THE INFLUENTIAL FACTORS TOWARDS THE STUDENTS' INTEREST IN LEARNING ENGLISH AT THE TENTH YEAR STUDENTS OF SMKN 2 PALOPO

A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State College For Islamic Studies of Palopo in Partial Fulfillment of Requirement For S.Pd Degree In English Education

Composed By,

N A S R I Y A N I
REG. No : 09.16.3.0084

ENGLISH EDUCATION PROGRAM OF TARBIYAH DEPARTMENT STATE COLLAGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2013

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Under Supervised By:
1. **Drs. Hilal Mahmud, MM**
2. **Madehang, S.Ag, M.Pd**

ENGLISH EDUCATION PROGRAM OF TARBIYAH DEPARTMENT STATE COLLAGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2013

NOTA DINAS PEMBIMBING

Hal   : Skripsi   Palopo, September 16th 2013

Lamp   : _

Kepada Yth,

Ketua Jurusan Tarbiyah STAIN Palopo

Di,-

      Tempat

Assalamualaikum Wr.Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

Nama   : Nasriyani

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Program Studi   : Tadris Inggris

Judul Skripsi   : The Influential Factors Towards The Students' Interest

                         In Learning English at the Tenth Year Students of

                         SMKN 2 Palopo.

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamualaikum Wr.Wb.

                                       Pembimbing I

                                       <u>Drs. Hilal Mahmud, MM</u>
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CONSULTANT APPROVAL

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Declares that this thesis she wrote to fulfill of requirement for the degree of Master of Education (S.Pd) in Tarbiyah Department, the State College for Islamic studies (STAIN) Palopo entitled **"The Influential Factors Towards the Students' Interest In Learning English at the Tenth Year Students of SMKN 2 Palopo"** is truly my original work. it does not incorporate any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, September 27th 2013
Researcher

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Palopo, September 27th 2013

The Writer

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ABSTRACT

Nasriyani, 2013. *"The Influential Factors Towards The Students' Interest In Learning English at the Tenth Year Students of SMKN 2 Palopo".* **English Study Program of Tarbiyah (Under the Supervision of (I) Hilal Mahmud, (II) Madehang.**

This thesis deals with the influential factors towards the students' interest in learning english at the tenth year students of SMKN 2 palopo. The problem statement of this reseacrhs was "What factors influence the students' interest in learning English at the tenth year students of SMKN 2 Palopo?,What factors increase the students' interest in learning English at the tenth year students of SMKN 2 Palopo?,What are the teacher's efforts to increase the students' interest in learning English at the tenth year students of SMKN 2 Palopo?."

The methodology of this thesis used descriptive qualitative method; it used 25 students from the tenth year students of SMKN 2 Palopo, 2012/2013 academic year as the sample. The instruments of the research were questionnarie and interview.

As the result of the research, the factors influence the students' interest and the factors increase the students' interest in learning english at the tenth year students of SMKN 2 Palopo based on the result of research conducted by the author on 25 students of class X (ten) picture department at SMKN 2 Palopo note that all students who become interested in the sample felt English lessons for a variety of reasons including, motivated to get a scholarship, traveling the world and many many reasons the other is when the writer wrote a whole it will load a lot of paper. So, here I will just take a core course that can represent the whole of all the reasons that students give.the teacher's efforts to increase the students' interest in learning english at the tenth year students of SMKN 2 Palopo of the results of research by the author on the teacher at the SMKN 2 Palopo directly interviewed to determine what efforts are made by teachers to improve students' interest to follow English lessons. Of all the teachers interviewed authors draw conclusion from a variety of answers expressed, namely: Teachers provide guidance and group assignments, There is a feedback between students and teachers,Provide an understanding (how the students can understand the lessons given), Assign tasks and answered directly and Active in the classroom directly. Then we can conclude that of all the students at SMKN 2 Palopo interest in learning English.

Suggestions from this study, for English teachers at SMKN 2 Palopo, students should better understand the conditions that have a level of intelligence that is different, that would always provide a variety of appropriate methods to increase interest and motivation to learn English students, as well as the importance of conveying information to follow English lessons. As well as provide additional lessons to better adjust to the conditions in the school lessons so that students more active in participating in English class.

CHAPTER I

INTRODUCTION

A. Background

Interest has a major effect towards the learning activity. Interest is be feeling and commitment to something or activity without be command. Interest is often regarded as being a mojor element in the teacher's store of motivational tactics.[1]Interest is a acceptation to one connection beetwen one self and outside more and more close the connection, bigger and bigger the interest.[2] The student has an interest concerning a certain lesson will study carefully with seriously, because there are power of attraction for her. The student will easy memories lesson pull her interest. The writer believes that motivation, attention, attitude, study habit, self concept and students aptitude can influence to interest of students in learning English at the tenth year students of SMKN 2 Palopo.

Interest is a permanent inclination to pay and recall several activities.[3] Interest is the feeling of wanting to know or learn about something or someone. [4]

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[1] Steven H. McDonough, *Psychology in Foreign Language Teaching*, (Second Edition Australia Essex University: 1983), p.143.

[2] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya,* (Cet. I; Jakarta: Rineka Cipta, 2003), p. 180.

[3] Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru,* (Cet. II; Surabaya: Usaha Nasional, 2003), p. 48

[4] *http://oxforddictionaries.com/definition/english/interest. rabu, 26 juni 2013, 09.56 am.*

Interest is causes there is attention interest as if stuck the fell function and interest stuck as if the think function.[5]Defenition of interest according to Tidjan is psychology indication that points attention center to ward the objek cause there is happiness.[6]Defenition of interest according to Hurlock is a source of motivation that encourage someone to do what want to be did when choose free.[7]Someone that intends towards an activity will pay activity consistently and with pleasure.

Simply put, interest and excitement is high tendency or inclination towards something great.[8] According to Reber (1988), uninterest including the populer term in psychology because of its dependence on many internal factors such as: concentration of attention, curiosity, motivation and needs. But regardless of the popular or not, that such interest is understood and used by people during this time can affect the quality of student achievement in specific subject areas. For example, a student who has great interest in the English language will focuse a lot more than other students. Then, due to the intense concentration of attention that allows students had to study harder, and finally they achieve the desired performance. Teachers in this regard should try to raise interest in students to

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[5] *http://belajar psikologi.com / 2012/pengertian- minat/.htm. senin 14 januari 2013, 14.30 pm.*

[6] *http://belajar psikologi.com / 2012/pengertian- minat/.htm. senin 14 januari 2013, 16.30 pm.*

[7] *http://mathedu-unila.blogspot.com/2009/10/pengertian-minat.htmlhat. senin 7 desember 2012. 09.30 am.*

[8] Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Cet. XIII; Bandung: Remaja Rosdakarya, 2007), p. 136

master the knowledge contained in their field of study with more or less the same way with tips to build a positive attitude.

Interest has closed relationship with motivation. Motivation is exist that condition in someone which motivated to do activity achievement a purpose.[9] The motivation turn up cause there are necessity, likewise interest. Until exact if interest constitute motivation instrument which main. Process study will predecease fast if together with interest. It because, the teacher necessary raise student interest in order that lesson given student understanding easy.

In education, there are some factors that influence learning process such as purpose, teacher, student, instruction activity, evaluation instrument, evaluation and evaluation atmosphere. These above indicate that there are mutual dependent beetwen one factor with another. If factors one of nothing so learning process will not life. Interest is inspiration and desire, which can develop by motivation interest to deal important factor that can found in every human self, where the interest of someone become in their life.[10]

In relating with learning English, as we know that in the some countries where English is not an official language it shell have a significant role to play it may be an important school subject and it may be necessary to pass examination in English to enter a university.

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[9] Djaali, *Psikologi Pendidikan*, (Cet. I; Jakarta: Bumi Aksara, 2007), p. 101.

[10] Tampubolon, *Mengembangkan Minat dan Kebiasaan Membaca pada Anak*, (Cet. X; Bandung: Angkasa Bandung, 1993), p. 41.

In English learning at the tenth year students of SMKN 2 Palopo, there are students' interest in following the English learning. They are interest English learning because scholarship, going to abroad, tourist guides, etc.

Student the feel English learning easys difficulty because English learn is different from with other. The first from it is read, it is write, does not know it is the meaning, pronoun it is difficult, etc. It is why many student consider english language is hypocrite language. But it all, not reasons for say that learn English language it is very difficulty because if we effort sure we can dominates English language.

As teacher must hand over comprehension to student of it is important English . With the English we can open the world and we make very important in society.The finally, for the student interest grow. As teacher must to have many method and creative. In start from our teach manner do not same from day to day.

In looks out it is problems, there are some solution among them is the teacher teach a manner must creative, have different method, friendly, kind, on time, always to speak English, enter to his world, etc.

B. Problem statement

Based on the exploration in the background above the researcher formulates the research questions, as follows:

1. How the students' interest in following learning English at the tenth year students of SMKN 2 Palopo?

2. What factors influence the students' interest in learning English at the tenth year students of SMKN 2 Palopo?

3. What factors increase the students' interest in learning English at the tenth year students of SMKN 2 Palopo?

4. What are the teacher's efforts to increase the students' interest in learning English at the tenth year students of SMKN 2 Palopo?

C. *Objective of the Research*

In relation to the problem statement above, this research aims at finding out:

1. The students' interest in following learning English at the tenth year students of SMKN 2 Palopo.

2. The factors that influence the students' interest in learning English at the tenth year students of SMKN 2 Palopo.

3. The factors that increase the students' interest in learning English at the tenth year students of SMKN 2 Palopo.

4. The teachers' efforts to increase the students' interest in learning English at the tenth year students of SMKN 2 Palopo.

