

**DESCRIPTION OF FIFTH GRADE STUDENTS' LEARNING INTEREST IN THE
MATERIAL PRICE OF FOOD AND DRINK IN ENGLISH LEARNING AT SD
NEGERI 060868 GLUGUR**

Sri Wana Tri Ayu¹, Chindy Abelia Nasution², Rosa Caecilia Sitanggang³, Eva Betty

Simanjuntak⁴, Dea Yunita Nasution⁵

^{1,2,3,4,5}Universitas Negeri Medan

Email: sriwanata05@gmail.com¹, cindiabelianasution1@gmail.com²,
rosacaecillia20@gmail.com³, evabetty@unimed.ac.id⁴, deanasution@unimed.ac.id⁵

Abstrak: Pembelajaran bahasa Inggris di sekolah dasar membutuhkan pendekatan yang menarik dan sesuai dengan tahap perkembangan anak usia dini, yang belajar paling baik melalui kegiatan konkret dan bermakna. Salah satu topik yang diajarkan di Kelas V adalah “Harga Makanan dan Minuman”, sebuah tema yang berkaitan erat dengan pengalaman sehari-hari siswa dan oleh karena itu memiliki potensi yang kuat untuk meningkatkan minat belajar. Penelitian ini bertujuan untuk mendeskripsikan minat belajar siswa kelas V terhadap materi ini di SD Negeri 060868 Glugur Darat, mengidentifikasi faktor-faktor yang memengaruhinya, dan mengkaji metode pengajaran yang digunakan guru beserta tantangan yang dihadapi. Penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan teknik pengumpulan data berupa observasi dan wawancara dengan guru bahasa Inggris. Temuan penelitian menunjukkan bahwa minat belajar siswa secara umum tinggi, tercermin dari antusiasme, kemauan untuk bertanya, dan partisipasi aktif dalam kegiatan seperti diskusi dan bermain peran. Minat mereka dipengaruhi oleh relevansi topik dengan kehidupan nyata dan penggunaan metode pengajaran interaktif. Namun, terdapat beberapa tantangan yang teridentifikasi, termasuk keterbatasan kosakata dan kesulitan pengucapan siswa. Guru juga menghadapi tantangan terkait dengan tingkat kemampuan siswa yang beragam dan terbatasnya ketersediaan media pembelajaran.

Kata Kunci: Minat Belajar, Bahasa Inggris Untuk Pelajar Muda, Harga Makanan Dan Minuman, Pembelajaran Kontekstual, Bermain Peran.

Abstract: English learning in elementary school requires engaging approaches that match the developmental stage of young learners, who learn best through concrete and meaningful activities. One of the topics taught in Grade V is “Price of Food and Drink,” a theme closely related to students’ daily experiences and therefore has strong potential to increase learning interest. This study aims to describe fifth-grade students’ learning interest in this material at SD Negeri 060868 Glugur Darat, identify the factors that influence it, and examine the teaching methods used by the teacher along with the challenges encountered. The research employed a descriptive qualitative approach, using observation and interviews with the English teacher as data collection techniques. The findings indicate that students’ learning interest is generally high, reflected in their enthusiasm, willingness to ask questions, and active

participation in activities such as discussions and role plays. Their interest is influenced by the real-life relevance of the topic and the use of interactive teaching methods. However, several challenges were identified, including students' limited vocabulary and difficulties in pronunciation. The teacher also faced challenges related to varying student ability levels and limited availability of teaching media.

Keywords: *Learning Interest, English For Young Learners, Price Of Food And Drink, Contextual Learning, Role Play.*

INTRODUCTION

English learning at the elementary school level plays a significant role in building students' early communication skills, particularly because young learners are still in the concrete operational stage and require learning materials connected to real-life experiences. Hasanah (2022) emphasizes that contextual learning approaches enhance students' attention and motivation by presenting learning materials through situations that relate to their daily lives. Similarly, Utami (2025) highlights that the integration of real-world contexts helps students understand concepts more effectively and participate more actively in classroom activities.

The topic "Price of Food and Drink" aligns strongly with principles of contextual learning, as it reflects students' everyday experiences in school canteens or local markets. Elvriza (2024) found that the use of visual media in English learning improves vocabulary understanding and increases students' learning interest, especially when the materials are familiar to the learners. In addition, Ritan (2024) indicates that audio-visual media and interactive communication tasks such as role play support students in practicing basic speaking skills and improve their confidence during simple dialogues involving daily activities. These strategies allow young learners to engage meaningfully and enjoyably with the target language.

