THE INFLUENCE OF GRADE POINT AVERAGE (GPA)
TOWARD STUDENTS INTEREST TO LEARN ENGLISH FOR
ELEVENTH GRADE AT SMA MUHAMMADIYAH LIMBUNG
GOWA
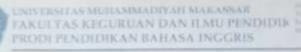(A Descriptive Research)

A thesis

Submitted to the faculty of Teacher Training and Education Makassar
University in part Fulfillment of the Requirement for the degree of
education in English Department

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
2019

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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In globalization area education is one of particular aspect is important to enhance as principal of human faces the world. Hence, teacher is definitely role and agent of change to save the world from the ignorance through learning for students. Importance foreign language especially English is one of way in order students accessed references in the world to increase their capability that absolutely teacher as guidance for students how to implementation about it. In other hand, teacher must be havingvarious learning media in teaching with the result that creates virtuous and academic students. Therefore the educations have to the teacher professional that is able great organized learning process.

Hopefully, the proposal with the tittle "*The Influence of Grade Point Average (GPA) Toward Students Interest to Learn English for Eleventh Grade at SMA Muhammadiyah Limbung*" gives more than information about learning media then it can be developing and furthermore for thesis preparing. The last one, gratefulness for attention then available suggestion from reader is most necessary for the next better.

Makassar, January 2019

Author

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ABSTRACT

Asmiyullah Ady, 2019. *The Influence of Grade Point Average (GPA) Toward Students Interest to Learn English for Eleventh Grade at SMA Muhammadiyah Limbung (A Descriptive Research).* Under the thesis of English Education Department, The Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervised by Muh. Arfin bin Salim and Ratu Yulianti Natsir.

The research aim to find the influence of Grade Point Average (GPA) toward students' interest to learn english for eleventh grade at SMA Muhammadiyah Limbung in 2018/2019 Academic Year and find out students perception about their Grade Point Average (GPA).

This research was a Descriptive research which was implemented to 20 students in eleventh grade. It consisted of giving questionare and interview. Every questionare statement and interview for knowing the students' Interest to learn English.

The research findings indicated that students interest to learning English still needs to get the attention of both the teacher (educator) and the surrounding environment. This can be seen from the results of data analysis, the students lacked feelings of pleasure, interest, enthusiasm, and encouragement from both teachers and environment. Students' perception about their Grade Point Average (GPA) show that what they get was the best result they can got due to lack of interest in learning English, there is no dissatisfaction about their Grade Point Average (GPA), even though they got a low score, it can make students happy and proud about it.

Keywords : The Influence, Grade Point Average (GPA), Interes.

ABSTRAK

Asmiyullah Ady, 2018. *Pengaruh Indeks Prestasi Kumulatif (IPK) Terhadap Minat Siswa untuk Belajar Bahasa Inggris untuk Kelas sebelas di SMA Muhammadiyah Limbung (Penelitian Deskriptif)*. Di bawah tesis Departemen Pendidikan Bahasa Inggris, Fakultas Pelatihan dan Pendidikan Guru, Universitas Muhammadiyah Makassar. Dibimbing oleh

Muh. Arfin bin Salim dan Ratu Yulianti Natsir.

Tesis ini bertujuan untuk mengetahui Pengaruh Indeks Prestasi Kumulatif (IPK) Terhadap Minat Siswa untuk Belajar Bahasa Inggris untuk Kelas Sebelas di SMA Muhammadiyah Limbung tahun akademik 2018/2019 dan mengetahui persepsi siswa tentang Indeks Prestasi Kumulatif (IPK) mereka.

Penelitian ini adalah penelitian deskriptif yang dilaksanakan pada 20 siswa di kelas XI. Itu terdiri dengan memberikan kuesioner dan wawancara. Setiap kuesioner pernyataan dan wawancara untuk mengetahui minat siswa untuk belajar bahasa Inggris.

Temuan peneliti menunjukkan bahwa minat siswa untuk belajar bahasa Inggris masih perlu mendapatkan perhatian baik dari guru (pendidik) dan lingkungan sekitarnya. Hal ini dapat dilihat dari hasil analisis data, siswa kurang memiliki perasaan senang, minat, antusiasme, dan dorongan dari guru dan lingkungan. Persepsi siswa tentang Nilai Rata-Rata (IPK) mereka menunjukkan bahwa apa yang mereka dapatkan adalah hasil terbaik yang bisa mereka dapatkan karena kurangnya minat dalam belajar bahasa Inggris, tidak ada ketidakpuasan tentang Nilai Rata-Rata (IPK) mereka, meskipun mereka mendapat nilai skor rendah, itu dapat membuat siswa senang dan bangga akan hal itu

Kata Kunci : Pengaruh, Indeks Prestasi Kumulatif (IPK), Minat

CHAPTER I

INTRODUCTION

A. Bacground

The development of era, especially in the era of globalization as now requires a high-quality human resources. According to Kartono as quoted by Sobur (2003: 128) the development is psychophysical changes as a result of the process maturation of psychic and physical functions in children which is supported by environmental factors and the learning process in a certain passage, toward maturity. Improving the quality of human resources is an absolute prerequisite for achieving development goals. One of the rides to improve the quality of human resources is education. Education is a conscious effort to cultivate the potential of human resources through teaching activities.

Interest in learning is close aspect of a person who manifests itself in some symptoms. Such as: passion, spirit, desire, feeling like behavioral process through various activities that include seeking knowledge and experience. In other words, interest in learning is the attention, likes, interests of a person (learners) of the learning process he lived and then shown through the enthusiasm of participation and activeness in following the existing process.

An activity that is not in accordance with the interest will result in less enjoyable achievement. Learning without interest in subjects can make it difficult for students to understand the lessons that conveyed by the teacher because learning at the senior high school level not only learns one subject, but more than one, which all the students not interest in learning about language, math or science. The problems like this, the researcher have faced when doing teaching practice, where some students were not interest in English, but they get good grades in the end of semester. Interest in learning is very important factor in the success of learning prosses. In addition, interest in the present era is closely related to satisfactory learning. Interest in student learning will influence with the future of the student. when the student's interest in learning the language, the value obtained will be satisfactory.

Satisfactory of learning process that students get, we can see in their GPA (Grade Point Average). Grade point average is a number representing the average value of the accumulated final grades earned in courses over time. More commonly called a GPA, a student's grade point average is calculated by adding up all accumulated final grades and dividing that figure by the number of grades awarded. Grade Point Average (GPA) sometimes becomes a basic assessment of a student, by looking at the GPA, then people will judge that student is smart, diligent, lazy, inactive in the learning process

According to Setiawan (2009) Academic achievement and high GPA can be interpreted as a term to improve the success rate of goals, because it has been learned from someone's optimal performance. Based on the Grade Point Average (GPA) or score they get, the researcher interest to did a research at SMA Muhammadiyah Limbung which focus on second grades, when the students got high Grade Point Average (GPA), whether it made students more active and diligent for learn to know new things which they did not know before, or it can make them feel lazy and bored to learn or active in English learning procces because they satisfy with the Grade Point Average (GPA) that they get. Not only when they got high Grade Point Average (GPA). But also when the students got low Grade Point Average (GPA), It can make students more active and diligent in learning procces to fix what they get before and to get high Grade Point Average (GPA) or it can make the students lost confidence and they did not believe with their abilty and make the students not enjoy in learning porcces. The researcher also want to know if Grade Point Average (GPA) can influence student's Speaking ability in English like it will make them do not believe their ability when speak using English.

Thtrough, this research theory on literature : " *The Influence of Grade Point Average (GPA)Towards Interest to Learn Speaking for Eleventh Grade at SMA Muhammadiyah Limbung Gowa*"

B. Research Question

The problem in this research is formulated in a research question as follow :

1. What are the influence of Grade Point Average (GPA) Toward Students' Interest to Learn English for Eleventh grade?

2. What are students' perception on their Grade Point Average (GPA)?

C. Objective of the Research

Based on the research question, the objective of this research are:

1. To find out the influence of Grade Point Average (GPA) towards interest to learn English.

2. To find out the students' perception about their Grade Point Average (GPA)

D. Significant of the Research

The significant of this study is classified into theoretical and practical. Theoretical, the result of this study can be as reference to other researcher that make relate research. Practical, for the teachers the result of this study can give contribution to enrich their management of classroom. For the students this study can give them a effective learning process because they get a motivation and interest to learn English especially English speaking ability.

E. Scope of the Research

The scope of this study focus on eleventh grade students in IIS class of SMA Muhammadiyah Limbung. This study scope relied on influence of Grade Point Average (GPA) toward students' interest to learn English.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Findings

There are some research findings about management interpersonal communication between teacher and students, toward students speaking ability that related the research undertaken, as follow:

Budiyarti (2010) "*Minat Belajar Siswa Terhadap Mata Pelajaran Bahasa Indonesia*" found that interest in language learning is still poor, we as a educator must always provide motivation to every students to learn language which can make students have a high interest in education. Because, with high interest, students will be motivated towards something they want to achieve.

Usman(2010)"*Hubungan Stress Dengan Indeks Prestasi Mahasiswa Keperawatan Di Universitas Islam Negeri Alauddin Makassar*" found that there was a significant correlation between stress and nursing achievement index, where $p = 0,00$ ($p < 0,05$) means $p < \alpha$. and obtained data relation between stress with index of student achievement of nursing at Alauddin Makassar State Islamic of University

Chairunnisa (2016)"*Hubungan Self Directed Learning dengan Indeks Prestasi Kumulatif Mahasiswa*" The results showed there was a significant positive relationship between SDL with student's GPA (r) =

0.524 p = 0.000 <0.05. In addition, there is a large influence of Self Directed Learning to the student's GPA of 27.4% where the other 72.6% influenced by factors not examined in this study

The similarties of the research that the research did and above was all the research focus on Grade Point Average (GPA). The research desrcribes that the Grade Point Average (GPA) have influence to condition that students faced in learning process. Condition like, they want to know about Grade Point Average (GPA) can give impact to the self-confidence, emotion and perception. The research also describes about their perception when they get Grade Point Average (GPA) can make them satisfy or dissatisfy.

