

**THE TEACHERS' ROLES IN INCREASING STUDENTS' INTEREST IN  
LEARNING ENGLISH AT SMAN 2 MAJENE**



**A THESIS**

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Skripsi yang berjudul "THE TEACHERS' ROLES INCREASING STUDENTS' INTEREST IN LEARNING ENGLISH AT SMAN 2 MAJENE" FATIMAH, NIM. 10256118038, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Selasa, tanggal, 08 M. bertepatan dengan 24 H, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd.) pada Program Studi tadris bahasa inggris dengan beberapa perbaikan.

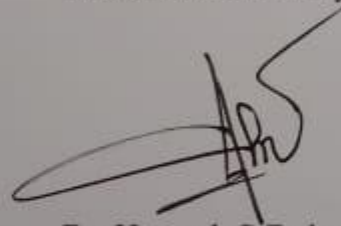
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## **ABSTRACT**

**Title : The Teacher's Roles In Increasing Students' Interest In Learning English At SMA Negeri 2 Majene**

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This study aims to find out how the teacher's role is in increasing students' interest in learning English. The subjects in this study were fourly students in class 12 & 11 (Language), and two English teachers at the school. the sample in this study is by using a random sampling technique. The research design used in this study is by using a qualitative method. The instruments used in this study were observation and interviews.

Based on the results of the research and discussion that have been described in the previous chapter, we can conclude that the learning research methods that have been used by teachers during the teaching and learning process can be said to have increased.

**Key Word:** Increase, interest Learning, teachers' role, qualitative, random sampling

## **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui bagaimanaperan guru dalam meningkatkan minat belajar siswa pada mata pelajaran bahasa Inggris. subjek pada penelitian ini adalah siswa kelas XII & XI(Bahasa) yang berjumlah sebanyak Empat Puluh siswa, dan guru bahasa inggris yang ada disekolah tersebut yang berjumlah sebanyak dua orang . sampel pada penelitian ini yaitu dengan menggunakan tekhnik random sampling. Desain penelitian yang digunakan pada penelitian ini yaitu dengan menggunakan metode Qualitative. Instrument yang digunakan pada penelitian ini adalah observasi dan interview.

Berdasarkan hasil penelitian dan pembahasan yang telah dipaparkan pada bab sebelumnya dapat kita simpulkan bahwa penelitian metode pembelajaran yang telah digunakan oleh guru selama proses belajar mengajar dapat dikatakan meningkat.

Kata Kunci : Peningkatan, Minat, belajar, aturan guru, kuaitatif, sample acak.

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## CHAPTER I

### INTRODUCTION

This chapter presents about background of the research, research problem, research objectives, research significance, and research scope.

#### **A. Background**

The role of the teachers in learning according to Djamarah (2010) is the teacher as a class manager. Teacher is an important component in education even during the learning process. The reciprocal relationship between teachers and students during learning occurs because of an action that has been taken by the teacher and students, improving the quality of teachers in the learning process as an effort to improve the quality of education.

The motivation of students in learning english needs to be built and developed. One way to build and develop student's learning motivation is to use appropriate and fun learning models for students. This is in line with the opinion expressed by Triato (2010) who said that teachers should change the old learning model by using an innovative progressive learning model. This is because innovative learning models can develop the potential of students because the learning process involves students actively in learning.

One of the skills that must be possessed by teachers is classroom management skills. Management is the teacher's skill in creating and

maintaining optimal condition and returning them if there are disturbances in the teaching and learning process. The ability of teachers in classroom management will determine the creation of a conducive and effective learning environment. So with the ability of teachers in managing the classroom, they can determine appropriate teaching and learning strategies so as to increase students' interest and motivation in learning.

English teachers at SMA Negeri 2 Majene have good english teaching skills because they are able to increase students' motivation and interest in learning English. The method used by SMA Negeri 2 Majene teachers in increasing interest in learning English is lecture method by having more feedback among teacher and students in the class. For instance, when the teachers explain a material, the teacher will directly ask the students or dare students to practice in front of the class. Then, the teacher used a LCD projector in learning process. Moreover, the teacher always bring a module in every meeting in the classroom both hard file and soft file. Hence, the learning and teaching process in the class are going well and fun and the students are easy to increase their English.

Based on the description above where the teachers succeed to motivate the students in learning English at SMAN 2 Majene. So the researcher will find out the real roles that teachers do SMAN 2 Majene to increase the students' motivation by applying teachers' roles in learning English.

## **B. Problem of the Research**

The research problem that the explain forms in the following one questions : How is the teachers' roles in increasing students' interest in learning English atSMAN 2 Majene?

## **C. Objective of the Research**

Based on the formulation of the problem above, the research objectives to be achieved in this research. In general, this research aims to find out the teachers' roles to increase students' interest in learning english at school.

## **D. Significances of the Research**

### 1. Theoretical Benefits

Theoretically, this research is useful to add insight and knowledge in the field of english education. Especially regarding the teachers' role in increasing students' interest in learning english at school.

### 2. Practical Significant

a) For researchers, this research is useful to add experience and knowledge in role to increase students' interest in learning english. It can be a reference for further research activities.

b) Benefits for teachers' this research is useful for increasing teachers' knowledge in increasing interest in learning english for students' at school.

c) For students' this research is useful to increase students' interest in learning english.

## **E. Scope of the Research**

To avoid the spread of problems in research, it is necessary to limit the problem. The researcher will take data of the research by having two English teacher at SMAN 2 Majene in the interview process later.

## **CHAPTER II**

### **REVIEW RELATED LITERATURE**

This chapter presents a review of related literature. It consists of previous related research findings, explains some previous research that has similarities and differences with this research and some pertinent ideas, and explains teacher's roles.

#### **A. Previous Related Research Studies**

According to Yasa (2014) in "Teacher role in increasing students interest in learning during the pandemic". In this research, there are similarities in the author's research related to teacher roles where the teacher is an important element in the learning model so that students are interested or motivated to be enthusiastic in learning English. While the difference is that this research was conducted online or during the pandemic, while the author's research carried out direct observations on schools and teacher learning.

