

The Students' Enthusiasm in Learning English of the Tenth Grade Students at SMK Kristen Tagari

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ABSTRACT

Obviously the use of students' enthusiasm in learning English the students is not only as studying English for knows ability in learning English, but also as a students' enthusiasm in learning English. Therefore, in this situation the students have to know the characteristics of students' enthusiasm in learning English. The research aims at finding out The Students' Enthusiasm in Learning English. The researcher in this study employed the qualitative research design. The subjects of this research were students of the tenth grade students at SMK Kristen Tagari. The results of the research revealed that the Students' Enthusiasm in Learning English of the tenth grade students at SMK Kristen Tagari are: class interactive, students constantly to answer questions, students will come back, find a student's strength, students listen during learning, preview the lesson, play in spotlight, working exercise, and feedback from students. The students can be active in class specially in learning English.

Keywords: *Students' Enthusiasm, Learning English*

A. INTRODUCTION

Nasution (1993: 08) the according learning English is the psychology conditions for someone to do something. Sardiman (2007: 75) the overall resources and psychic drive inside someone me but learning activities, ensuring continuity of learning English and give direction on learning English activities in order to achieve the goal.

Learning English is success obtained for learning process. Learning English represent someone's result in learning English which cannot be underestimated in because it is an aspect of the success in system of national education. Learning English is result of learning which reached by students in certain field of lesson with used test standard as a tool to means used of student's success in learning. Learning English is a process similar to the conditions that the necessary for the continuation of this type of study is factor informant time between the fired and subsequent stimulus for example, a teacher giving a form of a question or an idea about something and then acted upon by their students, teacher give students a question and then answer. Murray (1991: 159) proposed another possible explanation for the effects of students' enthusiasm on students motivation, namely that students' model or imitate the energy and commitment of an enthusiastic instructor, thereby increasing their own enthusiasm for study outside the classroom. The characteristics of the students' enthusiasm in learning English such as class interactive, students constantly to answer questions, students will come back, find a student's strength, students listen during learning, preview the lesson, play in spotlight, working exercise, and feedback from students.

Obviously the use of the students' enthusiasm in learning English is not only to know ability in English but also as motivation for students to active in class. The students' active in learning English process in classroom is only one example students' enthusiasm. Based on the background above the writer is interested to conduct the research with entitle "The Students' Enthusiasm in Learning English of the Tenth Grade Students at SMK Kristen Tagari".

B. REVIEW OF RELATED LITERATURE

Enthusiasm in Learning English

Enthusiasm is vital in language learning process because it determines whether the action of foreign language question is undertaken by the learner and to what extent he is ready to continue this intellectual affront. This is the reason why so many scientist and researcher have devoted such a great deal of attention to enthusiasm.

As reviewed, extensive research has supported the facilitative effects of enthusiastic teaching behaviors on student learning. However, few studies have examined the psychological mechanisms or processes underlying the effects of teacher enthusiasm. Why or how do enthusiasm teaching behaviors facilitate learning? What cognitive and affective processes do enthusiastic teachers in their students? There are many possible mechanisms by which teacher enthusiasm could facilitate student learning. Two distinct hypotheses have been presented by past researcher, namely motivation for further learning and selective attention. A review of these two existing the ones will be followed by a novel explain for the achievement enhancing effects of teacher enthusiasm. The third hypothesis is proposes that enthusiasm behavior facilitate learning because they emphasize the structure of the lesson, which in turn, aids the encoding and retrieval of text.

It has been suggested that teacher enthusiasm facilitates achievement because it increases motivation for learning both inside and outside the classroom. Research has supported the motivational effects of teacher enthusiasm. Murray (1983: 73) "Examined the relationship between low inference teaching behaviors and student motivation as well as student learning and student instructional ratings in introductory psychology course". Student motivation was measured by amount of studying and by the frequency of senior course registration. A significant positive correlation was found between teacher enthusiasm and senior course registration. That is, students taught by

highly enthusiasm introductory psychology instructors were more likely to register in senior psychology courses than students' enthusiasm.

Hull (1983: 135) said "out research designed to examine the effects of students' enthusiasm on student attention. With attention defied as student engagement in teacher led instruction". The results supported the hypothesis, in that student engagement in enthusiasm classes than for control classes. The lecture was significantly higher for a second, unexpected finding was also reported. Not only did students' enthusiasm augment attention to teacher led instruction, it also produced higher levels of students' enthusiasm, as indicated by improved involvement in seatwork. Students of enthusiasm teachers were significantly more likely to be on task during seatwork than students of control teachers. The positive effects of students' enthusiasm seemed to generalize beyond attention within the classroom. Similar results were reported in study of students' enthusiasm. Undergraduate students who had watched videotaped lectures of students' enthusiasm performed significantly better on an out of class homework assignment than students who had watched unenthusiastic teachers.