The differences of the research that the reseacrh did and above was the research focus on students interest to learn English, condition which the students give more attention to English while the research above, they do the research focus on students emotion, self-confidence, and percetiopn that Grade Point Average (GPA) can give positive or negative impact to their learning process as generally.

Based on the research above, the researcher conclude that many recent researcher have focus only relationship between GPA, influence without involve speaking students ability and inetrest about learning. It makes the researcher interest to find out The Influence of Grade Point Average (GPA) Towards Interest to Learn Speaking for Eleventh Grade**.**

B. Some Partinent Ideas

1. Definition GPA (Grave Point Average)

Grades and report cards can often be a source of great stress for students, parents and teachers alike. Grading systems are present in all levels of education with goals of determining whether a student is meeting learning goals and whether instruction is effective. Additionally, promotion in younger grades and placement in electives in older grades rely on grading systems.

Grading in education is the process of applying standardized measurements of varying levels of achievement in a course. Grades can be assigned as letters (for example A through F), as a range (for example 1 to 6), as a percentage of a total number of questions answered correctly, or as a number out of a possible total (for example out of 20 or 100), (Nirogini Yogendra, 2012).

In some countries, all grades from all current classes are averaged to create a grade point average (GPA) for the marking period. The GPA is calculated by taking the number of grade points a student earned in a given period of time of middle school through high school.

GPA is also colculated for undergraduate and graduate students in most universities. The GPA can be used by potential employers or educational institutions to assess and compare applicants. A cumulative grade point average (CGPA) is a calculation of the average of all of a

student's total earned points divided by the possible number of points. This grading system calculates for all of his or her complete education career.

According to Lindsay (2018), Grade Point Average (GPA)is a way of measuring academic achievement in high school. It's a numeric value that correlates with a student's grades. Each letter grade that a student earns is worth a certain number of grade points depending on how high it is and, in some cases, the level of the class where it was earned. The average of the grade points from all of a student's converted letter grades in high school makes up his or her final GPA. Typically, one of two GPA scales will be used to measure the grades of students throughout their time in high school.

The Grade Point Average (GPA) is an internationally recognised calculation used to find the average result of all grades achieved for your course. The GPA helps:

1. Tertiary providers compare your results with those of other students

2. Prospective employers interpret your results.

Based on that, without grades, the assembly-line-classroom would not be possible. With grades, whole categories of children were discovered who didn't fit onto the conveyer belt, providing an entire new realm of employment for' adults who would diagnose, treat, and remediate these newly-discovered "learning disabled" children.

There is Grade Point Average (GPA) which usually use in education in Indonesia. The top grade is an A, which equals 4.0. This is the standard scale at most colleges, and many high schools use it

Table 2.1
Scale of GPA

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4
A	93-96	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1
E/F	Below 65	0

(Board, 2018)

2. **Types of GPA (Grade Point Average)**

According to Sosnowski (2014), There are types of Grade Point Average (GPA)

1. Norm-Referenced Grading Systems

One method of grading compares student achievement to that of her peers, a system called norm-referenced grading. In this grading format, the number of students who can earn a particular grade is predetermined by the instructor or departmental rules. For example, a department may decide for purposes of placement into advanced courses that only 15 percent of a class may earn the highest grade possible. A norm-referenced grading system relies partially on student performance and partially on the performance of his classmates.

2. Criterion-Referenced Grading Systems

Unlike the norm-referenced system of grading, a criterion-referenced system focuses on specific information that students attain through the learning process. In this system, the instructor determines which skills are necessary for students to learn, what tasks students must perform to to learn those tasks, and a system for assessing student learning. This type of grading system commonly matches a percentage of points earned with a letter grade. In some schools, for example, 70 to 79 percent of points earned would give a student a letter grade of "C."

3. Other Methods

While both norm-referenced and criterion-referenced grading systems assign letter grades or percentages to a student's performance, alternate systems determine solely whether a student passes or fails a course. Two common designations are "pass" or "fail" and "satisfactory" or "unsatisfactory." These methods can be either point-

based requiring a minimum number of points earned or subjective evaluation from the instructor. Similar to these grading scales are the systems used in elementary levels, particularly in preschool and kindergarten, where scales that include terms like "excellent," "satisfactory" and "needs improvement" communicate student learning.

4. Grading System Considerations

Choosing a grading system for a class, school or district should take into account the ultimate learning goals of the institution. The University of Minnesota's Center for Teaching and Learning identifies five components of a strong grading system. In addition to grades matching course objectives, they should also have meaning for the learners and teachers. Grading systems should also have clear and fair standards that all students are held to equally and should be based on data. Finally, the mathematics criteria for earning a grade (e.g., tests are worth 10 percent) should be clear and accurately calculated.

Table 2.2
Types of GPA

Type of Grading	Definition	Historical Background
Percentage grading	Using a percentage scale (percent of 100), usually based on percent correct on	Most common method in use in high schools and grading colleges c.1890–

	exams and/or percent of points earned on assignments	1910. Used today as a grading method or as a way of arriving at letter grades.
Letter grading and variations	Using a series of letters (often A, B, C, D, F) or letters with plusses and minuses as an ordered category scale - can be done in a norm-referenced (standards-based) manner	Yale used a four-category variations system in 1813. In the 1920 letter grading was seen as the solution to the problem of reliability of percentage grading (fewer or criterion-referenced categories) and was increasingly adopted.
Norm-referenced grading	Comparing students to each other; using class standing as the basis for assigning grades (usually letter grades)	Was advocated in early grading 1900s as scientific measurement. Educational

		disadvantages were known by the 1930s.
Mastery grading	Grading students as "masters" or "passers" when their attainment reaches a prespecified level, usually allowing different amounts of time for different students to reach mastery	Originating in the 1920s (e.g., Morrison, 1926) as a grading strategy, it became associated with the educational strategy of mastery learning (Bloom, Hastings, & Madaus, 1971).
Pass/Fail	Using a scale with two levels (pass and fail), sometimes in connection with mastery grading	In 1851, the University of Michigan experimented with pass/fail grading for classes.
Standards (or Absolute-Standards)	Originally, comparing student performance to a preestablished standard (level) of	Grading according to standards of performance has been championed

| grading | performance; currently, standards grading sometimes means grading with reference to a list of state or district content standards according to preestablished performance levels | since the grading 1930s as more educationally sound than norm-referenced grading. Current advocates of standards grading use the same principle but the term "standard" is now used for the criterion itself, not the level of performance. Since 2002, the scales on some standards-based report cards use the state accountability (proficiency) reporting categories instead of letters. |
| Narrative | Writing comments | Using a normal |

grading	about students' achievement, either in addition to or instead of using numbers or letters	instructional practice (describing students' work) in an assessment context.

(Hartmann, 2012)

3. Interest

a. Definition of Interest

Every human has a fundamental tendency to relate to something that is in the environment. If something gives pleasure to him, then he will be interested in something. Interest arises when the individual is attracted to something, because it suits his needs or feels that something to be learned is felt for him and he will intend to learn it.

According to Chaplin (2004) interest means the feeling that one activity, lesson or object is valuable or meaningful to the individual. Meanwhile, according to the terms, below researchers to find some opinions of psychologists on the understanding of interest

According to Whiterington (1978: 124) interest is the awareness of a person that that an object, a person a problem or situation has to do with him. That interest will arise, if an object faced by someone for the necessities of life.

Other opinions expressed by Winkel (1996:188).that interest is defined as the tendency of a settled subject, feel interested in a particular subject or subject of a language and feel happy to learn the material. In his opinion, the tendency and awareness of the subject that has settled in him will cause the interest and feel happy to learn the material that has been given.

Interest is a sense of preference and a sense of attachment to a thing or activity. Interest is essentially the acceptance of a relationship between oneself and something outside of self. If the relationship is stronger or closer, the interest will be greater.

Interest according to psychology is the tendency to always pay attention and remember something continuously. Interest is closely related to feelings, especially feelings of pleasure, because it can be said that interest occurs because feel happy to something. The person who is interested in something means they will be happy with something.

An interest can be expressed through a statement that indicates that the student prefers something more than anything else, can also be manifested through participation in an activity. Students who have an interest in a particular subject tend to give greater attention to the subject.

Generally, interest can be interpreted as a tendency that causes a person to seek or try activities in a particular field. Interest is also

interpreted as a positive attitude of children to aspects of the environment. There is also a sense of interest as a permanent tendency to pay attention and enjoy an activity accompanied by a sense of mastering the individual in depth to press perform an activity.

Aspects of interest consist of cognitive and affective aspects. The cognitive aspect is a positive concept of an object and focus on the benefits of the object. The affective aspect appears in the likes or dislikes and personal satisfaction of the object

Skinner (1997) found that interest is always related to objects that attract individuals, and interesting objects are fun. If a person has an interest in an object, then the interest will encourage someone to relate more closely to the object, that is by doing more active and positive activities in order to achieve something of interest.

Chaplin (in Hastuti, 1993) defines interest as a statement that an activity, occupation, or object is valuable or unworthy to the individual. Interest is also a selective attitude towards the object of interest. In addition, according to Chaplin's interest is a state of motivation that guides one's behavior toward a certain direction or goal.

