

A THESIS
THE EFFECT OF TEACHING STYLE ON STUDENTS
INTEREST IN LEARNING ENGLISH AT SMP 4
PITURIAWA SIDRAP



By

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Reg.Num.19.1300.022

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE(IAIN)
PAREPARE

2023

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PITURIAWA SIDRAP**



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Reg.Num.19.1300.022**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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SUBMISSION PAGE

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SIDRAP**

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As a Part of Fulfillment of the Requirement for the Degree of Sarjana
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English Education Program

Submitted by

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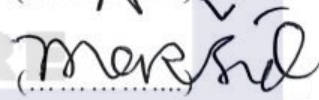
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ABSTRACT

Sahyani. *The Effect of Teaching Style on Students Interest in Learning English at SMP NEGERI 4 PITU RIAWA SIDRAP.* (Supervised by Hj.Nanning and Yessicka Noviasmy).

The success of an education process is inseparable from the success of a teaching which can be seen in the teaching and learning process in the classroom especially in the aspect of the teachers teaching style. Each teachers certainly has a different way of teaching and each of their teaching styles will certainly create a difference impression on students. As a focal figure in education, a teacher must be competent and knowledgeable to impact to their students. The purpose of this research are . 1) To describe the teaching style used by English Teacher at SMP NEGERI 4 PITU RIAWA. 2) To examine the effect of teaching style on students interest in learning English at SMP NEGERI 4 PITU RIAWA.

This research use a quantitative descriptive method with involve students class IX.C and English Teacher as subject of the research at SMP NEGERI 4 PITU RIAWA. The data collection technique used in this study was observation and questionnaires.

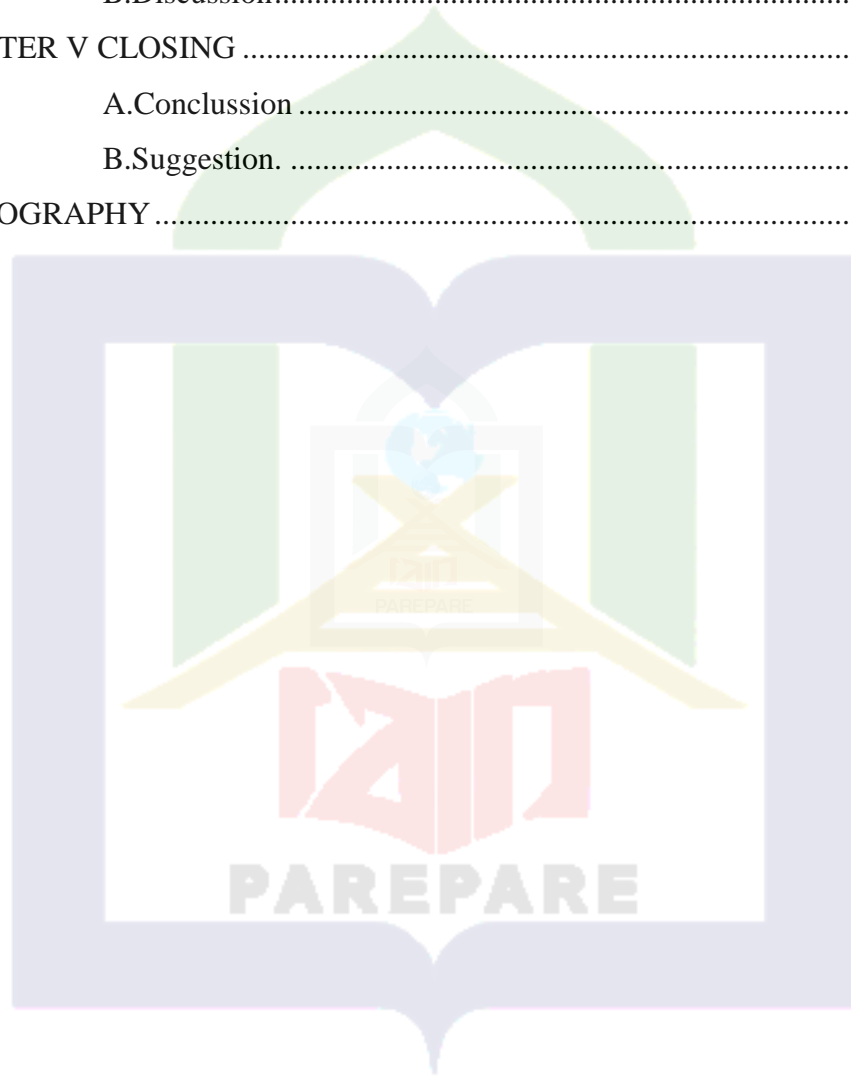
The results of this study are the teaching style use by English teacher at SMP NEGERI 4 PITU RIAWA is interactional teaching style and there is the effect of teaching style on students interest in learning English is 34,4% and the significant is $0,003 < 0,005$.

Keywords: Teaching style, Learning interest.

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10	Table observation
11	Research recommendation letter from campus
12	Research permit from the Sidenreng Rappang regency investment institution.
13	Sertificate of completion of research from school
14	DocumentaTion

CHAPTER I

INTRODUCTION

A. Background of the Research

The success of an educational process is inseparable from the success of a teacher which can be seen in the teaching and learning process in the classroom, especially in the aspect of the teacher's teaching style. Each teacher certainly has a different way of teaching and each of their teaching styles will certainly create a different impression on students.

Teaching style is a way or method used by the teacher when carrying out the teaching and learning process. The learning style used by the teacher certainly has an influence on the success of a learning process. Chatip and Suparman.S in essence, the teaching style possessed by the teacher is a strategy for transferring information given to their students. Meanwhile, teaching style is how information can be well received by students.¹

Educational activities are closely related to the role of educators and students so as to create teaching and learning activities. One of the factors for the success of education is reflected in how the teaching and learning process in the classroom, especially the way teachers teach. Each teacher's teaching style can create a different impression for students. The implementation of teaching and learning activities by the teacher should be able to attract the attention of students and arouse the enthusiasm of students so that they are always active in learning². Therefore, the teacher should make variations in teaching style in the classroom that aims to materialize a pleasant learning

¹S.Suparman, *Gaya mengajar yang Menyenangkan siswa* Yogyakarta: Pinus BoolPublish , 2016.

²Hery rahmat and miftahul jannatin, *hubungan gaya mengajar guru dengan motivasi belajar siswa pada mata pelajaran bahasa inggris*, El midad 10(2) , 2018.

situation that will make it easier for learners to receive and understand the teaching material. The variations in question are variations in interaction, variations in the teacher's motion, variations in the teacher's voice, variations in the contact of view with motion, variations in concentration of attention, and variations in the diversion of the use of the senses.

As a focal figure in education, a teacher must be competent and knowledgeable to impart the knowledge they can impart to their students. Good teaching is a very personal way. Effective teaching is concerned with the student as a person and with his general development. The teacher must recognize the individual differences between his students and adapt the conditions that best suit the learners. It is a fact that as educators, teachers play a varied and vital role in the classroom. The teacher is considered a light in the classroom given many responsibilities that range from very simple jobs to the most complex and very challenging.³

Hendra stated that there are three components that must be owned in order to be able to carry out learning process activities, namely interest, attention, and motivation. If these three components are not optimal, it will be difficult for students to concentrate in learning.⁴

Interest in learning is an individual's interest in something that pushes him through a series of processes to achieve a change. The indicators of high learning interest carried out by students include: having an interest in learning

³Maria Theresa Batberos,Arnold Gozalo,Euberta Padayogdog,*The Effect Of The Teacher's Teaching Style On Student's Motivation*,STEINHARDT SCHOOL OF CULTUTE.2020.

⁴Zulma Hendra,*Pengaruh persepsi siswa tentang keterampilan guru membuka dan menutup pembelajaran terhadap mata pelajaran IPS SMP 3 Tembilahan Hulu*,Pekanbaru:UIN Suska Riau,2014.

and being enthusiastic, focusing attention/focusing only on the lesson, having motivation in learning, and having extensive knowledge related to the subject.⁵

The high learning interest possessed by students in subjects will certainly produce maximum learning outcomes and students will feel happy in carrying out the learning process. The pleasure that students have in learning will certainly make it easier for them to absorb learning material so that they get maximum results.

Based on the observations and experiences of the researcher who have studied at SMP NEGERI 4 PITURIAWA, not all teachers are able to apply or use appropriate teaching styles and in accordance with the conditions that occur by students so that students feel bored and not interested in learning English. The inability of a teacher to use a variety of styles in teaching will greatly affect the learning interests of students and of course on student learning outcomes.

B. Research Question

Based on the background of the research previously covered, the researcher formulated the problem statement as follows:

1. What is the teaching style used by English teachers in SMP 4 Pituriawa ?
2. Does the teaching style of English teacher effect on studennts interest in learning English at SMP 4 Pituriawa?

C. Objective of the Research

Based on the questions above, the researcher formulates the research objectives as follows:

⁵ Muhammad Resky Andhika, *Upaya Guru Dalam Meningkatkan Minat Belajar Siswa. Allhtirafiah: jurnal ilmiah pendidikan guru madrasah ibtidayah*, 2021.

1. To describe the teaching style used by English teachers at SMP Negeri 4 Pituriawa.
2. To examine the effect of teaching style on students interest in learning English at SMP Negeri 4 Pituriawa.

D. Significance of the Research

1. Teachers

As a material to improve the quality of self and be motivated to perform their duties properly,so as to become a professional teacher and can increase the interest of learning in order to achieve learning goals.

2. Research

As a positive contribution to find out more about the Effect of teaching style on students interest in learning English at SMP Negeri 4 Pituriawa SIDRAP.

3. Future Researchers

As a reference material to develop this research by looking for a different research focus.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Relevant Research Results

The first Article by Musyawirah Salman, Haryanto Atmowardoyo, Kisman Saliya 2021. This research aimed to determine the teaching styles that are applied by the English teachers at SMP Makassar and the most influential teaching styles toward the student's motivation at SMP Makassar. Research methods used by the author was the qualitative method. The research was conducted in SMP Negeri 2 Makassar. In this research, the extraction of research data used the technique of "purposive sampling".⁶

The second Article by Ariany Rachman, Asfah Rahman, Nurdin Noni 2021. The purposes of this research were to identify types of teachers' teaching style that English teachers applied during the process of English reading learning and to find out what type of teachers' teaching style that affected the students' reading interest of the students of Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar. The researcher applied a descriptive qualitative research which was involved the English teachers of Madrasah Aliyah and their students. The data were collected by using observation checklist and interview in order to identify types of English teachers' teaching style. The researcher also

⁶Musyawirah Salman dkk, *The Analysis of English Teachers' Teaching Styles and Their Effects on Students' Motivation at Junior High School*. Journal Of Art, Humanity & Social Studies. No.2 2021.

used questionnaire to support the data in order to find out type of teaching style that affected students' reading interest.⁷

The third Article by Hery Rahmat & Miftahul Jannatin 2018. This study aims to determine the relationship of teaching styles of teachers with student learning motivation in English subject. Type of research is research quantitative research subject class V MI NW Dasan Agung Mataram 2017/2018 totaling 20 students. The instrument used in the form of questionnaires teaching style of teachers and student motivation. Technology data were collected through questionnaires and documentation.⁸

The fourth Article by Hery Yusfrizal 2018. This study aims at finding out the influence of students learning styles and teachers teaching style on the students English achievement at senior high schools of Tulang Bawang Regency in Lampung Province. The number students recruited as the sample for the study was 1038 and the number of teachers recruited as the sample was 70 teachers. The results show that there is no significant influence of students learning styles on their achievement of English subject, while teaching style has a significant effect on the students achievement. There is tendency that students at senior high school in other styles. But students who got better achievements are those were taught by teachers with expert and facilitator styles⁹.