Streeter's (1981: 144) subjects may have "experienced less unpleasant physical sensations and feelings" when their teachers were more animated because their attempts at reading were no longer being ignored by their teachers. In contras, teacher who sir at the front of the room, and read from prepared notes are less likely to cultivate a bond with their students. Under these circumstances, students may stop working because their learning attempts are never recognized or reinforced by their teachers.

Murray (1991: 159) proposed another possible explanation for the effects of students' enthusiasm on students motivation, namely that students' model or imitate the energy and commitment of an enthusiastic instructor, thereby increasing their own enthusiasm for study outside the classroom.

The characteristics of the students' enthusiasm in learning English are:

1. **Class Interactive:** Make the class interactive and do everything possible to transform the students from passive observers to active players. Get the students out of their seats frequently to work in twos or threes on analyzing an issue. Students learn more and retain more when they are actively involved, whether by taking notes, asking questions or making comments. When students share their thoughts with another student first, the class discussion will be of a higher quality.
2. **Students Constantly to Answer Questions:** Constantly call on individual students by name to answer questions without first asking for volunteers. This keeps the whole class awake and alert. Never go for more than three or four minutes without getting one of the students to speak. Never let your students get overly comfortable and lethargic. You want them to be on their toes and fully awake, knowing that you might call on them at any time to answer a question.
3. **Students will come back:** If two or more students raise their hands at the same time, reassure those students not selected that you won't forget to come back to them for their questions in a moment.
4. **Find a student's strength:** Student is particularly adept at a particular skill set, point it out and have an expectation for the student to be the "expert." This raises the student in the esteem of classmates and encourages the student to stay abreast of the topic. Try to find a dozen students like this in your class for a variety of topics by being specific in your praise. That was a well written paper, but indicate exactly what about the ideas, or wording, or structure of the paper you felt made it stand out.
5. **Students pay attention during learning:** Maintain strong eye contact with the student speaking so he or she has your complete attention. Students want to be heard. By nodding, smiling or otherwise acknowledging the student, you show that you are totally committed to listening and understanding what each student has to say. Give critical feedback, but look for ways to compliment the student for the observations so the student feels encouraged. Guide class discussions so they don't wander too far off mission.

6. Preview the lesson: When students make presentations, which they should do frequently, encourage peer review. Get students to teach each other and to learn from each other. It engages them more than the professor doing a solo act.
7. Play in the spotlight: Which a student comes to the front of the class and you interview him or her about his or her life or the current assignment or the in class discussion topic in a non intimidating and friendly way for a few minutes. The purpose is to have the student practice oral communication and to have the class get to know the spotlighted student better. Tell your students, particularly grad students, that the class may well contain future creative or business partners and so getting to know each other is important.
8. Working Exercise: In some of the early classes in the semester, give students a three minute “networking” exercise. Before it starts, stress the importance of networking (making contacts and meeting key people) to their careers. Then tell them to stand up, move around the room and find a student they don’t know or know very little. Give them an exercise (such as a question relevant to the class or finding out something unique about the person) and then have them report back to the whole class on what they learned from each other.
9. Feedback from Students: One month into the class ask for feedback. Tell them they are welcome to hand the answers anonymously if they’d prefer. Repeat this exercise about two months into the class. It will give you valuable information about what is and is not working, allowing you to change, modify or tweak what you are doing. Always report back to the class on what you learned from the feedback and the changes you intend to make as a result. Make it clear that you welcome candid and constructive feedback from students and make sure you implement the changes you promise to make.

C. RESEARCH METHODOLOGY

The researcher in this study employed the qualitative research design. The researcher in this study employed the qualitative research design. As Mason in Mackey and Gass

(2005:162) pointed out that qualitative research is whatever it might be certainly does not represent a unified set of techniques or philosophies, and indeed has grown out of a wide range of intellectual and disciplinary traditions. Then, Mackey and Gass (2005:162) briefly defined, the term qualitative research is can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures. The purposes of qualitative research are; *Rich description*: Qualitative Research often involving the provision of careful and detailed descriptions as opposed to the quantification of data through measurements, frequencies, scores, and ratings. And *Natural and holistic representation*: Qualitative Research aims to study individuals and events in their natural settings that is, rather than attempting to control contextual factors (extraneous variables) through the use of laboratories or other artificial environments, qualitative researchers tend to be more interested in presenting a natural and holistic picture of the phenomena being studied. This picture includes both the broader socio cultural context (e.g., the ideological orientations of the speech community as a whole) as well as micro-level phenomena (e.g., interaction within the classroom).

