TEACHERS' STRATEGIES IN CULTIVATING STUDENTS' INTEREST TOWARD LEARNING ENGLISH
(A Study at SMPN 8 Banda Aceh and MTsN 1 Banda Aceh)

THESIS

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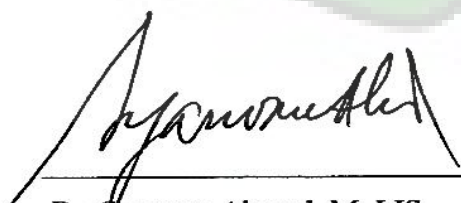by :

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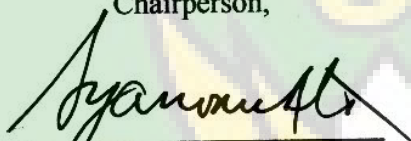for Bachelor Degree of Education
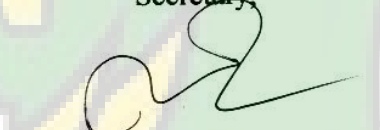
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SURAT PERNYATAAN KEASLIAN
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Teachers' Strategies in Cultivating Students' Interest toward Learning

English (A Study at SMPN 8 Banda Aceh and MTsN 1 Banda Aceh)

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 2 Desember 2019

Saya yang membuat surat pernyataan,

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ABSTRACT

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This research is entitled "Teachers' Strategies in Cultivating Students' Interest toward Learning English (A Study at SMPN 8 Banda Aceh and MTsN 1 Banda Aceh)". The aims of the study is to discover teachers' strategies in cultivating students' interest toward learning English and to find out teachers' obstacles in cultivating students' interest toward learning English. The instrument for this research is questionnaire sheet. The questionnaire sheet consists of a number of questions which should be answered by the respondents. In this research, the questionnaire is used to investigate the teachers' strategies in cultivating students' interest toward learning English. The subjects attending this study are 10 English teachers from two schools, those are 6 teachers out of 71 teachers from MTsN 1 Banda Aceh and 4 teachers out of 40 teachers from SMPN 8 Banda Aceh. The selected participants are only the English teachers. Therefore, there are 10 English teachers from the two schools as the participants. The finding shows that most of the teachers use various strategies in teaching such as inquiry-based learning, jigsaw, and the use of Information and Communication Technology by showing video, playing music, and providing picture that can stimulate students' interest in learning. This study recommends the teachers to take into consideration the use of teaching media to bring up pleasant and cheerful atmosphere to cultivate students' interest in learning English.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

These days, education is a crucial thing for human being. It takes role over values, morals, cultures, job opportunities, and knowledge. It also brings the future of the nation towards global civilization. Therefore, the government takes into action the best system to enhance the quality of education in this country.

As time passes, education is required to have progress with the use of effective strategies so that the learning process becomes more effective. Strategy is a plan that is prepared by the teacher to obtain learning objectives. While method is the next step to represent the language material to be learned. In language teaching, technique should also be a consideration to deliver teaching material. Technique in teaching is a specific and concrete trick designed to achieve the objective and a process of carry out a method. In increasing students' interest to learn English, teachers should be creative in deciding the teaching strategy, method and technique. The use of the right strategy will make the learning process more effective.

English is one of subjects that is included in the national curriculum and must be taught really well by the teacher. Because, English has become widely most spoken language in the world. It is often found in the realm of politics, bussiness, technology and intenational relations around the world. Therefore, the fluency in

English language is one of the keys to be succesful in life. Students' attitude toward learning English really affects their success in mastering English. Thus, teachers should take motivation and attitude factors into consideration when designing English language training and instruction (Hall, 2009).

Students' beliefs can be an obstacle if they believe that they cannot learn the new language successfully (Lennartsson, 2008). Negative attitude can hinder learning a language (Ellis, 1994). However, a student's negative attitudes can be changed and turned into positive ones and facilitate getting a positive result (Lennartsson, 2008). In teaching-learning process, teachers need to use their professional judgment to review and decide the right and enjoyable learning strategy, method, and technique that meet the needs of students. As teachers know their students learning styles and needs, they may need to select alternative teaching and learning strategies to deliver the content.

Thus far, in reality, most teachers do not have the appropriate strategy in increasing student learning interest. This case might be one of the reasons why English learners in this country have less interest in learning English and feel that English is one of the hardest subjects to master. However, this situation is different from the fact that the writer found in the MTsN 1 Banda Aceh and SMPN 8 Banda Aceh. After observing those schools, the writer perceived that the teachers are able to attract students' attention and focus in the teaching-learning process. The students are really enjoying and being active in the process of learning. That learning environment could be happened because, the teachers are able to apply the right strategy in the process of learning English, so that the

students are interested in learning English. Based on the background above, this research will focus on the strategies that teachers use in teaching. Because, teachers need to master and be able to apply various strategies to meet students' need.

Therefore, the writer needs to investigate "TEACHERS' STRATEGIES IN CULTIVATING STUDENTS' INTEREST TOWARD LEARNING ENGLISH". Through this study, the writer would find out how to make the English learner more interesting in learning English.

B. Research Questions

Based on the background of the study, the writer provide the following problems. They are:

1. What are teachers' strategies in cultivating students' interest toward learning English?
2. What are teachers' obstacles in cultivating students' interest toward learning English?

C. Research Aims

The aims of study are:

1. To discover teachers' strategies in cultivating students' interest toward learning English.

2. To find out teachers' obstacles in cultivating students' interest toward learning English.

D. Significance of the Study

This research is hopefully useful for English learners and teachers to find out some effective strategies in cultivating students' interest in learning English.

Theoretically, this research is expected to support the existing theories and expected to contribute some researcher's theories.

Practically, this research needs to be a new guidance for the teachers in the teaching process, since the strategies that are expected to be found could be a groundbreaking approach which will change the way teachers teach English which many students abhor.

1. *For the Teachers*

Hopefully, this research can be a guidance for the teachers in their teaching-learning process. Since the aim of this study is to discover teachers' strategies in cultivating students interest toward English. Therefore the teachers can have a groundbreaking approach that will change the way teachers teach to be better.

2. *For the Students*

The contribution of the research would probably be a teaching style that can help students perform better in English. The research will demonstrate the teaching style that work to enhance students' interest to learn foreign language.

3. For the Researcher

Through this study, the researcher intends to find the best strategies in teaching that could ever be found. So that, it can be apply when the researcher have to deal with the English leaner in classroom.

4. For the University

The findings of this study hopefully can provide additional contribution of knowledge, especially in English teaching strategies and can be a reading material or reference for other University students.

5. For Other Researchers

The results of this study are expected to increase knowledge particularly in English teaching strategies and are hoped to be a basic consideration and information for the further investigation.

E. Terminologies

1. Teachers' Strategy

Jack & Richard (2010) define that *strategy* is a procedure used in learning, thinking, etc, which serves as a way of reaching a goal. It means that when the students are learning or thinking about something, they need a procedure as a way to get the goal.

Amjah (2013) states that teaching English is a complicated task for English teacher. Therefore, the teacher needs the proper techniques and strategies to deliver English learning effectively such as using ICT, music, and media.

In conclusion, *teachers' strategy* is a set of plans that chosen by the teacher to deliver learning material in a particular learning environment to achieve learning goal, which includes a set of activity to provide learning experiences for students.

2. *Students' Interest*

In accordance with Harackiewicz and Hulleman (2010), being interested in something could indicate that we mostly have possitive feeling or excitement toward particular things that we care and feel important. Thus, to make students feel important and care about learning, the teachers need to enhance students' interest. Attracking *students' interest* in learning is crucially important. In this case, *students' interest* is the way the students show their act, engagement, and curiosity when they are learning or being taught. According to Amjah (2013), *students' interest* is the strongest motivation to learn English. English is the most spoken language in the world. Therefore, it is important for the teachers to teach English properly and to cultivate students' interest to learn English. For some students, English is one of the most difficult subject to learn. Because of that reason, the students tend to lose their interest in learning English.

