

**THE STUDENTS' INTEREST IN LEARNING ENGLISH  
THROUGH PAIR – WORK ACTIVITIES  
AT THE SECOND YEAR  
SMA N 1 SINGINGI**

Thesis  
Submitted to Fulfill One of Requirements  
For Undergraduate Degree in English Education  
(S.Pd.)



**BY**

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PEKANBARU  
1430 H/2009 M**

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## SUPERVISOR APPROVAL

The thesis entitled "*The Students' interest in learning English through pair-work activities at second year SMAN 1 Singingi*", is written by Ahmad Junaidi Azra, NIM. 10414024337. It is accepted and approved to be examined in the meeting of the final examination of undergraduate committee at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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The Writer

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## ملخص

الموضوع: رغبة تعلم اللغة الإنجليزية عند الطلاب بالفصل 2 في المدرسة العالية الحكومية 1 سيغيغي يملاء pair-work activities هذا البحث هو بحث التجربة بإستعمال design single group بأعطى pre-test و post test يملاء الإستفتاء على الظواهر، المشكلة المهمة التي تبحث و تحليل في هذا البحث عن كيف رغبة تعلم عند الطلاب بالفصل 2 في المدرسة العالية الحكومية 1 سيغيغي في تعلم اللغة الإنجليزية يملاء pair-work activities ؟ و ما العوامل التي تأثير رغبة الطلاب بالفصل 2 في المدرسة العالية الحكومية 1 سيغيغي في تعلم اللغة الإنجليزية ؟

قد أداء هذا البحث في المدرسة العالية الحكومية 1 سيغيغي ، شارع سودرمان كيلومتر 3 موأرا لمبوا ويلاية سيغيغي مديرية كوانتان سيغيغي. افراد البحث هو الطلاب بالفصل 2 في المدرسة العالية الحكومية 1 سيغيغي و موضوع البحث هو رغبة الطلاب تعلم اللغة الإنجليزية يملاء pair-work activities. يأخذ الباحثة 86 شخصا كالعينة من عدد 106 طلاب على جداول مورغان (1988). لوجد البيانات في هذا البحث يستعمل الباحث الإستفتاء و المقابلة. كل هذه الطريقة عند وظيفة متفرق. و يستعمل الإستفتاء لإدراك حال الرغبة عند الطلاب في تعلم اللغة الإنجليزية يتكون 34 سؤال ان يبحث على مقياس Likert. يقدر الإستفتاء احسن لأن عدد من العينة الكبيرة. ولكن يستعمل المقابلة لوجد البيانات عن العوامل التي تأثير رغبة الطلاب في تعلم اللغة الإنجليزية. لوجد صور عن الجواب من الطلاب، ستحليل البيانات بإستعمال تحليل الإحصاء.

آخر، على البحث من رغبة تعلم اللغة الإنجليزية عند الطلاب بالفصل 2 في المدرسة العالية الحكومية 1 سيغيغي، ووجد ترقية المصمة في رغبة الطلاب بعد تعلم يستعمل pair-work activities بترقية 2.091 و آخر، العوامل التي تأثير رغبة الطلاب في تعلم اللغة الإنجليزية منها فع المنخفض، حد الوسائل التعليم، حد الوقت، الذكاء، طريقة المدارس، حال الفصل، البيئة، و الأسرة، و الأصدقاء.

## ABSTRAK

Judul skripsi ini adalah "Minat belajar bahasa Inggris siswa kelas 2 SMAN 1 Singingi melalui pair-work activities". Ini adalah penelitian eksperimen dengan menggunakan single group design dengan pemberian pre-test dan posttest melalui angket. Berdasarkan gejala yang ada, masalah penting yang dibahas dan dianalisa dalam penelitian ini adalah tentang apakah ada perbedaan signifikan dalam minat belajar siswa kelas 2 SMAN 1 Singingi dalam belajar bahasa Inggris melalui pair-work activities.? Dan faktor apa saja yang mempengaruhi minat siswa kelas 2 SMAN 1 Singingi dalam belajar bahasa Inggris?

Penelitian ini telah dilaksanakan di SMAN 1 Singingi Jl. Jendral Sudirman KM 3 Muara Lembu Kec. Singingi Kab. Kuantan Singingi. Subjek penelitian ini adalah siswa kelas 2 SMAN 1 Singingi dan objek penelitian ini adalah minat belajar siswa dalam belajar bahasa Inggris melalui pair-work activities. Penulis mengambil 86 orang sampel dari total 106 siswa berdasarkan tabel Morgan (1988). Untuk memperoleh data dalam penelitian ini penulis menggunakan angket dan wawancara. Masing-masing teknik ini mempunyai fungsi yang berbeda. Angket digunakan untuk mengetahui perbedaan antara minat siswa yang terdiri dari 34 pernyataan yang harus dijawab berdasarkan skala Likert. Angket dinilai efisien untuk memperoleh data tentang faktor yang mempengaruhi minat siswa dalam belajar bahasa asing.

Untuk mendapatkan gambaran tentang jawaban yang diberikan siswa, data akan dianalisa dengan menggunakan analisa statistik.

$$\sigma_{\bar{D}} = \frac{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N-1}}}{\sqrt{N}}$$

Akhimya berdasarkan penelitian penulis terhadap minat belajar bahasa Inggris siswa kelas 2 SMAN 1 Singingi, terdapat perbedaan signifikan dalam minat siswa setelah belajar menggunakan pair-work pair work activities. Adapun level peningkatan 2.09128. dan signifikan pada level 0.10. terakhir, faktor yang mempengaruhi minat siswa dalam belajar bahasa Inggris antara lain adalah motivasi yang rendah, keterbatasan media, pembelajaran, keterbatasan waktu, inteligensi, metode yang digunakan guru, kondisi kelas, lingkungan, keluarga dan teman sebaya.



## ABSTRACT

The title of this thesis is: "The Students' Interest in Learning English through Pair-work Activities at Second Year SMAN1 Singingi". The design of this research is an experimental research with single group design by analyzing the students' interest score in pre-test and posttest through the questionnaire. Based on the phenomena of the problem, there important problem that is discussed in this research is about how is the second year students' interest at SMAN 1 Singingi in learning English through pair-work activities? And what factors that influence the second year students' interest at SMAN 1 Singinigi in learning English?

This research was conducted at SMAN 1 Singingi. Jl. Jend. Sudirman KM 3 Muara Lembu Kec. Singingi Kab. Kuantan Singingi. The subject of this research is the second year students of SMAN 1 Singingi and the object of this research is their interest in learning english through pair-work activities. The writer takes 86 samples of total 106 students based on Morgan table (1988). To obtain the data of the research, the writer use the questionnaire and the interview. Questionnaire is to obtain the data about the students' interest in learning English. This questionnaire consists of 34 statements that use Likert scale. The use of questionnaire is more effective because the number of sample is big enough. The interview is used to find out the factors that influence the students' interest in learning English.

To analyze the students' score in pre-test and posttest, the writer use the formula:

$$\sigma_{\bar{D}} = \frac{\sqrt{\frac{\sum D^2 - \left[ \frac{(\sum D)^2}{N} \right]}{N-1}}}{\sqrt{N}}$$

Finally, based on the research findings about the second year students of SMAN 1 Singingi interest in learning English through pair-work activities, there is a significance difference between the students' pre-test score and posttest score, the increasing of interest is 2.09128 and it is significant at 0.10 level of significance. Finally, the factors that influence the students' interest in learning English are their motivation, the limitation of learning media, learning material, the teachers' teaching methodology, the amount of time, intelligence, the condition of the class, environment, family and peers.

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## CHAPTER I

### INTRODUCTION

#### **A. Background**

There are four primary activities associated with the language; they are speaking, listening, reading, and writing (Brown 1994, 217). On the other hand, communication is important to measure our English. Someone can master English but she/he could not speak English very much.

Teacher who have responsibilities to transfer the knowledge to his/her students have to be able to find good way and strategies in their classrooms, and varieties of teaching strategies in learning English, especially in speaking English as a foreign language.

Famous proverb says “don’t give your student fish, but teach them how to fish’ is perhaps true in language teaching. But, how do we go about teaching them the language so that they become more interested in learning the language? Then, how do we maintain their interest in learning when English is not seen as important thing for their immediate needs other than to pass the examinations?

The teacher’s participation in the activities make them realize that English language learning can be interesting and fun by using simple and useful tasks and activities that could be incorporated within any English lesson. The teacher were also aware that even within an examination and syllabus oriented, such tasks and activities could be injected into the routine of “drill and practice” for the examination. Students require a break from the monotony of examination-format exercises through short, fun-filled

activities at the same time help to reinforce items learned in the drill practice sessions. The in-class and out-of-class activities have to be related and not continuous. For example, in practicing grammatical items in role-plays, students can be further encouraged to use the language learned in a drama or short kit presented as part of the school's teachers' day celebration. Poems created in class activities could be read at the school's general assembly.

The students were also provided with general information about language learning and teaching such as the myths about the skills of reading and writing, what teachers think are their "personal" as a teacher, poems on being a teacher, a student and roles of an EFL teacher. The teachers devoted some time to reflect on some of the issues raised about their roles and their professional development.

In this paper, the writer would analyze the students' interest in learning through pair work activities. Speaking is perhaps the most demanding skill for the teacher to teach (Scott, 1990). In their own language, students are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they should be able to do the same in English.

In contrary, there are some phenomena of the students in practicing their language. The followings are the indicators of some correlation between the students' interest in learning English and the activities in the classrooms.

1. Some of the students do not want to participate actively in the classroom activities.
2. Some of the students seem not interested in learning English.
3. Some of the students consider the activities in the classroom as monotony activities.

4. The students look like have less motivation in learning because they are not interested in the activities during learning and teaching.
5. The teachers get difficulties in making the process of learning and teaching becomes attractive and alive.
6. The activities in the classrooms do not give much opportunity to the students to practice the language.
7. Most of the activities in the classrooms are done by the students individually.

From the phenomena above, the writer is interested in implementing the studies which entitled "The Students' Interest In Learning English Through Pair-Work Activities At TheSecond Year SMAN 1 Singingi".

## **B. Problems**

### **1. Identification of the Problems**

Based on the background and the phenomena above, the problem of this research can be identified as the following questions:

- a. Why the second year students of SMAN 1 Singingi are lacks of interest in learning English?
- b. Are the activities in the classrooms boring and monotonious?
- c. What should the teacher do in order to make the students interested in learning and teaching process?
- d. What are the factors that make students interested or uninterested in learning English?

- e. Can the use of pair-work activities keep the students' interest and make them more interesting in learning English?

## **2. Limitation of the Problems**

Based on the identification of the problems above, it would be better for the writer to restrict the problem in order to pay more attention to the specific problem. This research focuses on the students' interest in learning English through pair-work activities at the second year students of SMAN 1 Singingi.

## **3. Formulation of the Problems**

Referring to the limitation of the problems above, the problems of this research can be formulated in the following research questions:

1. How is the interest of the second year student of SMAN 1 Singingi in learning English?
2. What are the factors that influence the students' interest at the second year of SMAN 1 Singingi.

## **C. Definition of Terms**

### **1. Students' interest**

According to Oxford Advanced Learner Dictionary, interest refers to "a state of wanting to learn or know about something". In this research, students' interest refers to the students' willingness to know about the lesson.

### **2. Pair-work activities**

Pair-work activities are the activities that give the students a chance to cooperate and elaborate with others.(Richards,1999, p.261) Students may be organized to work in

pair or in small groups in the classroom. The possible activities that can be done are conversation, role-play, act out the dialogue and others. The advantage of small group activities is that it promotes maximum participation from all of the students. In small group situation, ideally all students are involved in both “thinking and doing”. A small group activity also promotes cooperative skills, such as listening and communication skills, problem solving and share the tasks.

#### **D. Reasons for Choosing the Title**

1. The problems in this research are very interesting and challenging to be investigated in order to find the importance of students' interest in learning and teaching process, especially through pair-work activities.
2. The topic is relevant to the writers as an English language teacher trainee.
3. The writer has observed the school before
4. As far as the writer concerned, the topic has not been raised to be a bachelor paper in Islamic Riau University.

#### **E. Objectives and Significance of the Research**

##### **1. Objectives of the Research**

This research is aimed to find out the students' interest in learning English toward the implementation of pair-work activities at the second year students of SMAN 1 Singingi and what factors that influence the students' interest.

## **2. Significance of the Research**

The result of this research will provide readers in general and the teacher of English in special with the information about the students' interest and how it develops through the use of pair-work activities. It is hoped that it will help the teacher of English, especially at the school where the research will be conducted, to manage the way they teach so that it can keep the students' interest in the learning and teaching process. Furthermore, by conducting this research, the writer will enlarge his knowledge and insight about the students' interest through pair-work activities, the significance and the importance it in teaching and learning process. Finally, the result of this research is expected to be the guidance for those who will conduct the research that relevant to this topic.



## **F. Organization of Writing**

The research report will consist of six chapters and each chapter has some parts.

The organization of the writing as follows:

### **Chapter I: INTRODUCTION**

- A. Background
- B. Problems
- C. Definition of Terms
- D. Reasons for Choosing the Title
- E. Objectives and Significance of the Research
- F. Organization of Writing

### **Chapter II: REVIEW OF RELATED LITERATURE**

- A. Theoretical Framework
- B. Operational Concept

### **Chapter III: RESEARCH METHODOLOGY**

- A. Location and Time of Research
- B. Subject and Object of Research
- C. Population and Sample
- D. Data Collection Techniques

### **Chapter IV: DATA PRESENTATION**

### **Chapter V : DATA ANALYSIS**

### **Chapter VI: CONCLUSION AND SUGGESTIONS**

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Students' interest in learning English

According to Sardiman (2005; 29), he says that learning activities involves psychological process. Related to the classroom activities, there are actually some factors that influence the progress of the learners. They are internal and external factors. Internal factors refer to the innate factors of the students such as motivation, concentration, interest, reaction, organization and understanding. External factors comprise the environment of the learners. MuhibbanSyah (1999; 144) adds that factor of learning approach is also influence the learning process.

Both of the factors above affect each other. The learning progress will be achieved if both of the factors are in good condition. In other words, the interest of the students in learning activities is influences by the approaches in the teaching. In this research, the writer investigated the students' interest in learning English through the use of pair-work activities. There are some definitions about interest:

- a. Sukarni and Muspita (1998) say that interest is closely relative to the feelings mainly pleasure. Therefore, interest is a state of feeling that emerges inside because of the pleasures.
- b. Hillard in Slameto (1998; 5) defines interest as a persisting tendency to pay attention and to enjoy some activities or content.

- c. MuhibbanSyah (1999; 136) argues that interest is a high desire or big wish toward something.

In accordance to the definitions above, it can be concluded that students' interest is a state of feeling that involves the tendency, desire, and pleasures that belong to the students in learning English. In addition, Anggraini (2007; 8) says that the interest of the students in learning English comprises of two aspects:

1. Express the interest; students express their feeling of pleasure with certain words, such as "I love using English for my conversation".
2. Manifest interest; students manifest their interest through certain activities. For example, buy an English book, English dictionary, etc.

In term of students' interest, there are two factors that influence the interest, they are; internal factors, including ratio, psychology, attitude, necessity, and willingness, and also external factors such as social environment, family, etc

## **2. Pair Work Activities**

Pair work activities are the activities that intended to improve the students' participation because the students also can practice some real acts besides of speaking. Research shows that pupils remember only 20% of what they heard, 70% of what they themselves say, and 90% for what they do and say (FLAs on-line; 2005). In the reality, communicative activities such as pair work activities involved the three component, they are the message-giver, the message taker and the content (Wells, 1981; 29 as quoted by Ruipingfu).

According to Brown (1994; 173) says that there are some advantages of pair work activities:

1. Gaining comprehensible language input from conversational partner
2. Having the chance to ask for clarification as well as feedback on the output
3. Adjusting the input to match the level of comprehension of one's peer
4. Giving learners a more active role in learning and, most importantly, increasing more opportunities for individual students to practice and use the new language.

According to Hubert (2008), there are some advantages of implementing pair work activities in the classroom, they are:

1. Advantages for the students :
  - a. It increases the amount of students' practice
  - b. It improves the learners' confidence
  - c. It makes the students learn to cooperate with others
  - d. It develops students' fluency
  - e. It motivates the students to learn with pleasures
2. Advantages for the teachers:
  - a. pair work activities save teachers' time
  - b. it's good way to check students' progress in learning
  - c. the teachers do not need to speak much

In order to set up pair work, there are some stages to be done as the example. The students need to hear and practice the language with the teacher before they do it by themselves. Start with simple games and simple instructions.

- a. Choose the activities with obvious questions and answers.

Example:       A – What is number 4 (picture or something)

                  B – It's the cinema

- b. Practice the different roles A/B with the whole group

Example:

use the pictures or dialogue that you want them to practice and repeat, show them the model. Ask two or more students as the models to practice it in front of the class.

- c. Give them a limit of time, for example only two or three minutes, then swap the roles and keep it snappy.
- d. Give them clue card to work, for example pictures or symbols so that they keep doing the activities (many students like having something to hold and use for references) (FLAs on-line 2005; 2).