⁷Aryani Rachman Dkk, *English Teachers' Teaching Styles and Their Effects on Students' Reading Interest at Senior High School*. Journal Of Art, Humanity & Social Studies.No.4.2021.

⁸Hery Rahmat dan Miftaul Jannatin, *Hubungan Gaya Mengajar Guru Dengan Motivasi Belajar Siswa Pada Mata Pelajaran Bahasa Inggris*. El-Midad Jurnal Jurusan PGMI.No.2 2018

⁹Hery Yusfrizal, *Analisis Gaya Belajar Siswa dan Gaya Mengajar Guru Bahasa Inggris di SMA Sekabupaten Tulang Bawang*. Jurnal Linguistika.no.1 2010.

The last Article Aisya Nauradista Ramadhania a study in 2022. The objectives of this study are 1. Describing PAI teachers teaching styles at SMAIT Daarul Hikmah Boarding High School. 2. Analyze students learning interest in PAI subject SMAIT Daarul Hikmah Boarding School Bontang, 3. Analyzed the influence of style teaching PAI teachers about learning interest at SMAIT Daarul Hikmah Boarding Bontang School. This study uses quantitative research subject namely female students regular classes and subject teachers PAI class women in SMAIT DHBS. The object of this study is the teaching styles of teachers PAI and interest in learning PAI subject in SMAIT DHBS.¹⁰

The difference of this study with previous studies lies in the focus of research. the focus of research on previous research is the effect of teacher teaching style on student motivation and reading interest of students . while in this study focuses on the effect of teaching style of English teachers on students ' learning interests. the next difference lies in the research methods used, the number of populations and samples and the last difference lies in the location of the research.

B. Some Pertinent Ideas

1. Teaching Style

a. Definition of Teaching Style

1). Teaching Style

Teaching style is the characteristics of habits, preferences are important relationship with students,

¹⁰Aisya Nauradista R. *Pengaruh Gaya Mengajar Guru Terhadap Minat Belajar Peserta Didik Mata Pelajaran PAI di Smit Daarul Hikmah Bording School Bontang Kalimantan Timur*. Universitas Islam Indonesia. 2022

even teaching style more than a habit and a special way of behavior or speech teacher or lecturer. The teacher's teaching style reflects how the teacher's teaching implementation. Teaching style is a way or method used by teachers when teaching".¹¹

In the teaching manual, teaching style is the style that the teacher does when teaching in front of the class, which includes sooner or later the steps taken through the lesson, including attitudes and behavior and high and low, the slowness of the teachers voice when teaching.¹²

Teaching style is the way, method, or strategy that teachers have in teaching both curricular and psychological nature in order to provide information to their students.¹³ Teacher teaching style can also be interpreted as a way of teaching teachers effect himself and distinguish with other teachers.¹⁴

This teaching style exists and is practiced when you become a teacher, because each teacher's teaching style is needed and very important for students and style makes teachers appear before students as unique human beings. Stle provides a way to connect students even if

¹¹ Riani Khuzaimah; "Pengaruh Gaya Mengajar Guru dan Motivasi Belajar Siswa Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Akuntansi", (Skripsi, Fakultas Ekonomi Universitas Negeri Surabaya, Surabaya)

¹² Abdulkadir Munsy and Nasai Hasyim, *Pedoman mengajar bimbingan praktis untuk calon guru*, surabaya: Usana Offset.

¹³ *Ibid.*,

¹⁴ M. Safari , dkk. Analisis Gaya Mengajar Guru Ekonomi Di SMA Negeri se-kecamatan Lahat ,Jurnal PROFIT: *Kajian pendidikan Ekonomi dan ilmi Ekonomi*. 1(2), 171. 2018.

the subject is found to be boring. This makes the teacher highly effective meaning a unique individual who not only brings personality and style to the classroom but creates an environment that is well managed and students engage and learn.

From some of the statements above, it can be concluded that teaching style is how a teacher manages the class from the beginning of learning to completion which can be seen from several aspects ranging from how to bring the material, the methods used, class mastery, the ability to interact with students and much more, so it can be said that the success of a learning process depends on how to teach teachers.

b. Various Teaching Styles

Teaching styles that need to be applied in the teaching and learning process should be varied, innovative, and easily accepted by students.¹⁵

1. Classical Teaching Style

Teachers who teach in a classical manner continue to teach from the perspective that this is the only way to learn, despite the various consequences. Students' progress in the learning process will be hindered if teachers continue to control the classroom and deny them opportunities to participate. When the classroom conditions necessitate a teacher to do so, such as when the majority of students are passive, the classical teaching style is not entirely to blame. Because the teacher plays a

¹⁵Mulyasa. E, *Menjadi Guru Profesional (Bandung: Rosda Karya, 2011).*

major role in classical education, he or she must be an expert in the subject matter he or she teaches.¹⁶

This style is decisive both in the choice of subject matter and determination learning process. The content of the lesson is definite, clear and thoroughly and correctly grouped. The process of delivering material is not based on children's interest but in a certain order. The teacher's role is very dominant because he has not conveyed material and as a disseminator or the main source of knowledge. The teacher places himself as a versatile person and as the only source of learning, so the teachers must be expert on the subject he holds.

The teaching process in which students are given a lesson, but this style only a small part will master the subject matter completely, some will fail. The role of students is only to carry out activities according to their interest and desires. In this case students will imitate what is observed which is done verbally, the teacher tries to teach how to train thinking skills through language.

2. Technologist Teaching Style

This technological approach to teaching encourages teachers to use all of the available media. Teachers instruct by paying attention to students' readiness and providing constant stimuli for students to be able to solve all problems and acquire knowledge in accordance with

¹⁶Abdul Majid *strategi gaya mengajar guru*.

their individual interests, thereby providing students with numerous benefits.¹⁷

This teaching style is based on individual students competence. Lesson materials are adjusted to the level of readiness of the child. The role of this lesson dominant. Therefore the materials are prepared by the respective experts. This material contains objective data and skills that can guide the vocational competence of students.

The role of students here is to learn by using devices or media, students can learn what can be useful for them in life. The teacher's role is only to guide, direct or facilitate learning because the lessons are programmed in such a way in the device.

In the learning media book written by Arsyad from Hamalik opinion, it has been argued that the use of teaching media will greatly help the effectiveness of the learning process and delivery of messages and lesson content and increase understanding, present data in an attractive and interpretation of data and condense information.¹⁸

3. Personalized teaching style

Based on students' interests, experiences, and mental development patterns, personalized learning is implemented. The students are in charge of learning, teachers provide learning resources not only to help

¹⁷Abdul Majid, *strategi gaya mengajar guru*, Bandung: Remaja Rosdakarya (2013)

¹⁸Rusman, *Pembelajaran berbasis teknologin dan komunikasi: Mengembangkan profesionalitas Guru*, Jakarta: Rajawali Pers. 2014

students become smarter, but also to help students become smarter themselves. Teachers who tailor their lessons to each student's individual needs will always help students learn more effectively. Instructors can't drive under studies to be equivalent to their educators, in light of the fact that these under studies have their own advantages, abilities, and propensities.¹⁹

This style is student-centered. Based on education theory which state that education is actually child-centered and the experience on which it is based and this teaching is carried out based on the interest, experiences and patterns of mental development of students. There are two streams of personalization, namely the progressive flow and the romantic flow.

The role of the teacher can guide and assist this development through learning experiences. Therefore the teacher must have parenting skill, be an expert in psychology and methodology and act as a resource person. Learning materials are arranged and appear based on the interests and needs of individual students. In this way to carry out this style, the teacher must deepen his knowledge and skill about teaching methods that are open to him.

4. Interactional Teaching Style

Interactional teachers emphasize dialogic interaction with students as a form of dynamic interaction. Teachers

¹⁹Abdul Majid, *strategi gaya mengajar guru*, Bandung: Remaja Rosdakarya, 2013

and students, or students and teachers, are interdependent, meaning that they both learn from one another, and neither is good or ugly.²⁰ In this context, teaching is not interpreted as a process of conveying information, but the process of regulating the environment with the aim that students learn, and learning itself is not just piling up the brain with information, but the process of using the brain to change behavior as a whole both cognitive, affective and psychomotor aspects.²¹

In this style the teacher gives problems to students and then the discussion process students responds so that conclusions are found. The teachers in this case creates a climate of independence and the emergence of dialogue between students. Students learn through dialogue, express their views on reality as well as listen to the views of other students. In this way, new views can be found as a result of exchanging ideas about what is learned besides that humans are seen as social beings who are very much needed for individual development and the occurrence of maturity in the individual himself.

In terms of teacher interaction, it can provide convenience to students when conveying teaching material properly and of course it is adjusted to the conditions of students, the learning environment, and the needs of teaching materials for the students themselves.

c. Characteristics of Teaching Style

²⁰Abdul Majid, *strategi gaya mengajar guru*, Bandung: Remaja Rosdakarya, 2013.

²¹Wina Sanjaya, *Media Komunikasi Pembelajaran*, (Jakarta: Kencana,) 2012.

The teaching style of teachers in the learning process certainly varies from one to another. Characteristics of teachers in teaching can be divided into two, namely:

1. Characteristics of a positive teacher teaching style

- a) Master the subject matter in depth
- b) Have broad insight
- c) Communicative
- d) Dialogical
- e) Combining theory and practice
- f) Gradual
- g) Have a variety of approaches
- h) Do not turn away meri lessons
- i) Not too pressing and pushy
- j) Humorous but serious

2. Characteristics of a negative teacher teaching style

Sitting on the table when teaching

- a) Teaching while smoking
- b) Teaching while playing hp
- c) Sleeping while teaching
- d) Consider themselves the most intelligent
- e) Teaching monotonously
- f) Often skip teaching
- g) Undisciplined
- h) Untidy dress
- i) Let students cheat each other
- j) Give homework without correcting

2. Learning Interest

a. Definition of Learning Interest

Interest is defined as a psychological symptom that comes from within the tangible self of passion, desire, feeling like doing the process of searching for knowledge and experience.²² In bahasa, interest is defined as the effort, willingness, and pursuit of knowledge. In contrast, interest is defined as a person's desire, liking, or willingness to do something.²³

Learning is a process of changing one's behavior with intention based on experience. It involves changing one's attitudes and values as well as mastering knowledge and skills. A student's attention to efforts to acquire knowledge and a feeling of pleasure are all examples of interest in learning. Another definition of learning interest is the seriousness of learners in focusing themselves following learning well.²⁴

From some of the definitions above, it can be concluded that learning interest is a sense of student interest in learning materials or subjects in an effort to obtain knowledge. The learning process is hampered if the teaching materials are not aligned with students' interests because of the lack of appeal, which necessitates a high level of interest in learning. Interest in learning plays a significant role in the learning process.

b. Indicators of Interest in Learning

Interest in learning is a sense of individual interest in a things that encourage him to do a series of processes with

²²Fahmi Aziz Alfian,*Pengaruh Kompetensi Guru PAI Terhadap minat belajar siswa*,.hal.3 2020

²³Siwi Puji Astuti,2015,*Pengaruh kemampuan dan minat belajar terhadap prestasi belajar Fisika* Formatif:Jurnal Ilmiah Pendidikan MIPA,5(1)

²⁴Adeng Hudaya,*Pengaruh gedget terhadap sikap disiplin dan minat belajar peserta didik*, Research and Devolopment Journal Of Education 4(2), 2018

the aim of achieving a changes in interest in learning learners who will give birth to results satisfying learning. Some indicators of interest in learning include:²⁵

1) Interest

Students who have an interest in a lesson will have a sense of interest to learn it. This sense of attraction which will make students diligent and enthusiastic in follow the lessons.

