

Analysis of Factors Influencing Students' Interest in English Learning

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Abstract

This study aims to determine the factors that can increase students' interest in learning English subjects in class VIII Mts Al-Ma`arif 2 Sorong Regency. In this study, researcher used mixed research. Mixed research is a method that combines two pre-existing forms of research, namely qualitative research and quantitative research. Then to obtain data, facts and information that reveal and explain the problems in this study, researcher use the Sequential Explanation method or model. Researchers collected quantitative data in the first stage using a questionnaire to students then continued by collecting qualitative data through interviews with several informants. The results showed that student interest in learning is largely determined by internal factors, motivation. Motivation affects students' interest in learning English through stimulus from parents to their children. The stimulus that takes place well and continuously from parents can cause encouragement for children to be more diligent in learning. The existence of this encouragement plays an important role in referring to the development of children's interests.

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INTRODUCTION

Education is a human effort to grow and develop innate potentials, both physical and spiritual according to the values that exist in society and culture (Marasabessy et al, 2021). The improvement of an education is marked by the learning outcomes achieved by students, because these learning outcomes can show how capable students are. In mastering subjects at school. Each student has their own interest in certain subjects in their respective environments, especially in English lessons. Thus, learning English become an important subject from elementary school until university (Sardi et al, 2024).

The use of English in the current era is a necessity for society in facing global competition, including in the world of education (Issadaud et all, 2022). English is a subject that has been introduced and taught since the elementary school level and is a concrete manifestation of the government's efforts and hard work to create and develop quality human resources. In studying English that have some factors to support learning English which is one of the factors is motivation (Saha, 2022).



Knowing how important English learning is, it must be packaged as well as possible to make students always happy to learn and pay full attention to the lesson. Attention will arise if there is interest. Then, because of the concentration intensive attention to the material that allows learners learn more actively and understand the lesson well (Cicekci & Sadik, 2019).

In simple terms, interest means a high tendency and enthusiasm or a great desire for something. Furthermore, if a student has a great interest in English learning, then that student will focus more attention on the lesson than other students (Hanim, 2022). When the learning process takes place, students pay attention to the teacher's explanation, ask questions, do not make noise, and become active participants in learning. Therefore, learning will run more successfully and effectively (Sari, 2023).

Interest is a trait that is inherent in human beings which functions as a driving force to do whatever they want. Desire or interest and will or will greatly affect the quality of achievement of learning outcomes (Iqbal, 2024). This encouragement arises from the realization that it is very important. Or it can also be due to the desire of talent and interest (if there is a suitability with the field studied). For example, when people have a passion for reading, they will diligently search for books as reading material without the need to be told to read by others (Hanim, 2022).

Sudjana describes internal factors such as students' abilities, learning motivation, interest and attention, attitudes and study habits, as well as physical and psychological factors. While external factors can affect learning outcomes, such as the quality of teaching. Therefore, it is necessary to know what factors influence students' interest in learning English so that solutions can be found to attract students' interest in learning English.

From the results of the explanation above, the researcher wants to find out what can affect interest in learning from the existence of learning factors that influence it which consists of internal factors which include: 1) Intelligence, 2) Student Attitude, 3) Talent, 4) Interest, 5) Motivation and external factors, namely: 1) Family, 2) Educators and how to educate and 3) Social Environment (Hanim, 2022). Especially in Mts. Al-Ma`arif 2 Sorong Regency. And researcher want to find out how these learning factors affect students' interest in learning English subjects at Mts. Al-Ma`arif 2 Sorong Regency with the hope that the results of this research will become a scientific treasure and become a common solution to achieve learning objectives.

METHOD

In this study, researcher used mixed research. Mixed research is a method that combines two pre-existing forms of research, namely qualitative research and quantitative research. to obtain data, facts and information that reveal and explain the problems in this study, researcher use the Sequential Explanation method or model. Researchers collected quantitative data in the first stage, then continued by collecting qualitative data. This qualitative data is used to develop quantitative data that has been obtained previously (Aziz et al, 2024).

This research uses a quantitative approach to answer the first research question. Quantitative research is research that focuses on numerical data



(Barella, 2024). Analyzed by statistical methods. Students' answers to questionnaires about their interest in learning English were calculated using quantitative methods. Likert scale was the scale used in this study. The likert scale is used to measure the attitudes, a person's or group's beliefs and perceptions about the social issues.

