TEACHERS’ WAYS IN STIMULATING STUDENTS’ INTEREST IN TEACHING LEARNING PROCESS AT VOCATIONAL HIGH SCHOOL

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Abstract
The background of this research was the decreasing of students’ interest in the teaching learning process of English which several students tended to make noise, disturb their friends, talk with their friends, be lazy, do daydream, go to toilet many times, and leave the subject. The purpose of this research was to find out and to describe the teachers’ ways in stimulating the students’ interest in the teaching learning process and to find out and to describe the influences of the teachers’ ways toward the students’ interest in the teaching learning process. This research was qualitative research which there was four English teachers as the participants. In gathering data, the researcher did the observation in the participants’ class by using tools such as: camera, observation checklist, and field note and then, the researcher did interview toward the participants by using recorder. Based on the research result, the researchers found that there were 11 teachers’ ways in stimulating students’ interest in teaching learning process. From 11 ways, there were 7 ways based on the theories and 4 ways were found different from the theories. Then, the researcher also found there were some influences of the teachers’ ways toward the students’ interest in teaching learning process. The influences were included from the indicator of characteristics of students’ interest such as attention, concentration, pleasant feeling of applied effort, willingness to learn and information seeking (cognition). For the indicator of information seeking (cognition), the researcher did not find anything teachers’ ways that could stimulate the students in searching the information. The researcher concluded that the teachers at SMKN 9 Padang had different ways in stimulating the students’ interest in the teaching learning process of English which the ways had the different influences toward the students’ interest in teaching learning process.

Keywords: Stimulating Students, Teaching Learning Process

INTRODUCTION

Briefly, teacher as a leader in the classroom has important role to make the students be success in learning. Teacher has to aware all aspects to make the teaching learning process running well. Teacher not only has to focus in the teaching material to the students but also has to make the students interested about what teacher teaches in teaching learning process. To make the students interested to learn, teacher can stimulate their interest while the teaching learning process is happening. Because stimulating is to encourage something to grow, develop or
become active. It means that by stimulating the students’ interest which teacher encourages to grow, develop or make the students’ interest, it become more active than before.

Moreover, to stimulate the students’ learning interest at Vocational High School 9 Padang, this matter is not released by teacher’s role, because teacher is a leader in the classroom that has important role to establish students become success in learning. It is supported by Yang (2008: 96). He states that without a teacher’s assistance and guidance, students will find it impossible to proceed. Besides that, Pintrinck and Schunk in Yang (2008: 96) claim that enthusiastic teachers help foster students’ interest and motivating in learning. It means that teachers’ complicity and passionate in teaching learning process can influence students’ proclivity and propulsion in learning English.

Furthermore, by having interest, the students of Vocational High School 9 Padang will be serious in following all of the activities in the classroom. As long as the students become interested in learning, they will give full attention to teacher when teacher explains the teaching material and they not only give full attention but also concern and focus while studying English. In addition, the students have willingness to learn. They have willingness to participate in classroom activities. Then, by having interest, they will feel happiness and enjoyable while teaching learning process.

Related to the statement above, based on the researcher’s experience while teaching practice at Vocational High School 9 Padang, researcher found phenomenon that a few students did not care about the important of lesson particularly in learning English. In teaching learning process, several students did not give attention to teacher when teacher delivered learning material. It was shown that the students looked bored while studying; they tended to make noise, disturb their friends, talk with their friends, be lazy, do daydream, go to toilet many times, and leave the subject.

When this case happened, the teacher asked the students about their reason why they did them. Commonly, a few students had reasons such as English was too difficult to learn, they did not understand about English, and English made
them bored. Besides, almost of them had the same reason which they did not have proclivity in learning English. So related with the students’ reasons, it can be concluded that the main reason why such cases happened is students have lack interest in learning English.

Referring with the problems above, the teacher has precious role to make students have interest while the teaching learning process of English is happening. The teacher should have ways to stimula students’ interest in learning activities. So, from this reason the researcher analyzes about teachers’ ways in stimulating students’ interest in teaching learning process. The purposes of this research are: First, to find out and to describe the teachers’ ways in stimulating the students’ interest in the teaching learning process at Vocational High School 9 Padang. Second, to find out and to describe the influences of the teachers’ ways toward the students’ interest in the teaching learning process at Vocational High School 9 Padang.

