

**THE FACTORS INFLUENCING STUDENTS' INTEREST
IN LEARNING ENGLISH SUBJECTS AT THE EIGHTH
GRADE OF SMP AL IRSYAD AL ISLAMIYYAH
PURWOKERTO**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of the Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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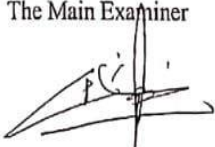
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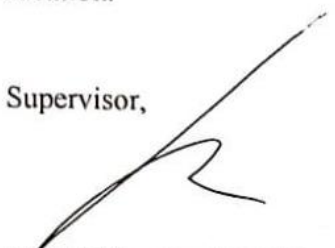
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**THE FACTORS INFLUENCING STUDENTS' INTEREST
IN LEARNING ENGLISH SUBJECTS AT THE EIGHTH GRADE OF SMP
AL IRSYAD AL ISLAMIYYAH PURWOKERTO**

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Abstract: This study aims to examine the dominant factors that influence students' interest in learning English in the eighth grade of SMP Al Irsyad Al Islamiyyah Purwokerto. The sample in this study was all of the eighth-graders, totaling 296 students, which were selected based on purposive random sampling. The research design used is a descriptive quantitative method to describe the factors that influence the interest of eighth-graders in learning English, with data collection methods in the form of questionnaires and interviews. Data analysis was carried out using basic statistical analysis to find out the percentage of questions in the questionnaire. Then these results are supported by interviews conducted with the English teacher of eighth grade. 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 external 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 external factors is 66.06%.

Keywords: *Students' Interest, Learning English*

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AL IRSYAD AL ISLAMIYYAH PURWOKERTO**

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Abstrak: Penelitian ini bertujuan untuk menguji faktor dominan yang mempengaruhi minat belajar Bahasa Inggris siswa kelas VIII SMP Al Irsyad Al Islamiyyah Purwokerto. Sampel dalam penelitian ini adalah seluruh siswa kelas VIII yang berjumlah 296 siswa, yang dipilih berdasarkan purposive random sampling. Desain penelitian yang digunakan adalah metode deskriptif kuantitatif untuk mendeskripsikan faktor-faktor yang mempengaruhi minat siswa kelas VIII dalam belajar Bahasa Inggris, dengan metode pengumpulan data berupa angket dan wawancara. Analisis data dilakukan dengan menggunakan analisis statistic dasar untuk mengetahui persentase pertanyaan dalam angket. Kemudian hasil ini didukung oleh wawancara yang dilakukan dengan guru Bahasa Inggris kelas delapan. Hasil penelitian menunjukkan bahwa faktor-faktor yang mempengaruhi minat belajar Bahasa Inggris siswa adalah faktor internal yang terdiri dari faktor fisik, perhatian, kesiapan, dan kecerdasan, serta faktor internal yang meliputi faktor keluarga, guru, fasilitas, dan teman sebaya. Hasil analisis data menunjukkan bahwa faktor internal lebih dominan mempengaruhi minat belajar Bahasa Inggris siswa kelas 8. Hal ini dibuktikan dengan persentase faktor internal sebesar 75.05% sedangkan persentase faktor internal sebesar 66.06%.

Kata Kunci: *Minat Siswa, Belajar Bahasa Inggris*

MOTTO

“If you do good, you do good for yourself”

(Holly Qur’an Al-Isra: 7)

“The only person you should try to be better than is the person you were
yesterday”

-Anonymous-



DEDICATION

I dedicate this thesis to:

Myself

My beloved parents (Bapak Muhdir and Ibu Solehah)

My beloved sisters and brother (Nur Wahidah, Isti M., M. Febriansyah, and R.
Nur Syifa)

My beloved friends



PREFACE

Bismillaahirrahmaanirrahiim

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15. All of the people who helped the researcher in writing this thesis.

There is no more appropriate sentence that the researcher can say except gratitude and the best prayers for all those who have helped in completing this research. May Allah SWT repay your kindness. Hopefully, this thesis can be useful for the author and all readers.

Purwokerto, 1st of July 2022



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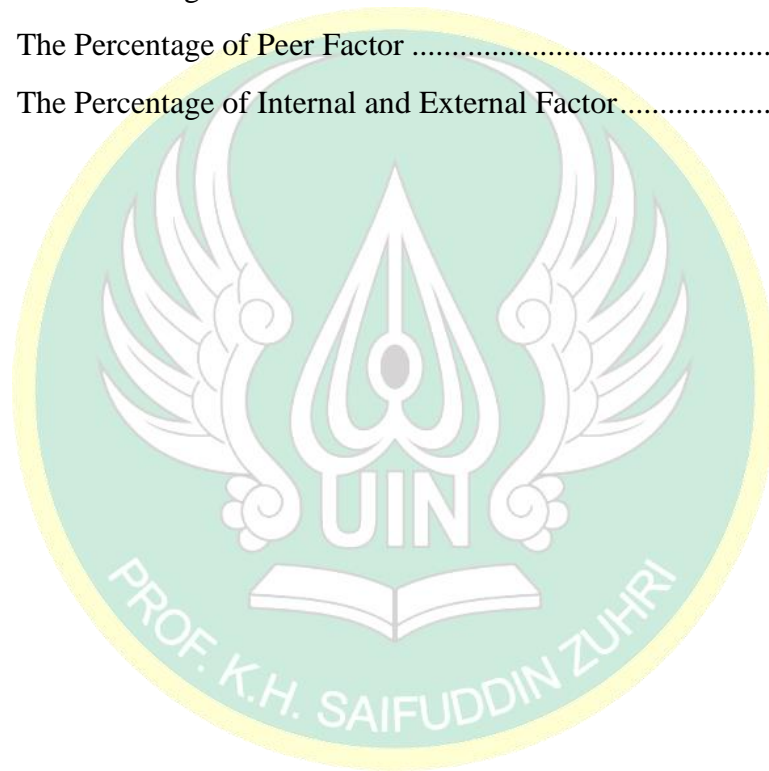
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CHAPTER I

INTRODUCTION

A. Background of the Study

English subjects are learned in formal and non-formal education, starting from primary school up to university. In learning English, several skills should be mastered by students, including speaking, listening, reading, and writing. Furthermore, students learn about language components like grammar, particularly tenses, vocabulary pronunciation, and so forth. Mastery of skills and components of English can be a provision for students in pursuing their careers in the future.

In learning English, interest has an important role. Interest helps students deal with potentially threatening experiences, where failures in language can cause embarrassment and harm to their identity.¹ Interest gives students a sense of pleasure, attention, and excitement about what they are learning. It can be seen when the learning process takes place, students are paying attention to teacher explanations, asking questions, not making noise, and being active participants in learning. Therefore, the learning will run more smoothly and effectively.²

Interest in learning can be measured through several indicators. According to Safari cited in Ricardo and Rini, students' learning interest is characterized by attention, feelings of pleasure, desire, and involvement. Students with a high interest in learning tend to feel interested and happy to learn, participate actively, and have a strong desire to learn. On the other hand, students with moderate or low interest in learning tend to pay less attention, participate and feel happy.³

¹Tan Bee Tin, *Stimulating Student Interest in Language Learning* (London: Palgrave Macmillan, 2016), p. 22.

²Nur Saroh, et.al., "The Students' Interest in Learning English at the Tenth Grade of Senior High School 7 Jambi City" (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2019), p. 2.

³R Ricardo and R I Meilani, "Impak Minat Dan Motivasi Belajar Terhadap Hasil Belajar Siswa (The Impacts of Students' Learning Interest and Motivation on Their Learning Outcomes)," *Jurnal Pendidikan Manajemen Perkantoran*, 2017, Vol. 1, No. 1, p. 190.

High interest in learning English is important to be owned by students. It will encourage students' willingness to participate in learning. Sufi H. Firmani stated that students with a high interest in learning English find it easier to absorb the material and more attentive while learning English. In addition, students will gain knowledge and get good learning outcomes.⁴

However, students' interest in learning English cannot be said to be high. Nur Saroh stated that students in the tenth grade of senior high school in 7 Jambi city have a lack of interest in learning English. It is caused by the assumption that English is difficult to learn. It can be seen when the learning process took place, students had less active because they did not understand what the teacher said. Moreover, students often neglect their tasks and ask permission to go to the restroom because they feel bored in class.⁵

Students' interest in learning is influenced by several factors, namely internal factors, and external factors. Internal factors in the form of desires, feelings of pleasure, needs, and attention come from students. Meanwhile, external factors come from outside the students, such as parents, teachers, learning facilities, and the social environment. The more positive the influence of those factors, the higher the interest in learning.

In a preliminary study with Mrs. T as an English teacher at SMP Al Irsyad Al Islamiyyah Purwokerto, she said that the student's interest in learning English was quite high.⁶ It can be seen from the active participation of students who tend to be attentive in learning English, which indicates interest in learning. Moreover, some students often follow and win English competitions at the national level.⁷

Based on the preliminary study that has been conducted by interviewing the English teacher at SMP Al Irsyad Al Islamiyyah Purwokerto,

⁴Sufi Hudaibiah Firmani, "The Correlation Between Students Interest and Their Achievement in Learning English at the Second Year of SLPTN 1 Pamulang" (UIN Syarif Hidayatullah Jakarta, 2009).

⁵Nur Saroh, et.al, "The Students Interest in Learning English...)", p. 25.

⁶ Interview with T on 07 December 2021 at SMP Al Irsyad Al Islamiyyah Purwokerto.

⁷[https://www.instagram.com/p/CNWFrfDhnSF/?utm_medium=copy link](https://www.instagram.com/p/CNWFrfDhnSF/?utm_medium=copy_link), accessed on November 02, 2021.

the teacher indicated that the students had a high enough interest in learning English. But this cannot be confirmed because there has been no research on student interest in learning English at the school. In addition, no research reveals internal or external factors that are more dominant in influencing students' interest in learning. Therefore, this study aims to examine the dominant factors influencing students' interest in learning English with the title "The Factors Influencing Students' Interest in Learning English Subjects at the Eighth Grade of SMP Al Irsyad Al Islamiyyah Purwokerto". The results of this study are expected to increase the factors that are less dominant in students' interest in learning English.

B. Clarification of Key Terms

1. Interest

Interest is a sense of pleasure and paying attention to an object, topic, or activity without command.⁸ Interest is the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the stronger the interest. Someone who has an interest in a particular subject tends to give greater attention to that subject.

2. Learning English

English is used as a compulsory subject taught in formal and non-formal education, starting from primary school up to university. There are four language skills that students need to master, such as speaking, writing, listening, and reading, to master English in school.⁹ By mastering these four language skills, it is hoped to be a provision for students in pursuing careers in the future.

C. Research Question

⁸Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi* (Jakarta: Rineka Cipta, 2018) p. 81.

⁹Munjin, "Puisi Sebagai Metode Alternatif Dalam Pembelajaran Bahasa Inggris," *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, 2008, vol. 13, no. 3, p. 1.

What are the dominant factors influencing students' interest in learning English?

D. Aims and Significances of the Study

1. The objective of the Research

To analyze the dominant factors influencing students' interest in learning English subjects.

2. The Significances of the Research

This research is expected to provide significance in the teaching and learning process, especially for SMP Al Irsyad Al Islamiyyah Purwokerto. The significance of this study is divided into two aspects, they are theoretical and practical significance.

a. Theoretical Significances

Theoretical significances of this research are:

- 1) The researcher expects this research can provide and contribute more information related to students' interest in learning English subjects.
- 2) The researcher expects this research can be used as a reference for further research.

b. Practical significances

Practical significances for this research are:

1) For principal

The results of this study expectedly can be input for school principals to improve the quality of education, especially in improving the quality of teaching and learning process to obtain good learning achievement.

2) For teachers

The result of this research hopefully will be beneficial for the teacher to know about the dominant and less dominant factors influencing students' interest in learning English. Furthermore, this research is expected to be a reflection for

teachers to apply learning models that are suitable for students to improve their interest in learning English.

E. Organization of the Paper

To make systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters; they will explain as follows:

Chapter I presents an introduction. It consists of the background of the research, operational definitions, research question, objective and significance of the research, review of relevant studies, and structure of the research.

Chapter II explains the theories related to the factors influencing students' interest in learning English subjects which are divided into some subsections, those are the definition of interest, the indicators of interest in learning, the function of interest in learning, the factors influencing interest in learning, and learning English.

Chapter III explores research methods that deal with the research design, time and place of the research, population, and sample, variable of the research, instrument for obtaining data and techniques of collecting data, and techniques of analyzing data.

Chapter IV is research findings and discussion, which presents the results of the research and discusses a general description of the factors influencing students' interest in learning English subjects in the eighth grade of SMP Al Irsyad Al Islamiyyah Purwokerto.

Chapter V presents the conclusion and suggestions of the research. In this chapter, the researcher concludes and gives some suggestions related to the factors influencing students' interest in learning English subjects.

CHAPTER II

INTEREST IN LEARNING ENGLISH

A. Interest

1. Definition of Interest

Every individual has a tendency toward something in their environment, such as an object, topic, or activity. If it gives them something good, possibly, they may be interested. Being interested in something can mean that we care about it, that it is important to us, and that we have positive feelings about it.

