

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is the method human communication, either spoken or written, consisting of the use of words of a structured and conventional way. Language is very important to learn because it is a tool to communicate to others. Beside that, language is also to deliver message, express ideas, thought, and one's feeling to others, people use language to speak and to do their activity from the first time they wake up. Even sometimes when they are sleeping or dreaming, that is normal and natural activity they use language. Language used by all people around the world people always interact to others to deliver message, thought and idea by oral or written. Learning a language is a study how to know it's target language in communication. English as a foreign language has four skills should be developed by English of foreign language learner, such as listening, speaking, reading, and writing. (Brown, 2000: p.27).

God in his Holy Qur'an surah Ar-Ruum:22 has also granted to our capability in communicating and interacting to each other as follow:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَاللُّغَاتِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ

لِّلْعَالَمِينَ ۲۲

It means that the creature needs an instrument to use in communication, one of them is language. There are many languages in the world that are used to communicate, one of them is English. English is one of the important language

and used widely in the world. First, English is an International and universal language and used is almost all over the world. Second, people use it as a communication tool. Third, like other states in the world, Indonesia has programmed English as one of compulsory subject from elementary school until university. In Indonesia English is not only taught in Junior high school and Senior high school, but also now English is learned deeply in University or Institution as a major that published student who are professional and capable in English as teachers and business.

English is one of the subjects in Indonesia. In Indonesia, English is special or important study because government of Indonesia implemented in *SD* or Elementary School, *SMP* or Junior High School, *SMA* or Senior High School. There are four skills that should be mastered by the students, there are: listening, reading, speaking and writing.

Teacher is the most important factor in the process of ease of learning. Because the teacher is a facilitator in the learning process that requires ways or methods in learning. So, good teachers, generally always try to use effective teaching methods, and use the best media tools in implementing language learning. The most effective method search is still done from time to time.

The teacher's ways determine the success of the teaching and learning process. Teachers who have the ability to teach can feel that wherever he teaches it is fun. The role of a teacher must be able to influence students through personality. A teacher who wants his students to experience development must make observations and research on teaching theory and practice so that he can

always improve the way he teaches. If a teacher clearly understands the lesson to be delivered, then he can convince students to believe what the teacher has to say. Students can also be interested in learning depending on how the teacher presents it. According to (Slameto, 2010: p.180), interest is a fixed tendency to pay attention and remember some activities, namely activities that are in demand by someone will be continuous and continuous with a sense of pleasure. Interest can be a number of activities and as a result of participating in activities. It is impossible not to be used. Nothing is difficult. Interest can be expressed in products that can be used for other things, can also be manifested through involvement in the process. Students who have an interest in special objects to give greater attention to the object.

The researcher curious about teacher's ways and students' uninterested. So that researcher try to do research in SMPN 6 Banjarmasin, which when researcher do observation there is a English teacher of seventh grade students', that some students from seventh grade were uninterested in English, because students had never studied English from elementary school. And that is what causes students uninterested in learning English. But once observed, researchers have asked whether an English teacher has his own way of dealing with seventh grade students in learning English. Especially on how to teach teachers when facing students who are uninterested in learning English. There are several characters and effects of students who interest and uninterest in learning English. The difference from students who interest and uninterest is for students who are interested if they have started learning they will quickly open textbooks, pay

attention to when the lesson starts, focus on learning. For students who are uninteresting, when they are about to begin learning they are slow to open textbooks, still walk to their friends' tables, often talk to friend, and pay little attention to the teacher while teaching.

Therefore, the researcher interested in conducted this research to investigate the students' uninterested in learning English and determine the teacher's ways to increase students' interested in learning English. A research entitle "**Teacher's Ways Toward Students' Uninterested in Learning English at Seventh Grade Class SMPN 6 Banjarmasin**".

#### **B. Research Questions**

There are some questions for choosing this title, they are:

1. What are the causes of student uninterested in learning English at the classroom?
2. How does the teacher's ways to increase students' interest in learning English?

#### **C. Objective of Study**

The result objectives of this are:

1. To investigate the students' uninterested in learning English at the classroom.
2. To determine the teacher's ways to increase students' interested in learning English.

#### **D. Significance of Study**

This study is expected for English teacher, this research can give information about the ways in confront students' uninterested in learning English. For the students', this research can encourage students' interest in learning English. Moreover, researchers wanted to encourage students to be more active and diligent in learning English, because English is the second language after Indonesian. And English is the most global language.

#### **E. Definition of Key Terms**

##### **1. Teacher**

The teacher is a human element in education. The teacher is a human figure who occupies a position and plays an important role in education. When everyone questions the world of education, the teacher figure must be seen on the agenda of the discussion, especially concerning the issue of formal education in schools. And in a simple sense, teachers are people who provide knowledge to students. For the teacher in this research is an English teacher in seventh grade, especially English teachers who teach in class VII C.

##### **2. Teacher's Ways**

The way teachers teach becomes a determinant of the success of the teaching and learning process. Teachers who have the ability to teach can feel that wherever he teaches it can be fun to feel that he is teaching. The teacher's ways referred to in this study are the way teachers teach English to students who are uninterested in learning English. Especially to the teacher's strategy in teaching so that how for students who are less

interested in learning English, become interested in learning English. For example, such as the teacher's strategy is to give an A + for each question given, but must work according to the requirements to achieve the A + value.

### 3. Student

A student is a person who is learning something. Students can be children, teenagers, or adults who are going to school, but it may also be other people who are learning, such as in college or university. Students' in this research is students of seventh grade class in SMPN 6 Banjarmasin. Especially class VII C who is uninterested in learning English.

### 4. Uninterested

Uninterested is an adjective form in English, meaning "not interested" or in English it means "not interested" or "indifferent". In translating into Indonesian, maybe we can align it with the phrase "do not want to know" or "indifferent". So here I want to know, how many students are uninterested in learning English. Uninterested in this study is seen from students who are not interested in learning English. There are many students who are not interested in learning English.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Definition of Teacher's Ways

Teacher's ways is the term refers to ways of enabling teachers to develop their ability to help students to learn. It can denote a range of activities and have a variety of outcomes. Outline some of these activities and outcomes. When considering how teaching ability may be developed, it is helpful to bear in mind the breadth of opportunities available and also the varied outcomes which may be sought. Well motivated teachers convey their enthusiasm to their students and this encourage them to learn. Teachers can be helped to maintain their motivation by knowing that they are doing a good job, that they are helping students to learn effectively. By enhancing teachers' understanding and abilities, teaching the teachers activities can help to nurture enthusiasm for teaching in the face competing pressures from clinical and other demands.

