, and it can be defined that these factors are the dominant factors that influence students' interest in learning English at the first years of SMU N 3 Rumbai.

3. The factors that influence students interest in learning English

Based on the recapitulation table IV.32, it can be conclude the factors that influence students' interest in learning English at the first year of students' SMUN 3 Rumbai are describe bellow:

I am tired when studying English, there are 4 (7,14%) students who answered always, 20 (35,71 %) who answered Sometimes, 12 (21,42%) students who answered Seldom and 20(35,71%) students who answered Never. The conclusion is majority of the students. From the statement of **I am able to see the blackboard in teaching and learning process**, there are 27 (48,21%) students who answered always, 15 (26,78 %) students who answered Sometimes, 11 (19,64%) students who answered Seldom and 3 (5,35%) students who answered Never. The conclusion is majority of the students always able to see the blackboard in teaching and learning process. From the statement of **I may have difficulty in seeing printed word in books**, there are 2 (3,57%) students who answered always, 22 (39,28%)

students who answered sometimes, 21 (37,5%) students who answered seldom and 11 (19,64%) answered never. The conclusion is the majority of the students sometimes difficulty in seeing printed word in books. From the statement of **I can hear when the teacher explain the English subject**, there are 22 (39,28%) students who answered always, 13 (23,21%) students who answered sometimes, 21 (37,5%) students who answered seldom and 22 (39,28%) answered never. The conclusion is the majority of the students always can hear when the teacher explain the English subject. From the statement of **I concentration during classroom interaction**, there are 15 (26,78%) students who answered always, 15 (26,78%) students who answered sometimes, 16 (28,57%) students who answered seldom and 2 (3,57%) answered never. The conclusion is the majority of the students always concentration during classroom interaction. From the statement of **I pay attention in teaching and learning English**, there are 18 (32,14%) students who answered always, 15 (26,78%) students who answered sometimes, 22 (39,28%) students who answered seldom and 1 (1,78%) answered never. The conclusion is the majority of the students seldom pay attention in teaching and learning English. From the statement of **I focus on learning English**, there are 24 (42,85%) students who answered always, 15 (26,78%) students who answered sometimes, 16 (28,57%) students who answered seldom and 1 (1,78%) answered never. The conclusion is the majority of the students always focus on learning English. From the statement of **I prepared the next lesson before class**, there are 28 (50%)

students who answered always, 23 (41,07%) students who answered sometimes, 1 (1,78%) students who answered seldom and 4 (7,14%) answered never. The conclusion is the majority of the students always prepared the next lesson before class. From the statement of **I am scare answer the question from teacher**, there are 2 (3,57%) students who answered always, 22 (39,28%) students who answered sometimes, 14 (25%) students who answered seldom and 18 (32,14%) answered never. The conclusion is the majority of the students sometimes are scare answer the question from teacher. From the statement of **I feel anxiety in using the English in the classroom**, there is no (0%) students who answered always, 29 (51,78%) students who answered sometimes, 23 (41,07%) students who answered seldom and 4 (7,14%) answered never. The conclusion is the majority of the students sometimes feel anxiety in using English in the classroom. From the statement of **I am difficulty of subject material if the teacher explain**, there are 2 (3,57%) students who answered always, 37 (66,07%) students who answered sometimes, 9 (16,07%) students who answered seldom and 8 (14,28%) answered never. The conclusion is the majority of the students sometimes difficulty of subject material if the teacher explain. From the statement of **I am difficult to understand the text from English teacher**, there is no (0%) students who answered always, 22 (39,28%) students who answered sometimes, 24 (42,85%) students who answered seldom and 10 (17,85%) answered never. The conclusion is the majority of the students seldom difficult to understand the text from English

teacher. From the statement of **I am able to get the meaning when teacher speak English**, there are 7 (12,5%) students who answered always, 19 (33,92%) students who answered sometimes, 27 (48,21%) students who answered seldom and 3 (12,5%) students who answered never. The conclusion is the majority of the students seldom difficult to understand the text from English teacher. From the statement of **I understand about the lesson**, there are 16 (28,6%) students who answered always, 13 (23,21%) students who answered sometimes, 26 (46,43%) students who answered seldom and 1 (1,78%) students who answered never. The conclusion is the majority of the students seldom do not understand about the lesson. From the statement of **My family help me if the have about the problems in learning English**, there are 15 (26,78%) students who answered always, 13 (23,21%) students who answered sometimes, 14 (25%) students who answered seldom and 14 (25%) students who answered never. The conclusion is the majority of the students always do not understand about the lesson. From the statement of **My Family give full support for their children in learning English**, there are 20 (35,74%) students who answered always, 18 (32,14%) students who answered sometimes, 10 (17,86%) students who answered seldom and 8 (14,29%) students who answered never. The conclusion is the majority of the student's family always give full support for their children in learning English. From the statement of **My family provide their children English book, dictionary to learn English**, there are 30 (53,57%) students who answered always, 12 (21,42%) students