The researcher selected the subject of this research the tenth grade students at SMK Kristen Tagari that could be good informants and contribute to the researchers' understanding. The subjects of this research are tenth students. The researcher also the students in learning English in classroom by observation of the students' enthusiasm.

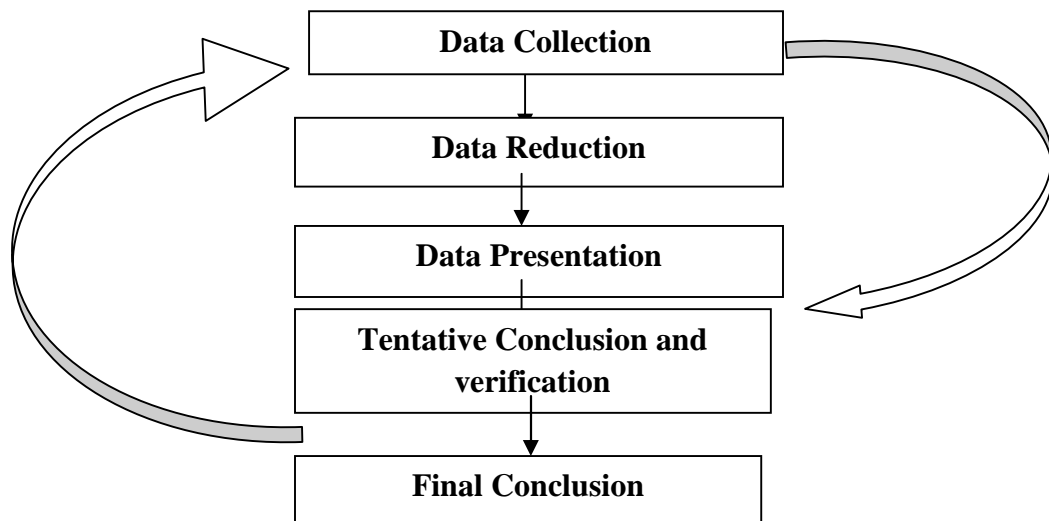
The researcher employed some instruments to facilitate this research, namely: Observation, interview and recording. In this research, the researcher applied the direct observation. Dawson (2002:32) states that direct observation involves the observation of a subject in a certain situation and often uses technology such as video cameras and the researcher is not involved in the lives of the subject being observed. Then, to know specific information which can be compared and contrasted with information gained in other interviews, the researcher conducted the semi-structured interview. In addition to observation and interviews, information was gathered also through recording.

After collecting the data from the observation, interviews, and documentation, the researcher analyzed it with qualitative data analysis. In analyzing the qualitative data,

the researcher used cyclical data analysis as supported by Watson Gegeo in Mackey and Gass (2005:178), those stages consists of three procedures are as follows:

Adopted from: Watson in Mackey and Gass (2005:178)

Figure 3.1 Process of data analysis (cyclical model)



D. DISCUSSION

The Students' Enthusiasm in Learning English of the tenth grade students at SMK Kristen Tagari through Recording and Observation.

Class Interactive

The first characteristics of student's enthusiasm in learning English of tenth grade students at SMK Kristen Tagari is *class interactive*. Enthusiasm so hand in glove bearing it by brazes interactive where active student it went more dominant hotly deep learned English language be compared with by student that passive. In this research researcher has done observation where researcher observed to process English language teaching and learning of tenth grade students at SMK Kristen Tagari students' enthusiasm in learned English language. When the teacher explain material in class, visible from students observation as follow:

"Students in class exacting in learning English" [FN1.1]

"There are some students who took the initiative to ask if there is anything that is not understood" [FN1.4]

"The students are concentration in learning English" [FN1.5]

From the first observation until the last above appeared there are many students' enthusiasm in Learning English, because the material to teach by their teacher it easily understand. In many startup observation in processes learning that be happens students that following study really notice material that being worded by their teacher. Chastened material by their teacher so perspicuous by students those are at braze. Mark sense student spirit that wants to notice material from the beginning learning. While there is material which insufficiently been understood by students therefore that student is unashamed for asked to learn and even student really dares self in answer question that let fly by their teacher. And no few their try simultaneously answer teacher question or gives comment according to what do be understood by students. As compared to the latest student observation active reducing in learned

English language because method which gave by their teacher less comprehended by students. Insufficiently marks sense student spirit in learned English language, while learns be asked to aught student within class they just can sit, silent, can't respond question that gave by their teacher. In this observation its reducing student which asked to hit chastened material by their teacher.