In the interest itself is contained cognitive, emotional, or affective elements ad desire to search for a particular object (Law, 1992). Eysenck and Arnold (in Indarto, 1993) express interest is a tendency to behave in each individual different intensity, because interest is influenced by the needs or interests of the individual will an

object of interest. If the individual needs or interest in the object of interest, it means the individual have great interest.

Drever (1982) reviews interest based on its function and structure. Functionally, interest is a kind of feelings experience that is considered useful and associated with attention to a particular object. While the structural interest is an element in the individual both congenital and obtained through the learning process, which causes a person to feel the benefits of a particular object or feel associated with a particular object or to a certain knowledge.

Based on that, we know interest is important factor to determine how far the students can be success in learning procces.

b. Factors that Influence Interest

Interest as one of the driving forces in the learning process not appear by itself, but many factors that generate student interest in some subjects taught by the teachers of the field of study. According to Shaleh (2006: 265), determine factor that influence the inetrest :

These factors include:

a. Interest can arise from learning situations. Interest will arise from a known, and we can know something through learning. Therefore, the more learning, the wider the field of interest

b. Interest can also be fostered through learning. With increasing knowledge, interest will arise and even intensify to recognize

and learn it. Interest is also closely related to motivation, motivation and emational response

c. Experience is also an important factor in the formation of interest. Because from experience, it can be seen that every job requires an effort to solve it. The interest that arises based on the ability in a particular field will lead to a more productive effort. Coupled with experience and knowledge, will achieve success within the limits of the ability possessed

d. Subject material can affect student interest, students will not learn best if from the lesson material there is no attraction for him, he did not get satisfaction from the lesson.

e. Subject and teachers attitudes. The subject will be interest to the students, if they can see and know the connection between the lessons and the real life that surrounds them. The attitude of the teacher shown to the students when teaching plays an important role in generating student interest and attention

f. Student's interest will be higher if accompanied by motivation, both internal and external

g. Family. Parents are the closest people in the family. Therefore, the family is very influential in determining a student's interest in the subject.

c. Kinds of Interest

According to Wahab (2006:268)Interest can be classified into several kinds, among others, based on the emergence of interest and based on the direction of interest.

1. Based on the emergence, interest can be divided into two namely:

a. Primitive Interest

Primitive interest is an interest arising from biological needs or body tissues, such as food needs, feeling good or comfortable, freedom of movement.

b. Social interest

Social interest is an interest that arises because of the learning process, this interest is not directly related to ourselves. For example, individual learning interests have the experience that people or the environment will appreciate the educated and educated, so that this can lead to an individual's interest in learning and achievement in order to gain an appreciation from the environment, this has a very important meaning for his self-esteem.

2. Based on the direction, interest can be divided into two kinds, namely:

a. Intrinsic interest

Intrinsic interest is an interest related to self-activity, this is a more fundamental interest. For example, someone is doing a learning

activity, because it is in science or because it is a pleasure to read, not for wanting to get a compliment or appreciation.

b. Extrinsic interest

Extrinsic interest is the interest associated with the ultimate goal of the activity, if the goal has been reached there is the possibility, thr interest will be lost.

4. **Conceptual Framework**

Figure 2.1
Conceptual Framework

```
        ┌─────────────────────────────┐
        │  Grade Point Average (GPA) in│
        │        English Subject       │
        └─────────────────────────────┘
            ↙                    ↘
  ┌──────────────┐       ┌──────────────────┐
  │   Interest   │       │  Self-confidence │
  └──────────────┘       └──────────────────┘
```

Figure 2.1 show that, Grade Point Average (GPA) or score they get at first grade will be reference to know how is the condition and perception of the students about their scores and in learning process. The Influence of Grade Point Average in English will give impact to the condition, emotion and perception to students, which all the condition that students faced is very important and it can influence learning process. The condition that the research mean like, Interest and Self-confidence.

Interest it means the psychological condition of students in an obsession with something, the thing that is meant here is English in

learning proces. Obsession can give students motivation and interest to learn more about English, like they will practice speaking or listening in daily life.

Self-Confidence is psychological condition of students which convicing to students-self about their abilty. Studens should trust their ability that they can do the task and faced the problem or the condition. Grade Point Avearge (GPA) is role in this condition, depend on their Grade Point Avearge (GPA) or score they get, it will make students be confidence or loss their confidence.

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the tittle, the researcher obtained descriptive method as design method. The researcher used descriptive design in this research because this research will focus on a certain phenomenon in the school environment. In this case the phenomenon is the activities of teaching and learning English. This research also does not need to give the treatment to the object of the research. Then, the researcher observes and describes the phenomena as in the fact as clear as possible without manipulation. Therefore, the appropriate design can be used in conducting this research was descriptive research

B. Research Subject

Subjects in a study are required to get the needed information. Lodico et.al (2006: 266) revealed "Depending on the types of questions asked, the researcher will want to select the subjects so that they will be able to provide the key information essential for the study". It means that in qualitative research, the researchers select their subject based on the subjects' grade which is suitable to answer the question.

In this research, the researcher chose the subjects by selection. There were 20 students as subject of this research. There were from

second grade of Senior High Scholl of Muhammadiyah Limbung in academic 2018-2019. They were categories by their English score, as follow :

$$
\begin{array}{ll}
85 - 100 & = \text{High} \\
70 - 84 & = \text{Medium} \\
0 \ - 69 & = \text{Low}
\end{array}
$$

The researcherl chose 5 class (all class) from second grade of Senior High School of Muhammadiyah Limbung. The researcher was chose students who gets High, Medium, and Low score for every class based on their last English Grade Point Average (GPA). The subject were 4 students for every class.

C. **Research Variable and Indicator**

1. Research Variable

There are two variables, Grade Point Average (GPA) and Interest to learn speaking ability.

2. Indicator

Indicator in this research is The Influence of Grade Point Average (GPA) Towards Interest to Learn English Speaking for Eleventh Grade

D. **Research Instrument**

Research instrument in this research Technique of this research, The researcher was used some technique collecting data in accordance

with problem which was of course. The data collection techniques were:

1. Interview

According Sugiyono (2016: 194) interviews used as data collection techniques if researchers want to do a preliminary study to determine the issues to be researched, and also if researchers want to know the things of the respondents more in depth. Meanwhile, according to Hadi, (1993:39) interview can be viewed as method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation. In this case, the researcher used structured interview.

2. Questionnaire.

According Sugiyono (2016: 199) Questionnaire is a technique of data collection by giving a set of questions or written statement to the respondent. The Research give questionnaire to students of class XI SMA Muhammadiyah Limbung.

E. Data Collection Technique

Data is information that will be collect by the research. To get the reliable data, the researcher did some techniques for collecting those data. Data collecting technique is important step in research, because the aim of the research is to get the data. There were some steps to get data, as follow:

1. The researcher selects the subjects based on students' score or grade point average that researcher get from the teacher

Table 3.1
Student' Grade Point Average (GPA) on first grade (teenth grade)

No.	Name	Grade Point Average	Class
1	Nissa Julia Syahrani	82	XII 1
2	Muhrawati	95	XII 1
3	Nasrullah Muis	79	XII 1
4	Indra Waldi	83	XII 1
5	Muh. Iksan	80	XII 2
6	Syahrul Hadi	85	XII 2
7	Hijrah Suprawati	80	XII 2
8	Islamuddin	90	XII 2
9	Nur Hidayah	83	XII 3
10	Farhan Wirdian	85	XII 3
11	Danang Dwi Saputra	80	XII 3
12	Nursyamsi	85	XII 3
13	Zulkifli	80	XII 4
14	Hasni	85	XII 4
15	Syamsul Bahri	80	XII 4
16	Muh. Rizky Alfiansyah	85	XII 4
17	Fitriani	80	XII 5
18	Ayyub	85	XII 5
19	Suciyanti	80	XII 5
20	Syahrul	85	XII 5

After the researcher get the data about students' score or grade point average, the researcher choose the subject based on categories,

$85 - 100$	= High
$70 - 84$	= Medium
$0 - 69$	= Low

2. Then, the researcher distributed questionares to the students

3. Third, the researcher interviewed the students after they answer the questionare

4. The last, the researcher got data and process the data as result of the research

In qualitative research, collecting the data did in participant interview and questionare. Sugiyono (2008: 225) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, questionare, in-depth interviewing, and documentation review. In this research, the researcher uses interview supported by questionnaire.

1. Interview

The researcher also used interview instrument by asking questions to the students. The researcher used interview after the students answer the questionare The interview technique is one way of collecting data in a qualitative study. The researcher may prepare a list of questions but does not necessarily ask them all, or touch on them in any particular order, using them instead to guide the conversation., (Sulistyo-Basuki, 2006: 171)..

The interview is conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planed questions (cited in Haris, 2007).

2. Questionare

The researcher used interview and questionnaire to collecting the data. In collecting the data, the researcher distribute the questionnaire to students in Senior High School Muhammadiyah Makassar. The questionnaire consists of 20 statements .

Table 3.2
Questionnaire about the influence of Grade Point Average (GPA)Towards Interest to Learn English for Eleventh Grade

No	Indicator	Statement Items	Items
1	Interest to learn English subject	5	1, 2, 3,4 ,5
2	Feelings of pleasure for English Speaking skill	4	6, 7, 8, 9
3	Interest to learn English Speaking skill	4	10, 11, 12, 13
4	The spirit of students in learn English Speaking skill	3	14, 15, 16
5	Relation between GPA and English Speaking Skill	4	17, 18, 19, 20
	TOTAL	20	

F. Data Analysis Technique

Data analysis according to Bogdan and Biklen in Moleong (2007: 3) is an effort made by working with data, organizing data, sorting it

into units that can be managed, synthesizing it, finding and finding patterns, discovering what is important and what is being learned , and decide what can be told to others.

