STUDENTS' INTEREST AND ENGAGEMENT IN TEACHING OF SPEAKING AT UNIVERSITAS IQRA BURU

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Keywords:	Abstrak
Interest, Engagement, Teaching, Speaking	*The purpose of this study was to determine the Interest and Involvement of Students in the Speaking II class in the English study program, Faculty of Teacher Training and Education at Iqra Buru University. The researcher used descriptive qualitative research. Data collection techniques were observation, interviews and documentation. Observations were carried out when the learning process was taking place in the Speaking II course, interviews were conducted with the lecturer in charge of the Speaking II course and 10 students in the Speaking II class, and documentation was in the form of student attendance lists and photographs. The results of this study are that students' interest and involvement in learning Speaking II are quite good because of the lecturer's good teaching style, but there are several obstacles they face such as vocabulary, grammar.*

INTRODUCTION

Speaking skills are abilities that enable humans to communicate effectively. Because speaking is an interactive process by which information is shared, and if necessary, followed up by listeners. So the ability to speak correctly is something that humans need to develop, and this is something that will be useful throughout their lives (Yusnan et al., 2022). Good speaking requires a genuine interest in learning, honing and improving these abilities. Interest is basically a psychic symptom related to an object or activity that stimulates feelings of pleasure in something. So that with full seriousness interest can achieve the desired target .

In the context of learning English as a foreign language, one of the focuses of teaching is teaching speaking skills in addition\ to other skills, namely listening, reading and writing. Larsen-Freeman, D. in (Zulfiqar et al., 2024) emphasizes that the success of

foreign language learning is measured by the ability to carry out conversations using the foreign language. Therefore, speaking is a learning that requires students t\o be able to communicate well and support learning that runs smoothly. So that interest in learning speaking skills really needs to be nurtured with good motivation to learn. Because speaking skills are soft skills that are needed for the future, especially for people who are directly engaged in work that engagement relationships with many people (Rusman Masiri,, et.al , 2020).

Learning speaking skills also includes activities that require someone to be directly engaged in the learning (Sofie et al., 2022). Having an interest and being directly engaged will be very helpful and have a positive impact on people who are serious about learning to speak. In this case as students who learn directly in learning speaking skills will be very helpful and support careers in the future (Tahir et al., 2024). Because they have good communication skills which are very necessary in the world of work. Students must have direct interest and engagement in order to achieve maximum results.

Interest in learning can arise within oneself, there is a strong urge to generate interest. In addition, interest can also arise through encouragement from the family and social environment even though the community . Interest in learning speaking can serve as a force that can motivate students to learn speaking. Students who have a high interest in learning speaking will continue to be diligent in learning speaking, on the contrary, without any interest in themselves, there is no enthusiasm to learn speaking. In addition to interest, the engagement of students in speaking class is also very important, because many students feel bored, unmotivated, and unengaged, this makes them detached (not engaged) in learning .

One of the reasons why student engagement in the classroom should be a concern is because engagement is an important factor in the success of the learning and academic process of students on campus. Student engagement as described above is an important factor in the success of student learning and academic processes on campus. For example, in the process of learning speaking, the engagement of students in the class is the key to achieving success (Nenotek, S.A; BEnu, 2022). The learning environment at Universitas Iqra Buru reflects that students in the Speaking II class.

Based on empirical facts at Universitas Iqra Buru that learning speaking skills is still very difficult to implement well by students. The field of study in learning speaking is the interest and direct engagement of students in speaking skills courses. This course requires students to be able to speak and express opinions in English properly and correctly. Therefore, the researcher wants to see the interest and engagement of students in learning speaking.

LITERATURE REVIEW
Definition of Interest and Engagement

Student interest and engagement are crucial factors affecting the quality of learning. Interest refers to the tendency to be attracted to and actively participate in a learning activity (Walia, 2019). According to (Runco & Jaeger, 2012) , interest is related to intrinsic motivation, which arises from the enjoyment or satisfaction gained by students in the learning process. Engagement, on the other hand, involves the level of concentration, effort, and emotional attachment that students demonstrate during the learning process (Wijayanti & Andriani, 2020). Engagement is considered one of the key indicators of successful education, as it shows that students are not only present

physically but also actively participate in the learning process.

