

A STUDY OF TEENAGERS INTEREST IN LEARNING ENGLISH IN LANGSA

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Abstract

The study entitle A Study of Teenagers Interest in Learning English in Langsa. The purpose of the study is to find out how the teenagers interestand what are the factor of teenagers interest influence in learning Englis in Gp.Blang 18-21 years old and totally 20 respondents. This study were used mix method. The Instrument were used questionnaire and interview. The result of this study indicate of teenagers interest in learning english in Langsa, Gp. Blang is diffused. Very low categoriezed 0 people (0%), low categorized are 5 people (25%), medium categorized 6 people (30%), high categorized are 7 people (35%) and very high categorized 2 people (10%). And then 3 of 9 teenagers keep interesting without the factors of family encouragement, facilities infrastructure, and environment encouragement.

Keywords: *Interesting, Learning, English*

1. INTRODUCTION

Language can be said to be something very important. Because of language can communicate with other people. Language is a communication tool in the form of a sound symbol system produced by human speech. The main function of language, as mentioned above, is as a communication tool, or a means to convey information (informative functions). However, language is basically more than just a tool to convey information, or express thoughts, feelings, or ideas in living together".

In the world of education that continues to evolve demands that every individual who is in the circle of globalization of education to participate in learning English. So that English is a language that plays an important role to learn. Even in the world of education, technology, the world of work and also as a medium for socializing and establishing inter-continental cooperation. And to master a foreign language is inseparable from the interests of teenagers .

Understanding teenager is the time of a dozen years. Teenagers come from Latin, namely adolensence which means to grow into an adult. Quoted from Hurlock (1992) the term adolensence has a broader meaning which includes mental maturity, social emotional and physical.

One period in the life span of individual is teenager. This phase is an important segment of life in the individual development cycle, and is a transition period that can be directed at developing healthy maturity (Konopka in Pikunas, 1976). Teenager according to Hurlock (1997) in Miftahul Jannah (2016: 245) are interpreted

as a transition period, namely a period in which individuals physically and psychologically change from childhood to adulthood.

Interest is a tendency of a high feeling towards something; passion, desire. besides that interest also means a tendency and high enthusiasm or a great desire for something. interest is the tendency of the soul towards a consisting of feelings of pleasure, attention, sincerity, the motive and purpose in achieving a goal.. Then it can be understood also that in interest there are elements of feelings of pleasure, attention, sincerity and the existence of motives and goals. Interest is encouragement or desire for someone on a particular object.

Slameto (2010) in Rusmiati (2017:25) explains that "interest is a feeling of being more like and feeling attached to a thing or activity, without being told". Interest is basically the acceptance of a relationship between yourself and something outside of ourselves. The stronger or nearer the relationship, the greater the interest. So interest is not a compulsion from others. Interest in directing actions to a purpose and is an impetus for these actions. Then, over time arises interest in something. According to Agus Sujanto (2004: 92) in Yushanafi Mursid "interest as a deliberate concentration of attention is born with will and depends on talent and the environment".

According to Winkel (1999) in Noor Komari (2015: 88) interest is a tendency that persists in the subject to feel interested in a particular field and feel happy to be involved in it. Like some of the meanings that have been stated above, interest is closely related to feeling happy and interest can occur because of a happy attitude towards something. So that interest arises because there is a feeling of pleasure in someone who causes always to pay attention and remember continuously. Therefore, the desire or interest and willingness or will greatly affect the pattern of action that will be considered by someone. Even if someone is able to learn something, but if he has no interest, does not want, or does not have the will to learn, he will not want to follow the learning process.

2. REVIEW OF LITERATUR

2.1 Interest

Interest is closely related to one's motivation, something that is learned. and can change depending on needs, experience, and trends that are trending, not innate. As Elizabeth B. Hurlock points out "interest is a source of motivation that encourages people to do what they want when they are free to choose, ethics they see that something will benefit them".