Furthermore, to answer the second question, this research uses a qualitative approach to find out how internal and external factors are influencing students. Qualitative research methods are techniques that will produce descriptive data from people and actors in the form of their written or spoken words as a whole, without isolating certain individuals as components of a whole. This research is also descriptive qualitative research. Descriptive qualitative research focuses on investigating the meaning given by participants using a naturalistic point of view to understand a phenomenon in a natural environment (Abdussamad et al, 2021).

This research was conducted at MTs. Al-Ma`arif 2 Sorong Regency in the 2023/2024 academic year. This school is located at Jalan Ir. Ma`oed, Makbusun, Mayamuk, Sorong Regency, Southwest Papua. The reason for taking research in this school is because this school implements a school-based and under the auspices of a boarding school that applies the use of languages, especially English and Arabic in teaching and learning activities. Data collection was conducted from June to July 2024 for approximately 2 months. The data collection technique used in this research are participatory observation, questionare, and interview. Data analysis in this research is include searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, categories, breaking down into units, synthesizing, into patterns, choosing which ones are important and which ones will be studied, and making conclusions so that they are easily diffused. learn, and make conclusions so that it is easily understood by oneself and others. researcher used the following techniques to process and analyze data according to Miles and Hubermen.

FINDING AND DISCUSSION

Finding

1. Factors that Influence learning Interest

As previously explained in Chapter II, the factors that influence interest in learning consist of internal and external factors. In the following, the researcher presents the data from the questionnaire results of factors that influence interest in learning that have been distributed to students in class VIII Mts. Al-Ma`arif 2 which amounted to 18 students.

a. Internal Factor

Internal factors are things that come from within a person or individual himself. while the internal factors include intelligence, talent, interest, motivation and student attitudes. Below is a table showing the questionnaire results data from internal factors, such as:

Table 1 Internal Factors influenced Student's interest in learning

No	Criteria	Percentages		
		Strongly agree	agree	disagree
				Strongly disagree



1	Ability to Understand Lessons Quickly	33%	61%	6%	0%
2	Confirmation About Difficult Lessons	33%	56%	11%	0%
3	Parents as Literacy Role Models	16%	56%	28%	0%
4	Parents' Support for Learning Activities	67%	33%	6%	0%
5	Self-Awareness of Mistakes	61%	39%	6%	0%
6	Literacy Habituation Since Early Age	33%	61%	6%	0%
7	Responsible for Schoolwork	28%	56%	16%	0%
8	Trust in Problem Solving	16%	50%	33%	0%
9	Act Honestly during Exams	22%	50%	17%	11%
10	Ability to Remember Material that has been Delivered	28%	50%	22%	0%
11	Students' Linguistic Ability to Explain Material Lesson	22%	50%	2%	6%
12	Mastery of English Learning Material	44%	33%	22%	0%
13	Achievement in English lessons	28%	33%	39%	0%
14	Attention to English Learning Materials	56%	39%	6%	0%
15	Note Taking Activity during English Learning	56%	44%	0%	0%
16	Concentrating during the Learning Process	44%	50%	6%	0%
17	Enjoyment of English Language Learning	50%	44%	6%	0%
18	Enthusiasm in English Learning	39%	50%	11%	0%
19	Actively asking questions during English Learning	39%	59%	6%	0
20	Responsibility in Answering Questions	50%	33%	16%	0%
21	Activeness in Doing Assignments	50%	39%	11%	0%
22	Diligence when Teacher Explains the Lesson Material	72%	28%	0%	0%
23	Discipline in Submitting English Assignments	33%	33%	22%	0%
24	Using Free Time to Repeat Lesson Material	33%	44%	26%	6%
25	Independence in Managing Learning Difficulties	67%	28%	0%	6%
26	Evaluate Learning Outcomes	28%	61%	11%	6%
27	Recovery from Self-Deficiency	72%	28%	0%	0%
28	Satisfactory Learning Results in English Subjects	44%	44%	12%	0%
29	Satisfaction with Self-Achievement in English Subjects	44%	50%	6%	0%
30	Active Questioning in Developing Thinking Skills	61%	33%	6%	0%
31	Enthusiasm for Responsibilities in Developing Skills	50%	50%	0%	0%
32	Be Active in Opinion	61%	39%	0%	0%
33	Affirmation of Being a Good Listener	28%	67%	6%	0%
34	Ability to Accept Others' Opinions	33%	56%	6%	0%

Source: Researcher measurement test

Based on table 1.1, the data can be described as follows:

1. the majority of students can understand lessons quickly and responsively at school. This is evidenced by the answers of respondents who agreed



61%, strongly agreed 33%, disagreed 6%, and strongly disagreed 0%. This shows that most of the students in class VIII Mts. Al-Ma`arif 2 are smart students.

