

**THE INFLUENCE OF TEACHER'S STRATEGY TOWARD
STUDENTS' INTEREST IN LEARNING ENGLISH OF
JUNIOR HIGH SCHOOL 3 OF BARRU
(FOCUS ON EXPOSITION)**



By

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Reg. Num. 12.1300.060

**Submitted to the English of Tarbiyah Faculty State Islamic Institute
of Parepare in Partial Fulfillment of the Requirements for the
Degree of**

Sarjana Pendidikan (S.Pd.)

PAREPARE
ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

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Skripsi

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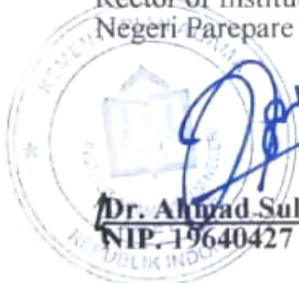
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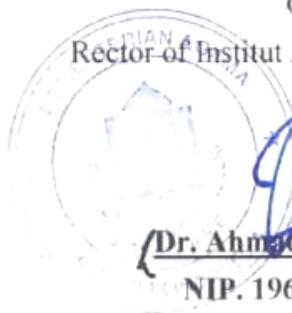
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DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

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State that this skripsi is his own writing and if it can be proved that it was not copied, duplicate or complied by any other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

ASWAN DARMAWAN. 2018, *“The Influence of Teacher’s Strategy toward Students’ Interest in Learning English of Junior High School 3 of Barru”*(supervised by Anwar and Amzah).

Teacher’s strategy is a plan of action that systematic start from beginning until finishing, and students’ interest is emotion of the students that can influence from inside or outside.

The objective of the research is expected to find out the influence of the teacher’s strategy toward students’ interest in learning English of Junior High School 3 of Barru. Then, the researcher used observation, questionnaire and documentation in collecting data. The research carried out at Junior High School 3 of Barru. This research is conducted from 30th July, 2018 up to 30th Augustus, 2018. The population of this research is the second grade of Junior High School 3 of Barru that consists of 4 classes by using total sampling.

The research findings show that there is influence of teacher’s strategy toward students’ interest in learning English significantly. It can be seen for the result of r count = 0.984 and r table = 0.195, it means that r counts $\geq r$ table. Because r count is greater than r table, it means H_0 was rejected and H_a was accepted. So the researcher draws a conclusion that there is significant influence between the teachers’ strategy toward student’s interest in learning English of Junior High School 3 of Barru.

Keywords: Teacher’s strategy, Students’ interest

TABLE OF CONTENTS

ENDORSEMENT OF CONSULTANT COMMISSIONS.....	i
ENDORSEMENT OF EXAMINER COMMISSIONS.....	iii
ACKNOWLEDGEMENT.....	iv
DECLARATION OF THE AUTHENTICITY OF THE RESEARCH.....	vi
ABSTRACT.....	vii
LIST OF TABLES.....	x
LIST OF APPENDICES.....	xi
CHAPTER I INTRODUCTION.....	1
1.1 Background.....	1
1.2 Problem Statement.....	2
1.3 Objective of the Research.....	2
1.4 Significant of the Research.....	2
CHAPTER II REVIEW OF RELATED LITERATURE.....	4
2.1 Some Pertinent Ideas.....	4
2.2 The Previous Related Findings.....	23
2.3 Conceptual Framework.....	25
2.4 Hypothesis.....	25
2.5 Definition Operational Variable.....	25

CHAPTER III	METHOD OF THE RESEARCH	27
3.1	Research Design	27
3.2	Location and Time	27
3.3	Population and Sample	28
3.4	Techniques and Instruments of Data Collection	29
3.5	Technique and Analysis Data	30
CHAPTER IV	FINDING AND DISCUSSION	31
4.1	Findings	31
4.2	Hypothesis Testing	32
4.3	Significance Level	32
4.4	Compare <i>r</i> table, <i>r</i> count, <i>t</i> table and <i>df</i>	32
CHAPTER V	CONCLUSION AND SUGGESTION	39
5.1	Conclusion	39
5.2	Suggestion	39
BIBLIOGRAPHY	41

LIST OF TABLES

Number of Tables	The Title of Tables	Pages
<i>Table 3.1</i>	<i>Table 3.1: Population Data of the Second Year SMP Neg 3 Barru</i>	28
<i>Table 4.1</i>	<i>The Result of Teacher's Strategy (X) toward Students' Interest (Y)</i>	31



LIST OF APPENDICES

Number of Appendices	The Title of Appendices
1.	<i>Validasi Instrumen</i>
2.	<i>SK. Kampus</i>
3.	<i>SK. Dinas Penanaman Modal, Pelayanan Terpadu Satu Pintu Dan Tenaga Kerja</i>
4.	<i>Dokumentasi</i>
5.	<i>Curriculum Vitae</i>



CHAPTER I

INTRODUCTION

1.1 Background

In the world of education certainly has a purpose to educate life of the nation, therefore all that is related to education must have a good quality so that the process of learning can run smoothly, not lack of tools and learning media so that learning objectives can be achieved.

In this era, language is very important to be mastering, especially the language used by the whole world namely English as an international language. For the Indonesian people, English is a foreign language because each region in Indonesia has its own regional language and Indonesian is the national language or unitary language (second language). So almost all students know and learn English through formal path in this case school or course.

Teaching and learning process is very important in achieving learning goals because the teacher is said to be successful in educating his students when students master well and what is mastered by students will last a long time and be applied in the lives of students.

In this case students are an association of a variety of individual models with different backgrounds so it is a challenge for educators to determine the steps or strategies used to unite the differences and can attract the attention of all students so that the learning process can run smoothly.

But the reality that happened was not like what was expected because there was a problem in the field that students were not interested in learning English, even though they would really need that language especially with the existence of MEA automatically English would be needed. So that the highlight was the teacher learning strategy used, because the teacher learning strategy is the key to success in attracting students' attention in learning so that learning objectives can be achieved.

Based on the background above, researchers try to solve problems and find the best solution so that the learning process can run smoothly and learning objectives can be achieved, so researchers formulate the research entitle "The Influence of Teacher's Strategy Toward Students Interest in Learning English of Junior High School 3 of Barru ".

1.2 Problem Statement

Based on the above background, the researchers formulated the question:

Does the teacher's strategy influence students' interest in learning English at Junior High School 3 of Barru?

1.3 Objective of the Research

Based on the formulation of the above problem, the purpose of the research is:

To know the influence of teacher's strategy toward the students' interest in learning English in Junior High School 3 of Barru.

1.4 Significant of the Research

1.4.1 For the students, this research can be used as a material of learning about teacher's strategy and students' interest in learning English language.

- 1.4.2 For the teachers this research can be used as information about students' interest and also some strategies, approaches, methods, techniques and tactics.
- 1.4.3 For the researcher, this research as an obligation and terms that should be done to follow Munaqis.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concepts of Strategy

2.1.1.1 Learning Strategies

Learning strategy is a learning activity that must be done teachers and learners so that the learning objectives can be achieved effectively and efficiently Learning strategy is a plan of action of activity including the use of methods and utilization of various resources in learning and strategies are structured to achieve specific goals.¹

According to Anthony and Govindarajan it is a process of systematic management defined as a process of making decisions on programs to be implemented by the organization & the estimated resources to be allocated in each program over the next few years, while According to Wright (1996) Strategy is a tool or action used by management to achieve performance consistent with the mission and goals of the organization. Etymologically, the strategy is derived from the Greek derivative word strategos, meaning 'Military Commander' in the days of democracy of Athens. Because at first this word was used for military purposes only but later evolved into different fields such as business strategy, sports (soccer and tennis), chess, economics, marketing, commerce, strategy management, education

¹Prof. Dr. Hamruni, M. Si. *Strategi Pembelajaran*, (Penerbit : Insan Madani, 2012). P. 4

and much else.² Learning strategy is a planning that is still conceptual about the decisions to be taken in the implementation of learning. Learning strategy is divided into two namely:

2.1.1.2 Classification of Learning Strategy

2.1.1.2.1 Direct Learning Strategy

Direct learning strategy is a directed learning that much use by teachers because it has advantages that are easy to plan and use, but have weaknesses in developing the abilities, processes, and attitudes necessary for critical thinking and interpersonal relationships and group learning.