## **B. Relevant Research**

Sosialina (2005) in her paper entitled "The correlation between the vocabulary mastery and speaking performance at the second year students of English Education Department of UIN SUSKA Riau concludes that there is a significant correlation between the vocabulary mastery and speaking performance.

Another Research by Sumiati (2006) entitled " The Contribution of Group-Work Activity toward the Students' Speaking Ability at the Second Year Students of MA. HidayatulMubtadin Bandar Sungai.

A study by Varonis and Gass (1983) in Nunan (1988; 83) demonstrated that there are advantages in arranging pair work between learners or different proficiency levels, that such unequal dyads result in more negotiation of meaning than either native speaker-non-native speakers interactions or interaction between learners of the same proficiency levels.

Research like this is reassuring for teachers who do not have the relative luxury homogeneous classes.

### **C. Operational Concept**

Operational concept is the concept use to give an explanation about theoretical framework and avoid misunderstanding toward the research.

There are two variables in this research; they are independent and dependent variables. Independent variable is pair-work activities and dependent variable is students' interest.

Students' interest can be seen with the following indicators:

1. Students participate actively in the classroom activities especially pair-work activities.
2. Students do the tasks given by the teacher.
3. Students pay attention in the activities and the lesson.
4. Students ask and answer the questions.

Pair-work activities can be classified as good in application with the indicators as follows:

1. The students are interested and have opportunities to use the language.
2. The students can improve their participation in pair-work activities
3. the students have great potential for the individualization of instruction
4. the students can improve their motivation and feel enjoyable in the class
5. The students can minimize the error and mistakes in learning by correcting each other when working in pair-work.
6. The students are capable to share information and solve the problems together.

7. The students are braver to participate in the classroom discussion.
8. The class is alive and active with the students' activities.

Some factors that influence students' interest in learning English through pair work activities. They can be seen as the following:

1. The students consider that the lesson is useful for their life.
2. The students feel satisfied about their learning result.
3. The students show their curiosity to know more about the lesson.
4. The students feel that the lesson fulfils their expectations
5. The students participate actively during the pair-work activities
6. The students do the assignment on time

#### **D. Assumption and Hypothesis**

##### **1. Assumption**

The writer assumes that:

1. Varieties of teaching activities can motivate the students in learning and teaching process.
2. Different activities can give different result in learning and teaching process.

##### **2. Hypotheses**

Based on the assumption above, the writer makes hypotheses as follows:

Ho : There is no significant different on students' interest in learning

English through pair-work activities the second year students of SMAN1

Singingi.

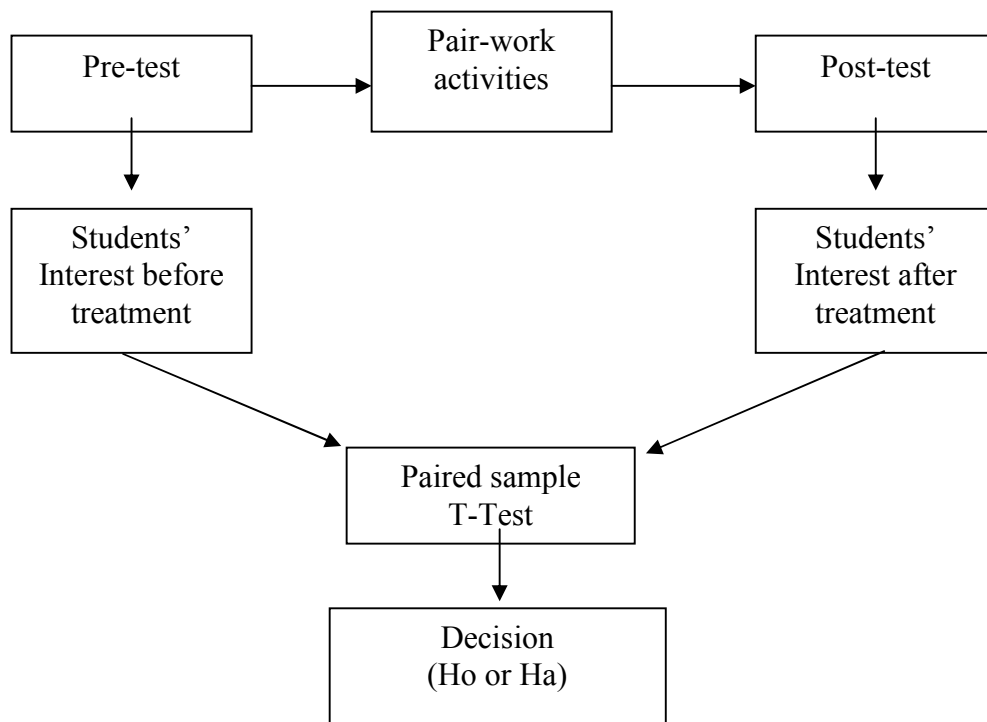
Ha : There is a significant different on students' interest in learning English through pair-work activities at the second year students of SMAN 1 Singingi.



**CHAPTER III**  
**RESEARCH METHODOLOGY**

This research uses experimental design where the treatment is by using pair-work activities. This research analysis the students' interest in learning English through pair-work activities. Here are the chart about the procedures of the research.

First, the writer will give the questionnaires to the students in order to analyze their interest in learning English. Then, the writer will give the treatment, that is pair-work activities. The students will learn English by using pair-work activities for some meetings. Then, after the treatment, the writer will test the students' interest by using the same questionnaires and find out whether there is significant different in students' answer before and after the treatment ( $H_a$  or  $H_o$ ).



## A. Time and Location of the Research

The location of the research is SMAN 1 Singingi at Jl. Sumeru. This research will be conducted in February up to July 2011.

## B. Subject and Object of the Research

### 1. Subject of the Research

Subject of the research are the students of the second year of SMAN 1 Singingi

### 2. Object of the Research

Object of the research is the students' interest in learning English through pair-work activities.

## C. Population and Sample of the Research

The population of the research is the second year students of SMAN 9 academic year of 2010/2011, which consist of three classes. They are; science, Social I and II. The number of the population is 160 students. The sample of the research will take 50% of the population that will be randomly chosen from each class.

**Table III.1**

**The population of the Research**

| Class     | Population |        | Population | Sample Size |
|-----------|------------|--------|------------|-------------|
|           | Male       | Female |            |             |
| Science   | 15         | 20     | 35         | 86          |
| Social I  | 12         | 24     | 36         |             |
| Social II | 16         | 19     | 35         |             |
| Total     | 43         | 63     | 106        |             |

From the table above, it can be seen that the population is large enough so the writer limits the population into some samples. It will refer to Morgan (1988) table that 106 population will be determined by 86 samples.

## **A. Data Collection Technique**

Data collection technique is the way or method used by the writer in order to obtain the data of the research. Suharsimi (1998;138) generalizes the data collection technique into two main types, namely test and non test.

### **1. Questionnaire**

In this research, the writer uses questionnaire that consist of some questions that require the students to answer and respond in written form in order to get the personal information of the respondents. The purpose of the questionnaire in this research is to investigate the students' learning interest before and after they learn through pair-work activities.

Ibnu Hadjar (1999; 184-188) differentiates the questionnaires into four category, they are open and close questionnaire, scale, checklist, and the form of ranking. Suharsimi (1998; 140-141) divides the questionnaire into four types, namely:

- a. Based on the students' way to respond the questions, which is called and closet or open questionnaires.
- b. Based on the answers of the respondent, which is called as direct and indirect questionnaire.
- c. Based on the forms, it's divided into four types, they are; multiple choices, essay, checklist and rating scale of questionnaire.

Based on the explanation above, the writer in this research uses the likert scale questionnaire with five alternatives.

Suharsimi states the advantages of questionnaires as follows (1998, 141):

1. It doesn't need the researcher's attendance
2. It can be divided all at once to many respondents
3. The respondents can answer it in their spare time
4. The respondents can answer honestly because their names will be hidden.
5. the respondents' answer can be standardized.

Beside those advantages, questionnaire also has weaknesses as follows:

1. The respondents usually do not pay careful attention in answering the questionnaire, so that there will be many questions left and it would be hard to ask the respondent to participate in answering the questionnaire again.
2. It's hard to measure the validity of the answer.
3. Although their names are hidden, sometimes the respondents do not give the honest answers.
4. Sometimes it is not returned by the respondents.
5. Sometimes the respondents do not return it on time.

The purpose of using questionnaire in this research is to identify the students' interest in learning English before and after the treatment of pair-work activities. The sample of the questionnaires is attached in appendix. The questionnaire consist of four aspects, they are:

| Variable        | Questions Number                      | Numbers of items |
|-----------------|---------------------------------------|------------------|
| a. Attention    | 1, 15, 21, 24, 29, 4, 10, 26          | 8                |
| b. Relevancy    | 2, 5, 13, 20, 22, 23, 28, 8, 25       | 9                |
| c. Confidence   | 3, 6, 11, 27, 30, 9, 17               | 7                |
| d. Satisfaction | 7, 12, 14, 16, 18, 19, 32, 33, 34, 31 | 10               |
| Total questions |                                       | 34               |

## 2. Interview

Writer will interview the sample to get the qualitative data about the factors that influence the students' interest in learning English.

### B. Data Analysis Technique

To analyze the students' interest before and after implementing pair-work activities and also to know there is effect or not between the use of group-work activities in increasing students' interest, the writer will use T-test formula as follows (where the formula is used of the comparison where the sample is not corelated for the small sample (Hartono, 2006; 194).

$$\sigma_{\bar{D}} = \frac{\sqrt{\frac{\sum D^2 - \left[ \frac{(\sum D)^2}{N} \right]}{N-1}}}{\sqrt{N}} \sum$$

Where :

$\sigma_{\bar{D}}$  = Mean Difference ( $T_{\text{calculation}}$ )

$\sum D$  = Total of mean difference

N = total sample

**CHAPTER IV**  
**DATA PRESENTATION**

**A. Questionnaire**

**1. The questionnaire for pre-test**

The data bellow is presented as the result of questionnaires concerning with the students' interest in learning English through pair-work activities. The data as follows:

1. The teacher makes the students enthusiastic in learning

**TABLE IV.1**

**TEACHER MAKES THE STUDENTS ENTHUSIASTIC IN LEARNING**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 5        | 5.8%     |
| 2             | DISAGREE           | 22       | 26.7%    |
| 3             | UNCERTAIN          | 21       | 25.6%    |
| 4             | AGREE              | 22       | 23.3%    |
| 5             | STRONGLY AGREE     | 16       | 18.6%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV. I show the varieties answer among the students. 5.8% of the respondents strongly disagree. 26.7% disagree, 25.36% choose uncertain, 23.3% agree and 18.6% strongly agree that the teacher makes the students enthusiastic in learning.

The conclusion is majority of the students are uncertain that the teacher makes the students enthusiastic in learning.

1. The lesson is useful for the students

**TABLE IV.2**

**THE LESSON WILL BE USEFUL TO THE STUDENTS**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 1        | 1.2%     |
| 2             | DISAGREE           | 26       | 30.2%    |
| 3             | UNCERTAIN          | 10       | 11.6%    |
| 4             | AGREE              | 28       | 32.6%    |
| 5             | STRONGLY AGREE     | 21       | 24.4%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV. 2 shows that 1.2% of the respondents strongly disagree, 30.2% of the respondents disagree, 11.6% of the respondents uncertain about their answer, 32.6% of the respondents agree and 24.4% of the respondents strongly agree that the lesson will be useful for the students' life. The conclusion is majority of the students agree that the lesson will be useful for their life.

3. The students believe that they will be success in the lesson

**TABLE IV.3**

**STUDENTS BELIEVE THAT THEY WILL BE SUCCES IN THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 3        | 3.5%     |
| 2             | DISAGREE           | 23       | 26.7%    |
| 3             | UNCERTAIN          | 26       | 30.2%    |
| 4             | AGREE              | 20       | 23.3%    |
| 5             | STRONGLY AGREE     | 14       | 16.3%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV. 3 shows that 3.5% of the respondents strongly disagree, 26.7% of the respondents disagree, 30.2% uncertain about their answer, 23.3% of the respondents agree and 16.3% of the respondents strongly agree that they will be success in the lesson. The conclusion is majority students are uncertain that they will be success in the lesson.

4. The lesson is not interested for the students

**TABLE IV.4**  
**THE LESSON IS NOT INTERESTED FOR THE STUDENTS**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 5        | 5.8%     |
| 2             | DISAGREE           | 23       | 26.7%    |
| 3             | UNCERTAIN          | 24       | 27.9%    |
| 4             | AGREE              | 22       | 25.6%    |
| 5             | STRONGLY AGREE     | 12       | 14%      |
| TOTAL         |                    | 86       | 100%     |

Figure IV. 4 shows that 5.8% of the respondents strongly disagree, 26.7% of the respondents disagree, 27.9% uncertain about their answer, 25.6% of the respondents agree and 14% of the respondents strongly agree that the lesson is not interesting for the students. It can be concluded that most of the students are uncertain that the lesson is not interesting for them.



5. The teacher makes the lesson become important to the students

**TABLE IV.5**

**THE TEACHER MAKES THE LESSON BECOME IMPORTANT TO THE STUDENTS**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 1        | 1.2%     |
| 2             | DISAGREE           | 15       | 17.4%    |
| 3             | UNCERTAIN          | 30       | 34.9%    |
| 4             | AGREE              | 25       | 29.1%    |
| 5             | STRONGLY AGREE     | 15       | 17.4%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV. 5 shows that 1.2% of the respondents strongly disagree, 17.4% of the respondents disagree, 34.9% uncertain about their answer, 29.1% of the respondents agree and 17.4% of the respondents strongly agree that the teacher makes the lesson become important to the students. The conclusion is that most of the students are uncertain that the teacher makes the lesson important to them.

6. Students must be lucky to get good score in the lesson

**TABLE IV.6**

**STUDENTS MUST BE LUCKY TO GET GOOD SCORE IN THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 2        | 2.3%     |
| 2             | DISAGREE           | 19       | 22.1%    |
| 3             | UNCERTAIN          | 17       | 19.8%    |
| 4             | AGREE              | 25       | 29.1%    |
| 5             | STRONGLY AGREE     | 23       | 26.7%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV. 6 shows that 2.3% of the respondents strongly disagree, 22.1% of the respondents disagree, 19.8% uncertain about their answer, 29.1% of the respondents agree and 26.7% of the respondents strongly agree that they must be lucky in order to get good score in the lesson. The conclusion is the majority of students agree that they must be lucky in order to get good score in the lesson.

7. Students must study hard to be success in the lesson.

**TABLE IV.7**  
**STUDENTS MUST STUDY HARD TO BE SUCCESS IN THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 2        | 2.3%     |
| 2             | DISAGREE           | 12       | 14%      |
| 3             | UNCERTAIN          | 13       | 15.1%    |
| 4             | AGREE              | 23       | 37.2%    |
| 5             | STRONGLY AGREE     | 27       | 31.4%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV. 7 shows that 2.3% of the respondents strongly disagree, 14% of the respondents disagree, 15.1% uncertain about their answer, 37.2% of the respondents agree and 31.4% of the respondents strongly agree that they must study hard to be success in the lesson. It can be concluded that majority students agree that they must study hard to be success in the lesson.

8. Students do not see the correlation of the lesson and their prior knowledge.

**TABLE IV.8**  
**STUDENTS DO NOT SEE THE CORRELATION OF THE LESSON AND THEIR PRIOR KNOWLEDGE**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 1  | 1.2%  |
| 2      | DISAGREE          | 27 | 31.4% |
| 3      | UNCERTAIN         | 25 | 29.1% |
| 4      | AGREE             | 23 | 26.7% |
| 5      | STRONGLY AGREE    | 10 | 11.6% |
| TOTAL  |                   | 86 | 100%  |

Figure IV. 8 shows That 1.2% of the respondents strongly disagree, 31.4% of the respondents disagree, 29.1% uncertain about their answer, 26.7% of the respondents agree and 11.6% of the respondents strongly agree that the lesson does not correlate to their prior knowledge. The conclusion is that majority of the students do not see the correlation of the lesson to the students' prior knowledge.

9. The situation becomes tense when the teacher explains the lesson

**TABLE IV.9**  
**THE SITUATION BECOMES TENSE WHEN TEACHER EXPLAINS THE LESSON**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 5  | 5.8%  |
| 2      | DISAGREE          | 23 | 26.7% |
| 3      | UNCERTAIN         | 13 | 15.1% |
| 4      | AGREE             | 24 | 27.9% |
| 5      | STRONGLY AGREE    | 21 | 24.4% |
| TOTAL  |                   | 86 | 100%  |

Figure IV.9 shows that 5.8% of the respondents strongly disagree, 26.7% of the respondents disagree, 15.1% uncertain about their answer, 27.9% of the respondents agree and 24.4% of the respondents strongly agree that the situation becomes tense when the teacher explains the lesson. The conclusion is that most of students agree that the situation becomes tense when the teacher explains the lesson.

