

The analysis of students' interest In learn English of SMPN 6 Satap Baraka

Riska Wati, Sam Hermansyah, Isumarni, Sitti Aisa

¹²³⁴ Universitas Muhammadiyah Sidenreng Rappang

Email : iccariskawati@gmail.com

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ABSTRACT

Learning interest is one of the key factors influencing students' English success in the learning process, including in English language learning, supporting factors, SMPN 6 Satap Baraka learning. However, in rural areas such as SMPN 6 Satap Baraka, various challenges such as limited access to technology and learning resources hinder the development of students' learning interest. This study aims to determine the level of students' interest in learning English and to identify the factors that influence it. This research employed a **mixed-method** approach, with data collected through questionnaires to measure students' level of interest in learning English, and through observation and interviews to explore the influencing factors. The results showed that the level of students' interest in learning English was relatively low, at **49.38%**. The factors that influence students' learning interest include a good relationship between students and teachers, as well as the provision of feedback by teachers as motivating factors. Meanwhile, the use of less varied teaching methods and media, limitations in learning resources and technology, as well as the absence of teachers during the learning process are factors that have not yet optimally supported the learning interest of students at SMPN 6 Satap Baraka.

INTRODUCTION

The global era has brought numerous changes to various aspects of life, particularly in education. One of the essential skills that has gained immense importance is proficiency in the English language. English is no longer just a foreign language but a global lingua franca, bridging gaps between cultures, economies, and individuals. In Indonesia, English has been integrated into the school curriculum at the junior and senior high school levels, positioning it as a critical subject. However, fostering an interest in learning English among students, especially in rural areas, remains a significant challenge.

Learning interest plays a crucial role in the learning process, influencing the level of engagement and success that students achieve. According to several educational theorists, a student's interest is a key psychological factor that drives their willingness to participate and excel in learning activities. High learning interest often correlates with higher academic achievement, while low interest can lead to disengagement, poor understanding, and a lack of motivation. In the case of English language learning, this is particularly vital, as students need to maintain consistent interest to master the language, which may not be frequently used in their daily lives.

In rural areas, where exposure to English is limited, the challenges of fostering interest are even more pronounced. SMPN 6 Satap Baraka, located in Potokkullin Village, Enrekang Regency, provides a clear example of this issue. The students at this school have limited access to English language resources and opportunities for real-world practice. The societal preference for the local Duri language, combined with limited technology and learning facilities, contributes to the diminished interest in learning English. As a result, many students perceive English as a difficult and unnecessary subject, hindering their motivation to actively engage in learning.

Understanding the level of interest in learning English among students at SMPN 6 Satap Baraka is crucial to addressing these challenges. This study aims to measure the level of interest in learning English and identify the factors that influence this interest. Through a comprehensive analysis, it is hoped that insights can be gained that will inform better teaching strategies and support systems tailored to the specific needs of students in this rural context.

The importance of this research extends beyond the local level. Enrekang Regency, known for its tourism potential, presents an opportunity for students who are proficient in English to contribute to the development of the tourism industry. By fostering an interest in learning English, the students can not only improve their academic performance but also enhance their employability in an industry that increasingly demands foreign language skills. The ability to communicate in English can thus become a valuable asset for their personal and professional growth.

The decision to conduct this study at SMPN 6 Satap Baraka stems from the absence of similar research in the area. No previous studies have specifically focused on the level of interest in learning English among students in this rural school, making this research a novel contribution to the field. By focusing on this particular context, the study will offer valuable data that can guide improvements in English education, not only at SMPN 6 Satap Baraka but also in similar rural schools.

The primary objective of this research is to evaluate the students' interest in learning English and to explore the factors that influence this interest. It is anticipated that the findings will provide useful recommendations for teachers, schools, and local educational authorities to enhance English language teaching and learning strategies in rural areas. Additionally, the study will contribute to the broader understanding of how environmental and socio-cultural factors can impact students' motivation to learn English in under-resourced settings.