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involved in it. Like some of the meanings that have been stated above, interest is closely related to feeling happy and interest can occur because of a happy attitude towards something. So that interest arises because there is a feeling of pleasure in someone who causes always to pay attention and remember continuously. Therefore, the desire or interest and willingness or will greatly affect the pattern of action that will be considered by someone. Even if someone is able to learn something, but if he has no interest, does not want, or does not have the will to learn, he will not want to follow the learning process.

According to Suryobroto (1988: 109) Interest as a tendency in individuals to be attracted to objects or to enjoy an object. The emergence of interest in an object is characterized by a sense of pleasure or interest. So it can be said that people who have a high level of interest in something, the person will feel happy or interested. If there is no pleasure or interest, it can be categorized as not interested / low interest.

2.1.1 Indicator of Interest

According Hidayat in Noor Komari (2015: 89) divides into several indicators that determine someone's interest in something:

1. Desire

Someone who has a desire for an activity of course he will do on his own desires. Desire is an indicator of interest that comes from self encouragement, if what is intended is something real. So from the encouragement appear the desire and interest to work on a job.

2. Happy feelings

Someone who has feelings of pleasure or likes in certain cases he tends to know the relationship between feelings and interests. Happy feeling in learning is defined if someone who happiness in a lesson then he will have a feeling of interest in the lesson. He will diligently study and continue to understand all the knowledge related to the field, he will take lessons with full enthusiasm and without any burden in him.

3. Attention

The existence of attention is the concentration or activity of one's soul towards observation, understanding, and so on to the exclusion of others. Therefore, teenager will has attention on learning English if the soul and his mind focus on what they learned.

4. Feelings of interest

Interest can be related to the style of movement that encourages us to tend or feel interested in people, things, or activities or can be effective experiences that are stimulated by the activities themselves. People who have a high interest in something will have a strong tendency to be interested in certain subjects. So that feelings of interest are indicators that show someone's interest.

5. Active Learning

Learning is an indicator that can indicate the existence of interest in someone. Active learning is one of the approach in learning process that oriented to students' activities. Students can show their skill in every discussion based on their ideas. They are not only listen to the teacher but must create the ideas through activity. In active learning, they have free time to explore theirself but still handle by teacher.

2.1.2 Factors Of Interest's Influence

Basically the factors that influence interest are 2, namely factors from inside and outside. Interest is feeling like and interested in something or activity. And there is no compulsion to do so. Interest influences the achievement of goals towards a desired thing. Interest in someone does not happen suddenly but through a process.

According to Siti Rahayu Handito in Galih Lian (2016:8) Interest is influenced by two factors including:

1) **Factor intrinsic**, that means that something is desirable because someone likes to do it. Here interest comes from within the person himself. The person likes to do the bandage for the sake of the action itself. These internal factors include: interest, concentration, curiosity, motivation and needs.

2) **Factors extrinsic**, that means that an action is carried out on the basis of encouragement or implementation from the outside. People do this because they are pushed or forced from the outside. The interest that occurs in the individual is influenced by two determining factors, namely the desire factor of the individual and the desire factor from outside the individual. From some of the opinions above, we can identify the following elements of interest.

2.1.3 Characteristics of Learning Interest

In learning interest has several characteristics. According to Elizabeth Hurlock in Susanto (2013: 62), there are 7 characteristics of learning interest:

- 1) Interest grows along with physical and mental development
- 2) Interest depends on learning activities
- 3) Development of interest may be limited
- 4) Interest depends on learning opportunities
- 5) Interest is influenced by culture
- 6) Interest in emotional weight
- 7) Self-centered interest, meaning that if someone likes something, there will be a desire to be involved in what he likes

2.2 Learning and English

Learning is a process of change or trying to get knowledge, practice, so it is possible to get achievements or knowledge that is useful for life. According to Uno (2011: 22) learning is a business process carried out by individuals to obtain a change in behavior as a whole as a result individual experience itself in interactions within the environment. Based on the opinion above, it can be concluded that all mental and psychological activities can change after and after learning.

