

## AN ANALYSIS OF FACTORS INFLUENCING STUDENT'S INTEREST IN LEARNING ENGLISH AT GRADE X MA AL MUNAWWAROH RAMBAH HILIR

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### ABSTRACT

This research aims to analyze the factors that influence students' interest in learning English in class X MA Al Munawwaroh. This research uses qualitative methods by collecting data through interviews aimed at class X MA Al Munawwaroh student teachers. The research results show that the factors that influence students' interest in learning English are motivation, English language skills, and the learning environment. Students' motivation to learn English is influenced by the desire to improve English language skills, expand knowledge, and increase career opportunities. Students' English language skills also influence their interest in learning English, because students who have English skills are more interested in learning English. A conducive and enjoyable learning environment also influences students' interest in learning English. This research concludes that to increase students' interest in learning English, efforts need to be made to increase student motivation, English language skills, and a conducive learning environment.

**Keywords:** student interest, learning English, motivation, English language skills, learning environment.

### INTRODUCTION

This study examines the factors influencing students' interest in learning English at MA Al-Munawwaroh Rambah Hilir. According to Rahmah, students' interest in learning is crucial for their academic success. The study found that

students at MA Al-Munawwaroh Rambah Hilir have high motivation to learn English, demonstrated by their diligence in completing assignments and enthusiasm for learning. The study aims to identify internal and external factors affecting

students' interest in learning English and to investigate how these factors impact their English performance. The findings of this study are expected to benefit students and provide valuable insights for future researchers.

## **Definition of Key Term**

### **1. Students Interest**

According to (Istiqia et al., 2022), Interest is what motivates someone to focus on another individual, activity, or item. On the other hand, interest in learning is a feeling of enjoyment, curiosity, and a strong want to study that is perceived as providing advantages and fulfillment. Pupils who are enthusiastic about a subject are more likely to focus on it. Students' attention, enjoyment, effort, and engagement are typically indicators of their

enthusiasm in learning. According to (Nikmah, 2022), Interest is the motivation behind focusing attention on a different individual, activity, or item. A feeling of enjoyment, curiosity, and a strong want to study that is perceived as providing advantages and fulfillment is known as interest in learning.

### **2. Learning English**

According to (Nikmah, 2022) Developing the ability to communicate in English both orally and in writing is the goal of English courses. According to (Nikmah, 2022) that mastering the four language skills speaking, writing, reading, and listening is the goal of learning English. Students are also taught other skills like grammar, vocabulary, and pronunciation.

## **REVIEW OF RELATED**

### **LITERATURE**

#### **Definition Of Interest**

Interest is a psychological construct that significantly influencing an individual's engagement, motivation, and learning process. Scholars have defined interest in various ways, emphasizing its role in cognitive and emotional development. Hidi and Renninger (2016) describe interest as a dynamic motivational

variable that develops over time, starting as a situational interest triggered by external stimuli and evolving into a more stable, individual interest through repeated exposure and personal relevance. This perspective aligns with Krapp (2011), who argues that interest is not merely a temporary inclination but a long-term preference for engaging with particular

subjects, activities, or objects due to their perceived importance and personal significance.

Furthermore, Schiefele (2017) highlights that interest comprises two essential components: cognitive and emotional. Cognitively, interest fosters deep information processing, leading to better comprehension and retention. Emotionally, it generates positive feelings and intrinsic motivation, making individuals more likely to persist in an activity. This dual-component nature explains why students who develop a strong interest in a subject tend to perform better academically, as they voluntarily invest time and effort in their learning. Harackiewicz et al. (2016) further emphasize that interest plays a critical role in self-regulated learning, where individuals take active control of their educational journey by setting goals, seeking relevant information, and maintaining focus despite challenges.

In addition to its impact on learning, interest is linked to personal development and career choices. According to Deci and Ryan (2017), interest serves as a fundamental driver of intrinsic motivation, encouraging individuals to explore and master new skills without the need for

external rewards. This intrinsic motivation is crucial in career decision-making, as people tend to pursue professions that align with their long-term interests and values. Silvia (2017) adds that interest is closely related to curiosity, which fuels creative thinking and problem-solving abilities. When individuals are genuinely interested in a topic, they engage in exploratory behaviors, ask more profound questions, and seek innovative solutions.