Someone who has specific needs or interests for something is more likely to be enthusiastic about achieving their goals. According to the American Psychological Association Dictionary of Psychology, “interest is an attitude characterized by a need or desire to give selective attention to something significant to the individual, such as an activity, goal, or research area”.¹⁰ Meanwhile, John Dewey defined interest as “being engaged, engrossed, or entirely taken up with some activity because of its recognized worth”.¹¹ It means that someone will devote their time to doing their passion something. For example, when students are interested in learning a language, they will explore and seek material about that language whenever possible, take courses to help them understand the topic better, and work hard to gain something of value.

Meanwhile, Djamarah mentioned that interest is a tendency to pay attention to an activity consistently with pleasure. Moreover, Hillgard said in Slameto that “Interest is persisting tendency to pay attention to and enjoy some activity or content.”¹² Interest is a sense of liking and

¹⁰Gary R. VandenBos, *APA Dictionary of Psychology*, 2nd ed. (Washington, DC.: American Psychological Association, 2015), p. 551.

¹¹John Dewey, *Interest and Effort in Education* (Cambridge: The Riverside Press, 1913), p. 17.

¹²Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi* (Jakarta: Rineka Cipta, 2018) p. 57.

attraction to an object or something of their own accord.¹³ Someone interested in an object or activity will pay attention to it continuously, accompanied by a sense of pleasure.

Crow and Crow in Djaali mentioned that interest is related to the presence of a movement style that encourages a person to face or deal with people, objects, activities, and experiences that are stimulated by the activity. According to Ulrich Schiefele, interest is conceived of as a relatively enduring preference for certain topics, subject areas, or activities.¹⁴ In other words, interest is one of the driving factors for someone to participate in an activity.¹⁵

Based on the understanding of interest above, it can be concluded that interest is an emotion characterized by a tendency to pay attention to an object, topic, or activity accompanied by a sense of pleasure. Interest is indicated as a preference to do one activity over another. This is accompanied by the attention and emotional involvement of an individual.

2. Factors Influencing Interest in learning

Interest in education and learning has been identified as a strong motivational component associated with the formation and regulation of goal-oriented behavior. This is recognized as a motivational factor that can affect learning and performance. However, previous studies have identified some issues that can be categorized as factors that influence student interest in learning English. The theory used comes from Slameto, where the theory can be the basis for understanding existing phenomena or problems and achieving the objectives of this research. According to Slameto in Atia, the factors that influence students' interest in learning are divided into internal and external factors. Internal factors come from

¹³Syaiful Bahri Djamarah, *Psikologi Belajar*, 2nd ed. (Jakarta: PT Rineka Cipta, 2011), p. 166.

¹⁴Ulrich Schiefele, "Interest, Learning, and Motivation," *Educational Psychologist*, 1991, Vol. 26, No. 3–4, p. 302.

¹⁵Djaali, *Psikologi Pendidikan* (Jakarta: Bumi Aksara, 2007), p. 121.

oneself, including physical and non-physical factors, while external factors are from outside, including family, school, and peers. Factors that influence interest in learning can increase or decrease student interest in learning. The better and more positive the influencing factor, the higher the interest in learning.

a. Internal Factors

Internal factors are the factor influences learning interests that originate within students, including physical and non-physical aspects. The following are the internal factors:

1) Physical Factor

According to Maulani and Aryadie, the physical aspect includes the physical condition and individual health of students, such as eye health, ears, and stamina. The excellent physical condition will greatly support successful learning and able on affecting students' learning interests.¹⁶ This is also stated by Slameto, where the health of the body affects student learning.¹⁷ Furthermore, Syaiful in Rizky et al. Stated that the condition of the student's organs, such as the level of sensory health hearing, and sense of sight, also greatly affect their interest in achieving good achievement.¹⁸

However, health problems in students, such as fatigue, hearing, and vision problems, can cause a decrease in student interest in learning. As stated by Wendy McCracken et.al., children who have difficulty in hearing can quickly lose interest

¹⁶Ihsan Maulani and Aryadie Adnan, "Minat Siswa Belajar Pendidikan Jasmani Olahraga Dan Kesehatan," *Jurnal Patriot*, 2019, vol. 1, no. 3, p. 1083.

¹⁷Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 54.

¹⁸Rizky Meuthya Karina, Syafrina; Alfiati, and Habibah; Sy., "Hubungan Antara Minat Belajar Dengan Siswa Hasil Belajar Siswa Dalam Mata Pelajaran IPA Pada Kelas V SD Negeri Garot Geuceu Aceh Besar," *Jurnal Ilmiah Pendidikan Guru Sekolah Dasa*, vol. 2, no. 1 (2017) p. 67.

in the lessons that are being taught by the teacher.¹⁹In addition, children who have moderate or severe hearing loss may not want to go to school, because they are not only unable to hear the teacher but cannot hear what their friends are talking about. Furthermore, if there is interference with the eyes and ears it can cause bad receiving information from outside for students and ultimately influence learning outcomes.²⁰

2) Non-Physical Factor

a) Attention

According to Slameto, attention is an aspect that affects students' interest in learning, where their soul is solely focused on the subject they are studying.²¹Dagmar Divjak defined attention as selective focusing on some aspects of the environment.²² Meanwhile, Sataloff et al. in Nur and Asep stated that attention is an active process of limiting the information that appears in the millions received from sensory, memory, and other cognitive processes so that it only focuses on information that is considered important, while other distracting information that is considered less important is ignored. Sataloff also stated that attention can be interpreted as a form of readiness to pay attention to what is liked and interested. The essence of attention is focalization, concentration, and awareness.²³

¹⁹Wendy Mccracken, Valerie Newton, and Paddy Ricard, "What Teachers Need to Know about the Impact of Ear Disease and Hearing Loss on Children's Learning and Development," *Community Ear & Hearing Health*, 2017, vol. 14, no. 18, p. 5.

²⁰Maulani and Adnan, "Minat Siswa Belajar Pendidikan Jasmani Olahraga Dan Kesehatan," p. 1084.

²¹Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 56.

²²Dagmar Divjak, *Frequency in Language: Memory, Attention, and Learning* (New York: Cambridge University Press, 2019), p. 163.

²³Nur Latifah and Asep Supena, "Analisis Attention Siswa Sekolah Dasar Dalam Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19," *Jurnal Basicedu*, 2021, vol. 5, no. 3, p. 1176–1177.

Attention is one of the factors that influence interest in the learning process. Research conducted by Lanya found that attention affects teenagers' learning interests.²⁴ The role of attention for interest in the learning process is to create an environment in which students can clearly understand a concept or information conveyed by the teacher or people in their environment. Dody in his research stated that when students have attention to a subject, they will concentrate on learning, pay attention to the teacher's explanation, and do the assigned task.²⁵ Students find it easier to learn the material and get good learning outcomes when they give their attention. To attract students' interest in the learning process, teachers must get students to pay attention. Teachers can provide clear learning material to increase students' curiosity and critical thinking about what they are learning.

b) Readiness

According to Slameto, readiness is an aspect that influences students' interest in learning, where the students have the willingness to respond or react.²⁶ While readiness in learning is a learning condition that prepares you to give an answer/response, consisting of teaching students to achieve a particular goal. Furthermore, student readiness is an individual state where students are physically, mentally, and emotionally ready to learn.²⁷ Preparedness in physical, mental, and emotional maturity allows one to participate in

²⁴Lanya Tri Ratu, "A Study of Teenagers Interest in Learning English in Langsa," *Elite*, no. Journal of Education, Linguistics, Literature and Language Teaching (2018) p. 32.

²⁵Dody Suryadi, "The Correlation Between Students' Interest in English and Their Reading Comprehension" (Makassar: Universitas Muhammadiyah Makassar, 2014) p.35.

²⁶Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 59.

²⁷Rita Dangol and Milan Shrestha, "Learning Readiness and Educational Achievement among School Students," *The International Journal of Indian Psychology* 7, no. 2 (2019), p.468.

active learning and respond to questions. Moreover, the perspective of learning readiness includes student preparedness such as studying records, completing tasks/exercises, maintaining physical health and fitness, reading material to be studied, making inquiries, and preparing to learn materials.²⁸

In Vivi's research, Readiness is the readiness to accept new knowledge and to seek challenges or materials with new levels of difficulty. Then it was found that each student had a different readiness in influencing their interest in learning English. Students who have steady readiness will find it easier to capture the knowledge being taught, while less prepared students will find it more difficult to accept the knowledge being taught.²⁹

c) Intelligence

According to Slameto, intelligence is the ability to deal with and adapt to situations quickly, to know or use abstract concepts effectively, and to know relationships and learn them quickly.³⁰ Meanwhile, Halim Purnomo stated that intelligence can be interpreted quickly and precisely to overcome a situation / or to solve a problem.³¹ In other words, intelligence is a situation intelligence of thought, traits of intelligent action (intelligence). Intelligence in this context refers to the students' ability to receive the lesson in both teaching and learning. Students who have a high level

²⁸Widodo Winarso, "Assessing the Readiness of Student Learning Activity and Learning Outcome," *Jurnal Pencerahan*, vol. 10, no. 2 (2016), p. 87.

²⁹Vivi L. Rindiani, "An Analysis of Students' Interest in English Learning of Senior High School 1 Muaro Jambi" (Universitas Sulthan Thaha Saifuddin Jambi, 2021), 36.

³⁰Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 56.

³¹Halim Purnomo, *Psikologi Pendidikan*, ed. LP3M UMY (Yogyakarta: LP3M UMY, 2019), p. 168.

of intelligence will be more successful than students who have a lower level of intelligence.

Passler et al. in K.L. Hemayanti et al., intelligence has a significant influence on student interest in learning. This is supported by Dalyono's statement that someone with high intelligence is generally easier to learn and produces better results.³² On the other hand, students with low intelligence have difficulty in learning and thinking slowly, resulting in low student achievement.

In K.L. Hemayanti et al. research, it was concluded that students struggled to arrest and understand the chemistry material, causing them to dislike the subject.³³ In addition, students will like and be interested in chemistry subjects if they can receive, capture, and understand the material well. Furthermore, Nuralam Siregar stated in his research that if students' intellectual intelligence is high, the learning outcomes obtained are also high.³⁴

b. External Factors

External factors are the factor that influences students' interest in learning that comes from outside of themselves, including family, school, and peer.

1) Family

Slameto stated that students get influence in family factors in the form of how parents educate, relationships between family members, household atmosphere, and family economic conditions.³⁵ Meanwhile, Viviana and Suwarsito stated that in

³²Ketut Lia Hemayanti, et.al., "Analisis Minat Belajar Siswa Kelas XI Mia Pada Mata Pelajaran Kimia," *Jurnal Pendidikan Kimia Indonesia*, vol.4, no. 1 (2020), p. 23.

³³Ketut Lia Hemayanti, et.al., p. 23.

³⁴Nuralam Siregar, "Nuralam Siregar, "Relationship Interest In Learning and Intelligence Intellectual With Learning Results Islamic Education Of Students State Elementary School In Bandar Setia Village District Percut Sei Tuan," *Jurnal ANSIRU* 3, no. 2 (2019) p. 169.

³⁵Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 60.

increasing students' interest in learning, especially in learning English, the family has an important role in growing students' interest in studying at home. The way parents educate, such as providing for children's needs for learning, knowing children's learning progress and understanding learning difficulties, and giving a reward can be demonstrated by parents as a form of parental attention to increase students learning interest.³⁶ Those treatments significantly affect students' interest in learning English and students' English learning achievement.³⁷ In addition, students are influenced by their family, including how their parents educate them, the relationships between family members, the household atmosphere, and the family's financial situation.³⁸

2) School

a) Teacher

In the world of education, especially in teaching and learning activities, the role of the teacher is very necessary for the smooth learning process. The teacher's role in increasing student interest in learning can be done by using learning support media, utilizing learning facilities, applying creative ideas and fun activities, and organizing learning.³⁹ Furthermore, Slameto stated that the influence of teachers on students' interest in learning can be seen from the teaching and learning process in the classroom and the relationship between teachers and students.⁴⁰ In addition,

³⁶Viviana lisma Lestari and Suwarsito, "The Influence of Parental Attention and Learning Interest Towards Learning Achievement," *Jurnal Media Informasi Dan Komunikasi Ilmiah* 2, no. 11 (2020) p. 77–78.

³⁷Viviana lisma Lestari and Suwarsito, p. 81.

³⁸Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 60.

³⁹Wann Nurdiana Sari, et. al., "Peran Guru Dalam Meningkatkan Motivasi Dan Minat Belajar Siswa Kelas V SD Tambahmulo 1," *Jurnal Inovasi Penelitian* 1, no. 11 (2021): 2258.

