



## An Analysis of Students' Interest In Learning English (A Case Study of the Students Madrasah Aliyah Nurul Jadid Sungai Ambangah)

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### ABSTRAK

Penelitian ini bertujuan untuk menganalisis faktor-faktor yang mempengaruhi ketertarikan siswa dalam belajar bahasa Inggris dan faktor dominan yang mempengaruhi ketertarikan siswa dalam belajar bahasa Inggris. Dalam penelitian ini menggunakan deskriptif kualitatif dengan 24 siswa sebagai responden dalam penelitian ini. Kemudian, peneliti menggunakan tipe "Asosiasi Verbal", karena kuesioner mengharuskan siswa untuk merespon secara verbal terhadap pertanyaan yang menghubungkan ketertarikan mereka dalam belajar bahasa Inggris dengan pengalaman atau pemikiran pribadi mereka. Ditemukan juga bahwa ketertarikan siswa dalam belajar bahasa Inggris dipengaruhi oleh dua faktor utama, yaitu faktor internal dan eksternal. Temuan penelitian ini menunjukkan hasil dengan total 71,83% "Sangat setuju" dan "Setuju" dengan pernyataan "Saya suka belajar bahasa Inggris". Hal ini menunjukkan faktor internal bahwa sebagian besar siswa menikmati proses belajar bahasa Inggris. Di sisi lain, respon terhadap pernyataan "Saya dapat belajar bahasa Inggris tanpa guru" menunjukkan bahwa 28,17% siswa "Tidak setuju" dan "Sangat tidak setuju" dengan pernyataan tersebut. Hal ini juga menunjukkan faktor internal dimana mayoritas siswa merasa bahwa mereka membutuhkan bimbingan guru untuk belajar bahasa Inggris secara efektif. Dapat disimpulkan bahwa meskipun siswa memiliki ketertarikan yang tinggi untuk belajar bahasa Inggris, ada kebutuhan yang jelas untuk bimbingan guru. Peneliti menemukan faktor yang paling dominan adalah faktor eksternal melalui guru dan cara mereka belajar bahasa Inggris. Dengan memperkuat peran guru, mengembangkan keterampilan belajar mandiri siswa, dan terus mengevaluasi dan menyesuaikan metode pengajaran, sekolah dapat memastikan bahwa siswa tidak hanya menikmati belajar bahasa Inggris tetapi juga merasa percaya diri dengan kemampuan mereka untuk belajar secara mandiri di masa depan.

### ABSTRACT

*This research aims to analysing the factors influence students' interest in learning English and the dominant factors that influence students' interest in learning English. In this study used a qualitative descriptive with 24 students as a respondent in this study. Then, the researcher employed the "Verbal Association" type, as the questionnaire requires students to respond verbally to questions that relate their interest in learning English to their personal experiences or thoughts. It was also found that students' interest in learning English is influenced by two main factors, internal and external. The findings of this research show the results with total of 71.83 % "Strongly agreed" and "Agreed" with the statement "I like studying English". This shows the internal factor that the most students enjoy the process of learning English. On the other hand, the response to the "I can learn English without teacher" showed that 28,17 % of the students*

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*“Disagree” and “Strongly disagreed” with the statement. This also shows the internal factors where the majority students feel that they need teacher guidance to learn English effectively. It is can conclude while students have a high interest in learning English, there is a clear need for teacher guidance. The researcher found most dominant factor is external factor through the teacher and the way how they learning English. By strengthening the role of teachers, developing students’ self-directed learning skills, and continually evaluating and adjusting teaching methods, schools can ensure that students not only enjoy learning English but also feel confident in their ability to learn independently in the future.*

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## 1. INTRODUCTION

English is additionally a word life language. Learning English is crucial as it provides access to information and improves communication skills, which are essential for success in today's competitive world. Although the teaching languages in Indonesia are very varied, every school must process teaching languages like English and Indonesian because it is through these two languages that students will be able to comprehend the differences between the two languages they will be studying. Although English is an acceptable second language for all students studying Indonesian, it is still the language of unification for the Indonesian people. As a result, English has been included in the curriculum for pupils in Indonesia.