2) Attention

That is the activity of the soul of learners in observing one thing and excluding other things. Learners who have attention in learning, soul and mind will only focus on what is being learned.

3) Motivation

Motivation, which is an incentive to conduct learning activities and manifest directed behavior for the desired purpose in a learning interaction situation that will encourage learners to have a spirit of learning.

c. Factors Affecting Interest in Learning

As for the factors that affect learners ' learning interests are as follows:²⁶

1. Internal Factors

a) Aspect Jasmine

²⁵ M.Resky Andhika, *Upaya Guru Dalam Meningkatkan Minat Belajar Siswa*, Al-Ihtirafhia: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah, 54-66. 2021.

²⁶ Fahmi Aziz Alfian, *Pengaruh Kompetensi Guru PAI Terhadap minat belajar siswa*, skripsi : Universitas Negeri Jember. 2020.

The main aspect of jasmine is good health and physical condition. A healthy body can help students succeed in learning activities and increase their interest in learning. Students will lose interest in learning that they previously had if they have health issues, particularly physical problems like hearing and vision problems.

b) Psychological Aspect

Remember that good can increase students' interest in learning through attention, observation, imagination, thinking, and power. Students' interest in learning can be lowered if they suffer from mental health issues.

c) External Factors

a) Aspect of the family

Families play a crucial role in fostering a student's interest in learning. The level of a child's interest in learning can be affected by how their families handle the learning process. Parents need to pay attention to their children's learning development, the state of the house so that children feel comfortable learning, and any learning equipment that can support learning activities. Parents also need to pay attention to their children's learning difficulties and assist them in resolving them.

b) School Aspect

This aspect includes the relationship between teachers and students as well as the relationship between the curriculum, teaching methods, media

learning, learning resources, and learning facilities and infrastructure. The participants' school-provided learning experience must be well-executed and planned. The objective is to make learning activities enjoyable and not dreary.

c) Community Environment

The relationship between students and their friends and peers, activities in the community, and the environment in which students live are all included in this aspect. Parents need to pay close attention to their children's activities outside of the home because too many activities can hurt a child's desire to learn.

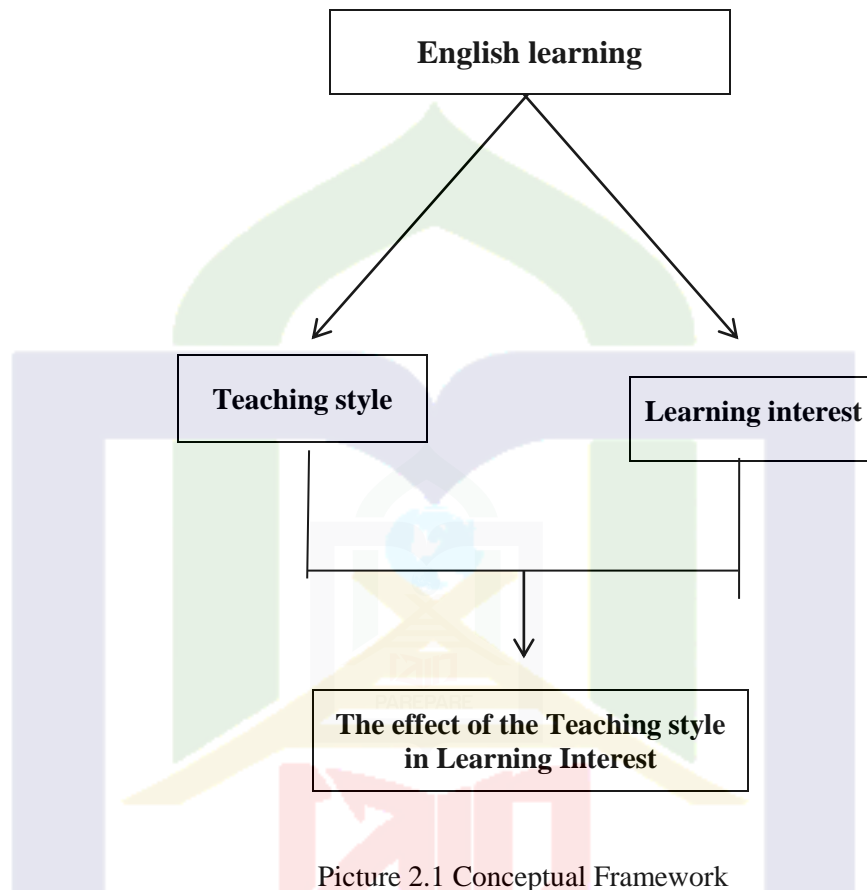
d. Efforts to Arouse Students ' Interest in Learning

Efforts that can be done to foster interest in learning learners include:

1. Creating a need
2. Consistently providing learners with opportunities to achieve success
3. Employing a variety of teaching methods;
4. Connecting the current issue with an earlier issue²⁷

²⁷Surya Mahyudi, *Peranan gaya mengajar guru fisika terhadap minat belajar fisika*, Jurnal pendidikan Fisika 11(2) 220-233, 2012

C. Conceptual Framework



D. Hypothesis

Based on literature review and framework described above, then the hypothesis can be taken that:

1. Allegedly there is no the effect of teaching style on students in learning English class IX SMP NEGERI 4 PITU RIAWA SIDRAP.
2. Allegedly there is an effect of teaching style on students interest in learning English at SMP NEGERI 4 PITU RIAWA SIDRAP .

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used quantitative descriptive research, which is a study that describes the presence or absence of the influence of teaching style of English teachers on the interest of students of Class IX SMP Negeri 4 PITU RIAWA SIDRAP. The technique of data collection through, observation and take sample from population using questionnaire as research instrument.

B. Research Location and Duration

This research was conducted at SMP Negeri 4 Pituriawa school, which is one of the junior high schools located in Bulucenrana Village, Pituriawa District, Sidenreng Rappang Regency (SIDRAP). This research was conducted for approximately one month (adjusted to the needs of researchers).

C. Populasi and Sample

The population of this research is an English teacher at SMP Negeri 4 Pituriawa SIDRAP and 68 students in class IX at SMP Negeri 4 Pituriawa.

Table 3.1 Number of population

No	Class	Amount
1	IX.A	22
2	IX.B	22
3	IX.C	24
Total		68

Sample is part of the number and characteristics possessed by that population. This research used cluster random sampling in class IX of SMP 4 PITURIAWA. Cluster technique is a technique of selecting other sample using the principle of probability. This cluster technique selects samples not based on individuals, but more based on group.²⁸ researchers chose one class from all class randomly as a sample, namely class IX.C consist of 24 students.

D. Research Instrument

The purpose of research is to find data that is accurate. Research instruments are therefore required by researchers²⁹. This research makes use of the following instruments:

1. Observation

Observation method is a method of data collection in which researchers conduct direct supervision in the field regarding the phenomenon that is the object of research being investigated. In this research, observations were made by observing teaching and learning activities in SMP Negeri 4 Pituriawa, with the aim of knowing what teaching style is used by English teachers when teaching to students and whether the teaching style used it affects the interest in learning English class IX students. This observation was carried out to complement and refine the data obtained through questionnaire.

The indicators of observation instruments is depicted more clearly in the table that follows:

²⁸Ph.D.Prof Sukardi, *Metodologi penelitian pendidikan* (Jakarta:PT.Bumi aksara.2010)

²⁹Sugiyono, *Metode Kuantitatif Kualitatif dan R&D*(Bandung:Alfabeta,2017.)

Table 3.2 Indicators of instrument observation

No	INDICATOR	DESCRIPTION
1	Classical Teaching Style	The role of the teacher dominates
		Passive class
2	Technologist Teaching Style	Teachers use various media courses
3	Personalized Teaching Style	learning process based on the interests of students
		Students play an active role in the learning process
4	Interactional Teaching Style	Active interaction between teachers and students
		Students carry out group discussions

2. Questionnaire

Questionnaire is defined as a list of questions that have been created by researchers aiming to obtain data in the form of answers from respondents.³⁰ Questionnaire used in this study is a closed questionnaire, the respondent just choose the answers that have been provided by the researcher, the form is the same as the multiple choice questionnaire. This research uses an alternative answers for a questionnaire related to the students interest are: *sangat setuju*, *setuju*, *netral*, *Tidak setuju*, and *Sangat tidak setuju* with value weighting *sangat setuju*=5, *setuju*=4, *netral*=3, *tidak setuju*=2, *sangat tidak setuju*=1.

³⁰Seobardhy,dkk,*Kapita Selektu Metodologi Penelitian*. (Pasuruan:Qiara Media,2020)

The grid of questionnaire instruments is depicted more clearly in the table that follows:

Table 3.3 Indicator of instrument questionnaires

NO	VARIABLE	INDICATOR	DESCRIPTION
1	Teaching Style	Classical teaching style	The role of the teacher dominates
			Passive class
		Technologist teaching style	Teachers use various media course
		Personalized teaching style	Learning process based on the interest of students
		Interactional teaching style	Active interaction between teacher and students
Students carry out group discussions			
2	Learning Interest	Interest	Students have an interest in the subject
		Attention	Focus on learning material
		Motivation	Enthusiasm in learning
		Knowledge	Have outside knowledge

E. Research Variables

Research variable is an attribute or nature or value of people, objects or activities that have certain variations set by researchers to be studied and Conclusions Drawn.³¹

In this research using two variables, the independent variable and the dependent variable.

1. Independent Variabel

The independent variable is a variable that affects other variables. This variable is symbolized by the symbol "x".

2. Dependent Variable

Dependent variable is a variable that is influenced by independent variables. This variable is symbolized by the symbol "y".²²

So the variables used in this study are:

1. Independent variable: Teaching style
2. Dependent variable: Learning interest

Based on the two variables above can be defined as follows:

1. teaching style is a method or method used by teachers in delivering material during the teaching and learning process
2. interest in learning is the student's interest in participating in the learning process.

F. Data Validity Techniques

The validity and reliability of the data are tested as part of the research instrument testing activities to ascertain their validity. A measuring instrument that is not valid or reliable will result in biased conclusions, less accurate information, and information that deviates from the subject.²⁸

³¹Sugiono, *Statistika Untuk Penelitian*. Alfabeta. Bandung, 2007.

1. Instrument Validity Test

A measurement instrument is said to be valid if it can precisely measure what it is designed to measure. To determine its validity, the Product Moment formula is used with the help of SPSS.