D. *Significance of the Research*

The findings of this research will be expected to be usefull and helpful information for all reader including lecturers, learners and practitioners of education. This is also expected to give significant contribution especially for the students' interest in learning English, especially at the tenth year students of SMKN 2 Palopo.

E. *Scope of the Research*

In this research, the writer would like to limit and focus on the influence factors towards the students' interest in learning English at the tenth year students of SMKN 2 Palopo, as follows:

1. The students' interest in following learning English at the tenth year students of SMKN 2 Palopo.

2. The factors that influence the students' interest in learning English at the tenth year students of SMKN 2 Palopo.

3. The factors that increase the students' interest in learning English at the tenth year students of SMKN 2 Palopo.

4. The teachers' efforts to increase the students' interest in learning English at the tenth year students of SMKN 2 Palopo.

F. Defenition of Terms

Base on the title, the influence factors towards the students' interest in learning English at the tenth year students of SMKN 2 Palopo. The research gives formulation, as follows:

1. Influential factors are the factors that influence the students' interest in following the lesson at SMKN 2 Palopo.

2. Students' interest is the feeling that the students have for do something or activity without anything outsider compulsion at SMKN 2 Palopo.

3. Learning English is learning a foreign language lesson that followed by the students at SMKN 2 Palopo.

G. Seqeunce of the Research

In order to understand of this paper, the writer presents the sequence presentation as follows:

Chapter one is introduction that describe the background, problem statement, objective of the research, significance of the research, scope of the research, defenition of terms and seqeunce of the research.

Chapter two is review of related literature that describes about influence factors towards the students' interest in learning English at the tenth year students of SMKN 2 Palopo.

Chapter three is methodology and procedure which describe method of the research, procedure of data collection and technique of data analysis.

Chapter four is finding and discussion.

Chapter five is conclusion and suggestions.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. *The Factors That Influence Learning Interest*

There are some factors that influence learning interest, namely: motivation, attention, attitude, study habit, self concept, intelligence students and student aptitude.

1. Motivation

Some psychologist distinguish the term "motivation" and "motive" namely, motive is from motion that means movement or something moving, term "motive" has a close relation with "movement", which is done by people. It is also called as action or behavior. In psychology "motive" means stimulus, support and a power riser to do an activity.[1] The basic definition of motivation is internal situation of organism either human or animal supporting to do something. In this definition, "motivation" means the power source the act directly.

Motivation is the power which motivates somebody to do something suitable her wish, preference organism for to do attitude or behavior that influence by needs and direct with definite purpose before who can plan. The characteristic as control matter for itself.[2] Motivation is technical term, which is commonly at condition of all operation and motivator, stimulus and motif.[3] Motivation is

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[1] Ahmad Fauzi, *Psikologi Umum*, (Cet. I; Bandung: Pustaka Setia, 1999), p.60.

[2] Sudarsono, *Kamus Konseling*, (Cet. I; Jakarta: Rineka Cipta, 1996), p.150.

[3] James Drever, *Kamus Psikologi*, (Cet. II; Jakarta: Bina Angkasa, 1988), p.293.

energy change within the person characteristized by affective arousal and anticipatory goal reaction.[4] In addition motivation is exertion for prepare conditions so that children want, will do it.[5] Motivation is an inner drive or stimulus which can, like self-esteem, be "global" situational, or task-oriented.[6] Motivation is the urge in the individual to have a need filled.[7] Motivation is the extent to which you make choices about (goals to pursue and the effort you will devote to that pursuit).[8] Motivation is a series of attempts to provide certains conditions so that someone can and wants to do something, and if he does not like it, then he will attempt to remove or refuse dislike it.[9]

Indonesian dictionary for students, motivation is encouragement that arise in a person consciously or unconsciously to perform an action with a specific purpose or attempt to cause a person or a particular group of people motivated to do something because they want to achieve the goals she wants or gets

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[4] Oemar Hamalik, *Proses Belajar Mengajar*, (Cet. III; Jakarta: Bumi Aksara, 2004), p.158.

[5] S. Nasution, *Didaktik Asas-asas Mengajar*, (Cet. II; Jakarta: Bumi Aksara, 2000), p.73.

[6] H. Douglas Brown, *Principles of Language Learning and Teaching*, (Second Edition; San francisco: New Jersey, 1987), p.114.

[7] Gary Kroehnert, *Basic Training for Trainers*, (Second Edition; Australia: Mc Graw Hill Book Company Sydney, 1998), p.116.

[8] H. Douglas Brown, *Teaching by Principles*, (Second Edition; San francisco: Longman, 2001), p.72.

[9] Sardiman, *Interaksi Dan Motivasi Belajar Mengajar*, (Cet. I; Jakarta: Raja Grafindo Persada, 2007), P. 75.

satisfaction with actions.[10] According to Mc. Donald, motivation is the energy change in a person who is characterized by the emergence of "feeling" and preceded by responses to the destination.[11]

According to Thomas M. Risk and Prof. S. Nasution, Motivation is we may definen motivation, in a pedagogical sense, as the concious effort on the part of the teacher to establish in students motives leading to sustained activity toward the learning goals and to motivate a child to arrange condition so that the wants to do what he is capable doing.[12] Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.[13]Motivation is change energy in self someone which marked with raises feeling. Motivation is the drive to do something in the meet the needs. Desire of achievement in meeting those needs depends on the motive power. Motif with great power will determine the behavior of individuals. In other words, the motive is the need, the urge, or implus that determines a person's behavior.[14]

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[10] Meity Taqdir Qodratillah dkk, *Kamus Bahasa Indonesia Untuk Pelajar*, (Cet. I; Jakarta: 2011), p. 332

[11] Oemar Hamalik,*Proses Belajar Mengajar, loc.cit.*

[12] Ahmad Rohani HM, *Pengelolaan Pengajaran*, (Cet.II; Jakarta: Rineka Cipta, 2004), P.11

[13] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Third Edition San Francisco State University: Longman, 2007), p. 85.

[14] Mudjiarto dan Aliaras Wahid, *Membangun Karakter dan Kepribadian kewirausahaan*, (Cet. I; Jakarta: Graha Ilmu, 2006), p. 39.

According to Sumadi Suryabrata, motivation is exist that condition in someone which motivated to do activity achievement a purpose. At the same time, according to Gates at all, motivation is psychology and physiology a condition that in someone which measure regulated with the sure manner. It so happens, according to Greenberg motivation is raise, aim and place on a solid footing a process behavior course a purpose.[15] From the definition of motivation educator's mentioned above the writer can be conclution that motivation is a pushed condition someone in a good manner psychology and physiology for do sure activity to reach a purpose.

Motivation is some of internal drive that encourage somebody to pursue a course action. If someone perceive a goal (that is, something we wish to achieve) and if that goal is sufficiently attractive, he/she will be strongly motivated to do whatever is necessary to reach the goal.

There are several forms and ways to motivate their learning activities at school, such as: giving a figure, gift, rivals or competition, remforcement, knowing the result, praise, punishment, desire to learn, purpose recognized.[16]

a. Giving a figure

Figures in this case as a symbol of the value of their learning activities. Many students learn, the main one just to achieve a good number or value. So that students usually pursued is the replay value or values on report cards right figure.

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[15] Djaali, *Psikologi Pendidikan*, *loc.cit.*

[16] Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, *op.coit.,* p. 92.

The numbers are good for the students it is a very strong motivation, but there is also, even more students working or studying just want to pursue a course to the next grade anyway. This shows that its motivation is less weighty when compared with students who want good numbers. However it should be remembered by all teachers that achievement figures as a result of learning that has not been true, meaningful learning outcomes. Therefore the next step to be taken by teachers is how to provide the appropriate numbers that include cognitive and affective skills.

b. Gift

Gifts can also be said as motivation, but it is not always the case. Because the reward for a job, may not be attractive to someone who is not happy and not talented for such a job. Therefore, a teacher must know what gifts appropriate to the circumstances of their students.

c. Rivals or competition

Rivals or competition can be used as a motivational tool to encourage student learning. Competition, both individual and group competition, can improve student achievement.

d. Remforcement

The students will be more active in learning if there will be a replay. Therefore this test also gives a means of motivation. But it should be remembered by the teacher, is not too often (eg every day) because it can be boring and routine. In this case the teacher should also be open to say, that would have to be notified to the students repeat.

e. Knowing the result

By knowing the results of the work, especially if it does progress, will encourage students to study harder. Increasingly aware that the graphics improved learning outcomes, then there is motivation on students to continue to learn, with an ever increasing expectations of the outcome.

f. Praise

If there is a successful student who successfully complete the task well, should be given praise. This prise is good motivation. Therefore it is a compliment that motivation, the gift must be appropriate. With the right compliment will foster a pleasant atmosphere and heightens passion to learn and at the same time will raise self esteem.

g. Punishment

Punishment as a negative reinforcement but if given correctly and wisely can be a motivational tool. Therefore, teachers must understand the principles of sentencing.

h. Desire to learn

Desire to learn, there is the element of intent, no intent to learn. It would be better, when compared to all the activities without intention. Passion for learning means that sudents in the self-motivation is there to learn, so of course the result will be better.

i.   Purpose recognized

Formulated objectives are recognized and accepted by students, will be an important motivational tool. Because by understanding the goals to be achieved, because it feels very useful and profitable, then there will be passion to keep learning.

There are several kinds of motivation, but here I will only describe from two points of view, the motivation comes from within a person called "intrinsic motivation" and the motivation that comes from outside ourselves that so called "extrinsic motivation".