Moreover, research suggests that interest can be cultivated through supportive environments and meaningful experiences. Hidi and Renninger (2016) propose that educators and mentors can nurture interest by designing engaging learning activities, providing autonomy, and connecting subjects to real-world applications. Similarly, Schiefele (2017) notes that social interactions and collaborative learning can enhance interest, as individuals are more likely to stay engaged when they share their enthusiasm with others. This perspective is particularly relevant in education and professional development, where fostering interest can lead to higher engagement, persistence, and overall satisfaction.

In this study researchers used the theory of (Istiqah et al., 2022). According to

(Istiqqa et al., 2022), Interest is an attitude that is defined by the need or desire to focus selectively on something that is important to the individual, such as a goal, activity, or field of study. Interest is defined as "being engaged, engrossed, or entirely taken up with some activity because of its recognized worth."

It indicates that someone will put their all into pursuing a passion project. For instance, when students are motivated to learn a language, they will look for and investigate materials about it whenever they can, enroll in classes to deepen their understanding of the subject, and put in much effort to acquire something worthwhile.

(Istiqqa et al., 2022) A movement style that motivates a person to confront or interact with people, objects, activities, and experiences that are stimulated by the activity is linked to interest, it was mentioned. As stated by (Istiqqa et al., 2022), interest is the propensity to continually pay attention to an activity while enjoying it. Furthermore, "Interest is a persistent tendency to pay attention to and enjoy some activity or content," according to (Istiqqa et al., 2022). A feeling of liking and attraction to something or someone out of their own volition is called interest.

When someone is engaged in something, they will continually pay attention to it and experience pleasure.

### **Factors influencing interest in learning**

Interest in learning is influenced by both internal and external factors. Internal factors, such as cognitive abilities, intrinsic motivation, and self-efficacy, play a significant role in shaping students' interest in learning. External factors, including family, peers, educators, and school conditions, also have a profound impact. Research suggests that students with high self-efficacy and intrinsic motivation are more likely to engage deeply in learning activities and develop long-term interest in a subject. Teachers, parents, and peers can cultivate students' interest by providing meaningful learning experiences, support, and encouragement. According to Istiqqa et al. (2022), internal and external factors can either increase or decrease students' interest in learning, highlighting the importance of identifying and leveraging beneficial influencing factors to boost motivation in learning.

#### **1. Internal Factors**

##### **a. Physical Factors**

According to (Istiqah et al., 2022), stating that a student's learning is affected by their physical well-being. They observed that a student's desire to attain high academic standards is also significantly impacted by the state of their internal organs, including their hearing, sight, and sensory health. However, health issues that affect students, like exhaustion, hearing, or vision issues, can make them less interested in learning.

According to (Istiqah et al., 2022), kids with hearing impairments can become disinterested quite quickly. However, health issues that affect students, like exhaustion, hearing, or vision issues, can make them less interested in learning.

## **b. Physiological Factors**

### 1. Attention

(Istiqah et al., 2022) asserts that a student's willingness to learn is influenced by the state in which their soul is fully focused on the content they are studying. Istiqah et al. (2022) describe attention as concentrating on certain elements of the environment. On the other hand, attention is an active process that filters out the millions of bits of information that are acquired from sensory, memory, and other cognitive processes in order to selectively

focus attention on information that is judged necessary (Istiqah et al., 2022).

(Istiqah et al., 2022) Also stated that Attention could be interpreted as a form of Readiness to pay attention to what is liked and attractive. Focus and concentration are the fundamental components of attention, which is one of the elements that affects students' interest in the educational process. Students who concentrate on a subject will learn more, pay attention to the presentation, and finish the assigned work, per research by Istiqah et al. (2022). Students learn more effectively and have greater learning outcomes when they pay attention. If educators wish to pique students' interest in the learning process, they must get their attention. Teachers might employ explicit learning tools to stimulate students' curiosity and critical thinking about the content they are studying.