10. The lesson is very difficult for the students.

**TABLE IV.10**  
**THE LESSON IS VERY DIFFICULT FOR THE STUDENTS**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 2        | 2.3%     |
| 2             | DISAGREE           | 17       | 19.8%    |
| 3             | UNCERTAIN          | 15       | 17.4%    |
| 4             | AGREE              | 26       | 30.2%    |
| 5             | STRONGLY AGREE     | 26       | 30.2%    |
| TOTAL         |                    | 86       | 100%     |

Figure V.10 shows that 2.3% of the respondents strongly disagree, 19.8% of the respondents disagree, and 17.4% uncertain about their answer, 30.2% of the respondents agree and 30.2% of the respondents strongly agree that the lesson is very difficult for the students. The conclusion is that majority of the students are agree and strongly agree that the lesson is very difficult for them.

## 11. Success in learning depend on the students

**TABLE IV.11**  
**SUCCESS IN LEARNING DEPENDS ON THE STUDENTS**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | -  | 0.0%  |
| 2      | DISAGREE          | 5  | 5.8%  |
| 3      | UNCERTAIN         | 22 | 25.6% |
| 4      | AGREE             | 36 | 41.9% |
| 5      | STRONGLY AGREE    | 23 | 26.7% |
| TOTAL  |                   | 86 | 100%  |

Figure IV.11 shows that 0% of the respondents strongly disagree, 5.8% of the respondents disagree, 25.6% uncertain about their answer, 41.9% of the respondents agree and 26.7% of the respondents strongly agree that the success in learning depends on the students. It can be concluded that majority of the students agree that the success in learning depends on them.

## 12. The lesson satisfies the students

**TABLE IV.12**  
**THE LESSON SATISFIES THE STUDENTS**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 0  | -     |
| 2      | DISAGREE          | 26 | 30.2% |
| 3      | UNCERTAIN         | 16 | 18.6% |
| 4      | AGREE             | 31 | 36%   |
| 5      | STRONGLY AGREE    | 13 | 15.1% |
| TOTAL  |                   | 86 | 100%  |

Figure V.12 shows that 0% of the respondents strongly disagree, 30.2% of the respondents disagree, 18.6% uncertain about their answer, 36% of the respondents agree and 15.1% of the respondents strongly agree that the lesson satisfies the students. The conclusion is that majority of students agree that the lesson satisfies them.

13. Students determine their standard of success in the lesson.

**TABLE IV.13**

**STUDENTS DETERMINE THEIR STANDARD OF SUCCESS IN THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 2        | 2.3%     |
| 2             | DISAGREE           | 22       | 25.6%    |
| 3             | UNCERTAIN          | 13       | 15.1%    |
| 4             | AGREE              | 30       | 34.9%    |
| 5             | STRONGLY AGREE     | 19       | 22.1%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV,13 shows that 2.3% of the respondents strongly disagree, 25.6% of the respondents disagree, 15.1% uncertain about their answer, 34.9% of the respondents agree and 22.1% of the respondents strongly agree that the students determine their standard of success in the lesson. The conclusion is majority students agree that they determine their standards of success in the lesson.

14. Students' score and the appreciation are fair enough

**TABLE IV.14**  
**STUDENTS' SCORE AND THE APPRECIATION ARE FAIR ENOUGH**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 3        | 3.5%     |
| 2             | DISAGREE           | 21       | 24.4%    |
| 3             | UNCERTAIN          | 19       | 22.1%    |
| 4             | AGREE              | 28       | 32.6%    |
| 5             | STRONGLY AGREE     | 15       | 17.4%    |
| TOTAL         |                    | 86       | 100%     |

Figure V.14 shows that 3.5% of the respondents strongly disagree, 24.4% of the respondents disagree, 22.1% uncertain about their answer, 32.6% of the respondents agree and 17.4% of the respondents strongly agree that the students' score and appreciation are fair enough. The conclusion is the students agree that the score and the appreciation are fair enough.

15. Students are curious about the material of the lesson.

**TABLE IV.15**  
**STUDENTS ARE CURIOUS ABOUT THE MATERIAL OF THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 7        | 8.1%     |
| 2             | DISAGREE           | 23       | 26.7%    |
| 3             | UNCERTAIN          | 13       | 15.1%    |
| 4             | AGREE              | 25       | 29.1%    |
| 5             | STRONGLY AGREE     | 18       | 24.4%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.15 shows that 8.1% of the respondents strongly disagree, 26.7% of the respondents disagree, 15.1% uncertain about their answer, 29.1% of the respondents agree and 24.4% of the students are curious about the material of the lesson. The conclusion is that majority of the students agree that they are curious about the material of the lesson.

16. Students like working with the lesson.

**TABLE IV.16**  
**STUDENTS LIKE WORKING WITH THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 4        | 4.7%     |
| 2             | DISAGREE           | 18       | 20.9%    |
| 3             | UNCERTAIN          | 21       | 24.4%    |
| 4             | AGREE              | 22       | 25.6%    |
| 5             | STRONGLY AGREE     | 21       | 24.4%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.16 shows that 4.7% of the respondents strongly disagree, 20.9% of the respondents disagree, 24.4% uncertain about their answer, 25.6% of the respondents agree and 24.4% of the students like working with the lesson. The conclusion is that majority of the students agree that they like working with the lesson.



17. It's hard to predict the students' assignment score in this lesson

**TABLE IV.17**

**IT'S HARD TO PREDICT THE STUDENTS ASSIGNMENT SCORE IN THIS LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 2        | 2.3%     |
| 2             | DISAGREE           | 19       | 22.1%    |
| 3             | UNCERTAIN          | 14       | 16.3%    |
| 4             | AGREE              | 25       | 29.1%    |
| 5             | STRONGLY AGREE     | 26       | 30.2%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.17 shows that 2.3% of the respondents strongly disagree, 22.1% of the respondents disagree, 16.3% uncertain about their answer, 29.1% of the respondents agree and 30.2% of the students strongly agree that it's hard to predict their assignment score in the lesson. The conclusion is that majority of the students strongly agree that it's hard to predict the students' assignment score in the lesson.

18. Students are satisfied with the teacher's evaluation

**TABLE IV.18**

**STUDENTS ARE SATISFIED WITH THE TEACHER'S EVALUATION**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 3        | 3.5%     |
| 2             | DISAGREE           | 17       | 19.8%    |
| 3             | UNCERTAIN          | 28       | 32.6%    |
| 4             | AGREE              | 18       | 20.9%    |
| 5             | STRONGLY AGREE     | 20       | 23.3%    |
| TOTAL         |                    | 86       | 100%     |

Figure V.18 shows that 3.5% of the respondents strongly disagree, 19.8% of the respondents disagree, 32.6% uncertain about their answer, 20.9% of the respondents agree and 23.3% of the students are satisfied with the teacher's evaluation. The conclusion is majority of students are uncertain that they are satisfied with the teacher's evaluation.

19. Students are satisfied with their achievement in the lesson

**TABLE IV.19**

**STUDENTS ARE SATISFIED WITH THEIR ACHIEVEMENT IN THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b>  | <b>P</b>    |
|---------------|--------------------|-----------|-------------|
| 1             | STRONGLY DISAGREE  | 4         | 4.7%        |
| 2             | DISAGREE           | 16        | 18.6%       |
| 3             | UNCERTAIN          | 18        | 20.9%       |
| 4             | AGREE              | 27        | 31.4%       |
| 5             | STRONGLY AGREE     | 21        | 24.4%       |
| <b>TOTAL</b>  |                    | <b>86</b> | <b>100%</b> |

Figure V.19 shows that 4.7% of the respondents strongly disagree, 18.6% of the respondents disagree, 20.9% uncertain about their answer, 31.4% of the respondents agree and 24.4% of the students are satisfied with their achievement in the lesson. The conclusion is majority of students agree that they are satisfied with their achievement in the lesson.

20. The lesson is suitable to the students' expectation and target

**TABLE IV.20**

**THE LESSON IS SUITABLE TO THE STUDENTS' EXPECTATION AND TARGET**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 3        | 3.5%     |
| 2             | DISAGREE           | 15       | 17.4%    |
| 3             | UNCERTAIN          | 20       | 23.3%    |
| 4             | AGREE              | 27       | 31.4%    |
| 5             | STRONGLY AGREE     | 21       | 24.4%    |
| TOTAL         |                    | 86       | 100%     |

Figure V.20 shows that 3.5% of the respondents strongly disagree, 17.4% of the respondents disagree, 23.3% uncertain about their answer, 31.4% of the respondents agree and 24.4% strongly agree that the lesson is suitable to their expectation and target. The conclusion is majority students agree that the lesson is suitable to their expectation and target.

21. Teacher creates interesting and attractive activities.

**TABLE IV.21**

**TEACHER CREATES INTERESTING AND ATTRACTIVE ACTIVITIES**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 10       | 11.6%    |
| 2             | DISAGREE           | 23       | 26.7%    |
| 3             | UNCERTAIN          | 23       | 26.7%    |
| 4             | AGREE              | 19       | 22.1%    |
| 5             | STRONGLY AGREE     | 11       | 12.8%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.21 shows that 11.6% of the respondents strongly disagree, 26.7% of the respondents disagree, 26.7% uncertain about their answer, 22.1% of the respondents agree and 12.8% strongly agree that the teacher creates interesting and attractive activities. The conclusion is most of the students disagree and uncertain that the teacher creates interesting and attractive activities.

22. Students participate actively in the lesson.

**TABLE IV.22**  
**STUDENTS PARTICIPATE IN THE LESSON ACTIVELY**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 7        | 8.1%     |
| 2             | DISAGREE           | 18       | 20.9%    |
| 3             | UNCERTAIN          | 16       | 18.6%    |
| 4             | AGREE              | 30       | 34.9%    |
| 5             | STRONGLY AGREE     | 15       | 17.4%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.22 shows that 8.1% of the respondents strongly disagree, 20.9% of the respondents disagree, 18.6% uncertain about their answer, 34.9% of the respondents agree and 17.4% strongly agree that the students participate in the lesson actively. The conclusion is that majority of the students are agree that the students participate in the lesson actively.

23. Students' success in the lesson is important in order to get their target

**TABLE IV.23**  
**STUDENTS' SUCCESS IN THE LESSON IS IMPORTANT IN ORDER TO GET THEIR TARGET**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 1        | 1.2%     |
| 2             | DISAGREE           | 13       | 15.1%    |
| 3             | UNCERTAIN          | 16       | 18.6%    |
| 4             | AGREE              | 38       | 44.2%    |
| 5             | STRONGLY AGREE     | 18       | 20.9%    |
| TOTAL         |                    | 86       | 100%     |

Figure V.23 shows that 1.2% of the respondents strongly disagree, 15.1% of the respondents disagree, 18.6% uncertain about their answer, 44.2% of the respondents agree and 20.9% strongly agree that the students' success in the lesson is important in order to get their target. The conclusion is that majority of the students agree that their success in the lesson is important in order to get their target.

24. Teacher uses various interesting teaching techniques.

**TABLE IV.24**  
**TEACHER USES VARIOUS INTERESTING TEACHING TECHNIQUES**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 5        | 5.8%     |
| 2             | DISAGREE           | 23       | 26.7%    |
| 3             | UNCERTAIN          | 9        | 10.5%    |
| 4             | AGREE              | 32       | 37.2%    |
| 5             | STRONGLY AGREE     | 17       | 19.8%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.24 shows that 5.8% of the respondents strongly disagree, 26.7% of the respondents disagree, 10.5% uncertain about their answer, 37.2% of the respondents agree and 19.8% strongly agree that the teacher uses various interesting teaching techniques. The conclusion that majority of the students agree that the teacher uses various interesting techniques.

25. The lesson does not offer many advantages to the students

**TABLE IV.25**

**THE LESSON DOES NOT OFFER MANY ADVANTAGES TO THE STUDENTS**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 5        | 5.8%     |
| 2             | DISAGREE           | 19       | 22.1%    |
| 3             | UNCERTAIN          | 27       | 31.4%    |
| 4             | AGREE              | 24       | 27.9%    |
| 5             | STRONGLY AGREE     | 11       | 12.8%    |
| TOTAL         |                    | 86       | 100%     |

Figure V.25 shows that 5.8% of the respondents strongly disagree, 22.1% of the respondents disagree, 31.4% uncertain about their answer, 27.9% of the respondents agree and 12.8% strongly agree that the lesson does not offer many advantages to the students. The conclusion is majority of the students are uncertain that the lesson does not offer many advantages to the students.

26. Students cannot concentrate in the class.

**TABLE IV.26**  
**STUDENTS CANNOT CONCENTRATE IN THE CLASS**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 10       | 11.6%    |
| 2             | DISAGREE           | 18       | 20.9%    |
| 3             | UNCERTAIN          | 18       | 20.9%    |
| 4             | AGREE              | 29       | 33.7%    |
| 5             | STRONGLY AGREE     | 11       | 12.8%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.26 shows that 11.6% of the respondents strongly disagree, 20.9% of the respondents disagree, 20.9% uncertain about their answer, 33.7% of the respondents agree and 12.8% strongly agree that the students cannot concentrate in the class. The conclusion is majority of the students agree that they cannot concentrate in the class.

27. Students will be success if they try harder

**TABLE IV.27**  
**STUDENTS WILL BE SUCCESS IF THEY TRY HARDER**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 2        | 2.3%     |
| 2             | DISAGREE           | 15       | 17.4%    |
| 3             | UNCERTAIN          | 13       | 15.1%    |
| 4             | AGREE              | 29       | 33.7%    |
| 5             | STRONGLY AGREE     | 27       | 31.4%    |
| TOTAL         |                    | 86       | 100%     |

Figure V.27 shows that 2.3% of the respondents strongly disagree, 17.4% of the respondents disagree, 15.1% of the students are uncertain about their answer, 33.7% of

the respondents agree and 31,4% strongly agree that the students will be success if they fry harder, The conclusion is the majority of students agree that they will be success if they try harder,

28. Lesson gives the students many personal advantages

**TABLE IV.28**  
**LESSON GIVES THE STUDENTS MANY PERSONAL ADVANTAGES**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | -        | 0.0%     |
| 2             | DISAGREE           | 15       | 17.4%    |
| 3             | UNCERTAIN          | 25       | 29.1%    |
| 4             | AGREE              | 30       | 34.9%    |
| 5             | STRONGLY AGREE     | 16       | 18.6%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.28 shows that 0% of the respondents strongly disagree, 17.4% of the respondents disagree, 29.1% of the respondents are uncertain about their answer, 34.9%of the respondents agree and 18.6% strongly agree that the lesson gives the students many personal advantages. The conclusion is majority of the students agree that the lesson gives them many personal advantages.



29. Teacher's questions make the students curious about the lesson.

**TABLE IV.29**

**TEACHER'S QUESTIONS MAKE THE STUDENTS CURIOUS ABOUT THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 4        | 4.7%     |
| 2             | DISAGREE           | 21       | 24.4%    |
| 3             | UNCERTAIN          | 24       | 27.9%    |
| 4             | AGREE              | 25       | 29.1%    |
| 5             | STRONGLY AGREE     | 12       | 14%      |
| TOTAL         |                    | 86       | 100%     |

Figure IV.29 shows that 4.7% of the respondents strongly disagree, 24.4% of the respondents disagree, 27.9% uncertain about their answer, 29.1% of the respondents agree and 14% strongly agree that the teacher's questions make the students curious about the lesson. The conclusion is majority of the students agree that the teacher's question makes the students curious about the lesson.

30. The lesson is not too easy or too difficult.

**TABLE IV.30**

**THE LESSON IS NOT TOO EASY OR TOO DIFFICULT**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 9        | 10.5%    |
| 2             | DISAGREE           | 18       | 20.9%    |
| 3             | UNCERTAIN          | 19       | 22.1%    |
| 4             | AGREE              | 27       | 31.4%    |
| 5             | STRONGLY AGREE     | 13       | 15.1%    |
| TOTAL         |                    | 86       | 100%     |

Figure V.30 shows that 10.5% of the respondents strongly disagree, 20.9% of the respondents disagree, 22.1% uncertain about their answer, 31.4% of the respondents agree and 15.1% strongly agree that the lesson is not too easy or too difficult. The conclusion is majority of the students agree that the lesson is not too easy or too difficult.

31. The students are disappointed in the lesson

**TABLE IV.31**  
**THE STUDENTS ARE DISSAPPOINTED IN THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 4        | 4.7%     |
| 2             | DISAGREE           | 25       | 29.1%    |
| 3             | UNCERTAIN          | 24       | 27.9%    |
| 4             | AGREE              | 21       | 24.4%    |
| 5             | STRONGLY AGREE     | 12       | 14%      |
| TOTAL         |                    | 86       | 100%     |

Figure IV.31 shows that 4.7% of the respondents strongly disagree, 29.1% of the respondents disagree, 27.1% uncertain about their answer, 24.4% of the respondents agree and 14% strongly agree that the students are disappointed in the lesson. The conclusion is majority of the students disagree that they are disappointed in the lesson.