In determining the validity of a question, it can be determined if r count $> r$ table which is calculated at a significant 0,05. The calculation criteria are as follows:

- a. If r count $> r$ table = valid
- b. If r count $< r$ table = invalid

2. Instrument Reliability Test

A measurement result is said to be reliable if the same results are obtained from multiple measurements of the same subject group. In determining whether the instrument has power measurement consistency or high reliability or not, researchers use Cronbach's Alpha formula with the help of SPSS 29 for windows with the calculation criteria as follows:

- a. If $\alpha > r$ table = reliability
- b. If $\alpha < r$ table = unreliability

3. Normality test

Normality test is a form of testing with the aim of knowing the questionnaire is normal or not. Normality test was carried out using Kolmogorov-Smirnov with the program SPSS for windows 29. The criteria for calculating normality can be seen in the Significant (Sig) section.

- a. Sig $> 0,05$ = normality
- b. Sig $< 0,05$ = abnormality

4. Linearity test

Linearity test was carried out with the aim of knowing there is a significant relationship between variable X and variable Y or not, to prove

this, SPSS 29 for windows program assistance is used with the significant 0,05. The calculation criteria for this linearity are as follows.

- a. If significant $> 0,05$ = linear
- b. If significant $< 0,05$ = non linear

5. Hypothesis test

In this study using a simple linear regression analysis. simple linear regression analysis is an analysis that states the presence or absence of a linear relationship between the independent variable and the dependent variable. here is a simple linear regret equation:

X = Independent Variable
Y = Dependent Variable
 β_0 = Koefisien Regresi
 ϵ = Random Error

Research using the help of SPSS 29 for windows to determine whether there is a setting of independent variables to the bound variables.

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

1. Description of the Reasearch Location

a. School Identity

Name of School : UPT SMP NEGERI 4 PITU RIAWA

NPSN : 40313287

School Status : Negeri

Ownership Status : Central Government

School Establishment Degree : 835 In 2007

Date of Establismment Degree : 2007-10-26

SK Operational Permit : -

Operational license decree date: 1910-01-01

School Address : Jln. Sungai, Bulucenrana, Kec. Pitu

Riawa Sidenreng Rappang Regency, Sulawesi Selatan 91683

b. School Facilities and Infrastructure

1. Classroom
2. Library
3. Laboratory
4. Practice room
5. Leadirship room

6. Teachers room

7. Praying room

8. UKS room

9. Toilet

10. Warehouse

11. Sports field

12. TU room

13. Counseling room

2. Validity test

Validity test from this research used SPSS 29 for windows with the total respondents 24 students. Each item is valid if the questions r count $>$ r table. This research testing 10 questions for variable X and 10 questions for variable Y With the significant level 0,05. The following is a table validity test of Variabel X and variable Y.

Table 4.1 The data validity test of teaching style

No.Item	r count	r table	Valid/invalid
1	0,484	0,404	Valid
2	0,849	0,404	Valid
3	0,649	0,404	Valid
4	0,409	0,404	Valid
5	0,471	0,404	Valid

6	0,595	0,404	Valid
7	0,464	0,404	Valid
8	0,592	0,404	Valid
9	0,681	0,404	Valid
10	0,592	0,404	Valid

Source: IBM SPSS statistics 29 for windows

The table above shows the results of the validity of the 10 questions on the variable X (teaching style) with the program SPSS for windows 29 under the condition $N=24$ $\alpha=0,05$ with the r table 0,404. Based on the table above, it was found that out of 10 items there were all valid. The questions were valid if $r_{count} > r_{table}$.

Table 4.2 The data validity test learning interest variable

No Item	r Count	r Table	Valid/invalid
1	0,474	0,404	Valid
2	0,613	0,404	Valid
3	0,761	0,404	Valid
4	0,476	0,404	Valid
5	0,551	0,404	Valid
6	0,560	0,404	Valid
7	0,515	0,404	Valid
8	0,511	0,404	Valid

9	0,499	0,404	valid
10	0,684	0,404	Valid

Source: IBM SPSS statistics 29 for windows

The table above shows the results of the validity of the 10 questions on the variable Y(learning interest) with the program SPSS for windows 29 under the condition $N=24$ $\alpha= 0,05$ with the r table 0,404. Based on the table above, it was found that out of 10 items is valid, The questions it was valid if $r_{count} > r_{table}$.

3. .Reability Test

Reability test this research calculate used SPSS 26 for windows with the formula *alpha cronbachn*.

Table 4.3 The data Cronbach Alpha teaching style variable

Reliability Statistics	
Cronbach's Alpha	N of Items
,574	10

Source: IBM SPSS statistics 29 for windows

The table above is the result of reability test of variable X(teaching style). Reability test was carried out with the purpose to knowing the reability of the questions given to students with the total respondents of 24 students and the total 10 questions. Reability test was carried out by using Cronbach's Alpha of SPSS 29 for windows. Based on the table the result of Cronbach's Alpha is 0,574 and r_{table} is 0,404 it is mean the questions who given for the respondents is reability because the value of $\alpha > r_{table}$.

Table 4.4 The result Cronbach's Alpha of learning interest variable

Reliability Statistics	
Cronbach's Alpha	N of Items
,612	10

Source: IBM SPSS statistics 29 for windows

The table above is the result of reliability test for variable Y (learning interest). Reliability test was carried out with the purpose of knowing the reliability of the questions given to students with the total respondents of 24 students and the total 10 questions. Reliability test was carried out by using Cronbach's Alpha of SPSS 29 for windows. Based on the table the result of Cronbach's Alpha is 0,612 and r_{table} is 0,404. It means the questions given for the respondents are reliable because the value $\alpha > r_{table}$.

Table 4.5 The result of reliability test

Variable	r count	r table	Reliability/unreliability
Teaching Style	0,574	0,404	Reliability
Learning Interest	0,612	0,404	Reliability

4. Normality test

Normality test is a form of testing with the aim of knowing the questionnaires is normal or not. Normality test used by Kolmogorov-Smirnov with the SPSS 29 for windows.

Table 4.6 Data Kolmogorov-Smirnov test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		24	
Normal Parameters ^{a,b}	Mean	,0000000	
	Std. Deviation	3,35411268	
Most Extreme Differences	Absolute	,227	
	Positive	,127	
	Negative	-,227	
Test Statistic		,227	
Asymp. Sig. (2-tailed) ^c		,002	
Monte Carlo Sig. (2-tailed) ^d	Sig.	,08	
	99% Confidence Interval	Lower Bound	,002
		Upper Bound	,005

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000

Source: IBM SPSS statistics 29 for windows

Based on the table above, it can be seen the value of Sig $> 0,05$ because the value of sig is $0,08 > 0,05$ and it can be concluded that the questionnaires is normal.

5. Linearity test

Linearity test was carried out with the aim of knowing whether there is a significant relationship between variable X (teaching style) and variable Y (learning interest). To prove this, SPSS 29 for windows program assistance is used with a significant of 0,05.

The calculation criteria for the linearity test if significant $> 0,05$ it can be said that the data is linear and if the significant $< 0,05$ the data is not linear.

Table 4.7 ANOVA table

			Sum of Squares	Df	Mean Square	F	Sig.
learning interest * teaching style	Between Groups	(Combined)	243,750	8	30,469	3,029	,031
		Linearity	135,873	1	135,873	13,509	,002
		Deviation from Linearity	107,877	7	15,411	1,532	,230
Within Groups			150,875	15	10,058		
Total			394,625	23			

Source: IBM SPSS statistics 29 for windows

Based on the table above, it can be seen that the significant is $0,230 > 0,05$ it can be conclude that there is the significant relationship between teaching style on learning interest students.

6. Hypothesis test

Hypothesis test is carried out using simple regression with SPSS 29 for windows. Basis for decision making in testing hypothesis namely if the value of Significant(Sig) $< 0,05$ then Variable X effect on Variable Y and when Sig $> 0,05$ the variable X not effect on variable Y. The following are the result of the hypothesis test with the help SPSS 29 for windows.

Table 4.8 The data ANOVA hypothesis

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	135,873	1	135,873	11,552	,003 ^b
	Residual	258,752	22	11,761		
	Total	394,625	23			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Source: IBM SPSS statistics 29 for windows

Hypothesis

H_0 = There is no effect of teaching style on students interest in learning English at SMP NEGERI 4 PITU RIAWA .

H_a = There is the effect on students interest in learning English at SMP NEGERI 4 PITU RIAWA .

Based on the value of F from the table ANOVA, it can be seen that F is 11,552 with the significant of 0,003, based on the result it can be concluded that there is the effect of variable teaching style (X) on variable students interest (Y) in learning English.

Table. 4.9 model summary

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,587 ^a	,344	,315	3,42950

a. Predictors: (Constant), X

b. Dependent Variable: Y

source: IBM SPSS statistics 29 for windows

The table above shows that the correlation value (R) is 0,587 and the percentage effect (R^2) of the independent (X) variable on the dependent (Y) variable is 0,344. Based on the result it can be concluded that the effect of teaching style (X) on students interest in learning English (Y) is 34,4%.

B. Discussion

1. Teaching Style Use by English Teachers UPT SMP NEGERI 4 PITU RIAWA SIDRAP.

The teacher in the teaching and learning process plays an important role for the continuity of a good learning process. Students learning interest in the learning process will create good interaction between the teacher and the students themselves. In creating good interaction, professionalism and high responsibility are needed from the teacher in an effort to generate and develop the learning process because a learning process will determine success in achieving learning goals.

Teaching style used by English teacher in the learning process must be varied, innovative and easy to be accepted by students. There are several various of teaching style including Classical teaching style, technologist teaching style, personalized teaching style and interactional teaching style.

Based on the results of observations by researcher on the teaching style used by English teacher at SMP NEGERI 4 PITU RIAWA, it can be concluded that the teaching style used by English teacher is interactional teaching style. This is evidenced by the results of the researcher observations during two meetings in class, the first meeting the teacher bring the material about Narrative text, the second meeting about grammar.

Based on the result of the observation, the researcher saw directly the atmosphere of the class during the learning process in class IX.C took place, the class atmosphere looked very active, there was interaction between the teacher and students where students were active in asking questions and the teacher answer the question. In addition to good interaction in asking questions, students are also active in answering questions when the teacher ask questions.

In additional to the interaction between the teacher and students, the learning interaction process in class IX.C also occurs in students who interact

with each other through a discussion process, when the teacher presents Narrative text material where the teacher divides students into 3 groups where 1 group consists of 5-6 students. The teacher gives a Narrative text to each group then students are instructed to discuss the text.

At the second meeting the material brought by the teacher was material about grammar. The learning process that occurs in class IX.C when the teacher brings the material, the class atmosphere looks active where the interaction process between the teacher and students actively interacts with each other to discuss grammar material.

So based on these results the researcher concluded that the teaching style used by the teacher in SMP NEGERI 4 PITU RIAWA was an interactional teaching style. Interactional teachers emphasize dialogic interaction with students as a form of dynamic interaction. Teachers and students, or students and teachers, are interdependent, meaning that they both learn from one another, and neither is good or ugly.

2. The Effect of Teaching Style on Students Interest in Learning English at SMP NEGERI 4 PITU RIAWA SIDRAP.

Based on the results of the questionnaires given to the students consisting of 10 questions regarding the teaching style and 10 questions regarding learning interests given to 24 students of class IX.C at SMP NEGERI 4 PITU RIAWA.

In the validity test conducted using SPSS 29 for windows, the result obtained that all questions given to variable X are all valid, on the variable Y (learning interest), the result obtained that all questions given are all valid.

Based on the reliability test conducted using SPSS 29 for windows, it was found that Cronbach Alpha for the X variable was 0,574 and for the Y variable it was 0,612. Therefore on variable X with Cronbach Alpha

0,574 > 0,404 it can be seen that the questions is reliable and on the Y variable with Cronbach Alpha 0,612 > 0,404 it can be seen is reliable.

