

**FACTORS INFLUENCING STUDENTS' INTEREST TOWARDS  
LEARNING ENGLISH AS A FOREIGN LANGUAGE**

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**ABSTRACT**

The level of success students has in school is strongly influenced by how much they enjoy learning. The objectives of this study are to analyze what factors influence student interest in learning English and to find out what is the dominant factor that influence students' interest in learning English. A mixed-method approach was employed to describe some factors and dominant factors that influence students' interest in learning English. Students in the eighth grade at one public Junior High School in Jakarta, involving 279 participants, were surveyed and interviewed to collect data. The findings of this study indicated that internal factors, which consist of physical and non-physical aspects such as attention, readiness, and intelligence could influence students' interest in learning English. Besides, external factors from outside the individuals, such as families, schools and peers contribute to their learning interests. The result revealed that the internal factors showed 68,93%, while external factors showed 59,34%. Therefore, the result indicated that the internal factor was higher than the external factor in influencing students' interest in learning English. The most influencing in internal factors are psychological, namely intelligence, readiness, and attention, rather than physical factors.

*Keywords:* External factor, Internal factor, Learning English, Students' interest

**A. INTRODUCTION**

English is a worldwide language that must be mastered. Learning English is crucial because it will open knowledge and allow students to develop the necessary skills for their future careers. Ilyosovna (2020) stated that English is the world's most widely used second language. An official lingua franca for international communication, English has achieved this status. Boroujeni & Fard (2013) assert that English is the only language used by more than 80% of international organizations in the Asia Pacific region, making it essential for society, politics, education, and the economy. Additionally, Tan & Balasico (2018) mentioned that in some Asian nations, English is one of the key subjects influencing students' career choices. The Indonesian government has made English a required subject in the curriculum due to its importance in teaching students science and technology.

English is a subject that all Indonesian students from the primary level through the university level must learn, especially in traditional schools. Amjah (2014) argued that every student

comes from a different background, with academic needs, culture, language, interests, and learning attitudes. One of the most challenging things that some students have studied is learning English as a second language. Due to its difficult learning requirements, the English language can quickly cause students to lose interest. Thus, it is crucial to identify the underlying factors that could impact students' motivation and interest in learning English.

Interest in learning among students greatly influences student performance in the teaching and learning process. Cheung (2018) mentioned that interest is a crucial component of learning. Interest in learning will increase students' focus on learning, which will impact learning outcomes. As it enables students to relate to their preferred subjects, the interest has great power. Laine et al. (2017) state that someone with great attention tends to be interested in what he is paying attention to. Besides, Nugroho & Waslam (2020) defines learning-related interest develops as a result of experiences, routines, and participation in learning, not because it occurs suddenly or on its own.

Various factors influence the success of the English teaching and learning process. The factors might happen either before or during the process of the activity. Some factors, including motivation and interest, are influenced by the students' surroundings, while the students themselves impact others. Many internal and external factors, as well as outside influences, affect how students learn. However, Slameto (2010) stated that internal and external factors affect interest. Both internal and external factors can affect a person's interest in learning. Internal factors originate from the student and include physical and psychological aspects of the student. External factors, such as family, school, and peers, are beyond the student's control. Therefore, based on the description above, the aims of this study are to analyze what factors influence student interest in learning English and to find out what is the dominant factor that influence students' interest in learning English.

## **B. METHOD**

This study employed a mixed-method sequential explanatory research design consisting of two distinct phases; quantitative and qualitative. The strengths of quantitative and qualitative approaches are combined in the mixed methods study design to address research questions (Othman et. al., 2020). According to researchers, mixed methods research has two different sequential designs (Creswell & Clark, 2017). The first is referred regarded as exploratory sequential design, and the second as explanatory sequential design. In particular, the explanatory sequential design of mixed methods research is the emphasis of this article. Questionnaire and interview are chosen as an instrument. When analyzed the data or determined the validity and reliability of the instruments, SPSS and four-point Likert scale is used. The researcher in this instance gathered, examined, and interpreted the data before describing.

This study took place at one of public junior high schools in West Jakarta. Researchers used the Random Sampling technique in this study to map sampling, which gives every component of the population an equal chance to become a sample (Anwar, 2009). In addition, Arikunto (2010) stated that if there are more than 100 people in the population, as much as 10-15%, 20-25%, or more than 25% of the total population may be sampled. Based on these theoretical considerations, the researcher selected 56 students, or 20% of the total population.

**Table 1.** List of Research Samples

No.	Class	The number of Students	Percentage	Sample Questionnaire	Sample Interview
1	VIII-1	34	20%	7	2
2	VIII-2	35	20%	7	2
3	VIII-3	36	20%	7	2
4	VIII-4	36	20%	7	2
5	VIII-5	35	20%	7	2
6	VIII-6	34	20%	7	2
7	VIII-7	34	20%	7	2
8	VIII-8	35	20%	7	2
<b>Total</b>		279		56	16

Semi-structured interviews were conducted with sixteen students to explore the factors that influence their interest in learning English. Interviews were conducted face to face. It took about 5 minutes for each participant to be interviewed. Each interview was recorded and transcribed. The interviews used Indonesian to explore students' answers in depth.

## C. FINDINGS AND DISCUSSION

### 1. The Factor Influencing Students' Interest in Learning English

The findings of the questionnaire are explained in terms of the factors affecting the students' interest in studying English. The questionnaire consists of 29 closed-ended questions to determine the percentage of each factor and 20 open-ended questions were also asked during the interview. The data revealed that there are two factors that influence students' interest in learning English namely internal factor and external factor.

