

Identifying Student's Interests through Courses at English Department of Universitas Prima Indonesia

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ABSTRACT

This study aims to analyze students' interests in towards courses at English Department of Universitas Prima Indonesia in Medan. This qualitative study uses a case study design involving 60 students in the 5th semester of the Academic Year 2018 as participants. Data are obtained through questionnaires and interviews, thus the results showed that students have higher interests in the courses of teaching and education than other variety of courses taught in the English Department. The second interest was found in language skill courses. The reasons were to determine their future goals as teachers as well as the major program decision. Students argued that the majors they chose were following their interests, but some students were still unsure about the majors and interests they had chosen. This study suggests that lecturers should motivate the students to strengthen their competences particularly to identify the students' interests in teaching or any other goals.

KEYWORDS

interests; courses; English Department; factors of interests

INTRODUCTION

Universitas Prima Indonesia, often referred to as UNPRI, is a private university with an essential role in producing prospective teachers, professionals, and people who contribute to education. Universitas Prima Indonesia is one of the students' best choices in achieving their dreams in the future. Universitas Prima Indonesia has many majors that involve some interests to students. One of them is the Faculty of Teacher Training and English Education. This department is getting more and more popular year by year, seen from the increasing number of students in the Department of Teacher Training and English Education. Universitas Prima Indonesia has a significant role in facilitating students to speak English and teach English professionally. In this department, students are equipped with skills related to teaching. Not only that, but students are also facilitated with professional skills, namely literature and linguistics. Therefore, students are required to have the ability to listen, speak, read, and write in English.

English Department of UNPRI has a set of courses such as linguistics, literature, teaching and education, and language skills. As linguistics is a broader world of language (Georgiou, 2020), thus linguistics becomes the scientific investigation of language as a universal phenomenon and the analysis of individual languages. It aims to answer questions about the nature of language, its structure, and its relationship with the human mind and society. It is also defined as the scientific study of language; its design, use, and implications (structure and service). In linguistics there are some courses such as translation, phonology, semantic, morphology, pragmatic, and sociolinguistic. While, the

second classification is literature that is a literary expression as something permanent in the words of some thoughts or feelings or ideas about life and the world. According to (Lumen Learning, 2015), literature is any written work in a broad sense. Etymologically, the term is derived from the Latin literature/literal "writing formed with letters," although some definitions include spoken texts or songs. More restrictive, it is writing that has literary value. Part of literature is an introduction to drama, poetry, and prose.

The third classification is language skills. According to (Rao, 2019) speaking is the essential skill among all four language skills to communicate well globally. It is cited that teaching English as a second language has become a crucial subject. Language skills are one of the essential skills because language skills are skills. In the classification of this course, students are required to have language skills. Part of language skills; vocabulary, listening, pronunciation, reading, speaking, structure, public speaking, TEFL, TOEFL. The fourth classification is Education and training teaching. Becoming a teacher or professional teacher requires expertise in teaching. Education and training teaching is a course that trains students to become experienced teachers and teachers. (Milhem, 2014) Training is a planned process to change attitudes, knowledge, skills, behavior through learning experiences to achieve effective performance in certain activities or activities. The following is part of the Education and Training Teaching; basic natural sciences, educational philosophy, education, learning and learning theory, educational psychology, learning models.

That is the classification of subjects in the Department of Teacher Training and English Education at Universitas Prima Indonesia. However, even though this department has four lecturing courses, students in the 5th semester of the Academic Year 2018 cannot describe their interests or expertise from the 1st semester to the 5th semester. The inability of students to determine their interests or expertise significantly influences the lecture process. Whereas before selecting majors, Universitas Prima Indonesia had conducted interviews with students. However, there is evidence that semester five students cannot determine their interests or expertise. It is proven from the results of student studies. Interest is personal and closely related to attitude; interest can cause someone to do something that has actively attracted their interest. Interest is a trait in humans that affects the activities carried out. Interest in everyday life has a crucial role in student learning activities because, with interest, students can carry out activities in terms of education.