1. Questionare

Data analysis is the activity that is done after all the data are collecting. After the questionnaire about the influence of Grade Point Average (GPA) towards Interest to learn speaking for eleventh grade is fully collected. The next stage is the researcher analyze the data about about the influence of Grade Point Average (GPA) towards interest to Learn Speaking for Eleventh Grade, done by using scoring form, to determine the scoring of all statements of each item with the weight of the value of each answer as follows :

Table 3.3
Alternative Item Score

No	Alternative Answer	Value
1	Yes	5
2	Not	4

(Sugiyono, 2014:138)

To know the level of the influence of Grade Point Average (GPA) towards Interest to Learn Speaking, obtained in the following way:

1. Summing up all the scores for each respondents

2. Obtaining data from questionnaire presented with the following formula

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

Which,

P   : Percentage

F   : Frequency

N   : Number of Sample

100%   : Consonant of Value

(Sugiyono, 2014:136)

2. Interview

Qualitative data analysis is carried out if the empirical data obtained is qualitative data in the form of words and not a series of numbers and cannot be arranged in categories / classification structures. According to Miles and Huberman, the analysis activity consists of three activities that occur simultaneously, namely data reduction, data presentation, conclusion drawing. Occurring simultaneously means data reduction, data presentation, and conclusions as interrelated are cyclical processes and interactions at the time before, during, and after collecting data in parallel form that builds a general insight called "analysis" (Ulber Silalahi, 2009 : 339)

According to Sugiyono (2012: 246-252), activities in data analysis are:

a. Data Reduction

The data obtained from the field is quite a lot, it needs to be recorded carefully and in detail. As stated, the longer the researcher is spacious, the greater the amount of data, complex and complicated. For this reason it is necessary to analyze the data through data reduction. Reducing data means summarizing, choosing key things, focusing on important things to look for themes and patterns. Thus the data that has been reduced will provide a clear view, and make it easier for researchers to conduct further data collection, looking for when needed. Data reduction can be assisted with electronic equipment such as mini-computers, by giving codes to certain aspects (Sugiyono, 2012: 247).

b. Data Display (data presentation)

After the data reduction, the next step is to display the data. In qualitative research, the presentation of data can be do in the form of brief descriptions, charts, relationships between categories, flowcharts, etc. The most frequently used to present data in qualitative research is with narrative text (Sugiyono, 2012: 249).

By displaying data, it will be easier to understand what is happening, plan the next work based on what has been understood. Furthermore, it is suggested, in displaying data, in addition to narrative text, it can also be in the form of, graphics, matrices, networks (work networks) and charts (Sugiyono, 2012: 249).

c. Conclusion Drawing / verification

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. The initial conclusions raised are still temporary, and will change if there are no strong supporting evidence at the next data collection stage. But if the conclusions raised at the initial stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, the conclusions expressed are credible conclusions (Sugiyono, 2012: 252)

Thus the conclusions in qualitative research may be able to answer the formulation of the problem formulated from the beginning, but maybe not, because as stated that the problems and formulation of the problem in qualitative research are still temporary and will develop after the research in the field (Sugiyono, 2012: 252).

Conclusions in qualitative research are new findings that have never existed before. Findings can be a description or description of an object that is previously still not clear but after being examined it becomes clear, it can be a causal or interactive relationship, hypothesis or theory (Sugiyono, 2012: 253)

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. Quuestionare

As for a number of statements that the researcher gave to the research subject can be seen from the tables below:

Table 4.1
Students attendance at class when English teachers are unable to come to the class

Alternative Answer	F	%
YES	17	85
NO	3	15
TOTAL	20	100

Table 4.1 show that students attendance at class when English teachers are unable to come to the class. This is can be see from the percentage in the table, that 85% attendance at class when English teachers are unable to come to the class and 15% Students are not attendance at class when English teachers are unable to come to the class.

Tabel 4.2
Before the English Subject begins, students prepare English books

Alternative Answer	F	%
YES	16	80
NO	4	20
TOTAL	20	100

Table 4.2 show that Before the English Subject begins students prepare English books. This is can be see from the percentage in the table, that 80% students prepare English books before English subject and 20% students are not prepare English books before English subject.

Tabel 4.3
Students really pay attention to the English subject that has been explained

Alternative Answer	F	%
YES	12	60
NO	8	40
TOTAL	20	100

Table 4.3 show that Students really pay attention to the English subject that has been explained. This is can be see from the percentage in the table, that 60% Students really pay attention to the English subject that has been explained and 40% Students are not pay attention to the English subject that has been explained.

Tabel 4.4
Students learn English when there is spare time

Alternative Answer	F	%
YES	2	10
NO	18	90
TOTAL	20	100

Table 4.4 show that Students are not learn English when there is spare time. This is can be see from the percentage in the table, that

90% Students are not learn English when there is spare time, and 10% Students learn English when there is spare time

Tabel 4.5
Students read English textbook before the lesson begins

Alternative Answer	F	%
YES	5	25
NO	15	75
TOTAL	20	100

Table 4.5 show that Students are not read English textbook before the lesson begins. This is can be see from the percentage in the table, that 75% Students are not read English textbook before the lesson begins, and 25% Students read English textbook before the lesson begins

Tabel 4.6
Students complete assignments or homework by cheating the homework of your friends

Alternative Answer	F	%
YES	12	60%
NO	8	40%
TOTAL	20	100

Table 4.6 show that Students complete assignments or homework by cheating the homework of your friends. This is can be see from the percentage in the table, that 60% Students complete assignments or homework by cheating the homework of their friends, and 40% Students are not complete assignments or homework by cheating the homework of their friends

Tabel 4.7
Students review English lessons at home

Alternative Answer	F	%
YES	7	35
NO	13	65
TOTAL	20	100

Table 4.7 show that Students are not review English lessons at home. . This is can be see from the percentage in the table, that 65% Students are not review English lessons at home, and 35% Students review English lessons at home.

Tabel 4.8
Students read related books about English lessons

Alternative Answer	F	%
YES	8	40
NO	12	60
TOTAL	20	100

Table 4.8 show that Students are not read related books about English lessons. This is can be see from the percentage in the table, that 60% Students are not read related books about English lesson, and 40% Students read related books about English lessons.

Tabel 4.9
When given a task or homework by the teacher, students do it themselves

Alternative Answer	F	%
YES	11	55
NO	9	45
TOTAL	20	100

Table 4.9 show when given a task or homework by the teacher, students do it themselves. This is can be see from the percentage in the table, that 55% when given a task or homework by the teacher, students do it themselves, and 45% when given a task or homework by the teacher, students did not it themselves.

Tabel 4.10
Students practice speaking English with classmates

Alternative Answer	F	%
YES	11	55
NO	9	45
TOTAL	20	100

Table 4.10 show that Students practice speaking English with classmates. This is can be see from the percentage in the table, that 55% Students practice speaking English with classmates, and 45% Students are not practice speaking English with classmates.

Tabel 4.11
Student asks the teacher about spelling of english letters

Alternative Answer	F	%
YES	19	95
NO	1	5
TOTAL	20	100

Table 4.11 show that Student asks the teacher about spelling of english letters. This is can be see from the percentage in the table, that 95% Student asks the teacher about spelling of English letters and 5% Students are not ask the teacher about spelling of english letters.

Tabel 4.12
Students use full English when learning English

Alternative Answer	F	%
YES	1	5
NO	19	95
TOTAL	20	100

Table 4.12 show that Students are not use full English when learning English. This is can be see from the percentage in the table, that 95% Students are not use full English when learning English, and 5% Students use full English when learning English.

Tabel 4.13
Students speak in school environment using English

Alternative Answer	F	%
YES	0	0
NO	20	100
TOTAL	20	100

Table 4.13 show that Students are not speak in school environment using English. This is can be see from the percentage in the table, that 100% Students are not speak in school environment using English.

Tabel 4.14
Students eagerly follow the English lesson until the end of the lesson

Alternative Answer	F	%
YES	17	85
NO	3	15
TOTAL	20	100

Table 4.14 show that Students eagerly follow the English lesson until the end of the lesson. This is can be see from the percentage in the table, that 85% Students eagerly follow the English lesson until the end of the lesson, and 15% Students are not eagerly follow the English lesson until the end of the lesson

Tabel 4.15
Students happy to learn English lesson

Alternative Answer	F	%
YES	13	65
NO	7	35
TOTAL	20	100

Table 4.15 show that Students happy to learn English lesson. This is can be see from the percentage in the table, that 65% Students happy to learn English lesson, and 35% Students are not happy to learn English lesson.

Tabel 4.16
Students do conversations with teachers using English

Alternative Answer	F	%
YES	5	25
NO	15	75
TOTAL	20	100

Table 4.16 show that Students did not conversations with teachers using English. This is can be see from the percentage in the table, that 75% Students did not conversations with teachers using

English, and 25% Students do conversations with teachers using English

Tabel 4.17
Students are happy get low score in English lesson

Alternative Answer	F	%
YES	1	5
NO	19	95
TOTAL	20	100

Table 4.17 show that Students are not happy get low score in English lesson. This is can be see from the percentage in the table, that 95% Students are not happy get low score in English lesson, and 5% Students happy get low score in English lesson.

Tabel 4,18
Students are happy to get high score in English lesson

Alternative Answer	F	%
YES	20	100
NO	0	0
TOTAL	20	100

Table 4.18 show that Students are happy to get high score in English lesson. This is can be see from the percentage in the table, that 100% that Students are happy to get high score in English lesson, and 0% that Students are happy to get high score in English lesson.