To sum up, in this thesis, *students' interest* is a possitive attitude that the students show in the teaching-learning process in the classroom, the *students'*

interest is considered by the students' possitive attitude such as students' engagement and students' attention during the learning process.

3. Learning English

Learning is a change of behavior, value, and intelligence of learner based on knowledge from a long period that takes new change. According to Knowles (2015), *learning* is the process of gaining knowledge and expertise. Thus, learning English is the process of mastering and comprehending the English language. English is one of the common subject that need to be learned in school. It is the most commonly spoken language in the world. Therefore, *learning English* is a crucial thing for the student to be capable enough to communicate with nearly all people around the world. Here, *learning English* is the activity or the process of getting an understanding and comprehending about English language.

F. Research Methodology

1. Research Design

Research design is a crucial part in conducting a research. The purpose of research design is to help the researcher to plan or to do the framework for systematical research. Therefore, in conducting the research, this research is designed by using quantitative approach. Because, the quantitative research is in line with the research questions and involved the collection of data.

Meanwhile, the data collection techniques that is used in this study are instruments in the form of questionnaires. Questionnaire is a technique of data

collection carried out by giving a set of questions or written statements for the respondent to be answered (Sugiyono, 2009).

2. *Research Subjects*

The subjects attending this study are 8 English teachers from two schools, those are 4 teachers out of 71 teachers from MTsN 1 Banda Aceh and 4 teachers out of 40 teachers from SMPN 8 Banda Aceh. The selected participants are only the English teachers. Therefore, there are 8 English teachers from the two schools as the participants.
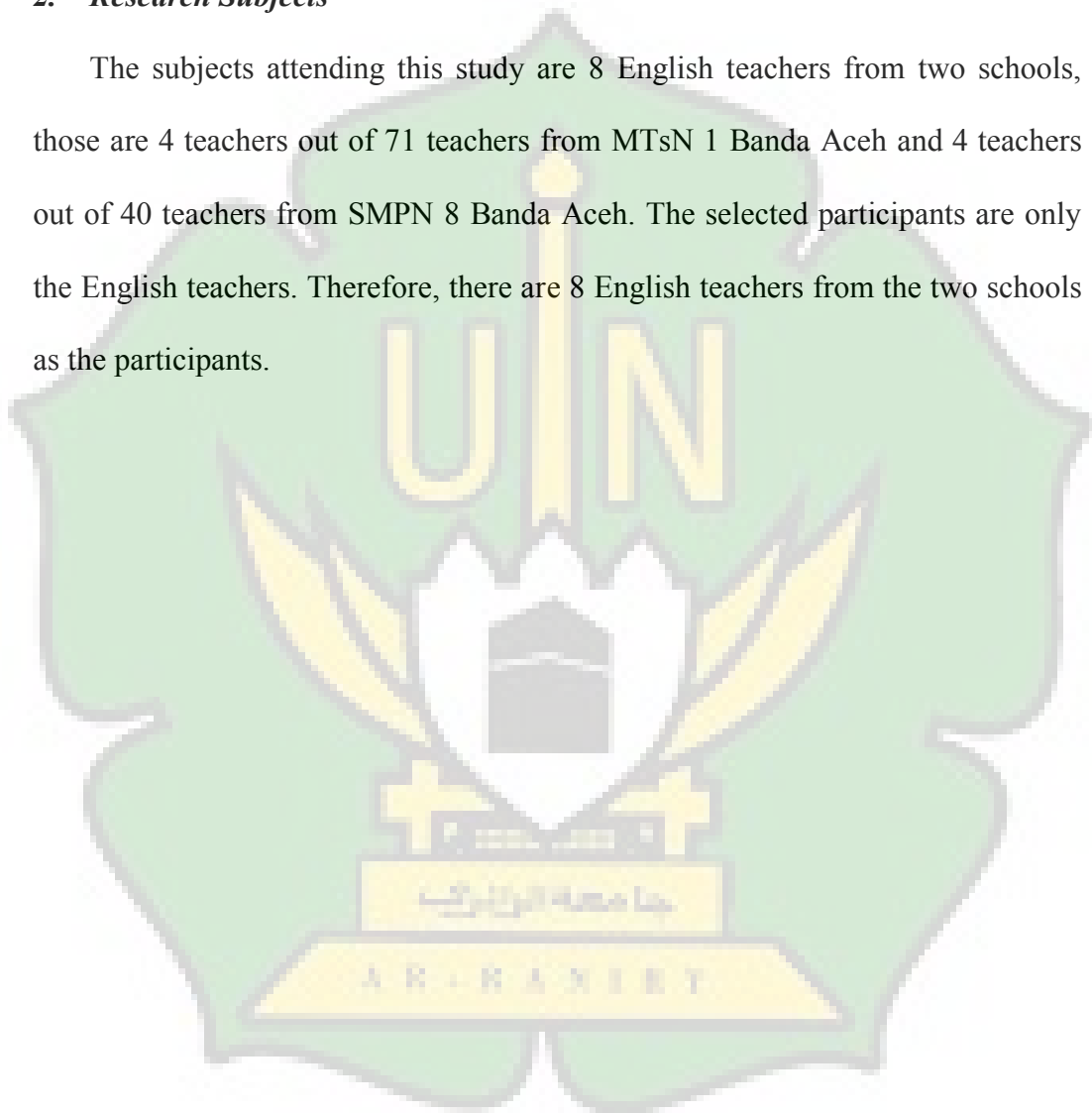
CHAPTER 2

LITERATURE REVIEW

A. Language Learning

In Indonesia, English is a foreign language to learn. In practice, both teachers and students still face many problems during the learning process. Various responses can be found in class related to these problems, especially in the attitude of students during the learning process and students' learning outcomes.

English is an international language that is really important to be learned. Mastering international languages is something that needs to be developed at this time. With the establishment of Indonesia as a member of the AEC (ASEAN Economic Community), the new generations consequently should be advanced in terms of science and technology which is supported by the mastery of good and correct English language. English is an important international language which can connect people with the world in various aspects including aspects of education. This has been shown by government's regulations which makes English as a compulsory subject to learn for students from elementary school to high school level. It shows how important the mastery of foreign language, especially English as a conductor of success in academic field and in supporting a career (Sinaga, 2010).

The issue about teaching English for young learners has been explain in the policy of National Education System of Indonesia No.060/U/1993. The policy

states that learning English can be incorporated into the curriculum of local content at primary schools.

At a glance, the position of learning English in Indonesia is very important because it is included in the elementary to university curriculum, and having TOEFL test as the entry and graduation requirements in a number of Universities. However, in fact, English is still treated as a branch of science like other subjects and as a foreign language, rather than as a communication tool. In this context, English in Indonesia is not as a second language or English as a Second Language (ESL) but as a foreign language or English as a Foreign Language (EFL) (Panggabean, 2016).

Even though English in Indonesia is as a foreign language and still treated as a branch of science rather than a communication tool, Indonesian people must realize that using English is one way to build a nation by mastering science, technology, economics, and global culture through English language.

In the process of language learning, the phenomenon of the language acquisition process strongly emphasizes the importance of language learning at an early age. Penfield and Roberts (1959) suggests that the most appropriate age for learning a foreign language is the first ten years of age because at that time the human brain achieved plasticity or flexibility. At puberty, the human brain will lose its elasticity and flexibility which makes the process of learning foreign languages more difficult.

In addition to be able to mastering English, language learning is not only by having children to learn in public schools, but also by having children to learn from the environment. According to Piaget (2001), children are active learners and thinkers. The children can construct their knowledge by the interaction and the environment around them such as when they act to play or work with the object around them. They also seek information and solve the problem based on how they see other people doing. They get knowledge and experience from their surrounding such as people's activity and language.