1.   Intrinsic motivation

The definition of motivation is intrinsic motives that are activated or the functioning does not need to be stimulated from the outside, because inside every individual has no incentive to do something.[17]

Based commonly intrinsic of motivation is the wish a students for take purpose who no external reward.[18] Intrinsic motivation is motif can function without have to stimulus from external.[19] Intrinsic motivation is motifs that live in students self and useful in function study of condition.[20] Intrinsic motivation is the

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[17] Pupuh Fathurrohman dan M. Sobry Sutikno, *Strategi Belajar Mengajar*, (Cet. I; Surabaya: Usaha Nasional, 1994), p. 19.

[18] Nurhadi dan Roekhan, *Dimensi-dimensi dalam Belajar ke Dua*, (Cet. I; Bandung: Sinar Baru, 1990), p. 153.

[19] Alex Sobur, *Psikologi Umum*, (Cet. I; Bandung: Pustaka Setia, 2003), p. 295.

[20] Sardiman, *Interaksi Dan Motivasi Belajar Mengajar,op.cit.*, P. 196.

motives that become active or not functioning should be stimulated from outside, because in each individual is compelled to do something.[21] Intrinsic motivations are inherent in the learning situations and meet pupil need and purposes.[22] Intrinsic motivation is motif can function without have to stimulus from external, in own self an individual. There where is motivator itself someone will to do something because he want do it.

Intrinsic motivation is:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward ...Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, feelings of competence and self-determination.[23]

Intrinsic motivation is internal desires to perform a particular task, people do Certain activities because it gives them pleasure, develops a particular skill, or It's morally the right thing to do. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. Intrinsic motivation has been studied since the early 1970.The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior. In these studies, it was evident that the organisms would engage in playful and curiosity driven behaviors in the absence of reward. Intrinsic

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[21] Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru*, *op.cit.,* p. 35.

[22] Sardiman, *Interaksi Dan Motivasi Belajar Mengajar, op.cit.,* P. 77.

[23] H. Douglas Brown, *Principles of Language Learning and Teaching*, (Fifth Edition; San francisco State University: Longman, 2007), p.172.

motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Students are likely to be intrinsically motivated if they:

a. attribute their educational results to factors under their own control, also known as autonomy.

b. believe they have the skills to be effective agents in reaching their desired goals, also known as self-efficacy beliefs.

c. are interested in mastering a topic, not just in achieving good grades.

Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is intrinsically rewarding. This contrasts with extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishments. Intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potentials. Intrinsic motivation refers to the reason why we perform certain activities for inherent satisfaction or pleasure you might say performing one of these activities in reinforcing in and of itself. Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades.

Intrinsic motivation involves doing things because we find them enjoyable and rewarding for their own sake. Intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward.

Examples of behaviors that are the result of intrinsic motivation include: Participating in a sport because you find the activity enjoyable, Solving a word puzzle because you find the challenge fun and interesting, Playing a game because you find it exciting.

In each of these instances, the person's behavior is motivated by an internal desire to participate in an activity for its own sake.

If someone has had intrinsic motivation within him, then he would consciously do an activity that does not require external motivation itself. In learning activities, intrinsic motivation is necessary, chiefly self-study. Someone who does not have the intrinsic motivation difficult to perform continuous learning activities. Someone who has always been an intrinsic motivation to progress in learning. The desire was motivated by thinking positive, that all the subjects studied will now be required and very useful present and future.

2. Extrinsic motivation

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation is the active motifs and functioning due to external stimuli.[24] Motivation extrinsic motivation does not mean that is not necessary and not good in education. Extrinsic motivation necessary for students to learn. Various ways

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[24] Syaiful Bahri Djamarah, *prestasi belajar dan kompetensi guru, op.cit.,* p. 37.

can be done so that students are motivated to learn. Teachers should be able to arouse the interest of students by utilizing the various forms of extrinsic motivation. Misapplication forms of extrinsic motivation will hurt students. As a result, extrinsic motivation is not functioning as a driver, but it makes students lazy to study. For I have known, that the motivation to give encouragement to a student in the learning activities. For that a teacher should be able to use these extrinsic motivation appropriately and correctly in order to support the process of teaching and learning interactions.

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, an extrinsically motivated person who dislikes math may work hard on a math equation because want the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class. Extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. An extrinsically motivated student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the

possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task. Extrinsic motivation involves doing things to gain outside rewards.

Extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity in order to earn a reward or avoid a punishment. Extrinsic motivation is when I am motivated by external factors, as opposed to the internal drivers of intrinsic motivation. Extrinsic motivation drives me to do things for tangible rewards or pressures, rather than for the fun of it.

Examples of behaviors that are the result of extrinsic motivation include: Studying because you want to get a good grade, Cleaning your room to avoid being reprimanded by your parents, Participating in a sport in order to win awards, and Competing in a contest in order to win a scholarship.

In each of these examples, the behavior is motivated by a desire to gain a reward or avoid a negative outcome.

Extrinsic Motivation is divided into two basic types, integrative and instrumental.[25]

a. Integrative Motivation

Integrative motivation is characterised by the learner's positive attitudes towards the target language group and the desire to integrate into the target language community. Motivation has been identified as the learner's orientation

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[25] H. Douglas Brown, *Principles of Language Learning and Teaching*, (Fifth Edition; San francisco State University: Longman, 2007), p.170.

with regard to the goal of learning a second language (Crookes and Schmidt 1991). It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978). This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorised that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation".

In an EFL setting such as Japan it is important to consider the actual meaning of the term "integrative." As Benson (1991) suggests, a more appropriate approach to the concept of integrative motivation in the EFL context would be the idea that it represents the desire of the individual to become bilingual, while at the same time becoming bicultural. This occurs through the addition of another language and culture to the learner's own cultural identity. As Japan is predominantly a monocultural society, opportunities to use the target (L2) language in daily verbal exchanges are relatively restricted. There is also limited potential for integrating into the target language community.

b. Instrumental Motivation

Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional reason for language learning. In contrast to integrative motivation is the form of motivation referred to as instrumental motivation. This is generally characterised by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired. Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college. Many college language learners have a clear instrumental motivation for language learning: They want to fulfill a college language requirement! Integratively motivated learners want to learn the language so that they can better understand and get to know the people who speak that language. In the North American context, integrative motivation has proven to be a strong impetus to successful language learning.

According to Sardiman, motivation has three functions, namely: encouraging people to do, determining the direction of action and selecting actions.[26]

a. Encourage people to do, so as a driver or motorcycle that releases energy. Motivation in this case is the motor of any activity to be undertaken.

b. Determine the direction of action, ie toward a goal to be achieved. Thus the motivation to provide direction and activities that must be undertaken in accordance with the formulation of objectives.

c. Selecting actions, ie actions determine what shuold be done to match in order to achieve the goal, to put aside the deeds that are not useful for that purpose.

At the time that, According to Oemar Hamalik the motivation function as:

a. Encourage a behavior or action.without motivation there will not arise a deed like learning.

b. Motivation serves as a director. This means getting deeds to achievement desired goal.

c. Serves as the driving motivation. He serves as an engine for the car. Motivation will determine the size of the fast or slow a job.[27]

Motivation has two components, namely the components inside and outside components. Components in the change in a person is, the state was not satisfied and psychological tension. Beyond components is what a person wants,

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[26] Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, *op.cit.,* p.85

[27] Oemar Hamalik, *Proses Belajar Mengajar*, *op.cit.,* p. 161.

goals to be the direction is right. Thus, the components are the needs that want to be satisfied, while the outer parts are goals to be achieved.

Motivation is a word that can energize us. Motivation is the key to the achievement of all desires. Motivation is the thing that drives the desire and dream come true through the continuous efforts without interruption to realize what is desired. Motivation is the key that opens the door for ourselves towards the achievement. Motivation is what makes us begin to move, while the commitment is what keeps us going. Motivation can change a person from a state of mediocrity into excellence and extraordinary. The real motivation is what shows up and surged in a person to fulfill all what she expected. Motivation will drive people to do something as he dreamed. A wise proverb says, "when you have a strong enough reason, you will find a way." Many times we can not afford to do anything because it did not have sufficient reason to do so. So, if we have a desire that steady with a strong motivation to achieve something, then it will lead to what we want. Therefore, if we want to pass the exam 100% than have the full motivation (super power) or a burning passion to achieve it. This motivation must arise within us. A spirit that is not optimal and giddy. But remember, that was not enough we have the motivation to pass if it is not able to move all the potential to

succeed it, is to perform the action. A concrete measures aimed at making every intention of becoming a reality.

The relationship between the purpose, activities and motivation can be seen from the following smartart:
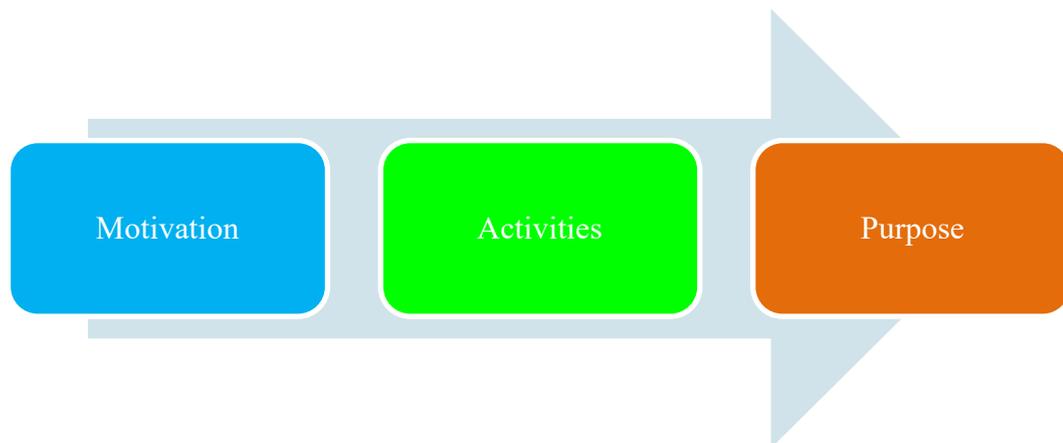
Force that drives individuals called motivational activities, which indicates a condition within the individual that push or move the individual activities to achieve a goal.[28]

Various theories of motivation have been proposed over the course of decades of research, three different perspectives emerge:

1. From a behavioral perspective, motivation is seen in very matter of fact terms it is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement. Skinner, Pavlov and Thorndike put motivation at the center of their theories of human behavior. In a behavioral view, performance in task and motivation to do so is likely to be at the mercy of external forces: parents, teachers, peers, educational requirements, job specifications and so forth.