2.1.1.2.2 Indirect Learning Strategies

Indirect learning strategies often called inquiry, inductive, problem solvers, making decision and findings that are generally centered on learners have the advantage of encouraging the interests and curiosity of learners, creating alternatives and solving problems, encouraging creativity and developing interpersonal skills and other abilities, better understanding, expressing understanding but having shortcomings that take a long time and outcomes are difficult to predict.

2.1.1.2.3 The Interactive Learning Strategy

The interactive learning strategy emphasizes discussion and sharing among learners. The advantage is that learners can learn from their friends and teachers to build social skills and abilities, organize thinking and build rational arguments, this

²Strategi Menurut Para Ahli, <http://www.pelajaran.co.id/2017/02/pengertian-strategi-menurut-pendapat-para-ahli-terlengkap.html>(24-08-2018)

strategy is highly dependent on the teacher's ability to develop and develop group dynamics.

2.1.1.2.4 Empiric Learning Strategies

Empiric learning strategies are oriented to inductive activities, centered on learners and based activity. The advantages of increasing the participation of learners, improve the critical nature of learners, improve the analysis of learners, and can apply learning to other situations. The downside is that the emphasis is only on the process rather than on the outcome, the student's security, the costly and need much time.

2.1.1.2.5 Independent Learning Strategy

Independent learning strategy is a learning strategy that aims to build individual initiative, independence and self improvement. Have the advantage to form learners who are independent and responsible. The drawback is when taught to immature learners because it has not been biased to learn independently.³

2.1.1.3 Component of Learning Strategy

2.1.1.3.1 Teacher

The purpose of learning engineering by teachers is to build the environment of learners to fit the expected environment of the learning process of learners, which ultimately learners get a learning outcome as expected.

2.1.1.3.2 Learners

Learners Is a component that conducts learning activities to develop competence capabilities become real in order to achieve learning objectives.

³Prof. Dr. Hamruni, M. Si, *Strategi Pembelajaran*, (penerbit: Ihsan Madani), p 71

2.1.1.3.3 Aim

Aim is the foundation on which to base strategies, materials, media and learning evaluations.

2.1.1.3.4 Lesson Materials

Lesson materials is a medium to achieve the goal to achieve learning objectives in the form of material arranged in a systematic and dynamic in accordance with the direction of goals and development of scientific progress and community goals.

2.1.1.3.5 Learning Activities

In order to achieve the learning objectives optimally, then in determining the learning strategy needs to formulate the components of learning activities that fit the standard of learning process.

2.1.1.3.6 Tool

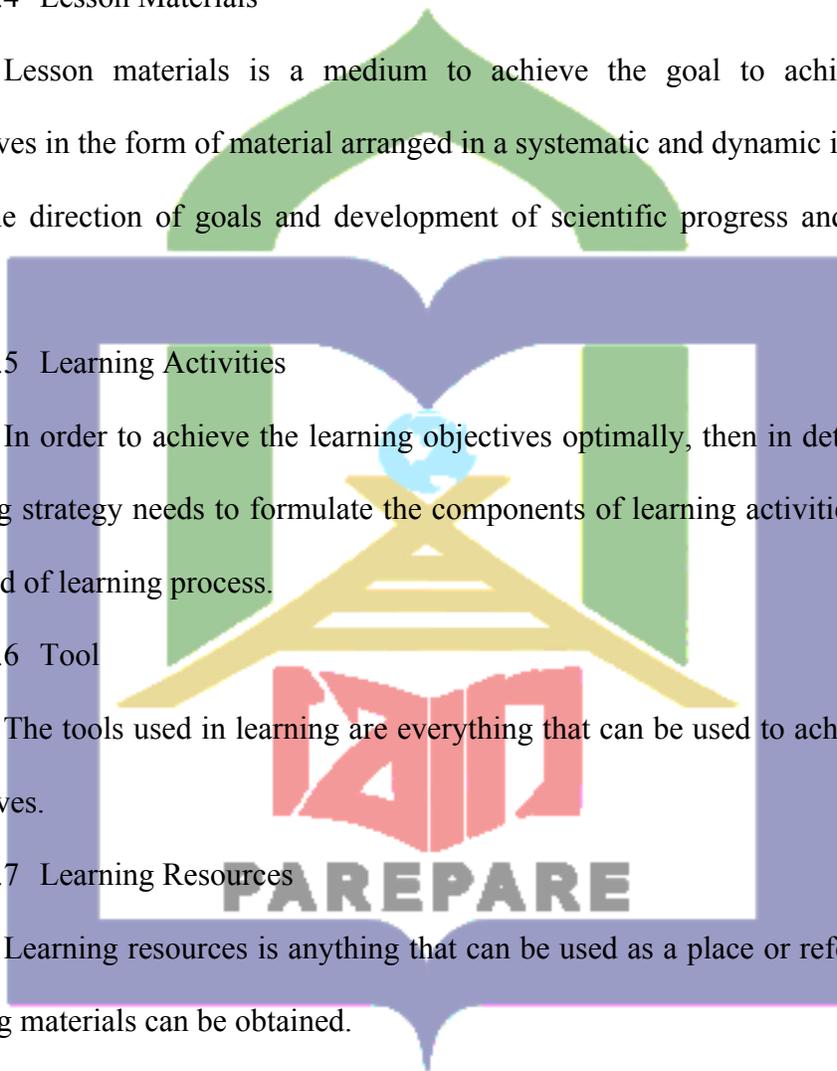
The tools used in learning are everything that can be used to achieve learning objectives.

2.1.1.3.7 Learning Resources

Learning resources is anything that can be used as a place or reference where learning materials can be obtained.

2.1.1.3.8 Evaluation

Evaluation is a component that serves to determine whether the goals that have been established have been reached or not.



2.1.1.3.9 Situation or Environment

The environment greatly affects teachers in determining learning strategies.⁴

2.1.1.4 Learning Approaches

According to Edward M. Anthony in the English Language Teaching magazine "approach is a set of correlative assumptions dealing with nature of language and the nature of language teaching and learning".⁵ In learning approach it is inspiring, accommodating, reinforcing, and underlying methods with specific theoretical coverage. The learning approach is divided into two namely:

2.1.1.4.1 Teacher Centered Approach

Teacher centered approach is a learning approach based on the view that teaching is imparting knowledge and skills. This approach is teacher centered, so the teacher plays an active role in determining what the student will master. In relation to teacher centered learning, there are three main roles that teachers must perform and they are teachers as planners, information conferrers and evaluators.⁶

2.1.1.4.2 Student Centered Approach

Student centered approach is an approach that is based on the view that teaching is considered as a process of managing learning for students, In this approach the learning is not determined by the teacher but is determined by the student itself and the teacher's role turns into a facilitator. Therefore, the success

⁴Prof. Dr. Hamruni, M. Si, *Strategi Pembelajaran*, (penerbit: Ihsan Madani), p 72

⁵Saepudin, *English Learning and Teaching Methodology*, (penerbit: Trust Media, 2014), p. 102.

⁶Teacher Centered Approach, [https://googleweblight.com/i?u=https://kbmefektif.wordpress.com/2010/12/31/teacher-centered-approach/&hl=id-ID\(09-04-2018\)](https://googleweblight.com/i?u=https://kbmefektif.wordpress.com/2010/12/31/teacher-centered-approach/&hl=id-ID(09-04-2018))

criteria of the teaching process are not measured from the extent to which the students master the material but the extent to which students do the learning process.⁷

From the explanation above researcher conclude that in the teacher centered approach, the teachers must more active than students because the teachers as planners, field of information, and evaluators. While students centered approach the students must active to find material about the lesson because it is not how much knowledge of students but how far the students do learning process.