### 2. Readiness

(Istiqah et al., 2022) Claims that readiness the degree to which students are prepared to answer or react influences their enthusiasm for learning. In education, readiness is a state of knowledge that gets you ready to respond, in this case instructing students on accomplishing a specific objective. Additionally, a pupil is

in a condition of preparedness to learn when they are psychologically, emotionally, and physically prepared. One can engage in active learning and provide answers when they are ready regarding mental, emotional, and physical development. Additionally, the notion of learning readiness encompasses students' readiness, which involves document review, task and exercise completion, upholding physical health and fitness, reading study material, conducting research, and becoming ready to learn. (Istiqah et al., 2022) Defines readiness as the capacity to take on new information, seek out challenges, and work with materials that are more challenging than before. It was then discovered that every students' readiness to impact their enthusiasm for studying English varied. Students who are less prepared will have a harder time absorbing the information being taught, whereas students who are consistently prepared will have an easier time doing so.

### 3. Intelligence

According to (Istiqah et al., 2022), intelligence is the ability to quickly identify relationships, interact with and adapt to situations, and comprehend or apply abstract concepts. Meanwhile, (Istiqah et al., 2022) claimed that intelligence can be

precisely and swiftly evaluated to get beyond a challenge or resolve a problem. Stated differently, intelligence is the ability to possess both situational awareness and the attributes of wise behavior. In this context, intelligence refers to a student's ability to take in knowledge during both instruction and learning. Success and cognitive level are positively correlated. Students who are more intelligent will do better.

Istiqah et al. (2022) assert that a student's IQ has a significant impact on their motivation to learn. Dalyono's claim that a person with high intelligence is typically easier to learn and delivers superior results lends credence to this. Students with poor intelligence, on the other hand, struggle to comprehend and think slowly, which lowers their academic performance.

According to (Istiqah et al., 2022). 's research, students found it challenging to grasp the chemical material, which made them detest the subject. Additionally, if students can absorb, comprehend, and apply the content effectively, they will enjoy and be interested in chemistry courses. Additionally, according to (Istiqah et al., 2022) research, high levels of

intellectual intelligence in kids translate into excellent learning outcomes.

## **2. External Factors**

### **a) Family**

According to (Istiqah et al., 2022), family dynamics include the way parents raise their children, the dynamics within the family, the environment in the home, and the financial standing of the family. In the meantime, (Istiqah et al., 2022) claimed that The family has an important role in boosting kids' motivation in studying at home, particularly when it comes to learning English. In order to boost students' enthusiasm in learning, parents can show their attention by providing for their children's educational needs, keeping track of their progress, recognizing their learning challenges, and rewarding them.

Those treatments significantly affect students' interest in learning English and their' English learning achievement. Students are also impacted by their family, which includes the way their parents teach them, the dynamics within the family, the environment in the home, and the family's socioeconomic status.

### **b. The school factors**

#### **1. Teacher**

(Istiqah et al., 2022) Went on to say that relationships between teachers and

students and the teaching and learning process in the classroom are examples of how teachers affect students' interest in learning. For kids to enjoy learning and retain the material, teachers must also determine which option best meets the needs of their students. In addition, the goal of studying foreign languages, mainly English, is to provide students with the ability to communicate in the language at all levels, from beginner to expert (Istiqah et al., 2022) concluded by saying that educators must help pupils become more proficient in using English for communication. Additionally, (Istiqah et al., 2022) noted how relationships and instructor motivation affect students' desire to learn English.

#### **2. Facilities**

Facilities are essential in the context of education (Istiqah et al., 2022) contend that comprehensive educational resources, including books found in labs and libraries, as well as other media, help the subject being taught gain acceptability. In this way, students will be more involved in their studies. (Istiqah and others, 2022). claimed that the facilities school buildings, classrooms, labs, libraries, and so forth have an impact on pupils' motivation to learn. Books can be borrowed and provided

by schools to help pupils learn more. Additionally, labs and instructional aids can be used by teachers to help illustrate a subject. Teachers and students will find it simpler to obtain information sources for learning thanks to those features. Better learning results and fewer issues can also result from the completion of teaching and learning facilities. Therefore, in order to achieve the goal of learning in general, gather a variety of information, and stimulate students' excitement and interest in learning, the school must have a suitable facility for teaching and learning.

### 3. Peer Factor

This element may inspire students to become more interested in studying English. Because of their peers' success in the classroom and high grades in English, the pupils are motivated to study the language. (Istiqia et al., 2022) said that kids' souls were influenced by their peers more rapidly. Students will benefit from the influence of positive peers, and vice versa. In order for students to study effectively, efforts must be made to ensure that they

have supportive social acquaintances and that parents and students provide them with non-strict peer supervision and advice.