Actually, interest is energy to like something. It is supported by Schiefele (1991: 301) argue that interest is a directive force. It is able to explain students' choice of an area in which they strive for high levels of performance or exhibit intrinsic motivation. Moreover, according to Hidi, Renniger, and Krapp (2004: 94), interest refers to focused attention, engagement, or both with the affordances of particular content and it is this content that can be said to suggest possibilities for activity. Furthermore, Schunk, Pintrich, and Meece (2008: 243) mention that interest refers to the liking and willful engagement in an activity. Related with the explanation of experts above, it can be concluded that interest is a directive force, focused attention and engagement, and a feeling like toward something or an activity. So, students who have interest toward something, they will do anything to get it and enjoy what they have been interested.

Then, the characteristics of the students’ interest in the teaching learning process are which the students have full attention and concentration while the teaching learning process is happening. It is supported by Maznah (2011: 1) who explains that attention, concentration and feeling of surprise, excitement and enjoyment are all important indicators of students’ interest in learning. Moreover,
the characteristics of the students’ interest in the teaching learning process are which the students feel positive affect from what they interest, give attention, do action, and find information. Based on Ainley in Taylor (2012: 4), feeling interest involves positive activation (affect), directed attention, impulses to action (motivation), and information- seeking (cognition). In conclusion, there are some characteristics of students’ interest in the teaching learning process. These are described by increasing attention, concentration, willingness to learn, and seek information. Besides that, there are feeling of surprise, excitement and enjoyment, motivated, positive affect, and pleasant to apply effort. Next, there were some ways may be used by teachers in stimulating the students’ interest in the teaching learning process that were proposed by Schraw, Flowerday, and Lehman (2001), Schunk, Pintrich, & Meece (2008), Zhao (2014), and Eberly Center in Kpolovie, Joe, and Okoto (2014). These were: First, offer meaningful choices to students. Second, use well-organized texts. Third, select texts that are vivid. Fourth, use texts that students know about. Fifth, encourage students to be active learners. Sixth, provide relevance cues for students. Seventh, use original source material. Eighth, create surprise and disequilibrium in the classroom. Ninth, use variety and novelty in teaching. Tenth, build on and integrate students’ personal interest in designing lesson. Eleventh, create a lively language context. Twelfth, show a demonstration of reading with emotion, to stimulate the students’ visual sense. Thirteenth, clearly articulate learning goals. Fourteenth, show relevance to students’ academic lives. Fifteenth, demonstrate relevance to students’ professional lives. Sixteenth, highlight real-world applications of knowledge and skills. Seventeenth, show teacher’s own passion and enthusiasm.

RESEARCH METHOD

In this research, the researcher used qualitative research. In getting information about the data, the researcher selected English teachers at Vocational High School 9 Padang as research participants. The participants in this research were four English teachers at Vocational High School 9 Padang. In this research, the researcher used total sampling as a technique in choosing the sample.
Instrument was a tool that can be used by researcher in gathering the data. Creswell (2012: 212) explains that the data in qualitative research can be collected by using some instruments. These were observations, interviews and questionnaires, documents, and audiovisual material (television, video cassette, etc). In this research, the researcher used observation with the tools such as camera, observation checklist, and field note and interview with the tool like recording as the research instruments because both of them appropriateness to the researcher’s study.

In collecting the data, the researchers used some indicators as guideline which was related with the ways that the teachers might use in stimulating the students’ interest in the teaching learning process. The researcher made indicators based on the theories that were proposed by Schraw, Flowerday, and Lehman (2001), Schunk, Pintrich, & Meece (2008), Zhao (2014), and Eberly Center in Kpolovie, Joe, and Okoto (2014). Then, these indicators were used for instruments such as observation (with tool like camera) and interview.

