

An Analysis of Factors of Student Interest in English Language SB Sentul Malaysia

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Abstract: One of the things that makes students learn English is interest. Interest in English makes students want to learn it. The purpose of this research is to analyze factors that influence students' interest in the English language. This study used a qualitative descriptive method using interviews to collect the data. The participants of this study were 5 students who studied at Sanggar Bimbingan Sentul, Malaysia. The interview results reveal that the students are interested in learning English because they want to continue their study to higher education. In addition, they are more comfortable communicating with friends who speak English, and the school requires students to speak English. Thus, speaking English becomes a habit, and it increases interest.

Keywords: interest student learning English, learning English, English language, interest English language

Learning a foreign language is an interesting thing for some people. Learning foreign languages such as English is needed nowadays because it plays an important role in the era of globalization. The research report Ginting (2021) reveals that English is a global communication tool. English is a vital language in its use as a means of communication with many people. According to Ainia (2020), it is said that English is an international language that is commonly used to communicate in various ways and has also developed intellectually and socially in various fields of education. In this case, English is considered a language that needs to be learned, especially in every educational setting. Students should know and understand English in a lesson. With the development of increasingly sophisticated technology and increasingly fierce educational competition, as well as intense job competition, it is necessary to prepare students to learn languages, especially English. Using English can encourage someone to be more advanced and good in the future. English is something that is considered easy by some people to learn because sentences do not have many rules. However, English is also considered difficult because different pronunciations have different meanings. Therefore, learning English, especially since childhood, is

important today. As someone, especially a student, it is expected to be the successor of the nation who has high intellect. When a person has a high intellectual capacity, then in the faster times and technological developments of the future, that person will be able to progress. However, if someone has a low intellectual capacity, the opposite will happen in increasingly advanced technological developments. High intellectual potential can be seen from learning the language, especially English. Because if someone has a high intellectual level, then the language will be regular.

When communicating with people, we need to use good language. This is also inseparable from the English language. Speaking English requires a regular language structure. This needs to be taught to students so that they can know and learn how to use English correctly.

When discussing the rules for using English, students generally feel bored, which discourages them from wanting to learn. It needs a solution so that students are interested in learning English again.

This solution must be carried out by an educator in order to be able to arouse students' interest in learning languages. Creating a conducive learning environment can also be a way of arousing

students' interest in learning languages, using interactive and not boring learning methods, and providing an understanding of the benefits of learning English.

Every student has a reason why they are interested in learning a foreign language. This reason can be influenced by several factors. The factors that influence interest also vary. This causes students to be interested in learning languages, especially English. According to Nguyen (2019), one of the factors that makes students interested is the desire to get a higher education, friends from various countries, the desire to travel to other countries, and so on. However, on the other hand, there are inhibiting factors in learning English. The factors that impede students' reading comprehension in English are the lack of mastery students of vocabulary Iqbal, Noor, Muhabat, and Kazemian (2015). With a lack of vocabulary, it has an impact on students' understanding of English. Vocabulary is a common difficulty faced by in learning English. Students are very difficult when it comes to vocabulary, even though we know that vocabulary is the main thing when learning English. However, vocabulary is also the most difficult factor, causing problems that make students not interested in learning English. Apart from vocabulary, the problem that makes it difficult for students to be interested in English is its pronunciation. It is well known that different pronunciations affect the English language. Different pronunciations will have different meanings. Apart from this, there are lots of problems that arise when learning English that cause students to be uninterested, as well as the laziness factor. Laziness in learning English is common, even though English is very important if these students want to communicate internationally. . Apart from that, the inhibiting factor also comes into play when listening to English. Many students feel lazy and do not understand when dealing with listening to English. Laziness to listen has an impact on students' lack of interest. Even if the student can already communicate in English, listening to it is enjoyable. It was also expressed by several students in this study. Their favorite thing is listening to English because they feel that listening to English is considered very comfortable and makes it easy for them to understand and learn. Thus, it takes interest and motivation to learn languages.

In several studies on student interest, learning a language is inseparable from interest and motivation. Maharshi, Fellow, and Sharma (2016) states that one of the best teachers for conducting