Tabel 4.19
Students enthusiasm to learning English after Daily test get low score

Alternative Answer	F	%
YES	11	55
NO	9	45
TOTAL	20	100

Table 4.19 show that   Students enthusiasm to learning English after Daily test get low score. This is can be see from the percentage in the table, that 55% Students enthusiasm to learning English after Daily test get low score, and 45% Students are not enthusiasm to learning English after Daily test get low score.

Tabel 4.20
Students enthusiasm to learning English after Daily test get high score

Alternative Answer	F	%
YES	13	65
NO	7	35
TOTAL	20	100

Table 4.20 show that Students enthusiasm to   learn English after get high score in English lesson. This is can be see from the percentage in the table, that 65% Students enthusiasm to learn English after get high score in English lesson, and 35% Students are not enthusiasm to learn English after get high score in English lesson.

2. Interview

The interview phase was carried out on some of the XI IIS students at SMA Muhammdiyah Limbung. This interview technique is done by randomizing the names of students that the researcher obtained based on the questionnaire papers that have been answered. The researcher interviewed 20 students from a total of 95 students in class XI IIS. The researcher interviewed the students about the Influenced of the Grade Point Average (GPA) toward students' interest to learning, especially at Muhammadiyah Limbung High School.

First process in interview is Reduction data. In reduction data process, after students answer the questionnaire and continue the interview process, the researchers found that students did not like to learn English lessons, this was indicated by a statement table (table 4.3) indicating that around 40% of students did not pay attention when English lessons were explained, this statement was supported by evidence of interviews that students did not like English and did not pay serious attention to English lessons after the Grade Point Average (GPA) that students got in first grade are quite satisfying. Students also showed reactions to disliking English by the way students' did not learn English and review it when there was spare time.

In this steps, students feel satisfied and enough with the score or grade point average that students' got, even though the score was low, students show a sense of satisfaction, students though that it was

the bestof their abilities and knowledge in Englishsubject. Students were grateful for the score or grade point average they got as long as that score "pass" criterion in English subject. It also shows that students' the initial interest in English is very lacking, this can be seen from the statement table that there are still around 15% of students' did not stay in class when English teachers are unable to attend in the class, this is also supported by a statement table that 60% of students did not reading English books or books that are related with english even though the teacher was unable to attend in the class. Based on student statements' in interviews, they did not have skill and interest in English, because students thought that they must have skill from birth to be able to understand English, even if students study hard it was hard for thrm. This student statement was supported by a table of statements which shows that about 65% of students do not review English language lessons at home.

In Data display, The researchers only select some data that were relate with the research, after review and develop based on the phenomenon and experience the researcher, shows that students have an opinion that English is difficult due to the influence of the school environment which makes students' were not enthusiastic in the learning process. The researcher found that the teacher who was teaching the language in English was less attractive and seemed boring which made the students not enthusiastic and did not take seriously the

learning process in the classroom. Some students also argue that English is a difficult lesson and teachers should make interesting learning process and easy to understand, using methods that are interesting and make students focus on learning process, not only just delivering lessons in an uninteresting manner.

In the learning process that is not interesting and support by students' opinions that English is difficult, then students who get high score or high grade point average will feel enough with their abilities and score in English subject, made students feel bored and no longer follow the learning process as usual, which will affect their score and grade point average. The students who got low grades, it can made students lose their confidence in learning English and make it difficult for students to understand about English subject. Some students also show that students who got high score or grade point average made them more confident with their abilities and score that students have can still be developed again and made students got better score and knowledge than before, this was supported by the opinion that students want got new and broad insights, while students who got low scores also show that the low scores they got can improve if they learn more and enthusiastic so that students are more interested in English subject.

In Conclusion/Verification shows that the influence of grade point average is high, the teacher should give special attention to this phenomenon. When students got high scores, it made students feel

quite satisfied with their score or their results, because students thougt, they can not got better score or grade point average then they got, but also there were some students confident in their abilities when they got high score and made students interested to learn English. While students who got low score or grade point average, it made students lose their confidence and they are not interested and bored with English subject and also students who got low score or grade point average can stimulate students' mind to improve their score that they got and make them got better score or grade point average than before. The teacher must help students' towards this phenomenom. The teacher must give support and motivation when teacher teach in class or outside of the class, it can made students interest in English regardless of the score or grade point average students' got.

The result above, shows that all students participated in this questionairre and interview session. From all questions which support by interview, it can be concluded that the influenced of the Grade Point Average (GPA) toward students' interest to learning for eleventh grade at SMA Muhammadiyah Limbung is very high. There are Positive and Negative impact about students' score in learning process. Students also though that their Grade Point Average (GPA) can be a determine act and attention in learning English.

B. Disccusion

1. The Influenced of Grade Point Average (GPA) toward students' interest to learning English

Based on the data, it can be seen, that the influence of the Garde Point Average (GPA) toward students interest to learning English in Muhammadiyah Limbung High School still needs to get the attention of both the teacher (educator) and the surrounding environment. It can be seen in the questionnaire table that there are still 35% of students who do not like to learning English and only 65% of students like to learning English (can be seen in table 4.15). This data support by Interview data which student statements explained the reasons why they did not like to learn english. Students said that English is difficult subject. There are several reasons that students think English is difficult subject and it is biggest problem for us who is a teacher, likes English is using foreign language which is not our first language. Students said that is very difficult cause when they were child they did not get education about this language which is different with Malaysia who get education about language when they were cihild. How to spell the words is very difficult, which sometimes letters are difficult with Indonesia language and also, the word that written was different when they spell it.

There can be seen from the table data that there are still 45% of students who were not enthusiasm about learning English after got a

low score and only 55% of students who were enthusiasm about learning English after got a low score (can be seen in table 4.19), and there were still 35% of students did not enthusiasm about learning English after got high score and 65% of students enthusiasm about learning English after got high score. It means the Grade Point Average (GPA) had influence students interest and motivation to learn English. Based on interview data, 45% of students who were not enthusiasm about learning English after got a low score think that English was difficult for them. When students said that English is difficult, this was indirectly influenced their interest about English, like they did not gave more attention to learning process.

On the table, we can see when teacher give assignment to students, there were 60% of students cheating their friends assignment and only 40% students did well when they were given assignments (you can see on the table 4.6). It means there are still 40% students were not really interest to review English. As we know , when students get assignment it means they also can learn about English at the time but in the practice there were lot of students did not think about this, which they cheating their friends without learn what they can get when they finished the assignments. When the students cheating their friends it means their did not enjoy and give more attention when learning process. We can see on the data, there were 40% students were not

give more attention when learning process and 60% give more attention when the learning process (you can see on the table 4.3).

The level of student learning interest in English subjects at SMA Muhammadiyah Limbung can be seen from the analysis of the researcher's data in the form of a questionnaire. The data shows that 90% students did not learng English when they have spare time and only 10% students learn English when they have spare time (can be seen table 4.4). Learn when spare time is important activity to improve students interest which students can do with simple things like reading books, practices with classmate or ask to the teacher.

Based on data, There are Positive and Negative impact about students' score in learning process. In Positive impact are when students get high scores it make students confident in English learning process, because students believe that they are able to speaking, writting, reading, and listening skill in English. Based on the results of the interview, it was shown that students who got high score or grade point average had plans and insights going forward about understanding English which they would be able to develop their ability if students were more active in the learning process. While students who get low scores or grade point average it can stimulate themselves to get better results than before, with students' opinion to improve score or grade point average and obtain satisfying score will

make students more active in learning English and make students are interested in learning English.

In Negative Impact, when students got high scores or grade point average, students will feel satisfied and no longer interested in English because students think that the score and abilities they got were enough to made students got good grades on the next exam. Students have over self-confidence that the ability in English is very good and make students' do not need to know more knowledge and ability. This can be seen from the phenomenon of some students often leaving the classroom when the teaching and learning process is taking place and some students were not present in class or student's absent when English subject arrived. There were also when students got low scores or grade point average, students lose their confidence in English, in the interview results indicate that students did not have the ability in English because English is a difficult subject and students think that students must have talent from birth to understand English. With this phenomenon, students who got low grades will make students no longer interested in learning English and make students' get more worse that before.

Based on the result show that students' interest in learning about English still needs to be considered again at Muhammadiyah High School Limbung.. Where this can be seen from the indicators of student interest in teacher's attention, interest, and feelings of pleasure

in English subjects, it must be further improved so that students are more interested in learning English regardless of Grade Point Average they get.

This is the problem for us as the teacher to make students interest to learn English, we should make different ways when teach English subject which can make students enjoy to learn english. When learning process, we should make a simple ways, which can make students easily to understand about English

2. Students Perception on their Grade Point Average (GPA)

Grade Point Average (GPA) is a factor that influences students' interest in learning English. Grade Point Average (GPA) obtained by students will determine the psychological conditions, motivation and student interest in English. In Indonesia, especially in SMA Mumahhadiyah Limbung, Score is more important than the knowledge. It means, students will do several ways to get high score event though it will be cheating their friends. For this reason, no matter how score they get in the subject, if they success get satisfy score, they will happy. Based on interview data, explained that students very happy and grateful when they get score especially in English. Student statements said that the score they get, it means their best endeavor. Even though the score is Low score but it passed the standart, students will be happy, cause students just look for the result

not on the process. Based on the Interview data, English is on of hardest subject in Senior High School. This was supported by several students' opinion about the teacher who teach English using difficult ways to make students difficult to understand the material that conveyed. The teacher using method that was difficult and bored, there are not improvisation make students less focused in the teaching and learning process and automatically make students were not enthusiastic about learning English. With this perceptions show there is no dissatisfaction in the abilities and score or grade point obtained by students in English language subject. Students will be satisfied with the score or grade point they got.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Considering the data analysis and the discussions in the previous chapter, the rsearcher puts forward the following conclusions:

1. Students interest to learn English of Eleventh grade at SMA Muhammadiyah Limbung in academic year 2018/2019 is high and needs to get the attention of both the teacher (educator) and the surrounding environment. There are Positive and Negative impact of The Influence of Grade Point Average (GPA) towards students interest to learn English. Depend on students score, when students get high score, it make them satisfy and do not want to learn more about English, then students get low score, it can stimulate them to learn more about English and make them give up to learn more about English.