**Table 1. The Indicator of Ways in Stimulating Students’ Interest in Teaching Learning Process**

<table>
<thead>
<tr>
<th>No</th>
<th>Ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Offer meaningful choices to students</td>
</tr>
<tr>
<td>2</td>
<td>Use well-organized texts</td>
</tr>
<tr>
<td>3</td>
<td>Select texts that are vivid</td>
</tr>
<tr>
<td>4</td>
<td>Use texts that students know about</td>
</tr>
<tr>
<td>5</td>
<td>Encourage students to be active learners</td>
</tr>
<tr>
<td>6</td>
<td>Provide relevance cues for students</td>
</tr>
<tr>
<td>7</td>
<td>Use original source material</td>
</tr>
<tr>
<td>8</td>
<td>Create surprise and disequilibrium in the classroom</td>
</tr>
<tr>
<td>9</td>
<td>Use variety and novelty in teaching</td>
</tr>
<tr>
<td>10</td>
<td>Build on and integrate students’ personal interest in designing lesson</td>
</tr>
<tr>
<td>11</td>
<td>Create a lively language context</td>
</tr>
<tr>
<td>12</td>
<td>Show a demonstration of reading with emotion, to stimulate the students’ visual sense</td>
</tr>
<tr>
<td>13</td>
<td>Clearly to articulate learning goals</td>
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<tr>
<td>14</td>
<td>Show relevance to students’ academic lives</td>
</tr>
<tr>
<td>15</td>
<td>Demonstrate relevance to students’ professional lives</td>
</tr>
<tr>
<td>16</td>
<td>Highlight real-world applications of knowledge and skills</td>
</tr>
<tr>
<td>17</td>
<td>Show teacher’s own passion and enthusiasm</td>
</tr>
</tbody>
</table>

Furthermore, to collect the data about the influence of the teachers’ ways toward students’ interest in teaching learning process, the researcher also used
some indicators which the indicators were about the characteristics of students’ interest in the teaching learning process. The researcher made indicators adopted from some theories that were proposed by Ainley in Taylor (2012: 4) and Renniger, Hidi, and Krapp (2014: 9). The researcher chose these theories because based on these theories; the researcher could see directly the characteristics of the students who had interest or not in the reaching learning process. Then, the indicators were used for instruments like observation checklist and field notes.

Table 2. Characteristics of Students’ Interest in Teaching Learning Process

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Sub Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attention</td>
<td>a. The students pay attention to the teacher when the teacher explains the material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The students pay attention to their friends while their friends are doing English activities in classroom.</td>
</tr>
<tr>
<td>2</td>
<td>Concentration</td>
<td>a. The students give full concentration while teaching learning activity is happening.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The students focus in doing English tasks that are given by the teacher.</td>
</tr>
<tr>
<td>3</td>
<td>Pleasant feelings of applied effort</td>
<td>a. The students feel happy when they do English tasks that are given by the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The students feel glad when they perform their English ability in front of classroom.</td>
</tr>
<tr>
<td>4</td>
<td>Willingness to learn</td>
<td>a. The students perform their English ability in front of the classroom based on the readiness without asking by the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The students answer the teacher’s questions without appointed by the teacher.</td>
</tr>
<tr>
<td>5</td>
<td>Information-seeking</td>
<td>a. The students ask questions to the teacher about learning material that they do not understand.</td>
</tr>
<tr>
<td></td>
<td>(cognition)</td>
<td>b. The students read English book to find the information that are needed.</td>
</tr>
</tbody>
</table>

The data of this research was analyzed by using thematic analysis. Boyatzis (1998: 17) states that thematic analysis is a type of qualitative analysis that is used to analyze classifications and present themes (patterns) that relate to the data. Besides that, thematic analysis is appropriate for the situations such as data interpretation, deductive and inductive approaches, analysis two different phased data, and coding and categorizing. In this research, the researcher analyzed the data by using thematic analysis with deductive and inductive approach in data coding.