Meanwhile, Vygotsky (1998) describes that the development and learning take place in a social context. Mostly, adults tend to play role in helping children to learn, such as getting objects and ideas for the children to attract their attention. However, children learn to do things and learn to think from the interaction with adults in their social context. Bruner (2001) adds that language is the most important tool for cognitive growth, and he has investigated how adults use language to mediate the world for children and help them to solve problems. The children as well as the adults need to use language as a communication tool to talk. Talks support children in carrying out an activity, and the talks are called as scaffolding talks. It can be applied by the teacher in the classroom. Since it will provide valuable cultivation in language skill. It will enable the students to make sense of new language from common experiences and give a space for language development.

According to the characteristics of the children that were mentioned, it can be sum up that to teach and to cultivate the students to learn English, it would be

better to have a fun and enjoyable strategies to make the English learners more interested in learning English as a foreign language.

B. Teaching Strategies

In education, students' interest is shown by student enggagement when they are learning or being taught. According to Davis (2017), students prefer and get more interest in learning when they can have hands-on activities and get to collaborate with their peers. In fact, students tend to be less engaged or less interest in learning process when listening to teacher lectures or doing repetitive tasks.

Davis (2017) mentions that the analysis of English teachers' classroom practices has highlighted the existence of five underlying teaching strategies. These strategies are referred to inquiry-based learning, quick response code, problem-based learning, technology in the classroom, and jigsaw. Those strategies are actively involving the students with the learning and peer works in collaborative groups.

1. *Inquiry-Based Learning*

Inquiry-based learning is one of the most powerful teaching strategies in the classroom because students can learn best when they construct their own meaning. Inquiry-based learning triggers student curiosity. Teachers act as facilitators during the inquiry-based learning process.

According to Wolpert & Gawron (2016), there are four steps in the process:

a. Students develop questions that they are hungry to answer

b. Students research the topic using time in class

c. Students present what they've learned

d. Students reflect on what worked about the process and what didn't

In a classroom where students research a topic then present their findings, inquiry-based learning allows students to "learn deeper and wider than ever before" (Wolpert-Gawron, 2016). In traditional teaching, students are less likely to ask questions and are expected to listen and answer questions posed by the teacher. Inquiry-based learning allows students to pose the questions and research and convert the information into useful knowledge, thus ramping up the level of student engagement.

2. *QR (Quick Response) Codes*

QR (Quick Response) codes are easy to create and have multiple uses in classrooms at all grade levels. QR codes can lead students to information just by scanning the code on a student's digital device. In the classroom, there some benefits for students in using QR codes (Davis, 2017), they are:

a. Check their answers

b. Vote on answers during class discussions

c. Extend information found in textbooks

d. Get survey information for math units on data

e. Participate in scavenger hunts

f. Access video tutorials on the material being taugh

g. Link students directly to Google maps

QR codes allow students to access information without leaving their seat. Students can even generate QR codes to showcase their learning with peers and parents.

3. *Project-Based Learning*

Project-based learning (PBL) is an effective and enjoyable way to learn. PBL also develops deeper learning competencies required for success in college, career, and civic life (Davis, 2017).

Project-based learning uses real-world scenarios, challenges, and problems to engage students in critical thinking, problem solving, teamwork, and self-management. Once students solve the problem or challenge, they present their solutions. The problems students solve can be presented to community leaders to solve problems in their own community.

PBL uses collaboration, digital tools, and problem solving skills to come up with a solution to the problem presented. There are some reasons why many educators interested in this teachingstrategies.

a. PBL makes school more engaging for students

b. PBL improves learning

c. PBL provides opportunities for students to use technology

d. PBL makes teaching more enjoyable and rewarding

e. PBL connects students and schools with communities and the real world

4. *Wisely Managed Classroom Technology*

Many schools have become one-to-one schools, in other words, each student has his or her own technology item (typically a tablet or computer) to work with each day. In some districts, students can take the technology home to complete their homework.

There is a delicate balance with technology use in the classroom. Teachers must use technology in a wisely managed way and with a variety of activities. Several activities that lead to student engagement are Google Docs, YouTube videos, and the Remind app. These innovative apps and websites can help teachers engage their students, remind them about upcoming assignments and homework, provide visual learning through videos, organize student learning, provide group collaboration, and provide check-ups on learning through games and online quizzes.

5. *Jigsaws*

The jigsaw strategy is a "tried and true" cooperative learning strategy that helps students create their own learning. Students are arranged in groups and assigned a different piece of information. In their groups, students learn the piece of information well enough to be able to teach it to another group of students.

When using this strategy, students become experts on the learning as they teach their peers. Once all groups have learned their information, they are placed into new groups with members from each of the small groups. Each group member shares the knowledge they gained in their informational group. This

technique brings lessons to life and challenges students to create their own learning. This challenge engages students and encourages them to share their learning with others.

C. Learning Strategies

1. *The Definition of Learning Strategy*

The process of learning occurs because of the interaction between students and their environment. Therefore, the environment should be regulated properly to enhance students' behaviour change. The environmental arrangements are including analysis of students' needs, students' characteristics, formulating learning objectives, determining learning course, and selecting appropriate strategies. Consequently, learning strategy is one of the most important elements that should be understood by the teachers. Learning strategy is arranged based on some learning approaches. According to Anthony (1965), approach is a set of correlative assumptions related to the nature language and the nature of language learning and teaching. It means that approach is a level where assumptions and beliefs about language and language learning are specified.

The word strategy is derived from the Greek *strategia,* which means the art of using plans to achieve goals. According to Freiberg and Driscoll (2004), learning strategy can be used to achieve learning goals in any levels, any students, and any contexts. Gerlach and Elly (1980) state that learning strategy is plans that chosen

to deliver learning material in a particular learning environment, which includes a set of activity to provide learning experiences for students.

Learning strategy can also be defined as a scheme of learning activity that is chosen and used by the teachers contextually, based on the characteristics of the students, the school condition, the environment, and the formulated learning objectives. Gerlach and Elly (1980) agree that there should be a connection between learning strategy and learning objective, in order to create an effective and an efficient learning activity. Learning strategy consists of method and technique to ensure that the students will truly achieve their learning objectives.

Surakhmad (1986) states that technique is a way that is used by the teachers to direct the students' learning activity towards the learning objectives. Meanwhile, method is a way and a tool to achieve a goal. The teachers who use the same teaching method will probably provide different results each other, because the teachers' will definitely use different technique in teaching that fit them well. Learning strategy is broader than method and technique. In other words, method and technique are part of the strategy. In regulating learning strategy, the teachers can choose various methods, and from the chosen method, the teachers can arrange a set of technique to deliver learning materials.

2. *The Types of Learning Strategy*

Every learning process needs a way or a strategy to be used in order to obtain the purpose of learning. The important things in the learning process are about "what" to use in learning and "how" to use it. Many researchers describe the

meaning of learning strategy in many different ways, as well as the types of learning strategy. Learning strategy varies widely and it is divided into various types.

O'Malley and Chamot (1990) categorize learning strategies into three main types, they are cognitive, metacognitive, and socio-affecive. Cognitive means applying specific technique to a certain task, such as repeating, reasoning, and analyzing, note taking, translation, auditory representation, and contextualization. Metacognitive is associated with the process of learning, such as organizing, planning, monitoring, and evaluating. And socio-affective indicates the involvment of the students to oneself and others and how the students transact with others, such as cooperating with peers and asking question for clarification.

However, Oxford (1990) infers the purpose of learning strategies is oriented to the development of communicative competence. Oxford (1990) classifies learning strategies into two main classification, direct and indirect, which are then subclassified into six classification. The taxonomy of learning strategies are (Oxford, 1990):

(1) Direct Strategies

 (a) Memory

This strategy is used to help students learn and master new knowledge. It can be used to increase students memories in remebering and recalling information. This strategy is very necessary for creating mental linkages, applying images and sounds, and reviewing well.