It is often not as easy as it looks to learn English. Challenges such as reluctance to learn, diminished self-assurance, and more arise when students study English for a short period of time without making it their primary or core subject. When teaching English at a university, a lecture should focus on the interests of the students. This will make the students enjoy the material more because, once they know what the other students are interested in, it will be easier for them to continue their education after graduation. UNESCO has made it clear that language educators and researchers are looking for creative ways to support students' meaningful learning so they can become global citizens who can connect with and accept dynamic roles, both locally and globally, to face and resolve global difficulties and eventually to become proactive contributors [1].

Learning English as a second language is a challenging process. For college students to study effectively, they must know. Therefore, it is crucial for teachers to make a remarkable effort to extend English while teaching and studying it as a foreign language at universities. Many factors lead to the fulfillment of coaching and the acquisition of English language skills. Additionally, the elements could emerge before to or during the interest procedure.

It is crucial to have interest in acquiring the language or meeting learning goals. English language acquisition is greatly impacted by students' interest in the language, which is increasingly important for their ability to have successful conversations. Renninger & Hidi [2] claim that interest as a psychological state depends on an individual's physiological or neurotic reactions to a configuration of objects, such as other people, publications, and endeavors. Comparably, interest presents a remarkable and content-

expressing variable that is accountable for the cycles that underpin a person's activities, beliefs, responsibilities, and education.

Strong desire to learn English proficiency is crucial for students to possess. Students' desire to engage in active learning will be encouraged. According to Sufi H. Firmani, pupils who are very motivated to study English are more likely to pay attention and are able to assimilate the content more quickly. Students will also learn new information and achieve high learning objectives (Firmani, 2009). Both internal and external influences might have an impact on students' enthusiasm in studying. The student is the source of internal forces, which include needs, wants, and attention. However, external influences are those that originate from outside the student, including the social environment, parents, instructors, and educational institutions. The stronger the desire in learning, the more positively these aspects impact one another.

Based on the previous study by Islamiati [3] entitled *The Factors Influencing Students' Interest in Learning English Subjects at The Eighth Grade of SMP Al Irsyad Al Islamiyyah Purwokerto*. This research aims to test the dominant factors influencing the interest in learning English of class VIII students at SMP Al Irsyad Al Islamiyyah Purwokerto. The results of the study indicate that the factors that influence students' interest in learning English are internal factors consisting of physical factors, attention, readiness, and intelligence, as well as internal factors including family factors, teachers, facilities, and peers. The results of data analysis show that internal factors are more dominant in influencing students' interest in learning English in grade 8. This is evidenced by the percentage of internal factors of 75.04% while the percentage of internal factors is 66.06%.

Based on the previous study by Siumarlata et al, (2016) entitled *Factors Influencing the Students' Low Interest in Reading English Text at English Department of UKI Toraja*. The objective of the research is to figure out about what factors influence the students' low interest in reading English Text at English department of UKI Toraja. The researcher used descriptive qualitative method in the invention by using interview research on the students of English department in UKI Toraja. The total of this research are 8 students. The researcher analysed the data by interviewed the Miles and Huberman theory. Based on the results of data analysis, the researcher concludes that the factors that influence the lack of interest of students in reading English text at English department of UKI Toraja, there are two factors they are; Internal and external factors, where internal factors such as; comes from within the students where the students are not interested or do not have the motivation to read, the habits and book cover are less interesting and external factors such as external influences factors such as lack of facilities and text books very difficult reading material.

Based on the previous study by Istiqa [4] entitled *Factor influencing students' interest in learning English*. The purpose of this research is to describe the factor influencing the students' interest in learning English and the describe the dominant factors that influence students' interest in learning English on the tenth-grade student of Madrasah Aliyah Negeri 1 Sambas in the academic year 2020/2021. The research method used is descriptive research in the form of quantitative research. This research used a questionnaire to collect the data and used the Likert scale in providing response with the indication criteria as 4 (four) levels, namely: always with a value of 4, sometime with a value of 3, seldom with a value of 2, and never with a value of 1. The research subject for this research are tenth grade students that consist of 40 students at Madrasah Aliyah Negeri 1 Sambas in the academic year 2020/2021. The data used are student questionnaire answer of 31 questions for the tenth-grade students of Madrasah Aliyah Negeri 1 Sambas in the academic year 2020/2021. The results of the research shows that the factor influencing students' interest in learning English is the external factor with the amount of percentage 70.262% with rating percentage interpretation criteria is middle. From the list of the recapitulating the percentage of each indicator. The dominant factors that influence students' interest in learning English is school factor with percentage 68.99%. Therefore, from the research there are a number of external

factors such as teacher, learning facility, learning method, and also school environment that influencing students' interest in learning English.

