

Exploring The Factors Behind Students' Disinterest In Learning English

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Abstract *This study aims to find out the causes of students' lack of interest in learning English language at Daen Rahil Vocational High School with the total of participants being 30 students. Dane Rahil Vocational High School, Lenek Daya Village, Aikmel, East Lombok District, West Nusa Tenggara Province was the site of this study. The researcher used a qualitative descriptive design methodology taken by random sampling which included observation, interviews, and document collecting by asking 5 pre-planned questions during the interview. The findings revealed that student problems such as a lack of vocabularies, still stiff in speaking, environmental factors that still believe English is not needed in the future, a lack of peers to practice with, a lack of motivation and support from those around them who still speak in their mother tongue.*

Keyword : *English, Problem Causes, Lack Interest.*

Abstrak Penelitian ini bertujuan untuk mengetahui penyebab kurangnya minat siswa dalam belajar bahasa Inggris di SMK Daen Rahil dengan jumlah peserta 30 siswa. SMK Daen Rahil, Desa Lenek Daya, Aikmel, Kabupaten Lombok Timur, Provinsi Nusa Tenggara Barat menjadi lokasi penelitian ini. Peneliti menggunakan metodologi desain deskriptif kualitatif yang diambil secara random sampling yang meliputi observasi, wawancara, dan pengumpulan dokumen dengan mengajukan 5 pertanyaan yang telah direncanakan selama wawancara. Hasil temuan mengungkapkan bahwa permasalahan siswa seperti kurangnya kosa kata, masih kaku dalam berbicara, faktor lingkungan yang masih percaya bahasa Inggris tidak diperlukan di masa depan, kurangnya teman untuk berlatih, kurangnya motivasi dan dukungan dari orang-orang di sekitar mereka yang masih berbicara dalam bahasa ibu mereka.

Kata Kunci : Bahasa Inggris, Penyebab Masalah, Minat Kurang.

Introduction

Nowadays, it is necessary to master several languages other than Indonesian, which is the mother tongue of Indonesian society. It should be noted that English is said to be the language most used by the world's population (Rao, 2019) and is considered the mother tongue by more than 400 million people in the world. Especially with English, it is not foreign to us learning English, starting from childhood we are familiar with basic words in English. (Ilyosovna, 2020) Said english is a language that has generally been used as a forum for communication with an international scope, so that English can be said to be universal, where its use is not only a bridge of communication in everyday life but also helps formally and internationally for interests between countries.

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Especially in the current era of globalization where it seems that the world has no boundaries, the amount of information that spreads very quickly about developments in the field of global science and the many sources of information such as international journals in English require students to have proficiency in foreign languages, especially English. .

Various ways have been tried to improve students' English skills, but the results have not been very significant, because the courage to speak English is very low. They are more likely to be afraid of being laughed at if they mispronounce or use words. Mostly, students who have good English skills are students who are educated in high-quality schools where both the school and family environment is very supportive of their development and most of them are in urban areas (Yeung & Li, 2021). Meanwhile, students who only attend schools in remote areas with minimal facilities and infrastructure and lack of support from the surrounding environment cause learning to tend to have low proficiency in English, even though English has been studied since junior high school.

Based on the concepts described above, it can be concluded that there are many difficulties faced by students when learning English, especially as a foreign language because the language is used in certain conditions and people do not do daily activities. Therefore, in this article the researcher is interested in digging deeper into the obstacles experienced by students. It is deemed necessary to do this as information material which can later be used to improve the concept of effective English learning for students who want to learn English.

Literature Review

Definition of English

English can be defined as a widely spoken global language that serves as a medium of communication, a tool for academic and professional advancement, and a means for cultural exchange (Rao, 2019). English is taught and learned as a second language or as a foreign language in educational institutions worldwide (Zubkov, 2020). It provides students with a means to communicate with people from different linguistic and cultural backgrounds. It enables them to engage in conversations, express their thoughts and ideas, and understand and respond to written and spoken texts. It is also often the language of instruction in higher education institutions and international

academic settings. Proficiency in English equips students with the ability to access a wide range of educational resources, participate in international programs, and pursue academic opportunities abroad.

English is the language of a significant portion of the world's knowledge and information available in books, articles, websites, and digital resources. By understanding English, students can access a vast range of educational, scientific, and cultural materials to broaden their horizons and deepen their understanding of various subjects. In the educational context, students learn English through various language skills, including reading, writing, listening, and speaking. They acquire vocabulary, grammar rules, and language structures to develop proficiency in English. Effective English instruction emphasizes communicative competence, critical thinking, and intercultural competence, enabling students to use English effectively in real-life situations.