2.1.1.5 Method

Method is an overall plan for the orderly presentation of language material and no part of which contradict and all of which is based upon the selected approach, method is procedural.⁸

The learning method is the way used to implement the plan that has been prepared in the form of real and practical activities to achieve the learning objectives.⁹

2.1.1.6 Technique

Learning techniques are the means used to implement specific methods, such as lecture methods for students who need little different techniques in many students. According to Morris, the technique is the systemic procedure by which a complex scientific task is accomplished, or the degree of skill or command of fundamentals

⁷Student Centered Approach, [https://googleweblight.com/i?u=https://kbmefektif.wordpress.com/2010/12/31/student-centered-approach/&hl=id-ID\(09-04-2018\)](https://googleweblight.com/i?u=https://kbmefektif.wordpress.com/2010/12/31/student-centered-approach/&hl=id-ID(09-04-2018))

⁸Saepudin, *English Learning and Teaching Methodology.*, p. 105.

⁹“Definisi Metode Pembelajaran”, www.google.com. (09-04-2018)

exhibited in any performance.¹⁰ Some examples of techniques are presentation techniques, discussion techniques, simulation techniques, and skills training techniques.

2.1.1.7 Tactics

Tactics are one's efforts in implementing methods and techniques of learning that are individual. For example two people use lecture methods, one using a sense of humor and one using a media tool.

2.1.1.8 Kinds of Strategy

2.1.1.8.1 Exposition – Discovery Learning

Exposition - Discovery learning are two different strategies, in the implementation of exposition learning positioned the teacher as a transmitter of information, an example of the use of this strategy when teachers use the lecture method. While discovery learning is the role of teachers as facilitators and mentors for students, examples of application when teachers ask students to make observations and make reports of observations obtained.

2.1.1.8.2 Individual – Group Learning

Individual learning is a learning strategy where learning is done individually by the students independently, an example of the implementation of this strategy is to study independently with media modules, audio cassettes, and Interactive CD. While

¹⁰Sudjana S. dkk. *Metode dan Teknik Pembelajaran Partisipatif*. (Bandung: Falah Production, 2005). p. 13

Group Learning or cooperative learning is a learning that is done in teams or groups either in large or small quantities.¹¹

This research focuses on exposition teaching strategy. Exposition teaching is one of group teaching strategy that should be applied in teaching learning process. It is basically direct instruction. A teacher is in the front of the room lecturing and students are taking notes. Students are being told (exposition learning), what they need to know. According to Ulit et al (2004:235), in expository strategy, the teacher is the information giver. He gives all the information needed by the pupils, after which, he gives an evaluation or a test. It can be explained that, expository teaching strategy is known as direct instruction in which the teachers role as information giver. They deliver what the students need to know by lecturing and the students can be given evaluation after the teachers transfer the information. Killen (2007:78) adds that teacher-centred approaches are sometimes referred to as direct instruction, deductive teaching or exposition teaching. He also states that, in these methods of teaching, the teacher has direct control over what is taught and how learners are presented with the information they are to learn. It means that, exposition teaching is equal with direct instruction and deductive teaching term. In this exposition teaching, the teacher controls their students by managing what information is needed by the students to be learnt.

¹¹Urfa Ramadhan, "Strategi Pembelajaran" [http://www.pedartgogy.xyz/\(13-04-2018\)](http://www.pedartgogy.xyz/(13-04-2018))

There are many kinds of exposition teaching strategy that can be applied by the teacher. Common examples of exposition teaching are concept map, lecturer, demonstration, presentation or telling strategy (narration, illustration, exposition, description, and explanation), drill work and review. Exposition is dominated by teacher's explanation and transferring knowledge in one way communication. These following statements are kinds of exposition teaching strategy based on experts' explanation, Zhounghua (2005:31) and Mangal (2009:238).¹²

Learning strategies that tend to use ways to explain in detail the material to be studied. Educators only provide information in the form of theories, generalizations, laws or arguments with supporting evidence. Students only receive information provided by educators and teaching has been processed by educators, so that they are ready to be delivered to students and are expected to learn from the information they receive.¹³

2.1.1.8.3 Characteristics of Exposition Learning Strategy

2.1.1.8.3.1 Learning exposition is done by conveying lesson material verbally. That is, speaking orally is the main tool in carrying out this strategy.

2.1.1.8.3.2 The subject matter that is delivered is pre-made subject matter, such as data or facts, certain concepts that must be memorized so that it does not require students to rethink.

¹²Sepriani. *Expository Teaching Strategies in Teaching Learning Process A Study At Sma Kartika 1-5 Padang*. Jurnal. P. 2

¹³Hamdani, *Strategi Belajar Mengajar*, (CV Pustaka Setia,Bandung, 2011),p. 183

2.1.1.8.3.3 The main purpose of the learning is mastery of the subject matter itself.

That is, after the learning process ends students are expected to be able to understand it correctly and can reveal the material that has been described.

2.1.1.8.4 The Principles Underlying the Development of Exposition Strategies

2.1.1.8.4.1 Goal oriented

Every strategy must have an objective not least in the exposition learning strategy. Educators must be able to form clearly and structurally from the competency of knowledge to behavior.

2.1.1.8.4.2 The principle of communication

The learning process can also be referred to as the process of communication between educators who act as the messenger and students as the person who receives the message. Educators are a source of messages to convey material to students through communication. Therefore, as good as any material that has been understood by educators but not delivered through a good communication process, everything will be in vain. An educator must be able to communicate effectively in this strategy. Communication can be said to be effective if the message from the communicator (educator) can be captured easily by the communicant (students), communication is not effective if the communicant is difficult to capture the message in its entirety. This strategy prioritizes the delivery

of material through speaking requires qualified educational competence in the communication process.

2.1.1.8.4.3 Principle of readiness

Every student will be able to respond well when there is readiness in him. No matter how good an educator delivers the material but in students there is no loneliness the results will not be maximized. Therefore, it is important to be noticed by educators about the readiness of students to receive information. Educators should pay attention to the readiness of students both physically and psychologically. If students are not ready to receive information, educators can do new initiatives so students can prepare themselves. Readiness in teaching becomes a matter that must be considered by every educator so that the teaching and learning process goes well.

2.1.1.8.4.4 Sustainable principle

The exposition learning strategy does not only stop in the classroom, but is further able to "whip" students to continue learning outside the classroom. This strategy is able to encourage, inspire, and motivate students to learn further outside the classroom. This strategy is said to be successful if students have high motivation to increase knowledge through learning independently or in groups.¹⁴

¹⁴Rudi Hartono, *Ragam Model Mengajar yang Mudah Diterima Murid*, (DIVA Press,Jogjakarta, 2014), p. 49-51

2.1.1.8.5 Strength and Weakness of Exposition Learning Strategy

2.1.1.8.5.1 The advantages of the exposition strategy are:

2.1.1.8.5.1.1 Educators can control the order and breadth of learning material, educators can find out to what extent learners master the subject matter delivered.

2.1.1.8.5.1.2 Exposition learning is considered effective if the subject matter that must be mastered by students is quite broad, while the time for learning is limited.

2.1.1.8.5.1.3 Students can hear through the narration of a subject matter as well as students can see or observe through the demonstration.

2.1.1.8.5.1.4 This learning can also be for the number of students and large class sizes.

2.1.1.8.5.2 Weakness of Exposition Learning Strategy

2.1.1.8.5.2.1 This learning strategy is only possible for students who have the ability to listen and listen well, for students who do not have the ability to use other strategies.

2.1.1.8.5.2.2 This strategy may not be able to serve the differences of each individual, both differences in abilities, differences in knowledge, interests, talents, and differences in learning styles.

2.1.1.8.5.2.3 The success of the exposition learning strategy depends on what the educator has, such as preparation, knowledge, confidence, enthusiasm, enthusiasm, motivation and various abilities such as the ability to speak

(communicate), and the ability to manage class. Without that, it is certain that the learning process cannot succeed.

2.1.1.8.5.2.4 Communication of learning strategies occurs more in one direction (one-way communication), opportunities to control students' understanding of learning material will be limited. In addition, one-way communication can result in the knowledge possessed by students will be limited to what is provided by educators.¹⁵

2.1.1.8.6 The way of presentation or processing are:

2.1.1.8.6.1 Inductive

Inductive learning strategy is also called learning strategy from special to general, In the inductive strategy the material being studied begins with concrete things or examples which then slowly the students are exposed to complex material.