Based on the normality test that has been carried out using SPSS 29 for windows assistance, the result was found that Kolmogrov-Smirnov Test the value of sig is 0,008 and the criteria for calculating normality if the sig > 0,005. based on the result it can be conclude that the questionnaires is normality.

Based on the result of the linearity regression test that has been carried out using SPSS 29 for windows assistance, the result obtained are r count 0,587 > r table 0,404 (r count > r table. On the testing the coefficient of determination (R^2) 0,344 OR 34,4%, which mean there is the effect of teaching style on students interest in learning English of 34,4%.

The results was that there was the effect of teaching style on students interest in learning English at SMP NEGERI 4 PITU RIAWA this is evidenced by the results of several tests carried out by researcher using IBM SPSS statistic 29 for windows.

Based on the these result it can be concluded that the level of the effect of teaching style on students interest in learning English at SMP NEGERI 4 PITU RIAWA is quite high with the results obtained as much as 34,4%, therefore this study obtains research results that there is the effect of teaching style on students interest in learning English at SMP NEGERI 4 PITU RIAWA. The extensive of students learning interest that is influenced by the teachers teaching style indicates that a learning process will take place effectively if the teaching style used by the teacher makes students feel happy in participating in learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research question and discussion in this research, the researcher can draw the following conclusions:

1. The teaching style used by English teacher at SMP NEGERI 4 PITU RIAWA is more dominant using the interaksional teaching style.
2. There is the effect on students interest in learning English at SMP NEGERI 4 PITU RIAWA as evidenced by the result of linear regression test $r_{count} = 0,587 > r_{table} = 0,404$ and the significant obtained $0,003 < 0,005$
3. The result of 10 questionnaires questions for teaching style variable and 10 questions for learning interest variable which were given to students, based on the validity test it was found that out of 10 items there were all valid.
4. Based on the reliability test, the questions tested on students were very reliable. This was evidenced by the result of the reliability test using Cronbach's alpha calculation. The value of $\alpha > r_{table}$ that is $0,574 > 0,404$ on teaching style variable and $0,612 > 0,404$ on learning interest variable. Based on the data, the questions given are reliable.
5. Based on the hypothesis test the value of r on the correlation value (R) with the significant 5% is 0,587 while the value of r_{table} is 0,404. Based on the result it can be concluded there is the effect on student interest in learning English at SMP NEGERI 4 PITU RIAWA.

B. Suggestions.

Based on the research result and conclusions in this research, therefore researchers need to provide advice as follow:

1. For Headmaster

Expected to increase to futher improve the quality of school, the quality of education and the quality of learning by devoloping school facilities and infrastructure, providing learning media needed by students and providing training to teachers to improve the competence of teachers.

2. For Teacher

Expexted to always improve competence, especially for pedagogic competence and profesional competence and also to be more creative in providing material and using methods needed by students so that students will play an active role in class and it can made the learning process will optimally.

3. For students

Expected to improve self-quality, motivation to learn and interest in learning in receiving English learning materials.

4. For future researcher

Expected to be able to develop this research to be more perfect and look for others variables that cab effect on students interest in learning English.

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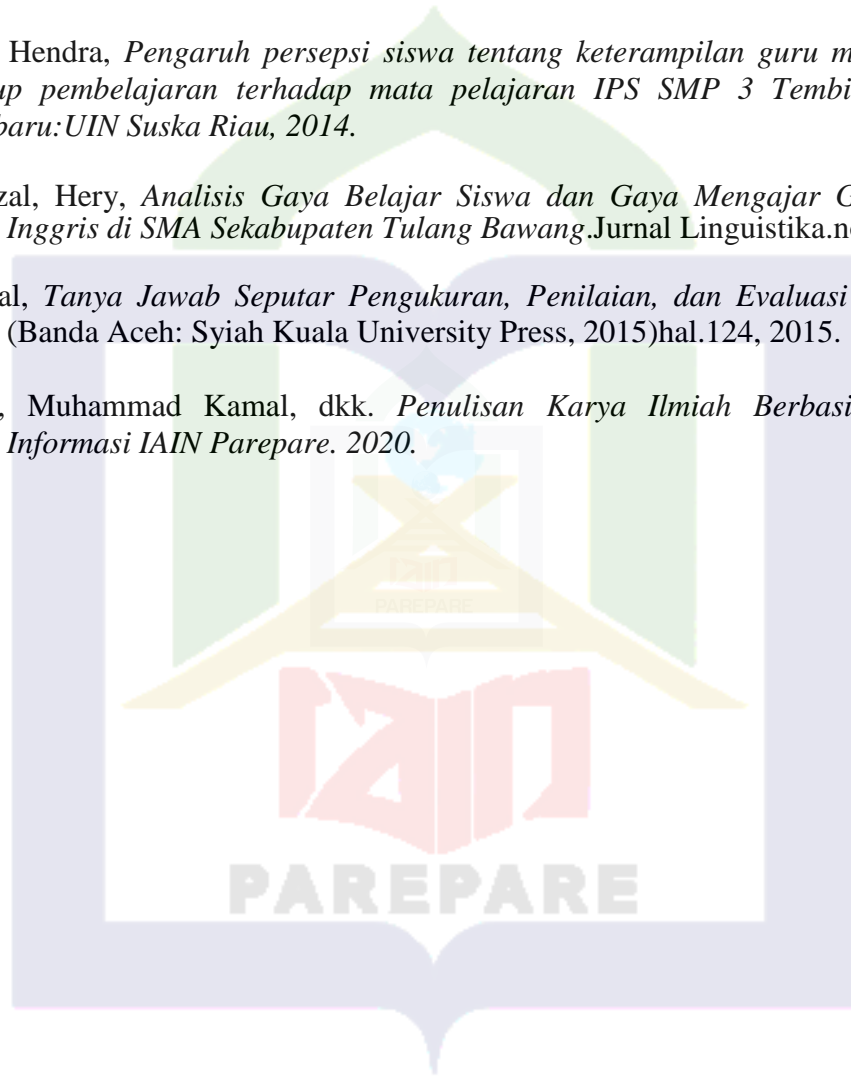
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APPENDICES





KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 3370 TAHUN 2022

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBİYAH

- Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.
- Menetapkan : **MEMUTUSKAN**
KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;
- Kesatu : Menunjuk saudara; 1. Dra. Hj. Nanning, M.Pd.
2. Yessicka Noviasmy, M.Pd.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Sahyani
NIM : 19.1300.022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect Of The Teaching Styles Of English Teacher On The Learning Interest Of Students Ix Grade At SMP Negeri 4 Pitunawa
- Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 05 September 2022



Student name : Sahyani

	KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307
	VALIDASI INSTRUMENT PENELITIAN PENULISAN SKRIPSI

NIM : 19.1300.022

Program study : English Education Program

Faculty : Tarbiyah

Judul : The effect of teaching style on students interest in learning english at SMP 4 Pituriawa SIDRAP.

Instrument of research Observation

1. Teachers play an active role in the learning process
2. The teacher is not able to control the class
3. Students listen more than ask in class
4. The teacher only uses the blacboard when teaching
5. Teachers use learning media
6. The teacher provides teaching materials according to the needs of students
7. The teacher gives the opportunity for students to express their opinions in front of the class
8. The teacher provides opportunities for students to ask question
9. The teacher answers every question posed by student
10. The teacher gives discussion time to students.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132
Telepon (0421) 21307

**VALIDASI INSTRUMENT PENELITIAN PENULISAN
SKRIPSI**

Student name : Sahyani
NIM : 19.1300.022
Program study : English Education Program
Faculty : Tarbiyah
Judul : The effect of teaching style on students interest in learning english at SMP 4 Pituriawa SIDRAP.
Instrument of research

Questionnaire

Learning interest

1. Mata pelajaran Bahasa Inggris sangat penting bagi saya
2. Saya sangat senang belajar Bahasa Inggris
3. Saya mengikuti pelajaran dengan sungguh-sungguh
4. Saya mempelajari materi pembelajaran terlebih dahulu sebelum guru menjelaskan materi
5. Saya mencatat materi yang guru berikan
6. Saya memperhatikan ketika guru menjelaskan materi
7. Saya menjawab pertanyaan yang diberikan oleh guru
8. Saya aktif bertanya di kelas ketika ada yang kurang saya pahami mengenai materi
9. Saya mengerjakan tugas yang diberikan oleh guru
10. Saya merasa senang jika dilakukan diskusi kelompok



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132
Telepon (0421) 21307

VALIDASI INSTRUMENT PENELITIAN PENULISAN
SKRIPSI

Questionnaire

learning interest

1. Guru membuka dengan salam pada saat ingin memulai pembelajaran
2. Guru memberikan motivasi sebelum memulai pelajaran
3. Guru menjelaskan materi dengan menggunakan banyak media pembelajaran (powerpoint, papan tulis dll.)
4. Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir
5. Guru menggunakan bahasa yang mudah dipahami
6. Guru memberikan kesempatan pada siswa untuk bertanya guru mampu menjawab pertanyaan yang diajukan oleh siswa
7. Guru mampu menjawab pertanyaan yang diajukan oleh siswa
8. Guru memberikan kesempatan kepada siswa untuk mengemukakan pendapat
9. Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi
10. Guru mengajak peserta didik berdiskusi mengenai materi yang sulit.

The data questionairre teaching style

DATA KUESIONER												
NO	NAMA RESPONDEN	PERNYATAAN										JUMLAH
		1	2	3	4	5	6	7	8	9	10	
1	NUR AISYAH	5	2	4	3	4	4	4	4	3	4	37
2	RATNA	5	2	4	3	4	4	4	4	3	4	37
3	A. FACHIRA RAHMADANI	5	4	5	3	5	5	5	5	4	4	45
4	NURASISKA	5	4	5	4	5	5	5	5	4	4	46
5	SRI WAHYUNI SAHRA	5	5	4	3	5	5	5	5	5	5	47
6	MUWARDANI	4	3	4	3	5	5	5	5	4	4	42
7	ANDI SHELly ESA ZHARY	5	4	5	4	5	5	5	5	5	5	48
8	MARIANI	5	2	4	3	5	5	5	4	5	5	43
9	DELLA CITRA	5	3	4	3	5	5	2	5	5	5	42
10	RIANA RAMADHANI	5	5	4	3	5	5	5	4	4	4	44
11	NUR ANISA	5	4	5	1	5	5	5	4	3	5	42
12	KHAIRIA	5	4	5	1	5	5	5	4	4	4	42
13	REZKY	5	4	5	2	3	5	5	5	5	5	44
14	RISWAN	5	5	5	4	5	5	5	5	3	5	47
15	MUHAMMAD AQL AR-RAZI	5	3	4	3	4	5	5	5	4	5	43
16	ANDI FAIZ	5	5	5	3	5	5	5	5	5	5	48
17	MUH.IKRAM	5	5	5	3	5	5	5	5	5	5	48
18	AWAL RAMADAN	5	5	5	4	4	4	4	5	4	5	45
19	SYAWAL	5	5	5	4	5	5	5	4	5	5	48
20	VUJI WIRA YUDHA	5	5	5	4	5	5	5	5	5	5	49
21	SADRIANA	5	5	5	3	5	5	5	5	5	5	48
22	ANDI FALISA	5	5	5	3	5	5	5	5	5	5	48
23	FARHAN YONES	5	5	5	3	5	5	5	5	5	5	48
24	SUCI HAMDAYANI PUTRI	5	5	5	3	5	5	5	5	5	5	48
JUMLAH												1079