FINDINGS AND DISCUSSION
Based on the data analysis, the researcher found:

1. The teachers’ ways in stimulating the students’ interest in the teaching learning process at Vocational High School 9 Padang

   In this research, there were 17 ways in stimulating the students’ interest in the teaching learning process based on the theories that were stated by the experts. From 17 ways, the researcher found 7 ways that were used by the participants related with the expert theories. Besides that, the researcher also found 4 teachers’ ways in the natural field which were different from the expert theories before. The four teachers’ ways may be there in other theories that were different from theories that were used in this research. This was the explanation about the finding of the teachers’ ways in stimulating the students’ interest in the teaching learning process as follows:

   1) Offer meaningful choices to students

      Based on the observation and interview that had been done by the researcher, there were two teachers who used this way. They were teacher A and teacher B. The first was teacher A. From the observation, the researcher found this way which teacher A offered meaningful choices to students in giving a task. For example, the teacher gave some topics to the students, the teacher gave some choice to students related to intention sentence and teacher gave some example sentences on the whiteboard then, the students could choose it in changing the sentence. The last was teacher B. Based on the observation; the researcher found this way which teacher B offered meaningful choices to students in giving and doing a task. For instance, the teacher gave some example of application letters to the students then, the students could choose one of them in writing application letter. The teacher also gave some choice to students in doing the task. The task did in the form of individual or group.

   2) Use well-organized texts

      From the observation and interview that had been done by the researcher, there were two teachers who used this way. They were teacher B and teacher C. The first was teacher B. From the observation, the researcher found this way which teacher B used well organized texts that were based on the English school
book. The teacher used text such as application letter and report text which the text was taken from on the English school book. The last was teacher C. Based on the observation, the researcher found this way which teacher C used well organized texts that were based on the English school book. The teacher used text like showing care expression which the text was taken from on the English school book.

3) Use texts that students know about

Based on the observation and interview that had been done by the researcher, there were two teachers who used this way. They were teacher C and teacher D. The first was teacher C. From the observation, the researcher found this way which teacher C used texts that students know about in giving a task. The text that teacher C used was based on the advertisement in television which the students know or have background knowledge about the text. The last was teacher D. Based on the observation, the researcher found this way which teacher D used texts that students know about in explaining the learning material. The text that teacher D used was based on the reality which happened in the school. It was about exorcism which had been happened in the school.

4) Encourage students to be active learners

From the observation and interview that had been done by the researcher, the researcher found all of the teachers used this way. They were teacher A, teacher B, teacher C and teacher D. The first was teacher A. The teacher A encouraged the students to be active learners by asking the students to try answering the teacher’s questions and writing the sentences on the whiteboard. The second was teacher B. The teacher B encouraged the students to be active learners by asking the students to write the words on the whiteboard. The third was teacher C. The teacher C encouraged the students to be active learners by asking the students to answer the teacher’s questions and write it on the whiteboard. The last was teacher D. The teacher D encouraged the students to be active learners by asking the students to answer the teacher’s questions. Based on the result of the observation, the researcher found that all of the teachers used this way which the teacher encouraged the students to be active learners.
5) Provide relevance cues for students

Based on the observation and interview that had been done by the researcher, the researcher found all of the teachers used this way. They were teacher A, teacher B, teacher C and teacher D. The first was teacher A. From the observation, the researcher found that teacher A provided relevance cues for students by reviewing the learning material in the last meeting and giving questions to the students related to the topic at the time. The second was teacher B. Based on the observation; the researcher found that teacher B provided relevance cues for students by giving the questions that were related with the learning topic at the day such as about application letter and report text (animal). The third was teacher C. From the observation, the researcher found that teacher C provided relevance cues for students by giving the questions that were related with the learning topic at the day such as about showing care and descriptive text (historical places). The last was teacher D. Based on the observation; the researcher found that teacher D provided relevance cues for students by writing some words on the whiteboard and giving the questions about that were related with the learning topic at the day.