2.1.1.8.6.2 Deductive

Deductive comes from the English language "deduction" which means the conclusion of the general then find the special, From abstract to real, from abstract concepts to concrete examples, From a premise to a logical conclusion.¹⁶

From all explanation researcher conclude that in inductive learning, the teacher gives easy lesson to the students, and then step by step to the hard lesson. But different with deductive learning that start from general lesson to the specific lesson.

¹⁵Abdul Majid,*Strategi Pembelajaran*, PT. Remaja Rosdakarya, Bandung, 2013, hlm. 220-221

¹⁶Annonymous. "Strategi Pembelajaran Induktif," 2011 (Online). <http://www.strategi-pembelajaran-induktif.html>. (09-04-2018)

2.1.1.9 Motivation

Motivation is energy in human beings that can encourage performing certain activities with a specific purpose. Motivation can come from the outside and can come from within which aims to move or encourage which means generating power on the individual, leading a person to act in a certain way.

2.1.1.10 Interest

Interest is a sedentary tendency to pay attention and remember some activities.¹⁷ Interest in learning is the psychological aspect of a person who manifests itself in some symptoms like passions, desires, and feelings of love. In other words, the interest of learning is the attention, liking, interest of students to the learning activities shown through enthusiasm, participation, and activeness in learning and realizes the importance of the activity. Furthermore, there are changes in students in the form of skills, attitudes, habits, knowledge, skills, and learning experiences.

Singer defines interest as a source of motivation that encourages someone to do what they want to do when free to choose. When someone will judge something will be useful then will be interested, then it will bring satisfaction. Then the satisfaction decreases then interest will also decrease, so that interest is not permanent, the size of interest is very influential on the results obtained.¹⁸

¹⁷Drs Syaiful Bahri Djamarah , *Psikologi Belajar*, (Jakarta: Penerbit Rineka Cipta, 2011), p. 73.

¹⁸Dalyono. *Psikologi Pendidikan*. (Jakarta: Rineka cipta, 2009). p. 56-57

Students' interest to learn has a great influence on the success of learning, because student interest is the main factor determining the degree of student activeness. If the lesson learned does not match the student's interests, then the students will not learn as well as possible because there is no attraction for them. Therefore, to overcome students who are less interested in learning, teachers should try to create certain conditions so that students always need and want continue to learn.

Interest in learning is very supportive and influences the implementation of teaching and learning process in school which ultimately boils down to the achievement of learning objectives. In short, interest in learning is the tendency and attention in learning and pleasure in activities that include the soul and body to the full human development that involves creativity, sense, cognitive, affective, psychomotor, born and inner.¹⁹

Based on explanation above the researcher can conclude that when the student interest about subject, students will have motivation to learn about it. So the student interest is very important to reach the objective of learning.

2.1.1.11 The Factors that Influencing Student's Interest in Learning

Overall factors that influence learning interest are classified into two major groups namely external factors (factors that come from outside the student self) and internal factors (factors that come from within the students).

¹⁹Wijaya Wina. *Strategi Pembelajaran*. (Bandung: Prenda media group, 2001). p. 123.

2.1.1.11.1 Internal Factors

2.1.1.11.1.1 Concentration of attention or concentration of all one's activities aimed at something or a set of learning objects.

2.1.1.11.1.2 Curiosity is a strong feeling or attitude to know something.

2.1.1.11.1.3 Needs are the circumstances in a student's self that encourages him to perform certain activities, in order to achieve goals.

2.1.1.11.2 External Factors

External factors are something that makes students interested come from outside of self like encouragement from parents, encouragement from teachers, the availability of facilities and infrastructure or facilities and environmental conditions.

2.1.1.11.3 Aspects of Interest

Aspects of interest are divided into three namely:

2.1.1.11.3.1 Cognitive Aspects

The cognitive aspect is based on the concept of childhood development that connects with interest.

2.1.1.11.3.2 Affective Aspects

A deep affective or emotional aspect is a concept that reveals the cognitive aspect of interest displayed in attitudes toward the activity it entails.

2.1.1.11.3.3 Psychomotor Aspects

Psychomotor aspect is more oriented to the process of behavior or implementation as a follow-up of the value obtained through the cognitive aspect and

internalized through the affective aspect so as to organize and applied in tangible form through psychomotor aspects.²⁰

2.1.1.11.4 Types of Interests

Interests are classified into three types based on causality or reasons of interest:

2.1.1.11.4.1 Volunteer interest is an interest that arises from within students without any outside influences.

2.1.1.11.4.2 Involuntary interest is an interest that arises from within the student with the influence of the situation created by the teacher.

2.1.1.11.4.3 Nonvoluntary interest is an interest that arises from within the student by force.²¹

2.1.1.11.5 Interest Classification

Interest is classified into four types based on the expression form of interest among other things:

2.1.1.11.5.1 Expressed interest is an interest expressed through verbal which indicates whether a person likes or dislikes an object or activity.

2.1.1.11.5.2 Manifest interest is the interest that is inferred from the participation of individuals in a particular activity.

2.1.1.11.5.3 Tested interest is the concluded interest of a test of knowledge or skill in an activity.

²⁰Sumadi Suryabrata. *Psikologi Pendidikan*. (Jakarta: Raja Grafindo Persada. 2002). p. 14

²¹Sumadi Suryabrata. *Psikologi Kepribadian*. (Jakarta : Rajawali Cipta, 1993), p. 43

2.1.1.11.5.4 Inventory interest is the interest expressed through the inventory of interest or a list of activities and activities similar to the statement.

2.1.1.11.6 Interest Categories

Interests are categorized into three by their nature they are:

2.1.1.11.6.1 Personal interest is a permanent and relatively stable interest that leads to a particular interest in a particular subject. Personal interests are a form of happy or unhappy, interested or uninterested, on a particular subject. This interest usually grows by itself without the great influence of external stimuli.

2.1.1.11.6.2 Situational interest is an interest that is not permanent and relatively changing depending on external stimuli. These stimuli can be teacher teaching methods, use of learning resources and interesting media, classroom atmosphere and family encouragement. If situational interest can be sustained so that in a sustainable way, the situational interest may change to the student's personal interest or psychological interest. All this depends on the encouragement and stimulation that exists.

2.1.1.11.6.3 Psychological interest is a strong interest in the interaction of personal interest and continuous and sustained situational interest. If the student has sufficient knowledge of a subject and has the opportunity to deepen in a structured activity class or private (outside the classroom) and has a

high assessment of the subject, then the student can be said to have a psychological interest.²²

2.1.1.11.7 Indication or Characteristics of Interested Students

Students who are interested have the following characteristics:

2.1.1.11.7.1 Have a constant tendency to pay attention and remember something that is learned continuously.

2.1.1.11.7.2 There is a sense of love and pleasure to something in interested.

2.1.1.11.7.3 Gain a pride and satisfaction towards something of interest. There is a sense of interconnectedness to an activity of interest.

2.1.1.11.7.4 Prefers something that is of interest to others. Manifested through participation in activities and activities.²³

2.1.1.11.8 Indicator of Interest

There are four indicators of interest that is:

2.1.1.11.8.1 Feelings of pleasure or love of a subject, then the student will continue to learn the science of students likes without any feelings forced on students to learn the field.

2.1.1.11.8.2 Student interest is associated with a motivating force that tends to feel attracted to people, objects, activities, or can be affective experiences stimulated by the activity itself.

²²Suhartini Dewi. *Minat Siswa Terhadap Topik-Topik Pelajaran dan Beberapa Faktor yang Melatar Belakangnya (Tesis)*. (Bandung: Universitas Pendidikan Indonesia, 2001), p. 23

²³Slameto. *Belajar dan Faktor-Faktor yang Mempengaruhinya*,(Jakarta: Rineka Cipta, 2003). p. 58

2.1.1.11.8.3 Students' attention is the concentration or activity of the soul against observation and understanding, to the exclusion of others from it. Students who have an interest in a particular object by themselves will pay attention to the object.