Data questionirre learning english

DATA KUESIONER												
NO	NAMA RESPONDEN	PERNYATAAN										JUMLAH
		1	2	3	4	5	6	7	8	9	10	
1	NUR AISYAH	5	4	3	3	5	3	5	3	4	3	38
2	RATNA	5	3	4	2	5	4	3	4	5	3	38
3	A. FACHIRA RAHMAD	5	4	3	5	4	3	5	5	4	4	42
4	NURASISKA	4	3	3	3	4	5	3	4	3	3	35
5	SRI WAHYUNI SAHRA	5	3	4	5	4	3	5	4	3	5	41
6	MUWARDANI	4	4	3	3	3	3	5	5	5	5	40
7	ANDI SHELly ESA ZHAF	5	4	5	4	5	5	5	5	5	5	48
8	MARIANI	5	2	4	3	5	5	5	4	5	5	43
9	DELLA CITRA	5	3	4	3	2	5	2	5	5	5	39
10	RIANA RAMADHANI	5	5	4	3	5	5	5	4	4	4	44
11	NUR ANISA	5	4	5	4	5	5	5	4	3	5	45
12	KHAIRIA	5	4	5	5	5	5	5	4	4	4	46
13	REZKY	5	4	5	2	3	5	5	5	5	5	44
14	RISWAN	5	5	5	4	5	5	5	5	3	5	47
15	MUHAMMAD AQIL AF	5	3	4	3	4	5	5	5	4	5	43
16	ANDI FAIZ	5	5	5	3	5	5	5	5	5	5	48
17	MUH.IKRAM	5	5	5	3	5	5	4	5	5	5	47
18	AWAL RAMADAN	5	5	5	5	4	4	4	5	4	5	46
19	SYAWAL	5	5	5	4	5	5	5	4	5	5	48
20	VUJI WIRA YUDHA	5	5	5	4	5	5	5	5	5	5	49
21	SADRIANA	5	5	5	4	5	5	5	5	5	5	49
22	ANDI FALISA	5	5	5	4	5	5	4	5	5	5	48
23	FARHAN YONES	5	5	5	3	5	5	4	5	5	5	47
24	SUCI HAMDAYANI PU	5	5	5	3	3	3	3	4	3	4	38
JUMLAH												1053

Correlations Validity variable X

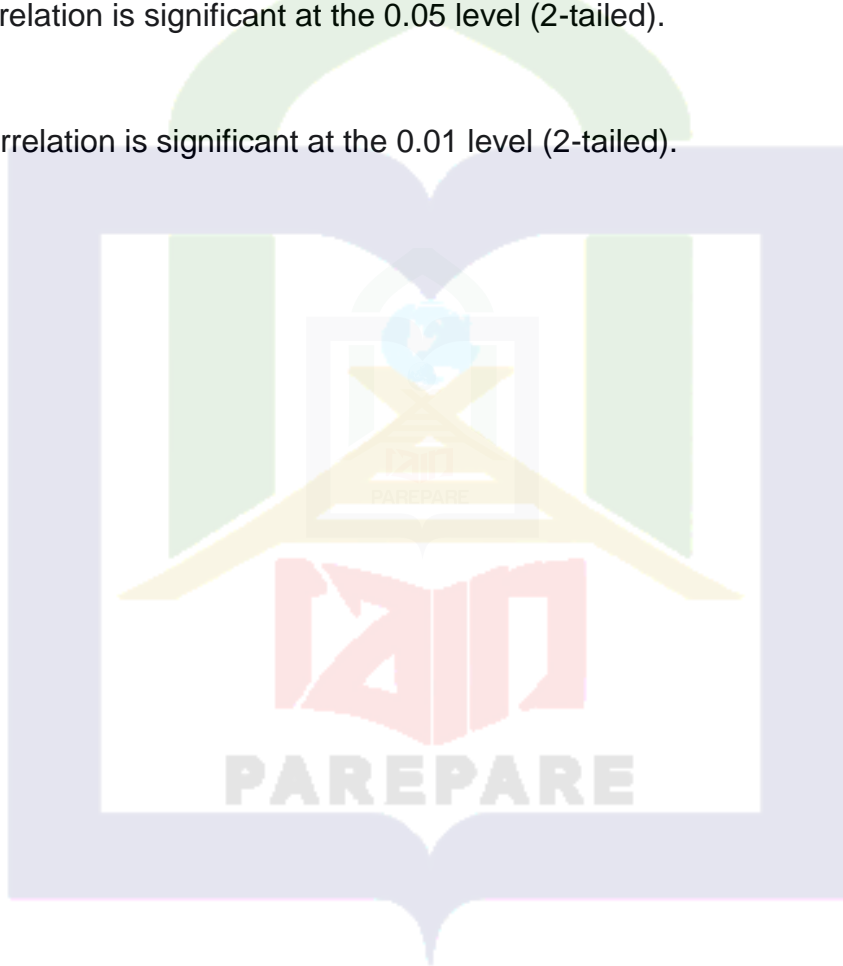
	V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	V11
Pearson Correlation	1	,413*	,619**	-,226	-,117	-,561**	-,561**	-,816**	-,736**	-,860**	-,484
Sig. (2-tailed)		,040	<,001	,277	,577	,004	,004	<,001	<,001	<,001	,391
N	25	25	25	25	25	25	25	25	25	25	24
Pearson Correlation	,413*	1	,724**	,087	,298	,099	,099	-,084	-,048	-,189	-,849**
Sig. (2-tailed)	,040		<,001	,680	,149	,638	,638	,688	,820	,367	<,001
N	25	25	25	25	25	25	25	25	25	25	24
Pearson Correlation	,619**	,724**	1	-,107	-,083	-,144	-,054	-,325	-,327	-,426*	-,649**
Sig. (2-tailed)	<,001	<,001		,612	,694	,491	,797	,113	,111	,034	<,001
N	25	25	25	25	25	25	25	25	25	25	24
Pearson Correlation	-,226	-,087	-,107	1	,145	,021	,085	,405*	,296	,274	-,409*
Sig. (2-tailed)	,277	,680	,612		,489	,922	,688	,045	,151	,185	,047
N	25	25	25	25	25	25	25	25	25	25	24
Pearson Correlation	-,117	,298	,083	,145	1	,502*	,203	,104	,224	,105	-,471*

Sig. (2-tailed)	,577	,149	,694	,489		,011	,330	,622	,281	,617	,020
N	25	25	25	25	25	25	25	25	25	25	24
Pearson Correlation	-,561**	,099	-,144	,021	,502*	1	,609**	,609**	,709**	,619**	,595**
Sig. (2-tailed)	,004	,638	,491	,922	,011		,001	,001	<,001	<,001	,002
N	25	25	25	25	25	25	25	25	25	25	24
Pearson Correlation	-,561**	,099	-,054	,085	,203	,609**	1	,479*	,491*	,528**	,464*
Sig. (2-tailed)	,004	,638	,797	,688	,330	,001		,015	,013	,007	,022
N	25	25	25	25	25	25	25	25	25	25	24
Pearson Correlation	-,816**	-,084	-,325	,405*	,104	,609**	,479*	1	,796**	,845**	,592**
Sig. (2-tailed)	<,001	,688	,113	,045	,622	,001	,015		<,001	<,001	,002
N	25	25	25	25	25	25	25	25	25	25	24
Pearson Correlation	-,736**	-,048	-,327	,296	,224	,709**	,491*	,796**	1	,853**	,681**
Sig. (2-tailed)	<,001	,820	,111	,151	,281	<,001	,013	<,001		<,001	<,001
N	25	25	25	25	25	25	25	25	25	25	24
Pearson Correlation	-,860**	-,189	-,426*	,274	,105	,619**	,528**	,845**	,853**	1	,592**
Sig. (2-tailed)	<,001	,367	,034	,185	,617	<,001	,007	<,001	<,001		,002

N	25	25	25	25	25	25	25	25	25	25	24
Pearson Correlation	,184	,849**	,649**	,409*	,471*	,595**	,464*	,592**	,681**	,592**	1
Sig. (2-tailed)	,391	<,001	<,001	,047	,020	,002	,022	,002	<,001	,002	
N	24	24	24	24	24	24	24	24	24	24	25

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).



Correlations Variable Y

		V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	Y1
V1	Pearson Correlation	1	,477*	,505*	-,037	-,021	-,268	,432*	,720**	,689**	,746**	,474*
	Sig. (2-tailed)		,016	,010	,861	,922	,196	,031	<,001	<,001	<,001	,019
	N	25	25	25	25	25	25	25	25	25	25	24
V2	Pearson Correlation	,477*	1	,634**	,138	,198	-,054	,088	,156	,274	,246	,613**
	Sig. (2-tailed)	,016		<,001	,509	,343	,798	,675	,456	,186	,236	,001
	N	25	25	25	25	25	25	25	25	25	25	24
V3	Pearson Correlation	,505*	,634**	1	,116	,239	,352	-,105	,064	,154	,008	,761**
	Sig. (2-tailed)	,010	<,001		,581	,250	,084	,619	,761	,462	,970	<,001
	N	25	25	25	25	25	25	25	25	25	25	24
V4	Pearson Correlation	-,037	,138	,116	1	,211	-,101	,342	,132	-,128	,215	,476
	Sig. (2-tailed)	,861	,509	,581		,310	,630	,094	,529	,542	,302	,070
	N	25	25	25	25	25	25	25	25	25	25	24
V5	Pearson Correlation	-,021	,198	,239	,211	1	,377	,470*	-,026	,167	,082	,551**
	Sig. (2-tailed)	,922	,343	,250	,310		,063	,018	,904	,425	,698	,005
	N	25	25	25	25	25	25	25	25	25	25	24
V6	Pearson Correlation	-,268	-,054	,352	-,101	,377	1	,199	,451*	,457*	,475*	,560**
	Sig. (2-tailed)											
	N	25	25	25	25	25	25	25	25	25	25	24

	Sig. (2-tailed)	,196	,798	,084	,630	,063		,341	,024	,022	,016	,004
	N	25	25	25	25	25	25	25	25	25	25	24
V7	Pearson Correlation	-,432*	-,088	-,105	-,342	-,470*	-,199	1	,391	,396*	,573**	,515**
	Sig. (2-tailed)	,031	,675	,619	,094	,018	,341		,053	,050	,003	,010
	N	25	25	25	25	25	25	25	25	25	25	24
V8	Pearson Correlation	-,720**	-,156	-,064	-,132	-,026	-,451*	,391	1	,760**	,875**	,511*
	Sig. (2-tailed)	<,001	,456	,761	,529	,904	,024	,053		<,001	<,001	,011
	N	25	25	25	25	25	25	25	25	25	25	24
V9	Pearson Correlation	-,689**	-,274	-,154	-,128	-,167	-,457*	,396*	,760**	1	,751**	,499
	Sig. (2-tailed)	<,001	,186	,462	,542	,425	,022	,050	<,001		<,001	,054
	N	25	25	25	25	25	25	25	25	25	25	24
V10	Pearson Correlation	-,746**	-,246	-,008	-,215	-,082	-,475*	,573**	,875**	,751**	1	,684**
	Sig. (2-tailed)	<,001	,236	,970	,302	,698	,016	,003	<,001	<,001		<,001
	N	25	25	25	25	25	25	25	25	25	25	24
Y1	Pearson Correlation	,474*	,613**	,761**	,376	,551**	,560**	,515**	,511*	,399	,684**	1
	Sig. (2-tailed)	,019	,001	<,001	,070	,005	,004	,010	,011	,054	<,001	
	N	24	24	24	24	24	24	24	24	24	24	25