According to (Helena, 2000: p.29), Even though teachers have their own teaching way and preferences, it is important to remember that students learn in different ways, because it is important to make your ways vary. Students get tired of the monotonous format of the lesson and only leave a little imagination. Fortunately, switching to the next page in a textbook is rarely done in English lessons compared to other subjects, but some English teachers still use a formulated and predictable approach, perhaps they prefer to hold whole class discussions, comprehensive responses, or readings that long. Reflecting on the

types of learning activities that you use regularly in lessons can help you remember to make these activities varied.

In addition to applying some beliefs in the concept of various learning styles, I believe that all students benefit from the process of developing various approaches; limiting students to active assignments that allow them to go around in class, while encouraging students who learn visually to rely on mind and image mapping, this is not only a logical nightmare, but it also means we assume that students are only experts in one method and will not benefit from other learning strategies. Planning various activities in one lesson, applying various learning approaches, will not only help students develop new skills and methods, but also get them involved and interested.

Ways are strategy (rules, systems) doing (doing and so on). How to teach English the instructor must convey the subject matter well and clearly and the material taught also varies according to the area of expertise mastered by the teacher. In the process of learning and teaching English today, teachers not only act as spoon-feeders, or people who only provide feeding material to students, but rather act as facilitators, conductors, and motivators who can guide students to be more active, reactive, and exploitative. The context of an energetic, creative, innovative class that can make the class live and students will know what to do. That way the classroom atmosphere will be far from the saturated atmosphere and as a result the students will learn comfortably and all the English language material taught can be accepted by them easily. (Ceranic, 2002: p.32)



Some ways to foster motivation are through various ways of teaching, conducting repetition of information, providing new stimuli, for example through questions to students, giving students the opportunity to channel their learning desires, using media and tools that attract students' attention, such as pictures , photos, diagrams, and so on. In general, students will be stimulated to learn (actively involved in teaching) if he sees that the teaching situation tends to satisfy him according to his needs.

### **B. Definition of Teaching and Learning English**

The term of teaching and learning is not strange in peoples' hearing. Teaching and learning are activities in the class. (Brown, 2007, p.p7-8) have defined that (learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction; and teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand. It means, teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn.

(Brown, 2007: p.8) teaching cannot be defined apart from learning. Teach is guiding and facilitates learning, enabling the learner to learn, and setting the conditions for learning. It will be determined by philosophy of education, teaching style, approach, methods, and classroom techniques. So, teaching and learning have relationship. The students are learning and teachers are teaching. In short, there is mutual interaction between the teachers and the students to get the purpose of teaching and learning process.

(Banks,2000: p.2) said learning is the process of assimilating information with a resultant change in behavior. Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. And also she said Teaching-Learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence.

In teaching English, teacher can not teach only by delivering the material to the students without giving the opportunity to apply and practice the language. Many activities should be done in the classroom to exploit various ways of practicing the different skill involved in language communication..

The teacher is the most important factor in the process of ease of learning. Because the teacher is a facilitator in the learning process that requires ways or methods in learning. So, good teachers, generally always try to use effective teaching methods, and use the best media tools in implementing language learning. The most effective method search is still done from time to time and English is the third most spoken mother tongue in the world, after Mandarin and Spanish, English is also used as a second language and is official by the European Union, Commonwealth, and the United Nations, as well as various other organizations.

English is an international language other than the one used to connect between countries, it is also used to deepen and develop knowledge, because most of the science books are imported from abroad. (Izzan dan Mahfuddin, 2007: p.1)

Based on some definition above the researcher concludes that teaching and learning is the guidance from a teacher to his/her students in teaching learning process, and teaching prepares them with knowledge, experience and capability to reach the educational process.

### **C. Definition of Teacher's Ways in Learning English**

According to (Ceranica, 2002: p.31) Teacher's ways (strategies) are the ways which are used to ask something to the students in gaining a purpose in teaching. In teaching learning process, the teachers need to know the ability of the students and how far the students understand the material which has been taught.

In planning or delivering the teaching process well, it is easy to forget that what students learn and how they learn is more important than anything. Good planning will help ensure that learning objectives can be achieved through learning activities, but the way of teaching used determines whether this really happens in practice; students must feel motivated to engage in activities. However, singing, dancing, although entertaining, do not always achieve the desired learning outcomes. It is also important that the rest really understand what tasks they must carry out; often poor instruction and lack of explanation make good learning activities fail because students 'don't understand'. Learning objectives must be centered on the whole lesson, and may be reviewed not on results, so students will better understand the principles underlying the tasks assigned to them.

#### **D. Definition of Uninterested**

According to (Taufani, 2008: p.39) that interest is a tendency that encourages someone to use or try activities in a particular field. Interest is not innate from birth, accessible to talent. Interest is created or fostered to grow and feel a habit. According to (Slameto, 2010: p.180) interest is a fixed tendency to pay attention and remember some activities, namely activities that are in demand by someone will be continuous and continuous with a sense of pleasure. Interest can be a number of activities and as a result of participating in activities. It is impossible not to be used. Nothing is difficult. Interest can be expressed in products that can be used for other things, can also be manifested through involvement in the process. Students who have an interest in special objects to give greater attention to the object.

While my research is about uninterested. Uninterested is an adjective in English, meaning "not interested" or in English it means "not interested" or "indifferent". In translating into Indonesian, maybe we can align it with the phrase "do not want to know" or "indifferent". Consider the example of using the Uninterested word in the following sentence:

He was Uninterested in his story anymore

(Dia tidak tertarik dengan ceritanya lagi.)

#### **E. Factors Affecting Interest**

According to (Taufani, 2008: p.39) that interest is a tendency that causes someone to try to find or try activities in a particular field. Interest is not innate from birth, but can be influenced by talent. Interest is created or fostered to grow

and feel so that it becomes a habit. According to (Slameto, 2010: p.180) interest is a fixed tendency to pay attention and remember some activities, namely activities that are in demand by someone will be noticed continuously and accompanied by a sense of pleasure. Interest can be the cause of an activity and as a result of participating in an activity. Lack of interest can result in students not liking the lessons so that it is difficult to concentrate and difficult to understand the content of subjects and ultimately affect learning outcomes. Interest can be expressed through a statement that shows that students prefer something more than others, can also be manifested through participation in an activity. Students who have an interest in certain objects tend to give greater attention to the object.