According to Das et al. (2018) in "Strategies of Islamic Education Teachers to Increase Students' Interest In Learning and Practicing in State Junior High School Lanrisang (SMPN) 1 Lanrisang, Pinrang." The similarities in this study with the author is seeing the perspective of this study, both consider the importance of a teacher's role in developing student interest in a lesson using the method varied or religious methods so that students do not feel bored with a lesson, teachers in carrying out their functions can act as motivators, givers of clarity and facilitators. While the

difference with the author's research is that the research only focuses on one subject teacher where the research is less objective because it has not been sourced from research objectivity.

Aryanika (2016) in his article entitled "English Learning Management: Students in the superior class of SMA Negeri 1 Metro Lampung" the similarities with the author's research are related to the teacher role, where in this study the teacher is the most fundamental in increasing student interest in learning, teachers required to be creative in conducting learning to students and also the similarity that occurs is with the methodology used in the research. While the difference with this study is that this research focuses on the management of English learning, not specifically on the forgiving teacher of English lessons.

Widayati & Maulidiyah (2018) in his article entitled "The Role of Teachers in Language Learning)", the similarity with this research is that teachers have an important role in the world of education. Many roles are needed from teachers as educators or anyone who has volunteered to become a teacher. Every teacher must provide knowledge, skills, and other experiences outside of school functions such as learning outcomes in the form of personal and spiritual behavior, choosing jobs in the community, and learning outcomes related to social responsibility for children's behavior. While the difference is that the research only examines the teacher without seeing the increase that occurs in the students.

Suryani & Soedarso (2021) in his article entitled “The of Class Teacher in Increasing Student’s Interest in Learning at SD 3 Sidodadi, Pekalongan District, East Lampung Regency”. The similarity in this study is that seeing the most urgent thing in terms of learning is the teacher’s role against students in developing interest in learning so that students are more active and serious in carrying out their learning activities. While the difference in this study is in terms of the object of this research is elementary school students while the author’s the research object is junior high school students.

## **B. Some Pertinent Ideas**

### 1. Teacher

#### a. Definition of Teacher

A teacher is someone who teaches students about some knowledges in terms of to increase development and knowledge about simething. In Indonesia, teacher is also called *unsung hero* who do not expect feedback by the student.

The teacher has a big responsibility and role in advancing students who are studying, students development can be obtained from the teacher who teaches it. So that later students can fight important in social life and society itself.

Etymologically the teacher is called an educator, while in terms of the teacher is defined as the person who is responsible for the development of students with efforts to develop all the potential of students both cognitively, affectively, and psychomotor.

Teachers are very important in the progress of education, therefore the role and position of the teacher in improving the quality of sound the teacher is a person who is always imitated, to become a teacher are not easy because being a teacher requires special skills and not just anyone outside of education. The word teacher is not foreign to our ears, the word teacher has many synonyms such as educators, coach, and teacher. Where their job is to educate and teach their students both formally and informally, as said by Khan (1987) Teachers in the view of society are people who carry out education in certain places, not necessarily in formal institutions".

Ents some people have an important role in contributing to student thinking. The teacher plays a major role in the teaching and learning process. The teaching and learning process contains a series of actions of teacher and students or the basis of reciprocal relationships that take place in educational situations to achieve goals. A teacher has many tasks if the teacher's duties in the learning process include pedagogical tasks and administrative tasks, the pedagogical task is the task of guiding and learning. From the above view, it can be said that the teacher is a driving force in the field of education such as Teaching and education. Therefore, a teacher in education is very important, especially in the development of the students themselves teacher is a profession, which means a position that has special expertise as a teacher. We

already know that teachers must have a responsibility in carrying out teaching activities, especially in educating students.

b. Professional Teacher

The professional is a field of work that is based on certain skills, a profession understands why and how a job is done. A teacher must be professional in carrying out the tasks he has taken we know that, a profession must carry out its duties seriously in educating and teaching students. Teachers are professional educators with the task of educating and teaching, directing and assessing, and evaluating students in student education. The existence of professional teachers is one of the requirements that must be met to improve the quality of education. Teachers who are good at adapting to their students are teachers who are professional in teaching their students, not all teachers can provide and adapt professionally to students. From the above view related to professional teachers, it can be said that a teacher must be professional in carrying out his duties. I am not just looking for a stage to be called a teacher the job, of a professional teacher is not easy even though it is already in the constitution concerning a professional. Therefore, a professional teacher is not just anyone to become a teacher being an educator is not easy, many things must be done to be successful in teaching students.

### c. Teachers' Roles

A role is a form of behavior expected of someone in certain social situations. If the role is defined as a form of behavior, then the actual role behavior of the person performing the role, the role according to terminology is a set of behaviors that are expected to be possessed by those who are domiciled in the community. English the role is called "Roles" whose definition is "Person's task or duty in undertaking". It means "a person's duty or obligation in a business or job". The role is defined as a set of behavior expected to be owned by people who are domiciled in society, while the role is an action taken by a person in an event. Roles are activities carried out by a person or an institution or organization, the role that must be carried out by an institution or organization is regulated in a provision that is a function of the institution. There are two kinds of roles that are expected and carried out, according to Azhar & Sikumbang (2018) the role is a complex of human expectations for the way individuals must behave and act in certain situations based on their social status and function. It also means that the role determines what he does, from the above understanding of the word role it can be concluded that the role is a behavior or action that is expected by a group of people, if it is connected with teacher it can be concluded that the role of the teacher is an act to teach and motivate students. The role

of the teacher is a group of people who have learned about or the social status that they breathe so, the teacher's role has a significant and cognitive impact.

## 2. Students Interest

### a. Definition of Interest in Learning

Interest is a description of the nature and attitude of wanting to have a certain tendency. Thus, interest is also interpreted as a high tendency of the heart towards something and a strong desire to do something, interest must be created or fostered so that it grows and honed so that it becomes a habit. According to Adawiyah (2019) one of the efforts to improve human resources is by encouraging and growing interest in reading and learning in the community. One of the most important characteristics of an educated society is the growth of interest and love to reading for students.

