



Analysis of Interest in Learning English Studying PKBM Rahmatunnajah

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan minat belajar PKBM Rahmatunnajah pada program paket B. Penelitian menggunakan pendekatan kualitatif deskriptif dengan metode study kasus. Subjek warga belajar paket B, guru mata pelajaran, dan pengelola PKBM Rahmatunnajah. Teknik pengumpulan data observasi dan wawancara. Analisis tematik sedangkan validitas data menggunakan triangulasi dan refleksifitas. Hasil menunjukkan bahwa minat belajar bahasa Inggris bagi warga belajar PKBM Rahmatunnajah pada program paket B di pengaruhi oleh: pertama, faktor internal warga belajar yang ditunjukkan dengan kurangnya rasa suka terhadap pelajaran bahasa Inggris dan beranggapan bahwa pelajaran bahasa Inggris merupakan pelajaran yang sulit, perhatian warga belajar yang masih rendah terhadap pembelajaran bahasa Inggris, serta rendahnya hasil belajar warga belajar. Kedua, faktor eksternal yakni berkaitan dengan metode atau cara guru dalam mengajar masih monoton dan jarang menggunakan media pembelajaran pada saat pembelajaran bahasa Inggris.

Kata Kunci: *interest in learning, English, learning citizens*

"ANALYSIS OF INTEREST IN LEARNING ENGLISH STUDYING PKBM RAHMATUNNAJAH."

Abstract: **ANALYSIS OF INTEREST IN LEARNING ENGLISH STUDYING PKBM RAHMATUNNAJAH.** : *The purpose of this study is to determine how interested package B students are in learning PKBM Rahmatunnajah. A descriptive qualitative technique with a case study method is used in this study. Residents studying package B, subject instructors, and PKBM manager Rahmatunnajah were among the participants. Techniques for gathering data through observation and interviews. The veracity of the data is checked utilizing triangulation and reflexivity during the thematic analysis. The findings show that residents enrolled in the package B program at PKBM Rahmatunnajah are influenced by the following factors: first, internal factors of learning residents, such as a dislike for English lessons and the belief that English lessons are difficult, the attention of students who are still studying English, and low learning outcomes for learning citizens. Second, external elements such as the teacher's teaching manner or style are still repetitive, and students seldom employ learning media when learning.*

Keywords: *interest in learning, English, learning citizens*

INTRODUCTION

Education may be viewed as the most beneficial component of human existence since it allows us to live a better life in Indonesia by allowing us to improve our talents, knowledge, and skills, as well as arrange our lives and create our personalities. as well as excellent behavior National education in Indonesia has the goal of developing skills and forming the character of learning citizens to become people who are obedient and obedient to God Almighty, have good behavior, are physically and mentally healthy, intelligent, independent, democratic, and responsible to themselves and to the nation, as stated in Article 3 of Law No. 20 of 2003 concerning the National Education System. Indonesia.

According to article 1 of Law No. 20 of 2003 Concerning the National Education System, education consists of multiple channels, including formal education (elementary, junior high, and high school), non-formal education (outside of school), and family education (informal education). Non-formal education (PNF) is any opportunity where people can receive information, knowledge, training, and guidance based on their age and expand a person's level of skills, behavior, and values that they encounter to help citizens learn to be effective in the family environment as well as the state of society and its citizens outside of the education zone (Aini, 2006).

PNF, according to Coombs and Marzuki (2012), is an organized activity that occurs outside of classroom instruction, either individually or as part of a larger group of activities, with the intention of providing specific learning services to meet learning goals. According to expert explanations, education outside of school is education that takes place outside of the school education system and can be mediated through family, community, or other educational channels that are appropriate for the age and needs of the local community.

Non-formal education units, which include educational institutions, study study groups, community training centers, and gatherings of other similar educational units, are defined in Law No. 20 of 2003 about the National Education System under Article 26 paragraph 4

of the national education system. The center of learning activities in the community is one of the modes of non-formal education (PNF). According to Sihombing (2001), the community's learning center is a location where the community's learning activities linked to developing knowledge, skills, hobbies, interests, and abilities are governed and coordinated solely by the community.

PKBM is a method of preparing citizens to earn more money in their daily lives. According to Sihombing (2010), PKBM is a unit of space for the execution of numerous learning activities wanted by the community based on their preferences and requirements, while also taking into account local educational techniques. So, based on the foregoing, it is determined that the community's center of teaching and learning activities is a location where diverse learning activities exist and are supplied to develop knowledge and skills in accordance with community needs.

