

EXAMINING THE LOW INTEREST IN ENGLISH LEARNING AT XI GRADE IN SMAN 1 SIKUR

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ABSTRACT

The aim of this qualitative descriptive reasearch was to examine the underlying factors contributing to the low interest in learning english at grade XI SMAN 1 SIKUR, the study involved thirty randomly student, untilizing observation, interview and documentation to collect to collect rich contextual data. The findings enquivocally showed a low level of student interest, primarily, charaterized by by passive participation in class and inattation to teacher's explanation. The main casual factors identified a multi-demansional, deficulties with vocabulary and pronouncation, self-confidance stemming from traditional, one-way communication teaching methhods, and lack of external motivation due to the perceived limited relevance of english to their future professional goals. The study concludes that immediate pedagocial intervention is crusial to transform the learning environment from passive to communicative.

Keywords: English learning, Low interest, SMAN 1 SIKUR, Qualitative Descriptive, Student Motivation, Teaching methods.

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INTRODUCTION

English is a universal language used in commerce, science, technology, popular culture, and worldwide communication. Most of English is a native language spoken by people all over the world. foreign or secondary language. It is colorful and universal language. English is used as a foreign language instruction starting in elementary school English is only learned and utilized at school to university. not used for everyday tasks outside of school (Amankulova& Seisembieva 2011) in (Jaya L. S. et al).¹

As of right now, learning a few languages other than Indonesian that are also known as mother of indonesian nation is a necessity. It is important to understand that English is the most widely used language in the world (Rao, 2019) and is spoken by more than 400 million people worldwide. Especially English, learning the language will not be easy for us because we have been exposed to the basic vocabulary of the language since we were little. (Ilyosovna, 2020) It is stated that English is a language that is widely used as a communication tool in international communication. As a result, it can be said to be universal, with its use not only serving as a means of communication in daily life but also serving as a resmi and international tool for national advancement.²

In our country, the majority of students avoid reading and studying in other peoples homes or classrooms, and they have a very poor command of English, making it difficult for them to pay attention to instruction or learning. Even when they have ideas and vocabulary, some worry students create problems in their work. This causes them to lose interest in participating in activities and to have less faith in themselves. actually is a teacher's responsibilities to encourage students to participate in class activities by encouraging them

in a positive way, even if they cause problems in those activities, and by assessing their ability to overcome obstacles (Xiao, F. 2013).³

Students must be proficient in foreign languages, particularly English, because of the rapid dissemination of information about advances in global science and the numerous sources of information, including international journals written in English. This is especially true in the current era of globalization, when it seems as though the world has no boundaries.

Many methods have been tried to increase students' proficiency in the English language, but the results are not very significant because the English language proficiency is very low. They are more likely to be intimidated if they use words or phrases. According to Yeung and Li (2021), students with strong English language proficiency are those who attend high quality schools where the school and family environment greatly support their growth and development. On the other hand, students who only attend school in the area with minimal facilities and infrastructure as well as minimal exposure to the surrounding environment result in tending to learn with limited English proficiency, even though English has been taught since the first grade.

Foreigners are affected in a social and psychological way. The main tenet of this theory is that students have "low interest" in various contexts, whether they are socially or psychologically motivated. identified several high level student learning indicators, including positive attitudes toward learning, active student participation, focused attention, and emotional support. Based on preliminary observations at SMAN 1 Sikur, Gelora Village, Sikur, East Lombok Regency, West Nusa Tenggara Province. the researchers discovered that some students have weaknesses in learning English. These include not paying attention to the teacher when the teacher explains the material, engaging in other activities during the learning process, such as playing, chatting with classmates, bothering friends, entering and leaving the classroom when the teacher explains the material, being easily distracted, and not paying attention during the learning process.

Based on the concepts mentioned, it can be inferred that there are many challenges that students face when learning English, particularly as a language because the language is used in certain situations and people do not engage in daily activities. Because of this, the researchers in this article are eager to learn more about the difficulties that students face. This is important information that may be used to increase the effectiveness of English language learning concepts for students who wish to learn the language.