The research methodology combines quantitative and qualitative approaches to provide a holistic view of the students' interest in learning English. By using questionnaires to assess the level of interest and conducting interviews and observations to identify the influencing factors, this study aims to offer a

comprehensive analysis that captures both the measurable aspects of learning interest and the underlying influences that shape students' attitudes toward English language learning.

Literature Review

Understanding the factors that influence students' interest in learning English is crucial for developing effective teaching methods. Numerous studies have examined the role of student interest in the learning process and its impact on academic success. Learning interest is generally regarded as the psychological drive or motivation that encourages students to engage actively in learning activities. According to Rizki Nurhan and Rahmat (2021), learning interest is defined as the internal force that motivates students to actively participate in their studies with enthusiasm and commitment. This interest is essential for students to persist through challenges and achieve meaningful learning outcomes.

One of the most widely discussed theories regarding learning interest is that it is a combination of both internal and external factors. Internal factors include intrinsic motivation, such as the enjoyment of learning and personal interest in the subject matter. External factors include teaching methods, learning resources, and the social and environmental context in which learning occurs. In their study, Rahmiani, Fauziah, and Nurhikmah (2024) found that students' interest in English is significantly influenced by the teaching methods employed by teachers and the learning environment. For example, interactive and engaging teaching methods such as group discussions or multimedia-based learning tend to increase student interest and participation.

External factors, particularly the relationship between students and teachers, also play a significant role in fostering learning interest. The work of Ni Kadek Artini and I Putu Oka Suardana (2024) highlighted that students who feel supported by their teachers are more likely to develop a positive attitude toward learning. This relationship is particularly important in rural areas, where students may not have access to other forms of support or mentorship outside the classroom. A positive and supportive teacher-student relationship helps build a sense of trust and encourages students to take risks in their learning, thereby enhancing their motivation and interest in the subject.

In rural areas, however, factors such as limited access to technology, educational resources, and a lack of exposure to English outside the classroom create additional barriers to learning interest. As demonstrated in the study by Ariastuti, Wahyuddin, and Maryadi (2014), the use of audiovisual media and technology significantly boosts students' interest in learning English. In contrast, students in rural settings like SMPN 6 Satap Baraka face limitations in these areas, which negatively affects their engagement with the material. Furthermore, the social environment plays a crucial role in shaping students' attitudes toward learning English. According to the research by Valentina, Rosnaningsih, and Muttaqien (2022), students in rural schools often see English as irrelevant to their daily lives, which reduces their intrinsic motivation to learn.

The integration of technology in the classroom has proven to be an effective strategy for increasing student engagement and learning interest. In a study by Rahmiani et al. (2024), it was found that students who were taught using multimedia tools such as videos, interactive apps, and online games showed a higher level of interest and understanding in English. This approach allowed for a more dynamic learning experience, making the subject matter more engaging and accessible. Unfortunately, such resources are often lacking in rural schools, where access to technology is limited, and this hampers efforts to foster a higher level of interest in English language learning.

Moreover, several studies suggest that understanding the relevance of English in

students' personal and professional lives is a key motivating factor. Suyitno (Akbar et al., 2012) argues that when students perceive English as a valuable skill that can enhance their future career opportunities, they are more likely to invest time and effort into learning it. In rural areas like Potokkullin Village, where English is not used frequently, students may not fully grasp the importance of the language for their future success. Thus, teachers need to emphasize how English proficiency can open doors to global opportunities, particularly in sectors like tourism, which is a growing industry in Enrekang Regency.

Additionally, the role of classroom activities and student participation cannot be overlooked. Active involvement in lessons, such as answering questions, engaging in group discussions, and working on collaborative projects, fosters a deeper interest in the subject. In her study, Slameto (2020) found that students who were actively engaged in hands-on learning activities exhibited a higher level of interest in the subject matter. However, the lack of such opportunities in rural schools, where traditional lecture-based teaching is more common, can result in passive learning behaviors and a reduced interest in learning English.