2. More than half of the students in class VIII Mts. Al-Ma`arif always confirm with the teacher when the lesson is difficult. This is proven by the answers of respondents who agreed 56%, strongly agreed 33%, disagreed 11%, strongly disagreed 0%. This shows that students are fairly active in learning.
3. More than half of the students use their parents as literacy role models. This is proved by the answers of respondents who agreed 56%, strongly agreed 16%, disagreed 28%, strongly disagreed 0%. This shows that parents' behavior is sufficient to influence students' interest in reading books.
4. Most of the parents of students in class VIII Mts. Al-Ma`arif 2 are supportive of their children's learning activities. This is proven by the answers of respondents who strongly agree 67%, agree 33%, disagree 0%, strongly disagree 0%. This shows that the parents' response to learning activities is excellent.
5. Most of the students in class VIII Mts. Al-Ma`arif 2 strongly agreed to realize the mistakes they made. This is evidenced by the answers of respondents who strongly agree 61%, agree 39%, disagree 0%, and strongly disagree 0%. This shows that students have good selfawareness.
6. Most of the students in class VIII Mts. Al-Ma`arif 2 agree to have good literacy from an early age. This is proved by the answers of respondents who agreed 61%, agreed 61%, disagreed 6%, strongly disagreed 0%. This shows that students get good literacy teaching since childhood.
7. More than half of the students in class VIII Mts. Al-Ma`arif 2 agree to always carry out the teacher's duties well. Evidenced by the answers of respondents who agreed 56%, strongly agreed 28%, disagree 16%, strongly disagree 0%. This shows that students' responsibility for the assignments given is quite good.
8. More than half of the students in class VIII Mts. Al-Ma`arif 2 agree to have freedom in solving problems. This is evidenced by the answers of respondents who agreed 50%, disagreed 33%, strongly agreed 16%, strongly disagreed 0%. This shows that students are believed to have maturity in solving their own problems.
9. Half of the students in class VIII Mts. Al-Ma`arif 2 agreed to be honest during the exam. This is evidenced by the answers of respondents who agreed 50%, strongly agreed 22%, disagreed 17%, strongly disagreed 11%. This shows that the level of student confidence is quite good
10. Half of the students in class VIII Mts. Al-Ma`arif 2 agree that they can remember the lessons that have been delivered. This is evidenced by the answers of respondents who agreed 50%, strongly agreed 28%, disagree 22%, strongly disagree 0%. This shows that students have a fairly well memory in receiving lessons.
11. half of the students in class VIII Mts. Al-Ma`arif 2 agrees to be able to re-explain the subject matter that the teacher has conveyed. This is evidenced by the answers of respondents who agreed 50%, strongly agreed 22%, disagreed 21%, strongly disagreed 6%. This shows that



students have quite good linguistic abilities in explaining the lesson material.

12. almost half of the students in class VIII Mts. Al-Ma`arif 2 agree on the mastery of English learning materials. This is evidenced by the answers of respondents who strongly agree 44%, agree 33%, disagree 22%, strongly disagree 0%. This shows that it is enough to have mastery of English learning materials.
13. Small proportion of students in class VIII Mts. Al-Ma`arif 2 disagree that they have achievements in English subjects. This is evidenced by the answers of respondents who disagree 39%, agree 33%, strongly agree 28%, strongly disagree 6%. This shows that students are quite indifferent to the achievements they have in English subjects.
14. More than half of the students of class VIII Mts. Al-Ma`arif 2 strongly agree that they have attention to English learning materials. This is evidenced by the answers of respondents who strongly agree 56%, agree 39%, disagree 6%, strongly disagree 0%. This shows that students have a good willingness to pay attention to the lessons presented.
15. More than half of the students of class VIII Mts. Al-Ma`arif 2 strongly agree to actively take notes when learning English. This is evidenced by the answers of respondents who strongly agree 56%, agree 44%, disagree 0%, strongly disagree 0%. This shows that students have a positive willingness to learn more about the material that has been delivered.
16. Half of the students in class VIII Mts. Al-Ma`arif 2 agree that they concentrate during the learning process. This is evidenced by the answers of respondents who agreed 50%, strongly agreed 44%, disagree 6%, strongly disagree 0%. This shows that students have full attention to the material when the learning process is in progress.
17. Half of the students in class VIII Mts. Al-Ma`arif 2 strongly agree on the feeling of pleasure towards learning English. Evidenced by the answers of respondents who stated strongly agree 50%, agree 44%, disagree 6%, strongly disagree 0%. This shows that English lessons are enjoyable enough for students.
18. Half of the students in class VIII Mts. Al-Ma`arif 2 agreed that they were enthusiastic during the English learning process. Evidenced by the answers of respondents who agreed 50%, strongly agreed 39%, disagreed 11%, strongly disagreed 0%. This shows that students are quite happy during the English learning process.
19. More than half of the students of class VIII Mts. Al-Ma`arif 2 agree to actively ask the teacher about English material that students do not understand. Evidenced by the answers of respondents who agreed 56%, strongly agreed 39%, disagreed 6%, strongly disagreed 0%. This shows that student participation to actively ask the teacher when learning is good.
20. Half of the students in class VIII Mts. Al-Ma`arif 2 strongly agree on responsiveness in answering questions. This is evidenced by the answers of respondents who strongly agree 50%, agree 33%, disagree 16%, strongly disagree 0%. This explains that students are quite responsive in answering questions during the learning process.