32. Students get enough appreciation such as in score, comments, and suggestions.

**TABLE IV.32**  
**STUDENTS GET ENOUGH APPRECIATION SUCH AS IN SCORE, COMMENTS, AND SUGGESTIONS**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 3        | 3.5%     |
| 2             | DISAGREE           | 18       | 20.9%    |
| 3             | UNCERTAIN          | 31       | 36%      |
| 4             | AGREE              | 24       | 27.9%    |
| 5             | STRONGLY AGREE     | 10       | 11.6%    |
| TOTAL         |                    | 86       | 100%     |

Figure V.32 shows that 3.5% of the respondents strongly disagree, 20.9% of the respondents disagree, 36% uncertain about their answer, 27.9% of the respondents agree and 11.6% strongly agree that the students get enough appreciation such as in the score, comments and suggestions. It can be concluded that most of the students are uncertain that they get enough appreciation such as in the score, comments and suggestion.

33. The number of task is suitable to the lesson.

**TABLE IV.33**  
**THE NUMBER OF TASK IS SUITABLE TO THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 6        | 7%       |
| 2             | DISAGREE           | 21       | 24.4%    |
| 3             | UNCERTAIN          | 32       | 36%      |
| 4             | AGREE              | 21       | 24.4%    |
| 5             | STRONGLY AGREE     | 7        | 8.1%     |
| TOTAL         |                    | 86       | 100%     |

Figure IV.33 shows that 7% of the respondents strongly disagree, 24% of the respondents disagree, 36% of the students are uncertain about their answer, 24% of the respondents agree and 8.1% strongly agree that the number of task is suitable to the lesson. The conclusion is majority of the students are uncertain that the task is suitable to the lesson.

34. Students get enough input to know their success level.

**TABLE IV.34**  
**STUDENTS GET ENOUGH INPUT TO KNOW THEIR SUCCESS LEVEL.**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 4        | 4.7%     |
| 2             | DISAGREE           | 21       | 24.4%    |
| 3             | UNCERTAIN          | 27       | 31.4%    |
| 4             | AGREE              | 25       | 29.1%    |
| 5             | STRONGLY AGREE     | 9        | 10.5%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.34 shows that 4.7% of the respondents strongly disagree, 24.4% of the respondents disagree, 31.4% uncertain about their answer, 29.1% of the respondents agree and 10.5% strongly agree that the students get enough input to know their success level. The conclusion is the majority of students disagree that they get enough input to know their success level.

TABLE IV.35

**THE RECAPITULATION OF THE QUESTIONNAIRE OF THE STUDENTS' INTEREST IN  
LEARNING English THROUGH PAIR-WORK ACTIVITIES BEFORE THE TREATMENT**

| NO  | 1  |       | 2  |       | 3  |       | 4  |       | 5  |       | TOTAL    |
|-----|----|-------|----|-------|----|-------|----|-------|----|-------|----------|
|     | F  | P     | F  | P     | F  | P     | F  | P     | F  | P     |          |
| 1.  | 5  | 5.8%  | 23 | 26.7% | 22 | 25.6% | 20 | 23.3% | 16 | 18.6% | 5 : 100% |
| 2.  | 1  | 1.2%  | 26 | 30.2% | 10 | 11.6% | 28 | 32.6% | 21 | 24.4% | 5 : 100% |
| 3.  | 3  | 3.5%  | 23 | 26.7% | 26 | 30.2% | 20 | 23.3% | 14 | 16.3% | 5 : 100% |
| 4.  | 5  | 5.8%  | 23 | 26.7% | 24 | 27.9% | 22 | 25.6% | 12 | 14%   | 5 : 100% |
| 5.  | 1  | 1.2%  | 15 | 17.4% | 30 | 34.9% | 25 | 29.1% | 15 | 17.4% | 5 : 100% |
| 6.  | 2  | 2.3%  | 19 | 22.1% | 17 | 19.8% | 25 | 29.1% | 23 | 26.7% | 5 : 100% |
| 7.  | 2  | 2.3%  | 12 | 14%   | 13 | 15.1% | 32 | 37.2% | 27 | 31.4% | 5 : 100% |
| 8.  | 1  | 1.2%  | 27 | 31.4% | 25 | 29.1% | 23 | 26.7% | 10 | 11.6% | 5 : 100% |
| 9.  | 5  | 5.8%  | 23 | 26.7% | 13 | 15.1% | 24 | 27.9% | 21 | 24.4% | 5 : 100% |
| 10. | 2  | 2.3%  | 17 | 19.8% | 15 | 17.4% | 26 | 30.2% | 26 | 30.2% | 5 : 100% |
| 11. | 0  | 0.0%  | 5  | 5.8%  | 22 | 25.6% | 36 | 41.9% | 23 | 26.7% | 5 : 100% |
| 12. | 0  | 0.0%  | 26 | 30.2% | 16 | 18.6% | 31 | 36%   | 13 | 15.1% | 5 : 100% |
| 13. | 2  | 2.3%  | 22 | 25.6% | 13 | 15.1% | 30 | 34.9% | 19 | 22.1% | 5 : 100% |
| 14. | 3  | 3.5%  | 21 | 24.4% | 19 | 22.1% | 28 | 32.6% | 15 | 17.4% | 5 : 100% |
| 15. | 7  | 8.1%  | 23 | 26.7% | 13 | 15.1% | 25 | 29.1% | 18 | 20.9% | 5 : 100% |
| 16. | 4  | 4.7%  | 18 | 20.9% | 21 | 24.4% | 22 | 25.6% | 21 | 24.4% | 5 : 100% |
| 17. | 2  | 2.3%  | 19 | 22.1% | 14 | 16.3% | 25 | 29.1% | 26 | 30.2% | 5 : 100% |
| 18. | 3  | 3.5%  | 17 | 19.8% | 28 | 32.6% | 18 | 20.9% | 20 | 23.3% | 5 : 100% |
| 19. | 4  | 4.7%  | 16 | 18.6% | 18 | 20.9% | 27 | 31.4% | 21 | 24.4% | 5 : 100% |
| 20. | 3  | 3.5%  | 15 | 17.4% | 20 | 23.3% | 27 | 31.4% | 21 | 24.4% | 5 : 100% |
| 21. | 10 | 11.6% | 23 | 26.7% | 23 | 26.7% | 19 | 22.1% | 11 | 12.8% | 5 : 100% |
| 22. | 7  | 8.1%  | 18 | 20.9% | 16 | 18.6% | 30 | 34.9% | 15 | 17.4% | 5 : 100% |
| 23. | 1  | 1.2%  | 13 | 15.1% | 16 | 18.6% | 38 | 44.2% | 18 | 20.9% | 5 : 100% |
| 24. | 5  | 5.8%  | 23 | 26.7% | 9  | 10.5% | 32 | 37.2% | 17 | 19.8% | 5 : 100% |
| 25. | 5  | 5.8%  | 19 | 22.1% | 27 | 31.4% | 24 | 27.9% | 11 | 12.8% | 5 : 100% |
| 26. | 10 | 11.6% | 18 | 20.9% | 18 | 20.9% | 29 | 33.7% | 11 | 12.8% | 5 : 100% |
| 27. | 2  | 2.3%  | 15 | 17.4% | 13 | 15.1% | 29 | 33.7% | 27 | 31.4% | 5 : 100% |
| 28. | 0  | 0.0%  | 15 | 17.4% | 25 | 29.1% | 30 | 34.9% | 16 | 18.6% | 5 : 100% |
| 29. | 4  | 4.7%  | 21 | 24.4% | 24 | 27.9% | 25 | 29.1% | 12 | 14%   | 5 : 100% |
| 30. | 9  | 10.5% | 18 | 20.9% | 19 | 22.1% | 27 | 31.4% | 13 | 15.1% | 5 : 100% |
| 31. | 4  | 4.7%  | 25 | 29.1% | 24 | 27.9% | 21 | 24.4% | 12 | 14%   | 5 : 100% |
| 32. | 3  | 3.5%  | 18 | 20.9% | 31 | 36%   | 24 | 27.9% | 10 | 11.6% | 5 : 100% |
| 33. | 6  | 7%    | 21 | 24.4% | 31 | 36%   | 21 | 24.4% | 7  | 8.1%  | 5 : 100% |

|            |            |          |            |          |            |          |            |          |            |          |          |
|------------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|----------|
| 34.        | 4          | 4.7%     | 21         | 24.4%    | 27         | 31.4%    | 25         | 29.1%    | 9          | 10.5%    | 5 : 100% |
| <b>TOT</b> | <b>125</b> | <b>-</b> | <b>658</b> | <b>-</b> | <b>682</b> | <b>-</b> | <b>888</b> | <b>-</b> | <b>571</b> | <b>-</b> | <b>-</b> |

## 2. Questionnaire for Post-test

The data below is presented as the result of questionnaires concerning with the students' interest in learning English after the implementation of pair-work activities. The data as follows:

1. The teacher makes the students enthusiastic in learning

**TABLE IV.36**

### **TEACHER MAKES THE STUDENTS ENTHUSIASTIC IN LEARNING**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b>  | <b>P</b>    |
|---------------|--------------------|-----------|-------------|
| 1             | STRONGLY DISAGREE  | 1         | 1.2%        |
| 2             | DISAGREE           | 1         | 1.2%        |
| 3             | UNCERTAIN          | 4         | 4.7%        |
| 4             | AGREE              | 39        | 45.3%       |
| 5             | STRONGLY AGREE     | 41        | 47.7%       |
| <b>TOTAL</b>  |                    | <b>86</b> | <b>100%</b> |

Figure IV. 36 show the varieties answer among the students. 1.2% of the respondents strongly disagree. 1.2% of the students disagree, 4.7% of the students choose uncertain, 45.3% of the students agree and 47.7% of the students strongly agree that the teacher makes the students enthusiastic in learning. The conclusion is majority of the students strongly agree that the teacher makes the students enthusiastic in learning.

2. The lesson is useful for the students

**TABLE IV.37**  
**THE LESSON WILL BE USEFUL TO THE STUDENTS**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 2        | 2.3%     |
| 2             | DISAGREE           | 4        | 4.7%     |
| 3             | UNCERTAIN          | 14       | 16.3%    |
| 4             | AGREE              | 33       | 38.4%    |
| 5             | STRONGLY AGREE     | 33       | 38.4%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV. 37 shows that 2.3% of the respondents strongly disagree, 4.7% of the respondents disagree, 16.3% of the respondents uncertain about their answer, 38.4% of the respondents agree and 38.4% of the respondents strongly agree that the lesson will be useful for the students' life. The conclusion is majority of the students agree and strongly agree that the lesson will be useful for their life.

3. The students believe that they will be success in the lesson

**TABLE IV.38**  
**STUDENTS BELIEVE THAT THEY WILL BE SUCCES IN THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 2        | 2.3%     |
| 2             | DISAGREE           | 3        | 3.5%     |
| 3             | UNCERTAIN          | 15       | 17.4%    |
| 4             | AGREE              | 40       | 46.5%    |
| 5             | STRONGLY AGREE     | 26       | 30.2%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV. 38 shows that 2.3% of the respondents strongly disagree, 3.5% of the respondents disagree, 17.4% of the students are uncertain about their answer, 46.5% of the respondents agree and 30.2% of the respondents strongly agree that they will be success in the lesson. The conclusion is majority students are uncertain that they will be success in the lesson.

4. The lesson is not interested for the students

**TABLE IV.39**  
**THE LESSON IS NOT INTERESTED FOR THE STUDENTS**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 21       | 24.4%    |
| 2             | DISAGREE           | 37       | 43%      |
| 3             | UNCERTAIN          | 24       | 27.9%    |
| 4             | AGREE              | 2        | 2.3%     |
| 5             | STRONGLY AGREE     | 2        | 2.3%     |
| TOTAL         |                    | 86       | 100%     |

Figure IV. 39 shows that 24.4% of the respondents strongly disagree, 43% of the respondents disagree, 27.9% uncertain about their answer, 2.3% of the respondents agree and 2.3% of the respondents strongly agree that the lesson is not interesting for the students. It can be concluded that majority of the students disagree that the lesson is not interesting for them.



5. The teacher makes the lesson become important to the students

**TABLE IV.40**

**THE TEACHER MAKES THE LESSON BECOME IMPORTANT TO THE STUDENTS**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 2  | 2.3%  |
| 2      | DISAGREE          | 4  | 4.7%  |
| 3      | UNCERTAIN         | 30 | 34.9% |
| 4      | AGREE             | 32 | 37.2% |
| 5      | STRONGLY AGREE    | 18 | 20.9% |
| TOTAL  |                   | 86 | 100%  |

Figure IV. 40 shows that 2.3% of the respondents strongly disagree, 4.7% of the respondents disagree, 34.9% of the respondents are uncertain about their answer, 37.2% of the respondents agree and 20.9% of the respondents strongly agree that the teacher makes the lesson become important to the students. The conclusion is that most of the students agree that the teacher makes the lesson important to them.

6. Students must be lucky to get good score in the lesson

**TABLE IV.41**

**STUDENTS MUST BE LUCKY TO GET GOOD SCORE IN THE LESSON**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 2  | 2.3%  |
| 2      | DISAGREE          | 2  | 2.3%  |
| 3      | UNCERTAIN         | 26 | 30.2% |
| 4      | AGREE             | 41 | 47.7% |
| 5      | STRONGLY AGREE    | 15 | 17.4% |
| TOTAL  |                   | 86 | 100%  |

Figure IV. 41 shows that 2.3% of the respondents strongly disagree, 2.3% of the respondents disagree, 30.2% of the respondents are uncertain about their answer, 47.7% of the respondents agree and 17.4% of the respondents strongly agree that they must be lucky in order to get good score in the lesson. The conclusion is the majority of students agree that they must be lucky in order to get good score in the lesson.

7. Students must study hard to be success in the lesson.

**TABLE IV.42**  
**STUDENTS MUST STUDY HARD TO BE SUCCESS IN THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 2        | 2.3%     |
| 2             | DISAGREE           | 7        | 8.1%     |
| 3             | UNCERTAIN          | 14       | 16.3%    |
| 4             | AGREE              | 45       | 52.3%    |
| 5             | STRONGLY AGREE     | 18       | 20.9%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV. 42 shows that 2.3% of the respondents strongly disagree, 8.1% of the respondents disagree, 16.3% uncertain about their answer, 52.3% of the respondents agree and 20.9% of the respondents strongly agree that they must study hard to be success in the lesson. It can be concluded that majority students agree that they must study hard to be success in the lesson.

8. Students do not see the correlation of the lesson and their prior knowledge.

**TABLE IV.43**  
**STUDENTS DO NOT SEE THE CORRELATION OF THE LESSON AND THEIR PRIOR KNOWLEDGE**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 17 | 19.8% |
| 2      | DISAGREE          | 38 | 44.2% |
| 3      | UNCERTAIN         | 28 | 32.6% |
| 4      | AGREE             | 2  | 2.3%  |
| 5      | STRONGLY AGREE    | 1  | 1.2%  |
| TOTAL  |                   | 86 | 100%  |

Figure IV. 43 shows that 19.8% of the respondents strongly disagree. 44.2% of the respondents disagree, 32.6% of the students are uncertain about their answer, 2.3% of the respondents agree and 1.2% of the respondents strongly agree that the lesson does not correlate to their prior knowledge. The conclusion is that majority of the students do not see the correlation of the lesson to the students' prior knowledge.

9. The situation becomes tense when the teacher explains the lesson

**TABLE IV.44**  
**THE SITUATION BECOMES TENCE WHEN TEACHER EXPLAINS THE LESSON**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 24 | 27.9% |
| 2      | DISAGREE          | 40 | 46.5% |
| 3      | UNCERTAIN         | 18 | 20.9% |
| 4      | AGREE             | 1  | 1.2%  |
| 5      | STRONGLY AGREE    | 3  | 3.5%  |
| TOTAL  |                   | 86 | 100%  |

Figure IV.44 shows that 27.9% of the respondents strongly disagree, 46.5% of the respondents disagree, 20.9% of the students are uncertain about their answer, 1.2% of the respondents agree and 3.5% of the respondents strongly agree that the situation becomes tense when the teacher explains the lesson. The conclusion is that most of students disagree that the situation becomes tense when the teacher explains the lesson.

10. The lesson is very difficult for the students.

**TABLE IV.45**  
**THE LESSON IS VERY DIFFICULT FOR THE STUDENTS**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 13       | 15.1%    |
| 2             | DISAGREE           | 39       | 45.3%    |
| 3             | UNCERTAIN          | 30       | 34.9%    |
| 4             | AGREE              | 2        | 2.3%     |
| 5             | STRONGLY AGREE     | 2        | 2.3%     |
| TOTAL         |                    | 86       | 100%     |

Figure IV.45 shows that 15.1% of the respondents strongly disagree, 45.3% of the respondents disagree, 34.9% of the students are uncertain about their answer, 2.3% of the respondents agree and 2.3% of the respondents strongly agree that the lesson is very difficult for the students. The conclusion is that majority of the students strongly disagree that the lesson is very difficult for them.