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[28] Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan*, (Cet. V; Bandung: Remaja Rosdakarya, 2009), p. 61.

2.   in cognitive terms, motivation places much more emphasis on the individual's decisions, the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. Some cognitive psychologists see underlying needs or drives as the compelling force behind our decisions. For example, identified six needs undergirding the construct of motivation:

a. The need for exploration, for seeing the other side of the mountain for probing the unknown.

b. The need for manipulation, for operating to use Skinner's term on the environment and causing change.

c. The need for activity, for movement and exercise, both physical and mental.

d. The need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts and feelings.

e. The need for knowledge, the need to process and internalize the results of exploration, manipulation, activity and stimulation, to resolve contradictions, to quest for solutions to problems and for self consistent systems of knowledge.

f. Finally, the need for ego enhancement, for the self to be known and to be accepted and approved of by others or what calls the self system.

3. A constructivist view of motivation places even further emphasis on social context as well as individual personal choices. Each person is motivated differently and will therefore act on his or her environment in ways that are unique. But these unique as acts are always carried out within a cultural and social milieu and cannot be completely separated from that context. Several decades ago,

viewed motivation as a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of needs, three of which were solidly grounded in community, belonging and social status. Motivation, in a constructivist view, is derived as much from our interactions with others as it is from one's self determination.

The needs concept of motivation in some ways belongs to all three schools of thought. The fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context. Consider children who are motivated to learn to read. They are motivated because they perceive the value (reward) of reading, they meet the needs of exploration, stimulation, knowledge, self esteem and autonomy and they do so in widely varying ways and schedules and in the context of a society that values literacy. On the other hand, you may be unmotivated to learn a foreign languages because you fail to see the rewards, connect the learning only to superficial needs and see no possibility of a social context in which this skill is useful.

Motivation is something that can, like self esteem, be global, situational, or task oriented. Learning a foreign language requires some of all three levels of motivation. For example, a learner may possess high global motivation but low task motivation to perform well on, say, the written mode of the language. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner. Those who learn for their own self perceived needs and goals are intrinsically motivated and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated. Finally, studies of

motivation in second language acquisition often refer to the distinction between integrative and instrumental orientations of the learner, which we now consider.

2. Attention

According to Gazali, attention is a soul activity which is mode higher the soul is directed to an object or a set of subjects.[29] Attention is concentration or our soul activity to ward observation, defenition by a putting a side another. Attention means that the concentration of psychic energy is directed to an object lesson or can be said to be much less awareness that accompanies learning activities.[30]

Many times, clinical models different from investigation models. This is the case of attention models. One of the most used models for the evaluation of attention in patients with very different neurologic pathologies is the models of sohlberg and matter.[31] This hierarchic model is based in the recovering of attention processes of brain damage patients after coma. Five different kinds of activities of growing difficulty are described in the model, connecting with the activities that patient could do as their recovering process advanced.

a. Focused attention: this is the ability to respond discretely to specific visual, auditory or tactile stimuli.

b. Sustained attention: this refers to the ability to maintain a consistent behavioral response during continuous and repetitive activity.

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[29] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya, op.cit.,* p. 56.

[30] Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, *op.cit.,* p.85

[31] McKay Moore Sohlberg, Catherine A. Matter, *Introduction To Cognitive Rehabilitation: Theory and Practice*. New York: Guildford Press.

c.   Selective attenttion: this level of attention refers to the capacity to maintain a behavioral or cognitive set in the face of distracting or competing stimuli. Therefore it incorporates the nation of "freedom from distractibility".

d.   Alternating attention: it refers to the capacity for mental flexibility that allows individuals to shift their focus of attention and move between tasks having different cognitive requirements.

e.   Divided attention: this is the highest level of attention and refers to the ability to respont simultaneously to multiple tasks or multiple tasks demands.

Attention may be differentated according to its status as 'overt' versus 'overt'. Covert attention is the act of directing sense organs towards a stimulus source. Covert attention is the act of mentally focusing on one of several possible sensory stimuli. Covert attention is thought to be a neural process that enhances the signal from a particular part of the sensory panorama.[32] There are studies that suggest the mechanisms of overt and covert attention may not be as separate as previously believed.

Attention according to Andersen is mentality process when stimuli or stimuli arrangement conspicuous when the other weak stimuli. According to as stated by Rahmat that what we watch is determined by situational and personal factors. Situational factor usually called determiner of external attention or attention getter, stimulus watched because it has dominant characteristics, namely:

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[32] *http://en.wikipedia.org/wiki/attention. Rabu 9 Januari 2013, 11.30 am.*

1. Action

2. Stimulus intensity

3. Novelty

4. Reputation.

3. Attitude

The other factor influence the result of students in learning is attitude. The attitude determines how the individual make reaction to the situation and what the individual looks for in life. Attitude is the dimensionless internal affective symptoms in the form of a tendency to react or respond in a way that is relatively fixed to the object of people, goods, and so on, either positively or negatively.[33]

Attitude is a behavior or action which is based on the establishment (opinions, beliefs, etc.) or behavior, gestures.[34]

In special meaning, attitude is the view or mental tendency according to Bruno. Attitude is the relative tendency, settle at to make reaction in good or bad way.[35] Attitude is an idea charged with emotion that predisposes a class of actions to a particular class of social situations.[36] Attitude is potency or ability, if it has developed throw learning, will be a real capability. The students does not

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[33] Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, *op.cit.,* p. 135.

[34] Meity Taqdir Qodratillah dkk, *Kamus Bahasa Indonesia Untuk Pelajar*, (Cet. I; Jakarta: 2011), p. 497.

[35] Muhibbin Syah, *Psikologi Belajar*, (Cet. I; Jakarta: Grafindo Persada, 2003), p. 123.

[36] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya, op.cit.,* p. 188.

have attitude in certain subject will be different in learning it deeply, so that move decrease disposability to get high grade in subject, but in the contrary if the student has attitude so it easy to him to learn deeply. Therefore, the possibility to get high is big.[37]

Attitude is tendencies that react to make happy or not happy in special stimuli. An attitude always related to an object and the attitude to this object along with (accompained) positive and negative feeling. The people have positive attitude to an object have value in this view, as well as in the contrary. An attitude can be formed trough some ways:[38]

a.　By frequently experience and along with feeling (traumatic feeling).

b.　By imitation, Impersonation can occur unintentionally, may also intentionally. In the last case the individual must have an interest and admiration for fashion, it is also necessary in addition to an understanding and ability to recognize and recall the model to be imitated, imitation will occur more smoothly when done collectively rather than individually.

c.　By suggestion, Here someone forming an attitude towards the object without a reason and clear thinking, but solely because of the influence that comes from someone or something that has authority in the consideration.

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[37] Kartini Kartono, *Bimbingan Belajar di SMA dan Perguruan Tinggi*, (Cet. I; Jakarta: Rajawali, 1985), p. 2.

[38] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya, op.cit.,* p. 108.

d.   By identification, Here someone impersonating someone else or an organization / agency based on a certain emotional attachment to nature. Imitate in this respect more in the sense of trying.

The attitudes of students are particularly shaped by the personal experiences of schooling and by the specific learning context.[39] Thus it cannot be expected that all second language students, whether immigrants or refugees, share similar attitudes toward learning a new language or that native speaker students adding control of a mainstream variant to their native dialects are comparable to second language learners. Attitude toward school instruction in which a community dialect is used and attitude toward school situations in which another language is the medium of instruction, show some interesting contrasts in terms of the pattern of support for bilingualism as an educational goal to be attained through formal instruction which uses both language forms in the classroom.

It seems unlikely that achievement in foreign languages in British and European schools is affected by integrative motives. Two recent research projects in Britain have investigated the relationship between attitudes and achievement in foreign languages. Boy's attitudes to German in a grammar school were investigated in the course of Green's study of language laboratory use at york. For these boys, liking German was not dependent on whether they had favourable opinions of the people or country. But, as the researchers point out, they had direct experience only of the language. Moreover, there was only a weak

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[39] Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, (Cambridge University press: 1997), p.18.

relationship beetwen achievement and attitudes towards the language and no relationship between achievement and attitudes towards the people or country. It may well be that these pupils regarded German as (just) another school subject rather than something special which was a live language. There is no way of assesing how widespread this configuration of attitudes is.

A negative attitude toward the target language or its speakers, or the other members of the class could also affect one's determination and persistence to be involved in the class and activities. This same negative attitude could impair memory functions and detract from focusing on the target language. Teachers are generally well aware of this possibility and thus often devise ways to increase positive motivation and attitudes.[40]

4. Study habit

Indicate the research result various, is study result have positive correlation with study habit. Witherington in Andi Mappiare 1983 define habit such as:

An Acquired way of acting which is persistent, uniform and fairly automatic.[41] Custom actions do not require the attention and concentration of the mind do it. Habits can be walked on, while individuals think about or pay attention to other things.