According to (Istiqia et al., 2022), students' interest is strongly influenced by the peer environment in learning. This element is significant since they have the same age and identity and spend time learning the language together. Furthermore, Lasekan's research shows that students who are engaged in learning English receive a great deal of support, encouragement, companionship, and assistance from one another, demonstrating the excellent role that peers play in the process. Students that are proficient in English are typically seen as inspiration for other English language learners. Because they spend time learning and applying the language lessons which include speaking, listening, writing, and reading together, this component is significant. Another positive aspect is that if friends are highly motivated and interested in learning, then their friends' interests may also have an impact.

## **.METHODS**

### **Research Design**

The research is designed in the form of descriptive research. It is a kind of

research method that involves the collection of data for the purpose of describing existing conditions. Sudjana and

Ibrahim (Rahmah, n.d.) state that descriptive study is an investigation, that tries to describe the existing condition, phenomena, events, and so forth.

### **Setting of the Research**

The Grade X MA AL Munawwaroh Rambah Hilir, situated on JL. Sempurna alam, Serombou Indah, was the site of this research.

### **Instrument of the Research**

When conducting qualitative research, the researcher gathers information from a typical (natural) scenario, without bias or manipulation. Beginning or beginning a study has a direct bearing on the field environment and the subjects of the study. As a result, to gather results from interviews that can be recorded, written about, or shown on film, the researcher needs to be there in the field.

#### **A. Observation**

According to (Nikmah, 2022), observation is the cornerstone of all science. By watching and documenting occurrences or situations, observation is

used to gather data on the research object. Specifically, make notes to check in person with the teacher, the student's condition, and the source of information on the research object.

#### **B. Interview**

An interview is a conversation that the interviewer conducts with the interviewee to get information (Sugianto et al., 2023). Specifically, the notes and questions are presented as a list without multiple-choice answers.

### **Technique of Collecting the Data**

The instruments used by the researcher to gather the information needed to support this investigation were observation and interview. To find out what factors are influencing the state Ma Al Munawwaroh grade X Rambah Hilir students' enthusiasm in studying English, it was given to them. In general, the goal of qualitative research is to gather information on the main phenomena being studied, study participants, and research locations. As stated by (Yusup & Munawwaroh, 2023).

## **RESULTS AND DISCUSSION**

### **The Research Design**

Teaching English as a foreign language in Indonesian schools presents

unique challenges and opportunities. Teachers must navigate linguistic and cultural barriers while adopting strategies

that ensure students understand and apply their knowledge effectively. This study focuses on analyzing the factors influencing students' interest in learning English at Grade X MA Al Munawwaroh Rambah Hilir. Understanding these factors is essential for improving English language performance among students.

The purpose of this study is to examine the various aspects that influence students' learning interest in English, including psychological factors, peer influence, family support, teaching strategies, and school facilities. Furthermore, the study investigates how these aspects affect students' English performance, providing valuable insights into creating more engaging and effective learning environments.

The data for this study were collected through interviews with English teachers and students. The researcher conducted the first round of teacher interviews on 19 January, 2025, offline. The research reveals a multifaceted landscape of factors that impact students' interest in learning English at MA Al-Munawaroh. These factors can be categorized into four primary domains: Physical Factors, Psychological Factors, Family Factors, and School Factors. Each domain contributes uniquely to shaping

students' motivation and engagement with English language learning.

## **1. Aspects Influence Students Learning Interest in Learning English**

### **a) Physical Factors**

Although physical factors were not a primary focus of the study, they were *acknowledged* as an essential component of the learning environment. The teacher noted that “*all students are considered normal,*” with no specific cases of special needs or significant health issues that might directly affect their academic performance. However, the limited exploration of this factor suggests that its potential impact on learning interest could be an area for further investigation. Physical health, such as fatigue, nutritional deficiencies, or general well-being, can play a subtle yet significant role in shaping students' ability to focus and participate in classroom activities.