In the instructional process, someone who does not have an interest in learning does not allow learning activities; this can be noticed when the teaching and instructional process occurs. Interested students will pursue the lesson and observe each teaching-instructional process begins. Etymologically, the word interest comes from the English "interest," which means liking, attention (the heart's tendency to something). Students must have a feeling of interest or interest in the instructional process because that will encourage them to increase their attention and enthusiasm in participating. According to (Safitri, 2018) interest is a desire in someone characterized by a sense of pleasure or interest in a particular object accompanied by a concentration of attention on that object and wish to be involved in certain activities. So that person desires to be directly involved in a particular thing or action because it is felt meaningful to him. There is hope in the direction. Then interest, according to Djaali in (Karina, 2017) "Interest has elements of affection, awareness, to choice of values, of feelings, selection, and heart tendencies."

Many reasons why students do not have an interest in learning. The causes also vary. Nugroho in (Febriyanto, 2016) explained that the internal factors that influence student interest consist of attitude and personality factors, namely: "Attention" to the quality of education, high social values, challenges, affordable costs, benefits for others, aspirations

to become teachers, attend seminars on teachers, have teaching experience." In addition to internal factors, Nugroho in (Febriyanto, 2016) explains external factors. "External factors that influence students' interest in becoming teachers consist of family and environmental factors." Meanwhile, Shovia in (Lutfiyanti, 2020) suggests that several factors influence a person's interest in learning, namely internal and external factors. Therefore, it is necessary to research 5th-semester students majoring in English Teacher Training and Education Universitas Prima Indonesia of the Academic Year 2018. This research is essential to measure the dominant dynamics of students majoring in English Education and Teacher Training Universitas Prima Indonesia of the Academic Year 2018. This research is interesting because it has never been done before. So that in the future, it can improve or become a reference for readers in recognizing the interests or expertise of readers.

The problems revealed in this study are The decline in student achievement index in several subjects. Not only that weak ability and motivation to attend lectures. Submission of less attractive material This is one of the reasons why this research has been conducted—lack of student achievement required in the course dan too many assignments or exercises. Incompatibility of specific courses with the curriculum in teaching and the teacher does not have the appropriate qualifications for the system. Therefore, the researcher decided to find out the factors that influence students' interest in courses at the English Department of Universitas Prima Indonesia dan to investigate the dominant claim of the students at the English Department of Universitas Indonesia. The problem studied in the research is the interest or interest of the 5th semester of the Academic Year 2018 students in English courses majoring in Research and Education, Faculty of Universitas Prima Indonesia. Research must have benefits for the reader. The study has been conducted to determine students' interest in learning, the factors that influence student interest in learning, and the relationship between student interest in learning and learning outcomes in the English education department at Universitas Prima Indonesia. This research uses a qualitative method by using interviews as data collection.

Research results must be helpful, both in theory and practice. An input for students of the Faculty of Teacher Training and English Education, Universitas Prima Indonesia. Students can consider their interest or interest in choosing a Study Program. As for Universitas, the results of this research are expected to provide contributions and discourse in the Faculty of Teacher Training and English Education at Universitas Prima Indonesia. The results of this study are helpful for readers to use as a reference in choosing an interest in the selected study program. Then for universities, it can be input for universities, especially the English Language Education Program, to increase interest and interest in the English Education Program. (Amjah, 2014) has researched interest in learning English, where he revealed that many factors influence interest, namely teaching strategies and teaching facilities for students. After doing research, it is beneficial in increasing student interest in learning.