According to (Taufani, 2008: p.38), there are three factors that underlie the emergence of interest, there are:

1. The factor of encouragement in, that is the encouragement of the individual itself, so that interest arises to carry out certain activities or actions to fulfill it. For example, encouragement to learn and generate interest in learning.
2. Social motivational factors, that is factors to carry out an activity so that it can be accepted and recognized by its environment. This interest is a kind of compromise between individuals and their social environment. For example, interest in studies because they want to get an award from their parents.
3. Emotional factors, that is interest is closely related to emotions because emotional factors always accompany someone in dealing with the object

of interest. A person's success in an activity is caused by the activity causing feelings of love or satisfaction, while failure will cause feelings of displeasure and reduce one's interest in the activity in question.

In order for students to have an interest in learning, the teacher must try to arouse students' interest so that an effective teaching and learning process is created in the classroom and students achieve a goal as a result of their learning.

The teaching and learning process and student learning outcomes are largely determined by the role and competence of the teacher. Competent teachers will be better able to create an effective learning environment and will be better able to manage their class so that student learning outcomes are at an optimal level. Factors to arouse student learning interest through the role of teacher according to Usman (in Aritonang, 2008: p.27), there are:

1. The teacher as a demonstrator, there are (a) mastering the material or subject matter to be taught, (b) must learn continuously so that it is rich in knowledge, and (c) able and skilled in formulating competency standards, understanding the curriculum, providing information to class, motivating students to learn, and mastering and being able to carry out teaching skills.
2. Teachers as class managers, there are (a) can maintain the physical class, (b) guide the experiences of students everyday towards self directed behavior, and (c) provide opportunities for students to reduce their dependence on teachers, and (d) able to lead effective and efficient learning activities with optimal results, and (e) able to use knowledge of teaching and learning theory and development theory

3. Teachers as mediators and facilitators, there are (a) have the knowledge and understanding of educational media, (b) have the skills to choose and use and cultivate the media well, (c) skilled in using knowledge to interact and communicate, and (d) able to learning resources that are useful and can support the achievement of goals and teaching and learning processes.
4. Teachers as evaluators, there are (a) able and skilled at carrying out assessments, (b) constantly follow the learning outcomes that have been achieved by students from time to time, and (c) can classify groups of students who are smart, moderate, lacking, or pretty good in his class.

According to (Aritonang, 2008: p.28), the factors that make students interested in learning are (1) how to teach the teacher, (2) the character of the teacher, (3) the calm and comfortable classroom atmosphere, and (4) the learning facilities used. To arouse students' interest in learning, the efforts that must be done by the teacher are:

1. The teacher's way of teaching is the role that must be possessed in terms of how to teach teachers, namely teachers as demonstrators and teachers as evaluators. The steps to arouse students' interest in learning according to the role are:
  - a. Attracting students 'attention, students' attention arises because they are drivenby curiosity. Curiosity can be stimulated through new things.
  - b. Make a clear goal, after students are interested in learning by explaining to students the Basic Competencies (BC) that will be achieved. With a clear BC, students will try to achieve the BC. The clear objectives can

be done by: (1) providing a strong reason why students must do something related to the BC, (2) linking learning material to the needs and conditions of students, (3) explaining the teacher's expectations of the subjects taught and when starting teaching, (4) using signs, convincing body language, and (5) extraordinary enthusiasm for what is taught.

- c. Ending the lesson with a memorable, so that the material that has been delivered will be remembered continuously and students will learn it, the teacher must end the lesson with a memorable, there are (1) make time to close the lesson, (2) emphasize to students to silence for a few seconds to precipitate information just received, (3) asking students to write down everything they have learned, (4) assigning students to make summaries, and (5) linking the closing activities with the opening activities.
- d. The factors of teacher character, there are the character of the teacher that can arouse students' interest in learning that is patience, have 3 S (smile, greet, polite), respect students' shortcomings, fair, good, discipline, not scare or threaten students, and have enthusiasm.
- e. The factor of a comfortable and quiet classroom atmosphere, there are a calm and comfortable classroom environment greatly stimulates students to carry out activities that can support the teaching and learning process. Therefore the teacher must manage the class well.



f. Factors of learning facilities, that is effective learning must begin with direct experience and lead to a more abstract experience. Learning will be more effective if it is assisted by teaching aids rather than students learning without the help of teaching tools. Learning facilities such as using tapes, television, blackboard, OHP, and projectors.

Aspects of interest consist of cognitive aspects and affective aspects. The cognitive aspect is a positive concept of an object and centers on the benefits of the object. Affective aspects appear to be like or dislike of the object (Taufani, 2008: p.39). It can be concluded that interest in biology subjects that a person has is not innate from birth, but is learned through a process of cognitive assessment and affective assessment of a person expressed in attitude. In other words, if a person's cognitive and affective assessment of the object of interest is positive, it will produce a positive attitude and can generate interest.

According to Safari (in Herlina, 2010: p.20), that to find out how much interest in student learning, can be measured through:

1. Passion, generally individuals who like something are due to interest. usually what is most preferred is easy to remember. Similarly, students who are interested in a particular subject will like the lesson. This joy is evident from his enthusiasm and initiative in attending the lesson. This excitement and initiative can be realized with various efforts made to master the knowledge contained in these subjects and not feel tired and desperate in developing knowledge and always eager, and happy in doing

assignments or questions related to the lessons given by the teacher in school.

2. Interest, often encountered by some students who responded and reacted to what the teacher said during the teaching and learning process in the classroom. The response given shows what the teacher conveyed attracted his attention, resulting in a great curiosity.
3. Attention, all students who have an interest in a particular lesson will tend to pay greater attention to the lesson. Through this great attention, a student will easily understand the essence of the lesson.
4. Involvement, there are involvement, tenacity, and hard work that appears through students shows that the student is involved in learning where students always learn harder, trying to find new things related to the lessons given by the teacher in school. Thus, students will have the desire to expand knowledge, develop themselves, gain confidence, and have curiosity.