2. Students perception on their Grade Point Average (GPA) are all of them who get score that passed the standard, they feel happy about it. Students feel grateful about their score, event the students just get on standart Grade Point Average (GPA), cause Students perception about English is difficult subject, but students try to improve their score with their ways. Like reading book about English, do convertation with English, Memorize word in English, etc.

B. Suggestions

Based on the conclusion above, the researcher proposes the following suggestions:

1. The English teacher should give more attention this phenomenon like teacher should using creative strategy in teaching English, that can make the students will be more interested and motivated to learn English. The english teacher must understand what the students need in the class for making students more Interest. The important thing is the english teacher should give the students motivation thst can make students enjoy to learn English

2. The students must have motivation and confidence to learn English, with this thing, it can make students more interest to learn English When the students feel bored or the learning process is too hard, students should complaint and ask the teacher about it.. The students should set on their mind that englih is easy subject, with think about this, students can enjoy the English and students can learn anything with English.

3. For the next researcher who will choose same topic with my research, you should make a interview to the teacher and also should do a observation, because when you want to do the research, you should know the condition about student and school.

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APPENDICES

Appendix 1

Questionare for students

1. Idenity

Initial   :

Class   :

2. Petunjuk
   a. Berilah tanda limgkaran (O) pada salah satu jawaban
       yang kamu anggap dengan keadaan sebenarnya.
   b. Jawaban yang kamu berikan tidak mempengaruhi nilai
       raport atau nilai pelajaran kamu di sekolah.
   c. Terima kasih atas bantuan dan partisipasinya dalam mengisi
       angket ini.

Soal :

1. Siswa tetap hadir di sekolah ketika guru bahasa Inggris berhalangan
   hadir
   a. Ya   b. Tidak

2. Sebelum pelajaran bahasa Inggris dimulai, siswa
   mempersiapkan buku bahasa Inggris terlebih dahulu
   a. Ya   b. Tidak

3. Siswa sungguh-sungguh memperhatikan pelajaran bahasa
   Inggris yang telah dijelaskan
   a. Ya   b. Tidak

4. Siswa belajar bahasa Inggris saat ada waktu luang
   a. Ya   b. Tidak

5. Siswa membaca buku pelajaran bahasa Inggris terlebih
   dahulu sebelum pelajaran dimulai
   a. Ya   b. Tidak

6. Siswa mengerjakan tugas atau PR dengan mencontek hasil pekerjaan
   teman

a. Ya   b. Tidak

7. Siswa mengkaji ulang pelajaran bahasa Inggris di rumah

   a. Ya   b. Tidak

8. Siswa membaca buku yang berkaitan tentang pelajaran bahasa Inggris

   a. Ya   b. Tidak

9. Ketika diberi tugas atau PR, siswa mengerjakannya sendiri

   a. Ya   b. Tidak

10. Siswa berlatih berbicara bahasa Inggris dengan teman sekelas

   a. Ya   b. Tidak

11. Siswa sering bertanya kepada guru tentang pengejaan huruf bahasa inggris

   a. Ya   b. Tidak

12. Siswa menggunakan bahasa inggris penuh ketika belajar bahasa inggris

   a. Ya   b. Tidak

13. Siswa berbicara di lingkungan sekolah menggunakan bahasa inggris

   a. Ya   b. Tidak

14. Siswa senang mengikuti pelajaran bahasa Inggris

   a. Ya   b. Tidak

15.   Siswa semangat mengikuti pelajaran bahasa Inggris sampai akhir pelajaran

   a. Ya   b. Tidak

16. Siswa antusias melakukan percakapan bahasa inggris dengan guru

   a. Ya   b. Tidak

17. Siswa senang mendapatkan nilai rendah dalam pelajaran bahasa Inggris

   a. Ya   b. Tidak

18. Siswa tidak senang menadpatakan nilai rendah dalam pelajaran bahasa Inggris

   a. Ya   b. Tidak

19. Siswa tidak antusias belajar bahasa Inggris setelah nilai ulangan harian yang rendah

   a. Ya   b. Tidak

20. Siswa tidak antusias setelah mendapatkan nilai tinggi dalam Bahasa Inggris

   a. Ya   b. Tidak

Appendix 2

Interview text for students

Wawancara ini untuk siswa kelas XI yang telah mengikuti penilitian ini dan telah menjawab soal pilihan ganda

1. Apakah anda menyukai belajar bahasa Inggris ? Alasannya!

2. Bagaimana perasaan anda dengan nilai bahasa inggris yang anda dapatkan?

3. Apakah nilai yang anda dapatkan memotivasi anda untuk belajar lebih giat lagi atau anda sudah merasa cukup puas dengan nilai yang anda dapatkan?

Appendix 3

Score of types of students perception on English

No	Name	Questionare Items																				TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Students1	5	4	5	4	4	4	4	5	5	4	5	4	4	5	4	4	4	5	5	4	**88**
2	Students 2	5	5	5	4	4	5	4	4	4	5	5	4	4	4	4	4	4	5	5	4	**88**
3	Students 3	5	5	5	4	5	4	5	5	5	5	4	4	4	5	5	5	4	5	5	5	**94**
4	Students 4	5	5	5	4	4	4	5	5	5	5	5	4	4	5	5	5	5	5	5	5	**95**
5	Students 5	5	5	4	4	5	4	4	4	4	4	5	4	4	5	5	4	4	5	4	5	**88**
6	Students 6	5	5	5	4	4	5	4	4	4	4	5	4	4	5	5	4	4	5	4	5	**89**
7	Students 7	5	5	5	4	4	4	4	5	5	5	5	4	4	5	5	4	4	5	4	5	**91**
8	Students 8	5	4	5	4	4	4	5	4	4	4	5	4	4	5	5	5	4	5	4	5	**89**
9	Students 9	5	5	5	4	5	5	4	5	5	4	5	4	4	5	4	4	4	5	4	5	**91**
10	Students 10	5	5	5	4	4	4	5	4	5	4	5	4	4	5	4	4	4	5	4	5	**89**
11	Students 11	5	5	5	4	5	5	5	5	4	5	5	4	4	5	5	5	4	5	5	4	**94**
12	Students 12	4	4	5	4	4	4	4	4	4	5	5	5	4	5	5	4	4	5	5	4	**88**
13	Students 13	5	5	4	4	5	5	4	4	4	5	5	4	4	5	5	4	4	5	5	4	**90**
14	Students 14	5	5	4	4	4	5	4	4	5	4	5	4	4	5	5	4	4	5	5	4	**89**
15	Students 15	5	5	4	5	4	5	5	4	4	5	5	4	4	4	5	5	4	5	5	4	**91**
16	Students 16	5	5	4	5	4	4	4	5	5	5	5	4	4	5	5	4	4	5	5	5	**92**
17	Students 17	4	4	4	4	4	5	4	5	4	5	5	4	4	4	4	4	4	5	5	5	**87**
18	Students 18	5	5	4	4	4	5	4	4	4	5	5	4	4	5	4	4	4	5	4	5	**88**
19	Students 19	5	5	4	4	5	5	5	4	5	4	5	4	4	5	5	4	4	5	4	5	**91**
20	Students 20	5	5	4	4	4	5	4	4	5	4	5	4	4	5	4	4	4	5	4	5	**88**
	TOTAL																					**1803**

Appendix 4

Interview Result

Name   : Farhan

Location   : SMA Muhammadiyah Limbung

Date   : 15 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Farhan Aldrian.

The Researcher   : Oke. Apakah anda senang belajar bahasa inggris?

Subject   : Suka sedikit

The Reasercher   : Kenpa suka sedikit, alasaanya?

Subject   : Saya tidak paham dengan bahasa inggris, terlalu sulit dipahami, susah di mengerti. Karena dasar saya memang sulit untuk memahami bahasa inggris.

The Researcher   : Nilai bahasa Inggris terakhir yang anda dapatlan, bagaimana perasaan anda dengan nilai yang anda dapatkan tersebut?

Subject   : Saya senang kak, saya suka mendapatkan nilai itu.

The Reseacrher   : Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   : Saya ingin tingkatkan lagi kak.

The Researcher   : Bagaimana cara anda meningkat kan nilai tersebut ?

Subject   : Belajar dengan rajin dan tekun kak.

The Researcher   : Oke. Terima Kasih.

Interview Result

Name   : Danang Dwi Saputra

Location   : SMA Muhammadiyah Limbung

Date   : 15 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Danang Dwi Saputra

The Researcher   : Siap?

Subject   : Siap kak.

The Researcher   : Oke. Apakah anda senang belajar bahasa inggris?

Subject   : Suka kak

The Researcher   : Kenpa anda suka, alasaanya?

Subject   : Karena…. Anu kak. Dengan belajar bahasa inggris kita bisa mengetahui banyak hal.. Ee.. Lebih kekinian mengikuti zaman yang modern kak.

