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Teaching Strategies in Enhancing Students' Interest in Learning English at SMA Negeri 3 Pematangsiantar

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana minat siswa terhadap strategi Pengajaran memegang peranan penting sebagai sarana bagi pendidik dalam menunjang kegiatan pembelajaran di SMA Negeri 3 Pematang Siantar. Ini memainkan peran penting dalam meningkatkan minat dan keterlibatan siswa selama pelajaran. Sampel penelitian ini adalah siswa kelas Dua Belas SMA Negeri 3 Pematang Siantar. Tiga puluh siswa SMA 3 Pematang Siantar sebagai sampel. Jenis penelitian yang digunakan dalam penelitian ini adalah metode penelitian kuantitatif. Dalam menyempurnakan hasil penelitian, digunakan metode wawancara dengan guru Bahasa Inggris di SMA 3 Pematang Siantar. Hasil penelitian menunjukkan bahwa minat siswa dalam belajar bahasa Inggris pada strategi pengajaran yang digunakan guru di kelas. Temuan ini mengungkapkan adanya korelasi antara minat siswa dalam belajar bahasa Inggris dan strategi pengajaran yang digunakan oleh guru. Pertama, menyatakan minat siswa dalam belajar bahasa Inggris, gagasan atau pemahaman siswa dalam mengungkapkan minat menunjukkan bahwa minat siswa berada pada kategori "sedang" (68%). Artinya sebagian besar siswa kurang setuju bahwa minat yang diungkapkan itu penting, oleh karena itu perlu diketahui bahwa minat yang diungkapkan itu sangat penting karena yang diungkapkan merupakan awal terbentuknya minat. Berdasarkan hasil penelitian, siswa SMA Negeri 3 Pematangsiantar tertarik untuk belajar bahasa Inggris, hal ini disebabkan oleh kurangnya rasa ingin tahu siswa dan kurangnya motivasi dan dukungan dalam belajar bahasa Inggris.

Kata Kunci: *Strategi Mengajar, Minat Belajar Siswa, Pengaruh Strategi Mengajar*

Abstract

This study aims to know how students interest in Teaching strategy holds significant importance as a means for educators to support learning activities at SMA Negeri 3 Pematang Siantar. It plays a crucial role in enhancing students' interest and engagement during lessons. The sample of this study was the Twelve grade students of SMA Negeri 3 Pematang Siantar. Thirty students of SMA 3 Pematang Siantar as asample. The type of research used in this research is a quantitative research method. In perfecting the research results, using the interview method with the English teacher at SMA 3 Pematang Siantar. The results of the research show that students' interest in learning English in the teaching strategies used by the teacher in the classroom. The findings reveal a correlation between students' interest in learning English and the teaching strategies employed by teachers. First, expressed students' interest in learning English, students' ideas or understanding of expressing interest showed that students' interest was in the "moderate" category (68%). This means that most students do not agree that expressed interest is important, therefore it is important to know that expressed interest is very important because expressed is the beginning of the formation of interest. Based on the results of the research, students at SMA Negeri 3 Pematangsiantar are interested in learning English, this is due to the lack of curiosity of students and the lack of motivation and support in learning English.

Keywords: *Teaching Strategy, Student Learning Interest, Influence of Teaching Strategy*

INTRODUCTION

Language is a tool used by humans to communicate with other humans. With language, humans can interact with other humans who have different language backgrounds, for example English. English is an international language that has been used by many people because English has now become a means of communication for most people. English can be learned from various paths, one of which is through education at school. The existing schools have implemented English lessons in their schools because English is very important for everyone to master.

Presently, numerous students fail to fully grasp and appreciate the advantages of English lessons offered in schools. Regrettably, a considerable number of students, despite years of studying English, struggle to apply it in daily life, lacking proficiency in writing, reading, and speaking. This predicament often stems from a lack of interest in learning English, reflecting an overall low level of enthusiasm among students for acquiring proficiency in the language.

Interest is something that can encourage someone to be able to get the desired goal. With interest, a person will be more willing and happier when giving the attention that is inside him to an object, including during learning activities. Student interest is needed when

studying. Because, if students are interested in learning, the lessons conveyed by the teacher will be easier for students to understand, but conversely if students have a low interest in learning, students will find it more difficult to understand the lessons delivered by the teacher. Interest in learning can be influenced by the teaching strategies presented by the teacher.

According to Ricardo & Meilani (2017), interest in learning is a sense of liking or also being interested in something and learning activities without anyone asking to learn it. Interest in learning makes students pay attention, listen, and participate in the learning process happily because students follow their conscience, and there is no compulsion to learn. Two factors influence interest in learning: internal and external factors. Internal factors include intelligence, learning strategies, motivation, and so on. While external factors such as learning facilities, how to teach teachers, feedback systems, and so on (Anitah, 2007)

The teaching strategy employed in the teaching and learning process significantly impacts students' interest in learning English. Unfortunately, some teachers may overlook the importance of teaching strategies, clinging to outdated methods. It's crucial for teachers to recognize the necessity of updating their strategies to align with the evolving educational landscape. Adapting teaching methods is essential, ensuring that the chosen strategy is suitable for the specific group of students the teacher is instructing.

In teaching, teachers can choose teaching strategies that are in accordance with the interests and developmental needs of students, because the selection of teaching strategies greatly influences the learning success of students. The teaching strategy chosen must be a strategy that can move students to increase motivation, curiosity, and develop their skills so that students do not just sit still and become objects or recipients of information, but students can play an active role in the ongoing learning process. And when teaching, the teacher has his own teaching strategy to carry out learning so that it looks interesting and not boring. The selection of teaching strategies for the teaching and learning process must be considered, so that the goals of learning reach students properly.