6) Use variety and novelty in teaching

Based on the observation and interview that had been done by the researcher, the researcher found three teachers who used this way. They were teacher A, teacher B and teacher D. The first was teacher A. From the observation, the researcher found that teacher A used variety and novelty in teaching which teacher A gave a game to the students related with the learning topic at the day. The second was teacher B. Based on the observation, the researcher found that teacher B used variety and novelty in teaching which teacher B and the students had two activities in the meeting. In the first activity, teacher B asked the students to discuss in their group. In the last activity, teacher B explained the learning material to the students. The last was teacher D. From the observation, the researcher found that teacher D used variety and novelty in teaching which teacher D and the students had two activities in the meeting. In the
first activity, teacher D explained the learning material to the students. In the last activity, teacher D asked the students to discuss in their group.

7) **Show teacher’s own passion and enthusiasm**

From the observation and interview that had been done by the researcher, the researcher found all of the teachers used this way. They were teacher A, teacher B, teacher C and teacher D. The first was teacher A. The teacher A showed teacher’s own passion and enthusiasm by explaining the learning material passionately and giving questions and tasks enthusiastically. The second was teacher B. The teacher B showed teacher’s own passion and enthusiasm by giving questions and tasks enthusiastically, explaining the learning material passionately, and collecting the students’ task passionately and asking the students to tell the task in front of the class. The third was teacher C. The teacher C showed teacher’s own passion and enthusiasm by guiding the students in using possessive adjective and possessive pronoun in a sentence, explaining the learning material passionately and giving questions enthusiastically. The last was teacher D. The teacher D showed teacher’s own passion and enthusiasm by explaining the learning material passionately and clearly and showing some things to the students passionately and asking the students enthusiastically to offer the teacher based on the things that were shown by the teacher.

8) **Invite foreign student to come to class**

Based on the observation and interview that had been done by the researcher, there was one teacher who used this way which this way was based on the natural in the field that was different from theories. This way was used by teacher A. Based on the observation, the researcher found that teacher A invited a foreign student to come to class by asking the foreign student to introduce herself in front of the classroom in Indonesia and after that teacher A asked the other students to give her question or speak to her in English.

9) **Create a lively class atmosphere**

Based on the result of the observation, the researcher found that teacher B created a lively class atmosphere by collecting the students’ task and checking it together. The teacher collected the students’ task books and gave it to the other
students randomly. After that, the teacher and the students checked the task together which the students checked the book of the students’ friends. Sometimes, the students were uproar because the answer of the task was false.

10) **Give reward to students**

Based on the observation and interview that had been done by the researcher, there was one teacher who used this way which this way was based on the natural in the field that was different from theories. This way was used by teacher C. Based on the result of the observation, the researcher found that teacher C gave a reward to the students for the students who could answer the teacher’s questions. At the time, the teacher gave a reward to the students like a snack.

11) **Create fun class atmosphere**

From the observation and interview that had been done by the researcher, there was one teacher who used this way which this way was based on the natural in the field that was different from theories. This way was used by teacher D. Based on the observation, the researcher found that teacher D created fun class atmosphere which teacher D gave a humor to the students related to English. At the time, the teacher talked about offering.

2. **The influences of the teachers’ ways toward the students’ interest in the teaching learning process at Vocational High School 9 Padang.**

In this research, there were some influences of the teachers’ ways toward the students’ interest in the teaching learning process. The influences of the teachers’ ways toward the students’ interest could be seen from the indicator of characteristics of the students’ interest it’s self. This was the explanation about the finding of the influences of the teachers’ ways toward the students’ interest in the teaching learning process as follows:

1) **Attention**

   a) **The students pay attention to the teacher when the teacher explains the material.**

   Based on the observation with the tools such camera (video recording), observation checklist and field note, the researcher found that the students from teacher A, teacher B, teacher C and teacher D paid attention to the teacher when
the teacher explained the material. This influence appeared because the teachers’ ways in stimulating the students’ interest in the teaching learning process. The first was the students from teacher A which paid attention to the teacher when the teacher explained the material. This influence appeared because teacher A’s ways which provided relevance cues for students and showed teacher’s own passion and enthusiasm in the teaching learning process of English. The second was the students from teacher B which paid attention to the teacher when the teacher explained the material. This influence appeared because teacher B’s ways which provided relevance cues for students and showed teacher’s own passion and enthusiasm in the teaching learning process of English. The third was the students from teacher C which paid attention to the teacher when the teacher explained the material. This influence appeared because teacher C’s ways which showed teacher’s own passion in the teaching learning process of English. The last was the students from teacher D which paid attention to the teacher when the teacher explained the material. This influence appeared because teacher D’s ways which showed teacher’s own passion and enthusiasm and used texts that students knew about in the teaching learning process of English.

b) The students pay attention to their friends while their friends are doing English activities in the classroom.