According to Pratama et al (2022) Reading interest is one of the important factors in learning, especially English and reading comprehension, if students have low reading interest it will have an impact on students' reading comprehension to be less good.

However, children who do not understand the importance of reading will not be motivated to learn to read in fact in the world of education there are still many students who are not aware of the importance of reading. This teaching reading needs serious

attention and reading discourse should not only be seen as a stepping stone for speaking and writing activities the purpose of teaching reading is to develop students' reading skills. On this basis, educators must ensure that the process of learning to read becomes a pleasant experience for students. Then interest for students can arise from various supporting aspects and arise from various sources including the development of instincts, intellectual functions, experience, habits, and education. According to the researcher's opinion, one's interest must be fostered and directed to achieve the desired goals in terms of reading and writing. From some of the definitions above, it can be concluded that there are several elements contained in a person's interest. First, there is a tendency in the subject to do something. Second, there is a sense of pleasure, liking, and being interested in a certain object, third there is an interest in an activity without an element of compulsion. When you want to be confirmed from this understanding of interest, it can be formulated as a relative tendency in the subject to something he likes in the form of interest in activity by doing it with pleasure and without coercion.

b. Factors influence students' interest

Three points affect interest in learning, various factors are needed so that sometimes if these factors are not present it can cause interest in learning for students to decrease or even disappear altogether.

Several factors in fluencing interest in learning are as follows

Syamsuri et al. (2022):

1) Biological Factors

Included in the category of biological factors are health factors, this factor has a very large influence on learning, because if a student's health is disturbed then the student does not have the enthusiasm to learn. If that means students' interest in learning will also decrease

2) Psychological Factors

There are many psychological factors, but here the researchers only take a few of them.

a) Talent is the potential ability of a person to achieve success in the future. Talent has a big influence on learning if the subject matter to be studied is by talented students who will interest in the lesson.

b) Intelligence has a big influence on the learning process, considering that intelligence is a skill that consists of there types. The ability to deal with and adapt to new situations quickly and effectively knowing or using abstract concepts effectively knowing relationships and learning them quickly.

### 3) External Factors

#### a) Family Factor

The family is the father, mother, children, and family who are residents of the house. Parental factors have a very big influence on children's success in learning.

#### b) School Factors

School factors have a big influence on students' interest in learning, while the components included in school factors are as follows:

- i) Teaching methods do affect students' interest in learning, for example, the methods used by teachers are not good or monotonous, so as a result students are not enthusiastic about learning, and their interest in learning will be low.
- ii) Curriculum is a plan of activities to guide teaching.

## **CHAPTER III**

### **RESEARH METHODOLOGY**

This chapter presents about research method, source of facts, research instrument, data collection technique, and data analysis technique.

#### **A. Research Method**

In this study, the researcher used a qualitative approach. The qualitative research method is one method that is currently growing and widely implemented in various scientific fields. Qualitative methods in general have a meaningful goal of understanding something that is symbolized in society according to the perspective of the community itself(Sugiyono, 2013).

According to Sugiyono (2013)explains that qualitative research is a type of research that produces findings that cannot be achieved using statistical procedures or other quantitative methods. Qualitative research deals with qualitative phenomena a qualitative approach to research is concerned with subjective assessments of attitudes, opinions, and behaviors. Research under such conditions is a function of the researcher's insights and impressions. This kind of research approach produces the good result in a form that is not subject to rigorous quantitative analysis. Generally, focus group interview techniques, projective techniques, and in-depth interviews are used(Suryani & Soedarso, 2021).

The author chooses an approach with qualitative research methods because the researcher has the assumption that this research will be easily answered by using qualitative research.

Qualitative research is based on naturalistic concepts. In formulating the problem, the researcher can start formulating several preliminary questions, so that he knows roughly what information is needed he must also consider the time, cost and ability to carry out and complete the research. To collect data, the method that will be used is determined, such as in the form of observation, and interviews, but also documents and other reading(Sugiyono, 2013).

The research is related to the role of teachers in increasing students' interest in learning English. Therefore, the researcher concludes and analyzes the data in the field to achieve the research objectives related teacher roles increasing the demand for learning English for students of SMA Negeri 2 Majene. The relationship between qualitative methods and this research is because this research is descriptive analysis, where the research data is obtained from the results of interviews, observations, and documentation as the main methods of data collection to produce objective decisions and function as facts.

## **B. Source of Facts**

The activities of research cannot be separated from the existence of data which is the raw material for information to provide a specific description of the object of research. Data are empirical facts collected by researchers to solve problems or answer research questions. While the source of the data referred to in the study is the subject from which the data can be obtained and has information regarding clarity about how to retrieve the data and how the data is processed (Sugiyono, 2013).

The types of data in this study include two, namely primary data and secondary data. Primary data is data that is obtained or collected directly in the field by the researcher or who is concerned and requires it. Primary data is obtained from informant sources, namely individuals or individuals or the results of the interview, for example, notes from interviews, results of field observations, and data about informants. While secondary data is data obtained or collected by people conducting research from existing sources. This data is used to support primary information that has been obtained from library materials, literature, previous research, books, and so on. The research conducted in this study used these two data, both primary and secondary data. Which is where the goal is to explain the actual situation.

### 1. Primary Data

In this case, primary data is data obtained by researcher through direct information that occurs at the research object by conducting several phases, they are interview, observation and documentation for summing it up to become primary data. The research object in question are the teachers and the students of SMA 2 Majene.

### 2. Secondary Data

While secondary data is data obtained or collected by people from existing sources. The data is in the form of articles, journals, videos, and others related to the research that the research is doing. Where secondary data is obtained from the internet and books. In taking these references, there are several topics of discussion. Such as the definition of teachers' theories to increase interest in English in students as several methods of teacher work in increasing interest in learning English according to the figures.