21. Half of the students in class VIII Mts. Al-Ma`arif 2 agrees to be active in working on assignments given by the teacher. This is evidenced by the answers of respondents who agreed 50%, strongly agreed 39%, disagreed 11%, strongly disagreed 0%. This explains that students are quite diligent in doing assignments.
22. Half of the students in class VIII Mts. Al-Ma`arif 2 strongly agree to be diligent when the teacher is explaining the material. This is evidenced by the answers of respondents who strongly agree 72%, agree 28%, disagree 0%, strongly disagree 0%. This shows that students follow the learning
23. a small proportion of students of class VIII Mts. Al-Ma`arif 2 strongly agree to be on time in collecting English assignments. This is evidenced by the answers of respondents who strongly agree 39%, agree 39%, disagree 22%, disagree 0%, strongly disagree 0%. This shows that students' awareness of discipline is still not good enough.
24. Half of the students of class VIII Mts. Al-Ma`arif 2 agree that if there is free time then they repeat the English lesson material. This is evidenced by the answers of respondents who agreed 44%, strongly agree 33%, disagree 16%, strongly disagree 6%. This shows that awareness in using time for learning is still less.
25. Half of the students in class VIII Mts. Al-Ma`arif 2 agreed to try to overcome learning difficulties independently. This is evidenced by the answers of respondents who strongly agreed 67% agreed 28%, disagreed 0%, strongly disagreed 6%. This shows that students already have a sense of responsibility for themselves
26. Most of the students of class VIII Mts. Al-Ma`arif 2 agree to evaluate the learning outcomes they get. This is evidenced by the answers of respondents who agreed 61%, strongly agreed 28%, disagreed 11%, strongly disagreed 0%. This shows a fairly strong desire for students to improve their learning outcomes.
27. More than half of the students of class VIII Mts. Al-Ma`arif 2 agrees that they will recover from their shortcomings. This is evidenced by the answers of respondents who strongly agree 72%, agree 28%, disagree 0%, strongly disagree 0%. This shows that students have a sense of appreciating themselves
28. Almost half of the students of class VIII Mts. Al-Ma`arif 2 agree that they have very satisfying outcomes in English subjects. This is evidenced by the answers of respondents who strongly agree 44%, agree 44%, disagree 12%, strongly disagree 0%. This shows that the students of class VIII Mts. Al-Ma`arif 2 are smart students.
29. Half of the students in class VIII Mts. Al-Ma`arif 2 agree that they are satisfied with the achievements that have been made. This is evidenced by the answers of respondents who agreed 50%, strongly agreed 44%, disagreed 6%, strongly disagreed 0%. This shows that students are successful in achieving the targets they want in the subject of English.
30. Most of the students of class VIII Mts. Al-Ma`arif 2 strongly agree that asking questions can develop thinking skills. This is evidenced by the answers of respondents who strongly agree 61%, agree 33%, disagree 6%, strongly disagree 0%. This shows that students consciously know how to develop their thinking skills in learning.