RESEARCH METHODS

This research uses a qualitative approach with a single case study method. The researcher uses the analysis, and his findings without numerical are obtained from statistical results. According to, (Utami, 2021) in his research on the analysis of reading interest using a qualitative method with survey data, using a questionnaire interview by sharing a google form link and getting the desired results. (Kabir, 2016) Qualitative data are mostly non-numeric and are often descriptive or nominal. It is means the data collected are in the form of words and sentences. Data analysis is inductive or qualitative. The results of qualitative research emphasize meaning rather than generalization in a study entitled "Identifying

Students' Interests of English Department at Universitas Prima Indonesia" using qualitative research. According to Creswell's in (Powoh, 2016) qualitative research, it is a type of research that explores and understands the meaning of the number of individuals or groups of people who come from social problems. In this research the content of the interviews has seven questions related to identifying students' learning interests. The interviews contains a series of questions (open and closed) to find out the dominant dynamics of student interest and what factors influence student interest. In this case, the interview has conducted online by distributing or distributing google forms to 60 respondents in the 5th semester of the 2018 academic year Faculty Of Teacher Training And Education at the Universitas Prima Indonesia. Participants consisted of 12 men and 48 women.

In data analysis, researchers used data analysis techniques from Miles and Huberman in (Sugiyono, 2016). Where the researcher collects data, what is meant is that the researcher collects responses or answers from 60 participants. Then the researcher performs data reduction where the researcher categorizes, directs, discards, and organizes. Then the researcher discards data or reduces data that is unimportant in the data processing process from closed questions, namely "whether the major you choose is your own choice, with a yes or no answer choice." Because the researchers focused on the dominant interests of students and the factors that influence student interest in learning, in this case, the researcher has prepared options for external and internal factors that influence interest in the interview. The interviews via a google form have been distributed to 60 respondents, namely the 5th semester of the Academic Year 2018 of the Faculty of Teacher Training and English Education.

After making data reduction, the researcher performed a data display where the researcher made it easier to get an overview and research results. At this stage, the data obtained, namely the results of interviews with students in the 5th semester of the Academic Year 2018 of the Faculty of Teacher Training and English Education, were arranged systematically, both in tabular and narrative form. The last is the researcher concludes the overall process of data collection. At this stage, there are making temporary conclusions; Because while the research is still ongoing, the researcher will get additional data. So data verification is carried out by studying the results of interview data obtained from the 5th semester of the Academic Year 2018 of the Faculty of Teacher Training and English Education Universitas Prima Indonesia. Conclusion; After the first activity is completed, the researcher concludes from the verified data by comparing the suitability of the respondent's statement with the meaning contained in the conceptual research problem. At this stage, the researcher will close the interview process to the 5th semester of the Academic Year 2018 of the Faculty of Teacher Training and English Education, Universitas Prima Indonesia. Then conclude interviews, which will answer the research problem of the researcher.

RESULTS AND DISCUSSION

Results

This research is conducted on 60 students in the 5th semester of the Academic Year 2018 of the Faculty of Teacher Training and English Education Universitas Prima Indonesia. Description of the data from the results of this study to describe the data collection results, namely the respondent's answer to the questionnaire given. This data aims to discover interests in courses at the English department of Universitas Prima Indonesia and factors that influence student interest in the 5th semester of the Academic Year 2018 in Universitas Prima Indonesia. After the researchers collected the data, an analysis was

carried out using qualitative analysis techniques assisted by google from media in conducting interviews. In this interview, the researcher asked seven open and closed questions. The following are the results of data collection that researchers have carried out;