Based on the previous study above, this research aims to analyse students' interest in learning English. This is associated with the significance of students' interest in learning English, which is a matter of pride for every teacher. Moreover, fostering a strong interest must be cultivated in such a way that it becomes a dominant aspect emerging from every student who is interested in learning this subject. In this research, the researcher takes the study of the student MA of Nurul Jadid. The choice to conduct this research in English is based on several reasons, Firstly, conducting the research in English aligns with the subject matter under investigation, which is the interest of students in learning the English language. Using English facilitates a more direct and comprehensive exploration of this topic, allowing for a deeper analysis of students' perceptions, motivations, and experiences related to learning English. Secondly, opting for English enables broader dissemination of the research findings within the academic community and beyond. Since English is the lingua franca of academia and international communication, presenting the research in English enhances its accessibility to a global audience, fostering greater exchange of ideas and potential collaborations. Additionally, conducting the research in English reflects the globalized nature of education and the increasing emphasis on English language proficiency in higher education institutions worldwide. By conducting the study in English, the researcher acknowledges the importance of English proficiency not only as a subject of study but also as a medium for conducting research and academic discourse. Overall, conducting the research in English enhances the relevance, reach, and impact of the study, ensuring that the findings contribute meaningfully to the broader discourse on English language education and student engagement

## **2. METHOD**

### **2.1 Research Design**

In this study, the researcher uses descriptive qualitative because this study was carried out in one case to learn responses to how the students' interest in learning English vocabulary is using live worksheet.

Producing descriptive data is a component of qualitative research, according to Bogdan & Taylor [5]. Written in precise terms, descriptive data is that which is described. According to Moeliong (2007, p. 6), qualitative research aims to understand phenomena experienced by the research subject, which is used to research things relating to study the subject's behaviour, attitudes, motivations, perceptions, and actions. The information for case ponders can be gotten from all concerned, in other words the information within the ponder is collected from different sources, a case think about must be conducted a near examination of the components related with the case so that it can at last be come to at a conclusion.

In conclusion, because this study examines students' interests as reported by (Moelong, 2007) and employs word data, it became a qualitative descriptive. This is due to the researcher's desire to elucidate the students' motivation for studying English at the Nurul Jadid Islamic Boarding School's twelfth senior high school.

### **2.2. Research Setting**

#### **2.2.1 Place of Research**

In conducting research, the process of selecting participants is an essential part of the study. The researcher will research Madrasah Aliyah at Nurul Jadid, address on Jl. Raya Kumpai Sungai Ambangah, Gg. Karang Anyar, Kab. Kubu Raya, Kalimantan Barat.

### **2.2.2 Participant of Research**

Subject in this research means individual who participates in research. Data are gain from the subject of the study in order to answer the research questions of a study. In this study, the research subjects are the student of twelfth senior high school at Nurul Jadid Islamic boarding school.

## **2.3 Data and Source of the Research**

### **2.3.1 Data**

The research data is analysis of students' interest and factors influencing the students' interest in learning English using questionnaire that deliver to student.

### **2.3.2 Source of Research**

This research data source is from the questionnaire to survey the students' interest in learning English using the worksheet use by the English teacher at twelfth graders.

## **2.4 Data Analysis Techniques**

In analysing the data, the researcher uses the theories of Matthew B. Miles et al. (2014). According to theorize Matthew B. Miles et al. (2014), stages in data analysis are three steps in data collecting, data condensation, data presentation, and verification. It can be described as follows:

### **2.4.1 Collecting the data**

The researcher uses this method to collect research data from the questionnaire. All data types have a key aspect in common. Data analysis depends on the skill of the researcher

### **2.4.2 Data Condensation**

According to Matthew B. Miles et al. (2014:10) data condensation refers to the process of selecting, focusing, simplifying, and transforming data found on both field notes and transcripts in the study are described as follows:

#### **Selecting**

According to Matthew B. Miles et al. (2014:10) the researcher has to be selective in determining which dimensions are more important, which ones may be more meaningful, and as a consequence, what information can be collected and analysed.