The Researcher   : Baiklah. Nilai bahasa Inggris terakhir yang anda dapatlan, bagaimana perasaan anda dengan nilai yang anda dapatkan tersebut?

Subject   : Saya senang kak, saya suka mendapatkan nilai itu.

The Reseacrher   : Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   : E.. Saya ingin meningkatkan lagi kak. Kalau masih bisa ditingkat lagi dengan kemampuan ku, maka saya akan tingkatkan kak.

The Researcher   : Bagaimana cara anda meningkat kan nilai tersebut ?

Subject   : Belajar setiap hari dengan rajin dan tekun kak.

The Researcher   : Oke. Terima Kasih.

Interview Result

Name   : Muhammad Iksan

Location   : SMA Muhammadiyah Limbung

Date   : 15 November 2018

The Researcher	: Assalamualakium wr. Wb.
Subject	: Waalaikumsalam wr. wb
The Researcher	: Nama anda siapa ?
Subject	: Muhammad Iksan kak.
The Researcher	: Oke. Apakah anda senang belajar bahasa inggris?
Subject	: Tidak kak
The Researcher	: Kenpa anda tidak menyukainya, alasaanya?
Subject	: Karena…. Tidak ku tahu itu belajar bahasa inggris kak.
The Researcher	: Apa yang anda tidak ketahui tentang bahasa inggris?
Subject	: Saya tidak tahu kata-katanya kak, cara bacanya, apa lagi kalau ada tugas kak.
The Reseacrher	: Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?
Subject	: Saya senang kak, cukup senang kak
The Reseacrher	: Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?
Subject	:E.. Cukup puas kak. Saya tidak menyukai bahasa inggris jadi nilai itu sudah cukup untuk saya kak
The Researcher	: Baiklah. Terima Kasih atas partisipasinya.

Interview Result

Name   : Islamuddin

Location : SMA Muhammadiyah Limbung

Date   : 16 November 2018

The Researcher	: Assalamualakium wr. Wb.
Subject	: Waalaikumsalam wr. wb
The Researcher	: Nama anda siapa ?
Subject	: Islamuddin kak.
The Researcher	: Oke. Apakah anda senang belajar bahasa inggris?
Subject	: Tidak.. tidak kak
The Researcher	: Kenpa anda tidak menyukainya, alasaanya?
Subject	: Karena…. Terlalu sulit kak dan banyak hal yang saya tidak ketahui kak.
The Researcher	: Apa yang anda tidak ketahui tentang bahasa inggris?
Subject	: Saya tidak tahu kata-katanya kak, susah sekali bacanya.
The Reseacrher	: Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?
Subject	: Saya senang kak, Senang sekali dan saya terharu kak bisa mendapatkan nilai tersebut kak.
The Researcher	: Kenapa anda begitu terharu ?
Subject	: Baru kali ini saya dapat nilai yang cukup tinggi untuk pelajaran bahasa inggris kak.
The Reseacrher	: Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?
Subject	:Saya masih mau tingkatkan lagi kak. Kalau bisa saya ingin tingkatkan sampai saya menyukai bahasa inggris kak.

The Researcher   : Baiklah. Terima Kasih atas partisipasinya.

Subject   : Siap kak.

.

Interview Result

Name   : Indra Waldi

Location   : SMA Muhammadiyah Limbung

Date   : 16 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Indra Waldi kak. Dipanggil indra kak

The Researcher   : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Kurang suka kak.

The Researcher   : Kenpa anda tidak terlalu menyukainya, alasaanya?

Subject   : Karena…. Kurang suka kak. Bahasanya sulit di mengerti. Apalagi kalau di jelaskan kak, saya tidak mengerti sama sekali kak.

The Reseacrher   : Oke. Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Saya senang kak, Senang sekali. Karena ini nilai tertinggi yang saya dapatkan kak dalam pelajaran bahasa inggris

The Reseacrher   : Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   :Saya masih mau tingkatkan lagi kak.

The Researcher   : Bagaimana cara anda tingkatkan nilai tersebut.

Subject   : Saya akan belajar dengan tekun kak.

The Reseacrher   : Oke, saya mengerti. Terima kasih.

Subject   : Siap kak.

Interview Result

Name   : Nur Hidayah

Location   : SMA Muhammadiyah Limbung

Date   : 16 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Nur Hidayah kak

The Researcher   : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Tidak terlalu suka kak.

The Researcher   : Kenpa anda tidak terlalu menyukainya, alasaanya?

Subject   : Karena…. Sulit kak, cara bicara dan pengucapannya yang sangat sulit kak.

The Reseacrher   : Oke. Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Saya senang kak, Saya bersyukur dapatkan nilai itu kak.

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   :Saya masih mau tingkatkan lagi kak.

The Researcher   : Bagaimana cara anda tingkatkan nilai tersebut.?

Subject   : Saya akan belajar dengan tekun kak, praktek berbicara mungkin akan saya lakukan kak, yang mungkin juga akan meningkatkan ketertarikan saya terhadap bahasa inggris kak

The Reseacrher   : Itu sangat bagus, silahkan anda lakukan.

Subject   : Iya kak.

Interview Result

Name   : Muhammadi Riski Alfiansyah

Location   : SMA Muhammadiyah Limbung

Date   : 16 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Muhammadi Riski Alfiansyah kak

The Researcher   : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Tidak kak.

The Researcher   : Kenpa anda tidak menyukainya, alasaanya?

Subject   : Karena, Saya tidak tertarik dengan bahasa inggris kak. Sama sekali saya tidak tetarik, sudah dari kecil, kak.

The Reseacrher   : Oke. Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Saya senang kak, Meskipun agak rendah saya cuku senang kak

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   :Saya masih mau tingkatkan lagi kak.

The Researcher   : Bagaimana cara anda tingkatkan nilai tersebut.?

Subject   : Saya akan belajar dengan tekun kak, belajar dirumah dengan giat atau belajar di perpustakaan sekolah

The Reseacrher   : Yah, silahkan lakukan.

Interview Result

Name   : Suciyanti

Location   : SMA Muhammadiyah Limbung

Date   : 19 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Suciyanti

The Researcher   : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Suka kak.

The Researcher   : Kenpa anda menyukainya, alasaanya?

Subject   : Karena, Cara mengajarnya kak..

The Researcher   : Kalau cara mengajar dek, itu gurunya yang anda suka

Subject   : Maksudku kak cara belajarnya kak, Menyenangkan, dengan belajar bahasa inggris bisa kita mengetahui hal-hal yang tidak ada di Indonesia begitu kak

The Reseacrher   : Oh ok I see. Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Antara sedih dan senang kak karena saya sedih karena agak rendah nilai yang saya dapatkan disbanding nilai ku sebelumnya dan saya senang karena saya bisa lulus dari nilai standar kak.

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   :Masih mau ditingkatkan lagi agar saya dapat lagi nilai yang lebih baik dari ini sebelumnya kak.

The Researcher   : Bagaimana cara anda tingkatkan nilai tersebut.?

Subject	: Saya akan belajar dengan rajin kak, akan saya kurangi waktu untuk bermain-main kak
The Reseacrher	: Alhamduillah, itu hal yang bagus dek
Subject	: Iya kak.

Interview Result

Name   : Syahrul

Location   : SMA Muhammadiyah Limbung

Date   : 19 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Syahrul

The Researcher   : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Suka kak.

The Researcher   : Kenpa anda menyukainya, alasaanya?

Subject   : Karena gurunya dalam menerangkan jelas dan saya bisa cepat mengerti dan itu juga menyenangkan kak..

The Reseacrher   : Oh Iya. Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Saya senang kak karena nilai ini patut saya syukuri kak.

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   :Masih ingi saya tingkatkan lagi kak, kalau bisa.

The Researcher   : Itu bisa dek Bagaimana cara anda tingkatkan nilai tersebut.?

Subject   : Saya akan belajar dengan rajin dan tekun kak,

The Reseacrher   : Bagus, silahkan dek

Interview Result

Name : Zulkifli

Location : SMA Muhammadiyah Limbung

Date : 19 November 2018

The Researcher : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher : Nama anda siapa ?

Subject   : Zukkifli

The Researcher : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Suka sedikit kak.

The Researcher : Kenpa anda tidak terlalu menyukainya, alasaanya?

Subject   : Karena… Ee.. Susah kak kurang paham saya dengan pembelajarannya kak.

The Researcher : Apa lagi?

Subject   : Hanya itu kayaknya kak.

The Reseacrher : Okok. Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Saya cukup senang kak walaupun belum puas karena pasti saya masih bisa dapat lebih baik lagi dari pada ini.

The Reseacrher : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   :Demi dapat yang lebih baik kak, maka saya akan belajar dengan sungguh-sungguh kak untuk memperbaiki hasil ku kemarin.

The Researcher : Bagaimana cara anda tingkatkan nilai tersebut.?

Subject   : Saya akan belajar kak,

The Reseacrher   : Apa lagi yang akan anda lakukan ?

Subject   : Hanya itu kak

Interview Result

Name   : Samsul Bahri

Location   : SMA Muhammadiyah Limbung

Date   : 19 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Samsul Bahri kak tapi di panggil Samba

The Researcher   : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Suka kak.

The Researcher   : Kenpa anda menyukainya, alasaanya?

Subject   : Karena, belajar bahasa inggris itu menyenangkan kak..

The Reseacrher   : Oh ok I see. Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Senang sekali kak karena ini nilai tertinggi yang saya dapatkan kak.

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   :Masih mau ku tingkatkan lagi kak.

The Researcher   : Bagaimana cara anda tingkatkan nilai tersebut.?