#### a. Internal factor

The findings of this study indicated that internal factors, which consist of physical and non-physical aspects such as attention, readiness, and intelligence could influence students' interest in learning English. The frequency of internal factor can be seen in the following table:

**Table 2.** The Frequency of Internal factor

Item Number	Always (4)	Often (3)	Sometimes (2)	Never (1)	Total
1	12	9	28	7	56
2	27	12	15	2	56
3	45	8	3	0	56
4	30	14	12	0	56
5	15	13	27	1	56
6	18	15	23	0	56
7	34	13	9	0	56
8	25	9	12	10	56
9	6	5	36	9	56
10	5	11	33	7	56
11	10	13	22	11	56
12	9	16	28	3	56
13	7	11	32	6	56

<b>14</b>	11	21	21	3	56
<b>15</b>	2	15	37	2	56
<b>Total</b>	256	185	338	61	840
<b>%</b>	30,48%	22,02%	40,24%	7,26%	100%

The frequency of each statement in the internal factors is shown in the table above. The statement includes the physical factor and the psychological factor as sub-indicators. The indicators of psychological factors are then subdivided into intelligence, readiness, and attention. Each aspect or sub-indicator has three to four statements. The percentage of each sub-indicator and aspect of internal factors is shown below.

1) Physical Factors

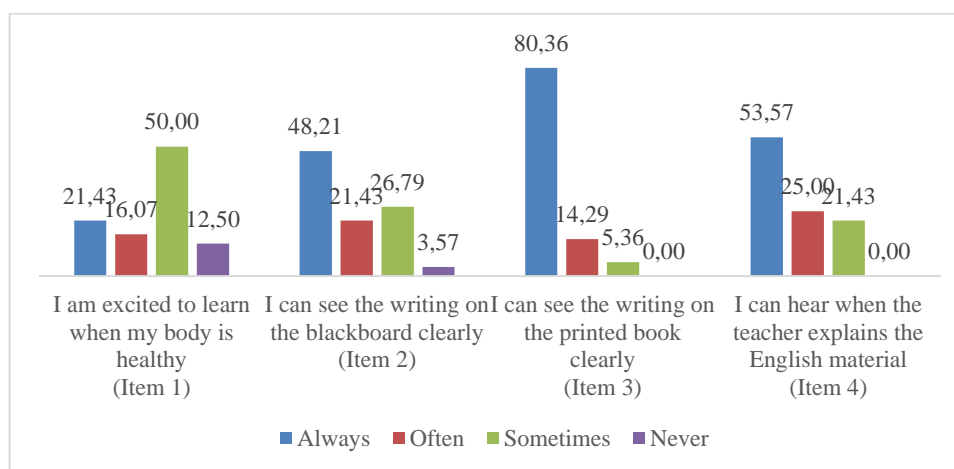


Figure 1. The Percentage of Physical Factor

In item 1, half of the students felt that sometimes they were excited about learning when their bodies were healthy, getting a percentage of 50,00%, and 12,50% were never excited. On the other hand, when combined with always 21,43% and often 16,07%, less than half of the students show that they are excited. Furthermore, in item 2, the percentage of students who choose always is 48,21%, often 21,43%, sometimes 26,79%, and never 3,57% for the statement that I can see the writing on the blackboard. Most of the students answered always. Based on the interview, the students were asked, “If the teacher writes on the blackboard, can you see clearly? If not, why?”. The interview excerpts were as follows:

- S3 : I can
- S4 : Can see clearly
- S6 : Yes, I can see clearly

In the interview results, 87,5% of them (14 students) stated they could see the blackboard's writing clearly. 12,5% (2 students) could not see the blackboard clearly. The next item is 3, statements with the highest percentage of physical factors with always answers 80,36% of students can see the writing on printed books clearly, and those who answer often are 14,29% and sometimes 5,36%.

The next statement is item 4, getting a percentage of 53,57% where most students answer always, 25,00% often, and 21,43% answer sometimes where students can hear clearly when the teacher explains English material. Based on the interview, the students were asked, “Can

you listen to the teacher's explanation well? If not, why?" most of them also supported the statement. Their report can be seen in the following excerpts:

- S2 : Yes, I can hear clearly
- S4 : I can hear the teacher's explanation well
- S14 : can very well

However, the result indicated that most students (94%) can hear well what the teacher says during the learning process. However, one student (6%) said that sometimes she could not hear the teacher's explanations properly because she was distracted by friends. This indicates that most students have good physical aspect. This aspect can influence students' interest in learning. It is in line with Ahmad & Amirul (2017) that physical aspects of the classroom should support various learning and teaching strategies. Despite the significance of the physical environment for students learning, there have not been many studies connecting student learning to physical design (Veal & Jackson, 2005). The finding indicates that half of the students felt they were sometimes not excited even though their bodies were healthy. In contrast, during the interview, students were asked whether they liked English, and 81% of them answered they liked English and received a positive response. The findings supported by Hidayat & Asroi (2013) and Deliza et al. (2023) that someone who finds enjoyment or excitement in something they like in a particular way is more likely to comprehend how feelings and interests are related. Then, more than half of the students could not always hear clearly when the teacher explained English material.