#### **Focusing**

Matthew B. Miles et al. (2014:10) claim that focusing data is a pre analyst form. At this stage researcher focus data relating to the research problem. This is a continuation of the data selection stage. Researchers only restrict data based on a theoretical problem.

#### **Abstracting**

It is creating core recitation, process, and statements that need to be kept in. At this stage, the data gathered is evaluated especially with data quality and data coverage.

#### **Data simplifying and transforming**

In the study, the data that follows is simplified and transfused in various ways: through selection, summary or brief description, and classify data.

### **2.4.3 Data Presentation**

The presentation of the data consumed by Matthew B. Miles et al. as the overall body of knowledge that provides the potential for a deduction and action done comes next after data condensation.

In this stage, a closer examination of the data presentation helps the researcher better grasp the study's findings and recommend next steps. By employing the narrative's original wording to simplify the data, the researcher presented the findings

### 3. RESULT AND DISCUSSION

#### 3.1 Research Findings

In this study, the questionnaire consisted of 20 questions. Those were intended to find out and answer the questions of this research problem that related to any factors that influence the students' interest in learning English. It is used to find out the factors that influence the students' interest in learning English. All of the students (24 students) who were given the questionnaire had to return it to the writer. The question can be seen from questionnaire's item number 1-20. The data presented in the table below as follows:

Table 1. The Questionnaire of the factor's students' interest in learning English on the student of MA Nurul Jadid

No.	The Questionnaire	SA (Strongly Agree)	A (Agree)	D (Disagree)	SD (Strongly Disagree)
1	I like studying English. (Saya suka belajar Bahasa Inggris)	3	18	2	1
2	I like studying English at home. (Saya suka belajar Bahasa Inggris dirumah)	2	10	10	2
3	I always pay attention to the teacher in the class. (Saya selalu memperhatikan guru mengajar dikelas)	9	12	2	1
4	I am interested doing the English task given by teacher. (Saya tertarik mengerjakan tugas Bahasa Inggris yang diberikan guru)	3	13	6	2
5	I like reading English book every day. (Saya suka membaca buku Bahasa Inggris setiap hari)	0	3	17	2
6	I like studying English through social media. (Saya suka belajar Bahasa Inggris melalui sosial media)	5	10	8	1
7	I like to speak English every day. (Saya suka bicara Bahasa Inggris setiap hari)	2	5	13	4
8	I like studying English if there a competition. (Saya suka belajar Bahasa Inggris jika ada perlombaan)	3	5	11	5
9	I like studying English if the materials given accordance with my desire. (Saya suka belajar Bahasa Inggris jika materi yang diberikan sesuai dengan keinginan saya.)	14	6	2	2
10	I like talking English in English class. (Saya suka berbicara Bahasa Inggris di kelas Bahasa Inggris.)	2	6	13	3
11	I like when I can successfully understand the English material. (Saya suka ketika berhasil memahami materi Bahasa Inggris)	6	13	4	1
12	I like repeat the material that gives the teacher at home. (Saya suka mengulang materi yang diberikan oleh guru di rumah.)	1	11	10	2
13	I like studying English although it is difficult to understand. (Saya suka belajar Bahasa Inggris walaupun susah untuk dipahami)	4	11	6	3
14	I like studying English by singing English song. (Saya suka belajar Bahasa Inggris menggunakan lagu Bahasa Inggris)	11	8	4	1
15	I can learning English without teacher.	1	2	11	10

No.	The Questionnaire	SA (Strongly Agree)	A (Agree)	D (Disagree)	SD (Strongly Disagree)
	(Saya bisa belajar Bahasa Inggris tanpa guru)				
16	I like studying English by playing the game. (Saya suka belajar Bahasa Inggris dengan bermain permainan)	9	7	6	2
17	I like practicing English pronunciation. (Saya suka ketika praktek cara pengucapan Bahasa Inggris)	7	13	1	3
18	I like English learning material before studying english at as school tomorrow. (Saya suka belajar materi Bahasa Inggris sebelum pembelajaran disekolah besok)	2	7	13	2
19	I like studying English in group discussion. (Saya suka belajar Bahasa Inggris dalam diskusi kelompok)	5	9	6	4
20	I like learning English by watching movie. (Saya suka belajar Bahasa Inggris menggunakan menonton film)	5	10	8	1