A variety of factors may be used to gauge a student's level of interest. The way pupils interact in learning, whether or not the notes are complete, and paying attention to whether or not the learning is intended are all indicators of interest in learning, according to Dalyono (2010:235). One of the variables that might help you learn more effectively is your level of interest. Students will follow and pay attention to information in the learning process if they have a high level of learning interest.

English is the only foreign language that students must learn from Junior High School (SMP) through College, according to Law Number 20 of 2003 governing the National Education System, which specifies in Article 37, paragraph 1 that English is the only foreign language that students must learn. According to experts, the main goal of foreign language learning is to improve communicative competence, as mentioned by Hadley (2001:32). Grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, as defined by Canale and Swain in Brown (2007:26), are examples of communication competencies. Furthermore, Savignon (2001:28) claims that students must learn and

practice four language skills: listening, speaking, reading, and writing, when learning a foreign language.

PKBM Rahmatunnajah contributes to the development of a knowledge system and community skills in response to community needs. The goal of PKBM Rahmatunnajah's formation is to promote strong, independent, and civilized human resources (HR) in the direction of an advanced Indonesia. Various programs adapted to the community's requirements are available at the center for learning activities for the younger generation. The study group package B is one of the non-formal education programs offered by PKBM Rahmatunnajah. Study clubs are informal learning opportunities for persons who are not enrolled in school. This group is made up of

METHOD

This research employs interpretative qualitative research, which aims to get descriptive data from the persons being watched in the form of behavioral symptoms. It was descriptive research that was employed. This research aims to explain the actual circumstances at the time of the study and interpret the item in light of that (Sukardi 2003). The goal of descriptive research is to describe the facts surrounding the phenomenon being studied in a methodical, accurate, and thorough manner.

The study was carried out at PKBM Rahmatunnajah, which is a non-formal educational institution. Six individuals from Package B who had no interest in learning English took part in this study. Attendance based on information gathered from subject instructors is used to identify students who have little interest in studying English.

Observation and interviews were used to gather information. The initial stage in data collection is observation or observation. Observation, according to Arifin (2009: 153), is a systematic, logical, objective, and reasonable method of observing and documenting numerous occurrences in order to attain certain aims. In this study, the researcher saw the circumstances of the Package B Program's learning process firsthand. The inhabitantthe

learning residents with a variety of experiences, abilities, competence, and expertise in relation to the learning objectives. Package B learning groups are extra educational programs in SMP/MTS that are aligned with formal education for residents who do not attend school.

Students will follow and pay attention to information in the learning process if they have a high level of learning interest. Students' focus while studying makes it simple for them to comprehend English learning resources. As a result, if a learning method does not align with students' interests, it will have a detrimental impact on their learning results. The lack of enthusiasm in learning English at PKBM Rahmatunnajah persists.

Package B program were the subjects of this research. When the learning took place at PKBM Rahmatunnajah, this observation was made throughout the learning process of the learning community.

Participants in this study were interviewed with open-ended questions by researchers so that they might channel their experiences as freely as possible without being constrained by the researcher's perspective or past research findings. Open-ended questions allow participants to come up with their own replies (Creswell, 2015).

According to Creswell (2014), the researcher employed thematically by modifying four processes in the process of analyzing and interpreting qualitative data: (1) preparing, organizing data, transcribing interviews, and retyping field notes; (2) coding; and (3) utilizing code to generate descriptions and themes. (4) Using triangulation and reflexivity processes to validate the correctness of results.

In qualitative research, data validity is an activity that assesses the veracity of a finding that has been presented by researchers based on the findings of Creswell's data collecting (2014). Triangulation and reflexivity are used to determine the validity of the data in this study. Triangulation is a method of clarifying meaning by combining many senses and

confirming the potential of repeating an observation or interpretation while adhering to the concept of no repeated observation and interpretation (Denzin & Lincoln, 2009).

RESULT AND DISCUSSION

When the teacher delivered examinations to learning residents who had little interest in learning, the researcher conducted observations. Based on preset learning interest difficulty categories, the researcher observed the obstacles faced by learning residents. The following are the findings of six learning residents who have expressed an interest in learning.

Notes from the field 1. The learning community A can read language with two syllables clearly, and the learning community can read vocabulary with two syllables. The challenge that learning A residents have is that they are unable to read words with three syllables.

Field Notes 2. Students studying B can spell words correctly and pronounce them clearly. However, he struggled to pronounce terms with three syllables. Residents of learning B aren't used to reading many sentences in a row. If the instructor instructs students to begin learning to read from the beginning, he will do it again.