To find out whether students are interested in learning, can be seen from several indicators regarding interest in learning. This indicator is prepared based on aspects of student interest. The aspect of student interest in question is liking, interest, attention, and involvement. Based on these aspects, (Rasyid, 2010: p.31) formulates indicators about student learning interests as follows:

- a. Passionate About Learning

Passionate is a passion that is full of doing something, or passion to be able to, want to try always if there is a failure, and want the goal to be

achieved. To be passionate about learning is like passion in learning, because if we have a passion for learning, then at the time of learning we will be happy, not feeling depressed in learning. And the results are definitely good if we are passionate about learning.

b. Interested in Lessons

Interest is a feeling that is owned by human beings, interest also arises from constant curiosity. Then there arises interest from ourselves. And for interested in lesson is a joy in yourself when studying. Because of interest, the word diligent in learning will appear, and there is no lazy word in learning the lessons provided by educators.

c. Interested in Teachers

Interested in teachers is an interest in teachers, which if the teacher is good, the way to educate is also good, and also liked by many people. It could also be a teacher when he teaches a lot of creativity in teaching, so students are also interested during the learning activities.

d. Have the Initiative to Learn

Initiative in learning must be in everyone who wants to continue learning, because if there is no initiative to learn, then someone will be constantly lazy in learning.

e. Freshness in Learning

Fresh in learning, in my opinion when we want to learn, we must prepare ourselves so that we can receive lessons well. So that our brain is able to accept the lessons that have been taught by the instructor to us.

f. Concentration in Learning

Concentration in learning is a focus to do something, for example in learning we are indeed required to concentrate during the lesson, so that there are no lessons that we do not pay attention to.

g. Careful in Learning

Careful learning is a thorough study. Research is indeed mandatory in a knowledge prosecutor, because from studying we will understand step by step the lessons we receive when we learn.

h. Have the will to Learn

Have the will to learn is the feeling of wanting to learn which indeed must be in everyone who wants to learn. Because if there is no will from within, then there will not be satisfactory results as long as he studies.

i. Tenacious in Learning.

Tenacious in learning is the nature of a person, if someone is resilient in learning, then the lessons he can when learning will be easy to accept and also there is no vain word in learning that the person has a tenacious nature or diligent in learning, because of resilience is part of the effort so that we can achieve the goals we want.

## **F. Previous Study**

In this section, the writer summarises some related studies from other researcher there are:

The title is **“The Analysis of Teacher’s Motivations Strategies in Teaching English of SMA Al ISLAMI NURUL MA’AD Banjarbaru”**.

Muslikah (2018) conducted a research related to the analysis teacher’s motivation strategies in teaching English of SMA-Islami Nurul Ma’ad Banjarbaru. The problem of the research are: what are English teacher strategies used to motivate the tenth grade students on teaching learning process? And how does the teacher apply motivation strategies in teaching English?

The result of the research is: the teacher used ten strategies to motivate the students on teaching learning process. The *first*, teachers showing good behavior to students (teacher appropriate behaviours), *second* giving pleasant and supportive classroom environment, *third* creating cohesive learner group with appropriate group norms, *fourth* increasing the learners’ expectancy of success, *fifth* making the teaching materials relevant for the students, *sixth* making learning stimulating and enjoyable, *seventh* presenting task in a motivating way, *eighth* increasing learners’ self-confidence, *ninth* giving positive feedback and the last *tenth* strategy giving reward and grades in a motivating manner.

For other research that is: **“English teacher’s techniques in classroom management for seventh grade of MTs Plus Al Hamid Kayu Tangi Ujung Banjarmasin 2016/2017.”**

Muhammad Nispi (2017) conducted a research related to English teacher's techniques in classroom management for seventh grade of MTs Plus Al Hamid Kayu Tangi Ujung Banjarmasin

The problems of the research are: how is English teacher's techniques in classroom management? And what are the factors influenced of English teacher's techniques in classroom management?

The result of the research is: the techniques of the teacher in developing learning and skill in class management is very influential toward the success of learning process in MTs Plus Al-Hamid Kayu Tangi Ujung Banjarmasin. The teacher has good class management, stimulate students learning interest and provide a sense of security and satisfaction in achieving goals.

For other research by Rafiatul Mahmudah (2015) entitle is **“Students’ Strategies in Learning English at al-Falah Boarding School for Girl School Year 2015/2016.”**

The problems is: what are the type of the students’ strategies in learning English at al-Falah Boarding School for Girl year 2015/2016, what are the common strategies used by the students’ strategies in learning English at al-Falah Boarding School for Girl year 2015/2016 and what are the students’ reasons the strategies in learning English at al-Falah Boarding School for Girl year 2015/2016.

The result of the research is: The students used three strategies to learn English. Those strategies are: metacognitive strategy, cognitive strategy, and socio/affective strategy. The common strategy used by the students to learn English in language dormitory, there are: in metacognitive strategy is early

planning and self-management, in cognitive strategy is grouping, and in socio/affective is asking for clarification.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research, the researcher conducted a descriptive qualitative research. According to (Denzin and Lincoln, 2009: p.2) qualitative focuses on some methods that learn the research subject in natural context and try to understand or interpret the phenomenon.

(Sutopo, 2002: p.33) states that in descriptive method, the analysis of the data was done naturally objective, and factual. It means that the researcher applied a set of procedures used for problem solving based on the factual data. Descriptive method was used to describe, explain, and analyze the phenomenon which occurred behind the data. He also stated that in descriptive method, the analysis of the data was done naturally objective, and factual. In this research the researcher used descriptive qualitative method. It was because the data to investigate the students' uninterested in learning English at the classroom.

According to Creswell (in Sugiyono, 2014: p.347) that qualitative research was a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

It means that the researcher tries to describe about teacher's ways toward students' uninterested in learning English at seventh grade class SMPN 6 Banjarmasin. From the finding of the data uses to describe again another phenomenon in the field research.



## B. Research Setting

The researcher conducted the research at SMPN 6 Banjarmasin, especially seventh grade. It is located on Jl. Veteran, Gg. Sempati, Rt.10, Rw.04 Kalimantan Selatan, post code 70232. This school is an A-accredited school, so all students who graduate from elementary school want to immediately continue their junior high school there. Because the school can be said to be the most favorite school. In this school, the researcher observes the teacher's way towards students who are less interested in learning English. So that the researcher has considered that research in suitable to ways in this place.

Meanwhile, the time for finishing this research was on February-March 2019 as describe at table 3.1.

**Table 3.1 The Schedule of Research:**

<b>Date/day</b>	<b>Meeting</b>	<b>Activity</b>
February, 14, 2019	1	Interview the teacher, about teacher ways in teaching
February, 18, 2019	2	Observation in the class VII C
February, 21, 2019	3	Observation in the class VII C
February, 28, 2019	4	Observation in the class VII C
March, 5, 2019	5	Observation in the class VII C
March, 14, 2019	6	Giving the questionnaires to students' class VII C

## C. Subject and Object of Research

### 1. Subject of the Research

The subject of the research is the teacher and students of seventh grade at SMPN 6 Banjarmasin. It might just one classes of seventh grade, which consist of 1 teacher and 31 students.

## 2. Object of the Research

The object of this research is teacher's ways toward students uninterested in learning English at seventh grade class SMPN 6 Banjarmasin.

