

jurnal ghina fiks (1).docx

by Pusmedia Publisher

Submission date: 08-Mar-2025 05:28PM (UTC-0800)

Submission ID: 2609117772

File name: jurnal_ghina_fiks_1_.docx (28.17K)

Word count: 3266

Character count: 18300

ANALYSIS OF STUDENTS' INTEREST IN LEARNING ENGLISH IN SPEAKING LESSONS AT PGRI HIGH SCHOOL PEKANBARU

Silsilih Ghina Cokro¹, Anggi Apriani², Ardiya³, Dilla Lestari⁴

silsilihghina@gmail.com¹, aprianianggi49@gmail.com², ardiya@umri.umri.ac.id³,
thedlestari1607@gmail.com⁴

Abstrak: Penelitian ini dilakukan dengan tujuan untuk mengetahui sebab dan kendala mengapa minat belajar siswa dalam Pelajaran Bahasa Inggris kurang terlebih dalam pembelajaran speaking di SMA PGRI PEKANBARU. Penelitian ini menggunakan metode kualitatif. Pendekatan penelitian menggunakan jenis deskriptif kualitatif dengan menggunakan data primer dan data sekunder yang dikumpulkan dengan metode wawancara, observasi, dokumentasi dan hasil penelitian sebelumnya. Penelitian ini menggunakan teknik analisis deskriptif dalam teknik analisis data dengan menganalisis informasi dari narasumber melalui wawancara dan observasi. Hasil penelitian menunjukkan bahwa terdapat beberapa faktor yang dapat memengaruhi minat belajar siswa dalam bahasa Inggris terlebih dalam pembelajaran speaking terdiri atas kemalasan, bosan, metode belajar yang monoton, faktor lingkungan yang kurang mendukung dan tekat yang kurang. Dalam penelitian, peneliti memiliki keterbatasan waktu penelitian sehingga berdampak pada hasil penelitian yang kurang menyeluruh dan memperoleh informasi yang terbatas.

Kata kunci: Minat Belajar, Siswa, Bahasa Inggris Pembelajaran Speaking

Abstract: This study was conducted with the aim of knowing the causes and obstacles why students' interest in learning English Lessons is lacking especially in speaking at PGRI High School Pekanbaru. This research uses qualitative methods. The research approach uses descriptive qualitative type using primary and data data secondary collected by interview, observation, documentation and previous research results. This research uses descriptive analysis techniques in data analysis techniques by analyzing information from sources through interviews and observations. The results showed that there are several factors that can affect students' interest in learning English, especially in speaking, consisting of laziness/boredom, monotonous learning methods, unsupportive environmental factors and lack of determination. In the research, researchers have limited research time so that it has an impact on the results of that is less comprehensive and obtaining limited information.

Keywords: Interest In Learning, Students, English Speaking Learning

INTRODUCTION

Education is the key to human resource development (Sukoharjo et al., 2021). Education is a learning and teaching process that aims to develop knowledge, skills, values and attitudes in individuals. So that they can become productive and responsible members of society. Education as a conscious effort to realize a cultural heritage from one generation to another (d. a. n. u. education, 2022). To form quality human resources, education has a very important role. (valentina et al., 2022) English is an international language that is widely used throughout the world (chen et al., 2016). English subjects teach language skills, such as listening, speaking/reading, and writing. Students learn grammar, vocabulary, and expressions used in everyday situations. According to (muhria, 2020) the use of English as a means of communication at the international level, seems

to still have obstacles, with evidence that not everyone in the world has mastered this language, including in Indonesia. We can read the awareness of the importance of English in law number 20 of 2003 concerning the national education system, where in article 37 paragraph 1 it is stated that English is the only foreign language that students must learn from junior high school (SMP) to college (valentina et al., 2022).