English language education for students focuses on fostering language proficiency, enhancing language skills, and developing the ability to understand and produce English language texts. It equips students with the tools and knowledge needed to communicate confidently, participate actively in academic and professional settings, and engage in cross-cultural exchanges. Overall, English plays a vital role in the educational journey of students, equipping them with the language skills and global perspectives necessary for success in their academic pursuits, future careers, and personal growth.

The interest in learning English

Interest in learning English refers to an individual's enthusiasm, curiosity, and motivation to acquire knowledge and skills related to the English language. It involves a personal desire to explore, understand, and communicate effectively in English, both in written and spoken forms. Having an interest in learning English means being genuinely engaged in the process of language acquisition, showing a willingness to invest time and effort to improve language proficiency. It may involve actively seeking out opportunities to practice English, such as reading books, watching movies or TV shows, listening to English music, participating in conversations, or taking formal English language courses.

Students with a strong interest in learning English are often eager to participate actively in classroom activities, ask questions, and seek out additional resources to enhance their language proficiency. They may voluntarily engage in extracurricular activities such as reading English books, watching English movies or TV shows, or

immersing themselves in English-speaking environments to practice their language skills. An interest in learning English can be sparked by various factors. Some students may be motivated by their personal goals, such as wanting to pursue higher education in an English-speaking country, communicating with people from different cultures, or exploring English literature. Others may recognize the practical benefits of English in their future careers or see it as a means to access a wider range of opportunities.

When students are genuinely interested in learning English, they are more likely to invest time and effort into their studies, resulting in better language acquisition and improved proficiency (Getie, 2020). Their motivation helps them overcome challenges and sustain their learning journey over the long term. Teachers and educational institutions can foster and nurture students' interest in learning English by providing engaging and relevant learning materials, creating interactive and communicative classroom environments, and offering opportunities for real-life language use and cultural exchange. By recognizing and catering to individual interests and needs, educators can help students develop a lifelong passion for learning English.

The factors that contribute lack of interest in learning English

If students fail to see the practical applications or relevance of learning English to their personal lives, careers, or immediate surroundings, they may struggle to develop an interest in the language. When they perceive English as disconnected from their goals or daily experiences, motivation can wane. Additionally, uninspiring teaching methods can contribute to a lack of interest in learning English. If classes primarily focus on rote memorization, grammar drills, or monotonous lectures without engaging activities, students may become disengaged and lose interest.

Feeling inadequate or lacking confidence in their English language skills can discourage students from actively engaging in learning (Hanh, 2020). Fear of making mistakes or being judged by peers or teachers can significantly impact their motivation and interest in learning. Students who have had negative experiences or encountered challenges in learning English in the past may develop a negative attitude or lack of interest in future language learning endeavors. These experiences can create a sense of frustration, fear, or self-doubt that hinders motivation. Limited access to English-language resources, such as books, movies, or online materials, can impede students' interest in learning English. A lack of exposure to authentic English language use and cultural contexts can make the learning experience less engaging and relevant.

Cultural or societal attitudes towards English or foreign languages can also influence interest in learning English. In some cases, English may be perceived as less important or less valued, leading to a lack of motivation to learn the language. External pressures or competing priorities: Students may face competing priorities, such as heavy academic workloads, extracurricular activities, or personal obligations, which can diminish their interest in learning English. When they feel overwhelmed or pressured, English language learning may be de-prioritized.

Methodology

This study used a qualitative descriptive design. In summary, a qualitative descriptive approach needs to be the design of choice when a straight forward description of a phenomenon is desired (Turale, 2020). It was used to explore and understand students regarding their lack of interest in English in everyday life and in the classroom. This study was conducted in Dane Rahil Vocational High School, Lenek Daya Village, Aikmel, East Lombok District, West Nusa Tenggara Province. The participants of this study involved 30 students taken by random sampling. It was used because the researcher believed that they can fulfil the information that is need in this research.

The first instrument was observation where this observation aimed to observe how students were in class when the learning process took place. Then the observation used is non-participant observation, which means the author only comes to see the learning conditions without being involved in the class. The second instrument, namely interviews, is a technique that can be used to collect research data and can be carried out by face-to-face interviews with participants. The interview contains 5 pre-planned questions. Each participant was asked the same questions in the same order.

The last instrument is Documentation. The results of the data from these observations and interviews were then packaged in a way in the early stages of observation and then presented the data for interviews and concluded the results of the answers from the informants with the actual conditions that occurred from the interviews.

Result

This research focuses on an in-depth study of the difficulties in learning English. By using the interview method, we found some of the difficulties faced by students in using English such as lack of vocabulary, different pronunciation from writing, hesitation

in using English to the problems around them. The basic lesson that must be learned is vocabulary and English is known for its very large vocabulary. Vocabulary is a challenge for students and can be very confusing for non-English speakers like them, not a few students find it difficult to memorize vocabulary for foreign words that must be translated into their mother tongue first.