## 11. Success in learning depend on the students

**TABLE IV.46**  
**SUCCESS IN LEARNING DEPENDS ON THE STUDENTS**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 2  | 2.3%  |
| 2      | DISAGREE          | 2  | 2.3%  |
| 3      | UNCERTAIN         | 25 | 29.1% |
| 4      | AGREE             | 38 | 44.2% |
| 5      | STRONGLY AGREE    | 19 | 22.1% |
| TOTAL  |                   | 86 | 100%  |

Figure V.46 shows that 2.3% of the respondents strongly disagree, 2.3% of the respondents disagree, 29.1% of the respondents are uncertain about their answer, 44.2% of the respondents agree and 22.1% of the respondents strongly agree that the success in learning depends on the students. It can be concluded that majority of the students agree that the success in learning depends on them.

## 12. The lesson satisfies the students

**TABLE IV.47**  
**THE LESSON SATISFIES THE STUDENTS**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 2  | 2.3%  |
| 2      | DISAGREE          | 1  | 1.2%  |
| 3      | UNCERTAIN         | 23 | 26.7% |
| 4      | AGREE             | 38 | 44.2% |
| 5      | STRONGLY AGREE    | 22 | 25.6% |
| TOTAL  |                   | 86 | 100%  |

Figure IV.47 shows that 2.3% of the respondents strongly disagree, 1.2% of the respondents disagree, 26.7% uncertain about their answer, 44.2% of the respondents agree and 25.6% of the respondents strongly agree that the lesson satisfies the students. The conclusion is that majority of students agree that the lesson satisfies them.

13. Students determine their standard of success in the lesson.

**TABLE IV.48**

**STUDENTS DETERMINE THEIR STANDARD OF SUCCESS IN THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 2        | 2.3%     |
| 2             | DISAGREE           | 3        | 3.5%     |
| 3             | UNCERTAIN          | 20       | 23.3%    |
| 4             | AGREE              | 40       | 46.5%    |
| 5             | STRONGLY AGREE     | 21       | 24.4%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.48 shows that 2.3% of the respondents strongly disagree, 3.5% of the respondents disagree, 23.3% uncertain about their answer. 46.5% of the respondents agree and 24.4% of the respondents strongly agree that the students determine their standard of success in the lesson. The conclusion is majority students agree that they determine their standards of success in the lesson.

14. Students' score and the appreciation are fair enough

**TABLE IV.49**  
**STUDENTS' SCORE AND THE APPRECIATION ARE FAIR ENOUGH**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 2  | 2.3%  |
| 2      | DISAGREE          | 2  | 2.3%  |
| 3      | UNCERTAIN         | 24 | 27.9% |
| 4      | AGREE             | 29 | 33.7% |
| 5      | STRONGLY AGREE    | 29 | 33.7% |
| TOTAL  |                   | 86 | 100%  |

Figure V.49 shows that 2.3% of the respondents strongly disagree, 2.3 % of the respondents disagree, 27.9% of the respondents are uncertain about their answer, 32.6%of the respondents agree and 17.4% of the respondents strongly agree that the students' score and appreciation are fair enough. The conclusion is the students agree that he score and the appreciation are fair enough.

15. Students are curious about the material of the lesson.

**TABLE IV.50**  
**STUDENTS ARE CURIOUS ABOUT THE MATERIAL OF THE LESSON**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 4  | 4.7%  |
| 2      | DISAGREE          | 1  | 1.2%  |
| 3      | UNCERTAIN         | 30 | 34.9% |
| 4      | AGREE             | 33 | 38.4% |
| 5      | STRONGLY AGREE    | 18 | 20.9% |
| TOTAL  |                   | 86 | 100%  |

Figure IV.50 shows that 4.7% of the respondents strongly disagree, 1.2% of the respondents disagree, 34.9% uncertain about their answer, 38.4% of the respondents agree and 20.9% of the students are curious about the material of the lesson. The conclusion is that majority of the students agree that they are curious about the material of the lesson.

16. Students like working with the lesson.

**TABLE IV.51**  
**STUDENTS LIKE WORKING WITH THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 2        | 2.3%     |
| 2             | DISAGREE           | 2        | 2.3%     |
| 3             | UNCERTAIN          | 25       | 29.1%    |
| 4             | AGREE              | 33       | 38.4%    |
| 5             | STRONGLY AGREE     | 24       | 27.9%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.51 shows that 2.3% of the respondents strongly disagree, 2.3% of the respondents disagree, 29.1% of the respondents are uncertain about their answer, 38.46% of the respondents agree and 27.9% of the students like working with the lesson. The conclusion is that majority of the students agree that they like working with the lesson.



17. It's hard to predict the students' assignment score in this lesson

**TABLE IV.52**

**IT'S HARD TO PREDICT THE STUDENTS ASSIGNMENT SCORE IN THIS LESSON**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 11 | 12.8% |
| 2      | DISAGREE          | 33 | 38.4% |
| 3      | UNCERTAIN         | 38 | 44.2% |
| 4      | AGREE             | 3  | 3.5%  |
| 5      | STRONGLY AGREE    | 1  | 1.2%  |
| TOTAL  |                   | 86 | 100%  |

Figure IV.52 shows that 12.8% of the respondents strongly disagree, 38.4% of the respondents disagree, 44.2% of the respondents are uncertain about their answer, 3.5 % of respondents agree and 1.2% of the students strongly agree that it's hard to predict their assignment score in the lesson. The conclusion is that majority of the students are uncertain that it's hard to predict the students' assignment score in the lesson.

18. Students are satisfied with the teacher's evaluation

**TABLE IV.53**

**STUDENTS ARE SATISFIED WITH THE TEACHER'S EVALUATION**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 2  | 2.3%  |
| 2      | DISAGREE          | 1  | 1.2%  |
| 3      | UNCERTAIN         | 35 | 40.7% |
| 4      | AGREE             | 28 | 32.6% |
| 5      | STRONGLY AGREE    | 20 | 23.3% |
| TOTAL  |                   | 86 | 100%  |

Figure IV.53 shows that 2.3% of the respondents strongly disagree, 1.2% of the respondents disagree, 40.7% uncertain about their answer, 32.6% of the respondents agree and 23.3% of the students are satisfied with the teacher's evaluation. The conclusion is majority of students are uncertain that they are satisfied with the teacher's evaluation.

19. Students are satisfied with their achievement in the lesson

**TABLE IV.54**

**STUDENTS ARE SATISFIED WITH THEIR ACHIEVEMENT IN THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 3        | 3.5%     |
| 2             | DISAGREE           | 4        | 4.7%     |
| 3             | UNCERTAIN          | 22       | 25.6%    |
| 4             | AGREE              | 27       | 31.4%    |
| 5             | STRONGLY AGREE     | 30       | 34.9%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.54 shows that 3.5% of the respondents strongly disagree, 4.7% of the respondents disagree, 25.6% uncertain about their answer, 31.4% of the respondents agree and 34.9% of the students are satisfied with their achievement in the lesson. The conclusion is majority of students strongly agree that they are satisfied with their achievement in the lesson.

20. The lesson is suitable to the students' expectation and target

**TABLE IV.55**  
**THE LESSON IS SUITABLE TO THE STUDENTS' EXPECTATION AND TARGET**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 1  | 1.2%  |
| 2      | DISAGREE          | 7  | 8.1%  |
| 3      | UNCERTAIN         | 32 | 37.2% |
| 4      | AGREE             | 30 | 34.9% |
| 5      | STRONGLY AGREE    | 16 | 18.6% |
| TOTAL  |                   | 86 | 100%  |

Figure IV.55 shows that 1.2% of the respondents strongly disagree, 8.1% of the respondents disagree, 37.2% of the respondents are uncertain about their answer, 4.9% of the respondents agree and 18.6% strongly agree that the lesson is suitable to their expectation and target. The conclusion is majority students agree that the lesson is suitable to their expectation and target.

21. Teacher creates interesting and attractive activities.

**TABLE IV.56**  
**TEACHER CREATES INTERESTING AND ATTRACTIVE ACTIVITIES**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 2  | 2.3%  |
| 2      | DISAGREE          | 5  | 5.8%  |
| 3      | UNCERTAIN         | 26 | 30.2% |
| 4      | AGREE             | 39 | 45.3% |
| 5      | STRONGLY AGREE    | 14 | 16.3% |
| TOTAL  |                   | 86 | 100%  |

Figure V.56 shows that 2.3% of the respondents strongly disagree, 5.8% of the respondents disagree, 30.2% of the respondents are uncertain about their answer, 45.3%

of the respondents agree and 16.3% strongly agree that the teacher creates interesting and attractive activities. The conclusion is most of the students agree that the teacher creates interesting and attractive activities.

22. Students participate actively in the lesson.

**TABLE IV.57**  
**STUDENTS PARTICIPATE IN THE LESSON ACTIVELY**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 1        | 1.2%     |
| 2             | DISAGREE           | 9        | 10.5%    |
| 3             | UNCERTAIN          | 29       | 33.7%    |
| 4             | AGREE              | 30       | 34.9%    |
| 5             | STRONGLY AGREE     | 17       | 19.8%    |
| TOTAL         |                    | 86       | 100%     |

Figure V.57 shows that 1.2% of the respondents strongly disagree, 10.5% of the respondents disagree, 33.7% uncertain about their answer, 34.9% of the respondents agree and 19.8% strongly agree that the students participate in the lesson actively. The conclusion is that majority of the students agree that the students participate in the lesson actively.

23. Students' success in the lesson is important in order to get their target

**TABLE IV.58**  
**STUDENTS' SUCCESS IN THE LESSON IS IMPORTANT IN ORDER TO GET THEIR TARGET**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 2  | 2.3%  |
| 2      | DISAGREE          | 5  | 5.8%  |
| 3      | UNCERTAIN         | 22 | 25.6% |
| 4      | AGREE             | 41 | 47.7% |
| 5      | STRONGLY AGREE    | 16 | 18.6% |
| TOTAL  |                   | 86 | 100%  |

Figure IV.58 shows that 2.3% of the respondents strongly disagree, 5.8% of the respondents disagree, 25.6% uncertain about their answer, 47.7% of the respondents agree and 18.6% strongly agree that the students' success in the lesson is important in order to get their target. The conclusion is that majority of the students agree that their success in the lesson is important in order to get their target.

24. Teacher uses various interesting teaching techniques.

**TABLE IV.59**  
**TEACHER USES VARIOUS INTERESTING TEACHING TECHNIQUES**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 2  | 2.3%  |
| 2      | DISAGREE          | 3  | 3.5%  |
| 3      | UNCERTAIN         | 29 | 33.7% |
| 4      | AGREE             | 35 | 40.7% |
| 5      | STRONGLY AGREE    | 17 | 19.8% |
| TOTAL  |                   | 86 | 100%  |

Figure IV.59 shows that 2.3% of the respondents strongly disagree, 3.5% of the respondents disagree, 33.7% of the respondents are uncertain about their answer, 40.7% of the respondents agree and 19.8% strongly agree that the teacher uses various interesting teaching techniques. The conclusion that majority of the students agree that the teacher uses various interesting techniques.

25. The lesson does not offer many advantages to the students

**TABLE IV.60**

**THE LESSON DOES NOT OFFER MANY ADVANTAGES TO THE STUDENTS**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 17       | 19.8%    |
| 2             | DISAGREE           | 35       | 40.7%    |
| 3             | UNCERTAIN          | 28       | 32.6%    |
| 4             | AGREE              | 3        | 3.5%     |
| 5             | STRONGLY AGREE     | 3        | 3.5%     |
| TOTAL         |                    | 86       | 100%     |

Figure V.60 shows that 19.8% of the respondents strongly disagree, 40.7% of the respondents disagree, 32.6% uncertain about their answer, 3.5% of the respondents agree and 3.5% strongly agree that the lesson does not offer many advantages to the students. The conclusion is majority of the students strongly disagree that the lesson does not offer many advantages to the students.

26. Students cannot concentrate in the class.

**TABLE IV.61**  
**STUDENTS CANNOT CONCENTRATE IN THE CLASS**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 25 | 29.1% |
| 2      | DISAGREE          | 42 | 48.8% |
| 3      | UNCERTAIN         | 12 | 14%   |
| 4      | AGREE             | 6  | 7%    |
| 5      | STRONGLY AGREE    | 1  | 1.2%  |
| TOTAL  |                   | 86 | 100%  |

Figure V.61 shows that 29.1% of the respondents strongly disagree, 48.8% of the respondents disagree, 14% uncertain about their answer, 7% of the respondents agree and 1.2% strongly agree that the students cannot concentrate in the class. The conclusion is majority of the students disagree that they cannot concentrate in the class.

27. Students will be success if they try harder

**TABLE IV.62**  
**STUDENTS WILL BE SUCCESS IF THEY TRY HARDER**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 5  | 5.8%  |
| 2      | DISAGREE          | 12 | 14%   |
| 3      | UNCERTAIN         | 13 | 15.1% |
| 4      | AGREE             | 34 | 39.5% |
| 5      | STRONGLY AGREE    | 22 | 25.6% |
| TOTAL  |                   | 86 | 100%  |

Figure IV.62 shows that 5.8% of the respondents strongly disagree, 14% of the respondents disagree, 15.1% of the students are uncertain about their answer, 39.5% of

the respondents agree and 25.6% strongly agree that the students will be success if they try harder. The conclusion is the majority of students agree that they will be success if they try harder.

28. Lesson gives the students many personal advantages

**TABLE IV.63**  
**LESSON GIVES THE STUDENTS MANY PERSONAL ADVANTAGES**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b>  | <b>P</b>    |
|---------------|--------------------|-----------|-------------|
| 1             | STRONGLY DISAGREE  | 2         | 2.3%        |
| 2             | DISAGREE           | 4         | 4.7%        |
| 3             | UNCERTAIN          | 20        | 23.3%       |
| 4             | AGREE              | 48        | 55.8%       |
| 5             | STRONGLY AGREE     | 12        | 14%         |
| <b>TOTAL</b>  |                    | <b>86</b> | <b>100%</b> |

Figure V.63 shows that 2.3% of the respondents strongly disagree, 4.7% of the respondents disagree, 23.3% of the respondents are uncertain about their answer, 55.8% of the respondents agree and 14% strongly agree that the lesson gives the students many personal advantages. The conclusion is majority of the students agree that the lesson gives them many personal advantages.



29. Teacher's questions make the students curious about the lesson.

**TABLE IV.64**

**TEACHER'S QUESTIONS MAKE THE STUDENTS CURIOUS ABOUT THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 5        | 5.8%     |
| 2             | DISAGREE           | 5        | 5.8%     |
| 3             | UNCERTAIN          | 15       | 17.4%    |
| 4             | AGREE              | 39       | 45.3%    |
| 5             | STRONGLY AGREE     | 22       | 25.6%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.64 shows that 5.8% of the respondents strongly disagree, 5.8% of the respondents disagree, 17.4% uncertain about their answer, 45.3% of the respondents agree and 25.6% strongly agree that the teacher's questions make the students curious about the lesson. The conclusion is majority of the students agree that the teacher's question makes the students curious about the lesson.

30. The lesson is not too easy or too difficult.

**TABLE IV.65**

**THE LESSON IS NOT TOO EASY OR TOO DIFFICULT**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 3        | 3.5%     |
| 2             | DISAGREE           | 7        | 8.1%     |
| 3             | UNCERTAIN          | 20       | 23.3%    |
| 4             | AGREE              | 32       | 37.2%    |
| 5             | STRONGLY AGREE     | 24       | 27.9%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.65 shows that 3.5% of the respondents strongly disagree, 8.1% of the respondents disagree, 23.3% uncertain about their answer, 37.2% of the respondents agree and 27.9% strongly agree that the lesson is not too easy or too difficult. The conclusion is majority of the students agree that the lesson is not too easy or too difficult.

31. The students are disappointed in the lesson

**TABLE IV.66**

**THE STUDENTS ARE DISSAPPOINTED IN THE LESSON**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 17       | 19.8%    |
| 2             | DISAGREE           | 42       | 48.8%    |
| 3             | UNCERTAIN          | 26       | 30.2%    |
| 4             | AGREE              | 1        | 1.2%     |
| 5             | STRONGLY AGREE     | 0        | 0.0%     |
| TOTAL         |                    | 86       | 100%     |

Figure IV.66 shows that 19.8% of the respondents strongly disagree, 48.8% of the respondents disagree, 30.2% uncertain about their answer, 1.2% of the respondents agree and 0% strongly agree that the students are disappointed in the lesson. The conclusion is majority of the students disagree that they are disappointed in the lesson.

32. Students get enough appreciation such as in score, comments, and suggestions.

**TABLE IV.67**  
**STUDENTS GET ENOUGH APPRECIATION SUCH AS IN SCORE, COMMENTS, AND SUGGESTIONS**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 2  | 2.3%  |
| 2      | DISAGREE          | 3  | 3.5%  |
| 3      | UNCERTAIN         | 19 | 22.1% |
| 4      | AGREE             | 46 | 53.5% |
| 5      | STRONGLY AGREE    | 16 | 18.6% |
| TOTAL  |                   | 86 | 100%  |

Figure IV.67 shows that 2.3% of the respondents strongly disagree, 3.5% of the respondents disagree, 22.1% uncertain about their answer, 53.3% of the respondents agree and 18.6% strongly agree that the students get enough appreciation such as in the score, comments and suggestions. It can be concluded that most of the students agree that they get enough appreciation such as in the score, comments and suggestion.