(b) Cognitive

In this type of strategy, the students can use their previous knowledge to formulate some expectation and prediction for what they will learn and make a connection between what they know and what their experience. This strategy can help students for practicing, receiving and sending messages strategies, analyzing and reasoning and creating structure for input and output.

(c) Compensation Strategies

Compensation strategies can help students to resolve knowledge limitation. The students can use their background knowledge to make connection with something they will learn. Therefore, this strategy can be a tool for guessing intelligently and overcoming limitations in speaking and writing.

(2) Indirect Strategies

(a) Metacognitive Strategies

This strategy helps students to organize their own learning process such as identifying the purpose of learning, self monitoring to make the students become more self-concious of their error, arranging and planning the learning process, and evaluating their own learning process.

(b) Affective Strategies

The students need this strategy to help them control their emotion and attitudes. Some cases show that there might be some students who have no problem with technical learning process, but they might encounter some personal

feeling which can oppress their capability in learning. Therefore, this strategy is useful for lowering anxiety, encouraging, and taking emotional temperature.

(c) Social Strategies

Language learning is considered as a social activity. Thus, in the situation of learning a language, students need to sharpen this strategy in order to be able to have chance to work in peers or learn together cooperatively. This strategy also help the students for asking question or clarification, doing cooperating works, and empathizing.

Based on Oxford (1990), metacognitive strategies will help the students to organize their learning. Affective strategies are more about students' emotional needs such as self confidence, enthusiasm, and motivation. Meanwhile, cognitive strategies are more concerned on the mental of students in engaging the learning process such as using memory as information storage and compensation as knowledge gap prevention.

The types of learning strategies vary broadly and are divided into different categories by different scholars. O'Malley and Chamot (1990) categorize learning strategies into three main types, they are cognitive, metacognitive, and socio-affecive. Meanwhile, Oxford (1990) classifies learning strategies into two main classification, direct and indirect, which are then subclassified into six classification. Direct strategies include memorization, cognitive, and compensation strategies and indirect strategies include metacognitive, affective,

and social strategies. Therefore, the use of proper strategies will lead the students to the exact acquisition.

3. How to Choose Learning Strategy

Learning strategies according to Freiberg & Driscoll (1992) can be used to achieve various purposes of providing subject matter at various levels, for different students, in different contexts. Learning strategies are the methods chosen to deliver the subject matter in a learning environment certain, which includes the nature, scope, and sequence of activities that can provide learning experiences to students.

According to Cashin (2010), ten things to remember are:

(1) Lecturing is especially useful to convey knowledge, but is not well suited for higher levels of learning.

(2) Decide what you want the students to know and be able to do as a result of the lecture.

(3) Outline the lecture notes — first your major points, then the minor points that elaborate on or explain each major point.

(4) Choose relevant, concrete examples, in advance of the lecture, selecting examples familiar and meaningful to the students.

(5) Find out about the students, their backgrounds, and their goals.

(6) Permit students to stop you to ask relevant questions, make comments, or ask for review.

(7) Intersperse periodic summaries within the lecture.

(8) Start with a question, problem, current event, or something that just grabs the students' attention.

(9) Watch the students. If you think they don't understand you, stop and ask them questions.

(10) Use active learning techniques. Use technological aids, such as multimedia presentations.

Kiewra (2002) states that good teachers need to pay attention to the following:

(1) Introduce the strategy by modeling it and describing it;

(2) Sell the strategy by telling why it works;

(3) Generalize the strategy by telling where else it is useful; and

(4) Help students perfect the strategy by providing practice opportunities.

D. Students' Interest

1. The Definition of Students' Interest

Every human being has a tendency about something which makes them want to learn more or to be involved in something that they really enjoy learning about or doing. Something that makes people enjoy doing or gives something good to them usually will make them an interest in it. Several scholars have conceptualized the meaning of interest in various ways. In the field of motivation and learning, Ahmadi (2009) Interest is the attitude of a person's soul including the three functions of his soul (cognition, and emotion), which are directed at

something and in relationships are strong feelings. According to Slameto (2003), interest is a tendency that is constantly to pay attention and remember some activities. Whereas according to Djaali (2008) interest is a feeling of preferring and an interest in something or activity, without anyone tells. Meanwhile, Joseph (2017) describes that interest is a phenomenon rises up out of a person's interaction with his or her condition or environment. Despite the diverse approaches to the study of interest, most scholars agree that interest appears from the interaction between an individual and his or her environment.

Harp and Mayer (1997) recognize two sorts of interest, they are emotional interest and cognitive interest. Emotional interest theory defines that the addition of fascinating yet irrelevant material to a lesson can energize or stimulate the students' willingness and attention to learn more. Emotional interest signs have seductive details in the learning material or in the learning-teaching process, which can make students potentially excited or emotionally engage.

Cognitive interest theory describes the adjunct or addition in the cognitive interest, for example, the teachers' explanative summaries can influence students' understanding of the content. Cognitive interest signs, for example, the teacher's clarity behavior which can raise full of excitement feeling to study because the teachers make the information understandable and clearer for the students. A study found that, according to Titsworth (2001), the immediacy of the teacher in delivering learning content had a significant effect on students' reactions toward learning. For example, the teachers who can give a clear and engaging illustration

or example of the lesson material can lead students to understand more about the learning material rather than the teachers who do not.

Besides, Slameto (2003) defines that interest is a persevering tendency to enjoy and to focus on some action, activity, and content. It means that interest is a tendency to recall and focus on some activity. Students who have an interest in something will tend to pay more attention and get the excitement of those things. The interest itself will appear if someone gets a stimulus from outside. Therefore, the teachers need to be able to present a stimulus to the students in the teaching and learning process, in order to bring up students' interest to participate learning process.

From some of the opinions above, it can be concluded that interest is a psychic symptom in the form of curiosity, attraction, pleasure, to an object to know and learn about an object without feeling forced because it attracts attention. From the above review interest in learning is a psychological symptom as behavioral tendencies where one's awareness of learning based on feeling happy and interested in the lesson he felt useful for him.

2. *The Aspect of Interest*

The students' interest can be influenced by some factors. According to Firmani (2009), the aspects of interest are:

a. **Enjoyment**

As Soanes and Stevenson (2005) explain, enjoyment is the condition or process of taking pleasure in something. In this case, the students who feel enjoy to learn will normally show good action. For instance, the students will pay attention to the teachers' explanation or in the learning process. Harrison et al. (2014) define that enjoyment is a positive affective state that occurs when a person engages in an experience or activity that satisfies a desire, goal, or need, including but not limited to the need for pleasure, meaning, security, safety, sustenance, esteem, belongingness, or love.

b. Motivation

Learning and motivation have the same importance in order to achieve something. While learning makes us gain new knowledge and skills and motivation pushes us to go through the learning process (Wimolmas, 2013). Motivation is considered as one of the important factors to influence the success of language learning. In general, motivation means encouraging someone to act or to do something. Harmer (1991) states that motivation is some kind of internal drive that pushes someone to do or think in order to achieve something. Meanwhile, Stevenson (2001) and Sunaryo (2004) express that motivation is everything related to verbal, physical, and psychological things that make someone to do something in response.

Generally, according to Abraham and Shanly (1997) in the Sunaryo (2004), the types of motivators is including money, respect, challenge, praise, attractive environment, friendship, recognition, and appreciation.

Motivation plays an important role in the learning process. Students who have a clear and strong motivation in learning will definitely persevere and succeed in learning rather than those who do not have. Motivation will determine the intensity of students' learning efforts.

c. **Attention**

Piontkowski and Calfee (1979) define that attention is a general mental state in which the mind focuses on some special aspects of the surroundings. Meanwhile, Sujanto (1986) agrees that attention represents activity or concentration toward perception and understanding. When the students give good attention toward learning English, the students undoubtedly have an interest in learning English. Accordingly, interest comes from attention.

d. **Need**

Firmani (2009) describes that need is a condition in which something is lacking or necessary or require some course of action. Need is also a situation in which something is wanted or required. For example, the students who are a lack in English might have the need to learn and master English. A need to learn something could be a motivation for the students to give their attention to learning. Since the attention is provided, the interest might appear.