In the era of current globalization, English has become an important global lingua franca in many aspects of modern life, such as international communication, business, technology and education. However, despite the growing importance of this language in the era of current globalization, many students are not interested in learning it. In the world of education, this issue has become a major concern. This is because students' lack of interest in learning English especially in speaking lessons can impact competition in the global job market, how students communicate, and academic opportunities that can reduce students' grades (Silva Manchego, 2022). Students' lack of interest in learning English is a major challenge for educators in many educational settings. Methods of uninteresting teaching, false beliefs about the relationship of language to everyday life, and social and cultural environments that influence students' attitudes towards learning English are some of the many causes of this low interest. Ramadhianti and Somba (2021) argue that the lack of practice in speaking English is being one of the obstacles that prevent students from becoming skilled in speaking and understanding English. Rezi et al. (2025) said that many Indonesian students have difficulty listening and pronouncing English caused by unfamiliar vocabulary, varying speaking speed, unclear pronunciation, differences in writing and pronunciation, and difficult memorization.

The ability to speak in proper English as a foreign language in the ears of Indonesian people must be practiced every day so that public speaking skills remain (Dalilah & Sya, 2022). In speaking English, listening skills must be also considered. Listening is the ability to hear other people's voices or words then understand the meaning contained in them. Listening has many benefits, including improving students' ability to speak and understand words in English, then it can also help students familiarize themselves with English patterns and intonation, so that students can understand some conversations, instructions, and learning materials presented in the language (Zahirah, 2021).

The ability to speak English properly can be learned through music. Music is a work of art in the form of songs. Music consists of rhythm, harmony, melody that is combined and expressed well in the form of songs. Songs are very easy to spread widely in circles both young and old, through social media such as Facebook, Twitter, Tiktok, YouTube, Spotify, Instagram. With the development and trend of music in society, it can encourage anyone to learn to listen and pronounce English (Aulia et al., 2024).

Aulia et al.'s research with the title Obstacles and Strategies in Mastering English Speaking Skills at Integrated Islamic Elementary Schools. The results of the study show that the low ability to speak English is caused by the lack of learner confidence, limited learning facilities, difficulty in pronunciation, vocabulary and grammar, and inappropriate teaching methods. Artini et al.'s

research with the research title Analysis of Learning Interest of Class XI Subjects Students in at SMKS English Praja Pandawa shows a lack of interest in learning learning English among students who are influenced by interests, such as teaching methods and the environment.

In this article, we will look at the plight of students who are not interested in learning English at school, especially in speaking lessons. We will investigate what the main causes might be, and evaluate how this impacts the process overall education . We .will also discuss various attempts and approaches

Based on the explanation of the background above, the researcher has an interest in conducting research entitled "Analysis of student interest in learning English in speaking lessons at PGRI High School Pekanbaru ". purpose of Thethis research is to find out the causes and obstacles why students' interest in learning learning English is lacking, especially in speaking at PGRI High School Pekanbaru .

RESEARCH METHODS

The method used in this research is a type of qualitative research. The type of qualitative research according to Yusanto (2019) is qualitative research has a variety in its approaches so that it can be adjusted to the object under study. This is in line with the explanation of Yulianty & Jufri (2020) which states that qualitative research in analyzing data must be done carefully so that it can explain the data and become a feasible research. Data collection was carried out by means of interviews, direct observation, and literature study. The were informants in this study students at PGRI High School Pekanbaru . The data analysis method in this research uses descriptive analysis techniques by analyzing data information from sources. This research uses primary data and data secondary . Primary data obtained from interviews and direct observation in the field and data secondary obtained from literature studies from previous research on the same topic. The location research was conducted at PGRI High School Pekanbaru , Jalan Brigjen Katamso, Tengkerang Utara, Kec. Bukit Raya, City. Pekanbaru , Riau 28282 The . data collection period in this study was carried out during the research activities

RESEARCH RESULTS AND DISCUSSION

The development of English has become one of the languages that must be mastered for everyone, especially for students. But in reality there are still many students who do not understand and master English. Especially in pronunciation in using English, there are still many students who do not know and understand. There are two factors that influence students' interest in learning

1. Internal Factors

Internal factors are is factors from within the students themselves, one of the internal factors laziness, health, body, attitude.