33. The number of task is suitable to the lesson.

**TABLE IV.68**  
**THE NUMBER OF TASK IS SUITABLE TO THE LESSON**

| OPTION | ALTERNATIVE       | F  | P     |
|--------|-------------------|----|-------|
| 1      | STRONGLY DISAGREE | 3  | 3.5%  |
| 2      | DISAGREE          | 5  | 5.8%  |
| 3      | UNCERTAIN         | 20 | 23.3% |
| 4      | AGREE             | 41 | 47.7% |
| 5      | STRONGLY AGREE    | 17 | 19.8% |
| TOTAL  |                   | 86 | 100%  |

Figure V.68 shows that 3.5% of the respondents strongly disagree, 5.8% of the respondents disagree, 23.3% of the students are uncertain about their answer, 47.7% of the respondents agree and 19.8% strongly agree that the number of task is suitable to the lesson. The conclusion is majority of the students agree that the task is suitable to the lesson.

34. Students get enough input to know their success level.

**TABLE IV.69**  
**STUDENTS GET ENOUGH INPUT TO KNOW THEIR SUCCESS LEVEL.**

| <b>OPTION</b> | <b>ALTERNATIVE</b> | <b>F</b> | <b>P</b> |
|---------------|--------------------|----------|----------|
| 1             | STRONGLY DISAGREE  | 2        | 2.3%     |
| 2             | DISAGREE           | 4        | 4.7%     |
| 3             | UNCERTAIN          | 10       | 11.6%    |
| 4             | AGREE              | 40       | 46.5%    |
| 5             | STRONGLY AGREE     | 30       | 34.9%    |
| TOTAL         |                    | 86       | 100%     |

Figure IV.69 shows that 2.3% of the respondents strongly disagree, 4.7% of the respondents disagree, 11.6% uncertain about their answer, 46.5% of the respondents agree and 34.9% strongly agree that the students get enough input to know their success level. The conclusion is the majority of students agree that they get enough input to know their success level.

**TABLE IV.70**  
**THE RECAPITULATION OF THE QUESTIONNAIRE OF the STUDENTS' INTEREST IN**  
**LEARNING ENGLISH THROUGH PAIR-WORK ACTIVITIES AFTER THE TREATMENT**

| NO  | 1  |       | 2  |       | 3  |       | 4  |       | 5  |       | TOTAL    |
|-----|----|-------|----|-------|----|-------|----|-------|----|-------|----------|
|     | F  | P     | F  | P     | F  | P     | F  | P     | F  | P     |          |
| 1.  | 1  | 1.2%  | 1  | 1.2%  | 4  | 4.7%  | 39 | 45.%  | 41 | 47.7% | 5 : 100% |
| 2.  | 2  | 2.3%  | 4  | 4.7%  | 14 | 16.%  | 33 | 38.%  | 33 | 38.4% | 5 : 100% |
| 3.  | 2  | 2.3%  | 3  | 3.5%  | 15 | 17.%  | 40 | 46.%  | 26 | 30.2% | 5 : 100% |
| 4.  | 21 | 24.%  | 37 | 43%   | 24 | 27.%  | 2  | 2.3%  | 2  | 2.3%  | 5 : 100% |
| 5.  | 2  | 2.3%  | 4  | 4.7%  | 30 | 34.%  | 32 | 37.%  | 18 | 20.9% | 5 : 100% |
| 6.  | 2  | 2.3%  | 2  | 2.3%  | 26 | 30.%  | 41 | 47.%  | 15 | 17.4% | 5 : 100% |
| 7.  | 2  | 2.3%  | 7  | 8.1%  | 14 | 16.%  | 45 | 52.%  | 18 | 20.9% | 5 : 100% |
| 8.  | 17 | 19.%  | 38 | 44.%  | 28 | 32.%  | 2  | 2.3%  | 1  | 1.2%  | 5 : 100% |
| 9.  | 24 | 27.%  | 40 | 46.%  | 18 | 20.%  | 1  | 1.2%  | 3  | 3.5%  | 5 : 100% |
| 10. | 13 | 15.%  | 39 | 45.%  | 30 | 34.%  | 2  | 2.3%  | 2  | 2.3%  | 5 : 100% |
| 11. | 2  | 2.3%  | 2  | 2.3%  | 25 | 29.%  | 38 | 44.%  | 19 | 22.1% | 5 : 100% |
| 12. | 2  | 2.3%  | 1  | 1.2%  | 23 | 26.%  | 38 | 44.%  | 22 | 25.6% | 5 : 100% |
| 13. | 2  | 2.3%  | 3  | 3.5%  | 20 | 23.%  | 40 | 46.%  | 21 | 24.4% | 5 : 100% |
| 14. | 2  | 2.3%  | 2  | 2.3%  | 24 | 27.%  | 29 | 33.%  | 29 | 33.7% | 5 : 100% |
| 15. | 4  | 4.7%  | 1  | 1.2%  | 30 | 34.%  | 33 | 38.%  | 18 | 20.9% | 5 : 100% |
| 16. | 2  | 2.3%  | 2  | 2.3%  | 25 | 29.%  | 33 | 38.%  | 24 | 27.9% | 5 : 100% |
| 17. | 11 | 12.%  | 33 | 38.%  | 38 | 44.%  | 3  | 3.5%  | 1  | 1.2%  | 5 : 100% |
| 18. | 2  | 2.3%  | 1  | 1.2%  | 35 | 40.%  | 28 | 32.%  | 20 | 23.3% | 5 : 100% |
| 19. | 3  | 3.5%  | 4  | 4.7%  | 22 | 25.%  | 27 | 31.%  | 30 | 34.9% | 5 : 100% |
| 20. | 1  | 1.2%  | 7  | 8.1%  | 32 | 37.%  | 30 | 34.%  | 16 | 18.6% | 5 : 100% |
| 21. | 2  | 2.3%  | 5  | 5.8%  | 26 | 30.%  | 39 | 45.%  | 14 | 16.3% | 5 : 100% |
| 22. | 1  | 1.2%  | 9  | 10.%  | 29 | 33.%  | 30 | 34.%  | 17 | 19.8% | 5 : 100% |
| 23. | 2  | 2.3%  | 5  | 5.8%  | 22 | 25.%  | 41 | 47.%  | 16 | 18.6% | 5 : 100% |
| 24. | 2  | 2.3%  | 3  | 3.5%  | 29 | 33.%  | 35 | 40.7% | 17 | 19.8% | 5 : 100% |
| 25. | 17 | 19.8% | 35 | 40.7% | 28 | 32.6% | 3  | 3.5%  | 3  | 3.5%  | 5 : 100% |
| 26. | 25 | 29.1% | 42 | 48.8% | 12 | 14%   | 6  | 7%    | 1  | 1.2%  | 5 : 100% |
| 27. | 5  | 5.8%  | 12 | 14%   | 13 | 15.1% | 34 | 39.5% | 22 | 25.6% | 5 : 100% |
| 28. | 2  | 2.3%  | 4  | 4.7%  | 20 | 23.3% | 48 | 55.8% | 12 | 14%   | 5 : 100% |
| 29. | 5  | 5.8%  | 5  | 5.8%  | 15 | 17.4% | 39 | 45.3% | 22 | 25.6% | 5 : 100% |
| 30. | 3  | 3.5%  | 7  | 8.1%  | 20 | 23.3% | 32 | 37.2% | 24 | 27.9% | 5 : 100% |

|       |     |       |     |       |     |       |     |       |     |       |          |
|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|-------|----------|
| 31.   | 17  | 19.8% | 42  | 48.8% | 26  | 30.2% | 1   | 1.2%  | 0   | 0.0%  | 5 : 100% |
| 32.   | 2   | 2.3%  | 3   | 3.5%  | 19  | 22.1% | 46  | 53.5% | 16  | 18.6% | 5 : 100% |
| 33.   | 3   | 3.5%  | 5   | 35.8% | 20  | 23.3% | 41  | 47.7% | 17  | 19.8% | 5 : 100% |
| 34.   | 2   | 2.3%  | 4   | 4.7%  | 10  | 11.6% | 40  | 46.5% | 30  | 34.9% | 5 : 100% |
| Total | 205 | -     | 412 | -     | 766 | -     | 971 | -     | 570 | -     | -        |

## B. Interview

The writer used interview as qualitative research to supporting data for qualitative research. The indicators' question have been generated in the operational concept of this paper. This interview was conducted for five students. The conversation between students and writer can draw as follows:

### 1. Conversation 1.

The writer : *"Do you like study English?"*

Student 1 : *"Yes, I do."*

The writer : *"What is your problem when you studied English?"*

Student 1 : *"I am not master the tenses in English, so, I difficult to make sentences.*

*Actually, we should have additional time to learn English, because the time is not enough to learn English more."*

The writer : *"So, what make you interested in learning English?"*

Student 1 : *"I feel interested in learning English if understand the material, if the teacher's way to teach is attractive, if my friend support me and if my parent encourage me to do so."*

The writer : *"Do you enjoy in the class when you study with pair-group activities?"*

Student 1 : *"Yes, because the class is not boring and everybody can participate in the discussion. Usually, only those who are good is speaking dominate the*

*classroom discussion. Now, everybody is asked to express and perform the task together."*

The writer : *"Ok, I think its enough, thank for your answer."*

Student 1 : *"You are welcome"*

## 2. Conversation 2

The writer : *"Do you like studying English?"*

Student 2 : *"I do not really like it"*

The writer : *"So. what is your problem in learning English?"*

Student 2 : *"I don't know."*

The writer : *"How about the way of teaching of your English teacher? Do you enjoy the class?"*

Student 2 : *"yes, I like her teaching method. But, I have problem in understanding the material of English. I do not motivate in study English, It's my problem."*

The writer : *"Ok, I think its enough the questions from me. thanks' for your answer"*

Student 2 : *"Ok"*

## 3. Conversation 3

The writer : *"Do you know the why you should learn English?"*

Student 3 : *"Yes, it is very important for the students. One of the reasons is because English is tested in national examination and we should pass it."*

The writer : *"Do you pay attention when the teacher explains the material?"*

Student 3 : *"Yes, I do. But sometimes I do not pay attention to the teacher explanation, because my friend disturb me"*

The writer : *"Do you think that teachers' way to teach the lesson influence your understanding?"*

Student 3 : *"Yes. Teachers' way to explain the lesson should be unique and interesting. So, even though the material is boring, if the explanation is easy and interesting, we won't feel bored anymore."*

The writer : *"Ok, I think it's enough. Thank you very much."*

Student 3 : *"You are welcome"*

#### 4. Conversation 4

The writer : *"Do you like study English?"*

Student 4 : *"Mmmm, yes."*

The writer : *"Do you always review the lesson that given by the teacher at home?"*

Student 4 : *"No, I don't, because my family are not support me in study. My Brothers always are disturbing me."*

The writer : *"What is your problem in study English?"*

Student 4 : *"English is very difficult to read and to write, it's make me seldom to do the home work and review the lesson at home."*

The writer : *"How about your friend? Do they help you in study English?"*

Student 4 : *"Yes, sometimes. But I think they are same with me. They not really understand about it."*

The writer : *"Ok, I think it's enough, thank for your time."*

Student 4 : *"Ok."*



## 5. Conversation 5

The writer : *"What is your opinion about English subject?"*

Student 5 : *"English is very difficult for me. We get the difficulties to understand the English grammar because of the difficulty of English itself as foreign language. And it has some regulations, so it make more complicated."*

The writer : *"What is your problem in learning English"*

Student 5 : *"I am not really motivated in learning English because my friend do not support me to study; they often influence me to play when the teacher explains the lesson."*

The writer : *"How about your parent?"*

Student 5 : *"My parents always support me in study, but the family condition do not support, I do not have English book especially grammar book and my friend do not care with my understanding about English."*

The writer : *"Ok, thank you for your time. Have nice day"*

Student 5 : *"Thank you"*

Base on those dialogues above, we can show that the students have many factor that influence their interest in learning English. The factor are internal factor and external factor.

### a. Internal factor.

1. Some of students did not master the lesson well.
2. Some of the students do not review the lesson although they do not understand the lesson.
3. Some of students cannot memorize the word.

4. Some of students did not motivate in study English.
  5. Some of the student did not pay attention to the teacher explanation.
- b. External factor
1. Some of student did not enjoy the class because the teacher's method is not interesting and monotones.
  2. The class condition did not support the teaching and learning process, because some of the students in the classroom made a noise.
  3. The teacher has not enough time to explain the material because of the limited time.
  4. The students' family, peers and environment do not support the student in learning English.

From the explanation above, the writer make conclusion that collaboration among parents, teachers, environment and students are important. If it runs well, the purpose of teaching and learning will be reached well.

## CHAPTER V

### DATA ANALYSIS

This chapter is discussing about the data analysis. In this research, the writer used experimental research with single group design. The previous chapter has presented the data gathered in the research. In this chapter, the writer will analyze the data based on the data presentation in the last chapter. Based on the title of this research “STUDENTS’ INTEREST IN LEARNING ENGLISH THROUGH PAIR-WORK ACTIVITIES OF SMAN 1 SINGINGI”, the writer analyzes the students’ interest in learning English before and after the implementation of pair-work activities in teaching and learning process.

This research focused on two main research questions, namely:

“How is the students’ interest in learning English through pair-work activities at SMAN 1 Singingi?”

The writer wants to investigate about: How is the students’ interest in learning English before and after the implementation of pair-work activities in the teaching and learning process.

All of the 34 statements in the questionnaire are divided into four different groups, namely; attention, relevancy, confidence, and satisfaction.

**TABLE V.1**

**CONDITION OF THE QUESTIONNAIRE**

| <b>No</b> | <b>Condition</b> | <b>Positive statement</b>         | <b>Negative Statement</b> |
|-----------|------------------|-----------------------------------|---------------------------|
| 1         | Attention        | 1, 15, 21, 24, 29                 | 4, 10, 26                 |
| 2         | Relevancy        | 2, 5, 13, 20, 22, 23, 28          | 8, 25                     |
| 3         | Confidence       | 3, 6, 11, 21, 27, 30              | 9, 17                     |
| 4         | Satisfaction     | 7, 12, 14, 16, 18, 19, 32, 33, 34 | 31                        |

For the positive statement, the option is standardized as follows:

Option 1 which the score is 1 refers to “Strongly Disagree”

Option 2 which score is 2 refers to “Disagree”

Option 3 which score is 3 refers to “Uncertain”

Option 4 which score is 4 refers to “Agree”

Option 5 which score is 5 refers to “Strongly Agree”

For the negative statements, the option is standardized as follows:

Option 1 which score is 5 refers to “Strongly Disagree”

Option 2 which score is 4 refers to “Disagree”

Option 3 which score is 3 refers to “Uncertain”

Option 4 which score is 2 refers to “Agree”

Option 5 which score is 1 refers to “Strongly Agree”

In order to measure mean of every aspect in the questionnaire is by adding the score of the negative and the positive statements, then the score obtained will be divided based on the items. The category of the score based on the condition will be presented as follows:

**TABLE V.2**  
**INTERPRETATION OF THE STUDENTS' INTEREST**

| <b>Mean of the score</b> | <b>Category</b> |
|--------------------------|-----------------|
| 1.00 – 1.49              | Very Bad        |
| 1.50 – 2.49              | Bad             |
| 2.50 – 3.49              | Sufficient      |
| 3.50 – 4.49              | Good            |
| 4.50 – 5.00              | Very Good       |

To analyze the total percentage of level of the students' interest before and after pair-work activities in teaching and learning process, the questionnaire for pre-test is recapitulated as follows:

**1. Attention**

**TABLE V.3**  
**STUDENTS' ATTENTION IN LEARNING ENGLISH BEFORE PAIR-WORK ACTIVITIES**

| <b>Questions number</b> | <b>Alternatives</b> |            |            |            |           |
|-------------------------|---------------------|------------|------------|------------|-----------|
|                         | <b>1</b>            | <b>2</b>   | <b>3</b>   | <b>4</b>   | <b>5</b>  |
| <b>1</b>                | 5                   | 23         | 22         | 20         | 16        |
| <b>4</b>                | 12                  | 22         | 24         | 23         | 5         |
| <b>10</b>               | 26                  | 26         | 15         | 17         | 2         |
| <b>15</b>               | 7                   | 23         | 13         | 25         | 18        |
| <b>21</b>               | 10                  | 23         | 23         | 19         | 11        |
| <b>24</b>               | 5                   | 23         | 9          | 32         | 17        |
| <b>26</b>               | 11                  | 29         | 18         | 18         | 10        |
| <b>29</b>               | 4                   | 21         | 24         | 25         | 12        |
| <b>Total</b>            | <b>80</b>           | <b>190</b> | <b>148</b> | <b>179</b> | <b>91</b> |

Recapitulation of the table:

|          |   |         |   |     |
|----------|---|---------|---|-----|
| Option 1 | = | 80 X 1  | = | 80  |
| Option 2 | = | 190 X 2 | = | 380 |
| Option 3 | = | 148 X 3 | = | 444 |
| Option 4 | = | 179 X 4 | = | 716 |
| Option 5 | = | 91 X 5  | = | 455 |

The total number of F above is =  $80 + 380 + 444 + 716 + 455 = 2075$

2075 is the value of all students, to find out how much does each student have in average, the writer divided 2075 to 86 students.

$$2075/86 = 24.128.$$

To find mean of the value, 24.128 is divided into 8 because the items in attention aspect as 8 items.

$$24.128/8 = 3.016$$

Based on the table of the score interpretation, the value 3.016 is categorized as **sufficient** (2.50 – 3.49).