Table 4.1: Data display for Class Interactive

| Characteristics of students' enthusiasm | The ways of class interactive |
|---|--|
| Class Interactive | FN 1.1: Students in class exacting in learning English |
| | FN 1.4: There are some students who took the initiative to ask if there is anything that is not understood |
| | FN 1.5: The students are concentration in learning English |

Students Constantly to Answer Questions

The second characteristics of student's enthusiasm of the tenth grade students in learning English of tenth grade students at SMK Kristen Tagari is *students constantly to answer questions*. From the result of the observation that the researcher has done, it can be seen that the student's enthusiasm in learning English of tenth grade students at SMK Kristen Tagari in their process of teaching learning English. While are researcher noticed students' enthusiasm in learning English language at brazes, of this research researcher is so easily to get information about students constantly to answer questions as follow:

“Vying in answered questions without a designated” [FN 2.2]

“The students know the answer to the material students simultaneously answer or give opinions” [FN 2.3]

From the observation first until third and fifth above appeared there are some students' enthusiasm in Learning English. It proved by students of tenth grade students in SMK Kristen Tagari engages to answer question of their teacher, they were more anxious while their teacher giving question about material which being taught by it easily at understands by students. In the fourth observation there is do not students constantly to answer question, because their teacher just explain the material in classroom.

Table 4.2: Data display for Students Constantly to Answer Question

| Characteristics of students' enthusiasm | The ways of students constantly to answer question |
|---|--|
| Students Constantly to Answer Question | FN 2.2: Vying in answered questions without a designated |
| | FN 2.3: The students know the answer to the material students simultaneously answer or give opinions |

Students Will Come Back

The third characteristics of student's enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari is students *will come back*. The more interesting the material, the students will devote their attention to it. The students' enthusiasm in Learning English of tenth grade students at SMK Kristen Tagari used various forms of students will come back. Teachers are in charge of teaching materials provide questions for students to ask for opinions about the answer asked by the teacher to divert students back on topic. When the teacher explain material in class, visible from students observation as follow:

“The students response by their teacher about their opinion about material to divert students back on topic” [FN 3.2]

“Students more easily know when their teacher provides an illustration”
[FN 3.3]

In this observation first until third the researcher looked process teaching and learning English their teacher giving the students an illustration of the material easier to get back on topic is intended by their teacher. Students who pay less attention to the material when the teacher gives students an illustration of the material easier to get back on the topic that is intended by the teacher. Some students who do not pay attention to the learning process takes place usually teachers provide or refer the student to come forward to answer practice, this is done by the teacher to give attention to students in learning. In this study, researchers found that during questioning the students were able to divert the attention of students in participating in the learning takes place. In the fourth and fifth there is not students come back because their teacher just explain about material and giving tasks.

Table 4.3: Data display for Students Will Come Back

| Characteristics of students' enthusiasm | The ways of students will come back |
|---|--|
| Students Will Come Back | FN 3.2: The students response by their teacher about their opinion about material to divert students back on topic |
| | FN 3.3: Students more easily know when their teacher provides an illustration |

Find a Student's Strength

The fourth characteristics of student's enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari is *find a student's strength*. The learning English process in the classroom teaching materials which are then developed by the teacher and the students make the learning English in classroom become more alive.

Enthusiasm in using authentic materials makes the learning English become more interesting. It motivates the other students to devote their attention to the material.

“The students asked when material not understood” [FN 4.2]

“The students be able to give an opinion” [FN 4.3]

“The students asked the teacher about correct answers on questions their teacher given” [FN 4.4]

From the first observation until the last above appeared there are many students’ enthusiasm in Learning English, It is proved by the active learning English of the students to find a student’s strength. The students’ enthusiasm then asked to do all of the exercise or material. Students answered the teacher if they understand about the material, always the students asked about correction written the teacher. Students can give opinion about the material. From the result of observation above, it can be seen that the find a student’s strength in learning English. Students’ enthusiasm in learning English at SMK Kristen Tagari can easily for students to give comment and opinion, in order to support students’ enthusiasm learning English.