## **C. Research Instruments**

In this research, the instrument researcher is the researcher himself, therefore the researcher is considered to know the research object to be studied to prove the truth about the case of that to be studied. To help research requires several phase, they are interview, observation, and documentation.

## **D. Data Collection Techniques**

In connection with the research that the researcher did, in this case, there are several data collection techniques that the researcher used, as follows:

### **1. Observation**

Observation is a way to collecting data that must be done honestly, and carefully on objective problems, is responsible and researchers focus on the object being researched.

### **2. Interview**

The researcher will start the interview process with the principal. Then the researcher will ask directly about the questions that have been provided. In addition, the researcher will start the interview process which will be conducted face-to-face between the researcher and the informant. The researcher will record it, and record it during the interview process is complete.

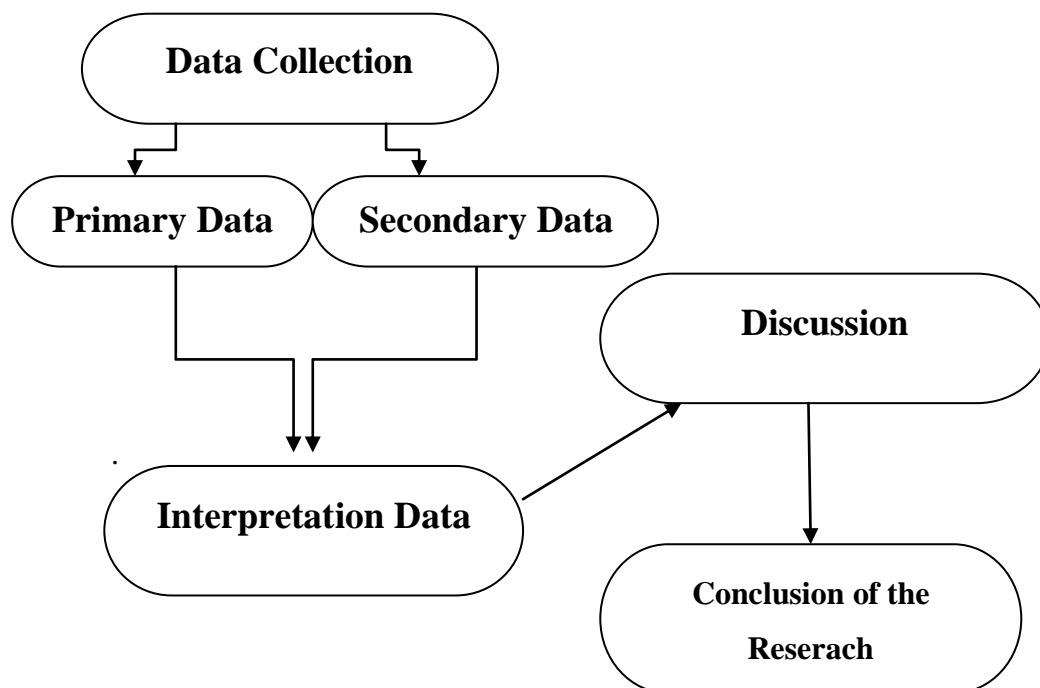
### **3. Documentation**

Documentations is a way to colleting an information such as a document, image, sound redording and other as evidence or reinforcement of the events that occurate.

### E. Data Analysis Techniques

Data analysis techniques as defined by Miles et al. (2013) are a procedure for analyzing data, techniques for interpreting the results of analyses, supported by a data collection process to make analysis easier.

In this section, the research will formulate how to collecting the data and process the data and then discuss and conclude the research result. Then a chart will be drawn as a guide or step in carrying out this research to completion.



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**Figure 3.1 Qualitative Research Data Analysis Process**

The picture pays attention to the interactive nature of data collection with data analysis, data collection is an integral part of activities data analysis. Data reduction is an effort to conclude the data, then select the data in certain concept units, certain categories, and certain themes.

### 1. Data Reduction

Data Reduction is the process of selecting, focusing on simplifying, abstracting, and transforming raw data that emerges from written notes in the field. This process continues throughout the research, even before the data is actually collected as seen from the conceptual framework of the study. The problem of the study, and the data collection approach chosen by the researcher. Data editor includes :

- 1) Summarizing the data,
- 2) Coding,
- 3) Tracing themes,
- 4) Creating clusters: strict selection of data, summaries or brief descriptions, and classifying them into a broader pattern.

### 2. Data Display

Presentation of data is defined as a collection of information arranged so as to provide the possibility of drawing conclusions and taking action. The form of presentation of qualitative data can be in the form of narrative text in the form of field notes, matrices, graphs, networks, and charts. These forms combine information that is arranged in a coherent and easily accessible form,

making, it easier to see what is going on. Whether the conclusion is correct or otherwise conduct a re-analysis

### 3. Conclusion Drawing / Verification

According to Miles and Heberman, after interpreting the data obtained then drawing conclusions and verifying the data (Sugiyono, 2013). Conclusions are drawn by researchers continuously while in the field. From the beginning of the data, qualitative research begins to look for the meaning of things, noting regularities, patterns (In the theoretical record), explanations, possible configurations, causal pathways, and propositions. These conclusions are handled loosely, remain open, and skeptical, but conclusions are readily provided. It wasn't clear at first, but then it became more detailed and firmly rooted.

The conclusions were also verified during the research, by : 1) Rethinking during the research, 2) Reviewing field notes, 3) Peer reviewing and brainstorming to develop intersubjective agreements, 4) Extensive efforts to place copies or findings in another data set.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents about findings and discussion that answers the research problem chapter two.

#### *A. Findings*

In this section, the researcher discussed the findings data in one section based on the research focus: How is the teachers' roles in increasing students' interest in learning English at SMAN 2 Majene? This research was conducted for 1 month, from 29<sup>th</sup> September to 25<sup>th</sup> October 2022. Firstly the researcher began to observation on 3<sup>rd</sup> to 17<sup>th</sup> October 2022. The researcher observed the English teachers in SMAN 2 Majene. Next, the researcher conducted the second instrument was interview, the interview was conducted on 20<sup>th</sup> to 25<sup>th</sup> October 2022. The range of interview was about 5-8 minutes. The interview was conducted directly with the English teacher at SMAN 2 Majene.