The interest that appears from students' needs will stimulate and push the students to learn more. Having the need to achieve can become a motivating factor in learning.

e. Desire

Firmani (2009) states that desire is a natural longing that is excited by enjoyment. When the students have a desire to learn, it will be easier and effortless to teach them, in comparison to teach the students who do not have a desire to learn. Particularly, the students who have the desire to learn English will definitely encourage themselves to find out more about how to learn English.

3. *How to Increase Students' Learning Interest*

Students' interest plays an important role in the learning process. When students do not have the intention to learn, they tend to be difficult to absorb the learning material. Thus, students' positive attitudes toward learning can expedite their learning process. The interest could be a motivation reinforcement or a strength to encourage students to learn.

Muhibin (1999) explains that there are some factors which affect student learning. The internal factors are such as physical health, level intelligence, attitudes, talents, interests, motivations; and external factors are such as the qualities of parents, family management practices, school buildings and location, learning tools; and approach factors learn as the strategies students use in the learning process. Therefore, it is important to motivate the students in learning activities. Students who have learning motivation then he has the desire to succeed in learning, encouragement and learning needs, has ideas, feels happy to learn, and interested in learning (Uno, 2008). By, therefore, it is necessary for

students to feel happy the study, study hard and diligently work on assignments, repeat lessons after school and trying to understand the subject matter that is on school, in order to achieve academic achievement satisfying.

According to Saswandi (2004), teachers' teaching styles really affect the students' interest in learning. In the research, he classified four types of teaching styles such as auditory, visual, auditory-visual, and visual-kinesthetic. The research found that the auditory teaching style makes the students have a very low interest in learning since the teachers only used their voice without any media to support the explanation. However, the visual-kinesthetic was found as the highest preferred teaching style among the students. The students had a high interest in visual-kinesthetic teaching style. It was found that the students have a high enthusiastic to follow the lesson, and the students also pay attention and listen to the teachers' explanations, took note, and participate in the teaching-learning process.

Teaching English as a foreign language in Indonesia is a complex task for a teacher. Language learning should be more fun and enjoyable for students to learn. Teachers need to have effective teaching strategies to make students understand English materials better in the learning process. A teacher needs to facilitate students' interest in learning English. For some students, learning English is one of the most difficult subjects they have to learn. Due to the difficulties in learning English, it can make students lose their interest easily (Fauziyati, 2010).

For successful teaching and learning process in the school, it is important to increase student motivation, create a positive climate and to involve students actively in the process of learning. The teacher, as the carrier of the educational process, is faced with the difficult task of adapting to new demands, of becoming qualified to handle various interpersonal relationships and to work in a classroom with open, two-way communication. The main task of contemporary schools is to place the student in an active role and to include innovative teaching/learning methods such as problem-, research- or inquiry-based learning, which are contrary to traditional one-way (frontal) teaching methods. The teacher, therefore, must be a collaborator, adviser and educator, the one that organizes the educational process, teaches students, and uses those kinds of teaching methods, which help the student to consciously, actively, and comprehensively learn the teaching contents and the objectives related to them, while at the same time developing the required skills (Sharples, et al., 2016; Pritchard, 2009).

It can be seen that interest is intimately related to attention. In order to get students' attention in the classroom, the teachers should be able to deliver the material creatively and fun. Students' interest in learning is dependent on the way the teachers teach and deliver the lesson materials. The teachers also should be able to provide a stimulus to catch students' attention in the learning-teaching process, because the student's attention can lead the students to increase their interest in learning.

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

Research design is a crucial part in conducting a research. The purpose of research design is to help the researcher to plan or to do the framework for systematical research. Therefore, in conducting the research, this research is designed by using quantitative approach. Because, the quantitative research is in line with the research questions and involved the collection of data.

Meanwhile, the data collection techniques that is used in this study are instruments in the form of questionnaires. Questionnaire is a technique of data collection carried out by giving a set of questions or written statements for the respondent to be answered (Sugiyono, 2009).

B. Research Sites and Participants

The research is conducted in two schools, they are SMPN 8 Banda Aceh and MTsN 1 Banda Aceh with 8 English teachers as participants.

1. MTsN 1 Banda Aceh

MTsN 1 Banda Aceh is established on January 2nd 1968. The head master of the school is Mr. Junaidi IB, S. Ag., M. SI. This school stands under the authority of Minister of Religious Affairs. It is located at Jln. Pocut Baren No. 114, Kuta

Alam, Banda Aceh. The location is in a strategic place near the downtown. There are 33 classrooms in total and 11 classrooms for each level of grade.

Based on the data from the administration office of the school, MTsN 1 Banda Aceh has 71 teachers in the total. The teachers come from various background of education. Beside that, the English teachers in this school are 4 teachers.

Apart from that, to support the effectiveness of education system and to create a comfortable place for learning and teaching process, the school provides some facilities as mention below.

Table *3.1 The school's facilities in MTsN 1 Banda Aceh*

No.	Facilities of School	Quantity
1.	Classroom	33
2.	Prayer Room (Mushalla)	1
3.	Canteen	2
4.	Cooperation (Economic Enterprise)	1
5.	Multimedia Room	1
6.	Sport Area	1
7.	Library	1
8.	School's Health Clinic	1
9.	Computer Laboratory	1
10	Science Laboratory	1
11.	Language Laboratory	1
12.	Teacher's Room	2
13.	Head Master Room	1
14.	Administration Office	1

2. **SMPN 8 Banda Aceh**

SMPN 8 Banda Aceh is established on May 9th 1979. The head master of the school is Mr. Sawiyah. SMPN 8 Banda Aceh stands under the authority of

Minister of Education and Culture. It is located at Jl. Hamzah Fansuri No. 1, Kopelma Darussalam, Syiah Kuala, Banda Aceh. The location is more quite and is in the campus circumference. There are 21 classrooms in total for 7th grade, 8th grade, and 9th grade.

Based on the data from the administration office of the school, SMPN 8 Banda Aceh has 40 teachers in the total from various background of education. Moreover, the English teachers in this school are 4 teachers.

Besides that, to support the effectiveness of education system and to create a comfortable place for learning and teaching process, the school provides some facilities as mention below.

Table *3.1 The school's facilities in SMPN 8 Banda Aceh*

No.	Facilities of School	Quantity
1.	Classroom	21
2.	Multipurpose Building	1
3.	Canteen	3
4.	Cooperation (Economic Enterprise)	1
5.	Laboratory	6
6.	Sport Area	1
7.	Library	1
8.	School's Health Clinic	1
9.	Teacher's Room	1
10.	Head Master Room	1
11.	Administration Office	2
12.	Prayer Room (Mushalla)	1

3. *Research Participants*

According to Usman and Akbar (2006), population is all values both from the results of calculations and measurements, both quantitative and qualitative, from

certain characteristics regarding a group of objects that are complete and clear. Meanwhile, according to Arikunto (2002), the population is an overall research subject.

The population for this research is 71 teachers of MTsN 1 Banda Aceh and 40 teachers of SMPN 8 Banda Aceh. Therefore, the populations of this research are 111 teachers of both school.

Apart from the amouunt of the population, the research needs more specific amount of respondents which is called sample. According to Sugiyono (2009), samples are part of the amount and characteristics possessed by certain populations. Azwar (2005) states that samples are a portion of the population, which means, the sample is a part or a representative of a population to be taken.