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[40] Danny D. Steinberg, *Psycholinguistics*, (Longman: 1997), p.177.

[41] Andi Mappiare, *Psikologi Orang Dewasa*, (Surabaya: Usaha Nasional, 1983), p. 34

5. Self concept

The concept of self is one's view of himself regarding what he knew and felt about his behavior, the thoughts and feelings, and how these affect the behavior of others. Here the concept of self in the shadow of one's intent is about the state of his own at this point and not the ideal shadow of itself as expected or preferred by the individuals concerned. Developing self-concept of one's thoughts about various things about him since he was small, especially with regard to the treatment of others against him.

6. Student Aptitude or Talent

Aptitude is one of man's ability to perform an activity and has been around since man was there. It is close to the issue of intelligence is a mental structure that gave birth to "ability" to understand something.[42]According to William B. Michael, Bingham, Woodworth and Marquis, and Guilford aptitude is:

> An aptitude may be defined as a person's capacity, or hypothetical potential, for acquisition of a certain more or less weeldefined pattern of behavior involved in the performance of a task respect to which the individual has had little or no previous training.
>
> Aptitude...as a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some (usually specified) knowledge, skill, or set of responses such as the ability to speak a language, to produce music, . etc.

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[42] Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, *op.cit.,* p.85.

Aptitude is predictable achievement and can be measured by specially devised test.

". . . Aptitude pertains to abilities to perform. There are actually as many abilities as there are actions to be performed, hence traits of this kind are very numerous". [43]

In general, potential aptitude is the ability of a person to achieve success in the future. Thus, each person must actually did have aptitude in the sense of potential for achievement to the level specified in accordance with their respective capacities. So, it is similar to global talent intelligence. That is why a highly intelligent child is very intelegent or smart tremendous also known as a gifted child. In a further development, talent then defined as the individual's ability to perform certain task without a lot depends on the education and training efforts.

If intelligence is of questionable relevance to language learning, perhaps there exists a specific aptitude or talent for the activity which not everybody possesses-an ear for languages. Research on this topic has tended to follow the psychometric approach, developing batteries of test which correlate highly with achievement, low with each other and low with other tests such as IQ. The nature of the aptitude is then interpreted from the kinds of test items that survive the period of test development as valid and reliable predictors of achievement. Two broad categories of ability feature in the published tests of aptitude.

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[43] Sumadi Suryabrata, *Psikologi Pendidikan*, (Cet. V; Jakarta: Rajagrafindo Persada, 2010), p.160.

B. *The Factors That Increase The Students' Interest In Learning*

There are some factors that increase the students' interest in learning, namely:

a. Going to abroad

b. Scholarship.

c. Tourist guides, etc.

Interest is the something that very important of the students. Students cannot do something better without supported by interest. Therefore, interest determine succes or fail the students in learning process and their goal. In this case, Nasution says about the functions of interest are to make the students to do something and determining deed direction.

Walker says that the learning activity have corelation with interest. The change of interest will become difference shape and the result of the study. The interest of the individual to study to have influential in learning process.

Thomas M. Risk gives definition to interest as follow: " we may definen interest, in a pedagogical sense as the concious effort on the part of the teacher to establish in student interest leading to sustained activity toward the learning goals".

While, Prof. S. Nasution says that to interest a child to arrange condition so that the wants to do what he is capable doing. It is mean that one of the problems that be faced by the teachers to interested their students, such as:

1. The reality that the teachers have not been understood well about the interest.

2. The interest is an individual person.

3. There is media or tools, method, or special technique that can interest the students by the same of ways or the same of result.

The teacher have to aware about the function of the interest as process, that have functions as follows:

a. Give support and activated students so they always motivation and attention.

b. Focus the child attention for especially tasks that have relation will get the learning aim.

c. Help fulfil need will short distance product and long distance product.

C. *The Teachers' Efforts To Increase In Learning*

There are some the teachers' efforts to increase in learning, namely:

1. Teachers provide guidance and group assigments.

2. There are is feedback between students and teachers.

3. Provide an understanding (how the students can understand the lessons given).

4. Assign tasks and answered directly, and

5. Active in the classroom directly.

D.   *Conceptual Framework*

In learning, the teachers always present the lesson seriously. It make the students feel bored and difficult to study. Students are interested to study when they are be feel fun, relax and happy in language learning.
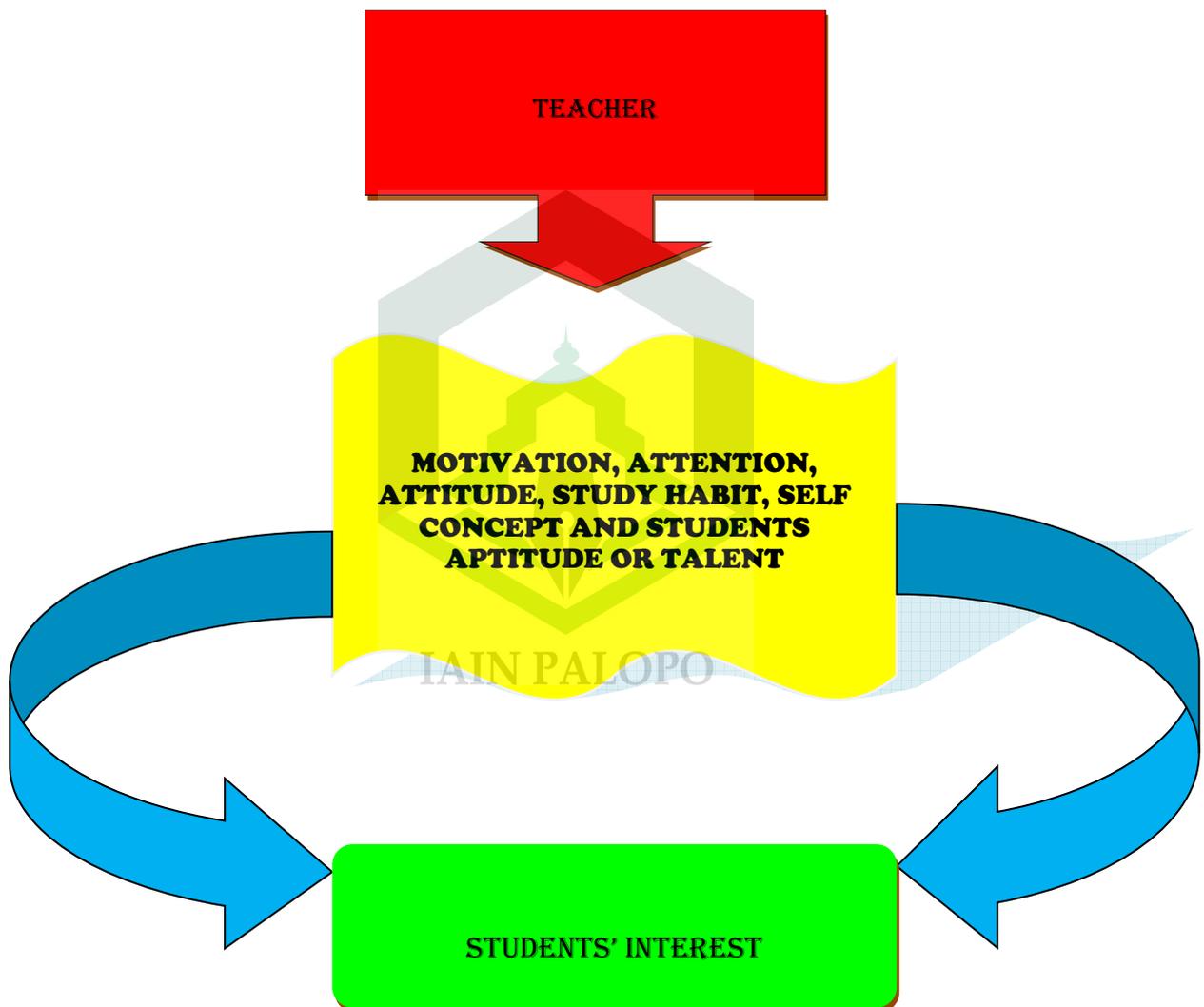
The conceptual framework in this research explain about the method that use to know student interest the following English learning. The teacher given to students motivation, attention, attitude, study habit, self concept and students talent . And then will be analyzed in finding data analysis then make conclusion.

CHAPTER III

METHODOLOGY

This chapter deals with the research design, variable operation definition, population and sample, instrument of the research, procedure of collecting data and data analysis technique.

A. *Research Method*

The method used in this research was descriptive qualitative method because the researcher wanted to find out the influencing factors towards the students' interest in learning English at the tenth year students of SMKN 2 Palopo.

B. *Research Design*

The research applied descriptive qualitative method. So this will involve one group of students and teacher with a list of Questionnaire and Interview.

C. *Variable Operation Definition*

1. The influential factors towards the students' interest in learning English is the element the influence interest student in learning english for make the students' motivation in learning English.

2. The student at the tenth year students of SMKN 2 Palopo is the student totality that learn in SMK 2 Palopo.

3. English learning at the tenth year students of SMK 2 Palopo is the English learning start from level novice until level elementary.

D. *Population and Sample*

1. Population

Before the situation know research population in this proposal, the writer first of all give defenition of population be based on educator's formulation namely:

> The big's strike population and sample, that opini Suharsimi Arikunto population is the object totality which be examined. When the subject less than 100, so more than take it all as sample. But if the big subject's total (more than 100), so can take it 10-15% atau 20-25%.[1]

> Population is the totality from object all or an individual have certain characteristic, distinct and complete which will be examined (research material).[2]

Be based on above defenition so can that conclutioned population is the object all which complete and have characteristic which will or continous be examined. Population in this research takes at the tenth year of SMKN 2 Palopo. The number of population is 100 student.