Student Interest in English Learning

Learning English, especially speaking skills, requires high levels of student interest to be successful. According to (Mulyati et al., 2022), student interest in learning English is influenced by both internal and external factors such as personal motivation, the relevance of the material, and social support. Additionally, interest can be affected by the way the teacher manages the classroom and makes the learning material engaging for the students (Yusnan, et.al, 2023). High interest in speaking courses can enhance students' confidence in communication and lead to more effective learning outcomes.

Student Engagement in Speaking Learning

Student engagement in speaking lessons is integral to the effectiveness of English language teaching. According to (Harto et al., 2022), engagement consists of three main dimensions: behavioral, cognitive, and emotional engagement. Behavioral engagement involves active participation in activities such as discussions or presentations. Cognitive engagement includes deep thinking to understand the material more thoroughly. Emotional engagement refers to the feelings of enjoyment, interest, or satisfaction with the learning content. In speaking lessons, all three dimensions are important to enhance student learning and motivate them to actively participate in English conversation (Iye, R, 2023).

The Impact of Interest and Engagement on Speaking Learning

Student interest and engagement directly impact learning outcomes in speaking skills. Research by (Lestari, 2020) suggests that students who have high interest and are actively engaged in learning activities are more likely to develop better speaking skills. Additionally, student engagement is linked to their ability to overcome challenges in speaking a foreign language, which many students often find difficult (Wijayanti & Andriani, 2020). Therefore, teachers need to create an environment that fosters interest and enhances student engagement in speaking classes.

Strategies to Enhance Interest and Engagement in Speaking Learning

Several strategies can be applied by teachers to increase student interest and engagement in speaking lessons. (Rahmatullah et al., 2022) suggest that teachers create lessons that are relevant and enjoyable, while also providing students with opportunities to engage in authentic communication situations. Teaching techniques such as using media, role-playing, and group discussions can stimulate student interest and boost their engagement (Sudarsi et al., 2021). Furthermore, providing constructive feedback and recognizing students' efforts can increase their engagement levels in the learning process.

RESEARCH METHODOLOGY

In this study, the researcher employed a qualitative descriptive research design, where data collection and analysis were integrated processes. As stated by (Sugiyono, 2011b), the researcher actively participated in both aspects by interacting with informants. Primary data were collected from second-semester students in the English Education Study Program at Universitas Iqra Buru, specifically 21 students (5 male and

16 female), through observations, interviews, and documentation. Secondary data, such as journals and theses, were also used to support the research (Sugiyono, 2011a).

The focus of the research was to investigate student interest and engagement in Speaking courses. To gather data, the researcher employed three techniques: observation, interviews, and documentation. Observations were conducted during the Speaking II classes to capture student activities related to interest and engagement. Interviews with both students and the course lecturer provided deeper insights into their thoughts and feelings, while documentation (photos, videos, attendance records, etc.) complemented the data and ensured its validity through triangulation.

Data analysis followed the model of (Miles, M. B., Huberman, A. M., & Saldaña, 2013), consisting of three stages: data reduction, data presentation, and conclusion drawing/verification. Data reduction involved simplifying and focusing on relevant information, while data presentation organized it into accessible formats like charts. Finally, conclusions were drawn and verified using triangulated data. Triangulation, as outlined by (Gardner & Hatch, 1989), was applied to ensure the data's validity, utilizing multiple data sources and methods to cross-check and validate findings regarding students' engagement in the Speaking course.

RESULTS AND DISCUSSION

This chapter presents research findings and discussions: student interest and engagement in learning speaking at Universitras Iqra Buru for second semester students of the Faculty of Teacher Training and Education. The discussion presents the basic findings when the researcher conducts the research.