1. The Students' Interests of English Department at UNPRI

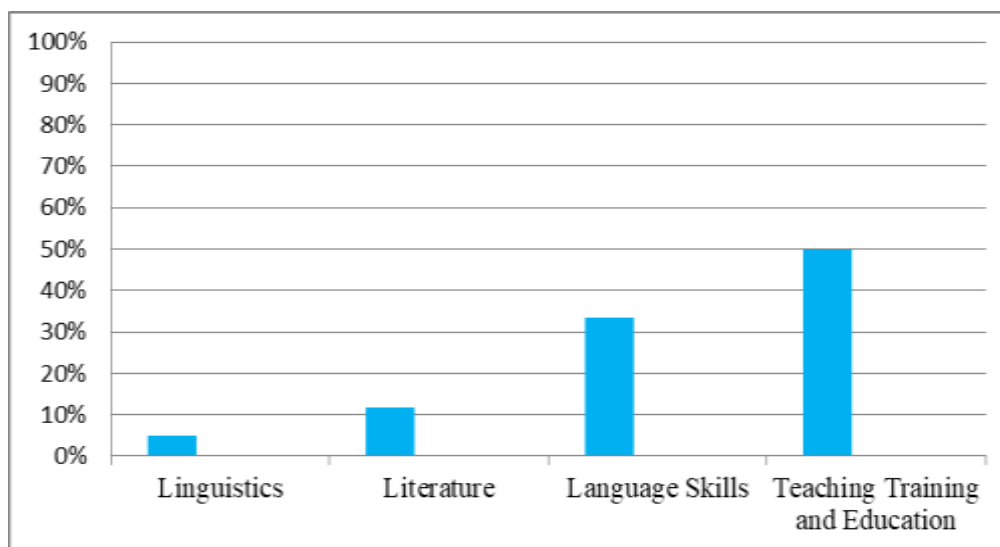


Figure 1. Presentation of Students' Interests

From the results of the interviews, the researchers found that students had different choices of interests. Here's the presentation, students who choose linguistics; 3 (5%), students who decide literature; 7 (11,7%), students who decide language skills; 20 (33,3%). Students who choose teaching training and education; 30 (50%). Contributions obtained from student interests vary. Participants stated that their interests became their reference in developing their majors. Researchers conclude that interest helps broaden horizons and achieve plans. Even some students get achievements during lectures and relate to their chosen interests. In this case, the student's interest is more dominant in choosing teaching training and education 50%. The reason is internal factors, namely the aspirations of students or student goals in the future. Students want to become professional teachers and want to contribute to the world of education. While in the second-highest position is language skills 33.3% the reason students choose this option is because they want to become translators in the future. The third position in literature; 11.7% choose this option because they want to be writers or directors. The last is linguistic 5% because students want to explore many languages, especially English.

The following courses are related to teaching training and education. Basic natural sciences, educational philosophy, education, learning and learning theory, educational psychology, learning models. The benefits of courses related to Teaching Training and Education; From the results that have been obtained according to participants, studies related to their interests can add insight into the world of work later. One of them is micro-teaching. Micro-teaching is an educational training method on a small and limited scale to improve teaching and educating skills. The main targets of microlearning are educators in teacher training and education. In this course, students are required and supported on being good and true teachers. Especially for students who choose to become professional teachers or people who want to contribute to the world of education. Courses related to Teaching Training and Education help them in achieving plans or student plans in their future.

2. The Major of Study Program Related to Students' Interests

At this stage, the researcher asked 60 participant students in 5th semester of the Academic Year 2018 of the Faculty of Teacher Training and English Education Universitas Prima Indonesia in Medan. Does the major they choose have a relationship with their interest in learning? This stage is carried out so that researchers consider whether interest has an influence on the instructional process or the value achieved by students.

Table 1. The Major of Study Program Related to Students' Interests

Description	The Major of Study Program Related to Interests		
	Yes	Uncertain	No
Total	43	16	1
%	71,7%	26,7%	1,7%

In the second interview question, the researcher found. Students who have the major match their interest are relatively high, namely, 43 (71,7%) and students who are in doubt as many as 16 (26,7%) while student chooses option no as 1 (1,7%). In the second interview question, the researcher found. Students who have a relatively high match of interest majors are 43 (71.7%), and students who are in doubt are 16 (26.7%) while students who choose option no. 1 (1.7%). At this stage, students who have doubts about the majors they choose are due to internal factors and external factors, and those who state the majors they choose according to their interests. Internal factors are future goals, while external factors are lecture skills, learning media, methods, teaching materials, and purposes.

