



## An Analysis of Students' Lack of Interest in Learning English at VII Grade Students in SMPS IT Darul Ihsan

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**Abstract:** This study analyzes the factors contributing to seventh-grade students' lack of interest in learning English at SMPS IT Balik Batang. The objective is to identify and evaluate internal and external factors affecting students' motivation and engagement. This is the kind of mixed method research. The data were collected through questionnaires and interviews with 37 students, examining aspects such as physical conditions, psychological readiness, family support, and classroom environment. The results of the internal factor indicate that 89.19% of students found English difficult to understand due to issues such as pronunciation challenges and unclear explanations from teachers. Furthermore, in the external factors, 86.48% of students reported that distractions from peers significantly impacted their ability to focus during lessons. The study concludes that addressing these factors through improved teaching methodologies and effective classroom management can enhance students' interest and performance in learning English. It emphasizes the importance of tailored educational strategies to meet the specific needs of students.

**Keywords:** English Learning, Students Interest, Internal and External Factors.

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### Introduction

English is a global language used for international communication, business, science, technology, and popular culture. The majority of people in the globe speak English as a native, secondary, or foreign language. It is a vibrant and universal language. In Indonesia, English is used as a foreign language which is taught from elementary school to university, English is only studied and used at school and not used for daily activities outside school (Amankulova & Seisembieva 2011) in (Jaya L. S. et al, 2022).

In learning English, many students have difficulty staying focused or participating in teaching and learning activities during class hours. This can occur due to various factors, one of which is a lack of interest in learning English. Gardner and Lambert's (1972), mention that learners' interest in learning a

foreign language is socially and psychologically influenced. This theory's central tenet is that students have "interest" in something, whether that interest is socially or psychologically motivated. Slameto (2019) identifies several indicators of high student interest in learning: a positive attitude towards lessons, active student involvement, focused attention, and emotional engagement. Based on the preliminary observation at SMPS IT Darul Ihsan Balik Batang, the researcher found that some students have low interest in learning English, this could be seen from several students who showed bad attitudes, namely not paying attention to the teacher when the teacher explained the material, doing other activities during the teaching and learning process. such as playing, chatting with classmates, hitting the table, going in and out of the classroom when the teacher explains the material, they easily

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distracted and did not focus during the learning and teaching process.

Related to the explanations above, the researcher is motivated in conducting the study under the title "An Analysis of Students' Lack of Interest in Learning English at Seventh Grade Students in SMPS IT DARUL IHSAN BALIK BATANG".

### Method

This research uses mixed method research. Concurrent triangulation designs are one kind of research design used in mixed methods studies. When conducting research using a concurrent triangulation design, scientists gather both quantitative and qualitative data at the same time, combine them using techniques for both quantitative and qualitative data analysis, and then interpret the combined findings to offer a deeper comprehension of the phenomenon being studied (McMillan & Schumacher, 2014).

The population of this study included the two classes of seventh-grade students at SMPS IT DARUL IHSAN Balik Batang for the 2023 academic year. Because the population of this study less than 100, the researcher took a sample of 100% of the population namely 19 people in class A and 18 people in class B. If the population is smaller than 100, the sample is collected as a whole, (Arikunto, 2010).

The research data were collected through a questionnaire and interview which were distributed to all respondents. The researcher began by distributing questionnaires to 37 students. According to Gault, (1907) Questionnaires often consist of a series of questions or statements. In this study, the researcher used closed-ended question survey. In developing the questionnaire, the researcher divided it into two parts, namely internal and external factors. There were several answers that students had to answer, the answers were stated in four options, namely: strongly agree, agree, strongly disagree, and disagree (Arikunto 2010). Then the researcher conducted interviews to obtain more data or information from the respondents. After data collection was carried out using questionnaires and interviews, the data were analyzed using the concurrent triangulation method, namely interpreting the data from interviews and questionnaires simultaneously to find factors causing their lack of interest in learning English. The data were also presented using percentages to find the most dominant factors that cause students to be less interested in learning English.

### Result and Discussion

The research identified several factors contributing to the lack of interest in learning English in seventh-grade students at SMPS IT Darul Ihsan Balik Batang.

#### a) Internal Factors

Factors	Agree (%)	Disagree(%)
<b>Physical Factor</b>		
Students' Eyesight Issue	2.70	97.29
<b>Psychological Factor</b>		
Students do other activities in class	56.75	43.25
Students chat with friends in class	62.16	37.84
Students find English is hard to understand	89.19	10.81

#### 1) Physical Factors

The issue found was the physical condition of the students. Specifically, 2.70% of students experienced vision problems that hindered their ability to see the material presented on the whiteboard, leading to a lack of focus and interest in learning English. This physical barrier directly impacted their engagement and motivation. Apart from that, in the findings from the interview, it was found that the student experienced difficulty in learning English which caused disinterest in learning English. An example of students' statement in the interview with the question "Do you think English is important for your education?" is "Not important, because I do not like English, it is hard to understand".