⁴⁰Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 66.

teachers need to choose which one suits the needs of students so that students can enjoy the learning and absorb the material. Besides, the purpose of learning foreign languages, especially English, is to make students able to use the language to communicate orally and in writing at the beginner to advanced level. Therefore, Chusnu stated that teachers need to improve students' ability to communicate through the use of English.⁴¹ Moreover, Chusnu also mentioned that teacher motivation and relationships influence students' interest to learn English.

b) Facilities

Facilities have an important meaning for education.⁴² Slameto stated that complete learning equipment or tools such as books in libraries, laboratories, and other media to help facilitate the acceptance of the material being taught. That way, students will be more active in learning. In addition, the condition of school buildings, especially adequate and comfortable classrooms, is needed so that students feel comfortable in learning.⁴³

Marleni stated that the facilities such as school buildings, classrooms, laboratories, libraries, and so on, affect students' interest in learning.⁴⁴ Schools can provide and lend books for students to increase their knowledge. Moreover, teachers can use laboratories and teaching aids to help explain a material. Those facilities will make it easier for students and teachers to get sources of information for

⁴¹Chusnu S. Diah Kusuma, "Pentingnya Guru Dalam Pengembangan Minat Belajar Bahasa Inggris," *Jurnal Efisiensi* 13, no. 2 (2015) p. 79.

⁴²Djamarah, *Psikologi Belajar*, p.183.

⁴³Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 68-69.

⁴⁴Lusi Marleni, "Faktor-Faktor Yang Mempengaruhi Minat Belajar Siswa Kelas VIII SMP Negeri 1 Bangkinang," *Journal Cendekia: Jurnal Pendidikan Matematika*, vol. 1, no. 1 (2016) p. 152.

learning.⁴⁵ In addition, the fulfillment of teaching and learning facilities can also reduce the problems faced and produce better learning outcomes. Therefore, the school needs to own an adequate facility for teaching and learning to gain the objective of learning generally, obtain various information, and encourage students' enthusiasm and interest in learning.⁴⁶

3) Peers

Slameto stated that the influence from peers more quickly entered the soul of students. The influence of good peers will have a good effect on students, and vice versa. In order for students to learn well, it is necessary to make efforts so that students have good social friends as well as guidance and supervision of peers by parents and students who are not too strict.⁴⁷

According to Rama, students' interest is strongly influenced by the peer environment in learning.⁴⁸ This factor is considerable because they spend time acquiring language lessons together and have the same identity and age. Moreover, the good role of peers in learning English is found in Lasekan's research that students who have an interest in learning English get massive encouragement, companionship, support, and help from each other.⁴⁹ Usually, students who have good English skills will be considered motivators for other students in

⁴⁵Maria Goretty Sarahutu, "Pembelajaran Online, Minat Belajar, Dan Kehidupan Sehari-Hari Mahasiswa Pendidikan Fisika Universitas Sanata Dharma Di Tengah Covid-19", *Thesis*, (Yogyakarta: Sanata Dharma University, 2020), p. 16–17.

⁴⁶Atia Rahmah, "Factors Influencing Students' Interest in Learning English at the First Year Students of SMUN 3 Rumba" (Pekanbaru: IAIN Sultan syarif Kasim, 2011) p. 43.

⁴⁷Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 71.

⁴⁸Rama Kurniawan, A. w. Kurniawan, and Dimas Wijaya, "Students' Interest in Physical Education Learning: Analysis of Internal and External Factors," *Journal Sport Area* 6, no. 3 (2021) p. 390.

⁴⁹Lasekan Olusiji, "Parents, Teachers and Peers Effects on College Students' Motivational Intensity to Learn English," *Language in India* 16, no. 4 (2016) p.75.

learning English. While this factor is considerable because they spend time acquiring and implementing the language lessons together, such as listening, speaking, writing, and reading. Another good factor is if friends have a high interest and motivation in learning, then the interests of other friends can also influence it.⁵⁰

3. Indicators of Interest in Learning

According to Slameto in Tri Saswadi, indicators of student interest in learning are as follows:

a. Attention

According to Agus Sujanto in Sufi, "Attention represents activity or concentration on perception; understanding."⁵¹ It leads a person to know more about something. Students' attention can be seen when students concentrate while studying, focus on listening teacher's explanation, ask the teacher about the material, and look for other sources about the material in the lesson.

b. Enjoyment

Gerda and Tina have defined enjoyment in learning as a multidimensional construct consisting of affective, motivational, cognitive, psychological, and expressive.⁵² It can be seen when students enjoy doing the task or exercise given by the teacher at school, are always enthusiastic to follow the lessons, and take a note from the material.

c. Participation

Students' interest in learning can be seen by their active participation during the learning process. They tend to be active and

⁵⁰Rahmah, "Factors Influencing Students' Interest in Learning English at the First Year Students of SMUN 3 Rumba," p. 10–16.

⁵¹Firmani, "The Correlation Between Students Interest and Their Achievement in Learning English at the Second Year of SLPTN 1 Pamulang." *Thesis*, (Jakarta: UIN Syarif Hidayatullah).

⁵²Gerda Hagenauer and Tina Hascer, "Learning Enjoyment in Early Adolescence," *Educational Research and Evaluation*, vol. 16, no. 6 (2010) p. 497.

participate more in something they like. For instance, students ask when do not understand the material, always do the task given by the teacher, and answer the question from the teacher.⁵³

4. The Function of Interest in Learning

The function of learning interest is as a motivating force that encourages students to learn. Students who are interested in learning will be encouraged to continue to study diligently.

Meanwhile, MakmunKhairom in Andry Jecseneri, cited in Maria GorettySarahutu mentioned several functions of learning interests as follows:

- a. Makes it easier to concentrate.
- b. Prevent distraction from outside.
- c. Strengthen the memory of the lesson.
- d. Reduce boredom when studying.⁵⁴

B. Learning English

According to Cronbach in Djamarah, learning is shown by a change in behavior as a result of experience. Meanwhile, Slameto formulated that learning is a process of effort made by individuals to obtain a change in behavior resulting from interaction with their environment.⁵⁵ In other words, learning is a process that students do to get better behavior through experience.

English is a global language that is used as a communication tool in many contexts, including education. In Indonesia, especially in formal schools, English is a compulsory subject that must be learned by all students from the elementary level to the university level. According to Hari in Siswadi, the purpose of English subjects is to develop skills (competence) to communicate in English both orally and in writing. As stated by Munjin that

⁵³Tri Saswandi, "Teaching Style and Students' Interest in Learning English," *Jurnal Penelitian Universitas Jambi Seri Humaniora*, 2014, vol. 17, no. 1, p. 38–39.

⁵⁴Sarahutu, "Pembelajaran Online, Minat Belajar, ...", p. 17.

⁵⁵Syaiful Bahri Djamarah, *Psikologi Belajar*, p. 13.

the purpose of learning English is to master four language skills, namely speaking, writing, reading, and listening.⁵⁶ Other skills, such as grammar, vocabulary, and pronunciation, are also taught to students. Mastery of English needs to be owned by the community, especially students, as career support and future success.

English is a complex subject.⁵⁷ Therefore, the teacher has an important task to make students able to capture and absorb the material and information conveyed about the English language material. Various methods and strategies can be applied according to student needs. One example is by creating a pleasant learning atmosphere. In addition, the learning process should be student-centered and the teacher only as a facilitator. It aims to build knowledge and skills and maximize learning.

C. Interest in Learning English

According to Ana Laila Soufia and Zuchdi in Lusi, interest is a driving force that causes a person to put attention to another person, activity, or object.⁵⁸ Meanwhile, interest in learning is a sense of pleasure, interest, and high desire towards learning which is seen as giving benefits and satisfaction.⁵⁹ Students who have an interest in a particular subject tend to pay more attention to it. Students' interests in learning are usually expressed through their attention, pleasure, effort, and participation.

In a learning process, especially in learning English, interest has a very important role. This was conveyed by Zuki and Zuraini, that if a student learns with great interest and attention to the object being studied, the results obtained are better. Meanwhile, if students do not have great interest and attention to the object they are studying, it is difficult to expect the student to

⁵⁶Munjin, "Puisi Sebagai Metode Alternatif Dalam Pembelajaran Bahasa Inggris," *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, 2008, vol. 13, no. 3, p. 1.

⁵⁷F Megawati, "Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris," *Jurnal Pedagogia*, 2016, vol. 5, no. 2, p. 147.

⁵⁸Marleni, "Faktor-Faktor Yang Mempengaruhi Minat Belajar Siswa Kelas VIII SMP Negeri 1 Bangkinang," p. 150.

⁵⁹Rizky Meuthya Karina, Syafrina; Alfiati, And Habibah; Sy., "Hubungan Antara Minat Belajar Dengan Hasil Belajar Siswa Dalam Mata Pelajaran Ipa Pada Kelas V Sd Negeri Garot Geuceu Aceh Besar," *Jurnal Ilmiah Pendidikan Guru Sekolah Dasa*, vol. 2, No. 1 (2017) p. 65.

be diligent and get good results from their studies.⁶⁰ Some learning activities such as speaking, reading, writing, and listening are done smoothly and properly. In other words, the greater or higher the interest that students have, the better the learning outcomes obtained.

The role of interest in influencing the success of the student learning process is influenced by two factors, namely internal factors, and external factors. Internal factors come from within the students themselves, which include physical and psychological aspects of students. While external factors come from outside the students themselves, including aspects of family, school, and community environment. The positive influence of these factors can build student interest in learning. While the negative factors of these factors can cause a lack of student interest in learning.⁶¹ So it can be said that the more positive these factors are in influencing students, the better the student's interest in learning.

D. Review of Relevant Studies

Based on several sources related to this research, some previous studies correlate with this research. The following discussion explains the comparison of the previous study.

Table 1. Review of Relevant Studies

No.	Name and Tittle	Theme	Result	Similarities	Differences
1.	Vivi Lisa Rindiani	Analysis	The students of the tenth grade of senior high school	Both studies analyze the factors	The difference is in the

⁶⁰Zaki Al Fuad and Zuraini, "Faktor-Faktor Yang Mempengaruhi Minat Belajar Siswa Kelas 1 SDN Kute Panang," *Jurnal Tunas Bangsa*, vol. 3, no. 2 (2016) p. 43.

⁶¹Christ Sarah, et.al., "Faktor-Faktor Yang Mempengaruhi Minat Belajar Siswa Pada Mata Pelajaran Matematika Di Gugus III Cakranegara," *Progres Pendidikan*, vol. 2, no. 1 (2021) p. 18.

			1 Muaro Jambi have a lack of interest in learning English. The dominant factor that influences students' interest in learning English is the external factor, which is family.	influencing interest in learning English	research method. ⁶²
2.	Yolanda Resta Clara Kanter, Psychological Influence EFL Students' Interest	Analysis	The dominant factor that influences EFL students at SMP Negeri 34 Samarinda is an external factor, namely the teacher factor.	Both want to examine the factors that influence interest in learning and the research method.	The research focused on the psychological factors that influence EFL students' interest in learning English. ⁶³

⁶²Vivi Lisa Rindiani, "An Analysis of Students' Interest in English Learning of Senior High School 1 Muaro Jambi", *Thesis*, (Jambi: Universitas Sulthan Thaha Saifuddin, 2021), p. 40.

⁶³Yolanda Resta Clara Kanter, "Psychological Factors Influence EFL Students' Interest," *Borneo Educational Journal (Borju)* 1, no. 2 (2019), p. 33.

3.	Ahmad Mahyudi, “The Students’ Interest for Studying in English Tadris (A Study at English Department of Iain Curup)”	Perception	External factors such as parents, teachers, and peers have a greater influence on students’ interests in learning.	The object under study, data analysis techniques, and the questionnaire s in collecting the data.	The type of research. ⁶⁴
4.	Lanya Tri Ratu, A Study of Teenagers’ Interest in Learning English in Langsa	Analysis	factors, namely interest, attention, curiosity, motivation, needs, and extrinsic factors, namely family encouragement, facilities, and infrastructure.	Both studies want to examine the factors that influence interest in learning English	The research method. ⁶⁵

Based on the table above, this research has similarities and differences. The similarity is in the object under study, namely factors influencing students’ interest in learning English. While the difference is in the type of research, data collection techniques, data analysis techniques, and the subjects studied. This study focuses on analyzing

⁶⁴Ahmad Mahyudi, “The Students’ Interest for Studying in English Tadris (a Study at English Department of IAIN Curup)”, *Thesis*, (Curup: IAIN Curup, 2019), p. 80–81.

⁶⁵Lanya Tri Ratu, “A Study of Teenagers Interest in Learning English in Langsa,” *Journal of Education, Linguistics, Literature and Language Teaching*, (2018), p. 32.

which factors are more dominant in influencing students in learning English.



CHAPTER III METHODOLOGY

A. Research Design

This study aims to analyze the dominant factor that influence students' interest in learning English subjects. Considering the purpose of this study, the research designed is a descriptive research method with a quantitative approach. This research design is used to describe an object under study by using numbers in the research process.

Aliaga and Gunderson, cited in Apuke define quantitative research as the explaining of an issue or phenomenon by gathering data in numerical form and analyzing it with the aid of statistics.⁶⁶ Quantitative research employs numbers in the collection, analysis, and presentation of research findings.⁶⁷ Descriptive research, on the other hand, aims to describe systematically the existing phenomena under the study.⁶⁸ It examines the situation as it exists in its current state.⁶⁹ This type of descriptive research seeks to investigate and clarify a phenomenon by describing several related variables to the problem and unit under study. Furthermore, this method generally does not seek to test specific hypotheses but rather to describe a variable, in this case, the factors that influence students' interest in learning English.