LITERATURE REVIEW

According to Rao (2019), English can be defined as a global language that is widely used and serves as a communication tool, a tool for academic and professional learning, and a medium of communication. In educational institutions around the world, English is taught and studied as a second language or as a foreign language (Zubkov, 2020). English gives students the opportunity to communicate with people from different linguistic and cultural backgrounds. They are able to participate in chat, expand their minds and ideas, and understand and analyze written and spoken texts thanks to their fluency in English. Additionally, English is frequently used as a teaching language in high schools and international educational institutions.²

Pre and post test results were compared in most reading intervention studies (Chiappe& Siegel, 2006; Siverman, 2007; Elley& Mangubhai, 1983; Saunders&

Goldenberg, 1999; Klingner& Vaughn, 2000; Gunn, Biglan, Smolkowski,& Ary, 2000; Giambo& McKinney, 2004; Denton, Anthony, Parker,& Hasbrouck, 2004). A common theme among these studies is that intervention programs have a somewhat positive impact on students reading, even though the subjects native language (ELLs or non-ELLs), grade level, intervention tools(e. g., phonetics, word and sound identification, vocabulary, comprehension, oral reading fluency), length of intervention, and measures of efficacy vary. Additionally, Slavin and Cheung (2005) hypothesized that student interest levels and reading habits might be impacted by reading programs even if they had no significant effect on student accomplishment metrics. However, an affective component of the intervention, such as student motivation and engagement, was frequently ignored in research that measured post- intervention test outcomes to assess the effectiveness of reading intervention. Conversely, one of the most important elements in students reading engagement has been found to be affect (Connor, Jakobsons, Crowe,& Meadows, 2009; Guthrie& Wigfield, 1999; Guthrie, Wigfield, Barbosa, Perencevich,& Toboada, 2004).⁴

METHODOLOGY

Sugiyono(2013: 6) claims that educational research methods can be seen as scientific approaches to gather reliable data that are generated and validated, which can then be utilized to comprehend, resolve, and foresee issues in the field of education.⁵ This study uses a qualitative descriptive design. On the other hand, a qualitative descriptive approach should be the first choice when a descriptive analysis of a phenomenon is desired. Yusanto (2019) asserts that qualitative research employs a range of methods that can be tailored to the subject of the study. This is consistent with Yulianty & Jufri (2020) conclusion that proper data analysis is necessary for qualitative research to explain the data and become a viable study.⁶

Because of its flexibility and capacity to address questions that center on" what is" or" how" a situation or experience is perceived by participants, Turale (2020) claims in his writing that Qualitative Descriptive Design is a naturalistic approach used to obtain a direct and comprehensive description of a phenomenon, experience, or event that occurs in an everyday context. As a result, it frequently becomes the preferred methodology in nursing and health science research. This approach is a good methodological choice when the objective is to methodically comprehend participants experiences or opinions on a subject because it places an emphasis on gathering data through observations and interviews to create factual summaries that are rich in context and language. Its main goal is to inform practice (making clinical/practical decisions) rather than developing new theories or testing interventions. ²

This research was conducted at SMAN 1 Sikur, This approach was used to investigate and understand students' English skills in everyday life and in the classroom. This method involved Thirty randomly selected students who participated in this study. This was chosen because the researchers believed that they could obtain the information needed for this study.

This research used observation, interviews, and documentation. The first instrument was observation, and it employed two types. The first was participant observation, which aimed to observe how students behaved in the classroom during the learning process. The second type of observation used was non-participant observation, meaning the author was only interested in observing the educational situation without intervening in the classroom. The second instrument, interviews, is a technique used to collect research data and can be conducted face-to-face with participants. The interviews consisted of five predetermined questions. Each participant was asked the same questions in the same manner. The final instrument was documentation. The results of the observations and interviews were then analyzed in detail at

the beginning of the observation, followed by interview data and informal analysis of the current situation.

RESULT

This study focuses on the challenges associated with learning English. Using the interview method, we identified a few challenges that students have when using the English language, such as lack of vocabulary, pronunciation that differs from writing, doubts in using the English language, and problems in their immediate surroundings. The basic language that needs to be learned is English, which is known for its extremely rich vocabulary. Vocabulary is a challenge for students and can be very helpful to non- native English speakers like them. However, some students are reluctant to use vocabulary for foreign words that must be translated into their native tongue.

On the other hand, another problem is the pronunciation that is different from the writing, in addition to the pronunciation which is difficult for the tongue, even though they have memorized the vocabulary, the student finds it difficult to express it. As for words that are spelled exactly the same, they are pronounced in very different ways. There are students who understand English very well but do not have self-confidence so that it closes opportunities or opportunities for them to develop. As for the other caused by difficulty expressing thoughts orally. Because they are often exposed to traditional learning methods that use one-way communication patterns, students will have low self- confidence, especially in terms of speaking.

