

**STUDENTS' INTEREST IN LEARNING ENGLISH AS A
FOREIGN LANGUAGE AT SMAN 16 PALEMBANG**

A THESIS

By:

Bernanda Maylafayza

06011381924050

English Education Study Program

Language and Art Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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**Approved by
Advisor,**

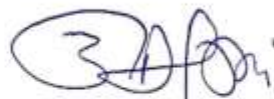


Fiftinova, S.S., M.Pd.

NIP. 197911152006042028



**Certified by
Head of English Education Study Program**



Eryansyah S.Pd., M.A., Ph.D.

NIP. 196907181995121001

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Bernanda Maylafayza

Student Number: 06011381924050

This thesis was defended by the writer in the final program examination and
was approved the examination committee on:

Day: Thursday

Date: November 30, 2023

1. Chairperson : Fiftinova, S.S., M.Pd



2. Member : Hariswan Putera Jaya, S.Pd., M.Pd.



Palembang, 30 November 2023

Certified by,

Coordinator of English Education Study
Program,



Eryansyah S.Pd., M.A., Ph.D

NIP: 196907181995121001



DECLARATION

I, the undersigned,

Name : Bernanda Maylafayza

Student's Number : 06011381924050

Study Program : English Education

Certify that thesis entitled "Students' Interest in Learning English as a Foreign Language at SMAN 16 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang November, 2023

The undersigned



Bernanda Maylafayza

06011381924050

DEDICATION

I dedicated this thesis to my love of my life, my beloved parents. Thank you for loving me endlessly and supporting me wholeheartedly. My beloved brother and sister who always support and listen to my stories. My beloved grandparents thank you for the attention, support, and loves. To myself who has been trying her best to finish this thesis.

MOTO

“Long story short, I survived.” – Taylor Swift

“It’s fine to fake it until you make it, until you do, until it’s true.” – Taylor Swift

ACKNOWLEDGMENTS

Alhamdulillahirabbil'alamin. All praises to Allah SWT, the Almighty, the Compassionate, and the Merciful, who has always been there for me and blessed me with a lot of beautiful things in life. It is because of His blessings that this thesis could be completed. This study was written to fulfill one of the requirements for accomplishing the undergraduate degree (S1) at the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. This thesis also would not be finished without the help and support from the people around me. Therefore, the researcher would like to express the deepest gratitude to them.

My first gratitude goes to my lovely parents who always love and support me endlessly and also to my greatest advisor, Fiftinova, S.S., M.Pd. Thank you so much for the guidance, suggestions, helpful comments, and support during the process of finishing this thesis. Next, I would like to thank to the Former Vice Dean for Academic Affairs of the Faculty of Teacher Training and Education of Sriwijaya University (Dr. Hartono, M.A.), the Head of English Education Study Program (Eryansyah, S.Pd., M.A., Ph.D.), and the Administration Staff of English Education Study Program (*Ibu Anggi and Ibu Yufinsi*) for their assistance in administrative matters. The deepest gratitude also goes to all my lecturers Sriwijaya University for teaching and giving me valuable knowledge. Furthermore, I would like to thank my best buddies; Hesti Junita, Afifah Novintia, Choirani Agnecia, Gina Aulia, Tassya Auria Zahra, Meilin Fadhillah, and Pocen. for always helping and supporting me. I am really grateful to have them all. Their presence really gives immeasurable joy to my life and makes everything much easier. For all of my friends, SEESPA 2019 Palembang, thank you for the beautiful memories, support, and help during my study at Sriwijaya University.

I would like to thank Luthfi Kurniawan, for always listen to the complaints, provides support, motivation, reminders, and accompanies me so that this thesis can be completed properly. Last but not least, I want to thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all the time.

Palembang,
The Researcher,



Bernanda Maylafayza

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ABSTRACT

STUDENTS' INTEREST IN LEARNING ENGLISH AS A FOREIGN LANGUAGE AT SMAN 16 PALEMBANG

ABSTRACT

The present study aimed to students' interest in learning English as a foreign language at SMAN 16 Palembang. A total of 300 students in SMA Negeri 16 Palembang were taken as the participants of these present study. 51 items of questionnaire divided into 2 categories: the student interest in learning English (28) and the factors influence of students' interest (23), and 6 items of interview were used to know the preferences of how the students would like to learn English. Based on the questionnaire and interview results showed that most of the students had good interest learning English. Students think English is an international language and it will be good for their future education and job opportunities. Students also think learning English has many benefits, such as increasing their ability and knowledge about English and providing good job opportunities. English learning is one of the important lessons to learn for students to catch up technological and the knowledge in the world.