## 2) Psychological Factors

The second sub-indicator that influences the internal factor that affects students' interest in learning English is the psychological factor, which is broken down into three components: attention, readiness, and intelligence:

### a) Attention

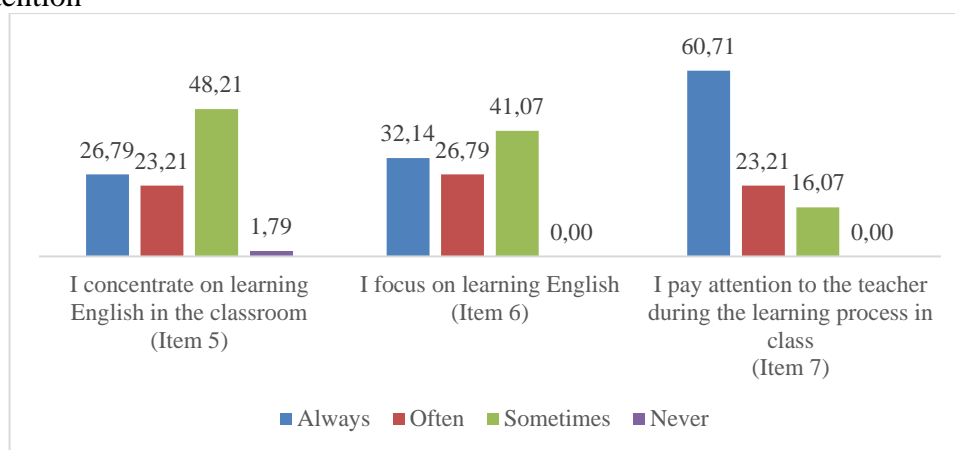


Figure 2. The Percentage of Attention

The first statement of attention is item 5. Sometimes answers get the highest proportion of alternative answers at 48.21%, always have the lowest percentage of the three statements at 26.79%, followed by often answers at 23.21%, and never at 1.79 %. Sometimes presenting that most of them lack concentration during the learning process in class, following the students' answers when asked, "Did you concentrate during the learning process? If not, why?" during the interview. The interview excerpts were as follows:

- S4 : Concentration, because before going to school, I always have breakfast first  
S9 : Yes, always. I have to concentrate so I can digest the material well  
S11 : Concentration, because I have to concentrate on digesting the lesson, um... what the teacher is giving me

The result indicated that 87,5% of them (14 students) concentration during the learning process, while only 12,5% (2 students) sometimes concentration. In item 6, the alternative answer, sometimes students focus on learning English dominate this statement as much as 41.07%, followed by always 32.14% and often 26.79%, while 0.00% chose never. These results indicate that most students are less focused or sometimes focused when learning English, although some answer always. These results are not much different from students' statements regarding concentration which sometimes equally dominates.

The last statement of attention is item 7, when students pay attention to the teacher during class, the percentage of always answer provides the best results., as much as 60.71%, often followed by 23.21%, sometimes 16.07%, and no students chose the answer never. The majority of students pay attention to the teacher when they are learning. This result also agreed with the students when asked, "How is your attitude when learning English in class? Did you pay attention?" during the interview.

- S3 : Pay attention because I want to be able (to learn English) before I understand  
S9 : Pay attention because I want to digest the material well and be able to understand all the material presented  
S11 : Must be ready to learn English, pay great attention

All (100%) reported that they paid attention to the teacher during the teaching and learning process. It is supported by the findings conducted by Ahmad & Amirul (2017), one crucial factor that requires attention is the student's focus and concentration while learning in the classroom. If the learning environment is well-maintained and comfortable, students will concentrate better. In addition, Suryadi (2014) added that when students are interested in a subject, they can focus on learning, pay attention to the teacher's explanation, and complete the task that has been assigned. Ratu (2018) also discovered that attention affects teenagers' learning interests.

#### b) Readiness

Student readiness is a condition in which a person is mentally, physically, and emotionally prepared to learn (Shrestha & Dangol, 2019). The percentage of students readiness can be seen in the following figure:

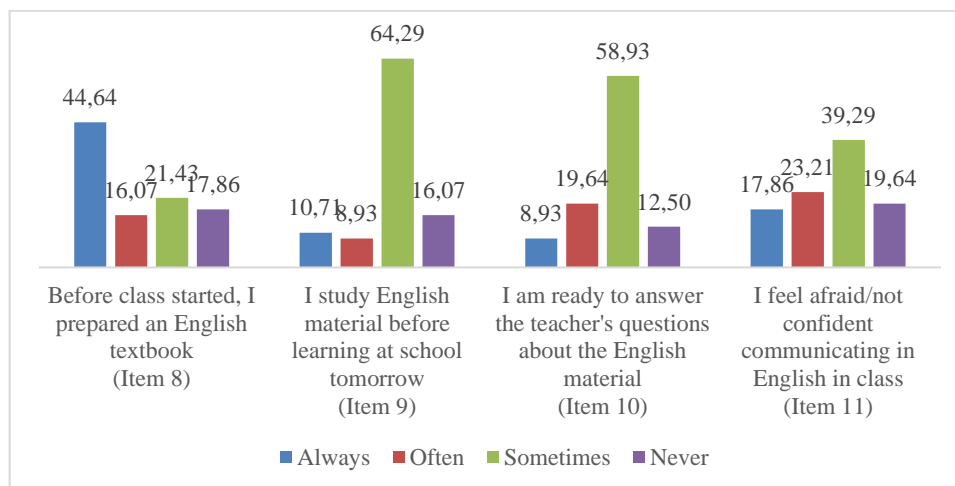


Figure 3. The Percentage of Readiness

The first statement for readiness is item 8. As shown in the chart above, up to 44.64% of students prepared their textbooks before class started. Furthermore, 21.43% of students indicated that they sometimes prepare textbooks. 17.86% of students reported that they never prepared their textbooks before the start of class. Despite this, most students still prepare their English textbooks before class starts. Then, based on the interview, when the students were asked, "What preparations did you make when you started your English lesson?" here is the result of the interview:

S11 : First, have to prepare an English book and stationery, and then prepare to start the lesson.