One of the factors contributing to their lack of motivation is the external component, which is motivation such as the goal they wish to pursue in the future. Many of them are elements of the English language they will use in the future because of this, which motivates them to learn very little. This might be interpreted as meaning that as learning motivation decreases, so does students' motivation to learn English. Based on the results of the interview, it can be explained that the students' ability to recall words used in English language instruction at SMAN 1 Sikur is not at its best. In other words, when they learn a new word every time they enter a classroom, they can use it as a sentence and it will be better if they use it to speak English every day.

According to this study, a large number of students do not pay attention to the teacher's explanations. They even engage in other activities like playing on cellphones, drawing, and joking with other friends. Then, when the teacher is asked questions on the material that has been presented, a few students respond by saying "yes or no," even though the question is very different from "yes or no." This indicates that students do not understand what is taught by the teacher in the classroom. This is in line with the results of the interview conducted by two English language teachers at SMAN 1 Sikur.

DISCUSSION

The study's findings unequivocally show that eleventh- grade pupils at SMAN 1 Sikur have little interest in learning English. This conclusion was drawn from qualitative, which showed that this lack of interest showed up in a number of important classroom actions. Overall, the results showed that students frequently participated passively in teaching and learning activities, lacked initiative when posing questions, and lacked intrinsic drive to use English outside of the requirements of the curriculum.

In particular, the majority of respondents showed indifference to English activities that called for originality or critical thinking. This was further supported by data from classroom observations, which showed that average student involvement levels were below expectations, especially during speaking and writing skill- focused sessions. This result is noteworthy because it supports the study's original hypothesis, which states that poor student motivation is a key pedagogical and psychological problem in this educational setting and a big barrier to accomplishing successful learning objectives. As a result, the discussion that follows will concentrate on determining the causes of these results and assessing how they may affect English instruction.

A careful examination of these results revealed a number of causes of poor interest, the majority of which are consistent with research on the motivation for learning a foreign language. Students' opinions of the materials' difficulty and English's lack of relevance to their professional interests were among the primary internal factors found. The majority of pupils continued to concentrate on learning grammar, which was frequently taught in an abstract way, which contributed to this unfavorable impression. In terms of the relationship between behavior and personal factors (self- efficacy), a person's belief in self- efficacy affects their capacity and involvement in carrying out a task, demonstrating that a lack of perceived value in a subject directly lowers intrinsic motivation and, eventually, learning interest.

Regarding the relationship between behavior and personal variables (self- efficacy), people's self- efficacy beliefs affect their capacity and level of involvement when completing a task. This shift resulted from their first mastery experiences creating instructional materials, which were followed by more mastery experiences delivering them in tutorials. Vicarious experience is crucial when students have few mastery experiences (Bandura 1997).⁷ Furthermore, for every participant, the domain of interest in persistence was a significant predictor. Interest consistency had little to no predictive effect for accomplishment in earlier studies (e. g., Credé et al., 2017; Morell et al., 2020). But in this study, interest was measured across time and described as a school and subject specific construct. Additionally, the longitudinal design made it possible to address earlier criticisms of the persistence scale, which were thought to not accurately reflect the concept's lifetime (e. g., Dörnyei, 2020).⁸ Another negative aspect of involvement (Henry & Thorsen, 2018; Skinner et al., 2009) is that, up to this point, they discuss issues with perception and initiative. According to Mercer and Dörnyei (2020), all of these are complex, multifaceted, and involve the concepts of engagement and disengagement, as well as the final complexity related to boredom. As a result, bored student disengagement can be associated with a few new mental health conditions that may differ in intensity. Furthermore, the reactive aspect of boredom may be related to calibration.⁹

The study's conclusions have pedagogical ramifications, especially when it comes to creating suitable educational activities. As was previously mentioned, motivation is seen as crucial in L2 or FL learning since it is one of the indicators of the learners' success in language acquisition. According to Bradford (2007: 315), "syllabi, resources, and activities can be adjusted to appeal to their values and interests if the students' particular goals are identified."¹⁰

CONCLUSION

This study concludes that the low interest in English learning among grade XI student at SMAN 1 Sikur is significant pedagogical and psychological barrier, rooted in limited exposure to communicative methods and internal student struggles. The confirmed factors including poor

vocabulary mastery, pronunciation difficulties, and crippling low self confidence are compounded by teaching practices that fail to engage student beyond abstract grammear rules. Therefore, the research strongly recommend that English teachers immediatly adopt interactive and communicative methodologies that focus on practical application, moving away from one way teaching patterns. Futhermore, efforts should be made to clearly link English proficiency to student future value and goals to rebuild their intrinsic and external motivation.

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