Keywords: Students, Interest, Learning English.

A thesis by English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

Name : Bernanda Maylafayza

Student Number : 06011381924050

Certified by,
Head of English Education Study Program



Eryansyah, M.A., Ph.D.
NIP 196907181995121001

Approved by,
Advisor



Fifinova, S.S., M.Pd.
NIP 197911152006042028

CHAPTER I

INTRODUCTION

This chapter discusses introductory points of the whole content of the research. It covers (1) the background of the study, (2) research questions, (3) research objectives and (4) the significance of the research.

1.1 Background of the Study

English is a language that is widely used for spoken and written communication. English is the common language spoken by all countries worldwide, just as Indonesian links all Indonesians from Sabang to Merauke. Science and technology, politics, sociocultural, and the economy are all undergoing globalization due to English (Science and Technology). Therefore, it is undeniable that English plays a significant role in the current global era.

Mastering foreign languages, especially English, is necessary in the era of the industrial revolution 4.0 as it is today to keep up with the developments in the world. English is an important language that students must learn because English is an international language and plays a major role in the world, especially in education. According to Mappiasse and Ahmad (2014), English has become the most spoken language in the world today. Therefore, the ability to speak English must be learned as a provision in the future.

Foreign language skills need to develop on their own. These abilities must be developed through the appropriate learning process. Furthermore, sincere effort is the primary requirement for success in learning a foreign language (Salikin & Rasuki, 2018). This is where various issues usually arise, and many people need more time to devote (Fryer et al., 2014). This inability, however, requires special consideration for millennial young people who still need to have a busy life outside of studying. This is due to the abundance of opportunities available to young millennials. Therefore, it would be unfortunate if their inability or unwillingness to learn a foreign language impedes achieving their goals for a better future.

The millennial generation lives where environmental factors impact their personal development and evolution. As a result, changes occur quickly and can meet their requirements by utilizing technology (Arum, 2018). The millennial generation is a young group that is particularly adept at using technology to fulfill their daily demands. According to Strauss and Howe in Arum (2018), the millennial generation is a condition in which life is influenced by the environment so that it develops swiftly, and they are also particularly adept at using technology. It is further mentioned that the millennial generation is the one that advances technology. It implies that the millennial generation is a group that will shape the future by using technology to effect change (MarComm, 2018).

Moreover, technology develops the way millennial students' way of learning changes, and the way they see or receive English is also different. Millennials love technology, almost every aspect of their everyday lives involves a gadget. This generation is also regarded as unique because it differs significantly from the traits of previous generations. For example, because they were born at the same time that the internet, cell phones, and televisions in various sizes and colors were introduced, they are very adept at using technology for learning and daily activities. For example, they read novels or comics now using gadgets or computers with forms compared to reading using physical books. They also learn a lot using applications such as YouTube and TikTok. Youtube is an application that can be used or accessed without limits and 24 hours so that it is more flexible for millennial students to learn subject matter anywhere and anytime. Like YouTube, TikTok can also be accessed without limits and 24 hours, but unlike YouTube, TikTok is a collection of content wrapped in a short, concise, and straightforward. There is a possibility that existing technology can increase students' interest in learning English as a foreign language, or it is possible that they love to have a method of learning English as a foreign language to improve their interest in learning or maybe they want the new method to learn English as a foreign language.

Foreign language is necessary for educational purposes to make it easier for students to get various scholarships to continue their education to the next

level. However, learning a foreign language or a new language is not something easy (Moeller, 2015). A language is considered foreign if learned largely in the classroom and not spoken in the society where the teaching occurs. Studying another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself.