From the observation with the tools such camera (video recording), observation checklist and field note, the researcher found that the students from teacher A, teacher B, teacher C and teacher D paid attention to their friends while their friends were doing English activities in the classroom. This influence appeared because the teachers’ ways in stimulating the students’ interest in the teaching learning process. The first was the students from teacher A which paid attention to their friends while their friends were doing English activities in the classroom. This influence appeared because teacher A’s ways which provided relevance cues for students, encouraged students to be active learners, offered meaningful choices to students, and invited foreign student to come to class in the teaching learning process of English. The second was the students from teacher B which paid attention to their friends while their friends were doing English
activities in the classroom. This influence appeared because teacher B’ ways which showed teacher’s own passion and enthusiasm in the teaching learning process of English. The third was the students from teacher C which paid attention to their friends while their friends were doing English activities in the classroom. This influence appeared because teacher C’ ways which used well organized text, showed teacher’s own passion and enthusiasm, used texts that students knew about, encouraged students to be active learners and gave reward to students in the teaching learning process of English. The last was the students from teacher D which paid attention to their friends while their friends were doing English activities in the classroom. This influence appeared because teacher D’ ways which created fun class atmosphere and showed teacher’s own passion and enthusiasm in the teaching learning process of English.

2) Concentration

a) The students give full concentration while teaching learning activity is happening.

Based on the observation with the tools such camera (video recording), observation checklist and field note, the researcher found that the students from teacher A, teacher B, teacher C and teacher D gave full concentration while teaching learning activity was happening. This influence appeared because the teachers’ ways in stimulating the students’ interest in the teaching learning process. The first was the students from teacher A which gave full concentration while teaching learning activity was happening. This influence appeared because teacher A’ ways which provided relevance cues for students, encouraged students to be active learners, showed teacher’s own passion and enthusiasm, offered meaningful choices to students, and used variety and novelty in teaching learning process of English. The second was the students from teacher B which gave full concentration while teaching learning activity was happening. This influence appeared because teacher B’ ways which used well organized texts in the teaching learning process of English. The third was the students from teacher C which gave full concentration while teaching learning activity was happening. This influence appeared because teacher C’ ways which used well organized texts,
showed teacher’s own passion and enthusiasm, encouraged students to be active learners, and provided relevance cues for students in the teaching learning process of English. The last was the students from teacher D which gave full concentration while teaching learning activity was happening. This influence appeared because teacher D’ ways which provided relevance cues for students and showed teacher’s own passion and enthusiasm in teaching learning process of English.

b) The students focus in doing English tasks that are given by the teacher.

From the observation with the tools such camera (video recording), observation checklist and field note, the researcher found that the students from teacher A, teacher B, teacher C and teacher D focused in doing English tasks that were given by the teacher. This influence appeared because the teachers’ ways in stimulating the students’ interest in the teaching learning process. The first was the students from teacher A which focused in doing English tasks that were given by the teacher. This influence appeared because teacher A’ ways which showed teacher’s own passion and enthusiasm, offered meaningful choices to students, and used variety and novelty in teaching learning process of English. The second was the students from teacher B which focused in doing English tasks that were given by the teacher. This influence appeared because teacher B’ ways which showed teacher’s own passion and enthusiasm, used well organized texts, offered meaningful choices to students, and used variety and novelty in teaching learning process of English. The third was the students from teacher C which focused in doing English tasks that were given by the teacher. This influence appeared because teacher C’ ways which used texts that students knew about in the teaching learning process of English. The last was the students from teacher D which focused in doing English tasks that were given by the teacher. This influence appeared because teacher D’ ways which showed teacher’s own passion and enthusiasm and used variety and novelty in teaching learning process of English.

