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FACTORS INFLUENCING STUDENTS' INTEREST IN LEARNING ENGLISH

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ABSTRACT

The purpose of this research is to describe the factors influencing of students' interest in learning English and to describe the dominant factors that influence students' interest in learning English on the tenth grade students 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 31 questionnaires to collect the data. 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 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.

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INTRODUCTION

English is additionally a worldwide language. It is important to learn English because it will give access to knowledge and enable learners to possess communication skills as a prerequisite for fulfillment in today's competition. Mastering English as a foreign language is a complicated manner. College students need to know to learn well. Therefore, in teaching and studying English as a foreign language in Senior High School, it is very essential for teachers to give the exceptional effort to broaden English. The fulfillment of coaching and getting to know English is prompted through many elements. The factors may additionally arise before or in the course of the method of the interest. Some elements come from the students' surroundings, some others from the students themselves which includes motivation, interest, etc.

According to Renninger and Hidi (2016) interest as a psychological state relies upon a person's physiological or neurological responses to an arrangement of things, including others, articles, and endeavors. According to Harackiewicz et al., (2016) interest could be a strong persuasive interaction that stimulates learning, guides scholarly and career, and is vital to scholastic achievement. This is related to the existence of interest for a student in studying English, which may be a source of pride for each educator. Furthermore, good interest must be maintained in such a manner that it develops from every student who is interested in learning this thing.

Based on the description in the background, the researcher formulates the following questions on the research problem: What are the factors influencing of students' interest in learning English on the tenth grade students' Madrasah Aliyah Negeri 1 Sambas in academic year 2020/2021? and what are the dominant factors that influence students' interest in learning English on the tenth grade students' Madrasah Aliyah Negeri 1 Sambas in academic year 2020/2021?. The researcher wants to describe factors influencing of students' interest in learning English and describe the dominant factors that influence students' interest in learning English on the tenth grade students' Madrasah Aliyah Negeri 1 Sambas in academic year 2020/2021.

Language is the ability to learn and use complicated communication systems, especially the ability of humans to do so, and a language is any specific example of such a system. According to Dor (2015) language technology is not only immersed in an intersubjective environment. It also actively participates within the formation. The effort to go beyond the constraints of the native language and into a new language, culture, and way of thinking, feeling, and behaving affects the entire individual. Both the learner and the educator utilize language to communicate respective ideas to others. Interest in getting to know is an vital way to college students' activity in mastering and has a extremely good have an impact on at the student's conduct and attitudes.

As long as students are interested in learning, students will be enthusiastic about participating in activities and will be eager to learn, progress, succeed, and broaden knowledge. Interest is a feeling that someone feels when the eye, fear, or curiosity is drawn to something specific. Something that affects, involves, draws, or captivates a person's interest. It is impacted by personal significance or competence, the ability to influence the actions of others, and a sense of curiosity or compassion about something or someone.

As claimed by Renninger and Hidi (2016) interest is regarded as a significant enduring characteristic of a person who is responsive to (1) the components of the environment (parental modeling) and (2) the judgment calls designed to respond (engaging in one rather than another during in activity). A student with high individual interest would be accomplished by a strong cognitive commitment and emotional attachment to a designated area.. Based on Jansen et al., (2019) interest can be divided into two: 1) acknowledged interest: a person may express interest by using specific terms; 2) manifested interest: an individual can show interest by engaging in specific actions. The components of interest are physiological or neurological in nature (biological roots) as stated by Renninger and Hidi (2016).

Based on Harris et al., (2016) the relevance of students' interest in the learning situation is demonstrated by the positive relationship between self-efficacy and intrinsic interest and learning results. Interest is very significant in a person's life and has a big impact on behaviour and attitudes. Interest gives a significant desire to study during development. The desire to learn is a requirement that directly correlate with a study associate and so permits success in study activities. An interest in life is required, especially for those who are still in school. Students lack incentive to study, much like students lack interest in the fundamentals of a selfless person's life. Students must retain a good attitude and an enthusiasm in learning the language in examining it successfully in the big scheme of things. as believed by Choi et al., (2020).