S 13 : Preparing English subject books and stationery

S16 : Preparing an English book and repeating yesterday's (previous) material

The results of the interview, all of them (100%) revealed that they prepared things that need to be considered before starting learning. Next is item 9; compared to other statements on the readiness factor, this item gets the most sometimes answers, as much as 64.29%. The percentage of always answers is only 10.71%, often 8.93%, and never 16.07%. This finding strongly indicates that most students sometimes review English material before the next day's class.

The third statement is item 10, the percentage of sometimes responses to this statement dominates at 58,93%. Following that, a small percentage of students said they were always prepared to respond to questions from the teacher, getting a percentage of 8,93%. These responses show that mostly students are still unprepared to answer the teacher's questions. When combined, the percentage of sometimes and never answers to this statement is higher than the percentage of often and always. Based on the interview, students were asked, "If the teacher is asking, are you ready to answer it? If not, why?" following is the result when interview:

S6 : It depends on whether the question is difficult or easy

S7 : Yes, I'm ready to answer it, but sometimes there are questions I don't understand

S8 : Sometimes it can be, sometimes not, depending on the question.

Most of them 68.75% (11 students) said that sometimes they were ready and able to answer depending on the questions asked. However, two students (12,5%) answer they are ready and three students (18,75%) answer they not ready. The answers during the interview represent the statement of the questionnaire. The last statement of readiness is item 11. The percentage in this claim is dominated by sometimes answers, which account for 39.29%, and never answers, which account for 19.64%. However, only 17.86% of students report being uncomfortable speaking in English in class. The findings indicate that most students occasionally lack confidence in communicating in English. During the interview, students were asked, "Are you confident communicating in English in class? If not, why?". Students' answers are translated into English:

- S7 : I lack confidence when communicating using English because my English is not fluent
- S8 : No, because there is some vocabulary in English that I don't understand
- S11 : Honestly, I lack confidence. Because I also don't like English.

The results of the interviews, nine students (56%) revealed that they lacked confidence and seven students (44%) were quite confident in communicating using English. The findings showed that the students lack preparation and self-confidence. According to research conducted by Rindiani (2021), each student has a different level of readiness that can affect their interest in learning English. The last is about intelligence, and most statements are dominated by sometimes answers.

c) Intelligence

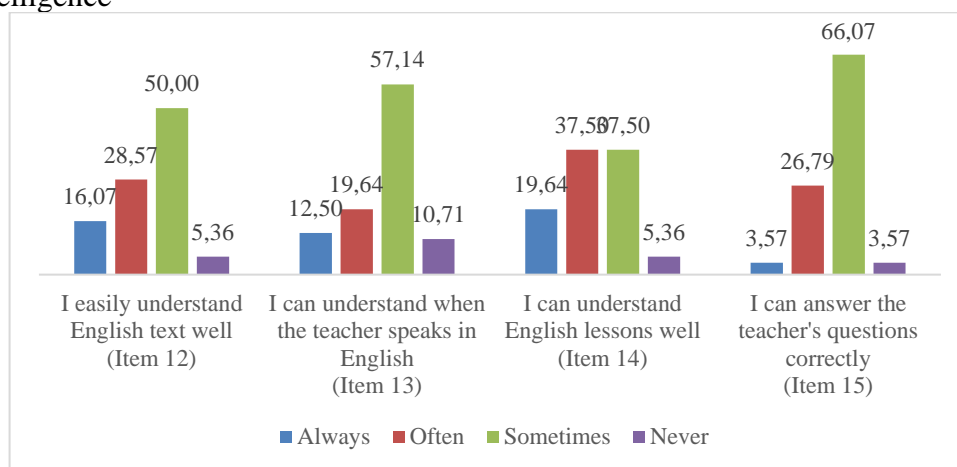


Figure 4. The Percentage of Intelligence

In item 12, 50.00% who answered this statement sometimes understand English texts, while 16.07% say always, and 28.57% often. However, 5.36% of students who chose the option never found it easy to understand English texts. Based on the interview results, students are asked, "Do you understand English textbooks? If not, why?". Their report can be seen in the following excerpts:

- S1 : Some understand, and some don't
- S7 : Yes, but there are some vocabulary that is not understood
- S11 : Sometimes, there is a vocabulary that is difficult to understand, but I like to ask friends



During the interview, nine of them (56%) understand English textbooks. However, four students (25%) did not understand and three students (19%) sometimes understood; the problem is that some vocabulary is difficult to understand. In item 13, 57.14% of students answered that they could sometimes understand the teacher when speaking in English, with 10.07% answering that they never understood. Nonetheless, 12.50% and 19.64% answered always and often. The results of this statement are also supported during the interview when students are asked, "Do you understand when the teacher explains using English? If not, why?". Here are the results of the interview:

- S1 : Little bit of understanding. Some don't, some understand.
- S5 : I understand, but there are some sentences that I don't understand
- S6 : I don't understand

The results of the interviews, seven students (44%) answered that sometimes they understood the teacher's explanation, while 6 students (37%) quite understood and only 3 students (19%) did not understand the teacher's explanation using English. The next item is 14. The result of this statement is not very significant because it gets the same answer between sometimes and often, both get a percentage of 37.50% of students can understand English lessons well. Then the answer never gets the smallest percentage, 5.36%. The majority of students appear to comprehend English lessons quite well. The last statement of intelligence is item 15; more than half of the students answered that they could sometimes answer the teacher's question correctly and got 60.07%. On the other hand, never and always get the same and smallest percentage of the statement, 3,57%. According to Siregar (2019), if students have high levels of intellectual intelligence, they will also have high learning outcomes. Students felt that they sometimes understood English text well; this proves that not all students understand the textbook well. During the interview, they expressed that students did not understand some of the vocabulary and that the textbook had long sentences, making it difficult to understand. Also, According to the research by Hemayanti et al. (2020), students found the material difficult to grasp and understand, which made them dislike the subject.