Findings

Researchers trying to find answers to research questions, data collection techniques using observations, interviews and documents related to research. This technique aims to obtain information about the interest and engagement of students in learning speaking at Iqra Buru University for second semester students of the Faculty of Teacher Training and Education. Based on the results of observations of the learning process by lecturers, it can be seen in the table below:

NO	ASPECTS OBSERVED	Yes	Not	DESCRIPTION
I.	OPENING			
	1. Greeting	✓		Dosen memberikan salam dan mengabsesnsi siswa
	2. Student attendance	✓		
II.	PRESENTASI			Laptops, handphone, and whiteboards
	1. Using media	✓		
	2. The material is delivered solid and clear	✓		The material is presented in detail
III.	PRODUCTION			
	1. Divide group	✓		Divide the group into two people.
	2. Discussion	✓		Giving discussion assignments to students
	3. Game	✓		Chalence about describing people, theory and practice Learning techniques (games).
IV.	CLOSING			
	1. Concluding the lesson	✓		

		✓		
2.	Giving assignments	✓		Tugas per individu dan kelompok.
3.	Prayer	✓		
4.	Greetings	✓		

Based on table 1, it shows that the lecturer designed the learning very well. Starting with the opening activities containing greetings and attending students, using several learning media, the material presented was solid and clear and easy to understand. Making students engaged in class discussions by discussing and creating simple games whose topics are from learning that makes students excited and directly engaged in the ongoing class and makes students add insight as well as new vocabulary that they don't know. At the end of the lesson closed by concluding the lesson and giving assignments as well as prayers and greetings as a sign of the end of the class.

From the results of this observation, it was also found that lecturers made students engaged in discussions and games about this learning created fun learning. So it can be said that a pleasant classroom atmosphere will make students engaged even though the student has a passive nature. From the results of the above observations, it can be concluded that the teaching style of the lecturer is quite influential on the interest and engagement of students in the class.

The results of observations on student learning activities can be seen in the table below:

NO	ASPECTS OBSERVED	Yes	Not	DESCRIPTION
1.	INTEREST			
	a. Arrive on time	✓		Students come before the lecturers come.
	b. Active in class	✓		Actively speak when asked or asked.
	c. Task readiness		✓	A little indifferent to the task given even though it was finally made orally according to the direction of the lecturer.
	d. Rarely skipping class time		✓	According to absenteeism, there are rarely students who skip class during study hours.
2.	ENGAGEMENT			Ask when asked.
	a. Asking	✓		Express opinions according to the lecturer's request.
	b. Give Opinion	✓		
	c. Discussion	✓		Discuss according to the learning topic

Tabel 2 Student Observation Table

Based on table 2, it shows that students are quite interested in learning speaking II subjects, they are quite orderly in terms of time, this can be seen from their arrival at the beginning of class and waiting for the course lecturers to come and no one is late, attendance is quite good. In terms of their duties, they are a little negligent and do not do the tasks given by the lecturer. So the lecturers take over by presenting their assignments orally. they will be active in class if requested by the course lecturer.

The problem of the engagement of students in their speaking II will be engaged if asked by the lecturer or engaged in discussions or games according to the topic of the courses they are taking. They are engaged in discussions and courses if the topic they are going to discuss is explained by the course lecturer and it is very easy for them in terms of vocabulary so that they will be engaged.

It can be concluded that students in their speaking class II will be engaged if there is firmness or orders from the lecturer and from a simple learning design and a pleasant classroom atmosphere.

Students' Interest in Learning Speaking II at Iqra Buru University.
In the situation of learning speaking II at the Faculty of Teacher Training and Education, there are several things that greatly affect the learning process. Based on the results of observations and interviews that researchers have conducted, students in the second semester English study program in speaking class II have high enthusiasm, interest and engagement in learning speaking even though there are several obstacles that quite influence the learning process they follow. The obstacles that affect their interest and engagement in learning speaking include

The importance of students' interest in speaking.
Based on the results of interviews on student interests, student interest in learning is very influential. Based on the results of interviews with students in speaking class II said that:

Interviewer : *"Apakah anda berminat dalam belajar speaking?"*
"(Are you interested in learning speaking?

Student : *Menurut saya speaking sangat penting, karena dengan belajar speaking dapat mengembangkan skill speaking dan mempelajari cara komunikasi dengan baik dan benar.*
"(In my opinion speaking speaking is very important, because learning speaking can develop speaking skills and learn how to communicate properly and correctly.

In the conversation above the interview above, students show their interest in learning Speaking Language because speaking is very important and interesting for students to develop speaking skills and can also lead their dreams to be able to go to foreign countries. This is one of the important factors in learning speaking.