### **D. Data and Source of Data**

The data in this research was collected by the researcher from in depth interview with the English teacher and observation about the English teacher and students' uninterested in the classroom during teaching and learning process, and give the students' a questionnaire for them to fill, because it serves as a support in knowing who is uninterested in learning English at seventh grade class SMPN 6 Banjarmasin.

The source of data of this research teacher's ways toward students' uninterested in learning English at Seventh grade class SMPN 6 Banjarmasin. To complete the primary data the researcher also collect the supporting data that is description about the condition of students and classroom environment.

### **E. Technique of Collecting Data**

To obtain the data the researcher used the techniques of collecting as follows:

#### 1. Observation

Observation is a systematic observation and recording of the symptoms that appear in the object of research. Observations and recordings that are carried out on objects at the scene of events or events, so that observations are with the object being investigated, this is called

direct observation. In this research, the researcher comes to the classroom to observe the students' disinterested in learning English.

When the researcher carried out the observation, the researcher only observed and examined one class, that is the VII C class. Because the VII C class is a class where students are included in the category of students who uninterest in learning English, and teachers who teach in that class need extra when teaching English lessons. The observation was conducted in 4 meetings during the learning process to identify the factors that cause the students uninterested in learning English.

This is the table of the activities that researchers observed when teaching and learning.

**Table 3.2 The Table of Observation Activity**

<b>Date/day</b>	<b>Meeting</b>	<b>Observation Activity</b>
February, 18, 2019	1	Researchers observed and saw firsthand the encouragement factors of students when they were learning English, with the atmosphere of the class at that time the students were very different from the nature or character.
February, 21, 2019	2	Researchers observed and saw the social motivational factors of the teacher and his friends. Researchers also asked students, did they also get motivation from parents? The researcher asked that after the teaching and learning activities were completed.
February, 28, 2019	3	Researchers observed and saw the emotional factors of students. Here it is discovered that anyone who likes or dislikes learning English, who happy or unhappy learning English and who is interested or uninterested in learning English.
March, 5, 2019	4	The researcher looked more closely at all

		factors, so that it was clearer for the results of the data obtained from the 3 meetings above.
--	--	---

## 2. Interview

An interview is one way to explore data. This must be done in depth to get detailed and valid data. According to Burhan Bungin (2008: 77), in-depth interview is the process of obtaining information for research purposes by means of question and answer while meeting between the interviewer and the informant or interviewer, with or without the use of interview guides, where the interviewer and informant are involved in social life. Relatively the depth of in-depth interviews is their involvement in the lives of informants. Therefore, the researcher conducted in-depth interview one teacher of seventh grade class, especially class VII C to obtain the data.

## 3. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions to the respondent to answer. Questionnaire is an efficient data collection technique if the researcher knows for certain variables. The researcher give a questionnaire to the seventh grade students, especially class VII C which is contains questions about the uninterest in learning English.

## **F. Data analysis**

All collected and processed data are analyzed descriptively and qualitatively. The problems are classified and connected by other problems found in research. This step was taken by researcher in order to identify how far the influence of teacher's ways toward students' uninterested in learning English, then the research will describe more about research problem. To analyze the data The researcher used these technique in analyze the data (Miles, et.al 2014). These are follow:

### **1. Data collection**

The researcher collected the data dealing with the teachers' ways toward students' uninterested in learning English. The data was collected by observation, interview and questionnaire.

### **2. Data reduction**

This step is a process of selecting. The researcher chose the most relevant data and focus on the data that directly concern to solve the problem and answer the research problem.

### **3. Data display**

In this step, after the data have been reduced, the researcher drew simple explanation, draft, relation categories, and flowchart of the data. Then, the researcher described the data qualitatively.

### **4. Drawing conclusion/verification**

After all the data have been found, the data was conclude and varified by recheck every step of analyzing, from data collection, reducing,

and displaying. In this step, the researcher concluded the data to answer the research question.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

The research about teacher's ways toward students' uninterested in learning English at seventh grade class SMPN 6 Banjarmasin presented in the form of description, based on data that have been obtained in this research either through observation, interview and questionnaire.

In this chapter, the researcher presents the data that have been collected in the research. The presentation covered about causes students who are uninterested in learning English and teacher's ways to increase students' interest in learning English at seventh grade class especially class VII C in SMPN 6 Banjarmasin.

#### **1. Causes Students who are Uninterested in Learning English at the Classroom**

As long as the researcher examines students in class VII C, resercher has already made observations in the classroom, to see who is not interested in learning English during the English learning process takes place. After 4 meetings the researcher conducted classroom observations, the fifth meeting the researcher distributed questionnaires to students in class VII C. There were 31 students in class VII C. The researcher distributed questionnaires as many as 31 sheets to their students. After they filled out the questionnaire, judging from the contents of their questionnaire, researchers could see who really was interested in learning English during class, and anyone who was not interested in learning

English during the lesson. Of all the contents of the questionnaire, their answers is vary.

Looking at the factors that cause students not interested in learning English, there are several factors that support the question from the questionnaire. This can be seen from the earnest efforts of the teacher to give some support for the students to be skilled in learning English. To increase the students in learning English here, the teacher used the factors that underlie the emergence of interest by (Taufani, 2008: p.38), there are:

#### 1. Encouragement in Factors

Based on observation that had been done by the researcher to seventh grade the students at SMPN 6 Banjarmasin, in the classroom researcher see the impulse that exists in the students themselves, so that interest arises to carry out certain activities or actions to fulfill them. Some students are very enthusiastic in learning English, but there are also some who are still lazy to learn English when the lesson begins.

Statement that refers to encouragement in factors, examples:

As stated by students (JNP):

*“Saya dapat dorongan belajar bahasa Inggris dari diri saya sendiri, tapi saya tidak dapat dorongan belajar dari orang tua saya. Dan menurut saya belajar bahasa Inggris tidak sulit walaupun saya tidak pernah belajar bahasa Inggris di Sekolah Dasar”.*

The student with the initial JNP, in this encouragement factor, she gets encouragement from herself and also



encouragement from her parents. She was interested in learning English because she felt that English was not difficult.

There are also students who have not encouragement factor from themselves and their parents, they are:

As stated by students (MIH):

*“Saya tidak punya dorongan dari diri saya sendiri dan juga orang tua untuk belajar bahasa Inggris”.*

Meanwhile there are 2 students who has been absolutely not encouragement from themselves and their parents. As stated by students' MR and RFS.

Based on the explanation of the researcher about the encouragement factor, that was some students who have encouragement and also have no encouragement at all. Because each student is different, not all students are the same.