Table 4.4: Data display for Find a Student’s Strength

| Characteristics of students’ enthusiasm | The ways of find a student’s strength |
|---|---|
| Find a Student’s Strength | FN 4.2: The students asked when material not understood |
| | FN 4.3: The students be able to give an opinion |
| | FN 4.4: The students asked the teacher about correct answers on questions their teacher given |

Students Pay Attention during Learning

The fifth characteristics of students enthusiasm of the tenth grade students in learning English at SMK Kristen Tagari is *students pay attention during learning*. The more interesting the material, the more the students went devote their attention to it.

Students' enthusiasm in Learning English at SMK Kristen Tagari used various forms of material, the students listen during discussions from teacher.

“The pay attention the material during the learning process” [FN 5.3]

“The students and teacher compact in translated the meaning in material”
[FN 5.5]

From the first observation until the last above appeared there are many students' enthusiasm in Learning English, in this research study to looked students in the process of learning English is very enthusiasm in improving the way of learning. Students who do not understand the material being taught, asked the subject teachers. There are some students also ask a friend next to him with material that is not yet understood. The cooperation between students and teachers this is evidenced through the compactness of teachers and students in translated, material taught by the teacher. Another way to improve the way students learn when they are addressing teacher training students to answer on the whiteboard in the classroom observation.

Table 4.5: Data display for Students Pay Attention during Learning

| Characteristics of students' enthusiasm | The ways of students pay attention during learning |
|---|--|
| Students Pay Attention during Learning | FN 5.3: The pay attention the material during the learning process |
| | FN 5.5: The students and teacher compact in translated the meaning in material |

Preview the Lesson

The sixth characteristics of students enthusiasm in learning English in the tenth grade students at SMK Kristen Tagari is *preview the lesson*. Preview the lesson an effective usually comes from students' enthusiasm in learning English in classroom. When the researcher looked the students process in the classroom when the teacher preview the lesson there are many students' enthusiasm answer the teacher asked.

“When the teacher teach, the teacher asked or review the questions that have been through and the students answered the question” [FN 6.1]

From the first until third and fifth observation above appeared there are many students’ enthusiasm in Learning English, Sometimes all the students compact answer question from teacher. From the observation in learning English the researcher to know enthusiasm student preview the lesson. In fact of declaration the students’ enthusiasm in learning English make the students become more interesting. It motivate the other student’s to devote their attention to the learning English. The fourth observation teacher just explain the material so the students just written the material in their notebook.

Table 4.6: Data display for Preview the Lesson

| Characteristics of students’ enthusiasm | The ways of preview the lesson |
|---|---|
| Preview the Lesson | FN 6.1: When the teacher teach, the teacher asked or review the questions that have been through and the students answered the question |

Play in the Spotlight

The seventh characteristics of students’ enthusiasm in learning English is *play in spotlight*. The activity in learning English of the tenth grade students at SMK Kristen Tagari in the classroom is mostly dominated by the activity of question and answer. This activity, of course, requires the students to give their participation, or opinion about the material.

“They students and directly come forward to correction answer the question” [FN 7.1]

“Stood up and directly read or answer questions” [FN 7.3]

From the first until third observation above appeared there are many students' enthusiasm in Learning English, From the classroom observation that the researcher has done, it can be seen that the students are active enough in involving themselves in the learning English in the play spotlight a student of choose by teacher, the student stand up and come forward to answer question from their friends. There spirit of the students when be given exercise to go forward answer the question. The student had choose by the teacher straight to go forward. From the classroom observation which has been done by the researcher, it is shown that the students are active it's a students' enthusiasm in learning English to play in the spotlight. From the fourth until fifth teacher just explain the material so the students didn't worked the exercise.

Table 4.7: Data display for Play in the Spotlight

| Characteristics of students' enthusiasm | The ways of Play in the Spotlight |
|---|---|
| Play in the spotlight | FN 7.1: They students and directly come forward to correction answer the question |
| | FN 7.3: Stood up and directly read or answer questions |

Working Exercise

The eighth characteristics of students' enthusiasm in learning English in the tenth grade students at SMK Kristen Tagari is *working exercise*. The learning English process in classroom, the activities which are provided by the students' enthusiasm in learning English at SMK Kristen Tagari mostly require the students to give their active participation. The working exercise activities include: exercise base activity, question and answer and also require the collaborated participation from the teacher.

“The students are given exercise to better know the material their teacher teach” [FN 8.1]

“Question and answer between teacher and students” [FN 8.2]

“The material being taught is repeated for easily to understand” [FN 8.2]

From the first observation until the last above appeared there are many students' enthusiasm in Learning English, There are many student went the teacher give the exercise, working the exercise by teacher, when the students given exercise just sit and work the exercise. This activity, of course, requires the students to give their participation. From the classroom observation that the researcher has done. It can be seen that the students' enthusiasm are active enough in involving themselves in the process of learning English.