B. Research Site and Participants

The study conducted at SMP Al-Irsyad Al-IslamiyyahPurwokerto in the academic year of 2021/2022. This school is located at Jl. Prof. Dr. Suharso, Arcawinangung, East Purwokerto, Banyumas, and Central Java. The

⁶⁶O D Apuke, "Quantitative Research Methods: A Synopsis Approach," *Kuwait Chapter of Arabian Journal of Business and Management Review*, 2017, vol. 6, no. 11, p. 41.

⁶⁷Erik Ade Putra, "Anak Berkesulitan Belajar Di Sekolah Dasar Se-Kelurahan Kalumbuk Padang (Penelitian Deskriptif Kuantitatif)," *Jurnal Penelitian Pendidikan Khusus*, 2016, vol. 4, no. 3, p. 3.

⁶⁸Haryanto Atmowardoyo, "Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D," *Journal of Language Teaching and Research*, vol. 9, no. 1 (2018), p. 198.

⁶⁹Carrie Williams, "Research Methods," *Journal of Business & Economic Research*, vol. 5, no. 3 (2007), p. 66.

reason to take the study on this school is that this school applied Islamic-based schools and language-based schools, especially English and Arabic language in the teaching and learning activity. Data collection was carried out on April 2022 for about two weeks.

C. Population and Sample

1. Population

A population is a generalization area consisting of objects or subjects that contain qualities and characteristics determined by the researcher to be studied and draw the conclusion.⁷⁰ The population of this research is all students from the seventh, eighth, and ninth grades of SMP Al-Irsyad Al-Islamiyyah Purwokerto, totaling 886 students in the academic year of 2021/2022.

2. Sample

A sample is a subset of a larger group known as a population.⁷¹ In other words, it is part of the population to be studied and can represent the entire population. In this study, the sampling technique used is purposive sampling which is included in the non-probability sampling. Teddlie and Fen defined purposive sampling as “selecting units (e.g., individuals, groups or individuals, institutions) based on specific purposes associated with answering a research study’s questions”.⁷²

The sample selected for this study was the eighth grade, totaling 296 students. The eighth grade was chosen as a sample based on the following considerations:

- 1) The eighth-grade students have taken longer to carry out direct learning compared to the seventh grade before the covid-19

⁷⁰Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, (Bandung: Alfabeta, 2014), p. 80.

⁷¹Saumya Verma, et.al., “Sampling Typology and Techniques,” *International Journal for Scientific Research & Development*, vol. 5, no. 9 (2017) p. 298.

⁷²Charles Teddlie and Fen yu, “Mixed Methods Sampling: A Typology With Examples,” *Journal of Mixed Methods Research*, vol. 1, no. 1, (Sage Publications, 2007), p. 77.

pandemic. So, they have more experience in the learning atmosphere at school.

- 2) The eighth grade is in the middle position, and the adaptation rate is stable. Meanwhile, the ninth grade was not chosen because of preparation for the school exams.
- 3) Based on the teacher's recommendation.

Table 2. List of Sample

Class	Number of Students
VIII A	27
VIII B	30
VIII C	29
VIII D	30
VIII E	29
VIII F	15
VIII G	34
VIII H	34
VIII I	34
VIII J	34
Total	296udents

D. Variable and Indicators of the Research

According to SangkotNasution, variables are research targets that have varying values.⁷³ It can be defined as the object on which the research is focused. The variable used in this study is a single variable. Nawawi has

⁷³Sangkot Nasution, "Variabel Penelitian", *Jurnal Raudhah*, 2017, vol. 5, no. 2, p. 2.

defined single variable in Aulia as “Variabel yang hanyamengungkapkansatuvariabeluntukdideskripsikanunsur-unsurataufaktor-faktordidalamsetiapgejala yang termasukvariabeltersebut” or “Variables that reveal only one variable to describe the elements or factors in each symptom containing the variable.”⁷⁴ It means, that this study will not look for the influence or relationship between variables but describe the factors that influence students' interest in learning English at SMP Al-Irsyad Al-IslamiyyahPurwokerto in the eighth grade. Based on the theory of Slameto regarding the factors that influence interest in learning, the indicators are as follows:

1. Internal Factors
 - a. Physical Factor
 - b. Non-physical Factors
 - 1) Attention
 - 2) Readiness
 - 3) Intelligence
2. External Factors
 - a. Family
 - b. School
 - 1) Teacher
 - 2) School Facilities
3. Peer

E. Data Collection Techniques

1. Questionnaire

In this study, the data collection technique used was a questionnaire. The questionnaires contain a list of written questions given to respondents to get information about their perceptions and

⁷⁴Aulia Devi P., “Faktor-Faktoryang MempengaruhiMinatSiswaUntukMengikutiEkstrakurikulerDrumbandi SMP Negeri 1 Sleman”, *Thesis*, (Yogyakarta: Universitas Negeri Yogyakarta, 2014), p. 41.

personality. It helps to gather data concerning knowledge, attitudes, and opinions.⁷⁵ A questionnaire allows quantitative data to be collected in a standardized form to get consistent and coherent data to analyze.⁷⁶

The questionnaire contains a list of written questions given to respondents to get information about the factors influencing students' interest in learning English subjects. It will be given to students online via Google Form. From the questionnaire, the percentage of each factor that influences student interest in learning English subjects will be explored, and the dominant factors that influence it will be determined. The questionnaire was written in Bahasa to make it easier for students to fill the questionnaire. The questionnaire consisted of 29 closed-ended questions and was rated by using Likert scales. This allows students to choose alternative answers from four scales according to their opinion or situation, including:

1 = Never

2 = Sometimes

3 = Often

4 = Always

The statement items in this questionnaire was made based on the theory of Slameto regarding the factors that influence students' interest in learning. A total of 30 statements were made by the researcher and validate it. The validation of the instrument used in this study is Expert Judgment. Expert Judgment is a data inspection technique carried out by experts in the fields of psychology and language. In this study, instrument validation was carried out by Mrs. E as a psychology lecturer, Mrs. K as a lecturer in English at the State Islamic University of Saifuddin Zuhri Purwokerto, and a supervisor lecturer. After carrying out the validation process, 29 items of statements were validated and

⁷⁵Manoranjitham Sathiyaseelan, "Research Instruments," *Indian Journal of Continuing Nursing Education*, 2015, vol. 16, no. 2, p. 57.

⁷⁶S Roopa and M S Rani, "Questionnaire Designing for a Survey", *Journal of Indian Orthodontic Society*, 2012, vol. 46, no. 4, p. 273.

deserved to be distributed to students. The following is a table of research instruments after being validated.

Table 3. Blue Print of Questionnaire

No	Factor	Indicators	Item Number
1.	Internal Factors	a. Physical Factor	1, 2, 3, 4
		b. Non-Physical Factors	5, 6, 7
		1) Attention	
		2) Readiness	
		3) Intelligence	12, 13, 14, 15
2.	External Factors	a. Family	16, 17, 18, 19
		b. School	20, 21, 22,
		1) Teacher	
		2) Facilities	23, 24, 25
		c. Peer	26, 27, 28, 29

2. Interview

In this study, interviews were also used to collect data. Morgan defines an interview as a list of questions that are submitted orally by the interviewer to be responded to by the interviewee. Open-ended questions are usually used in interviews to get detailed answers.⁷⁷ This method is used to follow up on the results of student answers to the questionnaire. This observation was carried out directly at the school with the eighth-grade English teacher at SMP Al Irsyad Al Islamiyyah Purwokerto to get

⁷⁷George A. Morgan and Robert J. Harmon, "Data Collection Techniques," *Journal of the American Academy of Child and Adolescent Psychiatry* 40, no. 8 (2001) p. 975.

more information about the English subject learning and factors influencing students learning interests in learning English. The type of interview used is a semi-structured interview.

F. Data Analysis

Data analysis aims to simplify the data obtained into a form that is easier to present. The data analysis technique that will use in this research is the basic descriptive statistical analysis method. This technique aims to analyze the percentage of each indicator and determine the dominant factors that influence students' interest in learning English. The following is a formula that can be used to find the percentage of each indicator or sub-indicator according to Saefuddin Anwar in Asrianti:

$$P = \frac{FN}{N} \times 100\%$$

Description:

P = Percentage

F = Frequency (the number of answers from each selected option)

N = The number of respondents.⁷⁸

⁷⁸Asrianti, "Minat Belajar Peserta Didik Terhadap Pembelajaran Bahasa Indonesia Berbasis Literasi," *Journal Etnolinguial* 4, no. 1 (2020) p. 6.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion regarding the factors that influence the interest in learning English for eighth graders of SMP Al Irsyad Al Islamiyyah Purwokerto. The purpose of this research is to determine the dominant factors influencing students' interest in learning English.

A. Findings

The questionnaire is the primary research instrument to get the data. Students were given a total of 29 closed-ended question items relating to factors that influence students' interest in learning English subjects. Every statement employs the Likert scale, namely always (4), sometimes (3), rarely (2), and never (1). Mrs. T, an English teacher at Al Irsyad Al Islamiyyah Junior High School Purwokerto, assisted in distributing online questionnaires to 296 8th graders via Google Form. The researcher sent the Google form link to the teacher, who then forwarded it to the eighth-grade Whatsapp group. Online questionnaires are used by researchers because they are more convenient and save more time, effort, and money.

Following the distribution of the questionnaire, 191 students out of a total of 296 students completed it. Then, the researchers selected the students who were considered to have filled out the questionnaire improperly to obtain accurate data. After being chosen, only one respondent filled in improperly. As a result, 190 valid data were obtained for analysis.

1. The Factors Influencing Students' Interest in Learning English subjects

In this section, the data obtained from the questionnaire is explained regarding the factors that influence the students' interest in learning English subjects. The questions in the questionnaire were compiled based on Slameto's theory of the factors that influence interest in learning. These factors are divided into internal factors consisting of physical, and non-physical factors (attention, readiness, and intelligence),

and external factors consisting of family factors, schools (teachers, facilities), and peers. After the questions are compiled, then verification is carried out with psychology lecturers, language lecturers, and supervisors. After being verified, a questionnaire consisting of 29 items 29 closed-ended questions to find out the percentage of each factor. The data is explained as follows:

a. Internal Factors

Tabel 4. The Frequency of Internal factor

Item Number	Always (4)	Often (3)	Sometimes (2)	Never (1)	Total
1	81	77	31	1	190
2	76	66	48	0	190
3	149	31	7	3	190
4	106	71	13	0	190
5	61	102	26	1	190
6	74	83	32	1	190
7	77	94	19	0	190
8	140	40	10	0	190
9	19	25	123	23	190
10	35	67	86	2	190
11	1	12	96	81	190
12	35	98	54	3	190
13	45	84	60	1	190
14	47	96	47	0	190
15	14	105	70	1	190
Total	960	1051	722	117	2850
%	33,68%	36,88%	25,33%	4,11%	100%

The table above shows the frequency of each statement in the internal factors. The statement includes two sub-indicators, namely

physical factor, and non-physical factor. Then the indicators of non-physical factors are divided into some aspects, namely factors of attention, readiness, and intelligence. Each sub-indicator or aspect has 3 to four statements. The following is the percentage of each sub-indicator and aspect in internal factors.

1) Physical Factors

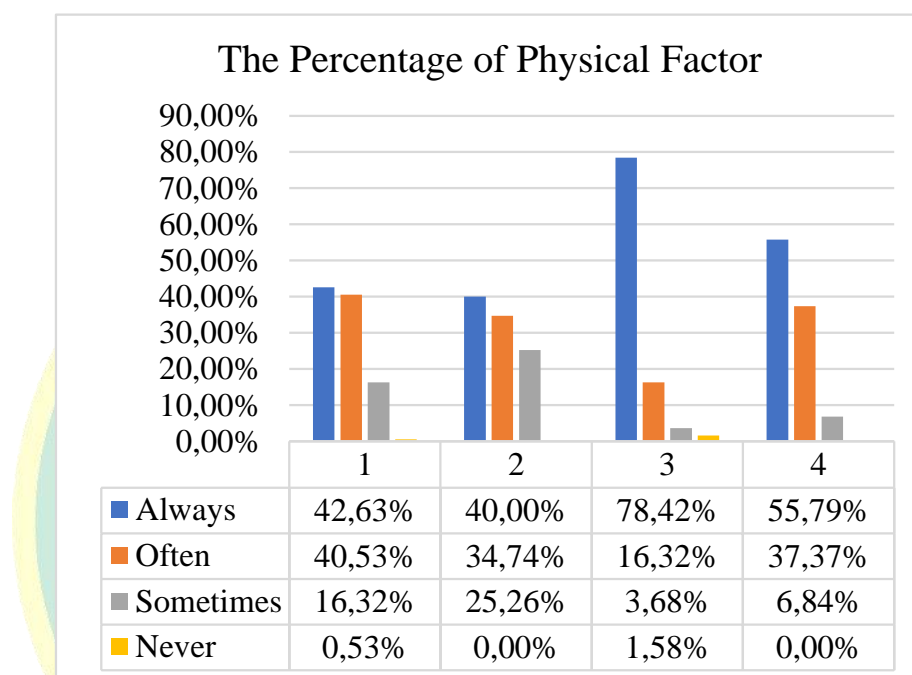


Figure 1. The Percentage of Physical Factor

In the percentage chart above, it can be seen that the four statement items get a higher percentage of always alternative answers than other alternative answers. Then there is statement number one, namely, **I am excited to learn when my body is healthy**, and the majority of students are excited to learn when their body is healthy. This is evidenced by the percentage of students who answered always at 42.63%, and often with 40.53%. Thus, it can be said that most students feel excited to learn when their body is healthy.