2.1.1.11.8.4 The student's involvement in an object that causes the person to be happy and interested in performing or performing the activities of the object.²⁴

2.2 The Previous Related Findings

2.2.1 Abdul Rahim Karim concludes that after the CTL learning strategy is applied, students' learning outcomes on Islamic religious education subjects in grade XI of Natural Science 1 SMA Negeri 1 Model of Parepare has increased to 91%. As for the steps that go through the pre-action of 77%, then applied the CTL learning strategy through the first cycle (first) increased to 82%, then continued with the second cycle which also increased to 87%, and last through the cycle III (third) which increased significantly to 91%.²⁵

2.2.2 Fairus suryani munir concludes that the reading aloud as a strategy in teaching pronunciation is effective to improve the students' pronunciation ability. It

²⁴Safari. *Penulisan Butir Soal Berdasarkan Penilaian Berbasis Kompetensi*. (Jakarta: APSI pusat, 2005). p. 152

²⁵Abdul Rahim Karim "Penerapan Strategi Pembelajaran Contextual Teaching And Learning (CTL) Dalam Meningkatkan Hasil Belajar Pendidikan Agama Islam Dikelas XI Ilmu Alam 1 SMA Negeri 1 Model Parepare". p.74

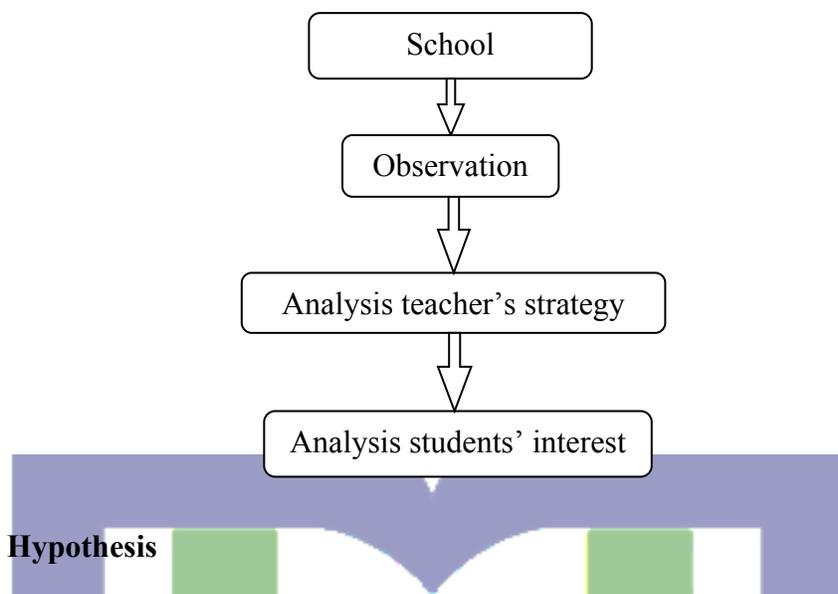
can be said that there is difference between the achievements the students after being taught through reading aloud strategy, their achievements improve based on result of data analysis using descriptive statistics. Its mean that the problem faced by students in learning pronunciation are already solved. This statement can be proved from their mean score in Cycle II (78,00) which is higher than their mean score Cycle I (64,29). The conclusion is also supported by students' observation of activities that improve in each Cycle. It means teaching pronunciation through reading aloud strategy is effective to improve the students' pronunciation ability especially in Tenth Grade of MAN 2 Parepare.²⁶

- 2.2.3** Erma Langka concludes that there is a significant influence in use learning strategies active learning picture describing in increase learning motivation Arabic language learners class XI MAN Baranti Kab Sidrap with work table results 0.847 with significant level 5% obtained r table 0.486 at the level of 1% obtained r table 0,590.²⁷

²⁶Fairus suryani munir, "The Implementation of Reading Aloud Strategy to Improve Pronunciation Ability of the Tenth Grade Students Of MAN 2 Parepare". p. 56

²⁷Erma langka, " Pengaruh Strategi Pembelajaran Active Learning Picture Describing Terhadap Peningktn Motivasi Belajar Bahasa Arab Peserta Didik Kelas XI MAN Baranti Kab Sidrap". p. 60

2.3 Conceptual Framework



Learning strategy applied by the teachers influence students' interest in learning English.

2.5 Definition Operational Variable

Variable is a phenomenon that varies in the form of quality, quantity, quality and standard. Variables are something that can be measured and how the measurement is different.²⁸

In this research there are two variables that is teacher strategy as variable independent and student interest as dependent variable.

2.5.1 Strategy is a way that is prepared carefully and systematically by the teacher or someone before doing the learning in the classroom to facilitate the management of the class and transfer of knowledge so that the learning

²⁸Maila Niamas, "Variable Penelitian". <http://www.akuntansilengkap.com/penelitian/contoh-variabel-dependen-independen/> (13-04-2018)

objectives can be achieved as much as possible. In this research the teacher uses exposition discovery learning that teacher s transmitter of knowledge.

2.5.2 Student interest is an emotion in students that can arise from inside and outside. Students' interests may change at any time when the lessons that they receive or the perform activities do not match what they want, so the teacher should be able to stimulate their interest with the various approaches, methods, tactics, and techniques that exist in the learning strategy.

2.5.3 English language learning is a language learning activity that refers to a foreign language is English where students are introduced to a language that is not a regional tongue (mother tongue) or the national language (second language) but the target or the target language is English.



CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Design

Basically this research is kind of quantitative associative with the level of explanation of quantitative correlation design. The researcher will examine the causal relationship two variables, which are:

3.1.1 Teacher's strategy as independent variable marked with symbol X.

3.1.2 Students' interest as dependent variable marked with symbol Y.



Where:

X: Teacher's strategy

Y: Students' interest

3.2 Location and Time

3.2.1 Location

The research was conducted at Junior High School 3 of Barru, because researchers get some information on the problem of constraints faced by students in learning English.

3.2.2 Time

The research time was conducted for one month since the proposal has been seminar.

3.3 Population and Sample

3.3.1 Population

According to Ary and co, that chited by Sukardi “population is members of well-defined class of people, events or objects”.²⁹ Population is all of the students in one school that was the place to do the research.

Populations of the research are the second grade students of Junior High School 3 of BARRU, It divides in five classes. Each class consisted of at least 25 students, the total population was 100 students.

Table 1: Population Data of the Second Year SMP NEG 3 Barru

No	Class	Male	Female	Total
1	VIII.1	4	20	24
2	VIII. 2	13	13	26
3	VIII. 3	13	12	25
4	VIII.4	13	12	25
Total			100	

Source: Junior High School 3of Barru kab. Barru kec. Barru

3.3.2 Sample

²⁹Sukardi, *Metodelogi Penelitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: Pt. Bumi Aksara, 2003), p. 53

Sample is representative part of a single item from a larger whole or group especially when presented for inspection or shown as evidence of quality³⁰. The researcher took all population as sample with technique total sampling 100 students.

3.4 Techniques and Instruments of Data Collection

3.4.1 Instrument of the Research

In collecting data, researchers do observation to teacher strategy. It means to know what actually happened in the field and then the researcher sharing questionnaire to the students, it was used to know the influence of teacher strategy toward student interest.

3.4.2 Technique of Data Collection

3.4.2.1 First Step

The researcher entered to the class room to observe the strategies that teacher uses start from the teacher enters in the classroom until leaves the classroom.

3.4.2.2 Second Step

The researcher shared a questionnaire to the students that containing questions about the teacher's strategy in teaching toward students' interest in learning. By using the likert scale to get the answer strongly agree, agree, doubt, disagree, and strongly disagree. On a positive question was given a score of 5, 4, 3, 2, 1 and on the negative question was given a score of 1, 2, 3, 4, 5.