Subject   : Saya akan belajar dengan giat kak..Eee begitu kak

The Reseacrher   : Ohiya silahkan dek

Subject   : Iya kak

Interview Result

Name   : Ayyub

Location   : SMA Muhammadiyah Limbung

Date   : 19 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Ayyub kak

The Researcher   : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Suka kak.

The Researcher   : Kenpa anda menyukainya, alasaanya?

Subject   : Karena, Pelajarannya yang simple kak, mudah dipahami dan tidak terlalu sulit dimengerti… Biasa juga ada jam kosong di jam bahasa inggris kak makanya saya suka kalau jam pelajaran bahasa inggris kak.

The Reseacrher   : Oh ok. Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Senang kak, karena ini nilaiku, nilai tertinggi kak

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   : Masih mau ditingkatkan lagi agar nilai saya ini tidak turun kak

The Researcher   : Bagaimana cara anda tingkatkan nilai tersebut.?

Subject   : Saya akan belajar dengan rajin dan giat berkerja kak,

The Reseacrher   : Oh iya dek

Subject   : Siap kak

Interview Result

Name   : Hasni

Location   : SMA Muhammadiyah Limbung

Date   : 19 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Hasni kak

The Researcher   : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Iya kak.

The Researcher   : Kenpa anda menyukainya, alasaanya?

Subject   : Karena, dari cara mengajarnya bu Ani saya mudah mengerti dan ternyata bahasa inggris itu menyenangkan ternyata kak..

The Reseacrher   : Iya dek. Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Saya cukup senang kak dengan nilai ini.

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   :Masih mau lagi lah kak, karena saa masih bisa lebih baik dari ini kak

The Researcher   : Bagaimana cara anda tingkatkan nilai tersebut.?

Subject   : Saya akan belajar kak,

The Reseacrher   : Alhamduillah.

Interview Result

Name   : Hijrah Suprawati

Location   : SMA Muhammadiyah Limbung

Date   : 19 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Hijrah Suprawati

The Researcher   : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Suka sedikit kak.

The Researcher   : Kenpa anda tidak terlalu menyukainya, alasaanya?

Subject   : Karena, Saya bukan orang inggris kak jadi saya tidak punya ketertarikan terhadap bahasa inggris..

The Researcher   : Karena anda bukan orang inggris jadi tidak harus belajar bahasa inggris, begitu ?

Subject   : Harus lah kak kita belajar bahasa inggris, hanya saja bahasa inggris terlalu sulit kak untuk saya.

The Reseacrher   : Oh Ya. Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Senang kak, karena hasil ini menunjukkan hasil kemampuanku kak.

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   :Cukup kak, karena saya rasa tidak mampu lagi tingkatkan kak.

The Researcher   : Bagaimana cara anda merasa tidak mampu.?

Subject	: Sulit sekali kak bahasa inggris, lain tulisannya bacanya juga lain kak
The Reseacrher	: Bahasa memang seperti itu dek
Subject	: Iya kak, karena itu lah saya rasa cukup senang kak dengan nilai ku kak
The Researcher	: Oh iya dek.

Interview Result

Name   : Fitriani

Location   : SMA Muhammadiyah Limbung

Date   : 19 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Fitriani kak

The Researcher   : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Tidak kak.

The Researcher   : Kenpa anda tidak menyukainya, alasaanya?

Subject   : Saya tidak menyukai pelajrannya kak, karena susah di pelajari..
                        Susah dibaca susah juga di bicarakan dengan cara bicaranya kak

The Reseacrher   : Oh. Bagaimana perasaan anda dengan nilai bahasa inggris
                        yang terakhir anda dapatkan tersebut?

Subject   : Cukup senang kak.

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah
                        anda ingin tingkat kan lagi ?

Subject   :Masih mau saya tingkatkan lagi kak.

The Researcher   : Bagaimana cara anda tingkatkan nilai tersebut.?

Subject   : Saya akan belajar dengan sungguh-sungguh kak

The Reseacrher   : Alhamduillah, itu hal yang bagus dek

Interview Result

Name   : Nissa Julia Syahrani

Location   : SMA Muhammadiyah Limbung

Date   : 19 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Nissa Julia Syahrani

The Researcher   : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Suka kak.

The Researcher   : Kenpa anda menyukainya, alasaanya?

Subject   : Ternyata belajar bahasa inggris itu menyenangkan kak baru saya tau pas di kelas 2 kak..

The Reseacrher   : Oh Iya terkadang memang bahasa inggris itu menyenangkan hanya tidak kita sadari. Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Saya senang kak.

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   :Masih mau ditingkatkan lagi kak saya saya paasti bisa.

The Researcher   : Bagaimana cara anda tingkatkan nilai tersebut.?

Subject   : Saya akan belajar dengan rajin kak, itu saja kak

The Reseacrher   : Banyak hal yang bisa dilakukan dek

Subject   : Iya nanti saya cari cara sendiri kak

The Reseacher   : OhIya

Interview Result

Name   : Muhrawati

Location   : SMA Muhammadiyah Limbung

Date   : 19 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Muhrawati

The Researcher   : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Suka kak.

The Researcher   : Kenpa anda menyukainya, alasaanya?

Subject   : Karena..E.. Anu kak.. Mudah saya mengerti kak jadi senang saya rasa dibandingkan matematika yang agak sulit saya pahami. Iye bgeitu kak

The Reseacrher   : Hm... Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Saya senang kak. Senang sekali malah kak karena hasil usaha ku ini.

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   : Masih mau kak.

The Researcher   : Bagaimana cara anda tingkatkan nilai tersebut.?

Subject   : Saya akan belajar terus kak

The Reseacrher   : Oh Iya silahkan lakukan

Interview Result

Name   : Nursyamsi

Location   : SMA Muhammadiyah Limbung

Date   : 19 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Nursyamsi

The Researcher   : Baiklah. Apakah anda senang belajar bahasa inggris?

Subject   : Tidak kak.

The Researcher   : Kenpa anda tidak menyukainya, alasaanya?

Subject   : Tidak ku suka memang dari dulu, terlalu sulit sekali kak.. mana kemampuanku juga tidak bisa kak mengerti.

The Reseacrher   : Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Saya senang kak., Karen saya bisa lulus tanpa remedy begitu kak

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   :Masih mau ditingkatkan lagi kak kalau saya berusaha.

The Researcher   : Bagaimana cara anda tingkatkan nilai tersebut.?

Subject   : Saya akan belajar dengan rajin kak, mungkin saya akan mulai menyukai bahasa inggris kak

The Reseacrher   : Alhamdulillah, Oh iya silahkan lakukan dek.

Interview Result

Name   : Alfajriani

Location   : SMA Muhammadiyah Limbung

Date   : 19 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Alfajriani

The Researcher   : Apakah anda senang belajar bahasa inggris?

Subject   : Suka kak.

The Researcher   : Kenpa anda menyukainya, alasaanya?

Subject   : Suka saja kak.. belajarkan itu enak kak bisa kita tahu banyak hal termasuk bahasa inggris kak

The Reseacrher   : Oh Iya. Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Saya senang kak.

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   :Masih mau ditingkatkan lagi kak.

The Researcher   : Bagaimana cara anda tingkatkan nilai tersebut.?

Subject   : Saya akan belajar dengan tekun kak, begitu kak

The Reseacrher   : Oh iya dek, silahkan kembali ke tempat duduk dan terima kasih dek

Interview Result

Name   : Nasrullah Muis

Location   : SMA Muhammadiyah Limbung

Date   : 19 November 2018

The Researcher   : Assalamualakium wr. Wb.

Subject   : Waalaikumsalam wr. wb

The Researcher   : Nama anda siapa ?

Subject   : Nasrullah Muis

The Researcher   : Apakah anda senang belajar bahasa inggris?

Subject   : Tidak Suka kak.

The Researcher   : Kenpa anda tidak menyukainya, alasaanya?

Subject   : Karena bahasa inggris itu sulit sekali kak.. Tidak bisa saya pahami itu bahasa inggris tidak semudah bahasa Indonesia

The Reseacrher   : Oh Iya Bagaimana perasaan anda dengan nilai bahasa inggris yang terakhir anda dapatkan tersebut?

Subject   : Saya senang kak. Cukup senang kak

The Reseacrher   : Oke. Apakah nilai yang anda dapat kan itu sudah cukup ataukah anda ingin tingkat kan lagi ?

Subject   :Sudah cukup saya rasa kak tapi kalau bisa saya ingin tingkatkan kak.

The Researcher   : Itu pasi bisa selama proses dek. Bagaimana cara anda tingkatkan nilai tersebut.?

Subject   : Saya akan belajar dengan sungguh-sungguh kak, saya akan rajin masuk kelas lagi kak

The Reseacrher   : Oh iya jangan terlalu sering bolos karena anda yang akan rugi dek

Subject   : Iya kak, nanti saya rubah kelakuanku kak

The Reseacher   : Iya dek.

Appendix 5

Documentation

1. Answer Questionare Session

2. Interview Session

CURRICULUM VITAE

ASMIYULLAH ADY is a student of English Department in Muhammadiyah University of Makassar. He was born on 21st November 1996 in Kendari. He is the first son of marriage between Abd. Salam and Florbela. He has 1 brother (Nur Chairul) and 1 sister (Ayu Andira).

In 2002, He started in elementary school at SD Negeri Impress Turikale no 33 Maros, graduated in 2008. Then He continued junior high school at SMP Negeri 2 Unaaha and graduated in 2011. After that he continued to senior high school at SMK Negeri 1 Unaaha and graduated in 2014. In 2014, He was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of his study, he could finished her thesis in 2018 entitle "*The Influence of Grade Point Average (GPA) Toward Students Interest to Learn English for Eleventh Grade at SMA Muhammadiyah Limbung*".