31. Half of the students of class VIII Mts. Al-Ma`arif 2 agrees that enthusiasm for responsibility can hone skills. This is evidenced by the answers of respondents who agreed 50%, strongly agreed 50%, disagreed 0%, strongly disagreed 0%. This shows that students have understood how to explore their potential in learning.
32. Most of the students of class VIII Mts. Al-Ma`arif 2 strongly agree to be active in expressing their opinions. This is evidenced by the answers of respondents who strongly agree 61%, agree 39%, disagree 0%, strongly disagree 0%. This shows that students have the courage to state their opinion.
33. Most of the students of class VIII Mts. Al-Ma`arif 2 agree that they are able to be a good listener. This is evidenced by the answers of respondents who agreed 67%, strongly agreed 28%, disagreed 6%, strongly disagreed 0%. This shows that students have been able to appreciate themselves by providing positive recognition that they can be a good listener.
34. More than half of the students in class VIII Mts. Al-Ma`arif 2 agree that they are able to accept other people's opinions. This is evidenced by the answers of respondents who agreed 56%, strongly agreed 39%, disagreed 6%, strongly disagreed 0%. This shows that students already have self-awareness of respecting other people's opinions.

b. External Factor

External factors are one of the factors that influence interest in learning. External factors come from outside the individual, which in this case includes family conditions, teachers and teaching methods, and the social environment. The researchers described the following questionnaire data from external factors that affect interest in learning, such as:

Table 2 External Factors influenced Student's interest in learning

No	Criteria	Percentages			
		Strongly agree	agree	disagree	Strongly disagree
1	Intensity of family time	61%	22%	16%	0%
2	Communication with Parents	72%	28%	0%	0%
3	Quality Time with Family at Home	72%	28%	0%	0%
4	Freedom of Expression from Parents	61%	39%	0%	0%
5	Parental Control of Learning Activities	61%	33%	6%	0%
6	Parents as Role Model	83%	17%	0%	0%
7	Responsible in Attitude	61%	39%	0%	0%
8	Availability of Study Facilities at Home	56%	28%	16%	0%
9	Interesting Methods and Media as motivation in Learning	56%	28%	16%	0%
10	Enjoyable Learning Methods and Media as an Encouragement to Learn	61%	33%	6%	0%



	Engaging Methods and Media	50%	44%	6%	0%
11	as a Tool for Playing while Learning	50%	44%	6%	0%
12	English Teacher as Motivator	50%	39%	11%	0%
13	English Teacher as a Role Model	67%	33%	0%	0%
14	Feeling Pleasure from the Teacher's Presence	78%	22%	0%	0%
15	Friends as learning partners	56%	39%	6%	0%
16	Friends as Competitors in Learning	67%	33%	0%	0%
17	Friends as Role Models	50%	28%	16%	6%
18	Friends as a Reference for Current Trends	44%	16%	28%	11%
19	Quiet Environment for Effective Learning	78%	11%	6%	6%

Based on Table 1.1, can be described as follows:

1. most of the students in class VIII Mts. Al-Ma`arif 2 strongly agree that they have time to gather with family. This is evidenced by the answers of respondents who strongly agree 61%, agree 22%, disagree 16%, strongly disagree 0%. This shows that students have enough time to spend with their families.
2. Most of the students in class VIII Mts. Al-Ma`arif 2 strongly agree that they have good communication with their parents. This is evidenced by the answers of respondents who strongly agree 72%, agree 28%, disagree 0%, strongly disagree 0%. This shows that students have excellent communication with their parents.
3. Most of the students in class VIII Mts. Al-Ma`arif 2 strongly agree that they are always happy when they have time at home with their family. This is evidenced by the answers of respondents who strongly agree 71%, agree 28%, disagree 0%, strongly disagree 0%. This shows that students really want quality time with their families.
4. Most of the students in class VIII Mts. Al-Ma`arif 2 strongly agree that their parents provide space for expression. Evidenced by the respondents who agreed 61%, strongly agreed 39%, disagreed 0%, strongly disagreed 0%. This shows that there are already quite a lot of parents who give their children the trust to be creative.
5. Most of the students in class VIII Mts. Al-Ma`arif 2 strongly agree that parents always control and help in every learning activity. This is evidenced by the answers of respondents who strongly agree 61%, agree 33%, disagree 6%, strongly disagree 0%. This shows that parents take part in their children's learning activities.
6. Most of the students in class VIII Mts. Al-Ma`arif 2 strongly agree that parents are role models for them. This is evidenced by the answers of respondents who strongly agree 83%, agree 16%, disagree 0%, strongly disagree 0%. This shows that parents have excellent behavior in educating their children.
7. Most of the students of class VIII Mts. Al-Ma`arif 2 agree that they take full responsibility for whatever they have done. This is evidenced by the answers of respondents who strongly agree 61%, agree 39%, disagree



3.19%, strongly disagree 0%. This shows that students are able to decide on attitudes and responsibilities.