Statement number two is **I can see the writing on the blackboard clearly**. The percentage of students who choose always

is 40.00%. Followed by the percentage of often with 34,74%, and some students answered sometimes with a lower percentage. However, there are no students who cannot see the writing on the blackboard and but it can be said that most students can see the writing on the blackboard well.

The statement that has the highest percentage is statement number 3, namely, **I can see the writing on the printed book clearly** with 78.42% alternative answer of always. Meanwhile, there were seven or three students who answered sometimes and three students who answered never, which means that some students could not always see the writing on the printed book clearly. Even so, the majority of students can be said to be able to see the writings in printed books clearly compared to those who answered sometimes and never.

The next statement is number 4 namely **I can hear when the teacher explains the English material**, where some students choose alternative answers always with a percentage of 55.79% and followed by the percentage of often answer at 37.37%. Meanwhile, 6,84% of students sometimes hear teacher explanations about English material. However, the result indicated that most students can hear well what the teacher is saying during the learning process.

2) Non-Physical Factors

The second sub-indicator that affects the internal factor that affects students' interest in learning English is the non-physical factor indicator, which is divided into several aspects, namely attention, readiness, and intelligence.

a) Attention Factor

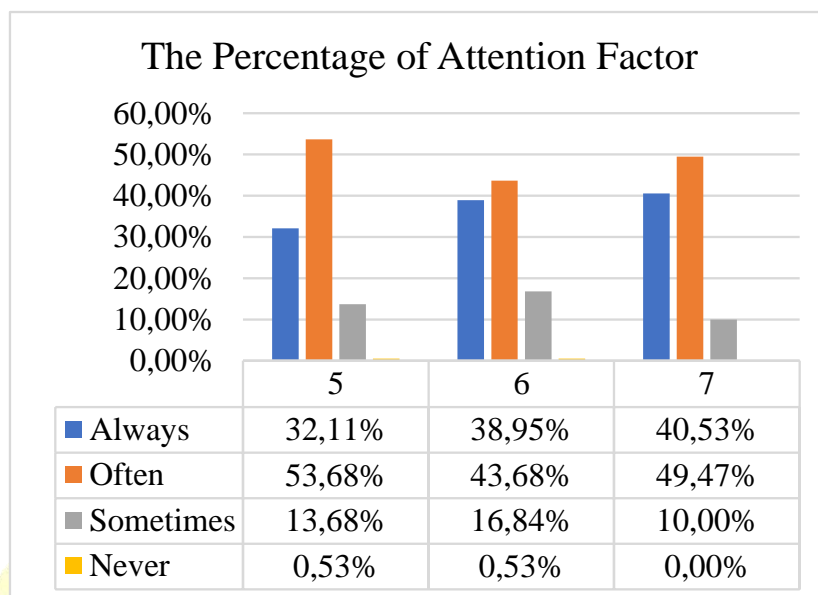


Figure 2. The Percentage of Attention Factor

The first statement for non-physical factors is with item number 5, namely, **I concentrate on learning English in the classroom**. This statement gets the highest percentage of alternative answers often, but the percentage of alternative answers always has the lowest of the three statements. Then, there were 13.68% of students answered sometimes and 0.53% answered never, which means that they are less concentrated on learning English in the class. However, the results still show that most students concentrate on learning English in the classroom.

The next statement is item number 6, namely, **I focus on learning English**. This statement is dominated by the alternative answer often as much as 43.68%, and the alternative answer always as much as 38.95%. Meanwhile, there were 16.84% of students answered sometimes and 0.53% chose never. These results indicate that most students focus on learning English, even though there are students who answer seldom and never.

Statement number 7 is **I pay attention to the teacher during the learning process in class**. This statement has the highest percentage of always answer alternatives at 40.53%, and the lowest percentage of sometimes and never alternative answers. As for the alternative answer often, this statement gets the second-highest percentage among the other three statements, which is 49.47%. It can be said that most of the students pay attention to the teacher during the learning process.

b) Readiness Factor

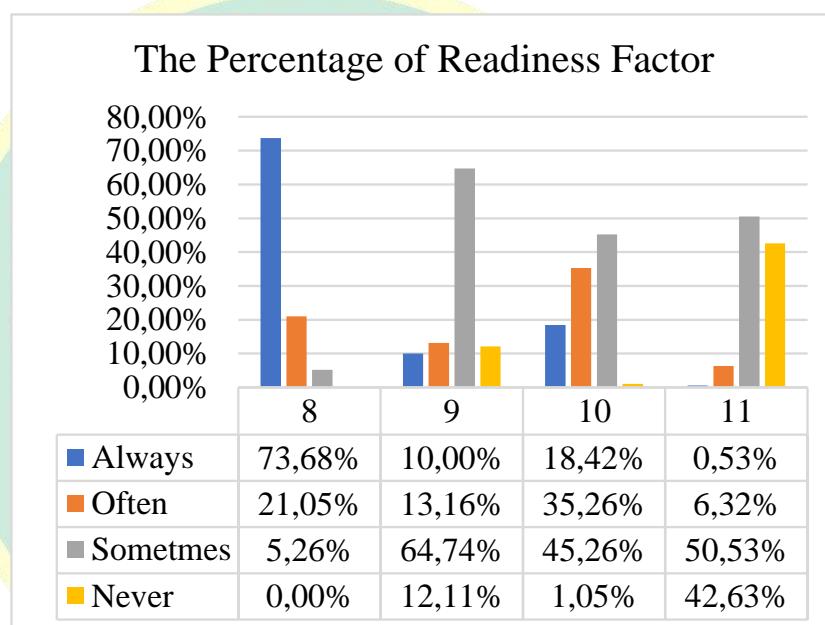


Figure 3. The Percentage of Readiness Factor

The first statement for the readiness factor is number 8, namely, **I am preparing English textbooks for school tomorrow**. As can be seen in the chart above, as many as 73.68% of students always prepare their textbooks for the day before learning English at school. In addition, 21.05% of students also answered that they often prepare textbooks the day before learning. Meanwhile, 5.26% of students stated that they sometimes prepared their textbooks the day before. Even so, the

majority of students still prepare English textbooks the day before learning at school.

The next is statement number 9, namely, **I study English material before learning at school tomorrow**. This statement gets the highest percentage of often answers from other statements, which is 64.74%. Meanwhile, the percentage of always answers is only 10.00% and often answers with 13,16%. These results clearly show that most students seldom study English material before tomorrows learning at school.

The third statement is number 10, namely, **I am ready to answer the teacher's questions about the English material**. This statement is dominated by the percentage of sometimes answers with 45,26%. Then some students answered that they were never ready to answer questions from the teacher with a small percentage. Those answers indicate that students are still not ready to answer questions from the teacher. However, this statement has a percentage of always and often answers which when combined, the percentage is higher than the percentage of seldom and never answers. At the same time, it indicates that more students are ready to answer questions from the teacher regarding English material.

Meanwhile, statement number 11, namely **I communicate with the teacher using English during the learning process**, shows less positive results. The percentage in this statement is dominated by sometimes answers with 50.53% and never answers as much as 42.63%. Meanwhile, only 0.53% or one student always communicated with the teacher using English during learning. The results show that the majority of students rarely or do not use English to communicate with teachers during the learning process.

c) Intelligence Factor

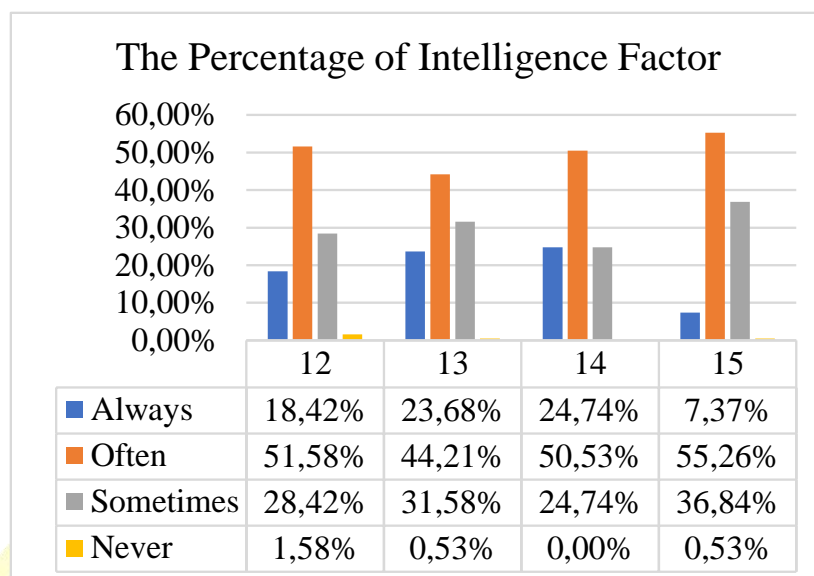


Figure 4. The Percentage of Intelligence Factor

The first statement is number 12, namely, **I easily understand English text well**. For this statement, the majority of students answered that they often could easily understand texts written in English, as well as 18.42% of students answered that they always easily understand English texts. Meanwhile, some students choose sometimes and never answer, which means they rarely and or even never understand English texts easily. So it can be said that most students can understand English text easily.

The next statement is number 13, namely, **I can understand when the teacher speaks in English**. A total of 23.68% of students answered that they could always understand when the teacher spoke in English, followed by 44.21% of students who answered often. This statement also gets a fairly large percentage of sometimes answers, which means that there are still many students who can understand when the teacher is speaking in English. However, the majority of students can

understand what the teachers are saying when speaking in English.

Statement number 14, namely, **I can understand English lessons well** gets the highest percentage of always often, which means that students generally can understand English lessons. Then there are 24.74% of the students answered they always understand English lessons well. Meanwhile, as many as 24.74% of students answered sometimes or equivalent to the percentage of always answers. The good thing is that none of the students answered that they could never understand English lessons well. So the result still shows that most students can understand English lessons well.

The last statement is number 15, namely, **I can answer the teacher's questions correctly**. More than half of students answered that they could often answer the teacher's questions correctly, while 7.37% answered always. Meanwhile, 36.84% of students answered sometimes could answer the questions correctly. Thus, more students can answer the teacher's questions correctly.

b. External Factors

1) Family Factor

Table 5. The Frequency of External Factors

Item Number	Always (4)	Often (3)	Sometimes (2)	Never (1)	Total
16	44	42	69	35	190
17	10	11	48	121	190
18	138	34	13	5	190
19	31	13	37	109	190
20	21	101	62	6	190
21	56	55	72	7	190

22	46	73	66	5	190
23	91	59	32	8	190
24	96	51	38	5	190
25	86	69	30	5	190
26	38	83	65	4	190
27	9	46	103	32	190
28	50	74	56	10	190
29	3	10	79	98	190
Total	719	721	770	450	2660
%	27,03%	27,11%	28,95%	16,92%	100%

The table above presents the frequency of student answers to each question in external factors. In external factors, there are three sub-indicators which include family factors, school factors with the aspects of teacher factors, facilities factors, and the last is peer sub-indicators. There are 14 statements with 3 to 4 statements on each sub-indicator and aspect. Here is the percentage of each indicator and sub-indicator in external factors:

1) Family Factor

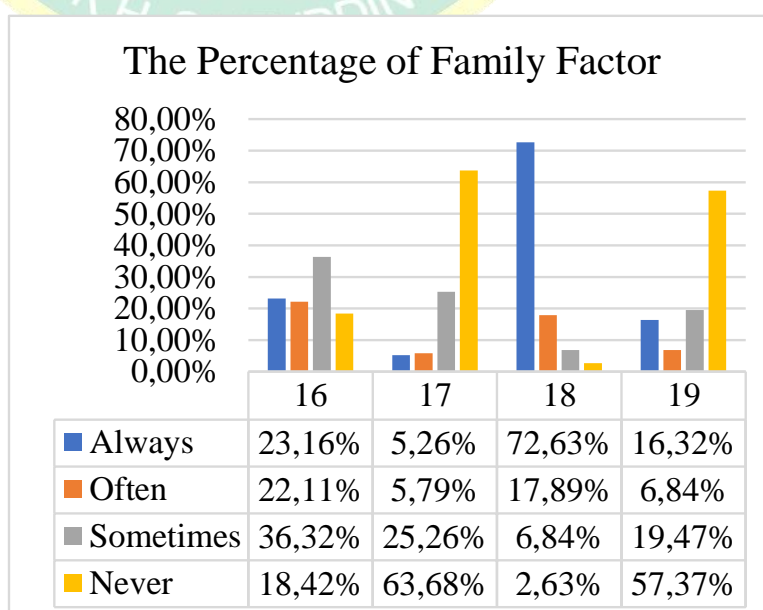


Figure 5. The Percentage of Family Factor

The first statement is number 16, namely, **My parents help me when I have difficulty learning English**. In this statement, the highest percentage was obtained by sometimes answers, which means that students are rarely assisted by their parents when they have difficulties in learning English. Then 18,42% stated that they were never helped by parents. However, as many as 23.26% of students answered always, and 22.11% of students answered often, which means they still get help from their parents when they have difficulty learning English. It can be said students rarely get their parents' help when they have difficulties in learning English.