Finally at the end of data collection was collected from interview phase to obtain the researchs' findings. So in this research the research question was answered by conducted observation and interview the English teachers at SMAN 2 Majene.

1. Result of Interview

a. The Program that increased Students' English Language

1<sup>st</sup>Teacher

**EXTRACT 1**

*“...oke, kalau dalam meningkatkan minat bahasa Inggris didalam kelas itu, pertama yang saya lakukan itu siswa harus mengetahui apa itu manfaat dari belajar bahasa Inggris, maksudnya apa saja kegunaan yang akan didapatkan oleh siswa ini untuk masa depannya. Harus ditumbuhkan dulu untuk apa sih belajar bahasa Inggris ini? Kan bukan bahasa kita. Jadi kita harus fokuskan dulu keinginan mereka dalam dirinya dulu yang mau ditumbuhkan dengan memberitahukan apa manfaatnya seperti itu. Kemudian untuk program khusus itu tidak ada.”*

“...okay, in increasing students' interesting in English, students should know what is the benefit in learning English, it means what are the uses that will be obtained by the students in the future in learning English. We should motivate students. It is not our language. So we should focus for this first. Then, there is no special program.”

Recorded on October, 21, 2022, 09.00

Based on the extract 1, the argument is made that in order to improve students' interest in learning English in class, we need to make sure that they are aware of the advantages of doing so. In addition, it is our responsibility as educators to encourage the students to study English and to have an interest in learning other languages.

2<sup>nd</sup>Teacher

**EXTRACT 2**

*“...Programmnya sih sebenarnya tidak ada karena istilahnya kan kalau menanyakan program kelas 10 yang harus sekarang, yang kita minta kelas 12 Bahasa yang dimana kelas itu dan kelas 12 Bahasa itu berprestasi dalam bahasa Inggris kebetulan ada siswanya di kelas itu dan kelas 12 bahasa itu sih lumayan bahasa inggrisnya tertarik, kebetulan siswanya juga sedikit. Jadi indikatornya itu selama pembelajaran mereka tenang tidak sama dikelas lain untuk program apa saja yang dilakukan sebenarnya kelas 10 sudah dilaksanakan anak-anaknya itu pertama diberikan pelajaran yang berjenjang mulai yang paling mudah..”*

“...there is no program actually because you ask me about class 12, the students in this grade have achievement in English, the students are also a little. So the indicator is that during their learning, they are calm, it is not same with the others class. The program actually is carried out in grade 10 where students are given tiered lessons

starting from the easiest....”

Recorded on October 07, 2022, 09.00

According to extract 2 for the third grade, the students' English proficiency is fairly strong, and they are eager in learning the language. The students of the third grade are also quite calm when studying, paying close attention to all the material taught, which sets them apart from other courses.

It can be concluded from the first teacher and the second teacher that there is no program in SMAN 2 Majene to increase students' English interest. The first teacher only give the advice to the students about how useful is English for their future. Then the second teacher stated that class 12 have good English.

#### b. The Problem Faced During Teaching and Learning Process

1<sup>st</sup> Teacher

#### **EXTRACT 3**

*“...yah seperti saya katakan tadi pada umumnya itu siswa menurut mereka itu bahasa inggris itu tidak penting yah karena mereka bilang kita ini orang Indonesia, kita belajar bahasa Indonesia saja, bahasa inggris itu tidak terlalu pentinglah. Jadi itulah merupakan hambatan dalam meningkatkan minat karena*

*dalam diri siswa itu tidak ada kemauan diri sendiri untuk belajar bahasa inggris itu sendiri....”*

“...as I said just now, in general, students think that English is not important because they said that they are Indonesian. They should only learn Indonesian, it is not important to learn English for them. So their opinion becomes an obstacle in increasing their interest in English.....”

Recorded on October, 21, 2022, 09.00

According to the explanation given above, one of the challenges that teachers face in the teaching and learning process is that the majority of students claim that learning English is not important because it is not their mother tongue. Students believe that learning English is only important for people who speak it as a foreign language. Consequently, the students lack motivation to study English.

2<sup>nd</sup>Teacher

#### **EXTRACT 4**

*“...kalau kendalanya sih apa namanya dari saya pribadi yang mengajar biasanya yang jadi kendala itu kalau anak-anak yang dasarnya yang kurang itu misalnya terutama bahasa inggris vocabnya yang kurang itu jadi masalah.....”*

“...personally, the obstacles for students is their lack of English basic. For example, lack of vocabulary , it will be a problem...”

Recorded on October, 07, 2022, 09.00

Based on explanation above, When students do not understand English, especially when it comes to vocabulary, it presents a challenge for teachers.

As stated by Teacher 1, it can be concluded that the students’ problem in learning English is because their opinion about English. They stated that English is not important. While from the Teacher 2 stated that students are lack of vocabulary.

#### c. Teachers’ Tips to make Students Interest in Learning English

1<sup>st</sup> Teacher

#### **EXTRACT 5**

*“...yah kalau tips saya yang sarankan kepada anak-anak yaitu mereka harus menguasai dulu vocabulary nah disini hampir semua guru bahasa inggris selalu menyuruh siswa untuk menghafal dan menyetor juga kata kerja, kata sifat, itu juga menurut saya belum efektif karena ini yang paling penting adalah minat seperti penelitian ta toh minat yang harus ditumbuhkan meski tidak akan tercapai pembelajaran apa yang mau diajarkan.....”*

“...my advice to students is that they must master vocabulary.

Almost all English teachers also tell students to memorize verbs, adjectives, etc. I don't think it is effective either. Because the most important thing is their interest in English....”

Recorded on October, 21, 2022, 09.00

Teachers that work in schools advise forcing their students to memorize words because knowing words is the foundation of learning English, and they advise students to leave words that the teacher has already learned.

