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Submission date: 28-May-2025 09:39AM (UTC-0700)

Submission ID: 2591250296

File name: cek_plagiasi_final_51._321_UMR_831-841.docx (86.57K)

Word count: 4007

Character count: 22764

Analysis of Students' Interest in Learning English in Speaking Lessons at PGRI High School Pekanbaru

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Artikel dikirim :
2025-03-09

Artikel diterima :
2025-05-27

Artikel diterbitkan :
2025-05-31

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Silsiliah Ghina Cokro^{1*}, Anggi Apriani², Ardiya³, Dilla Lestari⁴

1
^{1,2,3,4} Universitas Muhammadiyah Riau

1
Email Correspondence : silsiliahghina@gmail.com

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

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Abstrak: Penelitian ini dilatarbelakangi oleh rendahnya minat belajar bahasa Inggris siswa SMA PGRI Pekanbaru khususnya dalam pembelajaran speaking yang disebabkan oleh berbagai faktor internal dan eksternal. 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 tekak yang kurang. Dalam penelitian, peneliti memiliki keterbatasan waktu penelitian sehingga berdampak pada hasil penelitian yang kurang menyeluruh dan memperoleh informasi yang terbatas. Penelitian ini memberikan kontribusi berupa identifikasi komprehensif faktor internal (kemalasan, kesehatan, sikap) dan eksternal (proses pembelajaran monoton, lingkungan tidak mendukung, media pembelajaran kurang) serta menawarkan 11 strategi konkret untuk meningkatkan minat belajar speaking bahasa Inggris siswa.

Keywords:

Abstract: This research is motivated by the low interest in learning English among PGRI Pekanbaru High School students, especially in speaking learning, caused by various internal and external factors. This research was carried out with the aim of finding out the causes and obstacles why students' interest in learning English is lacking, especially in speaking learning at SMA PGRI Pekanbaru. This research uses a qualitative method. The research approach uses a qualitative descriptive type by using primary data and secondary data collected by interview, observation, documentation and previous research results. This study uses descriptive analysis techniques in data analysis techniques by analyzing information from sources through interviews and observations. The results of the study show that there are several factors that can affect students' interest in learning English, especially in speaking learning, consisting of laziness, boredom, monotonous learning methods, unsupportive environmental factors and lack of determination. In research, researchers have limited research time, which has an impact on research results that are less comprehensive and obtain limited information. This research contributes in the form of a comprehensive identification of internal (laziness, health, attitude) and external factors (monotonous learning process, unsupportive environment, lack of learning media) and offers 11 concrete strategies to increase students' interest in learning English speaking.

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, , speakingreading, 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 , lifesuch 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 on 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 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 skilled in speaking and understanding English. Rezi et al. (2025) Said that many Indonesian have students 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).

Previous research by Ghadirzadeh, Hashtroudi & Shokri (2012) in "Demotivating Factors For English Language Learning Among University Students" identified demotivating factors in English language learning in general at the university level, but did not specifically analyze the interest in learning speaking at the high school level with a comprehensive approach combining internal and external factors. Meanwhile, Aninditya, Wahyuni & Ahmad's (2022) research in "Students' Difficulties in Speaking English" focuses on technical difficulties in learning to speak such as pronunciation and grammar, but does not explore in depth the psychological and motivational aspects that affect students' interest in learning. And then 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. The last researcher, 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 English among students who are influenced by interests, such as teaching methods and the environment

The novelty of this research lies in a holistic analysis that integrates internal factors (laziness, health, attitude, physical condition) and external factors (learning methods, environment, media, teacher preferences) simultaneously in the context of speaking learning in high school, complemented by the development of 11 practical strategies that can be implemented directly. The urgency of this research is very high considering the low English speaking ability of Indonesian students which is reflected in the national average TOEFL score which is still below international standards, as well as the urgent need to understand the root of the problem of interest in learning speaking in order to develop targeted interventions, especially in the digital era which demands English oral communication skills as an essential skill to face global competition and future job opportunities front. 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". The purpose of this 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.

METHOD

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 datasecondary. 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 Katamsa, Tengkeling Utara, Kec. Bukit Raya, City. Pekanbaru, Riau 28282. The data collection period in this study was carried out during the research activities.

RESULT 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

Internal Factors

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

1. 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.

2. 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.

3. 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.

4. 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

Factor 8

External 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.

1. 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.

2. 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. encourage However, if there are mistakes in understanding the meaning of words English or pronunciation and friends mock students who are wrong, this will 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.

3. 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.

4. 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.

5. 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.

6. Choosing the Wrong Friendship

Through observation and research conducted, it was found that students who tend to friends with people who 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 to you 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.

⁴ 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 ⁴ of environmental support, and limited opportunities to practice English in everyday life. The results 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 & Saputri's ¹³ (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.

Implications and Contribution of Research Results

The results of this study make a significant contribution to the development of more effective English learning strategies by providing a comprehensive mapping of factors that affect students' learning interest in speaking. Practically, these findings can be used by English teachers to design learning methods that are more engaging and in accordance with the psychological needs of students, while for educational institutions, this study offers guidance to develop learning policies that support the increase of student interest through the provision of adequate learning media and the creation of a conducive learning environment. From a theoretical perspective, this study enriches the literature on the motivation for learning a second language by integrating internal and external perspectives holistically, and provides 11 concrete strategies that can be adapted in various speaking learning contexts, so as to contribute to efforts to improve the quality of English education in Indonesia and can be a reference for other researchers in developing more targeted learning interventions.

CONCLUSION

Based on the explanation of the results of the research that the researchers conducted, it can be concluded that the factors that affect students' interest 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 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.

This study has limitations in terms of sample coverage which is limited to one school (SMA PGRI Pekanbaru) so the generalization of results needs to be done carefully, and has not quantitatively measured the level of effectiveness of the 11 proposed strategies in increasing students' interest and speaking ability. For further research, it is recommended to conduct experimental studies with pre-test and post-test designs to test the effectiveness of the strategies that have been identified, develop valid and reliable instruments for measuring speaking learning interest, and conduct longitudinal research to understand the dynamics of changes in students' learning interests over time. In addition, future research can explore the influence of digital technology and social media on learning interest in speaking, analyze differences in learning interests based on gender and socio-economic background, and develop predictive models to identify students who are at risk of experiencing a decline in interest in learning English early on.

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