In this research, the researcher uses purposive sampling. Before taking the sample and conducting the research, the researcher had asked to get permission to observe some English classes in some schools. The learning situation is interesting in MTsN 1 Banda Aceh and SMPN 8 Banda Aceh. After observing those schools, the writer perceived that the teachers are able to attract students' attention and focus in the teaching-learning process. The students are really enjoying and being active in the process of learning. That learning environment could be happened because the teachers are able to apply the right strategy in the process of learning English, so that the students are interested in learning English. Therefore, the selected schools would be the best for this research, because the English teachers in those schools had the understanding in teaching English creatively and in a fun way to increase students' interest to learn English.

The samples of this research were 4 English teachers from MTsN 1 Banda Aceh and 4 English teachers from SMPN 8 Banda Aceh. Thus, there were 8 English teachers from the two schools as the participants.

C. Method of Data Collection

1. Questionnaires

The instrument for this research is questionnaire sheet. The questionnaire sheet consists of a number of questions which should be answered by the respondents. In this research, the questionnaire is used to investigate the teachers' strategies in cultivating students' interest toward learning English.

The method of data collection in this study uses a survey method with data collection techniques using questionnaire. Data collection techniques are as follows:

1. The researcher ensures the readiness of the participants.
2. The researcher provides questionnaire sheets and asked the respondents to fill the questionnaire.
3. The researcher collects the completed questionnaire sheets.

D. Methods of Analysis

1. Data Analysis Technique

The data analysis technique is used to look for the answers from the questions formulated previously. Based on the type of research, this study uses a descriptive

quantitative questionnaire research method. Questionnaire data is analyzed using the formula:

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

Information:

P = Percentage (%)

f   = The frequency that the percentage is looking for

n   = Number of frequencies / number of individuals

CHAPTER 4

FINDINGS AND DISCUSSION

A. **Findings from The Analysis of Data for Research Question**

1. *Result of Questionnaires*

The questionnaires were given to the English language teachers for both schools, those were the English teachers from MTsN 1 Banda Aceh & SMPN 8 Banda Aceh. The data obtained from distribution of the questionnaires to the teachers. It used simple statistic with cumulative frequency distribution method used to count percentage from all alternative of the answers at every question. The total questions of the questionnaire were 16 questions. In order to collect the data, the writer used the formula:

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

The data analysis of the questionnaires were showed on the following tables:

Table *4.1 Teachers' interest/enthusiasm in teaching English*

No	Options	Frequency	Percentage
1	a. Very interested/enthusiast	6	60%
	b. interested/enthusiast	4	40%
	c. less interested/enthusiast	0	0%
	d. not interested/enthusiast	0	0%
	e. not really interested/enthusiast	0	0%
	Total	10	100%

From the table above, it could be understood that there were 6 teachers (60%) stated that they were very interested/enthusiast in teaching English, and 4

English teachers (40%) stated that they were interested/enthusiast in teaching English, and there were no teachers who were not interested/enthusiast at all in teaching English. In conclution, most of the English teachers are interested/enthusiasm in teaching English.

Table *4.2 How often the English teachers use strategies in teaching English*

No	Options	Frequency	Percentage
2	a. always	0	0 %
	b. usually	8	80 %
	c. sometimes	2	20 %
	d. seldom	0	0 %
	e. never	0	0 %
	Total	10	100 %

Based on the table, the writer concluded that 8 (80 %) English teachers usually use strategies in teaching English. Besides that, 2 English teacher (20 %) said thar he/she sometimes use strategies in teaching English. There were no English teacher who did not use the strategy in teaching English.

Table *4.3 The teachers' strategies in teaching English*

No	Options	Frequency	Percentage
3	a. Inquiry-based learning	5	50 %
	b. QR (Quick Response) codes	0	0 %
	c. Project-Based learning	0	0 %
	d. Information & Communication Technology (ICT)	2	20 %
	e. Jigsaw	3	30 %
	Total	10	100 %

From the table above, there are 5 (50%) of English teachers used inquiry-based learning strategies in teaching English, 2 (20%) of English teacher used

Information and Communication Technology (ICT) as teaching strategy.

Meanwhile, 3 (30%) of English teachers used jigsaw in teaching English.

Table *4.4 How to choose teaching strategies*

No	Options	Frequency	Percentage
4	a. Based on learning orientation	0	0 %
	b. Based on learning material	2	20 %
	c. Based on learning goal	3	30 %
	d. Based on Media	1	10 %
	e. All	4	40 %
	Total	10	100 %

From the table above, it could be understood that there were 2 (20%) English teachers chose their strategies based on learning material, other English teachers 3 (30%) stated that they chose strategy in teaching based on learning goal. 1 (10%) English teacher chose teaching strategy based on Media. And then, the rest of them that were 4 (40%) English teachers used all ways in choosing their teaching strategies.

Table *4.5 The teachers' strategies can be accepted by the students*

No	Options	Frequency	Percentage
5	a. very accepted	3	30 %
	b. accepted	7	70 %
	c. not really accepted	0	0 %
	d. not accepted	0	0 %
	e. very not accepted	0	0 %
	Total	10	100 %

Based on the table, 3 (30%) English teachers said that their strategies are very accepted by the students. Meanwhile, 7 (70%) English teachers claimed that

their strategies in teaching English are accepted by the students. It can be concluded that the teachers were able to choose the right strategies in teaching English so that most of the students can accept the strategies.

Table *4.6 The teachers' strategies are capable in cultivating students' interest towards learning English*

No	Options	Frequency	Percentage
6	a. very capable	3	30 %
	b. capable	7	70 %
	c. not really capable	0	0 %
	d. not capable	0	0 %
	e. very not capable	0	0 %
	Total	10	100 %

Based on the table, it can be seen that 3 (30%) of english teachers believed that their teaching stratgies were very capable in cultivating students' interest towards learning English, and 7 (70%) of the teachers mentioned that their teaching strategies were capable in cultivating students' interest towards learning English. Thus, the chosen strategies of the teachers were capable in helping to cultivate students' interest towards learning English.

Table *4.7 Teachers' method in teaching English*

No	Options	Frequency	Percentage
7	a. Direct Method	3	30 %
	b. Grammar Translation Method	0	0 %
	c. Audio-lingual	0	0 %
	d. Total Physical Response	2	20 %
	e. Mix Method	5	50 %
	Total	10	100 %

From the data above, it shown that 3 (30%) of English teachers were used Direct Method as their teaching method, and 2 (20%) of the teacher was selected Total physical Response as the teaching method. Furthermore, half of the respondent, those were 5 (50%) of the English teachers were prefered to use mix method based on students' need.

Table *4.8 How often the English teachers motivate the students to learn English*

No	Options	Frequency	Percentage
8	a. Always	3	30%
	b. Usually	7	70%
	c. Sometimes	0	0%
	d. Seldom	0	0%
	e. Never	0	0%
	Total	10	100 %

Based on the table, it can be seen that 3 (30%) of English teachers were always do something to enhance the students' motivation to learn English. Meanwhile, 7 (70%) of the teachers mentioned that they had less frequency in motivate the students, which also meant that they usually motivate the students in learning English. Thus, all of the English teacher had motivated their students in learning English, yet in different frequency.

Table *4.9 Teachers efforts to motivate the students*

No	Options	Frequency	Percentage
9	a. Giving advice	1	10%
	b. Telling story	1	10%
	c. Interesting media	4	40%
	d. Giving prize/award	0	0%
	e. All of them	4	40%
	Total	10	100 %

From the table above, it shown that 1 (10%) of the English teacher was chose giving advice as a way to motivate the students. Also, 1 (10%) of the other English teacher had recognized that telling story is one of the way to motivate students in learning. Meanwhile, 4 (40%) of the teachers have used interesting media as a tool to motivate students. There are also 4 (40%) of the other teachers have preffered to use all of the motivation efforts on the list to motivate the students in learning English.