who answered sometimes, 10 (17,86%) students who answered seldom and 4 (7,14%) students who answered never. The conclusion is the majority of the students' family always provide their children English book, dictionary to learn English. From the statement of **In English class teacher talked with us in simple English**, there are 27 (48, 21%) students who answered always, 22 (39,28%) students who answered sometimes, 4 (7,14%) students who answered seldom and 3 (5,35%) students who answered never. The conclusion is the majority in English class their English teacher always talked with us simple English. From the statement of **I like English teacher character - lovely and active**, there are 38 (67,85%) students who answered always, 7 (12,5%) students who answered sometimes, 8 (14,28%) students who answered seldom and 3 (5,35%) students who answered never. The conclusion is the majority of the students always like their English teacher character. From the statement of **My English teacher introduce the topics in an interesting manner**, there are 24 (42,85%) students who answered always, 23 (%41,07) students who answered sometimes, 9 (16,07%) students who answered seldom and there is no students who answered never. The conclusion is the majority of their teacher always introduce the topics in an interesting manner. From the statement of **My English teacher makes me happy and relaxed**, there are 22 (39,28%) students who answered always, 18 (32,14%) students who answered sometimes, 11 (19,64%) students who answered seldom and 5 (8,92%) answered never. The conclusion is the majority of the students' English teacher always makes

their happy and relaxed. From the statement of **I like English subject because the teacher using variation method in teaching and learning English**, there are 22 (39,28%) students who answered always, 16 (28,57%) students who answered sometimes, 14 (25%) students who answered seldom and 4 (7,14 %) students who answered never. The conclusion is the majority of the students always like English subject because the teacher using variation method in teaching and learning English. From the statement of **I interest to learn English because the teacher using media in teaching English**, there are 18 (32,14%) students who answered always, 16 (28,57%) students who answered sometimes, 15 (26,78%) students who answered seldom and 17 (30,35%) answered never. The conclusion is majority of the students always interest to learn English because their teacher using media in teaching English. From the statement of **I do the task given by teacher**, there are 30 (53,57%) students who answered always, 15 (26,78%) students who answered sometimes, 8 (14,28%) students who answered seldom and there is 3 (5,35%) students who answered never. The conclusion is the majority of the students always do the task given by teacher. From the statement of **My English teacher give clearly explanation**, there are 23 (41,07%) students who answered always, 19 (33,92%) students who answered sometimes, 14 (25%) students who answered seldom and there is no (0%) answered never. The conclusion is the majority of their teacher always give clearly explanation. From the statement of **My English teacher create the various activities to avoid**

boredom in learning English, there are 31 (55,36%) students who answered always, 15 (28,57%) students who answered sometimes, 7 (12,5%) students who answered seldom and 2 (3,57%) students who answered never. The conclusion is the majority of their teacher always create the various activities to avoid boredom in learning English. From the statement of **I borrow English book in the library**, there are 19 (33,92%) students who answered always, 12 (21,42%) students who answered sometimes, 9 (16,07%) students who answered seldom and 16 (28,57%) students who answered never. The conclusion is the majority of the students always borrow English book in the library. From statement of **When the listening English study I go to laboratory**, there are 3 (5,35%) students who answer always, 4 (7,14%) students who answer sometimes, 6 (10,71%) students who answer seldom and 43 (76,78%) answered never. The conclusion is the majority of the students never go to laboratory when listening study. From the statement of **I discuss with friends about English lesson**, there are 11 (19,64%) students who answer always, 30 (53,57%) students who answer sometimes, 9 (16,07%) students who answer seldom and 6 (10,71%) answered never. The conclusion is the majority of the students sometimes discuss with their friends about English lesson. From the statement of **I like the practice English with friend**, there are 27 (48,21%) students who answer always, 20 (35,71%) students who answer sometimes, 8 (14,29%) students who answer seldom and 1 (1,78%) answered never. The conclusion is the majority of the students always like the practice

English with friends. From the statement of **I ask for my friends about English lesson**, there are 10 (17,85%) students who answer always, 11 (19,64%) students who answer sometimes, 32 (57,14%) students who answer seldom and 3 (5,35%) answered never. The conclusion is the majority of the students seldom ask for my friends about English lesson.

CHAPTER V

THE CONCLUSION AND SUGGESTION

In this chapter, the writer would like to draw conclusion from what has been discussed in the preceding chapter and to recommend some suggestions concerning with students' effort in improving their interest in leaning English at the first year of SMU N 3 Rumbai Pekanbaru.