3.4.2.3 Third Step

³⁰Merriam-webster, "Sample", Official Site of Merriamwebster, <https://www.merriam-webster.com/dictionary/sample>, (09-04-2018)

Researchers do documentation as evidence that the data presented are valid and not engineered and obtain secondary data related to research constructs, teacher state documents, student state documents, school facilities and school documents and documents related to student :

3.5 Technique and Analysis Data

Data analysis technique in this research is done by using statistic that is quantitative analysis, to test the correlation hypothesis by using product moment correlation technique. This type of analysis is intended to reveal the state or characteristics of the sample data for a single research variable, as intended by Guilford that the frequency distribution is used if the largest difference formula is minus the smallest value by the formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Note:

r_{xy} = The correlation coefficients of variables x and y

$\sum x^2$ = The sum of square distribution score x

$\sum y^2$ = The sum of square distribution score y

$\sum xy$ = Total multiplication score of variables x and y

To test the level of closeness of the relationship between the dependent variable with the independent variable is used with simple linear regression analysis (if needed).

CHAPTER IV

FINDING AND DISCUSSION

4.1 Findings

After conducting research to the second grade of Junior High School 3 of Barru, the researcher found result of the Teacher's Strategy Toward Students' Interest in Learning English as follows:

4.1.1 The result of teachers' strategy (X) toward student's interest (Y)

The data were collected by giving questionnaire to the samples, and the result of questionnaire can be seen at the table presented below:

Table 4.1: The result of teacher's strategy (X) toward students' interest (Y)

Class	X	Y	X ²	Y ²	XY
VIII.1	1032	982	45014	41324	42657
VIII.2	1107	1010	49601	43634	45131
VIII.3	1112	941	52086	37873	44027
VIII.4	1033	948	44721	37748	40871
TOTAL	4284	3881	183526	150621	166262

After the instrument is collected then a calculation is performed to determine the value of the two variables. then the multiplication is carried out in accordance with the formula used to generate valid data then put it into the following formulas. the data can be seen in the table above as material for the next formula.

4.2 Hypothesis Testing

To discuss there was correlation between Teacher's Strategy Toward Students' Interest in Learning English of Junior High School 3 of Barru or not, it is necessary to present the research hypothesis. The hypotheses of this research were:

4.2.1 H₀: There was no significant correlation between teacher's strategy toward students' interest in learning English of junior high school 3 of Barru.

4.2.2 H_a: There was significant correlation between teacher's strategy toward students' interest in learning English of junior high school 3 of Barru.

4.3 Significance Level

Degree of confidence = 5% ($\alpha=0,05$) and $n = 97$

From data above shows that the degree of confidence is 5% or 0,05 and n symbol is the number of questionnaire that has filled.

4.4 Compare r table, r count, t table and df

4.4.1 t Table

Before we look for r table we have to look for t table and df (degrees of freedom). First, the researcher can use distribution tables or use t table formulas using excel as follows:

=TINV(Level of Significance, Number of Respondents)

Enter the formula above, and the result:

=TINV(0.05,97)

The result of t table is: 1,984

The data above was taken by the formula of Microsoft Excel and the result of t table is 1,984, then that value will be used at the next formula.

4.4.2 df value

Then we look for the df value for r table, the formula:

$$df = n - 2$$

where :

n : Number of Respondents

Then obtained:

$$df = 97 - 2 = 95$$

Base on the special formula of df value that containing the number of questionnaire minus two and the result is 95, so the value of df is 95.

4.4.3 r table

After t table values and df values are known then we enter into the formula r table, it will be like this:

$$r = \frac{t}{\sqrt{df + t^2}}$$

Where :

r : r table value

t : t table value

df : degree free

$$r = \frac{1,948}{\sqrt{95 + 1,948^2}}$$

$$r = \frac{1,948}{\sqrt{95 + 3.794704}}$$

$$r = \frac{1,948}{\sqrt{98.794704}}$$

$$r = \frac{1,948}{9.939552505017517}$$

$$r = 0.195984678285732$$

$$r = 0.195$$

Base on the formula above that used to find out r table value, and the result of the formula is 0.195, and this value will be used as a tool of comparison with r count.

4.4.4 r count

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

$$r_{xy} = \frac{166.262}{\sqrt{(183.526)(150.621)}}$$

$$r_{xy} = \frac{166.262}{\sqrt{27642.86965}}$$

$$r_{xy} = \frac{166.262}{166.261}$$

$$r_{xy} = 1.00000$$

$$r_{xy} = 1.00$$

To find out value of the r count, the researcher using product moment because that is the suitable formula for this research. The result of the formula about value of r count is 1.00.

r count = 1.00 and r table = 0.195 it means that r counts $\geq r$ table. So the conclusion decision because r count is greater than r table, then H_0 is rejected. Variable x and variable y have a convincing (significant) correlation. The teachers' strategy toward student's interest in learning English of junior high school 3 of Barru has significant correlation.

4.5 Discussion

4.5.1 Teacher's Strategy

The data collected from observation proved that teacher's use exposition learning strategy because the main point of exposition learning strategy is the teacher as a transmitter of information. In fact at Junior High School 3 of Barru, the teacher uses teacher-centered approach and lecture method. The teacher has direct control over what is taught and how learners are presented with the information they are to learn. When the steps like that, it means that the teacher applied exposition learning strategy because the teacher as manager, controller, and transmitter of information. According to Ulit et al (2004:235), in exposition strategy, the teacher is the information giver. He gives all the information needed by the pupils, after which, he gives an evaluation or a test. It can be explained that, expository teaching strategy is known as direct instruction in which the teachers role as information giver. While Exposition is dominated by teacher's explanation and transferring knowledge in one

way communication. These following statements are kinds of exposition teaching strategy based on experts' explanation, Zhounghua (2005:31) and Mangal (2009:238).

4.5.2 Students' Interest

The data collected from questionnaire proved that students' interest influenced by teachers strategy, because every item of questions that has value of influence always chosen by students. According to Crow and Crow (in Arbor, 1993: 112) interest is something that relates to the power of movement that encourages us to tend or feel attracted to people, things, activities it can be an effective experience stimulated by the activity itself. And according to the complete dictionary of psychology, interest (interest) is an attitude that goes on continuously that mimics one's attention, thus making himself selective about the object of interest, a feeling that states that an activity, job, or object is valuable or meaningful to an individual, one state motivation, or a set of motivations, which guides behavior toward a particular direction (target) in Chaplin, (2008: 255). And according to some education experts in Slameto (2013: 180) argue that the most effective way to arouse interest in a new subject is to use the interests of existing students. For example, students are interested in drawing, so before teaching material to build space, the teacher can draw students' attention with little to the images that have been displayed, then gradually directed to the real subject matter.

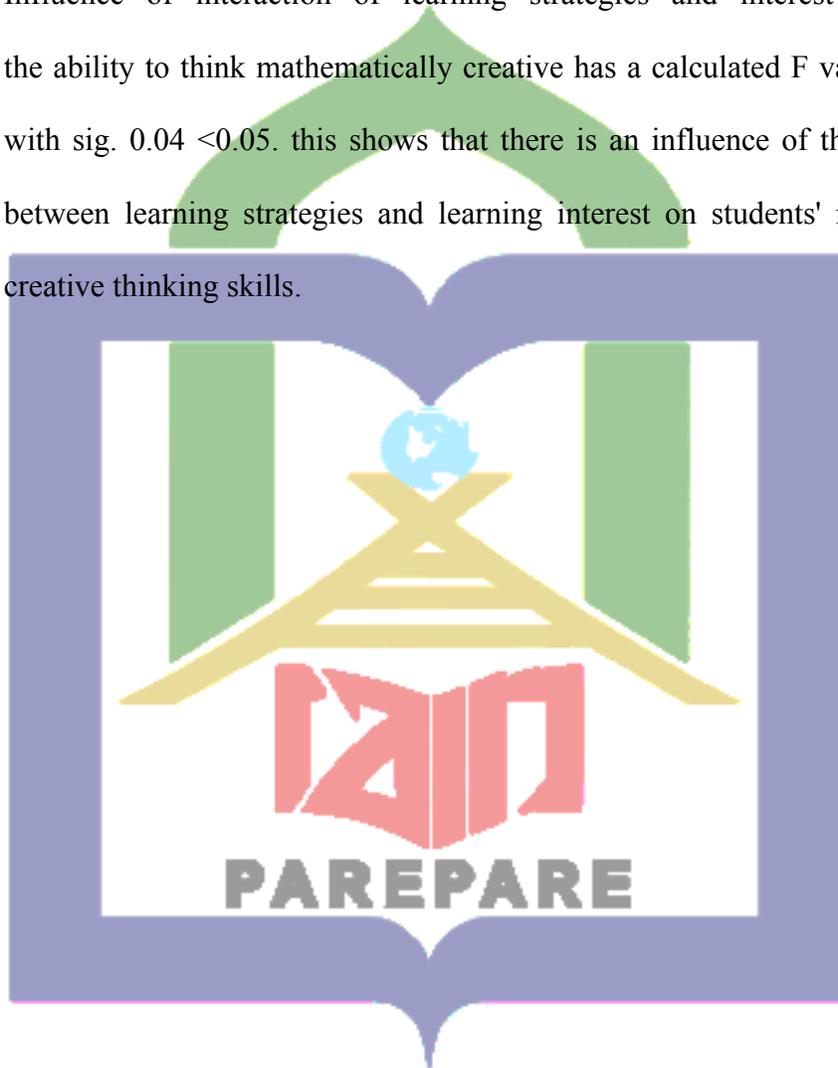
For make sure is there any influence of teacher's strategy toward students' interest or not the researcher do analyze by using statistic, and the results of the statistic are presented at the next point.