### **b) Psychological Factors**

Psychological factors emerge as the most critical dimension influencing students' English learning interest. The interview data highlights several key psychological dimensions that significantly impact student motivation. First and foremost, the teacher recognizes that students' intrinsic motivation varies, characterizing their English learning

interest as "medium" and noting that the institution's primary focus remains on book studies rather than comprehensive language acquisition.

The psychological approach to maintaining student engagement involves strategic classroom management and motivational techniques. When students lose focus during English lessons, the teacher employs direct classroom management strategies, primarily through reprimands and structured interventions. As explicitly stated in the interview, "*I reprimand students using classroom management,*" indicating a proactive approach to maintaining attention and discipline.

Motivation plays a crucial role in psychological factors. The teacher actively works to enhance student motivation by emphasizing the importance of English and employing multiple strategies. This includes vocabulary expansion and motivational messaging. The interviewee notes, "*by adding vocabulary and providing motivation to students that English is important and must be better mastered.*" This approach demonstrates a deliberate effort to create psychological engagement by highlighting the language's practical significance.

Assessment methods also contribute significantly to the psychological dimension of learning interest. The teacher implements diverse assessment strategies, including separate evaluations for speaking and reading, and a comprehensive task assessment system. As mentioned in the interview, the assessment includes "*task assessment system, daily and assessment during exams and tests,*" which suggests a multifaceted approach to evaluating and motivating student learning.

Language complexity emerges as a psychological barrier to student interest. The interview reveals that the fundamental differences between English and everyday language create psychological challenges. The teacher observes, "*English is different in reading and writing, because it is so different from everyday language that it makes students less interested in speaking English and when learning spelling students are not used to pronouncing words.*"

### **c) Family Factors**

Family support plays a pivotal role in fostering students' interest in learning English, as revealed in the study. The teacher emphasized that "*support from parents is very important for students,*" illustrating how parental involvement directly influences a student's motivation

and engagement in their educational journey. Parents who actively encourage their children's academic pursuits can create a positive learning environment at home. This support may take various forms, such as helping with assignments, providing access to learning materials, or encouraging the use of English in daily communication. The consistent involvement of parents in monitoring and guiding their children's progress instills confidence and enthusiasm for learning, especially in a subject like English, which often requires practice and reinforcement outside the classroom.

On the other hand, the absence of parental support can lead to significant challenges for students. The teacher pointed out that students who lack encouragement or resources at home often display lower interest and confidence in learning English. Such students may feel isolated or unmotivated, as they lack the reinforcement that comes from familial encouragement. The study underscores that a nurturing family environment can act as a foundation for academic success, while an unsupportive one may hinder a student's ability to engage fully with their studies. This finding highlights the broader implications of family dynamics, where positive reinforcement and active

involvement from parents can serve as a driving force for students to persevere in mastering a foreign language like English.

#### **d) School Factors**

The study identified school-related factors, such as infrastructure and peer environments, as significant influences on students' interest in learning English. One critical finding was the lack of adequate facilities to support English education. The teacher candidly admitted, "*Facilities are very lacking, especially in the area of English,*" indicating that limited resources hinder students' ability to engage with the subject effectively. Essential tools such as language laboratories, audio-visual aids, and digital resources for interactive learning were noted to be either unavailable or insufficient. In many cases, the library was the only resource available to students, yet its capacity to support English learning was constrained by the absence of specialized materials such as graded readers, language workbooks, or multimedia tools. This scarcity not only limits the opportunities for students to develop their language skills but also diminishes their interest and enthusiasm for learning.

#### **1. Documentation**

The landscape of English language learning is a complex ecosystem shaped by

multifaceted intrinsic and extrinsic factors that significantly impact students' motivation and engagement. The research conducted at MA Al-Munawaroh provides a nuanced insight into the intricate dynamics of language learning interest, revealing a profound interplay between psychological, familial, school, and physical factors that collectively shape students' educational experiences.

At the core of language learning motivation lies a sophisticated psychological framework that extends beyond traditional pedagogical approaches. Drawing from Self-Determination Theory (Deci & Ryan, 2017), the study illuminates the critical role of intrinsic motivation in language acquisition. The research findings resonate with Ryan and Deci's (2020) comprehensive work, which posits that motivation is fundamentally driven by three psychological needs: autonomy, competence, and relatedness. The teacher's observations highlight this complex motivational landscape, characterizing students' English learning interest as "medium" and emphasizing the importance of intrinsic motivational strategies.