Citizens studying C can tell the difference between vowels but can't name some consonants, according to

Field Notes 3. Residents who are studying C are not yet able to speak about language. This demonstrates that people studying C are capable of learning English, however the time required is longer than for other residents.

4. Residents of learning D are interested in hearing to and writing English language, but they do not know how to pronounce it correctly.

5. People who are learning E are able to write words clearly and read a wide range of terminology. People learning E can read up to one phrase of vocabulary, although it takes a long time. This demonstrates that E-learning residents are prepared and eager to study English.

6. Students learning F have difficulty pronouncing words and vowels and consonants in English. This demonstrates that

Triangulation is the process of acquiring as much data as possible from a variety of sources.

students in F are unprepared and uninterested in learning English.

Opening Question

Q: "How do you feel about English classes?"

WB: "Because of the numerous languages, English lectures are difficult to grasp."

Q: "Can you tell me who your English instructor is?"

WB: "lin Ainiyah"

Interview With A Teacher

Q: "What do you believe the interest is in citizens studying English in English classes?"

G: "The learning interest of the students here is actually rather high, as seen by the semester-by-semester averages. Although some courses, such as English classes, are unappealing to learning residents, their grades are average, and many learning residents do not enter the room during English lesson hours, and others even do not attend school. The attendance list of residents who study English topics demonstrates this "..

Q: "What are the variables that impact people's learning interest in English subjects?"

G: "Actually, the biggest problem is that they have a very low motivation to learn English. They don't always comprehend English, let alone Indonesian."

Q: "What can be done, in your opinion, as a teacher, to increase students' interest in learning?"

G: "It is preferable if the institution provides learning facilities so that students are not bored with English lessons in order to increase students' interest in learning."

Citizen Interviews for Research

Q: "Did your teacher give you any guidance or directions?"

WB: "When we break the rules, our teacher never inspires us. If he enters the classroom, he merely inquires about its cleanliness."

Q: "How do you believe the English subjects you've received so far are described?"

WB: "On the side, I don't enjoy English lessons since I don't know English and the instructor isn't very good; when he teaches, it's simply tedious, and I eventually learn to just follow after I've learnt what the teacher says." My teacher also heard, although I don't recall the lesson that was delivered earlier after I left."

Q: "Are you a fan of English classes?" What are your impressions of your English teacher?"

WB: "I despise English classes." Apart from the fact that English is difficult to learn, the teacher's teaching style is mediocre, going in and explaining after giving assignments or homework (PR). Add in the fact that no one understands. Many of my friends refuse to go because they believe it is pointless to study if they do not understand."

The reading challenges faced by people studying at PKBM Rahmatunnajah are various, according to the findings of observations and interviews. Residents studying package B had the following reading difficulties: (1) not yet able to read vocabulary with more than three syllables; (2) unable to read sentences; (3) unable to mention some consonants; (4)

unable to pronounce vocabulary correctly; (5) cannot spell; (6) read carelessly.

The efforts made by instructors in building learning interest in learning citizens are recognized to be fairly good, based on the findings of observations and interviews. However, the teacher has not used it to its full potential. The teacher's attempts to pique the learning community's interest in learning by asking questions are commendable. However, it would be much more intriguing if the instructor used learning media to give English learning resources to the learning community. Widiaworo (2017: 25) echoed this sentiment, stating that instructors may increase student engagement in learning by incorporating learning media into all learning activities and emphasizing the need of a friendly and cooperative teaching attitude. As evidenced by study by Paseleng, M. C., and Arfiyani, R. (2015), interactive multimedia-based learning material has a favorable impact on the establishment of student interest in learning. This can be used as a teacher reference for future learning in order to create enthusiasm in learning within the learning community, particularly in English learning.

CONCLUSION

The researchers believe that internal and external variables impact Rahmatunnajah PKBM learning residents' poor interest in learning, based on the findings of the study and the conversation that has taken place. Internal influences are those that originate inside the educational community. Physiological and psychological elements are two types of internal components. Physical elements are overshadowed by psychological variables originating inside the learning community. While the psychological aspect is made up of the learning community's attention, intellect, and attitude toward learning. External variables also have a role in a student's lack

of enthusiasm in studying. External influences are those that originate from outside the organization. External variables include things like how teachers educate, attitudes, attention, and parenting, as well as learning facilities.

Teachers' efforts to encourage interest in learning among learning residents connected to the variables causing low interest in learning may be done in a variety of ways, one of which is through employing a variety of learning media and teaching methods. As a result, it will pique the curiosity of persons interested in learning English.

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