To improve students' interest in English, it is essential to address both internal and external factors that influence their learning. According to Purwanto (2016), internal factors such as motivation, self-confidence, and personal interest can be nurtured through appropriate teaching strategies that make learning more relevant and enjoyable. External factors, such as teacher support, the learning environment, and the availability of resources, should also be optimized. By combining both internal and external factors in a balanced and thoughtful way, educators can create a learning environment that encourages sustained interest and engagement in English language learning.

Research Methods

This study aims to investigate the level of interest in learning English among grade 8 students at SMPN 6 Satap Baraka and identify the factors influencing their interest. To achieve these objectives, a mixed-methods approach was employed, combining both quantitative and qualitative research methods. The use of mixed methods allows for a comprehensive analysis of the students' interest in English, as well as an exploration of the factors that affect this interest. This section outlines the research design, population and sample, data collection methods, and data analysis techniques used in this study. The research design used in this study is a mixed-methods approach, which involves the integration of both quantitative and qualitative data collection techniques. This approach is particularly useful for exploring complex phenomena, such as students' interest in learning English, from multiple perspectives. According to Creswell & Clark (2017), mixed-methods research provides a more complete understanding of a research problem by combining the strengths of both quantitative and qualitative approaches. The quantitative phase of the study was designed to measure the students' level of interest in learning English, while the qualitative phase aimed to explore the factors that influence their interest.

Population and Sample

The population for this study consisted of grade 8 students at SMPN 6 Satap Baraka. The school is located in Potokkullin Village, Enrekang Regency, where students have limited access to English language resources and exposure. The total population of students in grade 8 at the school was 86. A purposive sampling technique was employed to select a sample of 17 students from this population. Purposive sampling was chosen because it allows the researcher to select participants who possess specific characteristics relevant to the study. In this case, the grade 8 students were chosen because they had been in the school environment for a longer period, and their learning habits and interests were already established.

Data Collection Methods

This study utilized three primary data collection methods: questionnaires, interviews, and observations. The questionnaire was designed to measure the students' level of interest in learning English across various indicators, including enjoyment, student interest, acceptance, and engagement. The questionnaire used a Likert scale to capture the frequency of students' responses, providing quantitative data that could be statistically analyzed.

Interviews were conducted with six randomly selected students to gather qualitative data about the factors influencing their interest in learning English. The interview questions were open-ended and aimed to explore the students' experiences, perceptions, and attitudes toward learning English. Interviews are particularly useful for capturing in-depth insights into participants' subjective experiences, which may not be fully expressed in a structured questionnaire.

Classroom observations were also conducted during English lessons to further understand how students interacted with the learning environment. The observations focused on key factors such as student engagement, teacher-student interactions, the use of teaching methods, and the availability of learning resources. This method provided additional context to complement the data obtained from the questionnaires and interviews.

The primary instrument used for data collection in this study was a questionnaire, designed to assess the level of interest in learning English among the students. The questionnaire was developed based on existing literature on learning interest (Slameto, 2020), focusing on four key indicators: enjoyment, student interest, acceptance, and engagement. Each indicator was represented by a set of statements, and students were asked to rate their responses on a five-point Likert scale, ranging from "Very Often" to "Very Rarely." The responses were then scored and converted into percentage values to determine the overall level of interest.

In addition to the questionnaire, semi-structured interviews were conducted to gain a deeper understanding of the factors that influence the students' interest in English. The interview questions were designed to explore topics such as the students' attitudes towards English, their perceptions of the subject's relevance, and the challenges they faced in learning. The interviews were audio-recorded and transcribed for analysis. Observations were conducted in the classroom during English lessons to gather real-time data on student engagement and participation. The researcher used an observation guide to ensure that relevant aspects, such as teaching methods, student-teacher interactions, and the use of teaching materials, were systematically recorded.

The data collection process was carried out over the course of two weeks. On the first day, the questionnaires were distributed to all 17 grade 8 students during their English class. The students were given sufficient time to complete the questionnaires, and their responses were collected at the end of the session. On the second day, the interviews were conducted with six randomly selected students. The interviews took place in a quiet room, where each student was asked to respond to a set of open-ended questions about their experiences and perceptions regarding learning English.