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[1] Suharsimi Arikunto, *Prosedur Penelitian: suatu pendekatan praktek*, (Cet. V; Jakarta: Rineka Cipta, 2002), p.112.

[2] M. Iqbal Hasan, *Pokok-pokok Materi Statistik 2 (Statistik Inferensif)*, (Cet. X; Jakarta: Bumi Aksara, 2008), p. 84.

2. Sample

Sample is a part or vice-population which be examined.[3] The see populations, and researcher capacity limited's in that energy, time and fund. Now procedure sample interpretation used in this research is make use of sampling random. the write take it sample from the mention population above a many student 25 (class 1/picture department) which can beliefed representative quantity above population.

E. *Instrument of the Research*

Instrument is that medium is that meanscan realized in noun, now which will instrument used in this research as:

1. Observation is a method data a group which go through by live watch to at the tenth year students of SMKN 2 Palopo which will study and be examined.

2. Interview in used at people which be connected that be estimated the problem understand that be discussed.

3. Questionnaire is questionnaire using in this research at meaned for know the influence factors towards the students interest in learning english at the tenth year students of SMK 2 Palopo.

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[3] Suharsimi Arikunto, *Prosedur Penelitian: suatu pendekatan praktek*, *loc.cit.*

F.   Procedure of Collecting Data

Technical of collecting data which use in this research is Observation, Interview and Questionnaire.

This observation intends to collect data about which the influence factors towards the students interest in learning english at the tenth year students of SMKN 2 Palopo, such as:

1.   The researcher observation to at the tenth year students of SMKN 2 Palopo.

2.   Allocated time for doing the observation would be 3 day.

3.   The researcher collects the observation and then analyzes it.

This interview intends to collect data about which the influence factors towards the students interest in learning English at the tenth year students of SMKN 2 Palopo, such as:

a.   The researcher interview to the English teachers.

b.   Allocated time for doing the interview would be 2 day.

c.   The researcher collects the interview and then analyzes it.

This questionnaire intends to collect data about which the influence factors towards the students interest in learning English at the tenth year students of SMKN 2 Palopo, such as:

1.   The researcher give the questionnaire to the student'

2.   Allocated time for doing the questionnaire would be 30 minutes

3.   The researcher collects the questionnaire and then analyzes it.

G. *Data Analysis Technique*

In this research, data analysis methods used to determain how to influence the interest to study the learning English of students as follows:

Descriptive Analysis Method Percentage

Descriptive study is to find the facts with the correct interpretation. This method is used to describe each indicator in each variabel, the variabel student interest in learning English, in order to understand it more easily used in the formula:
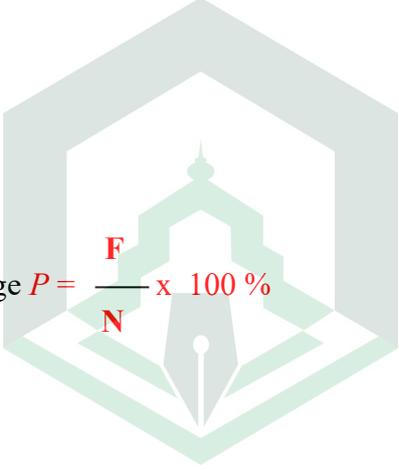
$$\text{Score percentage } P = \frac{F}{N} \times 100 \%$$

Where:

P = the rate Percentage of students response

F = the frequency of the students response

N = the number of population. [4]

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[4] Juani in Chandra M., *The Influence of Motivation toward Students English Achievement at the Eleventh Year of Madrasah Aliyah Negeri (MAN) Palopo*. 2009, p. 37.

Be based on above defenition so can that conclutioned Descriptive study is to find the facts with the correct interpretation. This research too the mentioned noneksperiment.

CHAPTER IV

FINDING AND DISCUSSION

A. *Brief of SMKN 2 Palopo*

Vocational schools (SMK) State 2 Palopo established since 1980 with a land area of 40.690 m^2, building area of 8.768 m^2, land area without building 31.922 m^2. Although the school was founded in 1980, but this new school was officially opened on 8 september 1990 by the minister of education and culture Prof. Dr. Fuad Hasan Indonesian republic, having Jl. Dr. Ratulangi coal districts Palopo balandai villages.

Based on the data obtained by the authors on SMKN 2 Palopo, the number of teachers based on the specifications of each department are met. Thus, it is the quantity of a good teacher and a civil servant salaries have been sufficient. Further improvements are needed on an on going basis is the competence of teachers in areas of expertise.

B. *Finding*

Based on research that has been done, the data obtained research result. This data is then analyzed to obtain the conclusion of the research. Analysis of the data in this study consisted of interviews and questionnaires.

1. The Students' Interest In Learning English

Table 1

English Lesson As Favorite Subjects

No.	Option	Frequency	Percentage
1.	Strongly agree	13	52%
2.	Agree	9	36%
3.	Disagree	1	4%
4.	Strongly disagree	2	8%
	Total	25	100%

It can be seen from the table that 13 students (52%) choose strongly agree, 9 students (36%) choose agree, 1 student (4%) choose disagree and 2 students (8%) choose strongly disagree. It means that English lesson is favorite subject for the students.

Table 2

No Confindent In Speaking English

No.	Option	Frequency	Percentage
1.	Strongly agree	-	-
2.	Agree	5	20%
3.	Disagree	13	52%
4.	Strongly disagree	7	28%
	Total	25	100%

The table shows that no student chooses strongly agree, 5 students (20%) choose agree, 13 students (52%) choose disagree and 7 students (28%) choose strongly disagree. It means that the students' confindent in speaking English is high.

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Table 3

Using Indonesian Language In Teaching

No.	Option	Frequency	Percentage
1.	Strongly agree	-	-
2.	Agree	3	12%
3.	Disagree	13	52%
4.	Strongly disagree	9	36%
	Total	25	100%

The table reveals that no student chooses strongly agree, 3 students (12%) choose agree, 13 students (52%) choose disagree and 9 students (36%) choose strongly disagree. It means that the teachers use English more than Indonesian language in teaching.

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Table 4

Uninterested In Reading, Writing, Watching And Listening To The

Works Of English Literature

No.	Option	Frequency	Percentage
1.	Strongly agree	-	-
2.	Agree	3	12%
3.	Disagree	12	48%
4.	Strongly disagree	10	40%
	Total	25	100%

The table above shows that none student chooses strongly agree, 3 students (12%) choose agree, 12 students (48%) choose disagree and 10 students (40%) choose strongly disagree. It means that the students are interested in reading, writing, watching and listening to the works of English literature.

Table 5

Absent In English Learning

No.	Option	Frequency	Percentage
1.	Strongly agree	-	-
2.	Agree	5	20%
3.	Disagree	12	48%
4.	Strongly disagree	8	32%
	Total	25	100%

Table 5 shows that none student chooses strongly agree, 5 students (20%) choose agree, 12 students (48%) choose disagree and 8 students (32%) choose strongly disagree. It means that more students are interested in joining English learning.

IAIN PALOPO
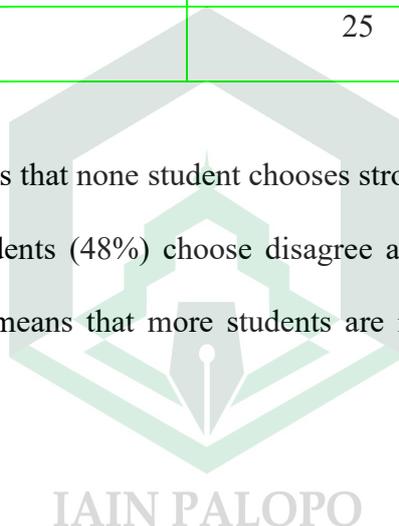
Table 6

No English Laboratory

No.	Option	Frequency	Percentage
1.	Strongly agree	-	-
2.	Agree	-	-
3.	Disagree	10	40%
4.	Strongly disagree	15	60%
	Total	25	100%

This table indicates that none student chooses strongly agree and students chooses agree, 10 students (40%) choose disagree and 15 students (60%) choose strongly disagree. It means that the school has an English laboratory.

IAIN PALOPO

Table 7

Uninterested In Watching A Western Movie

No.	Option	Frequency	Percentage
1.	Strongly agree	2	8%
2.	Agree	1	4%
3.	Disagree	13	52%
4.	Strongly disagree	9	36%
	Total	25	100%

It can be seen from the table that 2 students (8%) choose strongly agree, 1 student (4%) choose agree, 13 students (52%) choose disagree and 9 students (36%) choose strongly disagree. It means that the students are interested in watching a western movie.

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Table 8

Inadequate English Books

No.	Option	Frequency	Percentage
1.	Strongly agree	-	-
2.	Agree	5	20%
3.	Disagree	12	48%
4.	Strongly disagree	8	32%
	Total	25	100%

The table reveals that none student chooses strongly agree, 5 students (20%) choose agree, 12 students (48%) choose disagree and 8 students (32%) choose strongly disagree. It means that the school has adequate English books.
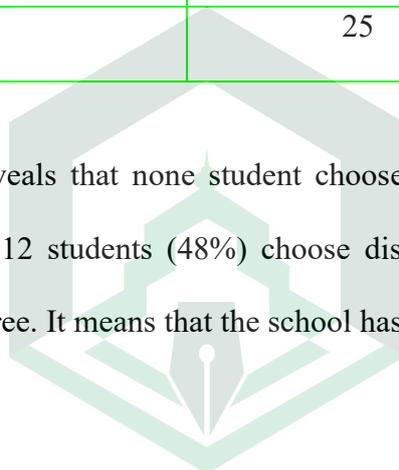
Table 9

Never Attending An English Course

No.	Option	Frequency	Percentage
1.	Strongly agree	-	-
2.	Agree	-	-
3.	Disagree	10	40%
4.	Strongly disagree	15	60%
	Total	25	100%

Table 9 shows that none student chooses strongly agree and student chooses agree, 10 students (40%) choose disagree and 15 students (60%) choose strongly disagree. It means that the students often attending an English course.