b. External factor

External factors come from sources beyond the student's control, such as family, school factors (teachers, facilities), and peer factors. The frequency of external factor can be seen in the following table:

**Table 3.** The Frequency of External factor

<b>Item Number</b>	<b>Always (4)</b>	<b>Often (3)</b>	<b>Sometimes (2)</b>	<b>Never (1)</b>	<b>Total</b>
<b>16</b>	16	21	8	11	56
<b>17</b>	25	15	7	9	56
<b>18</b>	13	17	7	19	56
<b>19</b>	2	32	19	3	56
<b>20</b>	12	23	15	6	56
<b>21</b>	6	25	15	10	56
<b>22</b>	2	11	21	22	56
<b>23</b>	2	9	12	33	56
<b>24</b>	1	10	15	30	56
<b>25</b>	3	14	20	19	56

<b>26</b>	3	25	15	13	56
<b>27</b>	5	30	10	11	56
<b>28</b>	2	23	16	15	56
<b>29</b>	16	27	9	4	56
<b>Total</b>	108	282	189	205	784
<b>%</b>	13,78	35,97	24,11	26,15	100,00

The frequency of student responses to each question about external factors is shown in the table above. Three sub-indicators under the category of external factors are available: family factors, school factors (including teacher and facility factors), and peer sub-indicators. Each sub-indicator and aspect has three to four statements, totalling 14 statements. The following chart displays the percentage of each indicator and sub-indicator in external factors:

1) Family Factor

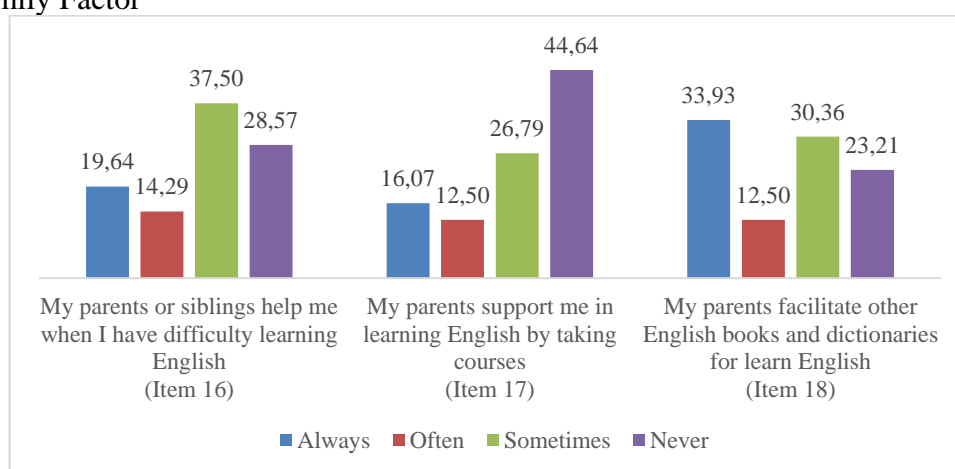


Figure 5. The Percentage of Family Factor

In item 16, the majority of sometimes answer in this statement was obtained, indicating that parents rarely help their children when they are having trouble learning English. Then, 28.57% claimed that their parents had never offered assistance. However, up to 19.64% of students and 14.29% of students responded always and often, indicating that they continue to receive assistance from their parents when they are having trouble learning English. It can be said that parents rarely assist their children when they are having trouble learning English. Based on the interview, students were asked, “When you have difficulty learning English, do you get help from your parents or siblings?”. Below are the results of the answers:

- S2 : No, I usually look it up in the dictionary for the meaning or search it on google
- S5 : Sometimes my brother helps me, but I tend to have more discussions with my friends when I come home from school or the day before the assignment is due
- S9 : I don't ask for help from my parents or relatives, but I ask for help from the tutor
- S11 : No, sometimes I look for it myself. It can be from Google/other platforms.

Only three students (19%) did not receive support or assistance from their families. thirteen of the students (81%) received help and support from their parents and siblings. The next item, 17, gets the highest never answer percentage of 44.64%, followed by sometimes 26.79%, often 12.50%, and always 16.07%; this means that most students do not have the support of parents to take the course. This statement is also supported by the student's answer

when asked, "Did you follow the English language course?". Their report can be seen in the following excerpts:

- S4 : Never
- S12 : Not yet
- S15 : I used to have, now I don't

The results of the interviews showed that almost all students (94%) were not taking English courses, only one of them (6%) was taking online courses. The last statement of family factor is item 18; most of the students answered always with a percentage of 33.93% that they were facilitated by other English books or dictionaries by their parents. Then, 30.36% answered sometimes, 23.21% never, and the smallest percentage was in answer often, 12.50%. Based on the interview, students were asked, "Did your parents facilitate English books apart from school? or a dictionary for example?" Here are the results of the interview:

- S3 : Not facilitated
- S6 : No
- S11 : I have, at least, a dictionary from my relatives is given to me when I don't use it anymore
- S16 : My parents facilitated many dictionaries and collections of English questions

Based on interviews, some of the students (56%) stated they had at least a dictionary and 44% (7 students) they don't have a dictionary. The answers from them both the answers from the questionnaire statements and during the interviews received answers that were not much different.