Statement number 17, namely, **My parents give me a gift if I get English grades satisfactory** gets the highest percentage of never answers, which is 63.68%. It means that students never get gifts or rewards from their parents when they get good English grades. Then followed by the percentage of sometimes answers of 25.26%. Meanwhile, the answer for always is 5.26% and the answer for often is 5.79%. It can be said that the majority of students rarely got a present or gift from their parents when they get a good grade in English subjects.

Based on the percentage above, statement number 18, namely, **My parents allow me to open English content through my laptop/mobile phone**, gets 72.63% of students answered that their parents always allowed them to access English-language content via laptops/mobile phones. Meanwhile, the percentage of often, sometimes, and never alternative is far below the always answer alternative with a significant difference. So it can be said that the majority of

parents always allow students to access the material on a laptop or mobile phone.

The last statement is number 19, namely, **My parents facilitate me with an English course**. This statement is dominated by the never answer, which means that parents of students never facilitate their children to learn English in the tutoring place. Meanwhile, for students who answered that they were always or often facilitated with English course by their parents, it was only 16.32% for always and 6.84% for often. So it can be said that most parents do not facilitate their children with English courses.

2) School Factors

The second sub-indicator for external factors is the school factor. Within the school factor, there are two aspects, namely the teacher factor and the facility factor. Here are the percentages of the two sub-indicators:

a) Teacher Factor

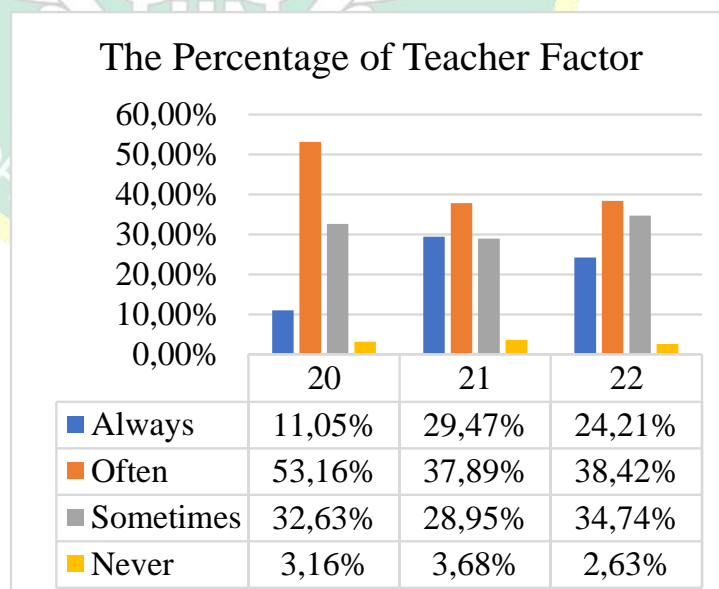


Figure 6. The Percentage of Teacher Factor

The first statement from the teacher factor is number 20 with a statement that **The teacher communicates using English during the learning process**. In this statement, the majority of students answered that the teacher often to communicates by using English in the learning process. Followed by 11.05% of students who answered always. Then 32.63% of students answered that the teacher sometimes uses English to communicate during the learning process. Based on the result, it can be said that the teacher uses English to communicate during the English learning process.

The second statement is number 21, namely, **The teacher uses interesting media in teaching English**. In this statement, most students answered that the teacher often uses interesting media to teach English. The data above also shows that 29.47% of students answered that teachers always use interesting media to teach English lessons. Meanwhile, the percentage of sometimes answers is almost close to the percentage of always answers, which is 28.68% and the percentage of never answers is 3.68%. Thus, it can be said that teachers often use interesting media to teach English material.

The last statement for this indicator is number 22, which reads that **The teacher makes learning English activities fun**. This statement is still dominated by the answer often, which means the teacher makes English learning activities fun. Supported by 24.21% of students who answered that the teacher always made English learning activities fun, although there were

34.74% who answered sometimes and 2.63% who answered never. Thus, it can be said that the teacher can make fun learning activities for the majority of students.

b) Facilities Factor

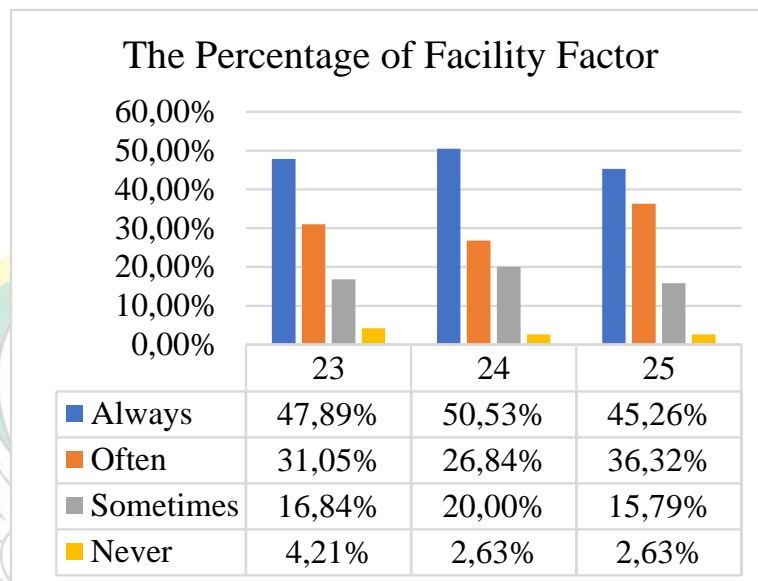


Figure 7. The Percentage of Facility Factor

In statement number 23, namely, **Classrooms in schools are comfortable to use for learning** most students answered that the classroom at school is always comfortable to use for learning. Then as many as 31.05% of students also answered that the classroom is often comfortably used for learning. Although there is 16.84% answered sometimes and 4.21% answered never to this statement, the results indicate that most students feel that the classrooms in the school are comfortable to use for learning.

For statement number 24, namely, **The school library facilitates the borrowing of English books**, 50.53% answered that the school library always facilitates the borrowing of English books. Then the

students also answered that the library often provided English books that can be borrowed by students. Although there were students who answered that the school sometimes or never facilitated a library for borrowing books, from the percentage of answers always and often it could be said that the school facilitated students with library borrowing English books.

Furthermore, there is statement number 25 which reads that **The school facilitates complete equipment to support English learning activities.** This statement is dominated by students who answer always and often that the school facilitates complete equipment to support learning English. Meanwhile, there were also 15.79% of students who answered sometimes and 2.63% who answered never that the school provided complete equipment to support learning activities. It can be said that the school supports the learning activities with complete equipment.

3) Peer Factors

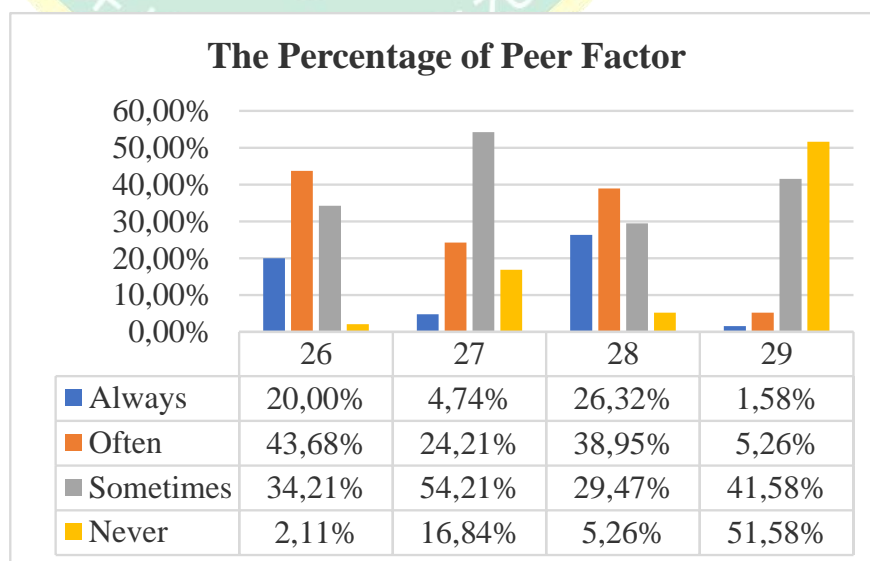


Figure 8. The Percentage of Peer Factor

The first statement for peer factor is number 26, namely, **I discuss English lessons with friends**. From the chart above, it can be seen that the majority of students often discuss English lessons with themes, as well as 20.00% of students answer that they always discuss with friends about English material. Meanwhile, as many as 34.21% of sometimes students and 2.11% of students never discussed English lessons with them. So it can be said that most students discuss English material with their friends.

The next statement is number 27, namely, **I practice English with friends**. Based on the chart above, it can be seen that sometimes's answer dominates. That means most students seldom practice or apply English with their friends. Likewise, 16.84% of students answered that they had never practiced it. However, there are 24.21% of students answered sometimes, and 4.74% of students answered always practice English with friends. But the result showed that most students seldom practice their English with friends.

For statement number 28, namely, **Friends help me if there is English material that I don't understand**, most responsive students answered that sometimes they were helped by friends when there was English material that they didn't understand. Likewise with 26.32% of students answered that they always get help from their friends. That means, most students get help from their friends to understand English material. Even so, as many as 29.47% of students chose sometimes and 5.26% chose never to be helped by friends if they had difficulty understanding English material.

Then there is statement number 29 with **My friends and I study together outside of school**. Judging from the

percentage chart above, it is clear that the majority of students have never studied in groups outside of school, as well as 41.58% of students who seldom do. While students who always study in groups outside of school are only 1.58%, and students who sometimes do it are 5.58%.

2. The Dominant Factor Influencing Students' Interest in Learning English Subjects

The factors that influence students' interest in learning English subjects in the eighth grade of SMP Al Irsyad Al Islamiyyah Purwokerto are described based on respondents' answers to the questionnaire that has been given. The number of questions contained in the questionnaire is 29 items. After the data is collected, then the data is tabulated and analyzed to determine which factor is more dominant in influencing student interest in learning English subjects in the eighth grade of SMP Al Irsyad Al Islamiyyah Purwokerto, following the objectives of this study. The table below shows the total frequency, total value, and percentage of internal factors and external factors.

Table 6
The Total Frequency, Total Value, and Percentage of Internal Factors and External Factors

Factors	Total Frequency	Total Value	Percentage
Internal Factor	8554	11400	75,04%
External Factor	7029	10640	66,06%

Based on the table above, the percentage of internal and external factors can be presented in the following chart:

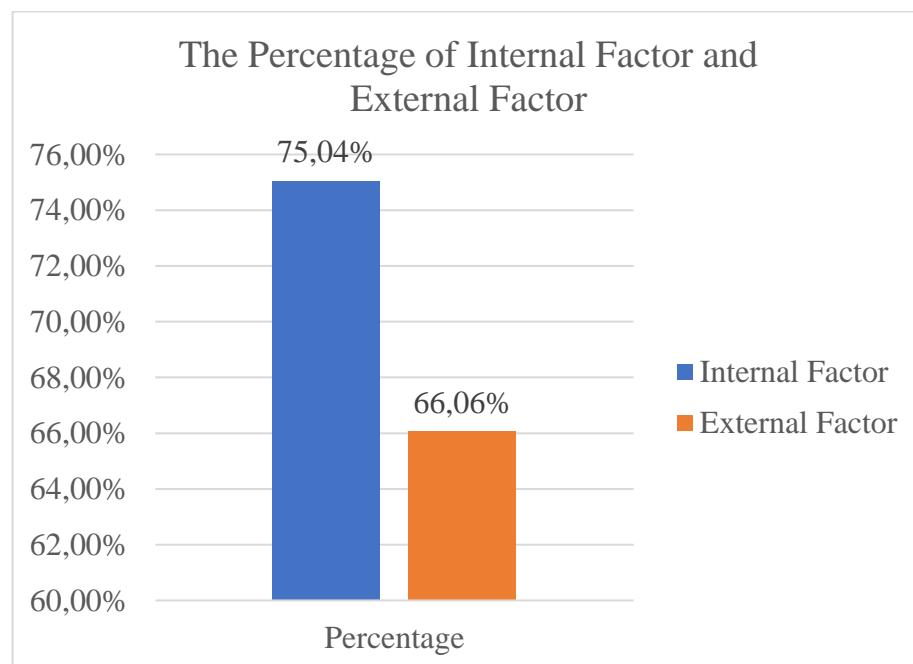


Figure 9. The Percentage of Internal Factor and External Factor

The factors that influence students' interest in learning English subjects in the eighth grade of SMP Al Irsyad Al Islamiyyah Purwokerto are influenced by internal factors and external factors. From the results of research and data analysis, the total frequency of internal factors is 8554 and the total frequency of external factors is 7029. The total value for the internal factors is 11400, and the total value of the external factor is 10640. After calculating those numbers, the percentage of internal factors is 75.04% and the percentage of external factors is 66.06%. From these results, it can be concluded that internal factors are more dominant than external factors in influencing the interest of eighth-graders in learning English subjects at SMP Al Irsyad Al Islamiyyah Purwokerto.