## 2. Relevancy

**Table V.4**  
**STUDENTS' RELEVANCY IN LEARNING ENGLISH BEFORE PAIR-WORK**  
**ACTIVITIES**

| Questions number | Alternatives |            |            |            |            |
|------------------|--------------|------------|------------|------------|------------|
|                  | 1            | 2          | 3          | 4          | 5          |
| 2                | 1            | 26         | 10         | 28         | 21         |
| 5                | 1            | 15         | 30         | 25         | 15         |
| 8                | 10           | 23         | 25         | 27         | 1          |
| 13               | 2            | 22         | 13         | 30         | 19         |
| 20               | 3            | 15         | 20         | 27         | 21         |
| 22               | 7            | 18         | 16         | 30         | 15         |
| 23               | 1            | 13         | 16         | 38         | 18         |
| 25               | 11           | 24         | 27         | 19         | 5          |
| 28               | 0            | 15         | 25         | 30         | 16         |
| <b>Total</b>     | <b>36</b>    | <b>171</b> | <b>182</b> | <b>254</b> | <b>131</b> |

Recapitulation of the table:

$$\text{Option 1} = 36 \times 1 = 36$$

$$\text{Option 2} = 171 \times 2 = 342$$

$$\text{Option 3} = 182 \times 3 = 546$$

$$\text{Option 4} = 254 \times 4 = 1016$$

$$\text{Option 5} = 131 \times 5 = 655$$

Total number of F above is  $36 + 342 + 546 + 1016 + 655 = 2595$

The average value is  $2595/86 = 30.174$

Mean =  $30.174/9 = 3.353$

Based on the table of the interpretation, students' relevancy can be categorized as sufficient (2.50 – 3.49).

## 2. Confidence

**Table V.5**  
**STUDENTS' CONFIDENCE IN LEARNING ENGLISH BEFORE PAIR-WORK**  
**ACTIVITIES**

| Questions number | Alternatives |            |            |            |            |
|------------------|--------------|------------|------------|------------|------------|
|                  | 1            | 2          | 3          | 4          | 5          |
| 3                | 3            | 23         | 26         | 20         | 14         |
| 6                | 2            | 19         | 17         | 25         | 23         |
| 9                | 21           | 24         | 13         | 23         | 5          |
| 11               | 0            | 5          | 22         | 36         | 23         |
| 17               | 26           | 25         | 14         | 19         | 2          |
| 27               | 2            | 15         | 13         | 29         | 27         |
| 30               | 9            | 18         | 19         | 27         | 13         |
| <b>Total</b>     | <b>63</b>    | <b>129</b> | <b>124</b> | <b>179</b> | <b>107</b> |

Recapitulation of the table:

$$\text{Option 1} = 63 \times 1 = 63$$

$$\text{Option 2} = 129 \times 2 = 258$$

$$\text{Option 3} = 124 \times 3 = 372$$

$$\text{Option 4} = 179 \times 4 = 716$$

$$\text{Option 5} = 107 \times 5 = 535$$

Total number of F above is  $63 + 129 + 124 + 716 + 535 = 1944$

The average value is  $1944/86 = 22.604$

Mean =  $22.604/7 = 3.229$

Based on the table of the interpretation, students' relevancy can be categorized as sufficient (2.50 – 3.49).



### 3. Satisfaction

**Table V.6**  
**STUDENTS' SATISFACTION IN LEARNING ENGLISH BEFORE PAIR-WORK**  
**ACTIVITIES**

| Questions number | Alternatives |            |            |            |           |
|------------------|--------------|------------|------------|------------|-----------|
|                  | 1            | 2          | 3          | 4          | 5         |
| 7                | 2            | 12         | 13         | 32         | 27        |
| 12               | 0            | 26         | 16         | 31         | 13        |
| 14               | 3            | 21         | 19         | 28         | 15        |
| 16               | 4            | 18         | 21         | 22         | 21        |
| 18               | 3            | 17         | 28         | 18         | 20        |
| 19               | 4            | 16         | 18         | 27         | 21        |
| 31               | 12           | 21         | 24         | 25         | 4         |
| 32               | 3            | 18         | 31         | 24         | 10        |
| 33               | 6            | 21         | 31         | 21         | 7         |
| 34               | 4            | 21         | 27         | 25         | 9         |
| <b>Total</b>     | <b>36</b>    | <b>132</b> | <b>180</b> | <b>162</b> | <b>92</b> |

Recapitulation of the table:

$$\text{Option 1} = 36 \times 1 = 36$$

$$\text{Option 2} = 132 \times 2 = 264$$

$$\text{Option 3} = 180 \times 3 = 540$$

$$\text{Option 4} = 162 \times 4 = 648$$

$$\text{Option 5} = 92 \times 5 = 460$$

Total number of F above is  $36 + 264 + 540 + 648 + 460 = 1948$

The average value is  $1948/86 = 22.651$

Mean =  $22.651/10 = 2.265$

Based on the table of the interpretation, students' relevancy can be categorized as bad (1.50 – 2.49). In order to compare the result before and after the test, the writer also summarizes the students' result in post test as follows:

### 1. Attention

**Table V.7**  
**Students' attention in learning English after pair-work activities**

| Questions number | Alternatives |           |            |            |            |
|------------------|--------------|-----------|------------|------------|------------|
|                  | 1            | 2         | 3          | 4          | 5          |
| 1                | 1            | 1         | 4          | 39         | 41         |
| 4                | 2            | 2         | 24         | 37         | 21         |
| 10               | 13           | 2         | 30         | 39         | 13         |
| 15               | 4            | 1         | 30         | 33         | 18         |
| 21               | 2            | 5         | 26         | 39         | 14         |
| 24               | 2            | 3         | 29         | 35         | 17         |
| 26               | 2            | 6         | 12         | 42         | 25         |
| 29               | 1            | 5         | 15         | 39         | 22         |
| <b>Total</b>     | <b>19</b>    | <b>25</b> | <b>170</b> | <b>303</b> | <b>171</b> |

Recapitulation of the table:

$$\text{Option 1} = 19 \times 1 = 19$$

$$\text{Option 2} = 25 \times 2 = 50$$

$$\text{Option 3} = 170 \times 3 = 510$$

$$\text{Option 4} = 303 \times 4 = 1212$$

$$\text{Option 5} = 171 \times 5 = 855$$

The total number of F above is =  $19 + 50 + 510 + 1212 + 855 = 2646$

Average value  $2646/86 = 30.767$ .

Mean  $30.767/8 = 3.846$

Based on the table of the score interpretation, the value 3.846 is categorized as **good** (3.50 – 4.49).

## 2. Relevancy

Table V.8

Students' relevancy in learning English after pair-work activities

| Questions number | Alternatives |           |            |            |            |
|------------------|--------------|-----------|------------|------------|------------|
|                  | 1            | 2         | 3          | 4          | 5          |
| 2                | 2            | 4         | 14         | 33         | 33         |
| 5                | 2            | 4         | 30         | 32         | 18         |
| 8                | 1            | 2         | 28         | 38         | 17         |
| 13               | 2            | 3         | 20         | 40         | 21         |
| 20               | 1            | 7         | 32         | 30         | 16         |
| 22               | 1            | 9         | 22         | 30         | 17         |
| 23               | 2            | 5         | 28         | 41         | 16         |
| 25               | 3            | 3         | 20         | 35         | 17         |
| 28               | 2            | 4         |            | 48         | 12         |
| <b>Total</b>     | <b>14</b>    | <b>37</b> | <b>209</b> | <b>294</b> | <b>134</b> |

Recapitulation of the table:

$$\text{Option 1} = 14 \times 1 = 14$$

$$\text{Option 2} = 37 \times 2 = 74$$

$$\text{Option 3} = 209 \times 3 = 627$$

$$\text{Option 4} = 294 \times 4 = 1176$$

$$\text{Option 5} = 134 \times 5 = 670$$

Total number of F above is  $14 + 74 + 627 + 1176 + 670 = 2651$

The average value is  $2651/86 = 29.779$

Mean =  $29.779/9 = 3.309$

Based on the table of the interpretation, students' relevancy can be categorized as sufficient (2.50 – 3.49).

### 3. Confidence

**Table V.9**  
**Students' confidence in learning English after pair-work activities**

| Questions number | Alternatives |           |            |            |            |
|------------------|--------------|-----------|------------|------------|------------|
|                  | 1            | 2         | 3          | 4          | 5          |
| 3                | 2            | 3         | 15         | 40         | 26         |
| 6                | 2            | 2         | 26         | 41         | 15         |
| 9                | 3            | 1         | 18         | 40         | 24         |
| 11               | 2            | 2         | 25         | 38         | 19         |
| 17               | 1            | 3         | 38         | 33         | 11         |
| 27               | 5            | 12        | 13         | 34         | 22         |
| 30               | 3            | 7         | 20         | 32         | 24         |
| <b>Total</b>     | <b>18</b>    | <b>30</b> | <b>155</b> | <b>258</b> | <b>141</b> |

Recapitulation of the table:

$$\text{Option 1} = 18 \times 1 = 18$$

$$\text{Option 2} = 30 \times 2 = 60$$

$$\text{Option 3} = 155 \times 3 = 465$$

$$\text{Option 4} = 258 \times 4 = 1032$$

$$\text{Option 5} = 141 \times 5 = 705$$

Total number of F above is  $18 + 60 + 465 + 1032 + 705 = 2280$

The average value is  $2280/86 = 26.512$

Mean =  $26.512/9 = 2.946$

Based on the table of the interpretation, students' relevancy can be categorized as sufficient (2.50 – 3.49).

#### 4. Satisfaction

**Table V.10**  
**Students' satisfaction in learning English after pair-work activities**

| Questions number | Alternatives |           |            |            |            |
|------------------|--------------|-----------|------------|------------|------------|
|                  | 1            | 2         | 3          | 4          | 5          |
| 7                | 2            | 7         | 14         | 45         | 18         |
| 12               | 2            | 1         | 23         | 38         | 22         |
| 14               | 2            | 2         | 24         | 29         | 29         |
| 16               | 2            | 2         | 25         | 33         | 24         |
| 18               | 2            | 1         | 35         | 28         | 20         |
| 19               | 3            | 4         | 22         | 27         | 30         |
| 31               | 0            | 1         | 26         | 42         | 0          |
| 32               | 2            | 3         | 19         | 46         | 16         |
| 33               | 3            | 5         | 20         | 41         | 17         |
| 34               | 2            | 4         | 10         | 40         | 30         |
| <b>Total</b>     | <b>16</b>    | <b>22</b> | <b>181</b> | <b>286</b> | <b>183</b> |

Recapitulation of the table:

$$\text{Option 1} = 16 \times 1 = 16$$

$$\text{Option 2} = 22 \times 2 = 44$$

$$\text{Option 3} = 181 \times 3 = 543$$

$$\text{Option 4} = 286 \times 4 = 1144$$

$$\text{Option 5} = 183 \times 5 = 915$$

Total number of F above is  $16 + 22 + 181 + 286 + 183 = 2662$

The average value is  $2662/86 = 30.953$

Mean = 30.953/10 = 3.0953

$$\sigma_{\bar{D}} = \frac{\sqrt{\frac{\sum D^2 \left[ \frac{(\sum D)^2}{N} \right]}{N-1}}}{\sqrt{N}}$$

Where :

$\sigma_{\bar{D}}$  = Mean Difference ( T calculation)

$\sum D$  = Total of mean difference

N = Total sample

**TABLE V. 11**  
**THE STUDENTS' SCORE IN PRE-TEST AND POST TEST**

| Ss | Pretest<br>X | Posttest<br>Y | Differences<br>D | Squared Differences<br>D <sup>2</sup> |
|----|--------------|---------------|------------------|---------------------------------------|
| 1  | 117          | 130           | 13               | 169                                   |
| 2  | 124          | 141           | 17               | 289                                   |
| 3  | 118          | 134           | 16               | 256                                   |
| 4  | 123          | 138           | 15               | 225                                   |
| 5  | 112          | 141           | 29               | 841                                   |
| 6  | 107          | 126           | 19               | 361                                   |
| 7  | 107          | 136           | 29               | 841                                   |
| 8  | 104          | 119           | 15               | 225                                   |
| 9  | 111          | 123           | 12               | 144                                   |
| 10 | 107          | 110           | 3                | 9                                     |
| 11 | 112          | 130           | 18               | 324                                   |
| 12 | 126          | 141           | 15               | 225                                   |
| 13 | 127          | 131           | 4                | 16                                    |
| 14 | 125          | 136           | 11               | 121                                   |
| 15 | 116          | 126           | 10               | 100                                   |
| 16 | 113          | 145           | 32               | 1024                                  |
| 17 | 125          | 119           | 6                | 36                                    |
| 18 | 125          | 143           | 18               | 324                                   |

|    |     |     |    |      |
|----|-----|-----|----|------|
| 19 | 107 | 137 | 30 | 900  |
| 20 | 129 | 136 | 7  | 49   |
| 21 | 123 | 136 | 13 | 169  |
| 22 | 101 | 129 | 28 | 784  |
| 23 | 127 | 127 | 0  | 0    |
| 24 | 108 | 147 | 39 | 1521 |
| 25 | 100 | 103 | 3  | 9    |
| 26 | 112 | 114 | 2  | 4    |
| 27 | 116 | 129 | 13 | 169  |
| 28 | 134 | 126 | 8  | 64   |
| 29 | 137 | 73  | 64 | 4096 |
| 30 | 110 | 126 | 16 | 256  |
| 31 | 118 | 121 | 3  | 9    |
| 32 | 127 | 128 | 1  | 1    |
| 33 | 100 | 113 | 13 | 169  |
| 34 | 116 | 119 | 3  | 9    |
| 35 | 115 | 139 | 24 | 576  |
| 36 | 104 | 116 | 12 | 144  |
| 37 | 97  | 126 | 29 | 841  |
| 38 | 90  | 118 | 28 | 784  |
| 39 | 109 | 112 | 3  | 9    |
| 40 | 104 | 127 | 23 | 529  |
| 41 | 112 | 135 | 23 | 529  |
| 42 | 110 | 121 | 11 | 121  |
| 43 | 125 | 131 | 6  | 36   |
| 44 | 115 | 156 | 41 | 1681 |
| 45 | 107 | 122 | 15 | 225  |
| 46 | 113 | 150 | 37 | 1369 |
| 47 | 121 | 148 | 27 | 729  |
| 48 | 98  | 109 | 11 | 121  |

|    |     |     |    |      |
|----|-----|-----|----|------|
| 49 | 113 | 142 | 29 | 841  |
| 50 | 117 | 131 | 14 | 196  |
| 51 | 109 | 148 | 24 | 576  |
| 52 | 116 | 143 | 32 | 1024 |
| 53 | 106 | 129 | 37 | 1369 |
| 54 | 109 | 162 | 20 | 400  |
| 55 | 112 | 137 | 50 | 2500 |
| 56 | 112 | 141 | 25 | 625  |
| 57 | 120 | 150 | 6  | 36   |
| 58 | 112 | 141 | 29 | 841  |
| 59 | 107 | 150 | 43 | 1449 |
| 60 | 100 | 175 | 41 | 1681 |
| 61 | 97  | 136 | 9  | 81   |
| 62 | 112 | 139 | 63 | 3969 |
| 63 | 92  | 136 | 44 | 1936 |
| 64 | 121 | 139 | 18 | 324  |
| 65 | 96  | 101 | 5  | 25   |
| 66 | 95  | 147 | 52 | 2704 |
| 67 | 109 | 121 | 12 | 144  |
| 68 | 116 | 129 | 13 | 169  |
| 69 | 99  | 155 | 56 | 3136 |
| 70 | 87  | 113 | 26 | 676  |
| 71 | 98  | 129 | 31 | 961  |
| 72 | 91  | 172 | 81 | 6561 |
| 73 | 103 | 170 | 67 | 4489 |
| 74 | 91  | 122 | 31 | 961  |
| 75 | 96  | 153 | 57 | 3249 |
| 76 | 96  | 119 | 23 | 529  |
| 77 | 99  | 115 | 16 | 256  |
| 78 | 101 | 150 | 49 | 2401 |



|    |         |         |          |                        |
|----|---------|---------|----------|------------------------|
| 79 | 90      | 135     | 45       | 2025                   |
| 80 | 75      | 140     | 65       | 4225                   |
| 81 | 70      | 149     | 79       | 6241                   |
| 82 | 73      | 127     | 54       | 2916                   |
| 83 | 65      | 107     | 42       | 2916                   |
| 84 | 92      | 145     | 53       | 1764                   |
| 85 | 99      | 159     | 60       | 2809                   |
| 86 | 92      | 133     | 41       | 3600                   |
|    | M = 107 | M = 133 | D = 2257 | D <sup>2</sup> = 91203 |

Then the data above would be analyzed with the following formula :

$$\sigma_{\bar{D}} = \frac{\sqrt{\frac{\sum D^2 \left[ \frac{(\sum D)^2}{N} \right]}{N-1}}}{\sqrt{N}}$$

$$\sigma_{\bar{D}} = \frac{\sqrt{91203 - \left[ \left( \frac{2257}{86} \right) \right]}}{\frac{86-1}{\sqrt{86}}}$$

$$\sigma_{\bar{D}} = \frac{\sqrt{91203 - \left[ \left( \frac{5094049}{86} \right) \right]}}{\frac{85}{\sqrt{86}}}$$

$$\sigma_{\bar{D}} = \sqrt{\frac{316969.87}{\frac{85}{\sqrt{86}}}}$$

$$\sigma_{\bar{D}} = \sqrt{\frac{376.116}{\sqrt{86}}}$$

$$\sigma_{\bar{D}} = \frac{19.3937}{9.2736}$$

$$\sigma_{\bar{D}} = 2.09128$$

By referring to the  $t$  ratio ( $df=86-1=85$ ) to critical value of  $t$ , it can be determined whether the finding of  $t = 2.09128$  is significant. In order to be significant at the  $10\%$  level, the  $t$  ratio would have to equal or exceed 1.989. since it does so, the writer then examines the value necessary to the finding to be significant at  $10\%$  level. It is significant as well. This research rejects the null hypothesis at the  $10\%$  level of confidence ( $df=85$ ).