- a. Laziness

There are students who have high learning abilities but are lazy to study, student health is also a factor. This is because there are some students who do not understand what is conveyed by the teacher, so when asked there is no Java or just silent.

b. Attitude

Students' attitudes are also a factor, where through observation and research the author researched there were teachers who were enthusiastic in teaching, but students did not pay attention so that what the teacher had explained was not understood.

c. Health

Student student health, from the results of observations researchers found that students' interest in learning learning when they are sick will affect students' focus on activities in class, this will disrupt concentration, this factor can trigger students to feel bored to learn English.

d. Jasmanai

Physical includes the physical condition or physical health of individual students. A healthy physical condition is very supportive of learning success and .also affects students' interest in learning

2. Factors

External factors factors are that come from outside or the student's own environment. Some external factors are the monotonous learning process that makes students bored quickly, an environment that does not support learning English such as getting ridiculed by friends when they misunderstand the meaning of words or sentences and misunderstand the pronunciation in English, Choosing the Wrong Friendship, lack of learning media in explaining the material so that it is easy to get bored, dislike the teacher who teaches.

a. Monotonous Learning Process Makes Students Bored Quickly

The teaching and learning process must be interesting so that students' interest in learning is also high, but in reality there are still many teachers teaching quite boring where students are listeners to the teacher as a material provider. This is not good because students get bored quickly, and can cause drowsiness so that they do not focus on the material the teacher conveys. It is better when learning that teachers create a pleasant atmosphere and add supporting learning media so that students' interest in learning is also getting higher.

b. Unfavorable Environment

An unsupportive environment is also an important factor in students' lack of interest in learning. When the family or friend environment encourages students to learn English, then students will feel more enthusiastic in learning. However, if there are mistakes in understanding the meaning of words or pronunciation and friends mock students who are wrong, this will cause students to be afraid to speak English next and tend to be silent so they don't know what is said is correct or not.

c. Unsupportive Learning Media

English learning media is lacking, along with the development of technology the needs of humans are also growing. At this time we need English learning media that supports so that students can follow the correct pronunciation by listening to the meaning and correct pronunciation in English through speakers, microphones and others.

d. Disliking the teacher

Having a favorite teacher is one of the students' enthusiasm in learning, but if they do not like the teacher who teaches, the students' interest in learning will also be affected. This has been proven through observations and research conducted by researchers, students who like the teacher will be more likely to be interested in the lessons presented, but students who do not like the teacher will be less interested in the subjects that the teacher brings.

e. Dislikes English Subjects

Dislike of English subjects is also an important factor in student interest in learning. Where students who do not like English tend to be lazy and get bored quickly in learning English, especially in speaking. So it takes a learning method that attracts students so that they are more interested in learning English.

f. Choosing the Wrong Friendship

Through observation and research conducted, it was found that students who tend to friends with people who like English will also have a high interest in learning English, but students who have friends do not like learning English will dislike lessons, especially speaking lessons.

Based on the results of the research that researchers found, a strategy is needed in an exciting way that can increase students' interest in learning English, especially in speaking, namely:

1. Set Goals

By setting goals it will be your first motivation in learning English, goals can be based on yourself. With a target of where to continue from high school, to work or college. In college, you must understand and master English so that it makes it easier for you to learn in the future. In work, supporting skills are needed, such as mastering English will be an added value so that it makes it easier for you to work.

2. Set a target

In learning English you must set a target in one day how many words need to be memorized from writing, pronunciation and meaning of words. So that from these targets you can master English faster.

3. Listen to music in

Listening to music in English will support your memory in memorizing and understanding the proper pronunciation of English words. Music brings feelings in hearing it, so when you learn English from music it will be more fun by bringing feelings and thoughts.

4. Watch streams, movies, podcasts in

By watching streaming, movies, podcasts in English will encourage you to understand the content and learn to listen, speak, write in English.

5. Practice without shame

Tell stories from your daily life, don't be afraid of mispronunciation. Just do it from simple things and without shame or hesitation. Don't be afraid of grammar mistakes, because from mistakes you will learn to get it right.