learning is interest. With interest, all things can be done easily. Basically, having an interest is a factor that can have a very big influence when doing something or an activity (Fadillah & Maryanti, 2021). Someone will do everything when the person has a high interest. It also affects the learning of English. When someone has a high interest, he will definitely learn English with pleasure. Meanwhile, according to student interest, motivation is a desire to achieve a goal. Idami (2022) also states that motivation is one of the important affective factors in the learning process, which helps to determine the level of proficiency achieved by different students and certainly influences student learning interest. Nguyen's (2019) study reveals that motivation in learning can be categorized into two categories: intrinsic motivation and extrinsic motivation. Intrinsic motivation arises from within a student. When students can speak English, they will certainly be more confident in their abilities as well as their cognitive abilities. The student will feel proud of himself because he can communicate in English among his friends who cannot or are not fluent in the language. Some of the intrinsic factors that contribute to students' motivation in their interest in learning English include the pleasure of conveying ideas in English, the ability to solve problems in learning English, and having a sense of satisfaction when speaking in English, according to Adara (2019). Extrinsic motivation comes from outside, where motivation is obtained from the environment. A supportive environment is an important factor in language learning. Of course, with a good environment, these students will have high motivation to know something and be interested in learning languages, including English. Students can realize extrinsic motivation so that it becomes an inherent interest in learning in these students, thereby improving the teaching and learning process in learning English (Namaziandost, et al., 2019). Extrinsic motivation will not be separated from the factors that make students interested in English. When considering the factors that influence students' interest in English, intrinsic and extrinsic motivation are undoubtedly related.

Someone, especially students, will be more enthusiastic about doing something when they are motivated. motivation as their yardstick for starting something. You will be more interested as your motivation grows. Similarly, the more curious and successful it is, the more likely the student will remain interested. Everyone who is interested in learning English, it is the student's motivation that

forms this interest to be strong. This was also carried out by several students from the Sanggar Bimbingan Sentul Malaysia. Some of them have interest and motivation, so they are interested in learning languages, especially English.

The difference between this study and other studies is that this study takes the interest factor of immigrant students who do not legally have citizenship into account when determining their interest in English. The researcher chose this study because of the enthusiasm of students studying English at informal schools. According to research by Motti-Stefanidi, Masten, and Asendorpf (2015), immigrant students have academic gaps compared to non-immigrant students, and the academic performance of immigration students is low. This is due to the findings that immigrant children tend to live with low-income parents and have low levels of formal education, so they have both working parents (Sibley & Brabeck (2017). Immigrant students, especially non-documentary students, have severe barriers, so it is difficult to maintain their enthusiasm for learning. Its limiting factors to English, which may not be their primary language, become something they need to improve in learning, the difficulty in learning formally because of their non-documentary status (Duong, et al., (2016). However, in research conducted by Peña et al.(2018) on resistance to life, parents and undocumented immigrant students' spirit towards the future became factors in their academic success. The children of undocumented immigrants have a lot of fear of socializing. Therefore, it is necessary to foster the solidarity of the children of immigrants in preparing for a good future in terms of education (Bajaj & Bartlett, 2017). From there, the researchers conducted research on the factors that make children with non-documental status interested in learning English and their success in learning English at an early age. Thus, this study aims to analyze students' interest in Sanggar Bimbingan Sentul in English. As a result, it is hoped that it will later inspire others, particularly students, to be interested in and have an interest in learning English.

METHOD

Research Design

This study used a qualitative descriptive method in which the researchers described the factors that influence students' interest in the English language. This current research used interviews to gain a deeper understanding on

the phenomena. The interviews were conducted outside the classroom with 5 participants - 3 boys and 2 girls who were around 12 years old..

The participants were students from the informal school in Sanggar Bimbingan Sentul, Kuala Lumpur, Malaysia. The students were the children of immigrant workers living in Malaysia. They did not have Malaysia citizenship, so they had to attend informal schools. These five students were selected because they were fluent in English, and they often used English for everyday communication. There were 5 questions in the interview. The questions are as follows.

Table 1. Student Interview Questions

No.	Questions
1	Have you ever learned English?
2	When you started learning English?
3	Have you ever spoken to your family in English?
4	Have you ever spoken to your friends in English?
5	Are you interested in the English Language?

RESULTS AND DISCUSSION

Results

The questions were simple so that everyone could easily answer. However, it is hoped that this question can lead to research on the factors that make them interested in the English language.

The researchers conducted interviews with each student about their interest in English. In the first interview process, the researchers asked each of them whether they had ever studied English or not. From the interview, answers were obtained from all respondents who said that they had studied English. Four respondents said that they had previously attended an English school or received tutoring. They were asked by their parents to go to school in a place that required them to learn English and use it in everyday communication. Before attending SB, most participants said they had attended school. One of the respondents said that he had a private English teacher at home before he was finally sent to study at Sanggar Bimbingan Sentul. Meanwhile, three more participants said they had attended school in a place that required the use of English. Apart from English, they also said that they were required to speak other languages, for example Mandarin and Arabic. Whereas one respondent has a different way of learning English. This participant did not study English in school or with a tutor, instead the participant used YouTube as a media for learning English. This participant told the researcher that he had not attended school anywhere

other than SB Sentul. He learned English by using gadgets. He learned by watching YouTube in English.

"I didn't learn English at school, but I learned English using YouTube, sometimes watching streaming gamers on YouTube," said the participant.

Because they had all studied English before, the researcher asked them when they started learning the language during the second interview process. The majority of them stated that they had studied English since they were children. However, one participant said that he had studied English since he was three years old. The participant said that their parents had started to introduce them to English.