According to Suyono in Naeklan (2014: 15) Learning is an activity or a process to gain knowledge, improve skills, improve behavior, attitudes and strengthen personality. The learning process is a step to gain knowledge. Based on the above description of learning is as an effort made by someone to improve behavior and gain knowledge. In other words learning is a process of changing individual behavior through interaction with the environment of the learning experience.

2.2.2 Definition of English

English is a language originating from the United Kingdom. English is a combination of several local languages that are often used by Norwegians, Danes, and Anglo-Saxons in the 6th to 10th centuries. Until it was conquered by England by William the Conqueror in 1066, English began to intensely influence Latin as well as French. Of the total modern English vocabulary, it is estimated that $\pm 50\%$ comes from French and Latin. At present, English has become the main communication medium for people in various countries in the world, such as the United Kingdom, United States, Canada, Australia, New Zealand, South Africa, and many more countries that make English the main communication medium of their country. As the most widely used language in various countries in the world, English has been regarded as the official language to be used in the international world. Languages that are almost as popular as English are Mandarin. English includes the family of Anglo-Frisian languages in the western branches of the German languages, and is a subfamily language of Indo-European languages. English is almost close to Frisian, a little wider than Netherlandic (Dutch-Finnish) and low-level German dialect (Plattdeutsch), and far from high-level Modern German.

2.2.3 Definition English Learning

Basically learning a language has been done by humans since birth. Learning languages starts with learning mother tongue, which is a natural and natural thing. But it's different with learning a second language or a foreign language. Briefly Littlewood (1984: 3) distinguishes these two terms namely "a" second "language has social functions within the community where it is learned (eg, as a lingua franca or as the language of another social group), whereas a" foreign "Language is learned primarily for contact outside of one's own community".

According to Richard and Schmidt (2010: 206) "foreign languages are as follows: A language which is not the NATIVE LANGUAGE of a large number of people in a particular country or region, is not used as a medium of instruction in school, and is not widely used as a medium of communication in government, media, etc". Foreign language is usually taught as a language for reading printed materials in the language.

English is an international language that has a function as a tool to communicate with strangers. Therefore English learning is important because it has many functions. the use of English is not used as a liaison between the language of communication between countries, but also has begun to spread to various other fields, for example mass media. In this modern era, there have been many mass media that use English in publishing news and other unique things. For this reason, as a nation that wants to progress, we must also be able to speak English so that if one day is needed, we will easily understand what the world wants to say.

To be able to learn English well, knowledge of the characteristics of English is needed. Each subject has certain characteristics when viewed in terms of goals or competencies to be achieved, or the material studied in order to support these competencies. In terms of goals or competencies to be achieved, these English subjects emphasize aspects of language skills which include oral and written language skills, both receptive and productive. It is this characteristic that

distinguishes one subject from another. In general, the four language skills are used to communicate. Four skills in English, namely: 1) Speaking, 2) Listening, 3) writing, 4) Reading.

2.3 Definition of Teenagers

Adolescence is the time of teenagers. Teenagers come from Latin, namely adolescence which means to grow into adults. Quoted from Hurlock (1992) the term adolescence has a broader meaning which includes mental maturity, social emotional and physical.

One period in the life span of individuals is teenagers. This phase is an important segment of life in the individual development cycle, and is a transition period that can be directed at developing healthy maturity (Konopka in Pikunas, 1976). Adolescents according to Hurlock (1997) in Miftahul Jannah (2016: 245) are interpreted as a transition period, namely a period in which individuals physically and psychologically change from childhood to adulthood. Teenager's experienced by women lasts between the ages of 12 and 21 years. If the male lasts around the age of 13 years to 22 years. In general, the age limit of teenager is 12-21 years as stated by "Monks et al. (1999) in Miftahul Jannah (2016: 245) limiting teenager from 12 to 21 years of age.

3. METHODOLOGY

In this study using a mix method, namely by combining two forms of approach in research, namely quantitative and qualitative. Mix method is a research method by combining two research methods at the same time, quantitative and qualitative in a research activity (Sugiyono 2011: 18). Meanwhile, according to Cresswell, (2010: 5) mixed research is a research approach that combines quantitative and qualitative research.