3. The Interest Which Affect Instructional Process.

At this stage, the researcher gave questions to 60 participant students of the 5th semester of the Academic Year 2018 of the Faculty of Teacher Training and English Education Universitas Prima Indonesia in Medan. In interview questions, the researcher asked whether interest affected the instructional process. It aims to determine whether student interest has a good impact or vice versa on student learning progress.

Table 2. The Interests Which Affect Instructional Process.

Description	Student interest affects learning progress.		
	Yes	Uncertain	No
Total	50	8	2
%	83,3%	13,3%	3.3%

From the results of interviews, the researchers found, interests of students who have an effect in the instructional process are 50 (83,3%), and those who are in doubt are 8 (13,3%), while the interest of students who do not have an effect is 2 (3.3%). From the results of interviews, the researchers found. Interests of students who have an impact in the instructional process are 50 (83.3%), and those who are in doubt are 8 (13.3%), while the interest of students who do not have an effect is 2 (3.3 %). After the researchers analyzed the student KHS, the researchers concluded that the student's interest had an incredible impact, as evidenced by the achievement of student scores. 40 (66,6%) students have appropriate interests and learning outcomes, and 20 (33,4%) students do not match students' interests and learning outcomes, where 66.6% have a satisfactory score on their interest.

4. The Factors of Choosing Interests in Instructional Process.

At this stage, the researcher asked 60 participant students of the Faculty of Teaching Training and Education 5th semester of the Academic Year 2018 Universitas Prima Indonesia in Medan. This data is used to determine what factors influence student interest and the explanation. The researcher asks what factors influence the interest of the students themselves. The researcher gives several options for external factors, such as the table below, while for internal factors, the researcher provides open-ended questions or personal interviews.

Table 3. The Factors of Choosing Interests in Instructional Process.

Description	The Factors of Choosing Interests in Instructional Process				
	Lecture Skills;	Learning Media;	Learning Methods;	Teaching Materials;	Learning Goals;
Total	7	8	13	10	22
%	11,7%	13,3%	21,7%	16,7%	36,7%

In this interview, the researcher found that several reasons or factors could influence student interest, namely, lecture skills; 7 (11,7%), learning media; 8 (13,3%), learning methods; 13 (21,7%), teaching materials; 10 (16,7%), learning goals; 22 (36,7%). The choice of interest is influenced by several things, such as the lecturer's skills. Many students choose the ability of lecturers that affect their interest in choosing interests, as many as 11.7% of students. 13.3% of students stated that the learning media used made them more interested in their interests in learning media. In learning methods, 21.7% of students stated that the methods often used by lecturers during the instructional process greatly influenced their interest. In teaching materials, 16.7% of students stated that the material provided was beneficial when learning to improve their abilities in their interests. In the last learning objective, 36.7% chose their claim based on the final result of the instructional process for their future. These things affect student interest, such as lecturer skills, learning media, learning methods, teaching materials, and learning objectives.

Discussion

Universitas Prima Indonesia has four classifications in the course English department in Faculty Teaching Training And Education: linguistics, literature, language skill dan teaching, and training education. However, some students cannot determine their interest in learning. It is evident from the results of research conducted by researchers. The researcher found as many as 8 (13,3%) students who had no interest in their chosen major. In comparison, as many as 50 (83,3%) answered that they were interested in their chosen major. Two participants choose no (3,3%). Interest is needed in the instructional process because interest is an interest or liking that arises in humans. If someone has an interest, he will do it with a happy feeling and like. Karwati in (Anggraeni, 2017) state that interest in (interest) can be understood as the tendency and excitement of a solid or great desire for something. Interest is a terminology aspect of personality that describes the will, drive, (strength) that arises from choosing other similar objects. Objects of interest can vary, both living things, activities, objects of death, work, and others.