Classroom observations were conducted over four sessions, during which the researcher observed the students' behavior, level of engagement, and participation during English lessons. The researcher also noted the teaching methods used by the English teacher and the availability of learning resources, such as textbooks and multimedia materials. The observations were recorded using field notes, which were later transcribed for analysis.

Data analysis in this study was conducted in two phases: quantitative analysis of the questionnaire data and qualitative analysis of the interview and observation data. The quantitative data obtained from the questionnaires were analyzed using descriptive statistics. The responses were scored based on the Likert scale, and the percentage of responses in each category (e.g., "Very Often," "Sometimes," etc.) was calculated. The overall percentage of students' interest in learning English was then determined based on the total score and compared to the threshold for low, medium,

and high levels of interest.

The qualitative data from the interviews and observations were analyzed using thematic analysis. The researcher identified recurring themes and patterns in the students' responses and the observational notes. Thematic analysis is a widely used technique for identifying and analyzing patterns in qualitative data, which can help to uncover the underlying factors influencing students' interest in learning English. The findings from the interviews and observations were used to complement and explain the quantitative results obtained from the questionnaires.

Ethical considerations were taken into account throughout the research process. Prior to the study, informed consent was obtained from all participants, as well as from their parents or guardians, to ensure that the students voluntarily participated in the research. The anonymity and confidentiality of the participants were maintained throughout the study, and their responses were used solely for academic purposes. The researcher also ensured that the students were not subject to any harm or discomfort during the data collection process, and that they were free to withdraw from the study at any time without consequence.

Results and Discussion

The primary objective of this study was to assess the level of interest in learning English among grade 8 students at SMPN 6 Satap Baraka and identify the factors influencing this interest. The data collected through questionnaires, interviews, and observations provided a comprehensive view of the students' engagement with the English subject.

From the quantitative data obtained from the questionnaires, the overall level of interest in learning English among the students was found to be relatively low, with a total score percentage of 49.38%. The percentage was calculated based on four main indicators: feeling of enjoyment, student interest, acceptance, and student engagement. Among these indicators, student engagement received the lowest score at 22.15%, indicating that students were generally not active participants in English lessons. This was followed by acceptance (24.47%) and student interest (26.37%), both of which reflected moderate levels of engagement with the subject.

The highest score was recorded for feeling of enjoyment, which accounted for 27%, suggesting that while students may find some enjoyment in learning English, this enjoyment did not translate into a sustained interest or active participation. The results revealed a significant gap between the students' enjoyment of English and their actual involvement in learning activities, such as answering questions or engaging in discussions.

In the interviews, students reported that they generally did not see English as a subject of great personal interest. Many students stated that they felt disconnected from the subject, attributing this to the perceived difficulty of English and its lack of relevance to their daily lives. Several students expressed that they only felt motivated to learn English when the material was presented in a more engaging and interactive manner, such as through videos or group activities. The limited use of such methods in the classroom was cited as a key reason for their lack of motivation.

Observational data further supported these findings. During classroom observations, it was noted that students were passive during lessons that involved traditional lecture-based teaching, where the teacher explained the material without much student interaction. On the other hand, students showed more interest during sessions where multimedia resources, such as videos, were used, suggesting that engaging teaching methods could enhance their interest and participation.

Another important finding from the interviews was the influence of teacher-student relationships on students' interest in learning English. Many students reported that a positive relationship with their teacher made them feel more comfortable in the classroom, which, in turn, motivated them to engage more in the

subject. However, some students mentioned that despite the teacher's efforts to build rapport, they still struggled to remain interested in English due to the lack of varied learning activities and the limited use of technology.

The data also revealed that the students' understanding of the relevance of English to their future was minimal. Many students were unaware of how learning English could benefit them in terms of career opportunities or personal development. This lack of awareness contributed to their low level of interest and engagement in the subject, as they did not see any immediate need to invest time and effort into mastering English.

Overall, the results highlight that while there is some level of enjoyment in learning English, the lack of engagement, limited teaching methods, and insufficient understanding of the subject's relevance to students' lives significantly hinder their interest in learning English.