Based on the finding above, it was revealed that most of the students' parents also rarely support students learning English by taking courses; the students' answers also supported this during the interview. 17 out of 18 students did not take the course. In contrast, Watuliu 's research (2015), parent's ability to guide and direct their children at home can increase their interest in learning. Also, the findings were consistent with Lestari & Suwarsito's (2020) research, which indicated that families significantly increase students' interest in doing their homework at home. In light of this, a student's interest in learning will also benefit from a good family environment. Family support can help kids remain physically active outside of school and maintain fitness (Sari, 2016).

## 2) School Factors

The school factor is the second sub-indicator for external factors. The school factor is made up of two components: teacher factor and facility factor. The percentages for the two sub-indicators are as follows:

a) Teacher Factor

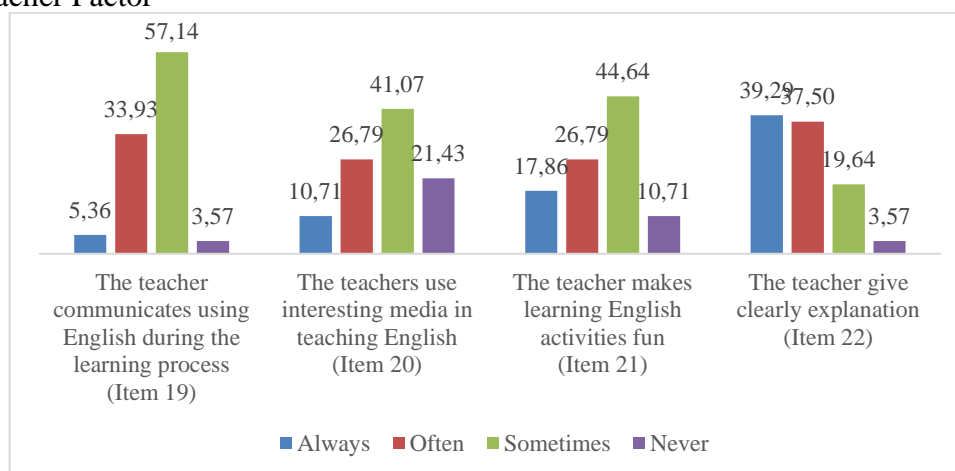


Figure 6. The Percentage of Teacher Factor

In item number 19, most students responded that the teacher sometimes uses English to communicate during the teaching process. Then, 33.93% of students answer often. Also, the answers the students gave were not much different and the same; they got a small percentage of the answers never and always, getting percentages of 3.57% and 5.36%. The results of this questionnaire are also strongly supported during the interview, "Does the teacher communicate in class in English?" almost all the students interviewed answered sometimes. Here is the translation:

- S1, S6, S8 : Sometimes use, sometimes not
- S2, S13, S14 : Sometimes Indonesian sometimes English
- S9, S10, S11, S12 : Sometimes, he explains using English and translates it into Indonesian.

All of them (100%) revealed that the teacher sometimes communicates in English. The next statement is item 20; most students responded that the teacher sometimes uses interesting media to teach English. According to the chart above, 26.79% of students indicated that their teachers often include interesting media in their English classes. Meanwhile, the never answer gets a high percentage of 21.43% compared to the always 10.71%. As a result, it may be claimed that teachers sometimes use engaging media to teach English material.

In addition, during the interview, students were asked, "Does the teacher use interesting media in teaching English?". Below are the results of the interview:

- S4 : Yes, it's like using PowerPoint, and it contains lots of illustrations, so it's easy to understand
- S9 : not bad, sometimes there is a question and answer session for the prize money or sometimes the study isn't too serious so there is a laughing phase which isn't tense.
- S11 : Yes, using a projector and PPT is easier to understand

Most students (81%) gave positive answers regarding the question, and only three students (19%) answered that the teacher did not use interesting media. Statement item 21, the majority of responses to this statement are still sometimes, accounting for 44.64% of the total. Supported 26.79% of students who answered often, and 17.86% answered always that teachers made learning English fun, although there were 10.71% answered never; this was

supported during an interview when asked, "Does the teacher make English lessons exciting and fun?". The interview excerpts were as follows:

- S5 : because the teacher happens to like to joke or make jokes, so it's fun  
 S7 : My teacher's teaching isn't too exciting, but the lessons can still be understood.  
 S13 : Sometimes, when studying, the teacher often gives a little joke so that the students don't get bored

Therefore, it may be claimed that 62,5% (10 students) said that teachers sometimes make learning activities enjoyable, while 25% (4 students) and 12,5% (2 students) felt that teachers do not make the learning process fun . The last statement for the teacher factor is item 22; the chart above shows that teachers always give a clear explanation, getting a percentage of 39.29%, followed by 37.50% of often answers which, combined, are more than half of students. Only a few students answered never, getting a percentage of 3.57% and sometimes 19.64%. Also, this statement supports the student's answer when asked, "Does the teacher provide a clear and easy-to-understand explanation?" during the interview. The following are the students' answers:

- S4 : Yes, explaining it in detail.  
 S6 : Yes, the teacher gives a good explanation and clear  
 S8 : Clear and easy to understand

All students (100%) in the interview answered that the teacher had given a clear explanation, easy to understand, and explained it in detail. There was no doubt in them when the researcher asked the question.

