Khatulistiwa
Jurnal Ilmu Pendidikan
Fakultas Tarbiyah INSTITA
Author: Jumarah | STIT Sibawaihi Mutawalli
pISSN: 2808-8379
eISSN: 2008-8298
Vol. 03 No. 02 Agustus 2022

The Influence of Interest in Learning English for Students Outside the English Language Study Program
(Case Study of Islamic Education Management Study Program)

Jumarah
Email: Jumarahjerowaru2@gmail.com
STIT Sibawaihi Mutawalli

Abstract

The purpose of this study was to identify the factors that influence the learning interest of non-English speaking students of the MPI STIT Wali Jerowaru study program. It also aims to evaluate which motivational subfactors have more influence on student learning. This study used a qualitative research method by including a questionnaire consisting of 2 intrinsic motivation factors and 3 extrinsic motivation factors. Data from the questionnaire were analyzed using statistical procedures and described descriptively. Thus, these results provide implications about what must be considered in language learning. especially in learning English. Therefore, the quality of lecturers and learning facilities needs to be improved because it will increase student motivation in learning language.
Keywords: interest, intrinsic, extrinsic, learning English

INTRODUCTION

Mastery of English is one of the determining factors for the quality of human resources today. To realize this, the government made a policy by requiring the teaching of English. This policy is enforced starting from the middle level (junior high school and high school) to the high level, namely High School. At the secondary level, teaching English can reach two to three meetings a week. However, at the high school level, English courses are only held once a week. The aim of making English courses compulsory is to produce graduates who are able to speak English actively and can compete globally.

The ability to speak English is one of the supporting factors that determines when they are looking for work. Thus, teaching English must meet this need. However, it is very unfortunate that sometimes the value of student learning outcomes is not always in accordance with the real abilities they get, such as in English courses. English courses are given to the Islamic Education Management study program at STIT Sibawaihi Mutawalli. However, in the implementation of the learning process, students seemed less enthusiastic about

pISSN: 2808-8379
eISSN: 2008-8298
Vol. 03 No. 02 Agustus 2022

made possible by several factors including the lack of interest from students in learning.

Interest, of course, plays a very important role in the teaching and learning process. Interest will make the learning process very interesting and students will have a positive influence on students' attitudes and willingness to attend lectures. However, the lack of interest in learning will have a negative influence on learning, especially on students' mastery and ability towards English itself. Macklem (2015) said that interest greatly impacts students' confidence in learning which will ultimately affect students' attitudes and behavior in order to be successful in learning. This clearly proves that interest is a factor that has a very positive influence on students in the learning process itself in addition to other determinants of learning success such as the ability of the teacher and also the teaching materials used.

In the teaching and learning process, the ability of the teacher to teach in the classroom is also very influential on the success of students in learning. This is one of the determining factors that cannot be ignored, because it can have a direct or indirect impact on the achievement of learning outcomes. Teaching is an activity attending lectures in class. This happens carried out by someone which includes various activities; such as helping activities, guiding someone so they can get, change or develop one's skills, behavior, ideals, awards and knowledge (Slameto, 2010).

Thus, the quality of teachers in developing their teaching skills in class will have an impact on learning subjects, namely students. However, the success of learning is also determined by the teaching materials used. The suitability of the teaching materials used also plays an important role in students' mastery of the material being taught. The success of students in the learning process is largely determined by the role and method of teaching the teacher in the classroom using good English so that it can help master the material taught by the teacher using English.

Based on the explanation above, a study is needed to find out how the factors that affect students' learning abilities in English courses for students who are not majoring in English, so that various problems faced so far by these students can be revealed, for example:

1) What are the factors of interest that dominantly influence the interest of nonEnglish language students at STIT Wali Jerowaru? 2) What are the interest factors that influence non-English non-educational

pISSN: 2808-8379
eISSN: 2008-8298
Vol. 03 No. 02 Agustus 2022

students at STIT Wali in increasing interest in learning English in class? Thus the objectives of this study will also refer to the problems mentioned above, namely: 1) To find out the factors of interest that are more dominant in influencing non-English education students' interest in the MPI STIT Wali Study Program. 2) To find out what interest factors influence non-English language education students in the MPI Study Program at STIT Wali in increasing interest in learning English.

English learning

English as one of the international languages, mastery of English is necessary to increase the competitiveness of every graduate. It is on this basis that English is a mandatory subject in the education curriculum in Indonesia. The provision of English courses is considered to be able to accommodate educational needs that can equip students to master English as an international language. The high level of competition and along with the demands of the world of work, globalization and competition, mastery of English is absolutely necessary. Coleman (2009) argues that English is necessary to be able to compete at the international level; so, the use of English is something that must be in the learning process which is integrated in every other activity.