The other speaking II class students stated that interest in learning English is an interesting thing. This is stated in the interview below:

Interviewer : *"Apakah anda berminat belajar Speaking?"*
"(Are you interested in learning Speaking?"

Student I : *"ya, karena speaking dapat membantu saya untuk berbicara dengan baik dan dapat pergi ke luar negeri.*
"(Yes, because speaking can help me to speak well and can go abroad.

Student II : *"Menurut saya speaking sangat menarik untuk dipelajari. Karena dapat membantuu mengembangkan Ilmu speaking saya.*
"(I think speaking is very interesting to learn. Because it can help you develop my speaking skills.

Student III : *"ya, saya begitu berminat karena sangat membantu kita dalam proses pembelajaran untuk dapat berbahasa Inggris.*

> *"(Yes, I am very interested because it really helps us in the learning process to be able to speak English.*

From the interview statement above, students who have a high interest in the learning process make them participate in learning speaking because it is very influential for their learning process in English.

The researcher concludes that based on observations and interviews, interest in learning speaking has an influence on students to hone this English skill.

Interest can influence students in learning Speaking

In the learning process, interest is quite influential for students to learn speaking. This can be seen from the results of interviews with students in speaking class II below:

Interviewer : *Apakah minat belajar Speaking cukup berpengaruh pada proses pembelajaran anda selama di kelas?*
Does the interest in learning speak have enough influence on your learning process while in class?

Student I : *ya, karena dengan minat dari dulu waktu di sekolah dasar yang membuat saya suka berbicara Bahasa Inggris. Juga saat saya SMA guru saya suka memberi saya tantangan yang membuat saya semangat.*
Yes, because I have always been interested in elementary school, which made me like to speak English. Also when I was in high school my teacher liked to give me challenges that made me excited.

Student II : *Ya, karena dengan Minat saya ingin belajar speaking walaupun banyak hambatan tetapi tidak mengganggu saya untuk belajar karena saya menyukai speaking.*
Yes, because with interest I want to learn speaking even though there are many obstacles but it doesn't bother me to study because I like speaking.

Student III : *Minat mendorong saya untuk lebih mempelajari speaking dan menghafal kosa kata yang baru, serta speaking cukup unik untuk dipelajari apalagi bagi kita sebagai orang Indonesia.*
Interest encouraged me to learn more about speaking and memorize new vocabulary, and speaking is quite unique to learn, especially for us as Indonesians.

From the interview statement above, students who have an interest in learning speaking will make them study speaking seriously even though there are obstacles during the learning process they follow.

Researchers can conclude that interest in learning to speak is quite influential for the progress of the teaching and learning process as well as for themselves personally.

Factors influencing student interest in learning Speaking

During the teaching and learning process, there are several factors that are quite influential in influencing students' interest in learning speaking, including the motivation to learn vocabulary and preparation before class starts. This statement can be seen from the results of interviews with lecturers in the speaking class II Miss Wanna:

Interviewer : *Apakah ada factor yang mempengaruhi minat belajar mereka menurut pandangan anda? Dan bagaimana interaksi mereka selama kelas berlangsung?*
Are there factors that influence their interest in learning in your

<div style="margin-left: 2em;">

view? And how do they interact during class?

Teacher   *:ya, Faktor internal berupa motivasi atau keinginan menghafal kosa kata dan persiapan diri mempelajari materi sebelum berdiskusi di kelas.*

Yes, internal factors are motivation or desire to memorize vocabulary and self-preparation to study the material before discussing in class.

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This opinion is in line with the opinions of students while they are in class that the obstacles they face are the lack of vocabulary, the way the lecturer teaches and even the atmosphere created in the speaking class can affect them during learning, including:

<div style="margin-left: 2em;">

Interviewer   *:Apakah ada factor-faktor yang mempengaruhi anda dalam belajar speaking?*

"(Are there any factors that influence you in learning speaking?

Student I   *:Salah satu factor yang dapat mempengaruhi saya dalam belajar Bahasa Inggris adalah cara mengajar dosen/ atau suasana saat kelas berlangsung.*

One of the factors that can influence me in learning English is the way the lecturer teaches/or the atmosphere during the class.

Student II   *: ya, kurangnya kosa kata sehingga berbicara itu menjadi hal yang begitu sulit.*

yes, lack of vocabulary so that speaking it becomes such a difficult thing.