Table *4.10 Teachers' media in cultivating students' interest toward learning English*

No	Options	Frequency	Percentage
10	a. Picture/Video	3	30%
	b. Game	0	0%
	c. Music	0	0%
	d. Props	2	20%
	e. All of them	5	50%
	Total	10	100 %

According to the data above, it can be seen that 3 (30%) of the English teachers had chose picture/video as their teaching media in cultivating students' interest toward learning English. Also, 2 (20%) of the other English teachers had selected props as their prevalent media in cultivating students' interest toward learning English. Meanwhile, half of them, those were 5 (50%) of the teachers had preffered to use all of the media mentioned on the list as a way to cultivate students' interest toward learning English.

Table *4.11 The teachers' media are capable in cultivating students' interest towards learning English*

No	Options	Frequency	Percentage
11	a. very capable	0	0 %
	b. capable	8	80%
	c. not really capable	2	20%
	d. not capable	0	0 %
	e. very not capable	0	0 %
	Total	10	100 %

Based on the table, it can be seen that 8 (80%) of the teachers mentioned that their media in teaching were capable in cultivating students' interest towards learning English. On the other hand, 2 (20%) of the teacher have recognized that the choses media was not really capable in cultivating students' interest towards learning English. In short, most of the chosen media of the teachers were capable in helping to cultivate students' interest towards learning English.

Table *4.12 How impactful teachers' efforts in cultivating students' interest to learn English*

No	Options	Frequency	Percentage
12	a. very impactful	2	20%
	b. impactful	8	80%
	c. not really impactful	0	0%
	d. not impactful	0	0%
	e. very not impactful	0	0%
	Total	10	100 %

According to the data above, it can be seen that 2 (20%) of the English teacher had believed that the efforts in cultivating students interet to learn English was very impactful for students. In addition, 8 (80%) of English teachers have

agreed that their efforts in cultivating students' interest to learn English were impactful enough for students.

Table *4.13 How often the teachers face the obstacles in teaching*

No	Options	Frequency	Percentage
13	a. always	0	0%
	b. usually	2	20%
	c. sometimes	7	70%
	d. seldom	1	10%
	e. never	0	0 %
	Total	10	100 %

From the table above, there is 2 (20%) of English teacher usually face the obstacle in teaching. Meanwhile, there are 7 (70%) of English teachers sometimes face the obstacles in teaching. Besides, there is 1 (10%) of English teacher seldom face the obstacle in teaching. In short, all of the teachers have faced the obstacles in teaching in different frequency.

Table *4.14 The teachers' obstacles in cultivating students' interest toward learning English*

No	Options	Frequency	Percentage
14	a. Material	1	10%
	b. Controlling the class	3	30%
	c. How to deliver the material	0	0%
	d. Students	6	60%
	e. All of them	0	0%
	Total	10	100 %

The table above have shown that there were 1 (10%) English teachers chose material as the obstacle in cultivating students' interest toward learning English. On the other hand, 3 (30%) of the teachers have found that the obstacles in

cultivating students' interest toward learning English were in controlling the class. Meanwhile, 6 (60%) of the English teachers have found that their obstacles in cultivating students' interest toward learning English were the students. In short, most of the teachers have agreed that students were the most challenging obstacle for the teachers.

Table *4.15 The influential of teachers obstacles in learning process*

No	Options	Frequency	Percentage
15	a. Very influential	1	10%
	b. Influential	7	70%
	c. Not really influential	2	20%
	d. Not influential	0	0%
	e. Very not influential	0	0%
	Total	10	100 %

Based on the table, 1 (10%) English teacher have found that the obstacle in teaching very influential in learning process. Also, 7 (70%) of English teacher have agreed that the obstacles they faced were influential enough in learning process. There is also 2 (20%) English teacher have believed that the obstacle was not really influential in the learning process.

Table *4.16 The teachers' technique to overcome their obstacles in teaching*

No	Options	Frequency	Percentage
16	a. Have self reflection	2	20%
	b. Consult with others	5	50%
	c. Discuss with students	3	30%
	d. Prepare the material	0	0%
	e. Just let it be	0	0%
	Total	10	100 %

Based on the table, it can be seen that 2 (20%) of English teachers chose to have self reflection to overcome the obstacle in teaching. On the other hand, half of the respondent, there were 5 (50%) of the teachers chose to consult with others to overcome their obstacle in teaching. Meanwhile, there were 3 (30%) of English teachers found that having discussion with the students were their way to overcome their obstacles in teaching.

B. Discussion

According to the data analysis that was collected and analyzed from the English teachers of MTsN 1 Banda Aceh and SMPN 8 Banda Aceh, the writer would like to answer the research questions as stated in chapter one. The research questions were about teachers' strategies and teachers' obstacles in cultivating students' interest towards learning English. Hence, to answer the research questions, this research would be supported by the result of the data analysis from questionnaire.

The first research question was about what are teachers' strategies in cultivating students' interest toward learning English. From the result of questionnaire, the writer had found that there were several strategies used by English teachers. The strategies were such as having inquiry-based learning, the use of Information and Communication Technology (ICT) by presenting video, playing music, or picture, and also providing jigsaw. From the research, there were found most of the English teachers used inuiry-based learning strategies in teaching English, while the other teachers also used Information and

Communication Technology (ICT) and jigsaw in teaching English. The research also showed that the strategies used by the teachers were well-accepted by the students and were capable enough in cultivating students' interest towards learning English. In addition, the teachers also provided some teaching media to support their teaching strategies, the media were such as using picture or video, playing game, music, and using props.

The second research question was about what are teachers' obstacle in cultivating students' interest toward learning English. It was found on the result of this research that English teachers sometimes faced some obstacles in cultivating students' interest toward learning English. The teachers' obstacles were mostly about learning material, controlling the classroom, and the students. The teachers also conveyed their techniques to overcome their obstacles in teaching. Most of the teachers usually have consultation with other teachers about their obstacles and difficulties in their classes. In case of the students as the teachers' obstacle, the teachers suggested to regularly and directly discuss to the students. The teachers also agreed that having self reflection and never being indifferent were one way to overcome their obstacles.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Returning to the research questions in the beginning of this research, it can be seen from the data analysis that the English teachers from both schools of MTsN 1 Banda Aceh and SMPN 8 Banda Aceh were frequently use teaching strategies to cultivate students' interest towards learning English. The most obvious findings that emerged from this research were that the teachers used various strategies such as inquiry-based learning, using Information and Communication Technology (ICT) by presenting video, music, or picture, as well as providing jigsaw. From the research, there were found most of the English teachers used inquiry-based learning strategies in teaching English, while the other teachers used Information and Communication Technology (ICT) and jigsaw in teaching English. The research also showed that the strategies used by the teachers were well-accepted by the students and were capable enough in cultivating students' interest towards learning English.

In addition to using strategies in cultivating students' interest toward learning English, the English teachers from MTsN 1 Banda Aceh and SMPN 8 Banda Aceh also used some common teaching method to engage to the students. The common used teaching method was Direct Method, Total Physical Response, Grammar Translation Method, and Audio Lingual. Most of the English teachers preferred to use mix method or to combine some methods based on students'

need. Besides that, the teachers also frequently motivated the students to learn English. Some of the teachers' efforts to motivate the students were by giving advice, telling story, using interesting media, and giving prize or award. The most common media used by the teachers were pictures, videos, and props. The teachers also believed that their effort and the chosen media were capable enough and very impactful in cultivating students' interest toward learning English.

In spite of using some strategies and other efforts in cultivating students' interest toward learning English, the English teachers might sometimes face some obstacles in teaching. The teachers' obstacles were mostly about learning material, controlling the classroom, and the students. The teachers also conveyed their techniques to overcome their obstacles in teaching. Most of the teachers usually have consultation with other teachers about their obstacles and difficulties in their classes. In case of the students as the teachers' obstacle, the teachers suggested to regularly and directly discuss to the students. The teachers also agreed that having self reflection and never being indifferent were one way to overcome their obstacles.