## 2. Social Motivational Factors

Based on observation that had been done by the researcher to seventh grade the students at SMPN 6 Banjarmasin in the same time. The researcher found that second factor framework which is factors for carrying out an activity so that it can be accepted and recognized by its environment. This interest is a kind of compromise of the individual with his social environment. Of all the students in the class for business attract attention, or want to have a reward when they learn English there. If they are diligent and are not lazy to learn English, later the teachers/parents will give rewards to them and that also includes ways

for students to enjoy learning English and make them more interested in learning.

Statement that refers to social motivational, examples:

As stated by students (HSIS):

*“Menurut saya belajar bahasa Inggris itu sulit, tapi saya mendapatkan motivasi dari guru yang hebat mengajar bahasa Inggris dan teman saya yang suka dengan bahasa Inggris. Yang dulu saya tidak berminat belajar bahasa Inggris, sekarang saya sudah mulai berminat belajar bahasa Inggris”.*

So was with statements from students with the initials SH, namely:

*“Menurut saya bahasa Inggris itu tidak sulit, saya termotivasi dari teman yang suka belajar bahasa Inggris, dan saya juga dapat motivasi dari guru yang selalu mengajarkan bahasa Inggris dengan baik”.*

So, the 2 statements of students above are their statements that they get motivation from friends, teachers and those around them to learn English. According to them English is not difficult. There are also statements from students who are not motivated to learn English, that was from students whose initials RDA states:

*“Belajar bahasa Inggris itu menurut saya sulit, saya tidak berminat belajar bahasa Inggris, saya tidak punya motivasi, saya juga tidak termotivasi dari teman saya. Tapi saya sudah sedikit termotivasi dari guru saya saat belajar bahasa Inggris”.*

Based on the explanation of the researchers about social motivation factors, there are some students who have their own motivation, there are motivated students from friends and teachers, and there are also

students who do not have motivation at all, no motivation from friends, but still motivated by teachers who teaching English while in class.

### 3. Emotional Factors

Based on the observation that had been by the researcher to the students in SMPN 6 Banjarmasin for the seventh grade, the researcher found that the factor framework which is interest is closely related to emotions because emotional factors always accompany someone in dealing with objects of interest.

A person's succeeded in an activity is caused by something that creates feelings of liking or satisfaction, while failure will cause feelings of displeasure and reduce one's interest in the activity in question. In this research, emotional factors can be seen by all students who are interested and who are not interested in learning English, because emotional factors also vary from person to person. It can be seen from the students who really want to learn and receive lessons from the teacher when the lesson begins. From the efforts of those who are interested in learning it is very visible, and from those students who are less interested, they stay in the corner, and often discuss themselves with their peers.

There are some statement that refers to emotional factors, such as:

As stated by students (SA):

*“Saya berminat belajar bahasa Inggris, menurut saya bahasa Inggris juga tidak sulit, saya suka belajar bahasa Inggris, dan saya puas dan senang belajar bahasa Inggris”.*

Likewise with statements from students with the initials SS,  
she stated:

*“Saya suka belajar bahasa Inggris, saya berminat belajar bahasa Inggris dan saya juga merasa puas belajar bahasa Inggris”.*

The statement of 2 students above is a statement from themselves that learning English is not difficult and they feel satisfied and happy when learning English. As for students who don't like or don't like learning English, here are a few of their statements:

As stated by students (MB):

*“Menurut saya bahasa Inggris itu sulit, saya juga tidak berminat belajar bahasa Inggris dan saya tidak merasa puas atau senang belajar bahasa Inggris”.*

As stated by students (R):

*“Saya suka belajar bahasa Inggris, tetapi saya tidak berminat belajar bahasa Inggris dan saya tidak puas belajar bahasa Inggris”.*

Based on the statement from the students above, the researcher can conclude in this emotional factor, there are some students who are satisfied to learn English and there are also students who are not satisfied in learning English, until they are not interested in learning English.

The results of the questionnaires that have been filled out by students are all attached to the appendix. There are 6 students who are not interested in learning English, there are 2 students who are not

interested in learning English, and there are 23 students who are interested in learning English.

## **2. The Teacher's Ways to Increase Students' interest in Learning English**

In order to find English teacher's ways to increase students' interest in learning English, the researcher observed the teaching and learning activity in the class for four times. The researcher used Aritonang theory to analyze the result of the observation. In Aritonang theory there were six ways of teaching is the role that must be possessed in terms and in this theories the researcher described the result of the observation in used ways to increase the students'.

Based on the interviewed with the teacher, the teacher said that in order ways to increase students' interest in learning English at SMPN 6 Banjarmasin is teacher tries to present the English lesson in a fun way and gave more attention to the importance of study English in our daily life. This is an extrinsic ways where it can trigger the spirit of students' to study and get the best results, as she stated in the interview on 14th February 2019:

“The teacher always prepares the lesson plan before the lesson starts, as in the usual learning plan. For the problems in class VII C, the students do not know much of the meaning of the vocabulary of the sentence or the stories of English, so the role of the teacher here is to help students by asking students to borrow a dictionary in the library or buy a

dictionary to see meaning that is not they know, because the teacher does not allow to translate it through google translate, according to the teacher if translating using google translate can indeed facilitate them, but they will be lazy to open English dictionaries and the obstacle that is often faced by teachers is always asking for meaning. There are also students who are not interested in learning English, to deal with students who like that teachers often give hope to students, if there are practice questions that must be done in class, anyone students who want good grades, must follow orders from the teacher, for example looking for the vocabulary is 50 words in the lesson about 'profession', so the teacher will give an A. So the students are more eager to work, so they can get the value A. The teacher is also not favoritism towards students who are less intelligent, the teacher always uses smart students to help his friends who are less able to receive lessons during the lesson, because there are very few students in class VII C who are not interested in learning English. The task of the teacher is also more extra teaching until the student really understands”.

Based on the observation and interview that had been conducted by the researcher in language teaching, English teacher using teaching methods so that students are interested in English by directing their students to learn English is very important, and if students have difficulty learning English, for example: when they ask the meaning of vocabulary that they do not know what it means, a teacher more direct borrow a dictionary to the library and try to teach students about vocabulary by

looking at a dictionary, so that they are not lazy and do not expect Google translate to be the dictionary.