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

ANGKET PENELITIAN
GAYA MENGAJAR GURU

NAMA:

KELAS:

NO	PERTANYAAN	SL	SR	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran					
2	Guru memberikan motivasi sebelum memulai pembelajaran					
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajaran (power point,papan tulis dll)					
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir					
5	Guru menggunakan bahasa yang mudah dipahami					
6	Guru memberikan kesempatan kepada siswa untuk bertanya					
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa					
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat					
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi					
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit					

ANGKET PENELITIAN
MINAT BELAJAR SISWA

NAMA:

KELAS:

NO	PERTANYAAN	SS	S	N	TS	STS
1	Mata pelajaran Bahasa Inggris sangat penting bagi saya					
2	Saya sangat senang belajar Bahasa Inggris					
3	Saya mengikuti pelajaran dengan sungguh-sungguh					
4	Saya mempelajari materi pembelajaran terlebih dahulu sebelum guru menjelaskan materi					
5	Saya mencatat materi yang guru berikan					
6	Saya memperhatikan ketika guru menjelaskan materi					
7	Saya menjawab pertanyaan yang diberikan oleh guru					
8	Saya aktif bertanya di kelas ketika ada yang kurang saya pahami mengenai materi					
9	Saya mengerjakan tugas yang diberikan oleh guru					
10	Saya merasa senang jika dilakukan diskusi kelompok					

OBSERVASI

No	Rated Aspect	Realistic	
		Yes	No
1	Teachers play an active role in the learning process	✓	
2	The teacher is not able to control the class	✓	
3	Students listen more than ask in class		✓
4	The teacher only uses the blackboard when teaching		✓
5	Teachers use learning media	✓	
6	The teacher provides teaching materials according to the needs of students	✓	
7	The teacher gives the opportunity for students to express their opinions in front of the class	✓	
8	The teacher provides opportunities for students to ask question	✓	
9	The teacher answers every question posed by student	✓	
10	The teacher gives discussion time to students	✓	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 Telp (0421) 21307 Fax:24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B. 1762/In.39/FTAR.01/PP.00.9/05/2023

03 Mei 2023

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Sidrap

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

Kab. Sidrap

Assalamu Alaikum Wr. Wb

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Sahyani
Tempat/Tgl. Lahir : Bulucenrana. 8 Mei 2001
NIM : 19.1300.022
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Dusun 4 Desa Bulucenrana, Kec. Pitu Riawa, Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul "The Effect Of Teaching Style On Students Interest in Learning English At SMP 4 Pituriawa Sidrap". Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
PROVINSI SULAWESI SELATAN
Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 207/IP/DPMPTSP/5/2023

- DASAR**
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
 2. Surat Permohonan **SAHYANI** Tanggal **08-05-2023**
 3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **INSTITUT AGAMA ISLAM NEGERI PAREPARE** Nomor **B.1762/In.39/FTAR.01/PP.00.9/05/20** Tanggal **03-05-2023**

MENGIZINKAN

KEPADA

NAMA : SAHYANI

ALAMAT : DUSUN 4 BULUCENRANA, DESA BULUCENRANA, KEC. PITU RIAWA

UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS : INSTITUT AGAMA ISLAM NEGERI PAREPARE

JUDUL PENELITIAN : " THE EFFECT OF TEACHING STYLE ON STUDENTS INTEREST IN LEARNING ENGLISH AT SMP 4 PITU RIAWA SIDRAP "

LOKASI PENELITIAN : SMP NEGERI 4 PITU RIAWA KABUPATEN SIDENRENG RAPPANG

JENIS PENELITIAN : MIX METHOD (CAMPURAN)

LAMA PENELITIAN : 10 Mei 2023 s.d 20 Juni 2023

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng
Pada Tanggal : 08-05-2023



Biaya : Rp. 0,00

Tembusan :

- KEPALA SMP NEGERI 4 PITU RIAWA KABUPATEN SIDENRENG RAPPANG
- REKTOR INSTITUT AGAMA ISLAM NEGERI PAREPARE
- PERTINGGAL



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 4 PITURIAWA

Alamat : Jln Sungai Bulucenrana Desa Bulucenrana Kecamatan Pituriawa Kabupaten Sidenreng Rappang KP. 91683

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 421.3/108/SMPN4-PR/2023

Yang bertanda tangan di bawah ini :

Nama : **MUHAMMAD IRVAN, S.Pd.**
NIP : 19720805 200604 1 022
Jabatan : Kepala UPT SMP Negeri 4 Pituriawa
Unit Kerja : UPT SMP Negeri 4 Pituriawa

Dengan ini menerangkan bahwa mahasiswa berikut :

Nama : **SAHYANI**
NIM : 19.1300.022
Program Studi : Pendidikan Bahasa Inggris
Universitas : IAIN Parepare

Telah selesai melakukan penelitian di UPT SMP Negeri 4 Pituriawa Kecamatan Pituriawa Kabupaten Sidenreng Rappang untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul :

“THE EFFECT OF TEACHING STYLE ON STUDENTS INTEREST IN LEARNING ENGLISH AT SMP NEGERI 4 PITURIAWA SIDRAP”

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Ditetapkan di : Bulucenrana

Pada tanggal : 09 Mei 2023



MUHAMMAD IRVAN, S.Pd.

Pangkat : Pembina Tk.I

NIP. : 19720805 200604 1 022

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: MARIANI

KELAS IX-C

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran				✓	
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajarn(power point ,papan tulis dll)		✓			
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir			✓		
5	Guru menggunakan bahasa yang mudah dipahami	✓				
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat		✓			
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi	✓				
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit	✓				

Keterangan:

SL: Selalu

JR:Jarang

SR: Sering

TP:Tidak Pernah

KD:Kadang-kadang

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: *Suci Handayani Putri*KELAS : *3B*

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓	✗			
2	Guru memberikan motivasi sebelum memulai pelajaran	✓		✗		
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajarn(power point ,papan tulis dll)	✓				
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir			✓		
5	Guru menggunakan bahasa yang mudah dipahami	✓				
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat	✓				
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi	✓				
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit	✓				

Keterangan:

SL: Selalu

JR:Jarang

SR: Sering

TP:Tidak Pernah

KD:Kadang-kadang

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: JUDI WIVA YUDHA

KELAS IX C

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran	✓				
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajarn(power point ,papan tulis dll)	✓				
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir			✓		
5	Guru menggunakan bahasa yang mudah dipahami	✓				
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat	✓				
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi	✓				
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit	✓				

Keterangan:

SL: Selalu

JR:Jarang

SR: Sering

TP:Tidak Pernah

KD:Kadang-kadang

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: Nur Aisyah

KELAS IX.C

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran				✓	
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajarn(power point ,papan tulis dll)		✓			
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir			✓		
5	Guru menggunakan bahasa yang mudah dipahami		✓			
6	Guru memberikan kesempatan kepada siswa untuk bertanya		✓			
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa		✓			
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat		✓			
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi			✓		
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit		✓			

Keterangan:

SL: Selalu

JR:Jarang

SR: Sering

TP:Tidak Pernah

KD:Kadang-kadang

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: Nur Anisa Azzah

KELAS : IX.B

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran		✓			
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajarn(power point ,papan tulis dll)	✓				
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir					✓
5	Guru menggunakan bahasa yang mudah dipahami	✓				
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat		✓			
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi			✓		
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit		✓			

Keterangan:

SL: Selalu

JR:Jarang

SR: Sering

TP:Tidak Pernah

KD:Kadang-kadang

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: Khairiah

KELAS IX-B

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran		✓	✗		
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajarn(power point ,papan tulis dll)	✓	✗			
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir				✗	✓
5	Guru menggunakan bahasa yang mudah dipahami	✓				
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat		✓			
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi		✓			
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit		✓			

Keterangan:

SL: Selalu

JR:Jarang

SR: Sering

TP:Tidak Pernah

KD:Kadang-kadang

.....

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: Sri Wahyuni Sanra

KELAS : IX - C

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran	✓				
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajarn(power point ,papan tulis dll)		✓			
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir			✓		
5	Guru menggunakan bahasa yang mudah dipahami	✓				
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat	✓				
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi		✓			
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit	✓				

Keterangan:

SL: Selalu

JR:Jarang

SR: Sering

TP:Tidak Pernah

KD:Kadang-kadang

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: *AWAI Ramadan*

KELAS *IX.e*

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran	✓				
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajar (power point, papan tulis dll)	✓				
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir		✓			
5	Guru menggunakan bahasa yang mudah dipahami		✓			
6	Guru memberikan kesempatan kepada siswa untuk bertanya		✓			
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa		✓			
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat	✓				
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi		✓			
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit	✓				

Keterangan:

SL: Selalu

SR: Sering

KD: Kadang-kadang

JR: Jarang

TP: Tidak Pernah

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: ANDI SHELVA ESA ZHARY

KELAS IX. C

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran		✓			
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajaran(power point ,papan tulis dll)	✓				
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir		✓			
5	Guru menggunakan bahasa yang mudah dipahami	✓				
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat	✓				
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi	✓				
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit	✓				

Keterangan:

SL: Selalu

SR: Sering

KD:Kadang-kadang

JR:Jarang

TP:Tidak Pernah

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: Nurafisa

KELAS IX.C

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran		✓			
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajarn(power point ,papan tulis dll)	✓				
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir		✓			
5	Guru menggunakan bahasa yang mudah dipahami	✓				
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat	✓				
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi	✓				
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit	✓				

Keterangan:

SL: Selalu

JR:Jarang

SR: Sering

TP:Tidak Pernah

KD:Kadang-kadang

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: ANDI FARIZ

KELAS IX-C

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓		✗		
2	Guru memberikan motivasi sebelum memulai pelajaran	✓		✗		
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajar (power point, papan tulis dll)	✓				
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir			✓		
5	Guru menggunakan bahasa yang mudah dipahami	✓				
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat	✓				
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi	✓				
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit	✓				

Keterangan:

SL: Selalu

SR: Sering

KD: Kadang-kadang

JR: Jarang

TP: Tidak Pernah

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA Syawal

KELAS IX C

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran	✓				
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajar (power point, papan tulis dll)	✓				
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir			✓		
5	Guru menggunakan bahasa yang mudah dipahami	✓				
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat		✓			
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi	✓				
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit	✓				

Keterangan:

SL: Selalu

SR: Sering

KD: Kadang-kadang

JR: Jarang

TP: Tidak Pernah

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: ~~XXXX~~ Muhammad Adil Ar-Razi

KELAS IX.C

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran			✓		
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajarn(power point ,papan tulis dll)		✓			
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir			✓		
5	Guru menggunakan bahasa yang mudah dipahami		✓			
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat	✓				
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi		✓			
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit	✓				

Keterangan:

SL: Selalu

JR:Jarang

SR: Sering

TP:Tidak Pernah

KD:Kadang-kadang

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: Della Citra

KELAS X-C

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran			✓		
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajar (power point ,papan tulis dll)		✓			
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir			✓		
5	Guru menggunakan bahasa yang mudah dipahami	✓				
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa				✓	
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat	✓				
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi	✓				
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit	✓				