8. More than half of the students in class VIII Mts. Al-Ma`arif 2 strongly agree that they feel that home is the best and most comfortable place to study after school. This is evidenced by the answers of respondents who strongly agree 56%, agree 28%, disagree 16%, strongly disagree 0%. This shows that students feel comfortable to study at home.
9. More than half of the students in class VIII Mts. Al-Ma`arif 2 strongly agree that interesting learning methods and media make students excited and motivated in learning. This is evidenced by the answers of respondents who strongly agree 56%, agree 44%, disagree 0%, strongly disagree 0%. This shows that students are quite happy with interesting learning methods and media.
10. most of the students of class VIII Mts. Al-Ma`arif 2 strongly agree that students do not feel bored during the learning process with fun learning methods and media. This is evidenced by the answers of respondents who strongly agree 61%, agree 33%, disagree 6%, strongly disagree 0%. This shows that students need fun learning methods and media.
11. Half of the students of class VIII Mts. Al-Ma`arif 2 agree that with fun learning methods and media, students can learn while playing. This is evidenced by the answers of respondents who strongly agree 50%, agree 44%, disagree 6%, strongly disagree 0%. This shows that students quite like learning while playing.
12. Half of the students of class VIII Mts. Al-Ma`arif 2 strongly agree that English teachers motivate them to learn. Evidenced by the answers of respondents who stated strongly agree 50%, agree 39%, disagree 11%, strongly disagree 0%. This shows that English teachers motivate students to learn.
13. Most of the students of class VIII Mts. Al-Ma`arif 2 strongly agree that teachers can be good role models for them. Evidenced by the answers of respondents who stated strongly agree 67%, agree 33%, disagree 0%, strongly disagree 0%. This shows that English teachers have a great attitude.
14. Most of the students of class VIII Mts. Al-Ma`arif 2 strongly agree that they are very happy with teachers who have a patient, smiling and kind attitude. This is evidenced by the answers of respondents who strongly agree 78%, agree 22%, disagree 0%, strongly disagree 0%. This shows that the attitude of teachers who have good character is very influential on student learning motivation.
15. More than half of the students in class VIII Mts. Al-Ma`arif 2 agrees that friends are learning partners. This is evidenced by the answers of respondents who strongly agree 56%, agree 39%, disagree 6%, strongly disagree 0%. This shows that peers are quite influential in the development of student learning.
16. Most of the students in class VIII Mts. Al-Ma`arif 2 strongly agree that friends are competitors in learning. This is evidenced by the answers of respondents who strongly agree 67%, agree 33%, disagree 0%, strongly disagree 0%. This shows that students have a strong spirit of competition in learning.



17. Half of the students in class VIII Mts. Al-Ma`arif 2 agree that friends are used as role models. This is evidenced by the answers of respondents who strongly agree 50%, agree 28%, disagree 16%, strongly disagree 6%. This shows that peers are quite influential in shaping students' personalities.
18. Almost half of the students in class VIII Mts. Al-Ma`arif 2 strongly agree that they will follow the trends used by their friends. This is evidenced by the answers of respondents who strongly agree 44%, agree 16%, disagree 28%, strongly disagree 11%. This shows that peers have little influence on the attitudes and behavior of their friends.
19. Most of the students of class VIII Mts. Al-Ma`arif 2 strongly agree that they can focus on learning when they are in a calm environment. Evidenced by the answers of respondents who strongly agree 78%, agree 11%, disagree 6%, strongly disagree 6%. This shows that the surrounding environment greatly affects students' learning conditions.

Internal and External Factors Affect Learning Interest of the Students at English Language Subjects

a. Internal Factors

Based on the results of researchers' interviews with several informants, the internal factor that most influences student learning is the motivation factor. This is in accordance with the results of the author's interviews with several Mts. Al-Ma`arif 2 where they argue that motivation is the factor that most influences the interest in learning in themselves. One of the students named Fushiguro (Pseudonym) explained in an interview with researchers, he said:

"I like the subject. If we motivate ourselves by liking the lesson first then we will be more interested in following the lesson. but sometimes there are times when we are not interested, bored. So it depends on us..."(Fushigiro, 2024)