This mix method approach is needed to answer the problem formulation which is summarized in chapter 1, the first problem formulation can be answered through a quantitative approach and the second problem formulation can be answered through a qualitative approach.

The data sources of this research teenagers in Gp. Blang, Langsa kota district from 18-21 years old. Data was collected using observation, questionnaire and interview.

Table 3.1 Questionnaire Instrument Gridline

Variabel	Definition of Variabel	Indicator	No. item
Lear ning interest	The interest in learning is a feeling of preference and interest in learning new things or learning activities	Hidayat in Noor Kamari Pratiwi (2015: 89) divides into several indicators that determine someone's interest in something 1. Desire	1,2,3,4, 5,6

Variabel	Definition of Variabel	Indicator	No. item
	without forcefulness and without asking Slameto, (2003: 180)	Someone who has a desire for an activity of course he will do on his own desires. Desire is an indicator of interest that comes from self encouragement, if what is intended is something real. So from the encouragement arises the desire and interest to work on a job	
		2. Happy feelings Someone who has feelings of pleasure or likes in certain cases he tends to know the relationship between feelings and interests.	7, 8, 9,10,1 1,12,1 3, 14,15, 16, 17
		3. Attention The existence of attention is the concentration or activity of one's soul towards observation, understanding, and so on to the exclusion of others.	18, 19, 20, 21
		4. Feelings of interest Interest can be related to the style of movement that encourages us to tend or feel interested in	23, 24, 25, 26, 27

Variabel	Definition of Variabel	Indicator	No. item
		people, things, or activities or can be effective experiences that are stimulated by the activities themselves. People who have a high interest in something will have a strong tendency to be interested in certain subjects. So that feelings of interest are indicators that show someone's interest.	
		5. Active Learning Learning is an indicator that can indicate the existence of interest in someone.	28,29, 30,31, 32,33

Table 3.2 Interview Instrument Gridline

Variabel	Definiton of Variabel	Factor Interest Influence	Question
Learning interest	The interest in learning is a feeling of preference and interest in learning	According to Siti Rahayu Handito in Galih Lian (2016:8) Interest is influenced by two factors including: 1. Factor intrinsic: a. Interested b. Attention c. Curiosity d. Motivation	1. What do you think about learning English? 2. How much do you care about learning English? 3. How far your curiosity in learning English?

Variable	Definition of Variable	Factor Interest Influence	Question
	new things or learning activities without forcefulness and without asking Slameto, (2003: 180)	e. Needs (motives) 2. Factors extrinsic: a. Encouragement from parents b. Availability of facilities and infrastructure or facilities c. Environmental conditions	4. How can you be motivated to be interested in learning English? 5. What are your purpose until you interested to learning English? 6. How is your family's motivation for learning English? 7. How do you get the facilities and infrastructure in learning English? 8. How is the encouragement of friends or the environment around you to learn English?

Techniques used for getting finding had

- The researcher doing observation
- To measure this variable a closed questionnaire was used consisting of 33 items questionnaire with four answer choices, strongly agreeing given score 5, agreeing given score 4, moderate given score 3, disagreeing given score 2, strongly disagreeing given score 1.
- And than 9 item interview will be answered by respondent who interested English learning
- And than processing data from the result questionnaire and interview
- Finally, made conclusions.

4. RESULT

4.1 The Teenagers Interest in learning English in Langsa

The results that can be calculated will get accurate results.