4.5.3 The Teacher's Strategy toward Students' Interest

The data collected from the questionnaire proved that teacher's strategy influence students' interest in learning English (item 1-12 variable X) and (item 1-12 variable Y) with result of r count = 1.00 is greater than r table = 0.195. Based on the result of questionnaire, the researcher can concluded that the teacher's strategy is influence students' interest in learning English at Junior High School 3 of Barru. The results of this research are supported by the opinions and result of the following research that exposition strategy or lecture method is a way of implementing learning done by students in monologue and one way communication. According to Syah (2010), exposition is a teaching strategy by conveying information and knowledge orally to a number of students who generally follow passively. This is in line with the results of Ross and Kyle 1987 research (Sanjaya, 2011: 180) "This strategy is very effective to teach concepts and skills for children who have less ability". Based on the results of Nurma Tambunan's research entitled the effect of learning strategies and learning interests on mathematical creative thinking ability of students it is known that:

1. Influence of learning strategies on mathematical creative thinking ability has a calculated F value of 13,626 with sig.0,001 <0,05. so it can be concluded that there is an influence of learning strategies on students' creative thinking skills.

2. The influence of learning interest on mathematical creative thinking ability has an F count of 15,992 with sig. 0,000 <0,05. so it can be concluded that there is an effect of learning interest on students' creative thinking skills.
3. Influence of interaction of learning strategies and interest in learning the ability to think mathematically creative has a calculated F value of 4.637 with sig. 0.04 <0.05. this shows that there is an influence of the interaction between learning strategies and learning interest on students' mathematical creative thinking skills.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Teacher's strategy is the way to achieve learning objective, like a plan that including approach, method, technique and tactic. In Junior High School 3 of Barru the teacher uses exposition learning strategy, because based on the observation the teacher taught by using teacher-centered approach and lecture method. It means teacher as a transmitter of knowledge, and when the teacher as a transmitter of information it called exposition learning strategy.

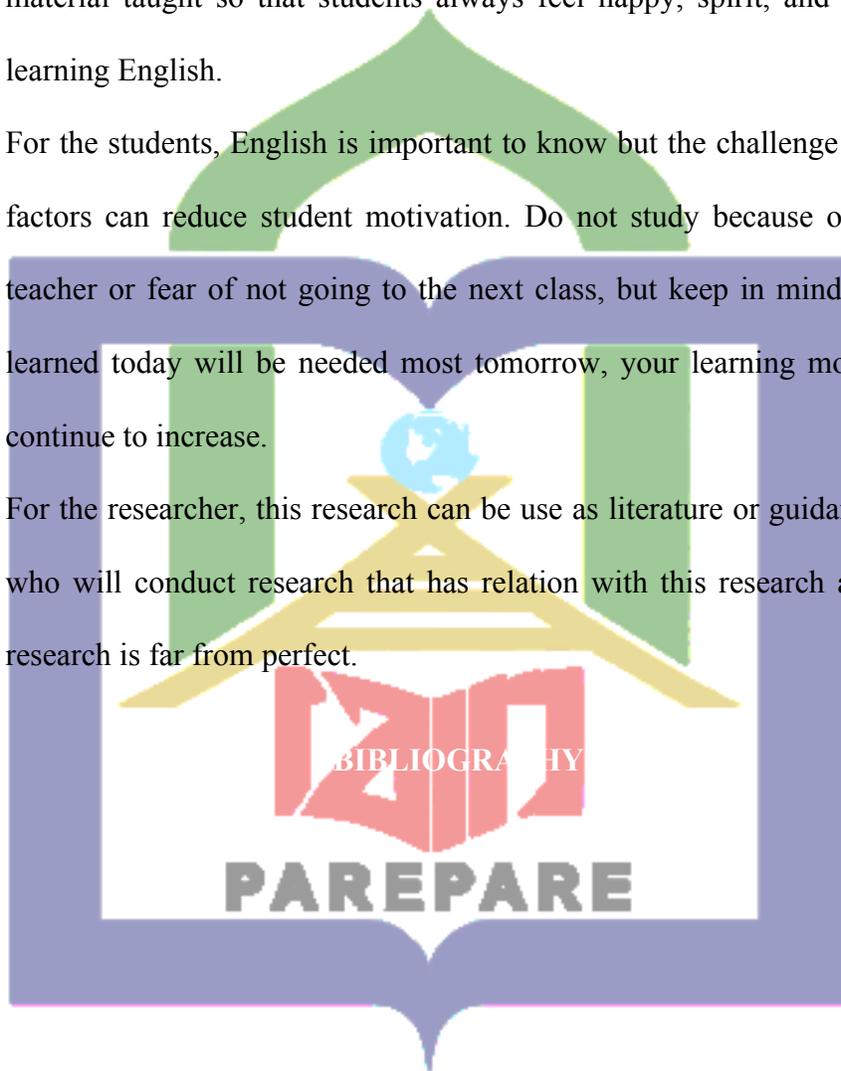
Students' interest is an emotion of students that needed to stimuli for make student focus in learning process, giving motivation for students very important because if the students hard to focus from inside, the teachers give stimuli of interest from outside to achieve goals of learning.

Base on the description of previous chapter, the researcher concludes that r count = 1.00 and r table = 0.195 it means that r counts $\geq r$ table. Because r count is greater than r table, it means H_0 was rejected and H_a was accepted. So the researcher draws a conclusion that there is significant correlation between the teacher's strategy toward students' interest in learning English of junior high school 3 of Barru.

5.2 Suggestion

Based on the result of this research, the researcher is going to give suggestions as follows:

1. For the teachers, there are many strategies that have been made to support the smooth teaching and learning process to achieve learning goals, so it would be nice if the learning strategy used was always updated according to the material taught so that students always feel happy, spirit, and not bored in learning English.
2. For the students, English is important to know but the challenge is that many factors can reduce student motivation. Do not study because of fear of the teacher or fear of not going to the next class, but keep in mind that what is learned today will be needed most tomorrow, your learning motivation will continue to increase.
3. For the researcher, this research can be use as literature or guidance for those who will conduct research that has relation with this research although this research is far from perfect.