3) Pleasant feelings of applied effort

a) The students feel happy when they do the English tasks that are given by the teacher.
Based on the observation with the tools such camera (video recording), observation checklist and field note, the researcher found that the students from teacher A, teacher B, teacher C and teacher D felt happy when they did the English tasks that were given by the teacher. This influence appeared because the teachers’ ways in stimulating the students’ interest in the teaching learning process. The first was the students from teacher A which felt happy when they did the English tasks that were given by the teacher. This influence appeared because teacher A’ ways which offered meaningful choices to students, and used variety and novelty in teaching learning process of English. The second was the students from teacher B which felt happy when they did the English tasks that were given by the teacher. This influence appeared because teacher B’ ways which showed teacher’s own passion and enthusiasm, created a lively class atmosphere, offered meaningful choices to students, and used variety and novelty in teaching learning process of English. The third was the students from teacher C which felt happy when they did the English tasks that were given by the teacher. This influence appeared because teacher C’ ways which used texts that students knew about in the teaching learning process of English. The last was the students from teacher D which felt happy when they did the English tasks that were given by the teacher. This influence appeared because teacher D’ ways which showed teacher’s own passion and enthusiasm and used texts that students knew about in teaching learning process of English.

b) The students feel glad when they perform their English ability in front of the classroom.

From the observation with the tools such camera (video recording), observation checklist and field note, the researcher found that the students from teacher A, teacher B, and teacher C felt glad when they performed their English ability in front of the classroom. This influence appeared because the teachers’ ways in stimulating the students’ interest in the teaching learning process. The first was the students from teacher A which felt glad when they performed their English ability in front of the classroom. This influence appeared because teacher A’ ways which offered meaningful choices to students, invited foreign student to
come to class, and used variety and novelty in teaching learning process of English. The second was the students from teacher B which felt glad when they performed their English ability in front of the classroom. This influence appeared because teacher B’ ways which showed teacher’s own passion and enthusiasm in teaching learning process of English. The last was the students from teacher C which felt glad when they performed their English ability in front of the classroom. This influence appeared because teacher C’ ways which showed teacher’s own passion and enthusiasm and encouraged students to be active learners in teaching learning process of English.

4) Willingness to learn

a) The students perform their English ability in front of the classroom based on their readiness without asked by the teacher.

Based on the observation by video recording, observation checklist and field note, the researcher found that the students from teacher A, teacher B, and teacher C performed their English ability in front of the classroom based on their readiness without asked by the teacher. This influence appeared because the teachers’ ways in stimulating the students’ interest in the teaching learning process. The first was the students from teacher A which performed their English ability in front of the classroom based on their readiness without asked by the teacher. This influence appeared because teacher A’ ways which provided relevance cues for students, encouraged students to be active learners and invited foreign student to come to class in teaching learning process of English. The second was the students from teacher B which performed their English ability in front of the classroom based on their readiness without asked by the teacher. This influence appeared because teacher B’ ways which encouraged students to be active learners in teaching learning process of English. The last was the students from teacher C which felt glad when they performed their English ability in front of the classroom. This influence appeared because teacher C’ ways which gave reward to students in teaching learning process of English.

b) The students answer the teacher’s questions without appointed by the teacher.
From the observation with the tools such camera (video recording), observation checklist and field note, the researcher found that the students from teacher A, teacher C, and teacher D answered the teacher’s questions without appointed by the teacher. This influence appeared because the teachers’ ways in stimulating the students’ interest in the teaching learning process. The first was the students from teacher A which answered the teacher’s questions without appointed by the teacher. This influence appeared because teacher A’ ways which encouraged students to be active learners, showed teacher’s own passion and enthusiasm, and offered meaningful choices to students in teaching learning process of English. The second was the students from teacher C which answered the teacher’s questions without appointed by the teacher. This influence appeared because teacher C’ ways which showed teacher’s own passion and enthusiasm and encouraged students to be active learners in teaching learning process of English. The last was the students from teacher D which answered the teacher’s questions without appointed by the teacher. This influence appeared because teacher D’ ways which created fun class atmosphere and encouraged students to be active learners in teaching learning process of English.