B. Discussion

Based on the findings of the research and the data that has been displayed above, there are two topics are presented. These topics consist of the factors influencing students' interest in learning English subjects and the dominant factor that influence students' interest in learning English subjects.

It is discussed based on the answers to questionnaires from students and the interview with teachers.

1. The Factors Influencing Students' Interest in Learning English Subjects at the Eight Grade of SMP Al Irsyad Al Islamiyyah Purwokerto

Factors that influence students' interest in learning include internal factors and external factors. Based on the results of data analysis carried out the results vary widely. In more detail, the results are as follows:

a. Internal Factor

The indicators included in the internal factors are as follows:

1) Physical Factor

From the results of the questionnaire, the four statements of physical factors were included.

a) I am excited to learn when my body is healthy

The first statement relates to the student's health condition. From this statement, the majority of students answered that they are enthusiastic about learning English when their body is healthy. This is supported by interviews with Mrs. T, the teacher of eighth grade said that when students' condition was fit, they looked more enthusiastic and responsive. Meanwhile, when they look sick or tired, students are lethargic, less responsive, less active, and less than optimal in doing assignments.⁷⁹ Thus, it can be said that the body health condition of students greatly affects their interest in learning English.

b) I can clearly see the writing on the blackboard

This second statement relates to the student's vision. In this statement, most students can see the writing on the blackboard clearly and there are still students who seldom see it. In this case, Mrs. T stated that the majority of

⁷⁹Interviewed with T on 06 June 2022

students who do not have visual impairments can see clearly. Meanwhile, students who have visual impairments such as minus eyes have a lower quality of vision.⁸⁰ However, there are no students who cannot see the writing on the blackboard. So it can be said that students' ability to see the writing on the blackboard affects their interest in learning English.

c) I can clearly see the writing on the printed book

The third statement is still related to vision. The answer from the questionnaire stated that the majority of students could see the writing on the printed book clearly, although some students were not clear enough to see the writing on the printed book. As for Mrs. T's response to the statement, it is almost the same as the previous statement, where the majority of students can indeed see the writing in printed books clearly, except for those who have visual impairments such as low eye or cylinder.⁸¹ From the result, it can be concluded that students' ability to see the writing on the printed book can influence their English learning interest.

d) I can hear when the teacher explains the English material

Based on the results of the answers from the questionnaire, the majority of students answered that they could hear the teacher's explanation. Then some students answered that they could only hear when the teacher explained the English material. Mrs. T stated that they could hear clearly, because if students could not hear the teacher's voice clearly, the students would be indifferent

⁸⁰Interviewed with T on 06 June 2022

⁸¹Interviewed with T on 06 June 2022

and unenthusiastic in learning.⁸² Based on the results, it can be said that students can hear the teacher's explanation clearly and it affects students' learning interests.

Based on the results of the four statements above about physical factors, it shows that all the statements have positive physical factors that affect students' interest in learning English. It means that physical factors affect students' interest in learning. These results are in line with Slameto who stated that physical factors affect students' interest in learning.⁸³ Ilham and Aryadie in their study state that excellent physical condition will be able to support the success of learning and affect students' interest in learning.⁸⁴ Rizky et al. in their research argue that health conditions such as vision and hearing affect a person's interest in learning.⁸⁵ For example, if there is interference with the eyes and ears it can cause bad receiving information from outside for students and ultimately influence learning outcomes. It can be concluded that the research is parallel to this research, where students' physical factors influence their interest in learning English.

2) Non-Physical Factor

a) Attention Factor

(1) I concentrate on learning English in class

From the results of the answers in the questionnaire, most students answered that they were concentrating on learning English more than students who were just

⁸²Interviewed with T on 06 June 2022

⁸³Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhi*, p. 54.

⁸⁴Maulani and Adnan, "Minat Siswa Belajar Pendidikan Jasmani Olahraga Dan Kesehatan," p. 1083.

⁸⁵Rizky Meuthya Karina, et. al., "Hubungan Antara Minat Belajar Dengan Hasil Belajar Siswa Dalam Mata Pelajaran Ipa Pada Kelas V Sd Negeri Garot Geuceu Aceh Besar," *Jurnal Ilmiah Pendidikan Guru Sekolah Dasa 2*, No. 1 (2017) p. 27.

sometimes and never concentrate. Mrs. T stated that the concentration level of the students was good, but their concentration was not full from the beginning to the end of the lesson. There are times when they are careless and lack concentration.⁸⁶ It can be said that students' concentration when learning in class is good and affecting on their learning interests in English subjects.

(2) I focus on learning English

Based on the result of the questionnaire, the majority of students answered that they were more focused on learning than those who were not. Mrs. T stated that most of the students were focused on learning, but some students do not focus on learning.⁸⁷ Based on that answer, students' focused on learning English influencing their interest in Learning English.

(3) I pay attention to the teacher during the learning process in class

The student's response to this statement stated that most of the students paid attention to the teacher during the learning process. Mrs. T said that most of the students paid attention during the explanation of the material. Even though there are students who often chat, they can still be conditioned.⁸⁸ Based on those results, students' attention to the teacher during the learning process is good and affects their learning interest in English.

Based on the analysis above, the majority of students have high enough attention to English and it

⁸⁶Interviewed with T on 06 June 2022

⁸⁷Interviewed with T on 06 June 2022

⁸⁸Interviewed with T on 06 June 2022

can be said that the attention factor affects students' interest in learning. This is also stated by Slameto, where attention is an aspect that affects students' interest in learning.⁸⁹ It appears that students put their concentration, focus, and attention during the English learning process. This was also found by Lanya, where attention affects teenagers' learning interests.⁹⁰ Dody also stated that when students have attention to a subject, they will concentrate on learning, pay attention to the teacher's explanation, and do the assigned task.⁹¹ In other words, when students have no attention when learning English, their concentration and focus on learning will be lower, and they do not pay attention to the teacher's explanation. Thus, it can be said that attention affects students' interest in learning English. Students will be more attentive if they have the attention itself.

b) Readiness

(1) I'm preparing English textbooks for school tomorrow

From the students' answers based on the questionnaire, the majority of students answered that they prepared English textbooks the day before the lesson and none of them did bring. Mrs. T stated that most of the students brought it. If not, they will borrow from their friends in other classes.⁹² From the result, students' readiness in preparing English textbooks a

⁸⁹Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 56.

⁹⁰Lanya Tri Ratu, "A Study of Teenagers Interest Learning English in Langsa," *Elite*, no. Journal of Education, Linguistics, Literature and Language Teaching (2018) p. 32.

⁹¹Dody Suryadi, "The Correlation Between Students' Interest in English and Their Reading Comprehension" (Universitas Muhammadiyah Makassar, 2014) p. 15.

⁹²Interviewed with T on 06 June 2022

day before the lesson is great and can influence students' interest in learning English.

- (2) I study English material before learning at school tomorrow

The students' answer to this statement is that the majority of them seldom study English for tomorrow, and some of them do it. Mrs. T stated that on average students only receive and learn the material after the teacher delivers it, so students may rarely learn the material the day before the meeting.⁹³ From this statement, it can be said that studying the material before tomorrow's meeting is still rare and quite influential on students' interest in learning.

- (3) I am ready to answer the teacher's questions about the English material

Students' answers to these statements are that most of them are ready to answer questions from the teacher while some of them are not. Mrs. T answered that the average student could answer questions. However, some students consider answering if their answers are included as additional points.⁹⁴ Therefore, students' readiness to answer the teacher's questions about English material is good in influencing their learning interest in English Subjects.

- (4) I communicate with the teacher using English during the learning process

Their answer to this statement is based on the results of the questionnaire, the majority of students do not communicate with the teacher using English during

⁹³Interviewed with T on 06 June 2022

⁹⁴Interviewed with T on 06 June 2022

learning. Mrs. T himself answered that the amount of students that use English to communicate with teachers and students during learning is small. Most of the students still use Indonesian or mixed languages.⁹⁵ Based on the results, it can be said that the influence of students communicating with the teacher by using English is low.

Based on the results above, students' readiness in preparing textbooks for tomorrow's school and readiness to answer questions from teachers stated good results in influencing student learning interests. Meanwhile, two other statements, namely the readiness of students to study the material before tomorrow's lesson and the readiness to use English to communicate are still low in influence. It can be said that every student has a different readiness in influencing their interest in learning and this can affect student interest in learning. It was also stated by Slameto that readiness is an aspect that influences students' interest in learning, where the students have the willingness to respond or react.⁹⁶ Furthermore, Vivi stated that every student has a different readiness in influencing students' interest in learning English. Readiness is receiving new knowledge, readiness to find out new challenges, and new material. Some students can receive it quickly, but some of them find it difficult to accept it.⁹⁷ Thus, it can be concluded that although the results vary, the

⁹⁵Interviewed with T on 06 June 2022

⁹⁶Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 59.

⁹⁷Vivi L. Rindiani, "An Analysis of Students' Interest in English Learning of Senior High School 1 Muaro Jambi," 36.

readiness factor still can affect students, in different ways.

c) Intelligence

(1) I can easily understand English text well

Based on the results of the questionnaire answers, most students can understand the English text well. Mrs. T stated that students can understand the text well, but there are times when they ask for vocabulary that has not been understood from the text.⁹⁸ It can be said that students who can easily understand English text well can influence their interest in learning English.

(2) I can understand when the teacher speaks in English

Based on the answers to the questionnaire, most of the students could understand the teacher's explanation in English. However, some students seldom can understand when the teacher explains the material in English. Mrs. T himself stated that mostly, students could understand what was explained in English. When students are asked if they can understand the explanation clearly, they will give a response. Meanwhile, if students cannot understand the explanation, students tend to be silent or do not respond.⁹⁹ Based on that result, it can be said that students' interest is influenced by their understanding of the teacher's explanation.

(3) I can understand English lessons well

Students' answers based on the questionnaire show that most of them can understand English lessons well and some are rarely able to understand it well.

⁹⁸Interviewed with T on 06 June 2022

⁹⁹Interviewed with T on 06 June 2022

Mrs. T stated that most students could understand the subject matter well. This is evidenced by the results of good routine test scores. Meanwhile, those who are less able to understand the material get a lower test score.¹⁰⁰ So it can be said that students' understanding of English lessons is good and can affect their interest in learning English.

(4) I can answer the teacher's questions correctly

For this statement, the student's answers based on the questionnaire showed that most of the students could answer the questions correctly. While others rarely can answer questions correctly. Mrs. T stated that many students could answer the questions given correctly. If the questions are verbal, students find it easier to answer because they are given an explanation of the question than the questions given in writing.¹⁰¹ Thus, the ability of students in answering the teacher's questions correctly shows good results and can influence students' interest in learning English.

Based on the data analysis above, the four statements of students' intelligence factors show a positive result and can be said to influence students' interest in learning English. This is in line with the statement of Slameto that intelligence is one of the factors that influence student interest, as the ability to deal with and adapt to situations quickly, to know or use abstract concepts effectively, and to know relationships and learn them quickly.¹⁰² In addition, Passler et al. in Hemayanti also stated that intelligence

¹⁰⁰Interviewed with T on 06 June 2022

¹⁰¹Interviewed with T on 06 June 2022

¹⁰²Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 56.

has a big effect on students' interest in learning. Intelligence can predict the quality of student performance and what is the potential of students to learn something. Students have good intelligence, generally, they will learn more easily and the results tend to be good. On the other hand, students with lower intelligence tend to have difficulty receiving information in learning and student achievement becomes is lower.¹⁰³

b. External Factor

External factors come from outside the students. This factor affects students' interest in learning English subjects. These factors include family, school, and peers.

1) Family factor

Family is an aspect that comes from outside that can affect student interest. The following are statements that indicate the influence of family on students' interest in learning:

a) My parents help me when I have difficulty learning English

Based on the results of student answers from the questionnaire, not all students are assisted by their parents when they have difficulty learning English. Mrs. T stated that this was because the parents did not understand English lessons, and the parents had limited knowledge.¹⁰⁴ From these answers, it can be said that the role of parents in helping students when experiencing learning difficulties is less influential in affecting students learning interest in English subjects.

b) My parents give me a gift if I get a satisfactory English score

¹⁰³Ketut Lia Hemayanti, et.al., "Analisis Minat Belajar Siswa Kelas Xi Mia Pada Mata Pelajaran Kimia," *Jurnal Pendidikan Kimia Indonesia* 4, no. 1 (2020) p. 23.

¹⁰⁴Interviewed with T on 06 June 2022

From the answers to the questionnaire, it was found that the majority of students did not get a prize if they got good grades in English. This is supported by the statement of Mrs. T stating that most students don't get rewarded only when they get good English grades but usually parents will give students a gift or reward if they get a good final test result.¹⁰⁵ It can be said that giving gifts by parents to students when they get good grades in English subjects has less effect on students' interest in learning English.