Table 4.8: Data display for Working Exercise

| Characteristics of students' enthusiasm | The ways of Working Exercise |
|---|--|
| Working exercise | FN 8.1: The students are given exercise to better know the material their teacher teach" and "Repeat every material their teacher teach |
| | FN 8.2: "Students to motivation by their teacher for not to be afraid", "Question and answer between teacher and students", "Doing the exercises" and "The material being taught is repeated for easily to understand" |

Feedback from Students

The ninth characteristics of students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari is *feedback from students*. The more interesting the material, the more students went devote their attention to it. The learning English which are then developed by the teacher and the students make the teaching and learning activity in the classroom become mare alive.

"When there is material that understood immediately asked their teacher"

[FN 9.1]

"Students giving a comment" [FN 9.2]

"Students to help their friends struggle to understand the material" [FN 9.4]

From the first until fourth observation above appeared there are many students' enthusiasm in Learning English, in this learning English the material which is discussed in the classroom is sometimes comes from the students also. Student's enthusiasm in learning English it be seen when the student didn't understand about material, the students asked by teacher, students giving opinion, or comment about the material, and also the students ask their friends about material, from teacher. The teacher said that the students are active in giving her suggestion about what to be discussed. The result of observation above, the students are more enthusiasm in following the lesson when the material becomes more interesting. One way to make the material becomes more interesting is by feedback from students. The last observation teacher just explain material, students just listened their teacher to explain material in learning English in classroom.

Table 4.9: Data display for Feedback from Students

| Characteristics of students' enthusiasm | The ways of Feedback from Students |
|---|--|
| Feedback from Students | FN 9.1: When there is material that understood immediately ask their teacher |
| | FN 9.2 : Students giving a comment |
| | FN 9.4: Students to help their friends struggle to understand the material |

The Students' Enthusiasm in Learning English of the tenth grade students at SMK Kristen Tagari through Interview

Process in learning English in classroom

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. Some students when the students liked the situation in process learning English in classroom they are excited as follows interview:

| | |
|------|---|
| I2.2 | <p><i>Proses belajar bahasa Inggris di kelas menurut saya sangat menyenangkan, karena guru yang mengajar kami sering memberikan tugas kelompok dalam bentuk gambar, permainan, dan teka-teki.</i></p> <p>[The process of learning English in class I think is very fun, because the teachers who teach us often leave the task group in the form of pictures, games, and puzzles.]</p> <p><i>The first interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.11-12:13 p. m.</i></p> |
|------|---|

From the quotes of the interview with the students of the tenth grade students at SMK Kristen Tagari. In interview showed that students' enthusiasm, students exacted in learning English because their teacher always given the joke of word in English, sometimes there is a question and answer between teacher and students, the students like if the teacher often leave the task group in the form of pictures, games, and puzzles. The students' enthusiasm related to class interactive.

Asking their teacher and colleagues

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. Some students when the students that find difficult to understand they are asking their teacher and colleagues as follows:

| | |
|------|--|
| E2.3 | <p><i>Yang saya lakukan ketika ada materi yang sulit yaitu bertanya kepada guru dan teman.</i></p> <p>[I do when there is a material that is difficult is to ask the teacher and</p> |
|------|--|

| | |
|--|--|
| | friend.] |
| | <i>The second interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.14-12:17 p. m.</i> |

From the quotes of the interview with the students of the tenth grade students at SMK Kristen Tagari. In interview showed that students' enthusiasm when the students always to know the material the students went be asked the teacher and sometimes the students looking for the meaning of words from the English dictionary. In this interview showed students' enthusiasm in learning English by class interactive.

Learning again

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. Some students when the students have not chosen to answer a questions by teacher as follows:

| | |
|-------|---|
| F2.12 | <p><i>Saya harus termotivasi dari teman-teman yang terpilih agar saya juga aktif di kelas.</i></p> <p>[I have to be motivated from friends who elected that I was also active in the class.]</p> <p><i>The third interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.18-12:21 p. m.</i></p> |
|-------|---|

From the quotes of the interview with the students of the tenth grade students at SMK Kristen Tagari. In interview showed that students' Keen to learn English, there were some students understand of learning again in learning English because they would understand it if it to make the students to relearn the material being taught, studying at home and they went be trying be able to come forward to answer the

exercise. . In this interview showed students' enthusiasm in learning English by class interactive.