Despite these advantages, challenges still arise in English learning for elementary students, particularly regarding vocabulary mastery and pronunciation accuracy. Idrus (2025) argues that pronunciation difficulties among young Indonesian learners stem from limited exposure to proper phonetic models, while Yulianti (2025) explains that differences in phonological structure between Indonesian and English often lead to errors in segmental sounds. Moreover, variations in students' learning readiness require teachers to apply differentiated strategies to ensure equitable participation and support.

Field findings from the mini research conducted at SD Negeri 060868 Glugur Darat show that students exhibit strong learning interest, especially when the teacher incorporates visual media and role-play activities into the lessons. However, vocabulary limitations and pronunciation difficulties remain common obstacles, indicating the need for structured pronunciation exercises and the integration of adequate audio-visual resources. By combining insights from recent national research and classroom observations, this study aims to provide a comprehensive description of students' learning interest, influencing factors, and instructional challenges related to the "Price of Food and Drink" topic.

RESEARCH METHODS

Research Design

This study employed a descriptive qualitative research design, which aims to provide an in-depth description of students' learning interest related to the topic "Price of Food and Drink" in elementary English learning. A qualitative approach was chosen because it allows researchers to explore natural classroom situations, students' behaviors, and teacher practices without manipulating the learning environment. The design focuses on describing phenomena as they occur, aligning with the purpose of portraying students' engagement, challenges, and factors influencing their learning interest.

Research Location and Participants

The research was conducted at SD Negeri 060868 Glugur Darat, an elementary school located in Medan. The participants consisted of:

- Fifth-grade students, who served as the primary source of observational data regarding learning interest, participation, and classroom engagement.
- The fifth-grade English teacher, who acted as the key informant providing information about teaching strategies, students' learning responses, and instructional challenges encountered during the lesson.

Data Collection Methods

Three data collection techniques were used to obtain rich and reliable information:

1) Observation

Classroom observations were conducted to document students' learning interest,

including enthusiasm, participation, interaction with peers, responsiveness to instructional methods, and engagement during role-play and vocabulary activities. Observations were non-participatory, focusing on natural behaviors that occurred during the lesson.

2) Interview

Semi-structured interviews were carried out with the English teacher to gather deeper insights into students' learning interest, the teaching methods applied, and challenges encountered during instruction. The interview protocol consisted of open-ended questions to allow flexibility in responses while ensuring data relevance.

3) Documentation

Supporting documents such as lesson materials, student activity samples, and teacher notes were examined to strengthen data interpretation. These documents helped validate findings obtained from interviews and observations.

RESULTS AND DISCUSSION

Result

1. *Students' Learning Interest*

The findings from classroom observations and the interview with the English teacher indicate that fifth-grade students demonstrate a high level of learning interest in the topic "Price of Food and Drink." Students appeared enthusiastic during vocabulary introduction, actively responded to questions, and willingly participated in learning activities such as matching food pictures with price tags and practicing simple buying–selling dialogues. Their enthusiasm was especially evident when the teacher used visual materials such as flashcards and food images, which helped students grasp the meaning of new vocabulary more easily.

Role-play activities triggered the highest engagement. Students showed excitement when assigned roles as buyers or sellers, practicing sentences such as "How much is it?" and "It is ten thousand rupiahs." Even students who were initially shy became more active during these interactive tasks. This suggests that hands-on and contextual activities align with young learners' characteristics and support their willingness to participate.

2. *Factors Influencing Learning Interest*

The factors influencing students' interest can be categorized into:

a. Internal Factors

Students' curiosity about English expressions used in real-life situations, prior experiences buying items at the school canteen, and differing levels of English readiness contributed to variations in their learning interest. Students who had some basic vocabulary knowledge appeared more confident, while those with limited exposure required more scaffolding from the teacher.

b. External Factors

The teacher's instructional strategies played a crucial role in shaping students' engagement. The use of discussion, question-answer activities, visual media, and role play successfully sustained students' attention throughout the lesson. The supportive classroom environment, peer collaboration, and opportunities to practice speaking in pairs also positively influenced students' motivation.