A participant reported , *"My parents gave me private tutors at home when I was 3 years old, and my parents often taught me basic English at home."*

Another participant said that since entering an English-language school, they have been taught English by a teacher. They said the use of English at school was mandatory. Therefore, they have good English. Meanwhile, one of the other participants said that he learned English since his parents gave him a gadget, and since then the participant has learned English on several YouTube accounts. He said that even though he didn't go to an English school like his friends, he was able to learn English on his own at home. He said that English is important nowadays to communicate with various people

Then the researcher asked whether they often spoke English with their parents or family or not. According to the responses of five participants, three of them had spoken English, but not every day with their parents. They also said that they often communicate in Indonesian and Malay. His parents can speak English, but they prefer to communicate in Indonesian or Malay. One of the participants said that his parents could also speak English but that they rarely communicated in it and only spoke it several times. This participant said that he often communicated in Malay. This participant said that his parents spoke English but not very fluently, so they used Malay every day. Meanwhile, one other participant said she had never communicated with her parents in English. because she said that her parents could not use English. So she never communicated in English with his parents.

"I never communicate with my parents in English. More often, I use Malay or Indonesian." she said in the interview.

The next question the researcher asked them was whether they had ever communicated with their friends using English or not, and their answers were very different when asked whether they had ever communicated with their parents using English. The participants responded that they often used English when communicating together. They also spoke English, especially with friends who spoke the language. They could practice each other's English and learned from each other when they communicated. They reported that it was very pleasant to speak English with friends who could speak English because they would have more freedom in expressing themselves and speaking. However, they said they would speak Malay with friends who could not or were not fluent in English. They also said that many of their friends also wanted and were interested in learning English when they saw them use it in communication, so the participants said that they also often taught their friends who could not speak English. They felt that English was fun, especially when it was used when communicating together.

The next question that the researcher asked the participants at the end of the interview was how interested they were in learning English. Their answers were considered very satisfactory because they were all very interested in English. They thought that English was important to them. One participant said that he had friends from various countries, so he really liked it, and he was interested in learning English because he had friends from other countries who spoke English. The participants communicated with them using English as an international language.

"I have friends from other countries, and we often communicate by telephone," said one participant.

Several participants also stated that they wanted to continue their education in other countries so that they liked and were interested in English. They say they want to get a higher education by going to school in another country. They are interested in learning English so they can get into the school they want. They revealed that by speaking English, they also felt smart by being able to help their friends who wanted to speak English. They revealed that they had become friends and could help each other. They said their interest in English started when they learned English. factors that make them interested when they see people using English. One of them stated that he was very

comfortable and happy when speaking English. Seeing people communicating in English makes them interested. However, one respondent said that the first time he became interested in learning English was when she was required to speak English by a teacher.

Discussion

The findings from the interviews showed that the participants were interested in English and often used it to communicate, especially with their peers. However, they also have their own reasons why they are interested in English. In addition, they think English is important. This is also inseparable from the role of digital media, which can be seen from the interview results of a respondent who revealed that he learned English by using YouTube media. Social media platforms offer many benefits for improving learners' understanding of English as they study (Desta et al., 2021). In this era of globalization, the factors that make students interested in English cannot be separated from the use of digital media. Various English lessons can also increase students' interest in learning English. It is known from the results that most of them want to continue their education in other countries that make them interested in learning English. This shows that there is still a high awareness of the meaning of education among some students. Their interest in English makes their desire even higher. However, it would be a shame if their lofty wish could not be achieved under such circumstances. The participants are the children of immigrant workers who live in Malaysia, so they don't have citizenship.

Another known factor is that they are interested in learning English when they see their friends communicating in English. They are also motivated to be able to speak English. So that the respondents taught them to speak English, and with that, the participants honed their English skills more. Friends are also a major factor when children are interested in learning English. When these friends are able to speak English, they will also be motivated to learn the language. This was felt by the participants when they saw their friends being interested when the respondents were able to communicate in English.

Apart from that, what the researchers got from the factors that made students interested in English was the obligation to use English at school. With this obligation, students are encouraged to be able to speak English so that it becomes a habit for them. This was also felt by the participant, who was initially interested in English when required to speak it. Teaching at school can turn out to be an

important factor for respondents' ability to learn English. Apart from friends, relatives can also be a factor in someone's interest in English. It is evident from the respondents who, apart from their peers, always communicate in English with their siblings.

The researchers also found that participants often used slang words when speaking English. It looks like they are happier when using slang sentences when communicating with each other.

CONCLUSION

Factors that influence students' interest in learning English vary, such as planning to get higher education or communicate with friends from other countries. Technology also plays an important role in connecting people from different countries who speak English to be able to communicate. This current research also found that using English makes students happier when communicating and learning together.

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