### 3.2 Discussion

In this research, the researcher employed the “Verbal Association” type, as the questionnaire requires students to respond verbally to questions that relate their interest in learning English to their personal experiences or thoughts. It was also found that students’ interest in learning English is influenced by two main factors, internal and external. In internal factors include students’ physical and psychological aspects. Physical factors involve students’ health and energy conditions, which can affect their ability to focus and actively participate in learning. Meanwhile, psychological factors consist of attention, readiness, and intelligence. Furthermore, external factors involve influences from family and school. Support from family is very significant, as a family that provides motivation and creates a supportive learning environment, teaching methods and facilities provided. Schools that offer interesting teaching and adequate support can motivate students and strengthen their interest in learning English. This research shows that both internal and external factors interact and influence students’ interest in learning English, providing important insights for designing more effective and supportive learning strategies.

Based on the results with total of 71.83 % “Strongly agreed” and “Agreed” with the statement “I like studying English”. This shows the internal factor that the most students enjoy the process of learning English, which could be due to various factors such as interesting teaching methods, the influence of popular culture (including such as music, film, and social media), or even their personal interest in the language. When students have good mental readiness, are able to give full attention during the learning process, and possess the intelligence to understand the material, their interest in English tends to increase. Personal interest in the language, which can be driven by these internal factors, also plays a crucial role in strengthening students’ desire to continue learning English.

On the other hand, the response to the question “I can learn English without teacher” showed that 28,17 % of the students “Disagree” and “Strongly disagreed” with the statement. This also shows the internal factors where the majority students feel that they need teacher guidance to learn English effectively. This dependence on teacher support highlights the important role that teachers play in the learning process. To overcome this dependency and foster more independent students, it is important to focus on developing students’ independent learning skills and increasing their confidence, so that their interest in learning English can continue to grow even outside the classroom.

From the results of research and data analysis, the total frequency of student's answer is 478 and the total frequency of Likert Scale is 4. The total value of respondent answers is 1.271 and the total value of Likert Scale is 1.912. After calculating this numbers, the percentage of frequency students' interest is 66%. From the result, it can be concluded that students have high interest in learning English. In conclusion, while students have a high interest in learning English, there is a clear need for teacher guidance. By strengthening the role of teachers, developing students' self-directed learning skills, and continually evaluating and adjusting teaching methods, schools can ensure that students not only enjoy learning English but also feel confident in their ability to learn independently in the future.

The researcher found most dominant factor is external factor through the teacher and the way how they learning English. Because the role of teacher the way how they learning English is very important for them. Most of students like studying English when they learning with their teacher, because the students always pay attention to the teacher in class and they interested did the English task given by teacher. Also, the style of learning English by teacher is very important, because most of students answer that they like learning English through social media, by sing a song, by played the game, by group discussion, and students like learning English by watching movie, and it can be supported by the role of teacher.

#### **4. CONCLUSION**

In this research, the researcher employed the verbal association type, as the questionnaire requires students to respond verbally to questions that relate their interest in learning English to their personal experiences or thoughts. It was also found that students' interest in learning English is influenced by two main factors, internal and external. Based on the results with total of 71.83 % "Strongly agreed" and "Agreed" with the statement "I like studying English". This shows the internal factor that the most students enjoy the process of learning English. On the other hand, the response to the "I can learn English without teacher" showed that 28,17 % of the students "Disagree" and "Strongly disagreed" with the statement. This also shows the internal factors where the majority students feel that they need teacher guidance to learn English effectively. It is can conclude while students have a high interest in learning English, there is a clear need for teacher guidance. By strengthening the role of teachers, developing students' self-directed learning skills, and continually evaluating and adjusting teaching methods, schools can ensure that students not only enjoy learning English but also feel confident in their ability to learn independently in the future.

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