Based on the answer presented by Fushiguro, it can be concluded that interest in learning is influenced by motivational factors in students. Each student has his own way to generate motivation within himself to have an interest in learning. The same thing was also stated by Zangetsu (Pseudonym), he said:

"For me, what can make me interested is because the lessons are easy to digest, easy to understand. but if it's like that I shouldn't underestimate the lessons. if I underestimate the lessons, then I'm not motivated to be interested in learning."(Zangetsu, 2014)

From the answer to the interview with Zangetsu, it shows that a student's motivation really depends on themselves. How they motivate themselves to be interested in the lesson. This is supported by a statement from the English subject teacher, Mrs. Rize. She said:

"As for the factors that most influence children's interest, in my opinion, are interest from themselves. Because we ourselves know what we want and so that we are enthusiastic about doing it....."(Zangetsu, 2024)

b. External Factors

Based on the results of researchers' interviews with several informants, the internal factor that most influences student learning is parenting. This can



be proven by the results of the researcher interviews with several Mts. Al-Ma`arif 2 students. They argue that parenting plays an important role in arousing their interest in learning. this is based on the answer from Inumaki (Pseudonym), she said:

"It's really important, if there's no mother, I'll be lazy, if there's a mother, I'll be reminded that I have to study, reminds me. I'm happy with the way my parents educate me because they don't really restrain me, if my mother is allowed to be independent, the important thing is that my grades don't drop." (Inumaki, 2024)

Inumaki also added that she wants to make her parents proud. Then she can arouse her interest in learning

"My wish is to be successful and make my parents proud. That way, I always motivate myself to be interested and interested in focusing on listening and paying attention to the lesson." (Inumaki, 2024)

Good parenting in educating children to learn greatly affects their interest in learning. If it is not accompanied by good parenting, then students will feel that there are no reminders, controllers and reminders for them to learn. this is in accordance with Zangetsu's statement, he said

"Parenting from my parents really important, because for example when I'm lazy to study, then my mom reminds me, finally it's like there's an urge to do it immediately. Even though I'm waiting for mom to really remind me. I feel sad if there are children who have no encouragement or direction from their parents, so their children at home just play cellphones, lie down, no one controls them." (Zangetsu, 2024)

Based on the answers above, parents' parenting patterns are the main actors to arouse their children's interest in learning. How and what they nurture and educate their children is the key to the importance of education that students receive. Mrs. Laliet (Pseudonym), Inumaki's mother, expressed the importance of parenting to arouse her child's interest in learning, she said:

"Good parenting is very important to nurture and motivate to be interested in learning for the future. Don't be like us parents. If possible, he should have a higher education and a good career. I hope he can make it to college successfully. Prayers and best wishes of course." (Laliet, 2024)

The same thing was also conveyed by Mr. Sarutobi, Fushiguro's father. He said that parenting is important for guiding children.

"Parenting is very important. Especially Fushiguro is a boy. If he is not given support and motivation, as well as advice, he is afraid of losing his way. Moreover, he is still a teenager. Easily influenced by socializing" (Regoku, 2024)

Based on the findings from the interviews above, external factors in the form of parenting are factors that have a strong influence on students' interest in learning, especially English lessons. With good parenting from their parents, they feel that there is a figure who supports and supervises them. But not burdening them with excessive pressure and demands. This is in line with the words of Mrs. Rengoku, Zangetsu's mother. She said:

"If I advise children to study, I don't put too much pressure on them to study like that. I just tell them to study tomorrow and get good grades, that's all.



I don't pressure him to always study. But I remind him and ask about his homework, how his time at school was. And I give advice and support so that he is enthusiastic about studying and school."

Discussion

Based on the overall data described in the research findings above, it is known that the dynamics of class VIII students' interest in learning English subjects at Mts. Al-Ma`arif 2 can be seen from 2 factors, which include:

1. Internal Factor

The biggest internal factor that affects interest in learning is the motivational factor. This can be proven that the largest average percentage on the motivational factor is perseverance with a centered answer of 50%. This is in line with the results of the author's interviews with several students in class VIII Mts. Al-Ma`arif 2 where they consider that motivation is the factor that most influences the existence of interest in learning in themselves. As the author has quoted from the results of interviews with several class VIII students Mts. Al-Ma`arif 2.

The motivation can provide encouragement for children to do something. Therefore, if there is no motivation, the child will not have good direction and encouragement which will result in an interest. Motivation is important in schools because not all lessons are in accordance with the interests and the need of the learners. In everyday life motivation has a very strategic role including in the learning process. The dimensions of motivation that drive a person's needs and desires are able to explain what makes people do things, do them, and keep them helping them in completing tasks (Hanim, 2022).