On the other hand, another problem is the pronunciation that is different from the writing, in addition to the pronunciation which is difficult for the tongue, even though they have memorized the vocabulary, the student finds it difficult to express it. As for words that are spelled exactly the same, they are pronounced in very different ways. There are students who understand English very well but do not have self-confidence so that it closes opportunities or opportunities for them to develop. As for the other caused by difficulty expressing thoughts orally. Because they are often exposed to traditional learning methods that use one-way communication patterns, students will have low self-confidence, especially in terms of speaking.

The external component is also one of the causes of their lack of interest, one of which is motivation such as goals to be achieved in the future, most of them do not know what English will be used for in the future, therefore their motivation for learning is very minimal. This can be interpreted that the less motivation to learn, the less interest students have in learning English. Referring to the results of the interviews, it can be explained that the students' memory ability to remember the vocabulary used in learning English at Dane Rahil Vocational School is not optimal. In essence, when they memorize new vocabulary every time they enter class, they can use these vocabulary into sentences and it would be even better if they use these vocabulary to speak English everyday.

Meanwhile, when a student is enthusiastic about using English, satire and ridicule obtained from peers can be one of the factors for a person to become insecure in English and then become reluctant to continue to hone their skills. Excluded from the results of the interview, not a few of them received ridicule that considered them "snooty English" when they spoke English. Then there are lots of people who stop learning English because they don't have friends to practice with. Environmental factors are still using their mother tongue or Indonesian language which causes them to have very few friends to just chat using English in the classroom, especially outside the classroom. In addition, learning support resources from parents are related to this problem, their families who think that

English cannot guarantee success in their lives. An unfamiliar environment with English makes students also not interested in learning English.

In this study it was found that most students did not pay attention to the teacher's explanation properly. They even do other things like playing cellphones, drawing, joking with other friends. Then when the teacher sought attention by asking about the material presented, most of the students were silent, some responded by saying 'yes/no' even though the questions were very different from the answers 'yes/no'. This shows that students do not understand what is conveyed by the teacher in front of the class. This is in accordance with the results of interviews conducted with two English teachers at Dane Rahil Vocational School.

Discussion

1. The mindset of students

Mindset is defined as a set of attitudes or beliefs that we hold (Lou & Noels, 2019). This mindset will influence our perception and how we live in the world. When you want to improve your English learning skills, apart from supporting facilities, students must also have the right mindset. That is, the mindset or mindset that students have is important and will affect the process and also the learning outcomes. "Don't know then don't love, don't love then don't understand". This also applies to learning. From the start, I didn't like English. A mindset that is already negative and ingrained in us, of course it is difficult to accept the ease of understanding English.

There are two types of mindset that are most popular today: fixed mindset and growth mindset (fixed and growing mindset). When we have a fixed mindset, we believe that all the abilities we have are basic and fixed so that they cannot be changed (Wilang, 2021) . This mindset also leads to the belief that we don't have to try because the present intelligence is enough to help us become successful. Meanwhile, having a growth mindset means we believe that effort and persistence can change ourselves and our abilities (Bai & Wang, 2023). Generally, people who have this mindset don't immediately believe that everyone can become a genius like Einstein or Mozart. It takes effort and persistence to get it.

Therefore, make sure when starting to learn English, one must have the right mindset. One of the basic mistakes of English learners is opening the first page by believing that English is a difficult language, a high-level language, or a language that is

not friendly to them. There are so many people who are new to the phase of learning English, they have already made enemies within themselves by thinking that English is difficult, English is not good. In fact, nothing big in this world instantly happens. Due to the lack of mindset in learning English, automatic motivation in learning is definitely lacking.

2. Students motivation in learning English

Many people often mention the word motivation. Motivation is an impulse that arises in a person consciously or subconsciously to carry out an action with a specific purpose. Motivation is also considered important for growing student interest as well as increasing student enthusiasm to learn various things, such as being able to help students learn English quickly (Turgunova & Abdurahimovna, 2023). Many people think that someone who is self-motivated will find it easier to learn English when compared to someone who is not motivated. Motivation is something that is important for someone and maybe everyone is doing or learning something. Having a strong motivation or reason indicates that someone already knows the purpose of something he is doing.

In contrast to people who do not have motivation, they tend to be passive and unenthusiastic. Usually, they learn English only because they are told and not of their own accord. In fact, they will tend to be passive even though they don't understand the material being taught. In addition, they will only learn when they are in class without trying to learn on their own. Therefore, they generally understand English longer than someone who is motivated to learn English.