Interest will rise up if a few elements have an effect on it. Interest can be divided into two factors, internal and external factors.

a. Internal Factor

1) Physical Factor

The physical condition of the students, such as about there health, has a large influence on expressing personal learning activity. If students have problems with there own physical health, such as being sick, being unable to see, hear, or even move body parts, students will be completely uninterested in learning, whereas students whose physical health is in good condition will be more interested when studying. Explained by Heemsoth and Kleickmann (2018) providing students with the possibility to become actively involved in the learning process will enhance the learning.

2) Psychological Factor

The students can not acquire interest before being physically and mentally ready to do so. On the authority of Zarezadeh (2013) stated that intelligence influences English language acquisition; intelligence enables inadequate learners to increase comprehension and emotion output. Intelligence is a wide phrase that incorporates, among other things, the capacity to reason, plan, deal with problems, stimulate creativity, comprehend difficult concepts, learn efficiently, and learn from experiences.

b. External Factor

1) Family Factor

A family is a collection of individuals that lean on one another, support one another, and unconditionally appreciate one another. Students seek the assistance of the families, particularly the parents, to rise to the challenge in the learning process.

2) School Factor

Teaching language is a complicated task for teachers and the proper strategies and techniques are needed to supply powerful language getting to know particularly in English. Language teachers, mainly English, have a totally critical impact on students' development toward college students and provide the students motivation. In learning English, the teacher needs to give positive feedback to the student to increase interest in learning English and establish students' self-confidence. According to Liu and Chiang (2019) teachers are key adults who play an equal role in determining student experiences through daily interactions in the classroom.

RESEARCH METHODOLOGY

The design of this research carried out in descriptive research. According to Remler and Ryzin (2015) descriptive research question ask about "what is" the characteristics and pattern that exist in social world. Descriptive findings such as percentage or means, the goal of descriptive research is to paint an accurate picture of the way the world is. Descriptive research includes describing just one variable. However The need for unobtrusive or nonreactive measures arises

in nonexperimental research as well including in purely descriptive studies of people's attitudes or behaviors .

A quantitative approach is used by researchers to measure or test and produce answers to problem identification that are measured or tested with quantitative test tools. Quantitative research methods, as proposed by Vanderstoep and Johnston (2009) specifies numerical assignment to the phenomena under study. The advantage of quantitative research is that the sample's findings will be more accurate because those that reflect the overall population from which the sample must have been drawn, as well as the sample's large scope, statistical validity, understanding of participants' thoughts and feelings, and the scope of a specific investigation's question or hypothesis. The researcher takes Tenth Social students as the sample in this research which amounts to 40 students because the number of the students is less than 100 and more than 30. According to Corbin (2007) as a practical matter, once a researcher has decided upon the target population, the place, the time, and the kinds of data to be gathered or areas for observation.

The researcher used questionnaires as the relevant instrument to collect the data. The researcher used a questionnaire to gather information from the respondents to answer the research questions. The questionnaires given to 40 students consisted of 31 questions that related to the factors influencing of students' interest in learning English. Students who were given the questionnaire had to return it to the researcher. The distribution of this questionnaire do directly to the students by hand, with the hope that respondents can directly fill out and respond to the questions asked which cover the factors of interest such as physical factor, psychological factor, family factor, school factor, and peer factor. In this research, the data analysis used was a Likert Scale by calculating the questionnaire using the percentage formula.