2<sup>nd</sup>Teacher

#### **EXTRACT 6**

*“...yang paling pertama tentu dari awal kita harus sampaikan bahwa bahasa inggris itu bukan bahasa kita jadi ketika kamu salah dalam mengucapkan itu wajar karena bukan bahasa kita tapi justru itulah. Jangan malu ucapkan karena dari kesalahan itulah kita bisa perbaiki.....”*

“...we must tell them from earlier that English is not our language. So it doesn't matter if we pronounce it wrong, from that error, we can fix it.....”

Recorded on October, 07, 2022, 09.00

Based on the preceding statement, which states that teachers must help students understand what they are studying and

never feel hurt when they make mistakes when learning or pronouncing English because it is an international language and not their native tongue,

It can be concluded that the teacher's tips in learning English is to ask students to master the vocabulary. In addition, the teacher also tell them that English is not their language. So they don't need to worry if make mistake in practicing it.

d. The Infrastructure that support Students Learning

1<sup>st</sup> Teacher

**EXTRACT 7**

*“...kalau prasarana disini tidak lengkap terutama lab bahasa. Lab bahasanya itu tidak ada jadi misalnya kalau saya kemarin kalau saya ajarkan mengenai listening bagusnya itu siswa pake earphone kan tapi saya pake speaker saja itupun pasti ada gangguan dari kelas lain. Jadi suaranya itu tidak terlalu didengar oleh siswa jadi tidak efektif. Menurut saya ya prasarananya ya kurang lab bahasanya.....”*

“...if the infrastructure here is not complete. There is no language lab either. I use speakers to teach listening. It's also still not effective. I think the infrastructure is lacking in the language lab.....”

Recorded on October, 21, 2022, 09.00

According to English teacher at SMAN 2 Majene claimed that despite its importance in facilitating the teaching and learning process, the current infrastructure in schools was insufficient, particularly in the English laboratory.

2<sup>nd</sup>Teacher

**EXTRACT 8**

*“...untuk saat ini prasarana selain selain perpustakaan sebenarnya dulu cuma dialihfungsikan dan dulu punya lab bahasa tetapi dialihfungsikan jadi lab computer tetapi di lab computer itu juga bisa menjadi lab bahasa. Jadi prasarana untuk saat ini tidak ada ....”*

“...the existing infrastructure beside library is a computer lab. Previously there was a language lab but it was converted into a computer lab....”

Recorded on October, 07, 2022, 09.00

Based on the explanation above A computer lab is the current infrastructure next to the library. There used to be a language lab there, but it was changed to a computer lab.

It can be concluded that there is no infrastructure in SMAN 2 Majene beside library, more specially to support students interest in English.

e. The Enthusiasm Students in Learning English

1<sup>st</sup> Teacher

**EXTRACT 9**

*“...Yah kalau itu pasti dalam satu kelas adalah yang semangat belajar bahasa inggris yah mungkin 5 sampai 7 orang saja yang semangat belajar yang lainnya itu cuma mungkin dianggap sebuah keharusan mereka harus dikelas itu.....”*

“...of course, only 5-7 students are passionate about learning English in a class, while the others just think this is an obligation.....”

Recorded on October, 21, 2022, 09.00

according to the teacher who teaches in class there are only 5-7 students who are eager to learn English in class, while others only see this as an obligation.

2<sup>nd</sup>Teacher

**EXTRACT 10**

*“...yah kalau itu pasti dalam satu kelas ada yang semangat belajar bahasa inggris yah, mungkin tapi dikelas yang saya ajarkan itu semua pada semangat karena mungkin pengaruh dari sedikit siswanya makanya semua bisa di handle.....”*

“...surely, there are some students that excited in English, but the class that I teach, all students are excited. Maybe because the students are few. So everything can be handled....”

Recorded on October, 07, 2022, 09.00

Some students are enthusiastic about studying, according to the teacher who teaches the class, while the majority merely adhere to the teaching and learning process. however, in the class I teach, the majority of the students are engaged and attentive when the instructor explains the content.

It can be concluded that there are some students enthusiastic in learning English in each class. It is different with class 12 language, almost all students are enthusiastic in learning English.

f. Teachers' Method in finding Students improvement

1<sup>st</sup> Teacher

**EXTRACT 11**

*“...kalau untuk mengetahui minat belajarnya siswa apakah meningkat atau tidak dengan melihat keaktifan siswa belajar, itu kemudian melihat juga hasil belajarnya bagaimana itu juga bisa dilihat dari situ dengan menggunakan juga angket untuk mengetahui minatnya apakah meningkat dan bisa juga menggunakan angket dengan beberapa pertanyaan kemudian metode yang dilakukan mungkin bukan metode saya gunakan media yang interaktif misalnya kita mengajar pakai buku paket saya bagusnyanya itu si guru memakai video interaktif atau power point interaktif. Kalau metode ceramah sudah jarang saya pakai karena kalau kurikulum sekarang itu sudah center learning.....”*

“...if to find out whether students' interest in learning is increasing or not by looking at the activity of students learning. In addition, we can also use a questionnaire. Then I use interactive media in learning such as videos and power points instead of methods. I rarely use the lecture method because it's a learning center now....”

Recorded on October, 21, 2022, 09.00

In order for students to be interested in learning English, the teacher's teaching strategy must be able to capture their interest. If the teacher simply uses textbooks in the classroom, many students will find that learning English is boring. Therefore, if students adopt innovative teaching strategies to learn English, they will be more motivated to do so. One such strategy is for the teacher to include games at the beginning or end of lessons.

2<sup>nd</sup>Teacher

**EXTRACT 12**

*“...kalau untuk mengetahui peningkatan dan minatnya yang rata-rata kita lakukan itu evaluasinya setiap materi kita berikan evaluasinya dan Alhamdulillah bisa mereka jawab dan setiap materi yang diberikan bisa mereka jawab dari situ ada peningkatan. Metode yang dipakai itu ceramah metode ceramah yang selalu saya pake selain buku panduan.....”*

“...if to find out the improvement and interest, we evaluate every material that we give to students and Alhamdulillah they can answer. Beside used a book, I also used a lecture method....”