- c) My parents allow me to open English content via laptop/mobile phone

Based on the results of the answers to the questionnaire, the majority of students are allowed by their parents to access English-language content via laptops or mobile phones. Mrs. T stated that the majority of students are indeed allowed to use laptops or cellphones, and English-language content can be widely accessed through these devices. However, students who rarely or are not allowed to access these devices may have a contract with their parents to limit the use of gadgets.¹⁰⁶ Based on that answer, it can be said that parents allowing students to access English content via laptops or mobile phones affecting on students' interest in learning.

- d) My parents facilitated me with English lessons/course

In this statement, most students are not facilitated with English tutoring by their parents. Based on Mrs. T, students who do not take lessons could be because they do not have a strong enough passion for English subjects, so parents feel that students are enough for students to study

¹⁰⁵Interviewed with T on 06 June 2022

¹⁰⁶Interviewed with T on 06 June 2022

with teachers at school. Meanwhile, students who take lessons usually have a high enough passion for English, so parents provide additional learning.¹⁰⁷ From these answers, it can be said that the provision of English courses for learning English by parents less affects students' interest in learning English.

The results show that family factors in the aspects of providing students' need for learning reflect on the provision of laptops and cellphones to access English-language content are influential on students' interest in learning. Meanwhile, parental assistance when students have difficulty learning English is still lacking, as well as giving rewards when students get good grades. Then, the provision of English tutoring facilities also looks not evenly distributed to students. Thus, it can be concluded that three aspects out of four aspects show a lack of influence. It can be said that the family is still less influential on students learning English subjects.

However, family factors still have an influence on students' interest in learning English. This is also stated by Slameto, where students get influence from their families, especially families, on their interest in learning.¹⁰⁸ In addition, the result related to the Viviana and Suwarsito's study, where the family is important in growing students' interest in studying at home. This includes knowing children's learning progress and understanding learning difficulties, providing for children's needs for learning, and giving a reward. It can be demonstrated maximally by

¹⁰⁷Interviewed with T on 06 June 2022

¹⁰⁸Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 60.

parents as a form of parental attention to increase students learning interest.¹⁰⁹

1) School Factors

a) Teacher Factor

(1) The teacher communicates using English during the learning process

Based on the data from the questionnaire, most of the students stated that the teacher sometimes used English to communicate during the lesson. It means that the use of English during the learning process affects students' interest in learning. Mrs. T said that the use of English during learning was still not fully or halfway. For example, when explaining material English is used. When students do not understand the explanation, Indonesian is used to make it easier for students to understand the material.¹¹⁰ So it can be said that the teacher uses English to communicate during the learning process and influence students' learning interests.

(2) The teacher uses interesting media in teaching English

Based on the data from the questionnaire, most of the students answered the teacher used interesting media in teaching English. The answer means that the use of interesting media by teachers for learning can affect students' interest in learning. Mrs. T said that most students were active in responding to the learning media used, although there were still students whose responses were lacking.¹¹¹ Based on the results, the

¹⁰⁹Lestari and Suwarsito, "The Influence of Parental Attention and Learning Interest Towards Learning Achievement," p. 77–78.

¹¹⁰Interviewed with T on 06 June 2022

¹¹¹Interviewed with T on 06 June 2022

teacher uses interesting media in teaching English subjects and affects students' interest in learning English.

(3) The teacher makes learning English activities fun

Seeing from the students' answers based on the results of the questionnaire, the most of students stated that the teacher makes learning English activities. Mrs. T stated as much as possible to make learning fun and not boring. One of the observation activities outside the classroom so that students do not get bored staying in the classroom.¹¹² Based on those results, it can be said that the teacher makes fun activities for learning English and it influences students' interest in learning English.

Based on the findings above, it can be said that the three aspects of the teacher factor are good and influential on students' interest in learning English. The results in line with Slameto stated that teachers affect students' interest in learning.¹¹³ The results show that teachers use interesting media in learning and also make learning activities fun, which can affect students' interest in learning English well. It was also found in the research of Wann, et.al., where the use of interesting learning media and supports learning, applying fun learning can increase students' interest in learning.¹¹⁴ In addition, the use of English by the teacher to communicate with students during learning also shows a fairly good effect. Chusnu mentioned that the use of

¹¹²Interviewed with T on 06 June 2022

¹¹³Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 66.

¹¹⁴Wann Nurdiana Sari, et.al., "Peran Guru Dalam Meningkatkan Motivasi Dan Minat Belajar Siswa Kelas V SD Tambahmulo 1," p. 2258.

English to communicate during learning will increase students' interest and ability in speaking English both orally and in writing.¹¹⁵ Thus, the teacher factor in this study can be said to affect students' interest in learning English subjects.

b) Facilities Factor

(1) Classrooms at school are comfortable to use for learning

Based on the results of the questionnaire, most of the students stated that the class conditions at the school were comfortable to use for learning. Mrs. T stated that the class conditions were comfortable because there was air conditioning in each class, tables, and chairs for each student, spacious classes, and supporting learning equipment. It's just that there are some classes where the chairs and tables are old but still fit for use.¹¹⁶ Those results that the classroom at school is comfortable using for learning affect students learning interests.

(2) The school library facilitates the borrowing of English books

Based on students' answers to the questionnaire results, students stated that the school library facilitates the borrowing of English books. Mrs. T stated that there is a library that provides English books to be loaned to students. However, students borrow more Indonesian-language novels than books related to English lessons.¹¹⁷ Based on the results, it can be said that the

¹¹⁵Chusnu S. Diah Kusuma, "Pentingnya Guru Dalam Pengembangan Minat Belajar Bahasa Inggris," p. 79.

¹¹⁶Interviewed with T on 06 June 2022

¹¹⁷Interviewed with T on 06 June 2022

library facilitates students in borrowing books, and it affects students' interest in learning English.

- (3) The school facilitates complete equipment to support English learning activities

In this statement, the majority of students answered that the school facilitates complete equipment to support English learning activities. Mrs. T said that the school provides complete facilities to support learning, such as LCD projectors, speakers, and a computer laboratory.¹¹⁸ It can be concluded that the school provided complete equipment to support English learning activities.

Based on the results above, the three statements in the facilities factor show a good result and it can be said to be affecting students' interest in learning English. This is also stated by Slameto, where school facilities such as school buildings, classrooms, learning equipment or tools, libraries and laboratories, affect students' interest in learning.¹¹⁹ A study conducted by which found that School facilities such as school buildings, classrooms, laboratories, libraries, and so on, affect students' interest in learning.¹²⁰ The provision of these facilities is an obligation and effort on the part of the school to be able to support the learning and teaching process in schools. Thus, it can be concluded that the school provided good and complete facilities that can affect students' learning interest in English subjects.

2) Peer Factor

¹¹⁸Interviewed with T on 06 June 2022

¹¹⁹Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 68-69.

¹²⁰Marleni, "Faktor-Faktor Yang Mempengaruhi Minat Belajar Siswa Kelas VIII SMP Negeri 1 Bangkinang," p. 158.

a) I discuss English lessons with friends

For this statement, most students stated that they often discuss with friends about English material. In addition, the number of students who answered that they rarely discussed English material with their friends was also quite large. Mrs. T stated that some students discussed it. While most of them may discuss English material with their friends in class and on instructions from the teacher.¹²¹ It can be said that most students are discussing English lessons with their friends and it can affect students' learning interests.

b) I practice English with friends

Related to this statement, most students rarely practice English with friends. Meanwhile, students who practice English with their friends are only a minority. The result was also mentioned by Mrs. T who said that students rarely use English with friends even during the learning process, they also use English on instructions from the teacher.¹²² So it can be said that most students are rare to practice their English and it less affects their interest in learning English.

c) Friends help me if there is English material that I don't understand

Based on the answers to the questionnaire, the results show that friends help students when there is English material that has not been understood. Mrs. T stated that students will ask questions when there is material that has not been understood, whether it is to the

¹²¹Interviewed with T on 06 June 2022

¹²²Interviewed with T on 06 June 2022

teacher or friends.¹²³ Based on those findings, it can be said that students get help from friends if they find difficulties in understanding English material and it is affecting students learning interests.

d) My friends and I study together outside of school

For this statement, most students answered never and rarely studied with friends outside of learning at school. Mrs. T responded that nowadays students rarely do group learning, especially outside of school. This is because students can use gadgets to be able to communicate with friends and access English material easily.¹²⁴ So it can be said that students rarely do study groups with their friends and it less influences their interest in learning English.

Based on the above analysis, it was found that peers can affect students' interest in learning English. This is evidenced by the students' answers stating that they often discuss English material and get help when there is a material that has not been understood. These results are in line with Slameto who stated that the influence of good peers will have a good effect on students and vice versa.¹²⁵ Laserkan's research, where students get a massive influence from their peers on their interest in learning English. Students who have an interest in learning English get massive encouragement, companionship, support, and help from each other.¹²⁶ However, in some aspects, such as the implementation of group learning outside of school and the practice of English with friends, students are still rarely

¹²³Interviewed with T on 06 June 2022

¹²⁴Interviewed with T on 06 June 2022

¹²⁵Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhi*, p. 71.

¹²⁶Lasekan Olusiji, "Parents, Teachers and Peers Effects on College Students' Motivational Intensity to Learn English," *Language in India* 16, no. 4 (2016) p.75.

done. So it can be said that the peer factor has a lower influence

on students' interest in learning English than other factors.

2. The Dominant Factor Influencing students' Interest in Learning English at the Eighth grade of SMP Al Irsyad Al Islamiyyah Purwokerto

Internal factors and internal factors are factors that influence students' interest in learning English subjects at the eighth grade of SMP Al Irsyad Al Islamiyyah Purwokerto. Based on the results of the data analysis above, it is known that internal factors influencing students' interest in learning English are 75.04%, while external factors get a percentage of 66.06%. Thus, it can be concluded that internal factors are more dominant than external factors in influencing students' interest in learning English subjects.

The internal factors consist of indicators of physical factors and non-physical factors. Meanwhile, non-physical factors consist of sub-indicators of attention, readiness, and intelligence factors. Based on these indicators and sub-indicators, the physical factor indicator is the most dominant. This is following the results of the respondent's answers to the questionnaire on indicators of physical factors which greatly influence their interest in learning English.

Furthermore, these results also show that external factors have a smaller effect on students' interest in learning English. The results of the percentage of the questionnaire indicate that the peer factor has the lowest influence on external factors and internal factors. Then, the parental factor also has a lower percentage than other factors. Meanwhile, the teacher and school factors show a fairly good influence on external factors.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher wants to draw conclusions from what has been discussed in the previous chapter, as well as to recommend some suggestions about increasing the interest of eighth-graders in learning English subject at SMP Al Irsyad Al Islamiyyah Purwokerto.

A. Conclusion

Based on the results of data analysis of the factors that influence students' interest in learning English subjects, the following conclusions are obtained:

1. In the interest in learning, especially for English subjects, some factors influence it. These factors are divided into two, namely internal factors and external factors. Internal factors are factors that come from within and are inherent in a person. The aspects included in the internal factors are physical factors and non-physical factors, in which there is attention, readiness, and intelligence. Meanwhile, external factors come from outside the individual that affects students' interest in learning. These factors come from families, schools which include teachers and facilities, and peers. These factors are proven to affect the interest of eighth-graders at SMP Al Irsyad Al Islamiyyah Purwokerto in learning English subjects based on the results of data analysis.
2. Among internal factors and external factors, students are more influenced by internal factors, in other words, internal factors are more dominant in influencing students' interest in learning, namely internal factors. This is evidenced by the percentage of internal factors of 75.04%, while external factors get a percentage of 66.06%. This shows that the aspects of students in students such as their physical health, attention, and intelligence have a big influence on their interest in learning English. Meanwhile, external aspects such as family, school, and peers have less influence on their learning interests.

B. Limitation of Study

This research has been carried out and endeavored under scientific procedures. However, the researcher realizes that this research still has limitations, including:

1. This study did not measure students' interest in learning English subjects. In other words, this study focuses on describing the factors that influence students' interest in learning English and determining the dominant factors that influence it.
2. In this study, the data collection method is taken from students as the main respondents only used a questionnaire. While the interview method is done with the teacher. So it would be better if the interview method was also conducted with students.

C. Suggestion

Based on the research conducted and the results of research related to the factors that influence students' interest in learning English among eighth-grade students of SMP Al Irsyad Al Islamiyyah Purwokerto, the researcher would like to give some suggestions as follows:

1. For School

For the school, researchers provide suggestions to maintain and improve the quality of facilities such as comfortable classrooms, libraries that provide many English books that students can borrow, and equipment that can support learning activities and interests, especially English subjects.

2. For Teacher

Researchers want to advise teachers to create and apply appropriate approaches, media, and activities that can improve students' learning interests in English subjects. In addition, teachers are also expected to pay attention to the physical health of students, by checking whether students have complaints or problems with their health.

3. For students

For students who are studying, the researcher would like to give suggestions to continue to increase interest in English, because English is very useful if mastered at this time. Continue to develop an existing interest in yourself, and don't hesitate to ask for support and help from school, family, or friends.

4. For other researchers

This research focuses on the factors that influence interest in learning English and the dominant factors that influence it. This research still has many shortcomings. For this reason, it would be better for other researchers to conduct similar studies with more in-depth research.



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