Interest

According to Wina Sanjaya, interest in learning is an aspect that can determine a person's motivation in carrying out certain activities. Wina Sanjaya, Learning Strategies, Standard-Oriented Educational Processes, (Jakarta: Kencana, 2007: 69) According to Slameto that "interest in learning is a feeling of preference and a sense of interest in a thing or activity without anyone ordering it"

From the two definitions put forward, it can be understood that interest is an acceptance of a relationship between oneself and something that is outside one's self. the stronger or closer the relationship, the more interest it generates.

According to Mc. Donald in (Sardiman, 2004) interest is a change in energy within a person which is characterized by the appearance of "feeling" and is preceded by a response to a goal. From the understanding put forward by Mc. From this Donald, important elements arise, including: 1. That interest initiates a change in energy in every individual human being. The development of interest will bring several energy changes in the

pISSN: 2808-8379
eISSN: 2008-8298
Vol. 03 No. 02 Agustus 2022

"neurophysiological" system that exists in the human organism. Because it involves changes in human energy (although this interest arises from within humans), its appearance will involve human physical activities. 2. Interest grows by being marked by the emergence, feeling/eellin, someone's affection. In this case interest is relevant to psychological issues, affection and emotions that can determine human behavior. 3. Interest will be stimulated because of the purpose. So interest in this case is actually a response to an action, namely a goal. Interest does arise from within a person or

human beings, but this emergence can be stimulated/encouraged by other elements, in this case the goal. This goal will relate to the matter of needs.

With the three elements above, it can be said that interest is something complex. Interest will cause a change in the energy that exists in humans, so that it will be related to issues of psychological symptoms, feelings and emotions, to then act or do something, all of this is driven because of the purpose of need or desire (Sardiman, 2004). In general and social psychology efforts to provide conditions so that someone will do something he can do without coercion and supervision is called interest. From the results of the observations or descriptions above, it can be concluded that sports activities can also be influenced by interest, as stated by Marquis.

Interest is one of the psychological aspects that can encourage humans to achieve goals. Someone who has an interest in an object tends to pay attention or feel greater pleasure for that object. However, if the object does not cause pleasure, then that person will have no interest in the object. Therefore, the level of one's attention or pleasure towards an object is influenced by the level of one's interest. Interest is a tendency that persists in the subject to feel interested in a particular field or thing and feel happy to be involved in that field (Winkel, 1984: 30). There is an interest that is permanent in the subject or someone who is experiencing it for a certain field or thing and there is a feeling of pleasure towards that field or thing, so that someone deepens it

Interest is a person's awareness that an object, a person, a problem or a situation has something to do with him
(Witherington, 1983: 135), is an awareness that exists in a person about his relationship with everything that is outside of him. Things that exist outside of a person, even though they are not one, but can be related to

pISSN: 2808-8379
eISSN: 2008-8298
Vol. 03 No. 02 Agustus 2022

one another because of their binding interests or needs.

Interest directs action towards a goal and is the impetus for the action. In humans there are impulses (motives) that encourage humans to interact with the outside world, motives to use and investigate the outside world (manipulate and exploring motives). From the manipulation and exploration of the outside world, over time an interest in that something arises. What interests a person encourages him to do more and better (Purwanto, 2007: 56). Interest, being able to encourage someone to interact with the outside world if it is interesting to know, makes him have high enthusiasm to know something that has caught his heart.

Interest is not something that is owned by someone just like that, but is something that can be developed (Singer, 1991: 93). Interest that already exists in a person does not exist by itself, but exists because of experience and efforts to develop it. Interest can arise because of external attraction and also comes from the heart. Great interest in something is a capital that means a lot to achieve or obtain the object or goal of interest. Great interest in learning tends to produce high achievement, on the contrary, less interest in learning will result in low achievement (Dalyono, 1996: 5657). In an effort to obtain something, it is necessary to have interest. The size of the interest that is owned will greatly affect the results to be obtained

In simple terms, interest means a high tendency and enthusiasm or a great desire for something (Muhibbin, 2011: 152).

Interest is a strong urge in a person towards something. Interest is a preference for and a sense of interest in something or activity, without being told (Slameto, 2007: 121). Interest can arise by itself, which is indicated by the feeling of liking something. Interest is basically the acceptance of a relationship between yourself and something outside yourself. The stronger or closer the relationship, the greater the interest (Djaali, 2007: 121). The existence of a person's relationship with something outside himself, can generate a sense of attraction, so as to create acceptance. Close or not the relationship will affect the size of the existing interest. Interest is a psychological symptom indicating that interest is subject to understanding of the object being targeted because the object attracts attention and creates feelings of pleasure so that it tends to object (Admin, 2010). The existence of a person's interest in something because something is able to cause feelings of pleasure. Interest is a high heart tendency towards something, passion or desire

pISSN: 2808-8379
eISSN: 2008-8298
Vol. 03 No. 02 Agustus 2022

(Purwadar Minta, 2007: 744). In simple terms, interest means a high tendency and enthusiasm or a great desire for something (Baharudin, 2007: 24). A person's great desire for something creates great excitement for that something.