B. Recommendations

Based on the result of the study, the researcher would like to propose some recommendations with the hope that the teachers can succeed in cultivating students' interest toward learning English. The formulated recommendations are as follows:

1. The teachers have to take into consideration in using media to facilitate the students in limited time of teaching duration. Also, the use of media could bring up pleasant and cheerful atmosphere to cultivate students' interest in learning English.

2. The teachers should maintain a good rapport with the students in order to minimize that the students will become teachers' obstacle in teaching. Besides, the engagement between the teachers and the students will really affect the successful of learning and teaching process.

4. The teachers also need to spread the awareness about the importance of learning English.

5. It would be better if the teachers are able to create natural setting or environment such as learning outside the classroom in order to kill the students' boredom.

6. The writer also recommended that the teachers should be able to choose and create various combination activities in teaching-learning process to make students feel more interesting to learn.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 13949/UN.08/FTK/KP.07.6/09/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	: a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-13891/UN.08/FTK/KP.07.6/12/2018 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
	b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	: 1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
	2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
	3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
	4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
	5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
	6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
	7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
	8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
	9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
	10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
	11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 November 2018

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-13891/UN.08/FTK/KP.07.6/12/2018 tanggal 14 Desember 2018
KEDUA	:	Menunjuk Saudara:

1. Dr. Syarwan Ahmad, M. LIS   Sebagai Pembimbing Pertama
2. Rita Hermida, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	Najmiatul Jannah
NIM	:	140203064
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Teachers' Strategies in Cultivating Students' Interest toward Learning English (A Study at SMPN 8 Banda Aceh and MTsN 1 Banda Aceh)

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 17 September 2019
Rektor,

Muslim Razali

Nomor : B-13897/Un.08/FTK.1/TL.00/09/2019   Banda Aceh, 16 September 2019
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Penyusun Skripsi

Kepada Yth.

Di -
      Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: **NAJMIATUL JANNAH**
N I M	: **140203064**
Prodi / Jurusan	: **Pendidikan Bahasa Inggris**
Semester	: **XI**
Fakultas	: **Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh**
A l a m a t	: **Jl. Makam T. Nyak Arief Kec. Krung Barona Jaya Aceh Besar**

Untuk mengumpulkan data pada:

SMP Negeri 8 Banda Aceh dan MTsN 1 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Teachers' Strategies in Cultivating Students' Interest toward Learning English (A Study at SMPN 8 Banda Aceh and MTsN 1 Banda Aceh)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode 1414

PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jl P.Nyak Makam No. 23 GP. Kota Baru TELP/FAX. (0651) 7555136, 755513
E-mail: dikbud@bandaacehkota.go.id Website: dikbudk.bandaacehkota.go.id

Kode Pos: 23125

SURAT IZIN
NOMOR:074/A.4/4445

TENTANG
PENGUMPULAN DATA

Dasar : Surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor B-13897/Un.08/FTK.1/TL.00/09/2019 tanggal 16 Setember 2019, hal mohon izin untuk mengumpul data penyusun skripsi.

MEMBERI IZIN

Kepada :
Nama : **NAJMIATUL JANNAH**
NIM : 140203064
Jurusan/Prodi : Pendidikan Bahasa Inggris
Untuk : Mengumpulkan data pada SMP Negeri 8 Banda Aceh dalam rangka penyusunan skripsi dengan judul:

" Teachers' Strategies in Cultivating Students' Interest toward Learning English (A Study at SMPN 8 Banda Aceh and MTsN 1 Banda Aceh) ".

Dengan ketentuan sebagai berikut:

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak menggangu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah.
3. Surat ini berlaku sejak tanggal 19 September s.d 19 Oktober 2019
4. Diharapkan kepada yang bersangkutan agar dapat meyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
5. Kepala Sekolah dibenarkan mengeluarkan surat keterangan hanya untuk yang benar-benar telah melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 18 September 2019 M
18 Muharram 1441 H

a.n.KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH
KABID PEMBINAAN SMP,
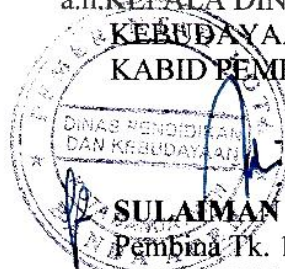
SULAIMAN BAKRI, S.Pd, M.Pd
Pembina Tk. 1
NIP: 19690210 198901 1 001

Tembusan :
1. Wakil Dekan Bidang Akademik dan Kelembagaan UIN Ar-Raniry Banda Aceh.
2. Kepala SMP Negeri 8 Banda Aceh.

KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH

Jalan Mohd. Jam No. 29 Telp 6300597 Fax. 22907 Banda Aceh Kode Pos 23242

Website : kemenagbna.web.id

Nomor	:	B- 1538/Kk.01.07/4/TL.00/09/2019	19 September 2019
Sifat	:	Biasa	
Lampiran	:	Nihil	
Hal	:	**Rekomendasi Melakukan Penelitian**	

Yth, Kepala MTsN 1
Kota Banda Aceh

Assalāmu'alaikum Wr. Wb.

     Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-13897/Un.08/FTK.1/TL.00/09/2019 tanggal 16 September 2019, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan **Skripsi,** kepada saudara/i :

Nama	:	Najmiatul Jannah
NIM	:	140203064
Prodi/Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	XI

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah, Sepanjang Tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Foto Copy hasil penelitian sebanyak 1 (satu) eksemplar diserahkan ke Kantor Kementerian Agama Kota Banda Aceh

Demikian rekomendasi ini kami keluarkan, Atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

An. Kepala
Plh. Kasi Pendidikan Madrasah,

Cut Safrina

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 8
Jalan Hamzah Fansury No. 1 Kopelma Darussalam telp. (0651) 7552195
E-mail : smpn08bna@gmail.com Website : http://smp.dikbud.bandaacehkota.go.id/smpn8

Kode Pos 23111

SURAT KETERANGAN PENELITIAN
Nomor : 074 / 493 / 2019

Yang bertanda tangan di bawah ini

Nama   : Dra. Hj Sawiyah

Jabatan   : Kepala Sekolah

Dengan ini menerangkan

nama   : Najmiatul Jannah

NIM   : 140203064

jurusan   : Pendidikan Bahasa Inggris

jenjang   : S.I

Benar telah melakukan penelitian pada SMP Negeri 8 Banda Aceh dari tanggal 19 September 2019 dengan judul " Teachers' Strategies in Cultivating Students" Interest toward Learning English (A Study at SMPN 8 Banda Aceh and MTsN 1 Banda Aceh).

Demikian surat keterangan ini diperbuat agar dapat dipergunakan seperlunya, terima kasih.

Banda Aceh, 5 Desember 2019
Kepala Sekolah

Dra. Hj Sawiyah
Pembina Utama Muda
NIP 19600801 1983022002

SURAT KETERANGAN PENELITIAN
Nomor : B-814 /Mts.01.07.1/TL.00.7/12/2019

Yang bertanda tangan di bawah ini,

Nama	:	Junaidi IB,S.Ag.,M.SI
NIP	:	19720911 199803 1 006
Jabatan	:	Kepala MTsN 1 Banda Aceh

Dengan ini menerangkan bahwa

Nama	:	Najmiatul Jannah
NIM	:	140203064
Jurusan	:	Pendidikan Bahasa Inggris
Alamat	:	Jl.Makam T.Nyak Arief

Benar yang namanya tersebut diatas adalah telah mengadakan penelitian pada Madrasah Tsanawiyah Negeri 1 Banda Aceh, **Mulai tanggal 24 September** 2019, dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan Studi pada Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry dengan judul. " **TEACHERS' STRATEGIES IN CULTIVATING STUDENTS' INTEREST TOWARD LEARNING ENGLING .**"

Demikian surat keterangan ini dikeluarkan, agar dapat digunakan seperlunya.

Banda Aceh, 9 Desember 2019
Kepala,

Junaidi IB