Despite English's importance, most Indonesians' English competence still needs to be improved. Based on the Standard English Test (SET) Report 2022, the English Proficiency Index (EPI) of Indonesia was 469 or in rank 81 out of 111 participating countries in the world. While in Asia, the EPI in Indonesia was in 15th rank out of 24 participating countries. It kept declining from 2016 to 2022. In 2016 Indonesia was in 32nd in the medium ability rank; in 2017 was in 39th rank; in 2018 was in 51st rank; in 2019 was in 61st rank; in 2020 was in 74th rank; and in 2021 was in 80th rank. The English Proficiency Index (EPI) is an annual ranking that measures the English language proficiency of non-native English speakers in different countries and regions around the world. The EPI provides a useful snapshot of English proficiency levels globally but we should take into account its limitations and understand the factors that can impact its accuracy. Based on the EPI, it can be concluded that English competence in Indonesia is still low because Indonesia's ranking is declining from year to year (EF Education First, 2022).

According to Maruf et al. (2020), there were some factors why the English proficiency level of students in Indonesia is low; these include external and internal factors. There are three aspects to external factors: inappropriate teaching method, class size, and poor English environment. For internal factors, there are two aspects such as learning anxiety and low motivation. Motivation is also one of the supporting factors for someone to be able to speak a foreign language, especially English. The higher a person's motivation, the higher their interest in learning (Tampubolon, 1993).

Interest is one concentration born with full willingness and depends on the talent and the environment. Interest is feeling more like and attached to

something or activity without anyone ordering (Slameto, 2015). Interest in learning English is very important to cause pleasure to the English lessons so that students would be interested to learn and pay attention to what have been studied. Sudirman (2003) states that a person's interest in an object will be more visible if the object is on target and related to the desires and needs of the person concerned. With a strong interest in students learning English, it will be the driver to be active in learning English so that lessons will run smoothly, effectively, and efficiently.

Based on the preliminary study using observation and interviews at SMAN 16 Palembang, the researcher finds that most students need more interest in learning English. That happens because the students assume that they think learning English is difficult to master and learn, and according to Kemdikbud (2018), the students also have a minimum lesson time of two hours per week. Based on the interview with the students, they only learn English once a week.

The researcher is interested in identifying whether or not students are interested in learning English and how the students would like to learn English. Therefore, the researcher is interested in conducting a thesis entitled “Students' Interest in Learning English as a Foreign Language at SMAN 16 Palembang” to find out the interest of students in learning English as a foreign language, the factors of students in learning English as a foreign language, and how the students would like to learn English.

There are some previous studies related to the present study. The first is from Saroh (2019), who analyzed the students' interest in learning English at tenth grade at Senior High School 7 Jambi City. This research finds that several of them need a stronger interest. It can be seen from students' responses and answers obtained through interview that they felt tired and were bored when learning English. The second is from Sabila (2019), who analyzed the students' interest in speaking English during the English day program in the English language education department. The finding showed that students' interest in speaking in English Day Program could be described in terms of their feeling. The students enjoy speaking English, feel comfortable, and feel the freedom to speak English

with others. The last is from Ainia (2020), who analyzed the students' interest in learning English of eleventh-grade students SMA Negeri 1 Sukodadi. This research finding is that students' interest in learning English of eleventh grade students needs more attention and needed to be increased again. Most students know that English lessons are important and have many benefits. The topic of the three previous studies is similar to the present study, but the research site is different because it will be conducted at SMA Negeri 16 Palembang and this research discusses how students want to learn English which in previous studies only discussed about how the students' interest and what factors influence students' interest.

1.2 The Problems of the Study

The study was expected to answer the two following research questions:

1. How are the tenth graders students' interest in learning English as a foreign language at SMAN 16 Palembang?
2. What factors influence the tenth graders students' interest in learning English as a foreign language at SMAN 16 Palembang?
3. How the students would like to learn English?

1.3 The Objectives of the Study

To achieve the result from the research questions above, the objectives of the study are:

1. To find out students' interest in learning English as a foreign language.
2. To find out the factors influencing students' interest in learning English as a foreign language.
3. To find preferences of how the students would like to learn English.

1.4 The Significance of the Study

The research results are expected to give significance in the form of theoretical and practical benefits.

1. Theoretical Benefit

The results of this research can be used as a reference for conducting the same research topic in the future by other researchers. The readers can get insight about students' interest in learning English as a foreign language, they also can know the factors influencing students' interest in learning English, and know the preferences of how students would like to learn English.

2. Practical Benefit

For English teachers, this research can make them pay attention to the students' interest when teaching especially in teaching English. They can even anticipate the factors that may cause students' interest in learning English. For the students, the result of this research can motivate students to use English in their daily lives
In English education

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