Recorded on October, 07, 2022, 09.00

The teacher must always evaluate every material that has been given to students, so that students do not forget the material

that has been studied. teachers can also find out the increase in students' interest in learning English.

It can be concluded that the Teacher 1 does not use method in teaching English but the teacher use interactive media and power point. Otherwise the Teacher 2 prefer to use a lecture method in teaching.

g. The Strategy used to increase students interesting in Learning English

1<sup>st</sup> Teacher

**EXTRACT 13**

*“...misalnya saya ajarkan speaking berarti saya harus mencari strategi pembelajaran yang sesuai dengan itu peningkatan speaking. Kemudian peningkatan writing yaa, berbeda lagi yang setiap itu skill yang dicapai saya menerapkan strategi pembelajaran yang berbeda.....”*

“...for example, if I teach speaking, it means I have to look for learning strategies that are suitable for improving speaking. The it's different again when I teach writing. Basically, I apply a different strategy to each skill....”

Recorded on October, 21, 2022, 09.00

Every teacher must have a good learning strategy in each skill. For example, when learning speaking and listening, the teacher provides opportunities for students to allow students to watch native speakers speak on YouTube.

2<sup>nd</sup>Teacher

**EXTRACT 14**

*“...kalau saya pribadi strategi saya tegas dalam pembelajaran tapi saya tegas dengan bersahabat dengan mereka dan ketika ada masalah pun saya tidak pernah langsung marah dan saya berusaha seperti itu. Dan tidaka terlalau menegangkan dikelas ketika mengajar dikelas dan itu strategi saya sellalu memberikan contoh seharian dia.....”*

“...personally, I used a firm but friendly strategy with students, when there is a problem, I never get angry. And I am not too tense in the class. And I alwys give examples that are suitable with daily life....”

Recorded on October,07, 2022, 09.00

A teacher needs to be able to approach kids like a friend. because certain students should approach the subject in that way. In order for students to understand the content being taught by the teacher, the teacher must provide examples while the learning process is taking place.

It can be concluded that teacher 1 used different strategy in different skill that the teacher teach. Otherwise the teacher 2 used firm and friendly strategy in teaching.

#### h. The Important of Students' Learning Improvement

1<sup>st</sup> Teacher

##### **EXTRACT 15**

*“...menurut saya tentu saja itu sangat penting karena kan siswa sudah belajar bahasa inggris yang minimal dari dari SD kan masa dari SD tidak ada plus SMA masa tidak ada perubahan jadi menurut saya harus sebagai guru membantu siswanya dalam meningkatkan kemampuan siswa dalam belajar bahasa inggris.....”*

“...I think of course it is very important. Students have learned English from elementary school. So students must have a change and the teachers must help students in improving students' abilities in learning English....”

Recorded on October, 21, 2022, 09.00

Based on the explanation above Even though children didn't learn English when they were in elementary school, they began learning it in middle and high school, so at least throughout those six years, they had at least grasped the fundamentals of the

language. We must therefore be able to enhance students English learning abilities as English teachers.

2<sup>nd</sup>Teacher

**EXTRACT 16**

*“...yaa penting karena seperti yang saya katakana tadi bahasa inggris ini mau tidak mau bahasa internasional harus kita bisa sedikitlah kemudian kita sebagai guru membantu siswanya dalam peningkatan belajar bahasa inggris.....”*

“...it’s important because as I said just now, English is an international language. Willy nilly, we have to be able to use event it is just a little. Then as a teacher, we must be able to help students in improving English.....”

Recorded on October, 07, 2022, 09.00

Because English is a global language that is taught in every nation, learning the language is crucial. Consequently, we as teachers can at least boost students' interest in learning.

It can be concluded that the learning improvement, especially for English is very important. Because the students have learned English from elementary school. That’s why it needs teachers’ role here to improve students’ skill in English.

## ***B. Discussion***

Based on the result of interview conducted from October 2022 at SMAN 2 Majene, it can be seen that teachers have role in increasing students' interest in learning English. Mostly questions in the interview process answered and involved teachers to take a part in increasing students' interest. For instance the question 1) What programs are carried out to increase interest in learning English? The teachers stated that there was no program in SMAN 2 Majene to increase English interest. But they still take on the role as English teachers. They advised the students about how benefit and importance English in life. Then, it was different with students in class 12 language, they had an English basic, so the teachers were easily to teach. 2) How are the teachers' tips in introducing English so that students are interested in learning? In this question, the teachers gave tips to the students to master the vocabulary. Beside they were given material in the classroom, they also were given an assignment to memorize such as verbs, nouns, adverb etc.

3) Is there any supporting infrastructure in increasing interest in learning English? The teachers have big role in overcoming this problem. There was no language lab in SMAN 2 Majene, so when the teachers taught Listening, the teachers used speaker even if it was not a good solution and it was not effective to use. 4) What method is used to find out the increase students in learning English. In this part, the teachers preferred to use video interactive and power point in learning process, and to find out the

students' interest in English, the teachers did evaluation in each material.

5) Is there strategy that used to increase students' interest in English?

Here, the teachers stated that in learning English, the teachers used different strategy more especially for English skill. For instance when they taught about speaking, writing, reading, etc.

It related with the previous related research under the title "Teacher's Role In Increasing Student Interest In Learning During pandemic." In this study, the teacher was an important element in the learning model so that students are interested or motivated to be enthusiastic in learning English, (Yasa, 2014). It was also related with the previous related research under the title "English Learning Management: Students in the superior class class of SMA Negeri 1 Metro Lampung." In this study, the teacher is the most fundamental in increasing students interest in learning. Teachers required to be creative in conducting learning to students also the similarity that occurred with the methodology used in the research, (Aryanika 2016).

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provides the conclusion of the findings and suggestions. The conclusion is to summarize the findings, and suggestion is aimed to inform the researcher, teacher and students about this research.