5) Information-seeking (cognition)

a) The students ask questions to the teacher about learning material that they do not understand.

Based on the observation with the tools such camera (video recording), observation checklist and field note, the researcher found that the students from teacher A and teacher B asked questions to the teacher about learning material that they did not understand. This influence appeared because the teachers’ ways in stimulating the students’ interest in the teaching learning process. The first was the students from teacher A which asked questions to the teacher about learning material that they did not understand. This influence appeared because teacher A’ ways which showed teacher’s own passion and enthusiasm and offered meaningful choices to students in teaching learning process of English. The second was the students from teacher B which asked questions to the teacher about learning material that they did not understand. This influence appeared
because teacher B’ ways which offered meaningful choices to students in teaching learning process of English.

b) The students read English book to find the information that are needed.

From the observation with the tools such camera (video recording), observation checklist and field note, the researcher did not find any students from all of the teachers which read English book to find the information that were needed. This matter was caused the researcher did not find anything teachers’ ways that could stimulate the students to read English book to find the information that were needed.

Based on the research findings, the researcher could make interpretation about the teachers’ ways in stimulating the students’ interest in the teaching learning process. It was revealed that every teacher had different ways in stimulating the students’ interest in the teaching learning process. Related to the result of the research findings, it showed that there were 11 the teachers’ ways in stimulating the students’ interest in the teaching learning process. From 11 the teachers’ ways, there were 7 ways based on the expert theories and there were 4 ways based on the natural in the field. 7 teachers’ ways based on theories in stimulating the students’ interest in the teaching learning process were; offer meaningful choices to students, use well-organized texts, use text that students know about, encourage students to be active learner, provide relevance cues for students, use variety and novelty in teaching, and show teacher’s own passion and enthusiasm. 4 teachers’ ways based on the natural in the field in stimulating the students’ interest in the teaching learning process were; invite foreign students to come to class, create a lively class atmosphere, give reward to students, and create fun class atmosphere.

In addition, the researcher also interpreted that there were some influences from the teachers’ ways toward the students’ interest in the teaching learning process. The influences were included from the indicator of characteristics of students’ interest such as attention, concentration, pleasant feeling of applied effort, willingness to learn and information seeking (cognition). For the indicator
of information seeking (cognition), the researcher did not find anything teachers’ ways that could stimulate the students to read English book to find the information that were needed.

**CONCLUSION**

This research was about teachers’ ways in stimulating students’ interest in teaching learning process. The purpose of this research was to find out and to describe the teachers’ ways in stimulating the students’ interest in the teaching learning process and to find out and to describe the influences of the teachers’ ways toward the students’ interest in the teaching learning process at Vocational High School 9 Padang. In this research, the researcher used observation and interview to answer the first research question and the researcher used observation checklist and field note to answer the second research question. Based on the data from observation, the researcher found that the teachers at Vocational High School 9 Padang had different ways in stimulating the students’ interest in the teaching learning process. There were one teacher who had seven ways, and there were three teachers who had six ways in stimulating the students’ interest in the teaching learning process. For the interview, consist of 19 questions that the questions were related with the teachers’ ways in stimulating the students’ interest in the teaching learning process. Based on the data from observation and interview, the researcher concluded that each teachers at Vocational High School 9 Padang had different ways in stimulating the students’ interest in the teaching learning process which one of the teachers’ ways were different from the theories that were stated by the expert. Then, for the observation checklist, consist of 10 items from 5 indicators about the characteristics of students’ interest. Based on the data from observation checklist and field note, the researcher found that there were some influences from the teachers’ ways toward the students’ interest in the teaching learning process. The influences were included from the indicator of characteristics of students’ interest such as attention, concentration, pleasant feeling of applied effort, willingness to learn and information seeking (cognition). For the indicator of information seeking (cognition), the researcher did not found anything teachers’ ways that could stimulate the students about that.
REFERENCES