Student III   *: Iya, ada beberapa factor yang mempengaruhi saya dalam belajar Speaking salah satunya adalah kosa kata.*

Yes, there are several factors that influence me in learning speaking, one of which is vocabulary.

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It can be said that the biggest influence in learning speaking is vocabulary. However, if students can interact well and are able to adjust during class, that is quite a good thing. In accordance with the statement stated by Miss Wanna below:

<div style="margin-left: 2em;">

Interviewer   *: Bagaimana interaksi mahasiswa dalam belajar speaking?*

"(How do students interact in learning speaking?

Teacher   *:"Mahasiswa berinteraksi dalam belajar speaking cukup baik, dan berinteraksi sangat baik Ketika diminta perform di depan kelas.*

"(Students interacted in learning speaking quite well, and interacted very well when asked to perform in front of the class.

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From the results of the interviews above, it can be concluded that vocabulary, teaching style and atmosphere in the classroom are the most important factors and have a large enough influence on students' interest in learning speaking even though they have little vocabulary but they are quite good at minimizing these shortcomings by performing in front of the class. class and can interact quite well.

Speaking Student Engagement in the Speaking Class

The development of speaking can be seen from the engagement of students during class which will make learning speaking in class interesting, but there must be factors that make students engaged or rarely engaged.

Factors Influencing Student Engagement in class

One of the factors that can make students engaged or not is the obstacles that come from the students themselves and the right way of teaching from the lecturers that will make them interested. Some of the factors that influence them to be engaged in class can be seen as follows:

Interviewer : "Apakah selama kelas berlangsung anda cukup terlibat dalam diskusi maupun bertanya kepada dosen?
"(Are you engaged enough in the discussion or ask the lecturer during the class?

Student I : "Saya tidak terlalu terlibat karena saya belum sepenuhnya memahami pembahasan dan saya belum menguasai kosa kata.
"I am not very engaged because I do not fully understand the discussion and I have not mastered the vocabulary.

Student II : "Tidak juga karena kekurangan kosa kata sehingga duduk diam adalah solusinya.
"Not because of lack of vocabulary so sitting still is the solution.

Student III : "Ya, kalau ada pertanyaan/tugas ya saya terlibat, karena itu sebuah peningkatan jika saya bisa berbicara walau sedikit.
"Yes, if there is a question/assignment, yes I am engaged, because it is an improvement if I can speak even a little.

Student IV : "Saya cukup aktif dalam kelas apabila diberi kesempatan untuk berbicara atau tanggapan oleh dosen.
"I am quite active in class when given the opportunity to speak or respond by the lecturer.

From the statements in the interviews above, it can be said that whether or not students are engaged in the class is influenced by interests, vocabulary and atmosphere during the learning process itself. Steps that can make students active in the classroom are lecturers who design learning materials and in accordance with the results of observations. divide groups and invite them to appear in front of the class. this can be strengthened by the statement stated by miss Wanna including:

Interviewer : "Apakah mahasiswa anda cukup terlibat dalam kelas speaking?
"Are your students sufficiently engaged in speaking class?

Teacher : "(Dengan Teknik mengajar yang baik semua mahasiswa terlibat dan aktif berbicara dalam kelas dengan baik.
"(With good teaching techniques all students are engaged and actively speak in class well.

From the interview above, the researcher concludes that the engagement of students in speaking class II depends on the interests, teaching style of the lecturer, and readiness to learn as well as the atmosphere in the class during the class.

Use of Appropriate Learnning strategies

One of the obstacles that greatly affect teaching and learning activities are students who are passive. This is the responsibility of the lecturer in managing a class. If the students are not engaged in the class, the lecturer must make the students engaged. As did miss Wanna in class according to the results of observations and interviews as follows:

Interviewer : "Apakah selama proses belajar mengajar mahasiswa anda sering

> *bertanya selama materi berlangsung?*
> *"(During the teaching and learning process, do your students often ask questions during the material?*
> Lecturer : *"Mahasiswa bertanya ketika diminta oleh dosen, mahasiswa berdiskusi Ketika diminta dan diberi tugas oleh dosen.*
> *"Students ask when asked by the lecturer, students discuss when asked and given assignments by the lecturer.*

It can be concluded that if the engagement in the classroom is not created because the students have difficulties in speaking, the lecturer as the teacher must be able to motivate them and create an impressive teaching and learning atmosphere, namely through games or quiz-based questions. With this students will be more daring to be engaged and minimize their shortcomings and make them more enthusiastic to attend class.