#### 2) Psychological Factors

Readiness and intelligence emerged as critical internal influences. A considerable number of students were not ready to learn, with 56.75% engaging in other activities during English lessons and 62.16% responding to their friends' attempts to chat during class. This lack of readiness was attributed to their inability to understand the essence or purpose of learning English. Interviews supported these findings, revealing that many students were easily distracted by their classmates, leading to poor participation in the learning process. Furthermore, 89.19% of students found English hard to understand, linked to challenges in pronunciation, differentiation between writing and speaking, and occasionally unclear explanations from teachers.

b) Eksternal Factors

Factor	Agree (%)	Disagree (%)
<b>Family Factor</b>		
Parents do not encourage English at home	65.57	34.43
Parents do not instill importance of English	64.86	35.14
<b>School Factors</b>		
Teacher's clarity in delivering material	86.48	13.51
Inadequate facilities	35.13	64.86

1) Family Factors

The lack of parental support was notable, with 65.57% of students reporting that their parents did not encourage the use of English at home, and 64.86% indicating that their parents did not emphasize its importance. This lack of support at home contributed to the students' disinterest in learning English.

2) The School Factors

Teacher effectiveness and classroom distractions were identified as crucial factors. 13.51% of students disagree that their teacher conveyed the material well.

In terms of providing classroom facilities, 35.13% of students stated that they agreed that learning facilities were inadequate.

Among these factors, the difficulty in understanding English was the most dominant internal factor, affecting 89.19% of students. This underscores the need for improved teaching methods and additional support to help students better grasp the language. These findings provide a comprehensive overview of the internal and external factors impacting students' interest in learning English, offering valuable insights for developing targeted interventions to enhance engagement and learning outcomes.

The internal factors contributing to students' lack of interest in learning English can be categorized into physical and psychological factors. Physically, students' health conditions, such as eyesight problems, can significantly hinder their ability to focus on classroom materials. For instance, one (2.70%) seventh-grade student reported difficulties seeing the whiteboard, leading to a lack of engagement and interest in the subject. This physical barrier emphasizes the need for early detection and accommodation of

students' health issues to ensure they can fully participate in the learning process. Moreover, the difficulty in learning English itself, as expressed by the student, exacerbates their disinterest. When asked if they thought English was important for their education, the student responded negatively, citing the language's complexity as a major deterrent.

Psychological factors also play a critical role in students' disinterest in learning English. The research highlighted that low motivation and interest in English often stem from environmental influences at home and school. Key psychological factors such as attention, readiness, and cognitive abilities significantly affect students' learning experiences. The findings revealed that many students were not ready to learn, often engaging in other activities during English lessons. For example, 56.75% of students admitted to doing other things during class, and 62.16% responded to friends when asked to chat. These behaviors were further substantiated by interview responses where students cited distractions from classmates, such as talking, making noise, and joking, as major impediments to their focus. This lack of readiness and frequent distraction highlight the critical need for creating a conducive learning environment where students can concentrate and engage meaningfully with the subject matter.

Understanding the material also poses a significant challenge for students, impacting their interest in learning English. Despite 34 students agreeing that they try to understand the material presented by the teacher, 89.19% of students found English difficult to learn due to various factors. These included pronunciation difficulties, differences between written and spoken English, and unclear explanations from teachers. Such challenges indicate a need for more effective teaching strategies that cater to students' diverse learning needs and enhance their comprehension. Addressing these internal factors both physical and psychological is essential in fostering a more engaging and supportive learning environment for students to develop an interest in learning English.

External factors also significantly contribute to students' lack of interest in learning English. One of the primary external factors is the family environment. According to Bandura (1997), children learn through observation and interaction with their surroundings. A supportive family environment that offers encouragement and sets a good example can greatly motivate children to learn. However, the research revealed that many students did not receive adequate support from their families in learning English. This lack of support was evident from the questionnaires, where 65.57% of students reported that their parents

did not encourage the use of English at home, and 64.86% indicated that their parents did not emphasize the importance of English. Such findings underscore the critical role of familial involvement in fostering a child's interest and proficiency in learning a new language. School factors also play a crucial role. 13.15% students answered disagree they teacher can convey the material well. In the provision of classroom facilities 35.13% students agree that the learning facilities were inadequate.

Collectively, addressing these external factors by fostering a supportive family environment, ensuring effective teaching methods, and providing adequate learning facilities, can significantly enhance students' interest and engagement in learning English.

## Conclusion

Based on the comprehensive analysis of factors influencing students' lack of interest in learning English, both internal and external factors play significant roles. Internally, physical factors like vision problems hindered one student from engaging with classroom materials, impacting her focus and interest. However, the more prevalent internal issue was psychological readiness and comprehension difficulties. A substantial majority of students expressed challenges in understanding English (89.19%) and readiness issues, such as engaging in other activities during lessons (56.75%) or responding to friends (62.16%), indicating a lack of preparedness and focus. Externally, familial support was lacking, with a significant percentage of students reporting minimal encouragement or emphasis on English language skills at home. School factors, such as teaching effectiveness, showed that 13.51% of students agreed their teacher could not convey the material well, and 35.13% agreed that learning and teaching facilities were inadequate. Based on the research results, it is concluded that internal factors are the most dominant causes of students' lack of interest in learning English.

Based on the research results, it concluded that the internal factors are the most dominant factors that cause students' lack of interest in learning English.

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