A. The Conclusion

Based on the result of the study presentated in chapter IV, the writer conclude that factors that influence of students' interest in learning English at the first year of SMU N 3 Rumbai is the factor of school, it gets 70,60%

MIDDLE

There are two factors that influence students' interest in learning English.

They are:

1. Internal Factors

These factors come from the students themselves, which consist of physical condition and psychological aspect such as intelligence, readiness, attention.

2. External factors

These factors consist of social environment such as family, teacher, school and friends.

The dominant factors that influence of students interest in learning English is school factors.

B. The Suggestions

1. The students of SMU N 3 Rumbai
 - a. The students should pay attention to build and develop their interest in learning English
 - b. Ask for teacher if do not understand about the lesson
 - c. The students must be confident with them selves because it is important one for the students to expose their ability.
2. The Teacher of SMU N 3 Rumbai
 - a. Hoped to help the students to increase their interest in teaching and learning process.

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Questionnaire

Angket ini semata mata bertujuan untuk penelitian ilmiah. Pengisian terhadap angket ini tidak mempebngaruhi nilai anda, diharapkan kesediaan anda untuk mengii angket ini dengan jujur dan benar. Atas kesediaan anda untuk mengisi angket ini di ucapkan terimakasih.

Petunjuk

Isilah dengan memberi tanda silang (x) pada jawaban A, B, C, D yang sesuai dengan keadaan anda sebagai siswa.

Name :

Class :

Sex :

Age :

1. The Students tired when studying English The Students are able to see the
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
2. The students are be able to see blackboard in teaching and learning process
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
3. The Students may have difficulty in seeing printed word in books
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
4. The Students can hear when the teacher explain the English subject
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
5. The Students concentration during classroom interaction
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never

6. The Students pay attention in teaching and learning English
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
7. The Students focus on learning English
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
8. The Students prepared the next lesson before class
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
9. The Students are scare answer the question from teacher
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
10. The Students feel anxiety in using the English in the classroom
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
11. The Students are difficulty of subject material if the teacher explain
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
12. The Students are difficult to understand the text from English teacher
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
13. The Students able to get the meaning when teacher speak English
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
14. The Students understand about the lesson
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
15. The Students' family help me if the have about the problems in learning English
 - a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never

16. The Students' Family give full support for their children in learning English
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
17. The Students' family provide their children English book, dictionary to learn English
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
18. In English class their English teacher talked with us in simple English
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
19. The Students like their English teacher character - lovely and active
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
20. The Students' teacher introduce the topics in an interesting manner
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
21. The Students' English teacher makes me happy and relaxed
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
22. The Students like English subject because the teacher using variation method in teaching and learning English
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
23. The Students interest to learn English because the teacher using media in teaching English
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
24. The Students do the task given by teacher
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never

25. The Students' teacher give clearly explanation
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
26. The Students' teacher create the various activities to avoid boredom in learning English
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
27. The Students borrow English book in the library
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
28. When the listening English study The Students go to laboratory
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
29. The Students discuss with friends about English lesson
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
30. The Students like the practice English with friend
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
31. The Students ask for my friends about English lesson
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never

APPENDIX I

The Questionnaire

1. The Students tired when studying English
2. The Students are able to see the blackboard in teaching and learning process
3. The Students may have difficulty in seeing printed word in books
4. The Students can hear when the teacher explain the English subject
5. The Students concentration during classroom interaction
6. The Students pay attention in teaching and learning English
7. The Students focus on learning English
8. The Students prepared the next lesson before class
9. The Students are scare answer the question from teacher
10. The Students feel anxiety in using the English in the classroom
11. The Students are difficulty of subject material if the teacher explain
12. The Students are difficult to understand the text from English teacher
13. The Students able to get the meaning when teacher speak English
14. The Students understand about the lesson
15. The Students' family help me if the have about the problems in learning English
16. The Students' Family give full support for their children in learning English
17. The Students' family provide their children English book, dictionary to learn English
18. In English class their English teacher talked with us in simple English
19. The Students like their English teacher character - lovely and active
20. The Students' teacher introduce the topics in an interesting manner
21. The Students' English teacher makes me happy and relaxed

22. The Students like English subject because the teacher using variation method in teaching and learning English
23. The Students interest to learn English because the teacher using media in teaching English
24. The Students do the task given by teacher
25. The Students' teacher give clearly explanation
26. The Students' teacher create the various activities to avoid boredom in learning English
27. The Students borrow English book in the library
28. When the listening English study The Students go to laboratory
29. The Students discuss with friends about English lesson
30. The Students like the practice English with friend
31. The Students ask for my friends about English lesson