Student Attendance

The presence of students in speaking class II in the English study program, faculty of teacher training and education at Iqra Buru University is quite good because according to the results of an interview with Miss Wanna, a lecturer who is a lecturer in the Speaking II course stated that:

> Interviewer : *"Bagaimana kehadiran mahasiswa anda dalam kelas speaking yang anda ajarkan?*
> *"(How is the presence of your students in the speaking class you teach?*
> Teacher : *"Awal pertemuan hadir semua, pertengahan pertemuan beberapa mahasiswa tidak hadir dengan alasan sakit dan menjelang UAS hadir semua kecuali sakit. Kehadiran mahasiswa sangat baik.*
> *"At the beginning of the meeting, all of them were present, in the middle of the meeting, several students did not attend due to illness and before the final exam, all of them were present except for being sick. Student attendance is very good.*

Based on the interview above, it shows that students often attend speaking class II. And it can be concluded that students participate enough to take the class and the learning process they will follow.

DISCUSSION

The research findings regarding students' interest and engagement in Speaking II at Iqra Buru University demonstrate that students showed strong interest and motivation in developing their speaking skills. This was evident from their awareness of the importance of speaking for effective communication, as well as their active involvement in the learning process. Despite facing challenges such as vocabulary gaps, students remained committed to improving their speaking abilities, reflecting a high level of motivation. This aligns with Sardiman's (2004) view that motivation is driven by the desire to achieve personal goals and gain respect. Furthermore, interest in learning is strongly connected to students' efforts, with those who find the subject matter engaging dedicating more time and energy to mastering it. As Nasution (2008) suggests, interest in a subject encourages students to persist in their efforts, even when challenges arise, which was evident in the students' strategies to expand their vocabulary.

Several factors influenced students' interest in learning, including vocabulary

mastery, teaching methods, and classroom atmosphere. The research found that a conducive learning environment, created through engaging teaching methods, played a significant role in sustaining students' motivation. Sardiman (2012) argues that interest develops through participation and experience, and in this context, the students' interest was nurtured by the supportive teaching strategies used by the lecturers. Engaging activities, such as vocabulary games, helped students actively participate in the learning process, which in turn enhanced their interest and engagement.

Student engagement, in turn, was found to be closely tied to the teaching strategies employed by the lecturers. The study revealed that when lecturers used interactive methods, such as quizzes and games, students became more engaged in the class. This engagement was also reflected in students' consistent attendance, which was an indicator of their interest and commitment to the learning process. The high level of attendance further suggests that students were actively involved in the learning process and valued the subject matter. In conclusion, both interest and engagement are crucial for enhancing the learning experience in Speaking II, and the teaching methods, classroom atmosphere, and students' personal motivation play key roles in fostering these factors.

CONCLUSION

In conclusion, based on the findings and discussions presented, it can be concluded that students in the Speaking II class of the English Study Program at the Faculty of Teacher Training and Education at Iqra Buru University show a fair level of interest in learning speaking. However, several challenges impact their interest, including vocabulary, grammar, and the teaching methods used by lecturers, as well as the overall classroom atmosphere. Students' engagement in class is not optimal, as they tend to participate more actively when prompted by the lecturer or when engaging in discussions and games. The teaching style of the lecturers plays a significant role in influencing students' interest and engagement, with enjoyable class designs, such as relevant discussions and games, fostering more involvement in the learning process.

Based on these conclusions, several suggestions are made: a. For the lecturers of Speaking II, it is important to provide clear instructions regarding assignments, implement appropriate sanctions, and incorporate interesting discussions and games. Additionally, motivating students before each class can help ensure that students remain motivated, interested, and engaged throughout the lessons. b. Students are encouraged to be more diligent in completing assignments and to actively participate in class without waiting to be asked or prompted by the lecturer. c. For future researchers, this study highlights several challenges in learning speaking, which can serve as a valuable reference for further research in this area.

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