Interest in Learning Foreign Languages

In the context of learning English as a foreign language, interest plays a very important role, especially in determining the success of the learning process itself. In this case, the interest in giving positive energy and the willingness of students to achieve success in what they are learning (Dorney, 2009). Meanwhile Ellis (2013) stated that interest in learning English cannot be separated from two things; namely the attitudes and affective conditions of students which can directly influence the efforts made by students in learning a foreign language. These affective attitudes and conditions are driving factors that encourage students to put more effort into learning, so that the goals of learning English can be achieved.

This is in line with what was stated by Bernaus and Gardner (2009) who stated that there are two functions of interest in learning, namely the integrative function and the instrumental function. Integrative interest is an interest that can encourage someone to learn a language because of the desire to communicate with the community of speakers of that language or become a member of that language community. Meanwhile, instrumental interest is a type of interest that can encourage someone to have a will for the language with the aim of getting benefits; for example, to get a job or other things. Thus, the existence of interest is a positive thing that must be owned by students in learning so that learning goals and targets can be achieved.

Teaching Ability and Skills

The ability of the teacher to teach in class will greatly impact the success of students in learning. Uno (2010) stated that the ability of teachers who are skilled in managing teaching and being able to manage teaching and learning activities well will have a great impact on learning interest and improving student quality. It is undeniable that this is one of the determining factors that cannot be ignored because it can have a direct or indirect impact on the achievement of learning outcomes. To become a skilled teacher requires expertise that can help learning activities take place well. According to Printrich and Schunk (2002) there are six abilities that a good teacher must have, namely: the ability to discuss previous material, provide new material,

pISSN: 2808-8379
eISSN: 2008-8298
Vol. 03 No. 02 Agustus 2022

provide corrections or feedback, provide exercises, provide independent practice and the ability to repeat lessons that have long been completed.

By having this expertise, the teacher will be able to have a positive impact on the achievement of student learning outcomes. Thus, the teacher can fulfill the function help, guide someone so they can get, change or develop one's skills, behavior, aspirations, awards and knowledge
(Slameto, 2010).

In carrying out teaching activities, a teacher must be able to develop good and effective learning so that students can understand the material being taught so that they can gain knowledge. To obtain effective learning must be balanced with the ability of an effective teacher as well. According to Santrock (2007) an effective teacher is a teacher who can master what is taught accompanied by expertise and good teaching skills. Apart from that, Santrock said that the ability to understand teaching strategies is something that must be possessed by teachers besides setting learning goals, planning teaching and good classroom management (Santrock, 2007). Apart from that, a teacher must also have an interest in teaching so that it is reflected in his every behavior, the use of learning strategies and the way he communicates with students (Fatiha, 2014). So that in the end the teacher's ability to teach will influence students' interest in learning (Azhari & Dauyah, 2018).

The Role of Teaching Materials in Learning

The use of teaching materials or materials that are appropriate and according to the needs of students in the learning process plays a very important role as a tool for achieving learning goals. Mulyasa (2007) suggests that to achieve these learning objectives, teachers must wisely determine the use of teaching materials that are in accordance with the scope of learning contained in the curriculum and can use additional material from other sources that are used and developed to help students master the material. lessons taught.

According to some experts such as Baxen (2000) teaching materials include all forms of material used by teachers in the classroom; either in the form of books or teaching materials can also be in the form of materials designed by the teacher, printed teaching materials (articles, newspapers, magazines), listening teaching materials (radio, cassette), listening teaching materials

pISSN: 2808-8379
eISSN: 2008-8298
Vol. 03 No. 02 Agustus 2022

(videos, films) and also electronic teaching materials such as websites and compact

DISCUSSION

intrinsic factor

a. Interest to Learn (Initial Motivation to Learn).

Interest is one of the determinants of one's success, especially in learning a foreign language (Gardner, 2009). The results of the questionnaire show that student interest is one of the factors that influence the ability to learn English. Efforts to increase student interest are carried out. One of the sub-factors in intrinsic interest which shows high student interest is in the 8th sub-factor; namely: Learning English makes me better able to understand the world (through reading, news, media, films, etc.) as indicated by the percentage of students who answered in the affirmative at 84%. This proves the hypothesis that shows that students' interest is very significant that their desire to learn English will increase their knowledge.

b. Ideals (Future Goals)

Awareness to gain broad relations and have an impact on future employment, makes students interested in learning English. This is because it provides a great opportunity for himself in getting a job. One of the sub-factors in intrinsic interest that shows high student interest is the 6th sub-factor; namely: English is my basis for building relationships. Out of all the participants, 76% of the participants agreed that learning English was the main key for them in building relationships. However, from the table above it can also be seen that 2% of students each disagree that mastery of English can increase the number of relationships and will have an impact on the type of work they will get.