However, strong motivation is also one of the important things if you want to learn a language. Many people are hesitant to learn English because they do not have clear goals for what they are studying. Because they don't have a clear and strong motivation, of course learning English becomes a difficult and tedious process, especially considering the many difficulties students experience in learning English will certainly have a big impact on students' lack of interest.

3. English as a new language for students

Learning a new language is one of the hardest things our brains can do. Students not only have to mentally transfer complex linguistic structures between two languages, but we also need to learn how to think in different languages. English may be a popular language to learn, but of course there are many difficulties in learning it. There are many difficulties that students will encounter in their journey of mastering English.

There are several difficulties in learning English that are often experienced by students. The first is the difficulty of pronunciation in reading, due to differences in articulation between the reading and the way it is pronounced. The second is a lack of self-confidence. This self-confidence arises because of fear or embarrassment of making mistakes when expressing sentences in English and the last is the lack of friends to practice speaking English is also the final difficulty for someone to practice English. Lots of people stop learning English because they don't have friends to practice with.

4. Students' stereotypes in learning English

One of the characteristics that usually occurs in students is having obstacles in the attention span around them which has an impact on the learning process. These students usually need a learning method that fits their characteristics, in order to help the learning process. Stereotypes or commonly referred to as opinions about people from groups that can cause injustice to a particular group or individual and this is one human habit that is difficult to get rid of.

Of course, the various policies that have been made to achieve equality in the class still encounter various obstacles. The biggest obstacle lies in understanding the perception that a smart child is more praised or flattered than an ordinary child. In other words, there are still stereotype perceptions that are difficult to shift for students to build equality in the class. Students may not see the immediate relevance or benefits of learning English in their daily lives. If they feel that English is not useful or important in their context, what they hear from their surroundings is why their motivation to learn English will decrease.

Then students who feel the stereotypes themselves tend to have a limited understanding of diversity in using English and English-speaking communities. This can also make them feel ridiculed because they are different from others and hinder their interest because they will feel that learning English does not need to be learned because it is not used in the language every day.

5. Environment's impact to the students ability

The environment is a complex system in which various factors influence each other and with society and plants. It is all that exists, both human and man-made objects, moving or immovable inhabitants of nature, events or things that have a relationship with a person. Likewise with the educational environment is needed in the educational process.

When talking about educational institutions as a forum, then of course it will be related to environmental issues where education is carried out.

To get maximum learning results. There are several environmental factors that can lead to delays in learning, such as a lack of attention to students who still use their local language, and interactions in class also affect students' moods. A conducive classroom atmosphere with students who respect each other. Students become afraid of making language mistakes when they are often ridiculed when they make language mistakes. Students feel inferior when they make jokes because they are wrong in speaking English.

6. Facilities' factor to the students comprehending

Basically every school has educational facilities whose needs are tailored to the activities or curriculum contained in it because these facilities also play a key role in education, of course this role is very important in the learning process. In addition to a conducive environment, adequate resources, accessibility of technology, interactive engagement, and inspiration provided by good facilities can significantly contribute to increasing learning effectiveness. Here we can see how important good facilities are in creating learning experiences.

There are not a few facilities that can reduce students' interest in learning especially English where English itself is a foreign language for them, regarding this obstacle it is important for educational institutions to present them as role models as an effort to motivate students and help achieve optimal learning potential. Judging from the internal factors of an educational institution if it is not equipped with adequate facilities such as a lack of books or translators in the library, lack of learning media and even teaching media.

Conclusion

This research provides a comprehensive exploration of the difficulties faced by students in learning English at Dane Rahil Vocational School. The study utilized interview methods to gain insights into the specific challenges encountered by the participants in their language learning journey. Through this investigation, several crucial factors have been identified that contribute to the struggles experienced by English language students.

The research finding the sheer volume of words to be memorized and the need to translate them into their native language before comprehending their meanings can be overwhelming, many students encounter difficulties in pronouncing words correctly, despite having memorized the vocabulary. A significant number of participants lacked clear future goals for how English proficiency could benefit them, this dearth of motivation resulted in minimal enthusiasm for language learning, impeding their progress. Moreover, external factors such as the predominant use of the mother tongue or Indonesian language among students and lack of support from parents further contribute to students' disinterest in learning English. To improve self-confidence, Building students' motivation by emphasizing the relevance and potential benefits of English proficiency in various contexts can encourage them to invest more effort in their language studies.

In summary, understanding and addressing the challenges faced by English language learners at Dane Rahil Vocational School is crucial for their language development and overall success. By focusing on vocabulary, pronunciation, self-confidence, motivation, peer influences, and external factors, educators can implement targeted strategies to empower students in their language learning journey. With concerted efforts and a nurturing environment, students can overcome these challenges and thrive in their English language skills, opening doors to broader opportunities in their personal and professional lives.

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