6. Use Role play or method

You can learn English with friends, invite to friends play or use social media using English. Find the fun you want and use English with friends this will support you and your friends to learn and understand English together.

7. Utilize technology in

You can use apps to practice speaking with people from around the world. Also, don't forget to watch video tutorials or podcasts in English on YouTube and other media.

8. Join the

If you want to learn English in a join an structured and serious way, you can English class. By joining an English class, you and other people will learn together from experts so that the learning process will feel easier and more fun.

9. Self-practice with solo speaking techniques

This method can be done on your own by finding a text and recording the voice, then listening to the result and correcting the wrong . method pronunciation and intonation This is very effective for serious self-study.

10. Improve vocabulary in a way

By understanding a wide vocabulary will help in using English, it is necessary to understand and add vocabulary so that it can support understanding in English getting better. Adding vocabulary can be done by reading books, watching movies, listening to English music.

11. Make English a part of life

Practice English in your daily life, don't feel shy or hesitant. You can improve your understanding of English and speaking by joining communities that focus on English. Get to used speaking and doing activities in English everyday.

¹ The results of this study are in line with the results of Hidayat & Devi' (2024s research) developing ^{that} the main factors causing low interest include uninteresting teaching methods, ^{lack} of environmental support, and limited opportunities to practice English in everyday life. ^{The} ⁵ ^sults of this study are also supported by the results of Artini & Suardana's research (2024) teaching methods and environment, need to be understood and evaluated by teachers. results ^{Research} are also supported by the results of Husni ¹³ Saputri's (2023) research Learning difficulties are very commonly experienced by students ^{due to various factors both internal and external}. Internal ^{factors} are caused by lack of motivation in learning, laziness in students and difficulty concentrating during the learning process. External factors ^{factors} include family , learning facilities and infrastructure, the social environment at school and the at curriculum school. Difficulties in learning English are , ^{namely} also related to four components, listening, speaking, reading, writing.

CONCLUSIONS

¹⁴ ³ Based on the explanation of the results of the research that the researchers conducted, it . Internal factors can be can concluded that the factors that affect students' ⁷ ^{terest} in learning lessons ⁱⁿ learning English speaking at PGRI High School Pekanbaru stand on ^{internal factors and external factors} are factors that come from themselves ³ ^{ives} students with several factors including laziness, health, physical, attitude. factors External are factors that come from outside the student ^{or from} other people and ^{the environment}. Some external factors that do not support learning English such as getting ridiculed by friends when they misunderstand the meaning of words or sentences and misunderstand the pronunciation in English, no motivation from family or friends, lack of learning media in explaining the material so that it is easy to get bored, dislike the teacher who teaches.