Keen to Learn English

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. Some students keen to learn English they said English is interesting as follows:

| | |
|-------|--|
| D2.20 | <p><i>Agar saya bisa bekerja di luar negeri karena dengan belajar bahasa Inggris kita bisa lebih mudah berkomunikasi dengan orang asing.</i></p> <p>[So that I can work abroad because by learning English we can more easily communicate with foreigners.]</p> <p><i>The third interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.18-12:21 p. m.</i></p> |
|-------|--|

From the quotes of the interview with the students of the tenth grade students at SMK Kristen Tagari. The reason the students keen to learn English because the students will be to understand English, them learn to English because they went can easily to communicate with foreigners. This proves that students' enthusiasm in learning English is seen from their spirit of keen to learn English by class interactive.

Overcome laziness in learning English

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. Some students when the students bored in learning English they are overcome laziness in learning English as follows:

| | |
|-------|---|
| E2.22 | <p><i>Cara saya mengatasi adalah dengan cara mencoba terus dan membuka kamus jika ada arti kata yang tidak saya ketahui.</i></p> <p>[The way I cope is to try to go on and open the dictionary if the word is unknown to me.]</p> |
|-------|---|

| | |
|--|--|
| | <i>The third interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.22-12:25 p. m</i> |
|--|--|

From the quotes of the interview with the students of the tenth grade students at SMK Kristen Tagari. The students not went be bored in English if association the material with the real world the students easily absorbed if it because it was more close with their environment and could imagine quickly as result the students went get more insight about the learned materials. And also the students that they expected if the teacher use games in English, music at the time in learning English process. In this interview showed students' enthusiasm in learning English by class interactive.

Asking and answering questions

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. Some students when the students interesting in learning English as follows:

| | |
|-------|--|
| 12.24 | <p><i>Yang sangat menyenangkan yaitu pada saat tugas kelompok, permainan, dan tugas-tugas yang menarik.</i></p> <p>[A very fun, when the task group, games, and tasks that interesting.]</p> <p><i>The third interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.26-12:29 p. m</i></p> |
|-------|--|

From the quotes of the interview with the students of the tenth grade students at SMK Kristen Tagari. The students went be exacted in learning English if the teacher gives games in English, gives pictorial material or teacher gives task of conversation, in interview the researcher to know the students will be exacted if students' enthusiasm in learning English by class interactive.

English is difficult

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. Some students when the students not interested in learning English as follows:

| | |
|-------|---|
| B2.28 | <i>Ketika tidak tahu arti atau makna dalam bahasa Inggris.</i> [When it does not know the meaning in English.] <i>The third interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.30-12:33 p. m</i> |
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From the quotes of the interview with the students of the tenth grade students at SMK Kristen Tagari. There are some students said that English is difficult because they does not know meaning in English so the students not interested in English but they are trying for learning English for know it. In this interview showed students' enthusiasm in learning English by class interactive.

Asked a difficult matter to understand

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. The teacher explain material in this class some students when the students asked a difficult matter to understand as follows:

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| F2.6 | <i>Angkat tangan dan menjawab.</i> [Raise your hands and answered.] <i>The third interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.33-12:35p. m</i> |
|------|---|

From the quotes of the interview with the students of the tenth grade students at SMK Kristen Tagari. If the students want to asked a difficult matter to understand, they went back in question is called the teacher and asked how to answer them, asked their teacher provides an opportunity, and sometimes the students request of their teacher to explain the material exclusive. In this interview showed students enthusiasm in learning English by find a students strength.

Exacting

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. Some students Impression about the attitude and the way teachers teach in school a specially at SMK Kristen Tagari, went influence for the students enthusiasm as follows:

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|-------|--|
| G2.30 | <i>Kesan Menyenangkan karena sering membuat candaan dalam kelas sehingga kita tidak kita tidak megantuk dalam kelas.</i> [Impression Exciting because often make jokes in class, so we do not sleepy in the classroom.] <i>The third interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.36-12:38 p. m</i> |
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From the quotes of the interview with the students of the tenth grade students at SMK Kristen Tagari. In interview showed that students' enthusiasm if their teacher teach in class giving the good impression certain students went be exacting, it is nice, it was fun because the teacher is easily to explain material. So their more enthusiasm about learning in classroom by students pay attention during learning.