Psychological barriers emerge as the most significant challenge in English language learning. The linguistic complexity identified in the study mirrors

Krashen's recent insights into language acquisition (Krashen, 2019), which suggest that psychological factors such as anxiety, motivation, and self-confidence create substantial barriers to language acquisition. The research reveals a critical insight: the fundamental differences between English and everyday language create psychological challenges that diminish students' speaking and spelling confidence. This observation aligns with Schumann's updated Acculturation Model (Schumann, 2021), which emphasizes the psychological distance between learners and the target language as a crucial factor in language learning success.

Classroom management strategies play a pivotal role in mitigating these psychological barriers. The teacher's proactive approach, which includes direct interventions and motivational techniques, reflects Bandura's contemporary social cognitive perspectives (Bandura, 2018). By providing structured support and emphasizing the practical importance of English, educators can significantly influence students' self-efficacy and learning motivation. The implementation of diverse assessment methods—including separate evaluations for speaking and reading—demonstrates a sophisticated

understanding of learner diversity and individualized learning approaches.

Family support emerges as a critical external factor in language learning motivation. The research underscores the significance of parental involvement, a concept strongly supported by Bronfenbrenner's updated Ecological Systems Theory (Bronfenbrenner & Morris, 2015). This theoretical framework emphasizes the importance of microsystems, particularly family environments, in shaping educational outcomes. The study highlights that parental support is not merely a supplementary factor but a fundamental component of students' educational engagement and language learning success.

The school environment presents both challenges and opportunities in fostering English learning interest. Limited facilities, particularly in English language resources, pose significant constraints. However, the presence of a library and the teacher's innovative approaches suggest potential for adaptive learning strategies. Peer influence, identified as a powerful factor, aligns with contemporary interpretations of Vygotsky's Social Development Theory, as explored by recent scholars like Mercer and Dörnyei (2022). The research reveals that peer environments

can significantly shape learning attitudes, creating both positive and negative learning ecosystems.

Despite its comprehensive approach, the study presents several limitations that warrant future research. The minimal exploration of physical factors suggests a need for more nuanced investigation into potential physiological or health-related impacts on language learning. Additionally, the research is contextualized within a specific institutional setting, which limits the generalizability of its findings to broader educational contexts.

The implications of this research extend beyond the immediate educational setting. It provides a robust framework for understanding the complex motivational dynamics in language learning, offering valuable insights for educators, administrators, and policymakers. By recognizing the multidimensional nature of learning interest, educational institutions can develop more holistic and adaptive language learning strategies.

Future research should focus on developing comprehensive intervention strategies that address the identified psychological barriers. This could involve creating more interactive and contextually relevant English language curricula, enhancing teacher training programs to

improve motivational techniques, and developing family engagement programs that support language learning outside the classroom.

In conclusion, the study at MA Al-Munawaroh offers a profound exploration of the factors influencing students' English learning interest. It demonstrates that successful language acquisition is not

merely about linguistic instruction but about creating a holistic, supportive, and motivationally rich learning environment. By understanding and addressing the complex interplay of psychological, familial, and school-related factors, educators can unlock students' potential and foster a more engaged and effective approach to English language learning

## CONCLUSIONS

Based on the research that has been done, it can be concluded as follows

1. The English learning interest of MA Al-Munawaroh students is complexly influenced by psychological, family, school, and peer environmental factors. Psychological factors emerge as the primary determinant, characterized by moderate motivation and significant linguistic barriers. Family support, school facility limitations, and peer group dynamics create an intricate motivation ecosystem that demands a holistic approach to enhancing English learning interest. The nuanced interplay between these factors reveals that student motivation is not a monolithic construct but a dynamic, multidimensional phenomenon requiring sophisticated educational interventions.

2. Students' English language performance is directly impacted by psychological complexities, with primary challenges manifesting in speaking and reading skills. Peer environments, family support, and school infrastructure limitations create multidimensional challenges in language skill achievement. The performance landscape is characterized by pronounced individual variations, linguistic disconnects, and motivational fluctuations. The research unveils that performance is not merely a measure of linguistic competence but a complex interaction of psychological readiness, social support, and institutional resources.

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