The result of this research is expected to be useful for additional information that can be applied by English teachers in teaching enhance student interest in their classrooms as well as can be used as the guidance and knowledge to open other.

RESEARCH METHOD

The researchers is a used quantitative research design. According to Creswell (2008: 4), a quantitative research is a mean for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. Furthermore, the data are taken by using experimental design. According to Ary, Jacob & Sorensen (2010: 26), experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable.

The population of this research was grade XII academic years 2023/2024 SMA Negeri 3 Pematangsiantar. It consisted of 120 students. The sample of this research was taken using proportional random sampling technique. Proportionate sampling is chosen so that each selected sample can represent the results of the population. According to Sugiyono (2009) explains proportional random sampling as a sampling technique where all members have the same opportunity to be sampled according to their proportions, large or small population. The researcher used the Slovin formula to determine the sample.

The instrument in this research were questionnaire and interview. The main elements measured in this research interested in learning English online. The questionnaire was modified from Sarahutu (2020) and Subiakto (2020). The instrument measurement scale uses a stratified scale model (Likert scale) with four alternative answers: very agree, agree, disagree, and very disagree. The interest in learning English questionnaire in this study consisted of 4 indicators with 19 statements. Data collection through this questionnaire was carried out the class XII students who were selected as samples. The second instrument was an interview. The interview consisted of several questions to find out more in-depth information about how students' experience in learning English. The interviews in this study strengthened the questionnaire by asking several students about their perceptions of learning English. Interviews were also conducted with English teachers at the school to see their point of view on their students' interest in learning English. After analysed the data from the questionnaire, the reseacher compiled interview questions for students and teachers.

RESULT AND DISCUSSION

Findings

Based on interviews and observations conducted by researchers at SMA Negeri 3 Pematangsiantar, the most influential factors that increase students' interest in learning are

teachers and the school environment. Therefore, teachers try to provide the best for their students so that students can be more interested in learning. One of the teacher's efforts is to choose the right teaching strategy for students. The common thing participants shared with the idea was, the teacher's way to get students' interest in learning English is discourse strategy which explaining the lesson at the beginning of the lesson in order students can understand and students can ask if there is something that cannot be understood

The teaching strategies that teachers use in schools are very influential in student learning interest. The teaching strategy used by the English teacher at SMA Negeri 3 Pematang Siantar is to use discussion and presentation methods because students are more interested in learning when discussing with their peers. And for the discussion results that have been obtained by students, the English teacher uses the presentation method to present the discussion results that have been obtained in front of the class to be heard together.

The research's findings are based on the responses of 30 students who filled out a questionnaire with 20 questions about their interest in learning English. The results of the responses to the questions on the questionnaire are then evaluated using a Likert scale and categorized using Gay's interest classification. The following table displays the information that was gathered :

Table 1. The result of the student's interest

Range	Categories	F	Percentage
80-100%	High Interest	10	32%
50-79%	Moderate Interest	20	68%
0-49%	Low Interest	-	-
Total		30	100%

Based on table 1 above, it can be seen that 10 (32 %) of the 30 students have high interest. Then 20 students (68%) have moderate interest and (0%) have low interest. The teacher thinks that the teacher teaching method is ancient, so the teacher tries to change the teaching method to a discussion and presentation method.

Discussion

However, teachers consider this method of discussion and presentation still 50% to make students interested in learning English. When students' interest in learning decreases, the teacher uses teaching methods outside the classroom to increase student learning

interest because the teacher thinks students will be bored if the teaching and learning process is only carried out outside the classroom. In addition, the teacher also gives assignments to do at home so that students continue to study at home and not only study at school. For students who are left behind in material or do not understand the material taught by the teacher today, the teacher will repeat the same material the next day so that students understand more about the material being taught. And if you already understand the teaching that the teacher brings students are given enrichment.

First, expressed students' interest in learning English, students' ideas or understanding of expressing interest showed that students' interest was in the "moderate" category (68%). This means that most students do not agree that expressed interest is important, therefore it is important to know that expressed interest is very important because expressed is the beginning of the formation of interest.

Based on the results of the research, students at SMA Negeri 3 Pematangsiantar are interested in learning English, this is due to the lack of curiosity of students and the lack of motivation and support in learning English.

CONCLUSION

From this research, it can be concluded that the factors that are very influential in increasing students' interest in learning are teachers and the school environment. The teaching strategy chosen by the teacher is very influential in increasing students' interest in learning because if the teacher chooses a strategy or method that students find unattractive, then students' interest in learning will also decrease and vice versa if the teacher chooses an interesting strategy or method then if it will be interested and students will more interested in learning English. First, expressed students' interest in learning English, students' ideas or understanding of expressing interest showed that students' interest was in the "moderate" category (68%). This means that most students do not agree that expressed interest is important, therefore it is important to know that expressed interest is very important because expressed is the beginning of the formation of interest. Based on the results of the research, students at SMA Negeri 3 Pematangsiantar are interested in learning English, this is due to the lack of curiosity of students and the lack of motivation and support in learning English. This is For students who are left behind in material or do not understand the material taught by the teacher today, the teacher will repeat the same material the next day so that students understand more about the material being taught. And if you already understand the teaching that the teacher brings

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