3. *Teaching Challenges*

Despite the high level of interest, several challenges were observed:

- Limited vocabulary, causing students to require repeated exposure and visual support.
- Pronunciation difficulties, especially with English sounds that do not exist in Indonesian.
- Differences in students' ability levels, requiring the teacher to provide additional explanations to certain students.
- Limited availability of media, particularly audio media, resulting in students receiving insufficient models of correct pronunciation.

Discussion

The results of the study show that the contextual nature of the "Price of Food and Drink" topic strongly supports students' learning interest. This aligns with Hasanah (2022) and Utami (2025), who emphasize that contextual teaching enhances motivation by connecting lessons to students' daily lives. The students in this study were able to relate the content directly to their experiences in school canteens or shops, which increased their enthusiasm and understanding.

The findings also highlight the effectiveness of role play in fostering speaking practice and engagement. Consistent with Ritan (2024), role-play activities encouraged students to participate actively, reduced anxiety, and promoted the practical use of vocabulary in meaningful contexts. For young learners, learning becomes more enjoyable and memorable when they can act out situations rather than only listen or memorize

Furthermore, the students' pronunciation challenges confirm the observations of Idrus (2025) and Yulianti (2025), who found that Indonesian learners frequently encounter difficulties with English sounds due to limited exposure to correct phonetic input. This suggests that audio-visual media and structured pronunciation exercises should be incorporated more consistently into the learning process.

Variations in students' ability levels point to the need for differentiated instruction. Some students readily engaged in speaking practice, while others participated only after guided prompts or modeling. The teacher's use of visual supports helped bridge these gaps, but additional scaffolding such as group work, peer modeling, or leveled vocabulary practice may further enhance learning outcomes.

Overall, the findings show that despite the challenges, the combination of contextual material, interactive activities, and supportive teaching strategies significantly contributes to students' positive learning experiences. Enhancing media resources, particularly pronunciation aids, and integrating more structured speaking drills can help address existing challenges and further strengthen students' mastery of English expressions related to food prices.

CONCLUSION

The results of this study show that fifth-grade students at SD Negeri 060868 Glugur Darat exhibit a high level of learning interest in the topic "Price of Food and Drink" during English lessons. Their enthusiasm is evident through their active participation, positive responses to learning activities, and willingness to engage in interactive tasks such as role play and question-answer drills. The contextual relevance of the material, which relates directly to students' daily experiences, significantly contributes to their motivation and facilitates easier comprehension of vocabulary and expressions.

The teacher's use of visual media, interactive methods, and meaningful communication activities further supports students' learning interest. However, the study also identifies several challenges, including limited vocabulary, pronunciation difficulties, and varying levels of

students' readiness. These challenges highlight the need for strengthened instructional support, particularly through the use of audio-visual pronunciation models, repeated vocabulary exposure, and differentiated scaffolding to accommodate diverse learner needs.

Overall, the study concludes that contextualized material, interactive learning strategies, and supportive classroom practices play a crucial role in enhancing students' engagement and understanding in elementary English learning. Improving the availability of media resources and incorporating structured pronunciation practice can further optimize students' mastery of expressions related to food and drink prices

BIBLIOGRAPHY

Elvriza, M. S. (2024). Utilization of English Audio-Visual Media to Increase Young Learners' Mastery and Interest. *Jurnal Pendidikan Karakter dan Teknologi (JURPIKAT)*, 6(2), 55–63.

Hasanah, U. (2022). Motivation of Students Through Contextual Learning Approaches. *Journal of Education and Research Development (JERD)*, 3(2), 45–54.

Idrus, M. (2025). Diagnosing EFL Learners' Pronunciation and Speaking Problems in the Indonesian Context. *International Journal of Language Education and Communication Research (IJLECR)*, 4(1), 1–14.

Ritan, G. O. (2024). Using Audio-Visual Media to Improve English Skills for Primary School Students. *Sibernetik*, 12(1), 78–86.

Utami, L. T. (2025). Contextual Teaching and Learning Approach in Elementary-Level Language Education. *Jurnal Ilmiah Profesi Pendidikan (JIPP)*, 10(1), 112–123.

Yuliani, R. (2022). Teaching Vocabulary for Young Learners Using Role Play Technique. *Journal of English Education*, 3(2).

Yulianti, L. D. (2025). Pronunciation Problems of English Segmental Sounds among Indonesian Learners. *Jurnal Pendidikan Bahasa Inggris (JPBI)*, 13(1), 23–33.