#### *A. Conclusion*

Based on the result above, it can be concluded that teachers in SMAN 2 Majene had role in increasing students' interest in English. It was seen from each teachers' role in overcoming the problem in SMAN 2 Majene. The teachers sought to increase students' interest in English. It can be seen by the teacher gave advice to the students in learning. Moreover, the teachers also gave assignment like memorize the vocabulary, made power point and interactive learning, providing projector in the class, and preparing speaker in listening subject.

It related to the previous related research under the title "English Learning Management: Students in the superior class class of SMA Negeri 1 Metro Lampung." In this study, the teacher is the most fundamental in increasing students interest in learning. Teachers required to be creative in conducting learning to students also the similarity that occurred with the methodology used in the research, (Aryanika 2016).

### ***B. Suggestion***

For researchers, this research is useful to add experience and knowledge in role to increase students' interest in learning english. It can be a reference for further research activities. The benefits for teachers', this research is useful for increasing teachers' knowledge in increasing interest in learning english for students' at school. For the students, it can inform them to learn and increase their interest in learning English.

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## APPENDICES

### a. Observation



October 17 2022



October 17 2022

b. Interviews



(October 21 2022 at 09 : 00 WIT)












(October 21 2022 at 09 : 00 WIT)



Oktober 25 2022

## Perekam



-  Perekaman baru 12  
28/10/2022 10:51 00:04:01
-  Perekaman baru 11  
28/10/2022 10:23 00:00:30
-  Perekaman baru 10  
28/10/2022 10:22 00:00:48
-  Perekaman baru 9  
28/10/2022 10:21 00:00:50
-  Perekaman baru 8  
28/10/2022 10:20 00:02:16
-  Perekaman baru 7  
28/10/2022 10:18 00:00:25
-  Perekaman baru 6  
28/10/2022 10:17 00:00:40
-  Perekaman baru 5  
28/10/2022 10:17 00:00:51
-  Perekaman baru 4  
28/10/2022 10:14 00:01:03



c. Quesioner

No	Pertanyaan	Keterlaksanaan			Ket
		Ya	Kr	Tdk	
1.	Guru meneprikan sebuah program pembelajaran untuk meningkatkan minat belajar bahasa inggris				
2.	Guru mengalami kendala dan hambatan pada proses pembelajaran, terutama pada peningkatan kemampuan minat belajar bahasa inggris				
3.	Guru memberikan tips dalam memperkenalkan bahasa inggris. Agar siswa mempunyai minat belajar				
4.	Guru memperkenalkan prasarana pendukung dalam minat belajar bahasa inggris. Selain perpustakaan				
5.	Untuk mengetahui peningkatan minat belajar bahasa inggris, Guru punya cara untuk mengetahuinya dengan menggunakan sebuah metode.				
6.	Guru menerapkan sebuah strategi pembelajaran dalam meningkatkan minat belajar bahasa inggris				
7.	Seberapa penting peningkatan belajar bahasa inggris?				
8.	Apakah para siswa semangat dalam meningkatkan minat belajar bahasa inggris?				
	<b>Total</b>				
	<b>Persentase</b>				

d. Guide Interview

**Questions for Teacher**

1. Apakah ada sebuah program guru yang diterapkan dalam pembelajaran untuk meningkatkan minat belajar bahasa inggris?
2. Apakah guru mengalami kendala dan hambatan pada proses pembelajaran, terutama pada peningkatan kemampuan minat belajar bahasa inggris?
3. Apakah guru memberikan tips dalam memperkenalkan bahasa inggris. Agar siswa mempunyai minat belajar?
4. Apakah guru memperkenalkan prasarana pendukung dalam minat belajar bahasa inggris selain perpustakaan?
5. Untuk mengetahui peningkatan minat belajar bahasa inggris, apakah guru punya cara untuk mengetahuinya dengan menggunakan sebuah metode?
6. Apakah guru menerapkan sebuah strategi pembelajaran dalam meningkatkan minat belajar bahasa inggris?
7. Seberapa penting peningkatan belajar bahasa inggris?
8. Apakah para siswa semangat dalam meningkatkan minat belajar bahasa inggris?

## CURRICULUM VITAE

Fatimah is the name of the author of this thesis. The author was born on May 19, 1998 in West Mapilli village, Luyo District, Polewali Mandar Regency. The author was born to Mr. Mustari and Mrs. July as the fifth of eight children. The author studied starting from SDN 017 Bonra in 2005-2010, continued to SMPN 2 Campalagian in 2010-2013, then continued to SMKN 2 Campalagian in 2015-2018 and finally, the researcher studied at State Islamic College of Majene and graduate in 2022.

With perseverance, high motivation to learn and try, the author has successfully completed this thesis final with the title “The Teachers’ Roles in Increasing Students’ Interest in Learning English at SMA Negeri 2 Majene”. The author hopes that by writing this thesis, it will be able to make a positive contribution to the world of education.



**IZIN PENELITIAN**

Nomor : 0544/IP/DPM-PTSP/MM/XI/2022

Berdasarkan Peraturan Bupati nomor : 53 Tahun 2018 tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/128/IV/2020 Tanggal 17 April 2020 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

Nama	: FATIMAH
Pekerjaan	: Mahasiswi
N I M	: 10256118038
Program Study/Jurusan	: S1 Pendidikan Bahasa Inggris
Universitas	: STAIN Majene
Alamat	: Dusun Bonra Desa Mapilli Barat Kec. Luyo Kab. Polewali Mandar

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul "THE TEACHERS' ROLES INCREASING STUDENTS' INTEREST IN LEARNING ENGLISH AT SMA NEGERI 2 MAJENE" dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar copy hasil Penelitian kepada Bupati Majene Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya

Dikeluarkan di : Majene  
Pada Tanggal : 23-11-2022



**MILIES HIRAWATI THAHIR, S.Sos, M.AP**  
Pangkat: Pembina Tk. I  
Nip. 196809281992032011