IAIN PALOPO

Table 10

Never Reading English Articles

No.	Option	Frequency	Percentage
1.	Strongly agree	2	8%
2.	Agree	1	4%
3.	Disagree	13	52%
4.	Strongly disagree	9	36%
	Total	25	100%

This table indicates that 2 students (8%) choose strongly agree, 1 student (4%) choose agree, 13 students (52%) choose disagree and 9 students (36%) choose strongly disagree. It means that the students often read English articles.

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2. The factors influence the students' interest in learning English at the tenth year students of SMKN 2 Palopo.

The factor that influences students' interest in participating in learning English is divided into two factors. They are internal and external factors.

a. Internal Factors

Table 11

English Learning As Motivation In Studying

No.	Option	Frequency	Percentage
1.	Strongly agree	10	40%
2.	Agree	12	48%
3.	Disagree	3	12%
4.	Strongly disagree	-	-
	Total	25	100%

The table shows that among 25 students. 10 students (40%) choose strongly agree, 12 students (48%) choose agree, 3 students (12%) choose disagree and none student choose strongly disagree. It means that English learning motivate the students in studying.

Table 12

English Learning Is Interesting

No.	Option	Frequency	Percentage
1.	Strongly agree	7	28%
2.	Agree	13	52%
3.	Disagree	2	8%
4.	Strongly disagree	3	12%
	Total	25	100%

The table shows that among 25 students. 7 students (28%) choose strongly agree, 13 students (52%) choose agree, 2 students (8%) choose disagree and 3 students (12%) choose strongly disagree. It means that English learning is interesting for the students.

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Table 13

English Learning Changes Attitudes

No.	Option	Frequency	Percentage
1.	Strongly agree	9	36%
2.	Agree	14	56%
3.	Disagree	-	-
4.	Strongly disagree	2	8%
	Total	25	100%

The table reveals that among 25 students. 9 students (36%) choose strongly agree, 14 students (56%) choose agree, none student choose disagree and 2 students (8%) choose strongly disagree. It means that English learning changes the students attitudes in joining English lesson.

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b. External Factors

Table 14

English Learning Changes Learning Habits

No.	Option	Frequency	Percentage
1.	Strongly agree	9	36%
2.	Agree	12	48%
3.	Disagree	4	16%
4.	Strongly disagree	-	-
	Total	25	100%

This table indicates that among 25 students. 9 students (36%) choose strongly agree, 12 students (48%) choose agree, 4 students (16%) choose disagree and none student choose strongly disagree. It means that English learning changes learning habits of the students.

Table 15

English Is My Life (English As A Self Concept)

No.	Option	Frequency	Percentage
1.	Strongly agree	5	20%
2.	Agree	17	68%
3.	Disagree	1	4%
4.	Strongly disagree	2	8%
	Total	25	100%

The table shows that among 25 students. 5 students (20%) choose strongly agree, 17 students (68%) choose agree, 1 student (4%) choose disagree and 2 students (8%) choose strongly disagree. It means that English becomes self concept for students.

Table 16

Aptitudes Of Students In English

No.	Option	Frequency	Percentage
1.	Strongly agree	10	40%
2.	Agree	15	60%
3.	Disagree	-	-
4.	Strongly disagree	-	-
	Total	25	100%

The table above shows that among 25 students. 10 students (40%) choose strongly agree, 15 students (60%) choose agree, none student chooses disagree and strongly disagree. It means that the students have aptitudes in learning English.

3. The factors increase the students' interest in learning English at the tenth year students of SMKN 2 Palopo.

Table 17

Scholarship Could Increase Students' Interest In Learning English

No.	Option	Frequency	Percentage
1.	Strongly agree	11	44%
2.	Agree	12	48%
3.	Disagree	2	8%
4.	Strongly disagree	-	-
	Total	25	100%

The table above shows that 11 students (44%) choose strongly agree, 12 students (48%) choose agree, 2 students (8%) choose disagree and none student chooses strongly disagree. It means that schoolarship could increase the students' interest in learning English.

Table 18

Going to abroad Can Increase The Students' Interest In Learning

English

No.	Option	Frequency	Percentage
1.	Strongly agree	11	44%
2.	Agree	12	48%
3.	Disagree	2	8%
4.	Strongly disagree	-	-
	Total	25	100%

The table above indicates that 11 students (44%) choose strongly agree, 12 students (48%) choose agree, 2 students (8%) choose disagree and none student chooses strongly disagree. It means that going to abroad can increase the students' interest in learning English.

IAIN PALOPO

Table 19

Tourist Guides Can Increase Students' Interest In Learning English

No.	Option	Frequency	Percentage
1.	Strongly agree	8	32%
2.	Agree	5	20%
3.	Disagree	9	36%
4.	Strongly disagree	3	12%
	Total	25	100%

It can be seen from the table that among 8 students (32%) choose strongly agree, 5 students (20%) choose agree, 9 students (36%) choose disagree and 3 students (12%) choose strongly disagree. It means that tourist guide can increase the students' interest in learning English.

4. The teacher's efforts to increase the students' interest in learning English at the tenth year students of SMKN 2 palopo.

Based on interview with the teacher of SMKN 2 palopo, some efforts have been done by teacher, namely:

The teacher's efforts to increase the students' interest in learning English is teachers provide guidance and group assignments, there are a feedback between students and teachers, Provide an understanding (how the students can understand the lessons given), Assign tasks and answered directly and Active in the classroom directly.

1. Analysis Test Instrument

a. Questionnaire Interest Students Attending English Learning

We can see the data above, 13 students (52%) choose strongly agree for English lesson as favorite subjects, 13 students (52%) choose disagree for is no confindence in speaking English, 13 students (52%) choose disagree for using indonesian language in teaching, 12 students (48%) choose disagree for uninterested in reading, writing, watching and listening to the works of English literature, 12 students (48%) choose disagree for absent in English learning, 15 students (60%) choose strongly disagree no English laboratory, 13 students (52%) choose disagree for uninterested in watching a western movie, 12 students (48%) choose disagree inadequate English language books, 15 students (60%) choose strongly disagree never attending an English course, 13 students (52%) choose disagree never reading English articles, 12 students (48%) choose agree for English learning as motivation in studying, 13 students (52%) choose agree for

English learning is interesting, 14 students (56%) choose agree for English learning changes attitudes, 12 students (48%) choose agree for English learning changes learning habits, 17 students (68%) choose agree for English is my life (English as a self concept), 15 students (60%) choose agree for aptitude of students in English, 12 students (48%) choose agree for scholarship could increase students' interest in learning English, 12 students (48%) choose agree for going abroad can increase the students' interest in learning English, 8 and 5 students (32% and 20%) choose strongly agree and agree for tourist guides can increase the students' interest in learning English.

Based on interview with the teacher of SMKN 2 palopo, teacher opinion namely, Students motivation in following learning English is the manner of teacher teach with enjoy, Students attention toward learning English is very good because they are active in the classroom, There are some factors that increase the students' interest in learning namely, They are going abroad, Can be scholarship and Want to tourist guides, The teacher's efforts to increase the students' interest in learning English is teachers provide guidance and group assignments, there are a feedback between students and teachers, Provide an understanding (how the students can understand the lessons given), Assign tasks and answered directly and Active in the classroom directly. The students attitude toward learning English is they are like. The students lack of vocabulary. The students manner in following learning English is order, active and direct be a participant.

The names of 25 students who are selected as sample can be seen in the table below:

Table 22
The Names of The Students' Research Sample

No.	Names of Student	Department	Address
1.	Aser	Building Picture / A	Balandai
2.	Fandi Ahmad	Building Picture / A	puncak
3.	Budiman	Building Picture / A	Songka
4.	Dilam	Building Picture / A	Balandai
5.	Abdul Muthalib	Building Picture / A	Jl. Andi Ahmad
6.	Roni Ruru	Building Picture / B	Lorong Lembaga
7.	Suleman	Building Picture / B	Jl. K.H.M. Razak
8.	Wil Syahrim	Building Picture / B	Tondok Alla
9.	Yudhi Patiung. P	Building Picture / B	Jl. Pajalesan, Lor. 1
10.	Emil	Building Picture / B	Jl. Tokosirong
11.	Anugerah Abadi	Building Picture / C	Kandoa Kec. Bua
12.	Yolan Atila	Building Picture / C	Salutubu
13.	Jedzal Yonalder	Building Picture / C	Jl. Muh. Kasim
14.	Nurfadhilah A.N	Building Picture / C	Jl. Dr. Ratulangi
15.	Hermansyah	Building Picture / C	Lamasi / Sentral
16.	Andri Ramadhan	Building Picture / D	Lamasi Jawa

17.	April Sofyanto	Building Picture / D	Jl. KH. Ahmad Razak
18.	M. Affendi	Building Picture / D	Jl. Datuk Sulaeman
19.	Dedi	Building Picture / D	Balandai
20.	Samsul Alam	Building Picture / D	Jl. Dr. Ratulangi
21.	Irvan	Building Picture / E	Balandai
22.	Eka Putra Sandi	Building Picture / E	Balandai
23.	Anugerah Illahi	Building Picture / E	Salutubu
24.	Eka Made	Building Picture / E	Salutubu
25.	Yohannes	Building Picture / E	Lamasi Jawa

b.   Interview Interested Students Attending English Learning

Validity test conducted by the authors was to interview 9 (nine) teachers in SMKN 2 Palopo with 14 questions of which From the 9 (nine) teachers, 3 (three) teachers opinion that for to increase the students' interest in learning English at the tenth year students of SMKN 2 palopo namely, teachers provide guidance and group assignments. 2 (two) teachers opinion that for to increase the students' interest in learning English at the tenth year students of SMKN 2 palopo namely, there are feedback between students and teachers. 1 (one) teacher opinion that for to increase the students' interest in learning English at the tenth year students of SMKN 2 palopo namely, Provide an understanding (how the students can understand the lessons given). 3 (three) teachers opinion that for to increase the students' interest in learning English at the tenth year students of SMKN 2

palopo namely, Assign tasks and answered directly, and Active in the classroom directly. Test validity was 1 times.