Learn and Pay Attention

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. Some the students' enthusiasm in learning English if the teacher explain again the material as follows:

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|-------|--|
| B2.18 | <i>Saya akan belajar dan memperhatikan guru ketika menjelaskan.</i> [I will learn and pay attention when the teacher explains.] |
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|--|--|
| | <i>The third interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.39-12:42 p. m</i> |
|--|--|

From the quotes of the interview with the students of the tenth grade students at SMK Kristen Tagari. The students return the material that has been given at school by their teacher, when the students went learn and pay attention in teacher explains. By repeating the learning English went make the students went be to understand about their teacher teaching. In this interview showed students enthusiasm in learning English by preview the lesson.

Explaining the material again

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. When some the students went return the material for students teacher as follows:

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|-------|---|
| B2.26 | <p><i>Menjelaskan kembali materi yang sulit kami pahami.</i></p> <p>[Explaining back the material was harder for us to understand.]</p> <p><i>The third interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.43-12:46 p. m</i></p> |
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From the quotes of the interview with the students of the tenth grade students at SMK Kristen Tagari. When the teacher explain material in class the teacher went be asked the students or repeating material, such a thing resulted in taught repeat the material. In this interview showed students enthusiasm in learning English by preview the lesson.

Giving an opinion

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. Some students when the teacher given the students to answer the questions or giving an opinion students went be as follows:

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|------|--|
| A2.8 | <p><i>Memberikan jawaban yang benar sesuai dengan materi pelajaran.</i></p> <p>[Provide the correct answer according to the subject matter.]</p> <p><i>The third interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.47-12:50 p. m</i></p> |
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From the quotes of the interview with the students of the tenth grade students at SMK Kristen. When the students get a chance to answer the question or giving an opinion its' showed the students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari showed the students' motivation when students active in learning English process used by play in spotlight.

Tasks students' liked

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. The used of working exercise through correction aimed as criticism to the students who are lazy and perfunctory come automatically students using tasks students liked as follows:

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|-------|---|
| D2.14 | <p><i>Tugas yang saya senangi adalah ketika ditunjuk untuk maju ke depan menjawab soal-soal.</i></p> <p>[Taks that I like is when appointed to come forward to answer the questions.]</p> <p><i>The third interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.51-12:53 p. m</i></p> |
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From the interviews' result above showed that the students' enthusiasm in learning English in working exercise. The students will be enthusiasm if their teacher giving the exercise to easily to understand, the students said: when the students introduced in English language, students easily to understand as material of Yes or No

questions and also tasks of daily activity. The interview of the tenth grade students at SMK Kristen Tagari will be enthusiasm in learning English used by working exercise.

Daily

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. The teacher giving daily to know ability students of feedback from students as follows:

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|-------|--|
| H2.16 | <p><i>Ya, pernah biasanya 2 kali dalam satu semester.</i></p> <p>[Yes, I have usually 2 time in one semester.]</p> <p><i>The third interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.54-12:56 p. m</i></p> |
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From the interviews' result above showed that the students' enthusiasm in learning English in working exercise. The teacher always giving the daily to know students ability in learning English. It showed that the students enthusiasm in learning English by feedback from students.

Teacher repeating of material

The students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari. The teacher tried to explain the material in simple language for used repeating of material as follows:

| | |
|-------|--|
| B2.26 | <p><i>Menjelaskan kembali materi yang sulit kami pahami.</i></p> <p>[Explaining back the material was difficult for us to understand.]</p> <p><i>The third interview with the tenth grade students at SMK Kristen Tagari on Saturday, 23 July 2016 at 12.57-01.00 p. m</i></p> |
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From the interviews' result above showed that the students' enthusiasm in learning English in working exercise. When the teacher tried the material the teacher sometimes to asked back the material for them, and explaining the material was difficult for them to understand. It is done to can know student' enthusiasm in understands what already be taught their teacher. It showed that the students enthusiasm in learning English by feedback from students.

E. CONCLUSION

Based on the data analysis and the result of the study, the following conclusions are drawn: Based on the observation, interview and recording, the researcher concluded that found the characteristics of the students' enthusiasm in learning English of the tenth grade students at SMK Kristen Tagari that are drawn as follows: class interactive, students constantly to answer questions, students will come back, find a student's strength, students listen during learning, preview the lesson, play in spotlight, working exercise, and feedback from students.

In this case, it especially deals with the students' enthusiasm to create learning English activities which to bring about fun and cooperative way of learning, promotes their learning.

It is proved by tenth grade students at SMK Kristen Tagari are mostly engaged in the learning process actively. Consequently, the students are also encouraged to learning English naturally.

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