Motivation is at the core of learning for students in class VIII Mts Al-Ma`arif 2. Because motivation can encourage them and drive and strengthen interest in carrying out activities, learning and certain activities in order to achieve the goals desired by students. Without motivation, it is difficult for humans to make movements or behaviors because they do not have the drive to achieve a goal. Motivation also involves processes that energize, direct, and maintain the behavior performed (Hanim, 2022).

However, a person's motivation can be said to depend on themselves. How and what kind of way they can raise motivation in themselves so that they can be interested in continuing to study and learn, especially in English subjects. Motives that exist within become active or function and do not require external stimulation, because the desire to do something already exists within each individual. This impulse arises because of the realization that it is very important or it can also be due to the encouragement of talents and if there is compatibility with the field studied (Nikmah, 2022).

The results obtained by researcher are also in line with previous research that the internal factors that most influence students in learning English is motivation factors. When students have high enough motivation to attention to English and it can be said that the attention factor affects students' interest in learning. In other words, when students have no motivation to 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 motivation affects students' interest in learning English. Students will be more attentive if they have the motivation itself (Nikmah, 2022).



2. External Factor

The biggest external factor that affects interest in learning is the family environment factor in the aspect of parental parenting. This can be proven that the largest average percentage on the family situation factor is parental parenting with a centered answer of 66%. This is also reinforced by the results from interviews with several Mts. Al-Ma`arif 2 students. According to them, family circumstances that support learning activities, such as the amount of intensity of gathering with family and having quality time with their parents can create calmness and a sense of comfort to always feel at home for a long time. In addition, they feel that there is a controller, support and full attention to learning activities which has an impact on the growth of awareness of responsibility and discipline for students.

Parenting can arouse students' interest in learning well. Therefore, it requires support from the people closest to it, one of which is parents. Parental attention will determine a student can learn well and even get good learning achievements too. Forms of parental attention in the form of affection, good and democratic communication, and providing positive advice and feedback (Hanim, 2022).

In addition to parenting, the relationship between students and their parents must be harmonious. Not only the relationship with parents but also between family members. Harmonious relationships that occur in the family are everyone's desire because with harmonious relationships, peace, comfort, and tranquility will be obtained. This situation will present good learning conditions, so that it will spur student achievement. Children in whose families there is no warmth and harmony will find it difficult to achieve success in learning (Hanim, 2022).

Therefore, good parenting from parents is very important. Family life is full of problems and challenges that can be an obstacle for students in generating motivation and interest in learning, especially in English subjects. One of the problems faced by families is economic problems.

A poor family economy makes it difficult for children to get good learning, children become unmotivated, less enthusiastic and low concentration on learning because of the family's economic situation. Often parents also demand children to help them earn extra money. Family economic conditions are closely related to children's learning. Children who are learning need many things to support their learning process both at school and at home (Hanim, 2022).

Therefore, the role of parenting to motivate their children to learn is very important. How children can generate their interest and motivation in learning depends on their parents' parenting to direct them to a better life in the future.

The results obtained by researcher are also in line with previous research that the external factors that most influence students in learning English is family environment factor in the aspect of parental parenting. Family is one of the important factors in developing children's interest in learning at home. This includes knowing children's learning development and understanding learning difficulties, providing children's needs in learning, and giving appreciation. This can be shown optimally by parents as a form of parental attention to increase students' interest in learning (Nikmah, 2022).



CONCLUSION

Internal factors in the aspect of motivation affect the interest in learning of students in class VIII Mts. Al-Ma`arif 2 in English Learning through stimulus from parents to their children. The stimulus that takes place well and continuously from parents can cause encouragement for children to be more diligent in learning. The existence of this encouragement plays an important role in referring to the development of children's interests. While external factors, namely family, are the main educational place for a child. The potential possessed by a child depends on the upbringing of his parents. Children will feel they have an interest in learning because they feel supported, cared for by their parents. In this case, parents can act as a controller so that children have direction and help foster awareness and responsibility for children. An atmosphere that is safe, peaceful atmosphere is needed in increasing children's interest in learning. Because children will become more comfortable at home and feel that home is the most perfect place for them. that home is the most perfect place to learn and acquire learning. While the findings of this study prove that the factors that most influence the interest in learning of class VIII Mts. Al-Ma`arif 2 is an internal factor, namely motivation in the aspect of perseverance.

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