Based on the data above, it can be inferred that in the school factor, teachers rarely communicate in class using English. Even so, when the teacher speaks English, it is followed by an Indonesian translation. The teacher's ability to use interesting media in teaching English also received a positive response. According to Kurniawan et al. (2021) and Sadikin et al (2019) teachers need to encourage enthusiasm and raise students' attention levels while delivering material as it boosts students motivation to achieve the goal. However, Getie (2020) found out that there is a lack of encouragement from the English teacher.

b) Facilities Factor

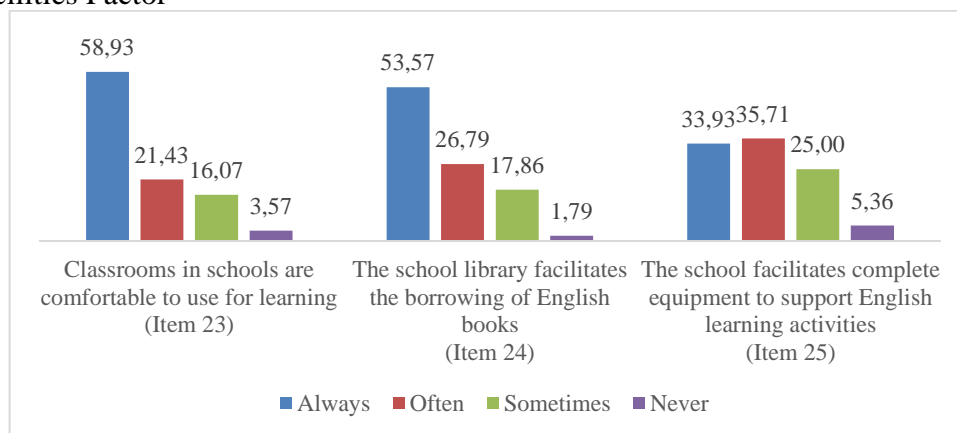


Figure 7. The Percentage of Facilities Factor

For item 23, the majority of students indicated that the classroom for learning is always comfortable, with a percentage of 58.93%. Then, 21.43% of the students gave their response, "The classroom is oftenly used comfortably for learning." Despite the fact that 16.07% of respondents gave a sometimes response and 3.57% gave a never response to this question. This is also supported by the student's answer during the interview when asked "Do you think the classroom is comfortable to use for studying?", most of them answered comfortably. the following is a student statement:

- S6,S7,S8 : Yes, Comfortable
- S10 : In my opinion, it is quite comfortable, in fact, it is really comfortable
- S11 : Already very comfortable

The next statement is item 24, the majority of respondents 53.57% indicated that the school library always facilitate students to borrow English books, while 26.79% answered often. On the other hand, there were also students who answered sometimes and never, getting percentages of 17.86% and 1.79. The result was also supported during the interview when the student was asked "Did you borrow an English book in the library? Does the school facilitate?". The interview excerpts were as follows:

- S7 : Rarely, yes facilitate
- S9 : No, just at that time borrowed a dictionary once, yes facilitate from the library
- S10 : No, yes (the library) provides.

Nonetheless, when schools facilitate, students when interviewed rarely borrow books and even many of them answer never. The last is item 25, this claim that the school offers complete equipment to promote English learning is largely supported by students who respond always and often, 33,93% and 35,71%. Additionally, 25.00% of students responded sometimes, and 5.36% responded never when asked if the school offered complete equipment to facilitate learning activities. It may be claimed that the school provides the complete equipment to facilitate learning activities. Furthermore, it can be inferred that in term of school facilities, all statements in the questionnaire and interviews regarding facilities also received positive answers. One of the items is that the school library facilitates borrowing English books. Even so, almost all students at the time of the interview had never borrowed books from the library.

### 3) Peer Factor

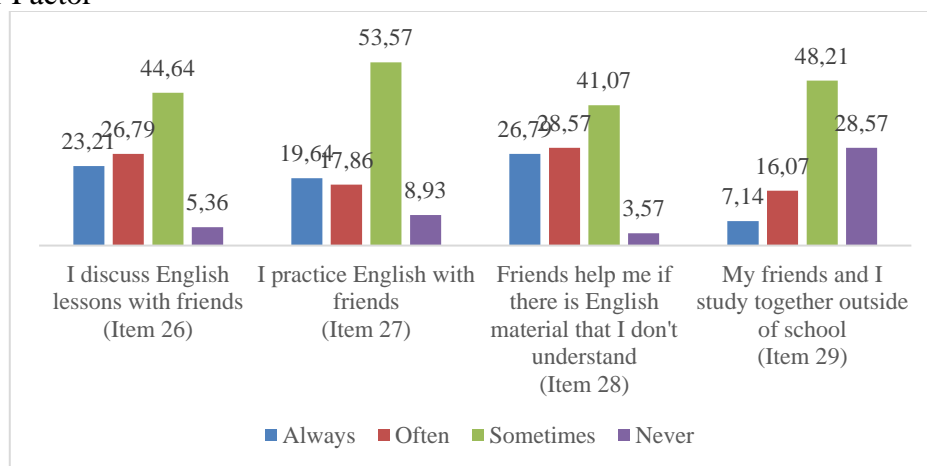


Figure 8. The Percentage of Peer Factor

In item 26, 44,64% of students sometimes discuss English lessons with friends, while 26.79% answered often. In the meantime, up to 5.36% of students never discuss with friends about their English lessons. Thus, it can be argued that most students sometimes discuss with their peers about English-related material. During the interview, students are asked, "Did you discuss with a friend about learning English?" the students' answers:

- S9 : Often, sometimes there are some vocabulary or words that I don't understand, so that I can ask a friend  
S10 : Often, especially if, for example, we don't understand, we usually ask each other questions  
S11 : Yes, I also usually ask friends about material that I don't understand

The results of the interview stated that most students (94%) often and always discuss asking each other questions about material they do not understand or have difficulties with and only one students (6%) who never discussed with his friends. For item 27, it is clear from the chart above that sometimes is the most frequently selected response, 53,57%. However, 17.86% of students answered often, 19.64% always, and 8.93% of students answered never practised English with friends.