The results obtained by researchers from the data collection process by distributing questionnaires. The results of the questionnaire were analyzed by finding the percentage of each statement for each answer by using the following formula:

$$P = F/N \times 100 \%$$

Notation:

P = Percentage Number

F = Frequently Answer

N = Number of Respondent

Regarding the analysis of the questionnaire data, Beglar and Nemoto (2014) the resulting data should be analyzed by (a) inspecting the rating scale structure, (b) appraising item fit to a measurement model, (c) comparing actual item difficulty estimates with hypothesized difficulties, (d) checking the relationship between item difficulties and person abilities in the statistical output, (e) inspecting item dimensionality to ensure that each item contributes to the measurement of the same construct, and (f) inspecting item reliability. The determination of the level of response categories of factors of influencing students' interest in learning English refer to :

Table 1 Percentage of Scale

No	Quality Assesment	Percentage (%)
1	High	> 81,5 - 100
2	Middle	62,5 – 81,5
3	Low	43,5 – 62,5
4	Very Low	25,0 – 43,5

The indicators of the success of this research are as follows: 1) validation of factors that influence students' interest in learning English in the valid or appropriate category to use if the average percentage of assessment results is above from 62.5 - 81.5%, 2) percentage of the rating scale in the category good if the average result is at 62.5 - 81.5%, 3) the percentage of the rating

scale is in the low category if the average result is at 43.5 - 62.5, 4) the percentage of the rating scale is in the poor category if the average result is at 25.0 – 43.5 .

RESEARCH FINDINGS AND DISCUSSION

The result from the recapitulation of respondent's answer conclude that factor influencing students' interest in learning English on the tenth grade students' Madrasah Aliyah Negeri 1 Sambas in academic year 2020/2021 is the external factor with the amount of percentage 70.262% with rating percentage interpretation criteria is middle.

There were four statement from the recapitulation of respondent's answer and the score such as always with the score 4 and the total is 1456, sometimes with the score 3 and the total is 1269, seldom with the score 2 and the total is 614, and never with the score 1 with the total 146 as clearly shown in the following table :

Table 2. Recapitulation of Respondent's Answer

No	Statement	Score	Number of Respondents	Total
1	Always	4	364	1456
2	Sometimes	3	423	1269
3	Seldom	2	307	614
4	Never	1	146	146
Total			1240	3485
N (4)			1240 (4)	4960

The percentage of the data, the following formula is used:

$$P = F/N \times 100 \%$$

$$P = 3485 / 4960 \times 100 \%$$

$$P = 70,262 \% = \text{middle}$$

The dominant factors that influence students' interest in learning English, it can be seen in the recapitulation percentage that consist of the frequency from the answering of the respondent toward the percentage of each indicator. The number of indicator that got high score is school factors, and it can be defined as the dominant factor that influence students' interest in learning English on the Tenth Grade Student Madrasah Aliyah Negeri 1 Sambas in Academic Year 2020/2021.

There are five indicators from factors influencing students' interest in learning English. After analyzing the data, it is already revealed clearly that the school factor is the dominant factors that influence students' interest in learning English with percentage 68,99 %, the second factor is peer factor with percentage 64,88 %, the third factor is family factor with percentage 64,28 %, the fourth factor is psychological factor with percentage 59,28 %, and the sixth factor is physical factor with percentage 55,8 % as clearly shown in the following figure :