Then to get the data is processed by percentages using the Sugiyono formula (2007, p. 28):

T x Pn

T = Total respondents who voted

Pn = Choice of likert score

After get the result from TxPn, researcher change to percentage, to get the percentage an interest in learning English results using index formula:

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

Information :

P = Percentage

F = Frequency of respondent's answer

N = Frequency of expected answer

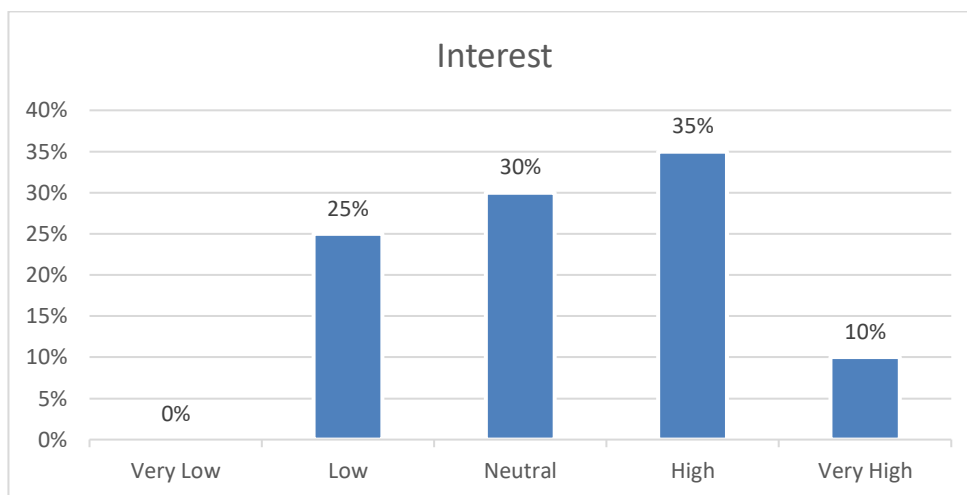
Tabel 4.3 The Teenagers Interest in learning English in Langsa

No	Testee	TxPn	Interisting	Category
1	R1	98	59%	Neutral/Moderate
2	R2	114	69%	Neutral/Moderate
3	R3	81	49%	Neutral/Moderate
4	R4	78	47%	Neutral/Moderate
5	R5	140	84%	Very High
6	R6	85	51%	Neutral/Moderate
7	R7	127	77%	High
8	R8	129	78%	High
9	R9	116	70%	High
10	R10	132	80%	Very High
11	R11	110	66%	High
12	R12	52	31%	Very High
13	R13	102	62%	High
14	R14	126	76%	High
15	R15	98	59%	Neutral/Moderate
16	R16	58	35%	Low
17	R17	47	28%	Low
18	R18	48	29%	Low
19	R19	59	35%	Low
20	R20	82	49%	Neutral/Moderate

The results of the questionnaire data processing above, assessment interval show that:

- Figures 0% - 20% :Very low = 0 People
- Figures 21% - 40% : Low = 5 People
- Figures 41% - 60% : Neutral = 6 People
- Figures 61% - 80% : High = 7 People
- Figures 81% - 100% : Very high = 2 People

Can be seen from the bar diagram as follows:



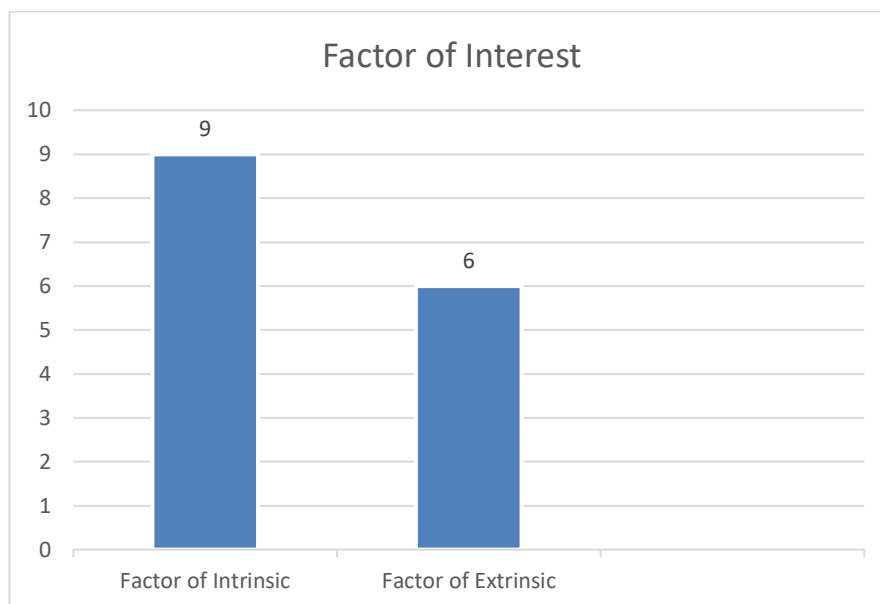
From the results of data processing the percentage above about teenagers interest in learning english in Langsa,Gp.Blang is 0 people are Very Low (0%), there are 5 people who are Low (25%), Medium are 6 people (30%), High are 7 people (35%) and Very High 2 people (10%).