The null hypothesis states that there is not significant difference in student's interest in learning English through pair-work activities the second year student of SMA N 1 Singingi is rejected. The alternative hypothesis that there is a significant difference on student's interest in learning English through pair-work activities at the second year student of SMA 1 Singingi is accepted. The level of significance in two tailed with the value of 2.09128.

## CHAPTER VI

### CONCLUSION AND SUGGESTION

#### A. Conclusion

##### 1. Theoretical conclusion

As one of the compulsory subjects in the educational institutions, English teaching and learning process need to be taught more effectively. Small group such as in pair-work activities provide opportunities for the students' initiation, for face to face and take, for practice and negotiation of meaning, for extended conversational exchanges, and for students with various abilities to accomplish different goals. The teacher can recognize and capitalize upon other individual differences such as age, cultural background, cognitive style, to name a few by careful selection of pair-work activities and by administering different tasks to different students' proficiency level.

##### 2. Conclusion

Based on the research findings of chapter V, the conclusion of this research can be described as :

The implementation of the pair-work activities in teaching and learning process at SMAN 1 Singingi increases the students' interest in learning English. The difference of interest value is 2.09128. It is significant at the level of significance. 10(df=85).

#### B. Suggestion

Based on the conclusion stated above, the suggestion can be stated as follows:

## **1. Suggestion for Teacher**

The English teacher of senior high school are required to use pair-work activities in teaching and learning in order to make the students more interested in the lesson.

In order to use pair-work activities, the teacher should be able to use their fluency in English so that the class can run smoothly and active.

The teacher should be creative in selecting the technique that can be used in pair-work activities in order to increase the students' interest. A good technique can influence the students' interest toward the lesson.

## **2. Suggestion for the Students**

The students should participate actively in the classroom activities in order to experience the learning and teaching process well. The students need to be serious in the discussion session in pair-work activities. The students should try the way of learning that suits them best.

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## ANGKET MOTIVASI SISWA TERHADAP PELAJARAN

Mata Pelajaran : BAHASA INGGRIS

Kelas/ Semester :

Hari/tanggal : .....

Petunjuk

1. Pada kuesioner ini terdapat 36 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan materi pembelajaran yang baru selesai kamu pelajari, dan tentukan kebenarannya. Berilah jawaban yang benar-benar cocok dengan pilihanmu..
2. Pertimbangkan setiap pernyataan secara terpisah dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
3. Catat respon anda pada lembar jawaban yang tersedia, dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban. Terima kasih.

Keterangan Pilihan jawaban:

- 1 = sangat tidak setuju
- 2 = tidak setuju
- 3 = ragu-ragu
- 4 = setuju
- 5 = sangat setuju

### PERNYATAAN

### Jawaban

- |  |           |
|--|-----------|
| 1. Pertama kali saya melihat pembelajaran ini, saya percaya bahwa pembelajaran ini mudah bagi saya.  | 1 2 3 4 5 |
| 2. Pada awal pembelajaran, ada sesuatu yang menarik bagi saya.   | 1 2 3 4 5 |
| 3. Materi pembelajaran ini lebih sulit dipahami daripada yang saya harapkan.   | 1 2 3 4 5 |
| 4. Setelah membaca informasi pendahuluan, saya yakin bahwa saya mengetahui apa yang harus saya pelajari dari pembelajaran ini.             | 1 2 3 4 5 |
| 5. Menyelesaikan tugas-tugas dalam pembelajaran ini membuat Saya merasa puas terhadap hasil yang telah saya capai.                         | 1 2 3 4 5 |
| 6. Jelas bagi saya bagaimana hubungan materi pembelajaran Ini dengan apa yang telah saya ketahui.  | 1 2 3 4 5 |
| 7. Banyak halaman-halaman yang mengandung amat banyak informasi sehingga sukar bagi saya untuk mengambil ide-ide penting dan mengingatnya. | 1 2 3 4 5 |
| 8. Materi pembelajaran ini sangat menarik perhatian.   | 1 2 3 4 5 |
| 9. Terdapat cerita, gambar atau contoh yang menunjukkan kepada saya bagaimana manfaat materi pembelajaran ini bagi beberapa orang.         | 1 2 3 4 5 |

10. Menyelesaikan pembelajaran dengan berhasil sangat penting bagi saya. 1 2 3 4 5
11. Kualitas tulisannya membuat saya sangat menarik. 1 2 3 4 5
12. Pembelajaran ini sangat abstrak sehingga sulit bagi saya untuk tetap mempertahankan perhatian saya. 1 2 3 4 5
13. Selagi saya bekerja pada pembelajaran ini, saya percaya bahwa saya dapat mempelajari isinya. 1 2 3 4 5
14. Saya sangat senang pada pembelajaran ini sehingga saya ingin mengetahui lebih lanjut pokok bahasan ini. 1 2 3 4 5
15. Halaman-halaman pembelajaran ini kering dan tidak menarik. 1 2 3 4 5
16. Isi pembelajaran ini sesuai dengan minat saya. 1 2 3 4 5
17. Cara penyusunan informasi pada halaman-halaman membuat saya tetap mempertahankannya. 1 2 3 4 5
18. Terdapat penjelasan dan contoh-contoh bagaimana manusia menggunakan pengetahuan dalam pembelajaran ini. 1 2 3 4 5
19. Tugas-tugas latihan pada pembelajaran ini terlalu sulit. 1 2 3 4 5
20. Pada pembelajaran ini ada hal-hal yang merangsang rasa ingin tahu saya. 1 2 3 4 5
21. Saya benar-benar senang mempelajari pembelajaran ini. 1 2 3 4 5
22. Jumlah pengulangan pada pembelajaran ini kadang-kadang membosankan saya. 1 2 3 4 5
23. Isi dan gaya tulis pada pembelajaran ini memberi kesan bahwa isinya bermanfaat untuk diketahui. 1 2 3 4 5
24. Saya telah mempelajari sesuatu yang sangat menarik dan tak terduga sebelumnya. 1 2 3 4 5
25. Setelah mempelajari pembelajaran ini beberapa saat, saya percaya bahwa saya akan berhasil dalam tes. 1 2 3 4 5
26. Pembelajaran ini tidak relevan dengan kebutuhan saya sebab sebagian besar isinya tidak saya ketahui. 1 2 3 4 5

27. Kalimat umpan balik setelah latihan, atau komentar-komentar lain pada pembelajaran ini, membuat saya merasa mendapat penghargaan bagi upaya saya. 1 2 3 4 5
28. Keanekaragaman pada bacaan, tugas, ilustrasi dan lainlainnya memukau perhatian saya pada pembelajaran ini. 1 2 3 4 5
29. Gaya tulisannya membosankan.
30. Saya dapat menghubungkan isi pembelajaran ini dengan hal-hal yang telah saya lihat, saya lakukan, atau saya pikirkan di dalam kehidupan sehari-hari. 1 2 3 4 5
31. Pada setiap halaman terdapat banyak kata yang sangat mengganggu. 1 2 3 4 5
32. Saya merasa bahagia menyelesaikan dengan berhasil pembelajaran ini. 1 2 3 4 5
33. Isi pembelajaran ini akan bermanfaat bagi saya. 1 2 3 4 5
34. Sedikitpun saya tidak memahami materi pembelajaran ini. 1 2 3 4 5
35. Organisasi yang baik isi materi pembelajaran ini membuat saya percaya diri bahwa saya akan dapat mempelajarinya. 1 2 3 4 5
36. Suatu hal yang sangat menyenangkan mempelajari pembelajaran yang dirancang dengan baik. 1 2 3 4 5



## ANGKET MINAT SISWA TERHADAP PEMBELAJARAN

Mata Pelajaran : ..... Kelas/ Semester : .....  
Hari/tanggal : .....

### Petunjuk

1. Pada angket ini terdapat 34 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan materi pembelajaran yang baru selesai kamu pelajari, dan tentukan kebenarannya. Berilah jawaban yang benar-benar cocok dengan pilihanmu..
2. Pertimbangkan setiap pernyataan secara terpisah dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
3. Catat responmu pada lembar jawaban yang tersedia, dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban. Terima kasih.

### Keterangan Pilihan jawaban:

1. = sangat tidak setuju
2. = tidak setuju
3. = ragu-ragu
4. = setuju
5. = sangat setuju

| <b>PERNYATAAN</b>   | <b>Jawaban</b> |
|---|----------------|
| 1. Guru benar-benar mengetahui bagaimana membuat kami menjadi antusias terhadap materi pelajaran.         | 1 2 3 4 5      |
| 2. Hal-hal yang saya pelajari dalam pembelajaran ini akan bermanfaat bagi saya.                           | 1 2 3 4 5      |
| 3. Saya yakin bahwa saya akan berhasil dalam pembelajaran ini.  | 1 2 3 4 5      |
| 4. Pembelajaran ini kurang menarik bagi saya.   | 1 2 3 4 5      |
| 5. Guru membuat materi pelajaran ini menjadi penting.   | 1 2 3 4 5      |
| 6. Saya perlu beruntung agar mendapat nilai yang baik dalam pembelajaran ini.                             | 1 2 3 4 5      |
| 7. Saya harus bekerja sangat keras agar berhasil dalam pembelajaran ini.                                  | 1 2 3 4 5      |
| 8. Saya tidak melihat bagaimana hubungan antara isi pelajaran ini dengan sesuatu yang telah saya ketahui. | 1 2 3 4 5      |
| 9. Guru membuat suasana menjadi tegang apabila membangun sesuatu pengertian.                              | 1 2 3 4 5      |

10. Materi pembelajaran ini terlalu sulit bagi saya. 1 2 3 4 5
11. Apakah saya akan berhasil/tidak berhasil dalam pembelajaran ini, hal itu tergantung pada saya. 1 2 3 4 5
12. Saya merasa bahwa pembelajaran ini memberikan banyak kepuasan kepada saya. 1 2 3 4 5
13. Dalam pembelajaran ini, saya mencoba menentukan standar keberhasilan yang sempurna. 1 2 3 4 5
14. Saya berpendapat bahwa nilai dan penghargaan lain yang saya terima adalah adil jika dibandingkan dengan yang diterima oleh siswa lain. 1 2 3 4 5
15. Siswa di dalam pembelajaran ini tampak rasa ingin tahunya terhadap materi pelajaran. 1 2 3 4 5
16. Saya senang bekerja dalam pembelajaran ini. 1 2 3 4 5
17. Sulit untuk memprediksi berapa nilai yang akan diberikan oleh guru untuk tugas-tugas yang diberikan kepada saya. 1 2 3 4 5
18. Saya puas dengan evaluasi yang dilakukan oleh guru dibandingkan dengan penilaian saya sendiri terhadap kinerja saya. 1 2 3 4 5
19. Saya merasa puas dengan apa yang saya peroleh dari pembelajaran ini. 1 2 3 4 5
20. Isi pembelajaran ini sesuai dengan harapan dan tujuan saya. 1 2 3 4 5
21. Guru melakukan hal-hal yang tidak lazim dan menakutkan yang menarik. 1 2 3 4 5
22. Para siswa berperan aktif di dalam pembelajaran. 1 2 3 4 5
23. Untuk mencapai tujuan saya, penting bagi saya untuk berhasil dalam pembelajaran ini. 1 2 3 4 5
24. Guru menggunakan bermacam-macam teknik mengajar yang menarik. 1 2 3 4 5
25. Saya tidak berpendapat bahwa saya akan memperoleh banyak keuntungan dari pembelajaran ini. 1 2 3 4 5
26. Saya sering melamun di dalam kelas. 1 2 3 4 5

27. Pada saat saya mengikuti pembelajaran ini, saya percaya bahwa saya dapat berhasil jika saya berupaya cukup keras. 1 2 3 4 5
28. Manfaat pribadi dari pembelajaran ini jelas bagi saya. 1 2 3 4 5
29. Rasa ingin tahu saya sering kali tergerak oleh pertanyaan yang dikemukakan dan masalah yang diberikan guru pada materi pembelajaran ini. 1 2 3 4 5
30. Saya berpendapat bahwa tingkat tantangan dalam pembelajaran ini tepat, tidak terlalu gampang dan tidak terlalu sulit. 1 2 3 4 5
31. Saya merasa agak kecewa dengan pembelajaran ini. 1 2 3 4 5
32. Saya merasa memperoleh cukup penghargaan terhadap hasil kerja saya dalam pembelajaran ini, baik dalam bentuk nilai, komentar atau masukan lain. 1 2 3 4 5
33. Jumlah tugas yang harus saya lakukan adalah memadai untuk pembelajaran semacam ini. 1 2 3 4 5
34. Saya memperoleh masukan yang cukup untuk mengetahui tingkat keberhasilan kinerja saya. 1 2 3 4 5

**PENGGOLONGAN PERNYATAAN DALAM ANGKET MINAT DAN  
MOTIVASI BERDASARKAN KRITERIA DAN KONDISI**

| No | Kondisi                           | Angket Minat                |                          | Angket Motivasi                       |                          |
|----|-----------------------------------|-----------------------------|--------------------------|---------------------------------------|--------------------------|
|    |                                   | Nomor Pernyataan Positif    | Nomor Pernyataan Negatif | Nomor Pernyataan Positif              | Nomor Pernyataan Negatif |
| 1. | Perhatian<br>( <i>Attention</i> ) | 1, 15,<br>21,24,29          | 4, 10, 26                | 2, 8, 9, 11,<br>17, 20, 23,<br>24, 28 | 12, 15, 22,<br>29        |
| 2. | Relevansi<br>( <i>Relevance</i> ) | 2, 5, 13, 20,<br>22, 23, 28 | 8, 25                    | 4, 6, 16, 18,<br>30, 33               | 26, 31                   |

| No | Kondisi                               | Angket Minat                            |                          | Angket Motivasi                       |                          |
|----|---------------------------------------|---|--------------------------|---------------------------------------|--------------------------|
|    |                                       | Nomor Pernyataan Positif                | Nomor Pernyataan Negatif | Nomor Pernyataan Positif              | Nomor Pernyataan Negatif |
| 1. | Perhatian<br>( <i>Attention</i> )     | 1, 15,<br>21,24,29                      | 4, 10, 26                | 2, 8, 9, 11,<br>17, 20, 23,<br>24, 28 | 12, 15, 22,<br>29        |
| 2. | Percaya Diri<br>( <i>Confidence</i> ) | 3, 6, 11, 27,<br>30                     | 9, 17                    | 1, 13, 25, 35                         | 3, 7, 19                 |
| 3. | Kepuasan<br>( <i>Satisfaction</i> )   | 7, 12, 14,<br>16, 18, 19,<br>32, 33, 34 | 31                       | 5, 10, 14,<br>21, 27, 32,<br>36       | 34                       |

Rekap skor yang diberikan siswa terhadap pernyataan-pernyataan dalam Angket

Minat Siswa dan Angket Motivasi Siswa dibuat dengan ketentuan sebagai berikut:

1. Untuk pernyataan dengan kriteria positif: **1** = sangat tidak setuju, **2** = tidak setuju, **3** = ragu-ragu, **4** = setuju, dan **5** = sangat setuju.
2. Untuk pernyataan dengan kriteria negatif: **1** = sangat setuju, **2** = setuju, **3** = ragu-ragu, **4** = tidak setuju, dan **5** = sangat tidak setuju.
3. Mengitung skor rata-rata gabungan dari kriteria positif dan negatif tiap kondisi, kemudian menentukan katagorinya dengan ketentuan skor rata-rata 1,00-1,49 = tidak baik, 1,50-2,49 = kurang baik, 2,50-3,49 = cukup baik, 3,50-4,49 = baik, dan 4,50-5,00 = sangat baik.