However, as many as 43 (71,7%) had a match with their chosen interest. This number is obtained from observations made by researchers on temporary grade transcripts of students with their preferred learning interests. Students do well in their chosen interests. Meanwhile, as many as 16 (26.7%) students hesitated to match their chosen interests, and 1 (1,7%) did not reach their major. A total of 11 (36.7%) students had poor marks in their

preferred interests. So the researcher concludes that interest is very influential in the instructional process. As many as 40 (66,6%) students have satisfactory grades in learning outcomes or their grades.

From the research results, several factors influence student interest. In this study, the researcher concluded that there were two internal and external factors. Internal factors and external factors, Nugroho in (Febriyanto, 2016) explained that the internal factors that influence student interest consist of attitude and personality factors, namely: "Attention" to the quality of education, high social values, challenges, affordable costs, benefits for others, aspirations to become teachers, attend seminars on teachers, have teaching experience." In addition to internal factors, Nugroho in (Febriyanto, 2016) explain external factors. "External factors that influence students' interest in becoming teachers consist of family and environmental factors." Researchers found 7 (11,7%) participants chose that lecture skills could influence interest in the interview results. As many as 8 (13,3%) chose learning media to be one of the factors influencing interest in learning. Learning methods can affect interest in education selected by 13 (21,7%) students. Likewise, 10 (16,7%) students choose teaching materials to influence student interest in learning. Learning goals being the last choice by 22 (36,7%) students can influence student interest in the instructional process. Some of these factors are external factors.

Not only that, students' internal factors influence in determining the interests they choose. From the interviews, researchers conclude that dreams or plans for the future are internal factors in determining interest in learning. Students choose interests based on their wishes in the future. The results of this study are obtained during interviews as many as 20 (33,3%) of students chose language skills because they wanted to become translators. Language skills include speaking, listening, reading, and writing—student perceptions in increasing interest in learning English to make English a guide, material, and skills.

In an increasing interest in speaking, students must have confidence in doing so that they do not have problems conversing with other people. As many as 30 (50%) of students choose teacher training and education because they want to become professional teachers in the future. Teacher training and education are where students are trained to become experienced teachers. As many as 7 (11,7%) choose literature to become a writer or director. Three students choose linguistics because they love teaching language from the researchers' exposure to the effects of interviews. So the researcher found that 66.6% of in the 5th semester of the Academic Year 2018 had matches with their interests, and 33.4% of students had grades and interests that did not match. From the results that have been carried out, students interested in learning get better rates, so interest is significant in choosing majors and the instructional process.

CONCLUSION

Based on the results of the research and discussion that have been described in the previous chapter, the authors can draw the following conclusions: Student in the 5th semester of the Academic Year 2018 Faculty teaching training and education Universitas Prima Indonesia. The English courses most interested in are Teaching training and education 50% Because the students want to become professional teachers. The second is as many as 33,3% because the students want to become translators in the future. The third is literature 11,7% the reason is that the student becomes writer or director and the last is linguistic 5% because they want to learn a language and improve their skills. The factors that influence student interest in the English course are internal and external actors. Where the external factor is Lecture Skills; 11,7%, Learning Media; 13,7%, Learning Methods; 21,7%, Teaching Materials; 16,7% Learning Goals; 36,7%. Internal factors are dreams or goals in

the future, namely 50% of students want to become professional teachers, and 33,3% of students want to become translators. 11,7 % want to become a writer and 5 % because of interest in language. The researcher concludes that interest is very influential in learning goals and progress.

Suggestion

Referring to the results of the study and concluded above, as well as based on the purpose and usefulness of the research, some suggestions that can be delivered, among others:

1. English courses should be paid more attention to lecture skills, learning media, learning methods, teaching materials, and learning goals because external factors significantly affect student interest.
2. English course if possible, make an activity like; English club, place of practice, or go directly to the field so that students can find interest to follow the lesson properly and make a better impact in the future.
3. Students are expected to be able to balance their interests and subjects other than students' interests, so that students can get better achievements.
4. For future researchers, the material used as a population and the sample is from the students themselves so that the results obtained are more objective.

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