This can be seen from the earnest efforts of the teacher to give some supported for the students to be skilled in learning English. To increase the students interest in learning English here, the teacher uses the strategies framework of Aritonang is with attracting students' attention, make a clear goal, ending the lesson with a memorable, the factor of the teacher character, the factor of a comfortable and quite classroom atmosphere, and factors of learning facilities. To make students more active and enthusiastic in learning English, the teacher uses the general strategies by:

**a. Attracting Students' Attention**

Based on observation for the seventh grade teacher, the researcher can see how the teacher attracts the attention of students, when the researcher observes, the relationship between teacher and students in each learning that the teacher showed her enthusiasm towards the students, the relationship of a teacher with students is very good and in the learning process the teacher never distinguishes between smart students and students less smart. The teacher tried to attract students' attention by using interested learn materials and associate the material with the daily events around the students. The teacher explains the material, after giving the material the teacher gives an opportunity for the students to ask about the material. If the students do not

understand the material so the teacher explains it again. From the observation of teacher attracting students' attention can be seen that the teacher can play its role as a good teacher in increasing students interest in learning English.

Example: If there are students who are out of focus or not paying attention, the teacher tries to increase the volume of his voice, and also tries to approach directly to the seat of students who are not paying attention. That is partly an example of attracting students' attention.

**b. Make a Clear Goal**

Based on observation for the seventh grade teacher, each teacher must have a purpose in his learning plan, the researcher can see how the teacher wants to convey his purpose while teaching. Also seen from the teacher to explaining to students the all basic competencies.

Example: At the time of the lesson discussing the profession. The teacher tried to give an example to his students, *what was the "profession"?* and *what is mean by "profession"*. The teacher tried to explain it until the students could understand a profession. The teacher also makes it easy for students to look for the "profession" in the dictionary. That is partly of the example of make a clear goal.

**c. Ending the Lesson with an Impressiveness**

Based on observation for the seventh grade teacher, to ending the lesson with an impressiveness such us make time to close the lesson it



was conveyed, emphasize to students to silence for a few second to participate information just received also seen, asking students to write down everything they have learned her did, assigning students to make summaries her also conveyed, and her too linking the closing activities with the opening activities.

Example: when the teacher wants to end the lesson. The teacher usually questions what has been learned today. The teacher also asks her students, such as "*do you already understand a profession?*", Then the students answer "understand, ma'am". The teacher also asks several students, such as "*what profession do you want, if you grow up?*". That is partly of the example of the ending the lesson with an impressiveness.

#### **d. The Factors of Teacher Character**

Based on observation for teacher character is very important when she teaches, because the character of a teacher also triggers the likes, comfort, calm and also motivation in learning. Also very important when teaching, a teacher must have a patient nature, smile, greet, polite. And all that is also seen when there researcher observes.

Example: the character of the teacher who is often seen is greeting, patience in teaching, and firm when she teaches. So students are more happy when learning English, even though there are still students who are difficult to manage or reprimand. But the teacher stays patient when the lesson takes place. That is an example of a teacher character.

**e. The Factor of comfortable and Quite Classroom Atmosphere**

Based on observation for the classroom atmosphere, each meeting may have many differences, depending on the teacher must be able to adjust the atmosphere during the lesson.

Example: the atmosphere in the classroom is sometimes seen if there are students who often walk to their friend's seat, even though it can be other students who do not concentrate when students learn. So the teacher more often reprimands him, or gives a sentence to the students who walk by telling the student to stand for 10 minutes in his own seat. That is partly an example of comfortable and quite classroom atmosphere.

**f. The Factors of Learning Facilities**

Based on observation for facilities in the class it is quite adequate, because it shows the presence of blackboards, fans, wall clocks, tables and chairs to support students to study.

Example: if the facilities in the class are sufficient, students are also more comfortable when the learning process takes place. The blackboard, table and chair were enough for them to study. The fan also functions when they feel hot while studying, so the fan will be turned on. That is an example of a learning facility.

## **B. Discussion**

The discussion is the explanation of data analysis based on the research problem of the study. Based on the research findings, the researcher finds two subdivisions, those are; the causes of student uninterested in learning English at the classroom, the teacher's ways to increase students' interest in learning English at SMPN 6 Banjarmasin. In this session, the result of the the research is discussed related to the theories collected in Chapter Two. By the discussion it can be seen how the theories meet reality whether they can fit the reality easily or conversely it.

In the findings of the research, the researcher found the causes of students' uninterested in learning English. As mentioned by (Taufani, 2008: p.38), the factors found are the *first*, encouragement factors in. This encouraging factor can be seen from the encouragement of students themselves and also the encouragement of their parents to learn English. From the results found, many students who have encouragement from themselves and parents, but there are also students who do not have encouragement from themselves and also encouragement from parents.

Next to the *second* factor, that was social motivational factors. This social motivational factor can be seen from the motivation of the people around the student. Many students are motivated by teachers, friends and parents. But there are also some students who have not motivation at all, be it from the teacher, friends or parents.

The *third* factor, that was emotional factors. This emotional factor can be seen from the behavior of students when learning English, there are students who are happy, like and satisfied learning English, there are also students who are totally unhappy and like when English lessons take place. Every student did has different characteristics, attitudes and behaviors, it takes a process to be able to make or make them like, happy and satisfied when learning English.

Meanwhile, the researcher found that the teacher had some ways in increasing her students of English learning. As mentioned by (Aritonang, 2008: p.28) factors or ways that make students interest in learning English. Strategies refer to those increasing students interest are consciously exerted to achieve some systematic and enduring positive effect. To increas the students in learning English frameworks include six areas which are attracting students' attention, make a clear goal, ending the lesson with an impressiveness, the factors of teacher character, the factor of a comfortable and quite classroom atmosphere, and the factors of learning facilities. From six these ways framework there were some ways that can be done by teachers to increasing students interest in learning English, based on the result it can be seen that the teacher used six different ways, including:

The *first*, ways which can contribute to attracting students' attention relates the teacher try to attract the attention of students when the lesson takes place, if there are students not paying attention to lessons that students lack interest. In the learning process teacher always respond to students and gives pay attention to all students, and the teacher showed

that the relationship of teacher showed that relationship of teacher with students is very good and in the learning process the teacher never distinguishes between smart students and students who are less smart, so students are very happy to follow the learning process by English teacher. This statement appropriate with (Aritonang, 2008: p.28) defines students' attention arises because they are driven by curiosity.

Make a clear goal is the *second* ways to increasing students interest in learning English. The result showed that the teacher in the classroom the goal of the teacher is to showcase the basic competencies. Teachers are also often providing a strong reason why students must be related to basic competencies, link learning tools to the needs and conditions of students, used signs, and convincing body language. That is part of goal based on According to (Aritonang, 2008: p.28).