The next statement is item 28; the answer sometimes dominates, just like the previous statement. Percentage of 41.07%, followed by 28.57% of students, answered that they often ask their friends for help. On the other hand, 3.57% answered never, and 26.79% of students answered always, not much different from the answers often. During the interview, students were also asked, "Do your friends help you if there is English material that is difficult to understand?" The following are the student's answers:

- S8 : Sometimes, if I still have difficulty finding out the meaning of sentences I don't know  
S15 : yes, we just share with each other  
S10 : Yes, my friend also gave input and suggestions  
S16 : Sometimes, I may be asked to help friends who are having trouble

Then, the last statement of peer factor is item 2, which sometimes becomes a higher percentage than other options. Most students sometimes study with friends or in groups outside of school, 48,21%. When compared to always, the answer never beats the results obtained; 28.57% answered never, while 7.41% answered always. The question during the interview "Do you study together with friends/groups outside of class?". The interview excerpts were as follows:

- S3,S6 : No  
S4 : Yes, sharing the knowledge that has been learned  
S5 : Sometimes  
S9, S11, S12 : Often, especially now that material is requested in groups.  
S1, S16 : Rarely, depending on the task

The results of the students' answers were that 75% of them (12 students) did group work outside of school learning, then 25% (2 students) each never and sometimes did it. However, most of them answer often because the material requires them to do group work outside of

English class hours. This is as stated by Slavin (2018) that the peer environment is a setting for interaction between children of the same identity and age. This indicates that students sometimes discuss and practice with friends during English lessons. This was done due to the benefits they got from group discussion. It is in line with Saputro & Pardiman (2012) that in a classroom, peers can inspire students and foster a supportive environment.

## 2. The Dominant Factor Influencing Students' Interest in Learning English

**Table 4.** The Total Frequency of Internal and External Factors

Factors	Total Frequency	Total Value	The Percentage
<b>Internal Factor</b>	2316	3360	68,93%
<b>External Factor</b>	1861	3136	59,34%

Based on the preceding data, the following chart can be used to display the percentage of internal and external factors:

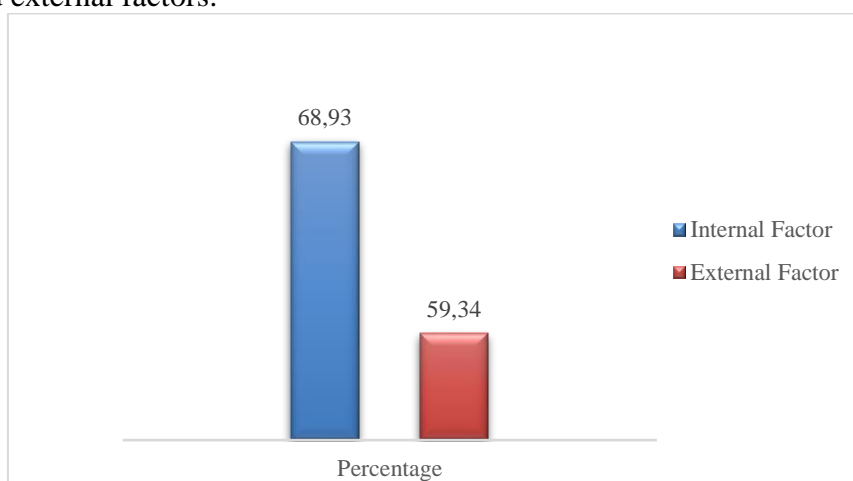


Figure 9. The Percentage of Internal Factor and External Factor

Internal and external factors impact eighth-grade students' interest in learning English at one of Jakarta's junior high schools. The findings of the study and data analysis show that there are 2316 internal factors in total, compared to 1861 external factors, in total frequency. The total value of the internal and external factors is 3360 and 3136, respectively. According to these calculations, internal factors account for 68.93% and external factors for 59.34%. These findings suggest that internal factors strongly influence eighth-graders' interest in learning English than external factors.

Thus, regarding to the second research question, the results of this study revealed that internal factors most dominantly influenced students' interest in learning English (68.93%). The results of this study are supported by researchers Islamiati (2022) when comparing internal and external influences on students, internal influences have a greater impact. On the other hand, it is inversely proportional to the findings of Istiqa et al (2022) who found that external factors influence students' interest in learning English, with school factors having the most influence.



#### D. CONCLUSION

One of the most challenging subjects that students have studied is English as a second language. The difficult learning requirements of the English language can quickly cause students to lose interest. There are some factors that affect students' interest in learning, particularly in subjects related to English. There are internal and external variables among these factors. Internal factors are those that originate within an individual. Physical and non-physical aspects like readiness, intelligence, and attention are examples of internal factors. Meanwhile, external factors that affect students' interest in learning come from outside the individual. Families, schools (teachers and facilities), and peers all have an impact on external factors. These factors have been demonstrated to affect eighth-graders interest at one of the public junior high schools in west Jakarta. When comparing factors that impact students, internal factors have a significant impact; specifically, the percentage of internal factors, 68,93%, is higher than the percentage of external factors, 59,34%, showing that internal factors have a greater impact on students' interest in learning than external factors. This indicates that a student's interest in learning English is greatly influenced by factors like their physical health, attention, readiness, and intelligence. On the other hand, their interest in learning is less affected by external factors like family, school, and peers.

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