Keterangan:

SL: Selalu

JR:Jarang

SR: Sering

TP:Tidak Pernah

KD:Kadang-kadang

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: ~~REZKY~~ REZKY

KELAS 1x.C

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran		✓			
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajarn(power point ,papan tulis dll)	✓				
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir				✓	
5	Guru menggunakan bahasa yang mudah dipahami			✓		
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat	✓				
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi	✓				
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit	✓				

Keterangan:

SL: Selalu

SR: Sering

KD:Kadang-kadang

JR:Jarang

TP:Tidak Pernah

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: MUWARDANI

KELAS IX-6

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran		✓			
2	Guru memberikan motivasi sebelum memulai pelajaran			✓		
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajar(power point ,papan tulis dll)		✓			
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir			✓		
5	Guru menggunakan bahasa yang mudah dipahami	✓				
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat	✓				
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi		✓			
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit	✓				

Keterangan:

SL: Selalu

JR:Jarang

SR: Sering

TP:Tidak Pernah

KD:Kadang-kadang

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: Ratna

KELAS 1x.c

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓				
2	Guru memberikan motivasi sebelum memulai pelajaran				✓	
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajar (power point, papan tulis dll)		✓			
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir			✓		
5	Guru menggunakan bahasa yang mudah dipahami		✓			
6	Guru memberikan kesempatan kepada siswa untuk bertanya		✓			
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa		✓			
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat		✓			
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi			✓		
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit		✓			

Keterangan:

SL: Selalu

JR: Jarang

SR: Sering

TP: Tidak Pernah

KD: Kadang-kadang

ANGKET PENELITIAN

PENGARUH GAYA MENGAJAR GURU BAHASA INGGRIS

NAMA: *Riana Ramadhani*

KELAS *IXc*

NO	PERTANYAAN	SL	S	KD	JR	TP
1	Guru membuka dengan salam pada saat ingin memulai pembelajaran	✓		✗		
2	Guru memberikan motivasi sebelum memulai pelajaran	✓		✗		
3	Guru menjelaskan materi dengan menggunakan banyak media pembelajarn(power point ,papan tulis dll)		✓			
4	Guru hanya menjelaskan materi terus menerus hingga jam pelajaran berakhir			✓		
5	Guru menggunakan bahasa yang mudah dipahami	✓				
6	Guru memberikan kesempatan kepada siswa untuk bertanya	✓				
7	Guru mampu menjawab pertanyaan yang diajukan oleh siswa	✓				
8	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat		✓			
9	Guru lebih mengedepankan metode diskusi dibanding peserta didik mencatat materi		✓			
10	Guru mengajak peserta didik berdiskusi mengenai materi yang sulit		✓			

Keterangan:

SL: Selalu

JR: Jarang

SR: Sering

TP: Tidak Pernah

KD: Kadang-kadang

ANGKET PENELITIAN

MINAT BELAJAR SISWA

NAMA: Uji Wira Yudha

KELAS: IX-C

NO	PERTANYAAN	SS	S	N	TS	STS
1	Mata pelajaran Bahasa Inggris sangat penting bagi saya	✓				
2	Saya sangat senang belajar Bahasa Inggris		✓			
3	Saya mengikuti pelajaran dengan sungguh-sungguh	✓				
4	Saya mempelajari materi pembelajaran terlebih dahulu sebelum guru menjelaskan materi		✓			
5	Saya mencatat materi yang guru berikan	✓				
6	Saya memperhatikan ketika guru menjelaskan materi	✓				
7	Saya menjawab pertanyaan yang diberikan oleh guru	✓				
8	Saya aktif bertanya di kelas ketika ada yang kurang saya pahami mengenai materi	✓				
9	Saya mengerjakan tugas yang diberikan oleh guru	✓				
10	Saya merasa senang jika dilakukan diskusi kelompok	✓				

ANGKET PENELITIAN

MINAT BELAJAR SISWA

NAMA: Sri Wahyuni Sahra

KELAS: IX-C

NO	PERTANYAAN	SS	S	N	TS	STS
1	Mata pelajaran Bahasa Inggris sangat penting bagi saya		✓			
2	Saya sangat senang belajar Bahasa Inggris		✓			
3	Saya mengikuti pelajaran dengan sungguh-sungguh			✓		
4	Saya mempelajari materi pembelajaran terlebih dahulu sebelum guru menjelaskan materi			✓		
5	Saya mencatat materi yang guru berikan			✓		
6	Saya memperhatikan ketika guru menjelaskan materi			✓		
7	Saya menjawab pertanyaan yang diberikan oleh guru	✓				
8	Saya aktif bertanya di kelas ketika ada yang kurang saya pahami mengenai materi	✓				
9	Saya mengerjakan tugas yang diberikan oleh guru	✓				
10	Saya merasa senang jika dilakukan diskusi kelompok	✓				

ANGKET PENELITIAN

MINAT BELAJAR SISWA

NAMA: ANDI SHELLY ESA ZHARY

KELAS: IX-C

NO	PERTANYAAN	SS	S	N	TS	STS
1	Mata pelajaran Bahasa Inggris sangat penting bagi saya	✓				
2	Saya sangat senang belajar Bahasa Inggris				✓	
3	Saya mengikuti pelajaran dengan sungguh-sungguh			✓		
4	Saya mempelajari materi pembelajaran terlebih dahulu sebelum guru menjelaskan materi	✓			✓	
5	Saya mencatat materi yang guru berikan			✓		
6	Saya memperhatikan ketika guru menjelaskan materi				✓	
7	Saya menjawab pertanyaan yang diberikan oleh guru	✓				
8	Saya aktif bertanya di kelas ketika ada yang kurang saya pahami mengenai materi			✓		
9	Saya mengerjakan tugas yang diberikan oleh guru				✓	
10	Saya merasa senang jika dilakukan diskusi kelompok	✓				

ANGKET PENELITIAN

MINAT BELAJAR SISWA

NAMA: AWAL Ramadan

KELAS: IX-C

NO	PERTANYAAN	SS	S	N	TS	STS
1	Mata pelajaran Bahasa Inggris sangat penting bagi saya		✓			
2	Saya sangat senang belajar Bahasa Inggris			✓		
3	Saya mengikuti pelajaran dengan sungguh-sungguh				✓	
4	Saya mempelajari materi pembelajaran terlebih dahulu sebelum guru menjelaskan materi				✓	
5	Saya mencatat materi yang guru berikan		✓			
6	Saya memperhatikan ketika guru menjelaskan materi	✓				
7	Saya menjawab pertanyaan yang diberikan oleh guru				✓	
8	Saya aktif bertanya di kelas ketika ada yang kurang saya pahami mengenai materi			✓		
9	Saya mengerjakan tugas yang diberikan oleh guru				✓	
10	Saya merasa senang jika dilakukan diskusi kelompok				✓	

ANGKET PENELITIAN

MINAT BELAJAR SISWA

NAMA: Afachira Falaah dani

KELAS: IX.c

NO	PERTANYAAN	SS	S	N	TS	STS
1	Mata pelajaran Bahasa Inggris sangat penting bagi saya	<input checked="" type="checkbox"/>				
2	Saya sangat senang belajar Bahasa Inggris		<input checked="" type="checkbox"/>			
3	Saya mengikuti pelajaran dengan sungguh-sungguh			<input checked="" type="checkbox"/>		
4	Saya mempelajari materi pembelajaran terlebih dahulu sebelum guru menjelaskan materi	<input checked="" type="checkbox"/>				
5	Saya mencatat materi yang guru berikan			<input checked="" type="checkbox"/>		
5	Saya memperhatikan ketika guru menjelaskan materi				<input checked="" type="checkbox"/>	
7	Saya menjawab pertanyaan yang diberikan oleh guru	<input checked="" type="checkbox"/>				
	Saya aktif bertanya di kelas ketika ada yang kurang saya pahami mengenai materi	<input checked="" type="checkbox"/>				
	Saya mengerjakan tugas yang diberikan oleh guru			<input checked="" type="checkbox"/>		
	Saya merasa senang jika dilakukan diskusi kelompok			<input checked="" type="checkbox"/>		

ANGKET PENELITIAN
MINAT BELAJAR SISWA

NAMA: Ratna

KELAS: IX-E

NO	PERTANYAAN	SS	S	N	TS	STS
1	Mata pelajaran Bahasa Inggris sangat penting bagi saya	✓				
2	Saya sangat senang belajar Bahasa Inggris				✓	
3	Saya mengikuti pelajaran dengan sungguh-sungguh		✓			
4	Saya mempelajari materi pembelajaran terlebih dahulu sebelum guru menjelaskan materi					✓
5	Saya mencatat materi yang guru berikan	✓				
6	Saya memperhatikan ketika guru menjelaskan materi			✓		
7	Saya menjawab pertanyaan yang diberikan oleh guru				✓	
8	Saya aktif bertanya di kelas ketika ada yang kurang saya pahami mengenai materi			✓		
9	Saya mengerjakan tugas yang diberikan oleh guru		✓			
10	Saya merasa senang jika dilakukan diskusi kelompok				✓	

ANGKET PENELITIAN

MINAT BELAJAR SISWA

NAMA: Nuraisyah

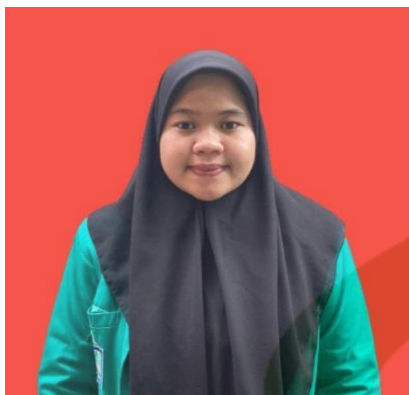
KELAS: IX-C

NO	PERTANYAAN	SS	S	N	TS	STS
1	Mata pelajaran Bahasa Inggris sangat penting bagi saya	✓				
2	Saya sangat senang belajar Bahasa Inggris		✓			
3	Saya mengikuti pelajaran dengan sungguh-sungguh			✓		
4	Saya mempelajari materi pembelajaran terlebih dahulu sebelum guru menjelaskan materi			✓		
5	Saya mencatat materi yang guru berikan	✓				
6	Saya memperhatikan ketika guru menjelaskan materi			✓		
7	Saya menjawab pertanyaan yang diberikan oleh guru	✓				
8	Saya aktif bertanya di kelas ketika ada yang kurang saya pahami mengenai materi			✓		
9	Saya mengerjakan tugas yang diberikan oleh guru			✓		
10	Saya merasa senang jika dilakukan diskusi kelompok			✓		





CURRICULUM VITAE



Sahyani, the author was born on May 8th 2001, Bulucenrana, SIDRAP. She is the second child of 3 siblings from pair Muh.Yusuf and Hasnawiah. The educational background of the author is TK Darmawanita Bulucenrana, then she continues her education at SD NEGERI 4 OTTING, then goes to SMP 4 PITU RIAWA, then continues her education at SMA 3 SIDRAP. In 2019 he was registered as English Education Program State Islamic Institute (IAIN) PAREPARE. She completed her thesis on

2023 with the title "The Effect of Teaching Style on Students Interest in learning English at SMP 4 PITURIAWA".