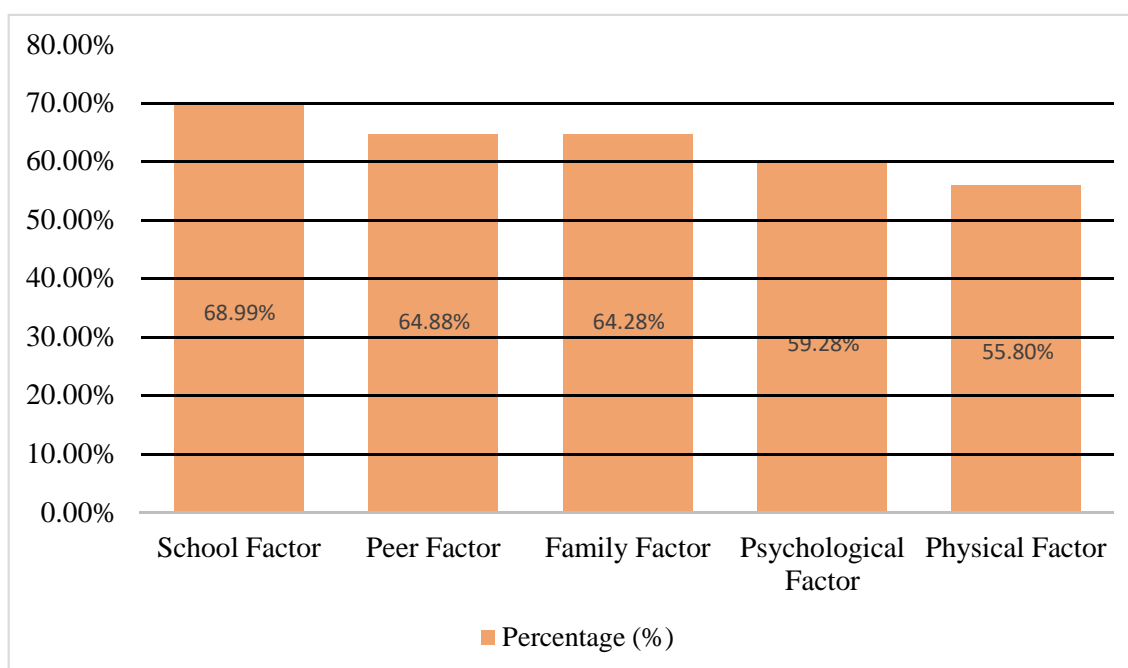


Figure 1. The Percentage of Each Indicator

Based on the research findings, the research discussion answer the research questions about what are the factors influencing of students' interest in learning English on the tenth grade students' Madrasah Aliyah Negeri 1 Sambas in academic year 2020/2021? and what are the dominant factors that influence students' interest in learning English on the tenth grade students' Madrasah Aliyah Negeri 1 Sambas in academic year 2020/2021?. Factor influencing students' interest in learning English is external factors with percentage 70,262 % and the dominant factor that influence students' interest in learning English is school factor with percentage 68,99%. This result shows that the students have positive view towards English language for their study. Therefore, it is crucial for the students to complete their awareness with action in order to get the better education and supplement their learning through English.

CONCLUSION AND SUGGESTION

Research Conclusion

The researcher conclude that factor influencing students' interest in learning English on the tenth grade students' Madrasah Aliyah Negeri 1 Sambas in academic year 2020/2021 is the external factor with the amount of percentage 70.262% with rating percentage interpretation criteria is middle.

Meanwhile, the dominant factors that influence students' interest in learning English on the tenth grade students' Madrasah Aliyah Negeri 1 Sambas in academic school year 2020/2021 is school factor with percentage 68,99%. In the recapitulation of the percentage obtained, overall the highest percentage obtained is School Factors, as the dominant factor chosen by the respondents as much as 68.99%. Therefore, there are a number of external factors such as teacher, learning method, learning facility, and also school environment that influencing students' interest in learning English.

Research Suggestion

The suggestion that can be included in this research is because the students have a favorable attitude toward English in the educational lives, it is proposed that the school retain and develop the English course that is provided to the students in Madrasah Aliyah Negeri 1 Sambas, in order to further improve capable in English.

On the other hand, the suggestion of this research revealed that the tenth grade students' Madrasah Aliyah Negeri 1 Sambas in academic year 2020/2021 have a broad range of interests. English Students are aware of the significance of English in the educational process, and the majority of the learning delivered is directly tied to using English-based sources or media to get information or knowledge. As a result, students must pay attention and raise overall enthusiasm in acquiring English, be extra active throughout English lessons, and be assured in self since it is necessary for learners to expose the outstanding potential.

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