Based on the results of the study showed that the interest of teenagers in English has a high average, it means that this situation shows that learning English has advantages so that teenagers can be interested in learning English. Teenagers' interest is influenced by their knowledge that the importance of learning English. Their knowledge of the importance of learning English will increase their interest. Teenagers Interest will emerge with the will and encouragement from within to achieve something that is expected to be achieved. But there are also teenagers who are not interested in learning English, this can be seen that there are 5 out of 20 teenagers who are not interested in learning English. We know that a person's interests cannot be generalized. From the results of this study we can conclude that people's interests are different. There are some factor that influence teenagers interest there internal and external factors, internal factors are interests, attention, curiosity, motivation, nseeds and then external factors namely encouragement from the family, the availability of facilities and infrastructure, and environmental conditions.

4.2 The Factor of Teenagers Interest's Influence

The interview stage is conducted on respondents who have an interest's high above 60%. After calculating through questionnaire data processing, there are 9 teenagers who have high interest above 60%.

The Factors of teenagers interest influencing based on Siti Rahayu (1998: 188) in Galih Lian (2016: 8) are internal and external factors, internal factors are interests, attention, curiosity, motivation, nseeds and then external factors namely encouragement from the family, the availability of facilities and infrastructure, and environmental conditions. Can be seen from the bar diagram as follows:



From the results of interviews teenagers interest in learning English in Gp. Blang, not all of the factors above affect the interest of teenagers to learn English. After analysis, 9 out of 9 teenagers have intrinsic factors that affect their interest in learning English. Whereas there are 6 out of 9 teenagers who have extrinsic factors that affect their interest in learning English. Then 3 out of 9 teenagers are interested in English even though there are no extrinsic factors. And it has been seen that it is true that most teenagers who are interested in learning English have the factors mentioned above, it's just that there are some or a small part despite the absence of family encouragement, facilities and infrastructure or the environment does not make their interests inhibited, quite the contrary, they do not make it an obstacle so as not to be interested in learning English.

5. CONCLUSION AND SUGGESTION

Based on the result of data analysis studied by researchers in previous chapter, the researcher found some conclusions. There are:

1. From the data analysis, the researcher found the conclusion that the teenagers interest in learning english in Gp. Blang diffused, Not all of them are interested in English, and not all teenagers in GP. Blang is not interested in learning English. Researchers found there are a low, medium, high, and very high categorized. And from the results of these studies indicate that interest in learning English in Langsa, Gp.blang is not low. That means teenagers now have a positive interest and are aware of the importance of learning English both in the world of education and in the world of work.

2. From the results that have been studied, the researcher found that 6 out of 9 teenagers in Gp.Blang have factors that affect their interest in learning English, namely the presence of intrinsic factor there are interest, attention, curiosity, motivation, needs, and extrinsic factor there are family encouragement, the existence of facilities infrastructure, environmental encouragement. Then 3 out of 9 teenagers without the factors of family encouragement, facilities and infrastructure, encouraging their environment remain interested in learning English. That shows that

without these three factors, 3 of 9 teenagers, interest in learning English in Gp. Blang can still exist. From the results of this study we can conclude that people's interests are different and many factors make them interested in learning English.

Active learning can use in teaching learning process to develop students' creativity. All steps should be done by participant in learning process. This method is one of method that can applied, but it can be collaborate or change with the other method in teaching process. Education need change as the world need.

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