The *third* ways which can be used to increasing students interest in learning English adalah ending the lesson with a memorable. In each teaching and learning meeting at the writer have a time of the observation, the teacher always takes the time to end the learning by making a time to close the lesson, emphasizing to students to receive information, asking students to write down everything they have learned, assigning students to make summaries and from linking the closing activities. This is also part of the lesson ending According to (Aritonang, 2008: p.28)

Increasing learner's with the factors of teacher character is the *fourth* ways. In this way the character of a teacher is very important,

because it is from the teacher's character that students can be interested in learning English. Especially if you are a teacher who is patient, smiling, greet and polite. And the teacher also makes students respect students' shortcoming, fair, good, disciplined, or threatening students, and have enthusiasm. All of this is also in accordance with the opinions of (Aritonang, 2008: p.28), this is appropriate with the theoretical.

Then making the teaching materials relevant to students interest in learning English there was the *fifth* ways that can do the factor of comfortable and quite classroom atmosphere. The result showed that the teacher in the classroom does not often make the ambiance humorous, but teacher always provide a comfortable atmosphere (relaxed) so that in the classroom students do not look tense. In each meeting the teacher is always assertive in giving assignments, but if he does not finish working on the assignment in class to improve the value of the teacher gives additional value in the form of homework, and the teacher tried given tolerance to the students who have not succeeded in doing the task. According to (Aritonang, 2008: p.28) for comfortable atmosphere in the classroom there are a calm and comfortable classroom environment greatly stimulates students to carry out activities that can support the teaching and learning process. Therefore the teacher must manage the class well.

The *sixth* is based on the observation untuk factors of learning facilities there are blackboards, tables and student study chairs. For

dictionaries or learning support books, you have to borrow from the library, but there are also textbooks from the students themselves. According to (Aritonang, 2008: p.28) there is a part in the class of learning facilities, that is the blackboard.

## CHAPTER V

### CLOSURE

#### A. Conclusions

Based on the research result about teacher's ways toward students' uninterested in learning English at SMPN 6 Banjarmasin, some conclusion are following:

1. The students' causes about uninterested in learning are several factors, there are: the *first*, an internal encouragement factor such as encouragement from students' self or parents. The *second*, social motivational factors such as motivation from oneself, parents, friends or teachers. The *third*, emotional factors such as from pleasure or unpleasure, feeling satisfied or dissatisfied, feeling happy or feeling displeased when students receive lessons when English learning takes place.
2. The teacher used six ways to increase students' interested in learning English. The *first* teacher attracting students' attention, *second* teacher make a clear goal, *third* teacher ending the lesson with an impressiveness, *fourth* factors of teacher character, *fifth* factor of a comfortable and quite classroom atmosphere, and the last *sixth* factors of learning facilities.



## **B. Suggestions**

From the result of this research, the researcher recommended some suggestion to increase students' interest in learning English. The suggestion, are:

1. Suggestion for English teacher, to increase the students' interest in learning English is very important. The teacher must give attracting students' attention such as; playing game and drilling. So the students have a good feeling on learning English that gives influence toward the students's achievement. The teacher may be able to develop English by doing an extracurricular program such as English club, English camp, or English forum will be very useful to help the students develop their communicative skill in English language acquisition.
2. Suggestion for students, the researcher hopes the students will keep their spirit to interest in learning English. The students should practice English and make it as a habit. The most important one is they must have a big desire to learn English. Whatever the problem was faced in learning English by the students, it's expected that the students soon be able to solve it by asking the teacher or their friends who can solve it.
3. For the next researcher, the result of this research can be used as reference for the next research relating to ways of a teacher toward students' uninterested in learning English at the anywhere educational institution.

## REFERENCES

- Ali, Yusuf. (1993). *The Holy Qur'an: Translation and Commentary*. Maryland USA: Amama Corp.
- Aritonang, K. T, (2008). Minat dan Motivasi dalam Meningkatkan Hasil Belajar Siswa. *Jurnal Pendidikan Penabur-No. 10/Tahun ke-7/Juni 2008*.
- Banks,T.,(2000). *Teaching-Learning Process (Assess, Plan, Implement, Evaluate)*. North Carolina :Center for Aide Regulation and Education.
- Brannen, Julia. (2005). *Memadu Metode Penelitian Kualitatif & Kuantitatif*. Yogyakarta.
- Brown,H.D., (2000). *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd ed). San Francisco State University (USA) : Pearson Longman.
- Brown, H.D. (2007). *Principle of Language Learning and Teaching* (5th ed). San Fransisco: Addison Wesley Longman, Inc.
- Bungin, M, Burhan. (2008). *Penelitian Kualitatif*. Cetakan ke-2. Jakarta: Kencana Prenada Media Group.
- Ceranic, Helena. (2002). *Panduan Bagi Guru Bahasa Inggris*. Ciracas, Jakarta 13740: Erlangga.
- Denzin & Lincoln. (2009). *Handbook of Qualitative Research*. Yogyakarta : Pustaka Pelajar.
- Herlina, (2010). *Minat Belajar*. Jakarta: Bumi Aksara.
- Izzan, Ahmad (2010). *Metodologi Pembelajaran Bahasa Inggris*. Bandung: Humaniora.
- Ma'mur Asman, Jamal. *Tuntunan Lengkap Metodologi Praktis Penelitian Pendidikan*.
- Margono, S. (2005). *Metodologi Penelitian Pendidikan*. Cetakan ke-5. Jakarta: Rineka Cipta.
- Merriam, Webster Unabridge. Dictionary and Definition For Uninterested. <https://www.merriam-webster.com/dictionary/uninterested> (accessed August, 10, 2018).
- Pardiyono. (2010). *Pasti Bisa: The Art of Teaching*. Yogyakarta: Andi.
- Phinocchiaro, Mary. (1974). *English As a Second Language: From Theory To Practice*. New York : Regents Publishing.
- Rasyid, (2010). *Minat , Indikator Minat*. Jakarta: Bumi Aksara.
- Safari, (2003). *Indikator Minat Belajar*. Jakarta: Rineka Cipta.
- Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Sugiyono. (2010). *Metodelogi Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D)*, Cetakan Kesepuluh. Bandung: Alfabeta.
- Sutopo, H.B. (2002). *Metodologi Penelitian Kualitatif: Dasar Teori dan Terapannya dalam Penelitian*. Surakarta: Sebelas Maret University Perss.
- Taufani. (2008). *Minat, Faktor-Faktor yang Mempengaruhinya*. Jakarta: RinekaCipta.

Ramli, Kamriati. 2012. Aspek Minat Belajar, Faktor-faktor Yang Membangkitkan Minat Belajar, Minat Belajar.  
<https://kamriantiramli.wordpress.com/tag/faktor-faktor-yang-membangkitkan-minat-belajar/>  
(accessed Auguts, 28, 2018).