The names of Teacher who are selected as sample can be seen in the table below:

Table 23
The Names of The Teacher' Research Sample

No.	Names of the Teacher	Position	Address
1.	Dra. Mardawiah	English Teacher	-
2.	Syahrir, S.Pd	English Teacher	-
3.	Suparman, S.Pd	English Teacher	-
4.	Hanafiah, S.Pd	English Teacher	-
5.	Yoran Agung Karaeng, S.Pd	English Teacher	-
6.	Lasarus Pabonean, S.Pd	English Teacher	-
7.	Ningseh, S.Pd	English Teacher	-
8.	Drs. Asri	English Teacher	-
9.	Syaripuddin Ripin, S.Pd	English Teacher	-

2. Analysis of The Results of Research

a. The Factors Influence the Students' Interest and The Factors Increase the Students' Interest In Learning English At The Tenth Year Students of SMKN 2 Palopo

Based on the result of research conducted by the author on 25 students of class X (Ten) picture department at SMKN 2 Palopo note that all students who become interested in the sample felt English Learning for a variety of reasons including, motivated to get a scholarship, going to abroad and many many reasons the other is when the writer wrote a whole it will load a lot of paper. So, here I will just take a core course that can represent the whole of all the reasons that students give.

Of all the factors that affect students' interest in participating in English class can not be separated from the support of headmaster, teacher, parents and especially the motivation of the student in looking to a bright future. They think the future challenges of life more complicated and complex. Therefore, they start preparing from school by study hard.

b. The Teacher's Efforts To Increase The Students' Interest In Learning English At The Tenth Year Students Of SMKN 2 Palopo

Of the results of research by the author on the teacher at the SMKN 2 Palopo directly interviewed to determine what efforts are made by teachers to improve students' interest to follow English learning. Of all the teachers interviewed authors draw conclusion from a variety of answers expressed, namely:

1. Teachers provide guidance and group assignments.

2. There is a feedback between students and teachers.

3. Provide an understanding (how the students can understand the lessons given).

4. Assign tasks and answered directly, and

5. Active in the classroom directly.

C. *Discussions*

1. By distributing questionnaires to 25 students, it can be seen that the interest of students attending English class X (ten) picture department at SMKN 2 Palopo is quite good. This is indicated by 20 valid statements given to students. From the research, the authors found that the books in English in the library is inadequate. So that when the students enter the library, not for reading references books but for doing their tasks. There is no articles in English in the library. The students read the article when they only use the computer and the media they access the article via the internet. But, due to economic constraints only partially take advantage of the internet for learning media. Based on the data obtained, the students often read articles in English but the facts show that the students just read over the internet. That is why, to support in English learning. School should provide references in English for the students.

Based on interviews conducted by the author to the teacher at SMKN 2 Palopo known that efforts to increase students' interest in participating in English class is to provide guidance and group assignments. Based on the significant result, the writer found that the students are interested in learning English.

2.   From the interview with the teacher of SMKN 2 palopo, teacher opinion namely, Students motivation in following learning English is the manner of teach teacher with enjoy, Students attention toward learning English is very good because they are active in the classroom, There are some factors that increase the students' interest in learning namely, They are going abroad, Can be scholarship and Want to tourist guides, The teacher's efforts to increase the students' interest in learning English is teachers provide guidance and group assignments, there are a feedback between students and teachers, Provide an understanding (how the students can understand the lessons given), Assign tasks and answered directly and Active in the classroom directly. The students attitude toward learning English is they are like. The students lack of vocabulary. The students manner in following learning English is order, active and direct be a participant.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A.   Conclusion

Based on the problem statement that formulated in chapter I, therefore the researcher can conclude that:

1. The students' interest in learning English is high based on the data above, 52% students choose strongly agree for English lesson as favorite subjects. None student chooses strongly agree for no confident in speaking English. None student chooses strongly agree for using Indonesian language in teaching. None student chooses strongly agree for uninterested in (reading, writing, watching and listening) to the works of English literature. None student chooses strongly agree for absent in the English learning. None student chooses strongly agree and agree for no English laboratory. 8% and 4% students choose (strongly agree and agree) for uninterested in watching a western movie. None student chooses strongly agree for inadequate English books. None student chooses (strongly agree and agree) for never attending English an courses. 52% students choose disagree for never reading English articles. None student chooses strongly disagree for English learning as motivation in studying. 52% students choose agree for English learning is interesting. 56% students choose agree for English learning changes attitudes. 48% students choose agree for English learning changes learning habits. 68% students choose agree for English is my life (English as a self concept). 60% students choose agree for aptitudes/talent of students in English. 48% students choose agree for scholarship could increase students' interest in learning English.

48% students choose agree for going abroad can increase the students' interest in learning English. (32% and 20%) students choose strongly agree and agree tourist guides can increase students' interest in learning English.

2. Interview Interested Students Attending English Learning

Validity test conducted by the authors was to interview 9 (nine) teachers in SMKN 2 Palopo with 14 questions of which From the 9 (nine) teachers, 3 (three) teachers opinion that for to increase the students' interest in learning English at the tenth year students of SMKN 2 palopo namely, teachers provide guidance and group assignments. 2 (two) teachers opinion that for to increase the students' interest in learning English at the tenth year students of SMKN 2 palopo namely, there are feedback between students and teachers. 1 (one) teacher opinion that for to increase the students' interest in learning English at the tenth year students of SMKN 2 palopo namely, Provide an understanding (how the students can understand the lessons given). 3 (three) teachers opinion that for to increase the students' interest in learning English at the tenth year students of SMKN 2 palopo namely, Assign tasks and answered directly, and Active in the classroom directly. The students attitude toward learning English is they are like. The students lack of vocabulary. The students manner in following learning English is order, active and direct be a participant. Test validity was 1 times.

3. The Factors Influence the Students' Interest and The Factors Increase the Students' Interest In Learning English At The Tenth Year Students of SMKN 2 Palopo

Based on the result of research conducted by the author on 25 students of class X (Ten) picture department at SMKN 2 Palopo note that all students who become interested in the sample felt English Lessons for a variety of reasons including, motivated to get a scholarship, traveling the world and many many reasons the other is when the writer wrote a whole it will load a lot of paper. So, here I will just take a core course that can represent the whole of all the reasons that students give.

Of all the factors that affect students' interest in participating in English class can not be separated from the support of headmaster, teacher, parents and especially the motivation of the student in looking to a bright future. They think the future challenges of life more complicated and complex. Therefore, they start preparing from school by study hard.

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Of the results of research by the author on the teacher at the SMKN 2 Palopo directly interviewed to determine what efforts are made by teachers to improve students' interest to follow English learning. Of all the teachers interviewed authors draw conclusion from a variety of answers expressed, namely: Teachers provide guidance and group assignments, There is a feedback between students and teachers, Provide an understanding (how the students can understand the lessons given), Assign tasks and answered directly and Active in the classroom directly.

B. Suggestion

Based on the conclusion above, the writer puts forward some suggestions as follows:

1. For school at SMKN 2 Palopo that provides articles and works in English as well as more attention to the use and further improve library services .

2. For students of class X (Ten) picture department at SMKN 2 Palopo to keep improving and maintaining interest in the field of study of English language learningboth in the classroom and outside the classroom, because of the value achieved now in questionnaire administration school year 2012/2013 including good category.

3. For English teachers at SMKN 2 Palopo, students should better understand the conditions that have a level of intelligence that is different, that would always provide a variety of appropriate methods to increase interest and motivation to learn English students, as well as the importance of conveying information to follow English lessons. As well as provide additional lessons to better adjust to the conditions in the school lessons so that students more active in participating in English class.

4. Suggested for other researchers interested in undertaking further research, in order to involve more factors investigated in the study, so we get a broader insight to examine the factors that are stronger influence on students' interest in participating in English class.

CURRICULUM VITAE

NASRIYANI was born as a first child from an happy and simple family at October 4th, 1991 in Malaysia. Her father's name is SUPARMIN and her mother's name is ISA. She is the first child from the one brother.

She started her study at the Elementary school (SD) Num. 291 Sindu Agung in 1998 and graduated in 2003 and continued it in junior high school (SLTP) Islam Margolembo. in 2006 she graduated it and then continued her study in senior high school (SMA) Num. 1 Mangkutana and she graduated in 2009. After that, she continued her study At The State College For Islamic Studies (STAIN) Palopo and taking English Department. She finished her study At The State College For Islamic Studies (STAIN) Palopo in 2013.

In the end for her study At The State College For Islamic Studies (STAIN) Palopo, she wrote a thesis entitled "The Influential Factors Towards The Students' Interest In Learning English At The Tenth Year Students Of SMKN 2 Palopo".

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