Discussion

The findings of this study provide valuable insights into the factors influencing the students' interest in learning English at SMPN 6 Satap Baraka. The low level of interest in learning English, as evidenced by the questionnaire results, is consistent with the observations and interviews conducted throughout the study. These results suggest that while students may experience moments of enjoyment, the overall lack of sustained engagement and understanding of the subject's relevance to their lives is a major barrier to fostering a strong interest in English learning.

One of the most striking findings is the low level of student engagement, with only 22.15% of students demonstrating active participation in the classroom. This is concerning, as engagement is a key indicator of learning interest and academic success. The lack of engagement can be attributed to the traditional, lecture-based teaching methods used by the teacher, which do not provide students with sufficient opportunities for interaction or active learning. Studies, such as those by Rahmiani et al. (2024), have shown that interactive teaching methods, such as group discussions and multimedia-based lessons, can significantly increase student engagement and interest. However, the limited use of these methods at SMPN 6 Satap Baraka may explain the students' low level of participation.

The findings also emphasize the importance of teacher-student relationships in fostering student interest. Positive relationships between students and teachers have been shown to increase student motivation and engagement (Ni Kadek Artini and I Putu Oka Suardana, 2024). In this study, students who reported having a good relationship with their English teacher were more likely to feel comfortable in the classroom and show higher levels of interest. This suggests that while teaching methods and resources play a critical role in increasing interest, the emotional and social aspect of learning, as influenced by teacher-student relationships, is equally important.

Another critical factor identified in the study is the students' limited understanding of the relevance of English to their future. The low level of interest can partly be explained by the students' lack of awareness about the importance of English for personal and professional development. As Suyitno (2012) suggests, when students perceive English as a valuable skill for future success, they are more likely to invest effort into learning it. In rural areas like Potokkullin Village, where English is not commonly used in daily life, students may fail to recognize its value, which can reduce their motivation to study the language.

The use of multimedia resources also emerged as a significant factor in enhancing student interest. The results of the study indicate that students showed more interest and engagement when videos were incorporated into lessons. This finding is consistent with previous studies that have demonstrated the effectiveness of multimedia tools in enhancing learning outcomes (Ariastuti, Wahyuddin, & Maryadi, 2014). The use of videos and other digital resources can make the learning process more dynamic and relatable, which is particularly important in rural schools where

traditional methods may not be as effective.

However, despite the positive impact of multimedia on student interest, the study also revealed a significant limitation in terms of technology and resources at SMPN 6 Satap Baraka. Students expressed a desire for more technological tools to aid their learning, such as access to smartphones or LCD projectors. The lack of such resources in the classroom limits the effectiveness of teaching and prevents students from fully engaging with the material. This highlights the need for schools to invest in improving technological infrastructure and providing teachers with training in using digital resources effectively.

The limited use of technology is compounded by the overall lack of variety in teaching methods. While some students found the traditional lecture-based method effective for understanding the material, many others felt disengaged and bored. This finding is consistent with studies by Rahmiani et al. (2024), who emphasized the importance of using varied and interactive teaching methods to maintain student interest. Teachers at SMPN 6 Satap Baraka may benefit from exploring more diverse teaching strategies, such as project-based learning, gamification, and collaborative activities, to foster greater student involvement.

Finally, the study highlights the need for schools to provide more opportunities for students to engage with English outside the classroom. Students at SMPN 6 Satap Baraka reported that they had limited opportunities to use English in real-life contexts, which contributed to their lack of motivation. According to research by Slameto (2020), students' interest in learning is enhanced when they can apply what they have learned to real-life situations. To address this, schools can provide students with opportunities to participate in English-language events, extracurricular activities, or community-based projects that allow them to practice their skills in a meaningful way. The findings of this study underscore the importance of adopting diverse teaching strategies, enhancing the teacher-student relationship, increasing the use of multimedia resources, and raising awareness about the relevance of English for students' futures. By addressing these factors, it is hoped that student interest in learning English at SMPN 6 Satap Baraka can be improved, leading to better academic outcomes and greater motivation to learn the language.

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