Extrinsic Factors

a. Reward and Punishment (Reward and Punishment) The existence of rewards and punishments in the learning process is a factor of extrinsic interest that needs to be considered. The existence of gifts or rewards and to someone is one of the efforts to increase the will to do something. As with gifts, the existence of punishment in the learning process can have both positive and negative impacts on one's learning interest (Nuttin and Greenwald, 2014). This can be seen in the search results from the questionnaire where in sub-factor 1 a total of 28 respondents (56%) answered that they strongly agreed that their interest in learning English was because they were afraid of being punished by the lecturer. Not much

pISSN: 2808-8379
eISSN: 2008-8298
Vol. 03 No. 02 Agustus 2022

different from punishment, the existence of prizes also increases student interest in learning; namely as many as 30 respondents (60%) agreed that the existence of gifts from both lecturers and parents was their interest in learning English.

b. Lecturer Quality and Teaching (Lecturer Quality)

The quality or quality of lecturers in teaching is also an important factor to increase students' interest in learning English. The quality of the lecturer in this case includes the interest and method of the lecturer teaching and also the strategies used by the lecturer (Israwati, 2018). From the results of the questionnaire it is evident that the quality of lecturers and teaching is the main factor in increasing interest in learning (40.2). One of the interesting things from the results of the questionnaire search shows that the 10th sub-factor, namely class arrangement (seating arrangement), as many as 41 (80%) of respondents answered in agreement.

c. Learning Support Facilities Learning support facilities such as classes and a comfortable campus atmosphere and study partners can also provide interest in learning. From the results of the questionnaire it is evident that learning support facilities are the second factor that can increase interest in learning English (39.6). On average, respondents agreed (82%) on the second sub-factor of the questionnaire question, namely, 'Learning support tools such as LCDs and teaching aids are the main motivators in learning'. From these results we can conclude that the existence of supporting facilities is an aspect that really needs to be considered by education providers so that they can increase students' interest and ability to learn English.

CONCLUSION

From the findings and discussion of the research conducted by previous researchers, it can be concluded that there is a difference that is not too significant between the intrinsic interest and extrinsic interest in learning English from noneducational English students. However, the results of the research proved that extrinsic interest is the main interest factor in learning English when compared to intrinsic interest. Of the five interest factors, it was found that the quality of teaching and teaching and learning support facilities had a major impact on the high interest in learning English. nonEnglish Education students STIT Wali Jerowaru.

REFERENCE

Gardner, R.C, 1985. *The*

pISSN: 2808-8379
eISSN: 2008-8298
Vol. 03 No. 02 Agustus 2022

*Attitude/Motivation Test Battery: Technical Report.*University of Western Ohio.

Gardner, R.C., 2007. Motivation and second language acquisition.

Israwati, I., 2018. Pengaruh Strategi Pembelajaran Dan Minatmengajar Guruterhadap Hasil Belajar Mahasiswa. Jurnal Serambi Ilmu, 19(2), pp.65-124. Macklem, G.L., 2015. Boredom in the classroom: Addressing student motivation, self- regulation, and engagement in learning(Vol. 1). Springer. Mulyasa, E. and Mukhlis, 2007. Standar kompetensi dan sertifikasi guru. Remaja Rosdakarya.

Nuttin, J. and Greenwald, A.G., 2014. Reward and punishment in human learning:

Elements of a behavior theory. Academic Press.

Paul, D. (2003). Teaching English to children in Asia. Longman Asia ELT. Pg. 115- 136.

Printrich, P.R., 2002. The Role of Goal Orientation in Self-Regulation Learning. M., Boekaerts & P R.. Pintrich (Eds.), Handbook of self-regulated learning, pp.13-39.

Santrock, J.W. and Santrock, J.W., 2007. Psikologi Pendidikan edisi kedua.

Sardiman. 2004. Interaksi & Minat Belajar Mengajar. Jakarta: PT Raja Grafindo Persada.

Slameto, B., 2010. Faktor-faktor yang mempengaruhi. Jakarta: Rineka Cipta.

Uno, H.B., 2010, Teori Minat & Pengukurannya – Analisis di Bidang Pendidikan, Jakarta. Penerbit Bumi Aksara.

Ushioda, E., 2016. Language learning motivation through a small lens: A research agenda. LanguageTeaching, 49(4), pp.564-577.

Usman,Moh. Uzer. 2007. Menjadi Guru Profesional. Jakarta. Remaja Rosda Karya

Walgito, Bimo. 2010. Pengantar *Psikologi Umum.* Yogyakarta: Andi Offset

pISSN: 2808-8379
eISSN: 2008-8298
Vol. 03 No. 02 Agustus 2022