LITERATURE LIST

- Aulia, L. A., Saputra, E. R., & Merliana, A. (2024). HAMBATAN DAN STRATEGI DALAM PENGUASAAN KETERAMPILAN BERBICARA BAHASA INGGRIS DI SEKOLAH DASAR ISLAM TERPADU. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(3), 235-248.
- Chen, y. P., lee, h. F., & wong, t. T. (2016). Epileptic seizure in primary intracranial sarcoma: a case report and literature review. *Child's nervous system*, 32(9), 1709–1714. <https://doi.org/10.1007/s00381-016-3174-3>
- Dalilah, W. K., & Sya, M. F. (2022). Problematika Berbicara Bahasa Inggris Pada Anak Sekolah Dasar. *Karimah Tauhid*, 1(4), 474–480
- Hidayat, S., & Devi, W. S. (2024). Meninjau Fenomena Kurang Minat Bahasa Inggris di Sekolah: Sebab, Tantangan, Dampak, dan Solusi. *SEMNASFIP*.
- Husni, R., & Saputri, E. N. (2023). Kesulitan siswa SMP dalam pembelajaran bahasa Inggris. *Innovative: Journal Of Social Science Research*, 3(3), 8046-8052.
- Muhria, I. (2020). Analisis minat belajar mahasiswa pada mata kuliah bahasa inggris (studi deskriptif kualitatif di akademi keperawatan ypib majalengka). *Metabahasa jurnal pendidikan bahasa dan sastra indonesia*, 3(2), 58–66. <https://journal.stkipyasika.ac.id/metabahasa/article/view/87>
- Pendidikan, d. A. N. U. (2022). *Pengertian pendidikan, ilmu pendidikan dan unsur-unsur pendidikan*. 2(1), 1–8.
- Ramadhianti, A., & Somba, S. (2021). Listening comprehension difficulties in Indonesian EFL students. *Journal of Learning and Instructional Studies*, 1(3), 111–121.
- Rezi, F. A. (2025). The Utilitization Of Viral English Songs Through Spotify to Improve Students Listening Skill: Students' Experience. *Action Research Journal Indonesia (ARJI)*, 7(1), 246-260.
- Silva Manchego, S. (2022). Promoting listening and speaking through audiovisual content and cognitive feedback: Comparative strategy. <http://repository.pedagogica.edu.co/handle/20.500.12209/17947>
- Sukoharjo, p., ajaran, t., fajarini, e. A., tias, o. N., arumi, s., & pradhitamurti, a. (2021). *Tbsm terhadap pembelajaran jarak jauh (pjj) di smk*.
- Valentina, f. R., rosnaningsih, a., & muttaqien, n. (2022). Analisis minat belajar siswa dalam mata pelajaran bahasa inggris siswa kelas iii di sdn karawaci baru 4. *Jurnal pendidikan dan konseling*, 4(5), 2112–2124.

Yulianty, P. D., & Jufri, A. (2020). Perdebatan empiris: Prinsip metode kualitatif dan kuantitatif untuk penelitian sosial ekonomi. Value: *Jurnal Manajemen dan Akuntansi*, 15(2), 164-172.

Yusanto, Y. (2020). Ragam pendekatan penelitian kualitatif. *Journal of scientific communication (jsc)*, 1(1).

Zahirah, Z. (2021). Hubungan Antara Keterampilan Menyimak dengan Keterampilan Berbicara Siswa Kelas X SMA 8 Negeri Pandang. *Universitas Negeri Padang: Padang*.

jurnal ghina fiks (1).docx

ORIGINALITY REPORT

11%

SIMILARITY INDEX

10%

INTERNET SOURCES

5%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1	journal.unismuh.ac.id Internet Source	1%
2	www.ejournal.pelitaindonesia.ac.id Internet Source	1%
3	Muhtarom Muhtarom, Azizatul Maghfiroh. "STUDENT DIFFICULTIES IN ENGLISH LEARNING DURING LIMITED PTM PERIOD", International Journal of Research on English Teaching and Applied Linguistics, 2022 Publication	1%
4	journal2.unusa.ac.id Internet Source	1%
5	jurnal-stiepari.ac.id Internet Source	1%
6	digilibadmin.unismuh.ac.id Internet Source	1%
7	Annisa Fathin Zafira, Genta Sakti. "An Analysis on the Factors of English Learning Difficulties Faced by the Ninth Grade Student at SMP Swasta Banuhampu", ALSYSTECH Journal of Education Technology, 2023 Publication	1%
8	www.scilit.net Internet Source	1%
9	download.atlantis-press.com Internet Source	1%
10	scholar.unand.ac.id Internet Source	

<1 %

11 jurnal.minartis.com
Internet Source

<1 %

12 ejournal.goacademica.com
Internet Source

<1 %

13 repo.bunghatta.ac.id
Internet Source

<1 %

14 www.e-journal.citakonsultindo.or.id
Internet Source

<1 %

15 Lana Sugiarti, Maximus Tamur, Emilianus Jehadus, Ricardus Jundu, Matilda Limur.
"ANALYSIS OF STUDENTS' MATHEMATICAL CRITICAL THINKING ABILITY REVIEWED IN SOLVING MATHEMATICS PROBLEMS FROM GENDER DIFFERENCES", Jurnal Pendidikan Matematika (JUPITEK), 2023
Publication

<1 %

16 repository.unja.ac.id
Internet Source

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On