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APPENDICES





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
JURUSAN TARBIYAH DAN ADAB**

Jl. Amal Bakti No. 8 Soreang 911331, Telepon (0421) 21307, Faksimile (0421) 2404

**VALIDASI INSTRUMEN PENELITIAN
PENULISAN SKRIPSI**

NAMA MAHASISWA : ASWAN DARMAWAN
 NIM/PRODI : 12.1300.060/PBI
 JURUSAN : TARBIYAH DAN ADAB
 JUDUL : THE INFLUENCE OF TEACHER'S STRATEGY
 TOWARD STUDENTS' INTEREST IN LEARNING
 ENGLISH OF JUNIOR HIGH SCHOOL 3 OF BARRU

Instrumen Penelitian

Questions of X Variable						
No	Statement	SS	S	R	TS	STS
1	Exposition learning strategi merupakan strategi yang saya sukai dalam belajar bahasa Inggris.					
2	Saya mudah mengerti ketika guru sebagai penyampai informasi dalam belajar bahasa Inggris.					
3	Saya cepat paham ketika menggunakan proses Induktif dalam belajar bahasa Inggris dari materi yang simple ke materi yang rumit.					
4	Klasifikasi strategi yang saya sukai adalah Direct learning strategi karena mudah dipahami.					
5	Guru yang mengajar sangat professional dalam menerapkan strategi pembelajaran Exposition dalam belajar bahasa Inggris.					
6	Tujuan pembelajaran dapat tercapai karena menggunakan Exposition learning strategi.					
7	Materi yang diajarkan sangat sesuai dengan strategi Exposition yang diterapkan oleh guru sehingga mudah untuk dipahami.					
8	Aktifitas belajar mengajarselama proses pembelajaran berjalan dengan lancer dengan penggunaan strategi Exposition.					

Questions of X Variable						
No	Statement	SS	S	R	TS	STS
9	Saya cepat mengerti dengan bantuan alat pembelajaran yang digunakan oleh guru.					
10	Saya merasa semangat belajar karena setiap selesai mengajar, guru memberikan Evaluasi untuk menguji kemampuan siswa					
11	Situasi dan lingkungan belajar sangat cocok dengan penggunaan strategi Exposition.					
12	Metode dan pendekatan yang digunakan oleh guru sangat sesuai dengan strategi yang di gunakan sehingga mempermudah dalam proses belajar mengajar.					

Questions of Y Variable						
No	Statement	SS	S	R	TS	STS
1	Motivasi belajar saya berkurang pada saat belajar bahasa Inggris dengan menggunakan strategi Exposition.					
2	Saya tidak tertarik belajar bahasa Inggris karena tidak menyenangkan.					
3	Saya sulit memperhatikan pada saat belajar bahasa Inggris dengan strategi Exposition.					
4	Saya merasa bosan pada saat belajar bahasa Inggris dengan strategi Exposition.					
5	Saya kesulitan berkonsentrasi pada saat belajar bahasa Inggris karena kondisi ruangan tidak kondusif.					
6	Saya merasa cemas dalam belajar bahasa Inggris karena takut dengan guru.					
7	Saya tidak butuh belajar bahasa Inggris karena saya tidak pernah menggunakannya.					
8	Saya malas belajar bahasa Inggris karena fasilitasnya tidak menunjang proses pembelajaran.					
9	Aktifitas yang dilakukan pada strategi Exposition tidak menyenangkan sehingga saya mengantuk ketika guru menjelaskan.					
10	Saya belajar bahasa Inggris dengan terpaksa karena takut tidak naik kelas.					
11	Ketertarikan saya tidak permanen dalam belajar bahasa Inggris.					

Questions of Y Variable						
No	Statement	SS	S	R	TS	STS
12	Saya tidak merasa terlibat dalam pembelajaran bahasa Inggris.					

Note:

- S : Setuju (agree)
 SS : Sangat Setuju (strongly agree)
 R : Ragu (doubt)
 TS : Tidak Setuju (disagree)
 STS : Sangat Tidak Setuju (strongly disagree)

Setelah mencermati instrument dalam penelitian penyusunan skripsi mahasiswa sesuai dengan judul tersebut maka pada dasarnya dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 27 Juli 2018

Dosen Pembimbing

Utama



Drs. Anwar, M. Pd
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 1200 /In.39/PP.00.9/07/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. BARRU
Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. BARRU

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : ASWAN DARMAWAN
Tempat/Tgl. Lahir : BARRU, 06 Juni 1993
NIM : 12.1300.060
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : XII (Dua Belas)
Alamat : DESA TOMPO, KEC. BARRU, KAB. BARRU

Bermaksud akan mengadakan penelitian di wilayah **KAB. BARRU** dalam rangka penyusunan skripsi yang berjudul :

" THE INFLUENCE OF TEACHER'S STRATEGY TOWARD STUDENTS' INTEREST IN LEARNING ENGLISH OF JUNIOR HIGH SCHOOL 3 OF BARRU "

Pelaksanaan penelitian ini direncanakan pada bulan **Juli** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

30 Juli 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi



PEMERINTAH KABUPATEN BARRU
DINAS PENANAMAN MODAL, PELAYANAN TERPADU SATU PINTU
DAN TENAGA KERJA

Jl. Sultan Hasanuddin No. 42 Telepon (0427) 21662 , Fax (0427) 21410 Kode Pos 90711

Barru, 31 Juli 2018

Nomor : 0396/18/BR/VII/2018/DPMPTSPTK
 Lampiran : -
 Perihal : Izin/Rekomendasi Penelitian.

Kepada
 Yth. Kepala SMPN 3 Barru
 di -

Tempat

Berdasarkan Surat Kementerian Agama Republik Indonesia Institut Agama Islam Negeri (IAIN) Pare-Pare Nomor : B 1200/In.39/PP.00.9/07/2018 tanggal 30 Juli 2018 perihal tersebut di atas, maka / Mahasiswa / Peneliti / Dosen / Pegawai di bawah ini :

N a m a : ASWAN DARMAWAN
Nomor Pokok : 12.1300.060
Program Study : Pend. Bahasa Inggris
Pekerjaan : Mahasiswa (S1)
A l a m a t : Desa Tompo Kec. Barru Kab. Barru

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal **31 Juli 2018 s/d 31 Agustus 2018**, dalam rangka Penyusunan Skripsi, dengan judul :

**THE INFLUENCE OF TEACHER'S STRATEGY TOWARD STUDENTS' INTEREST IN
 LEARNING ENGLISH OF JUNIOR HIGH SCHOOL 3 OF BARRU**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari Izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal, Pelayanan Terpadu Satu Pintu Dan Tenaga Kerja Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara untuk memberikan bantuan fasilitasi seperlunya.
 Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

a.n. **Kepala Dinas,**
Kabid. Penyelenggaraan Pelayanan
Perizinan,

FATMAWATI LEBU, SE
 Pangkat : Pembina, IV/a
 NIP. 19720910 199803 2 008

TEMBUSAN : disampaikan Kepada Yth.



PEMERINTAH KABUPATEN BARRU
DINAS PENDIDIKAN
SMP NEGERI 3 BARRU
Alamat : Jl. Hj. Salma, Galung, Kec. Barru 90751



SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : 421/0170/SMP.03/BR/ XI/ 2018

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 3 Barru menerangkan bahwa :

N a m a : ASWAN DARMAWAN

Nomor Pokok : 12.1300.060

Telah melaksanakan penelitian dalam rangka penyelesaian Studi Program S1 di SMP Negeri 3 Barru sesuai dengan surat Dinas Pendidikan Kabupaten Barru Nomor B.1200/In.39/S./PP.00.9/7//2018 dengan judul:

**“THE INFLUENCE OF TEACHER’S STRATEGY TOWARD STUDENTS’
INTEREST IN LEARNING ENGLISH OF JUNIOR HIGH SCHOOL 3 OF
BARRU“**

Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Barru, 09 2018
Kepala Sekolah



Drs. MUHAMMAD TALHA, M.Pd
Nip. 19621110198403 1 015

DOKUMENTASI







CURRICULUM VITAE



Aswan Darmawan, was born on June 06th, 1993 in Barru, South Sulawesi. He is the first child in his family, he has one brother. His father name is Alimin and his mother is Sunarti. His educational background, he began his study at elementary school on 1999 at SD INP Tompo and graduated on 2005, then he continued his study at junior high school at SMP N 3 Barru and graduated on 2008, after graduating, he continued his study at SMA N 1 Barru and graduated on 2011. And on 2012 he continued again his study at State Islamic Collage of Parepare (STAIN), he took English Department of Tarbiyah Faculty at State Islamic College (STAIN) Parepare (S1).

