

SKRIPSI NURHADEWI TURNITIN Bahasa Inggris.pdf

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INTRODUCTION

A. Background of the Problem

English is an international language that plays an essential role in education, technology, global communication, and future career opportunities. In Indonesia, English is taught as a compulsory subject in junior high schools. Therefore, students are expected to develop a positive interest in learning English, as learning interest is one of the key factors that supports successful language acquisition.

Interest in learning encourages students to participate actively in classroom activities, enhances their motivation, and improves their academic performance. Students who have a high level of interest are generally more enthusiastic, confident, and willing to engage in the learning process. In contrast, students with low interest tend to be passive, less motivated, and often experience difficulties in achieving satisfactory learning outcomes. Ryan and Deci (2020:4) explain that students' motivation influences their willingness to participate, persist, and remain engaged in learning activities, particularly in the context of learning a foreign language. Likewise, Galiana et al. (2020,167-182) found that students who receive greater exposure to English and demonstrate higher learning motivation are more likely to achieve better reading comprehension and overall English proficiency. These findings indicate that learning interest and motivation play an important role in supporting students' success in learning English.

⁵Based on the researcher's observation during the Teaching Practice Program (PPL) at SMP Negeri 3 Tembilahan Hulu, several problems related to students' interest in learning English were identified. Many students appeared unmotivated and showed little enthusiasm during English lessons. Some students were reluctant to participate in classroom activities because they lacked confidence in using English, while others experienced difficulties in understanding the lessons due to their limited English vocabulary. In addition, several students demonstrated negative attitudes toward English by showing little willingness to engage in learning activities. These conditions indicated that internal factors played an important role in influencing ²students' lack of interest in learning English.

Considering ²these problems, this study focuses on the internal factors that contribute to ²students' lack of interest in learning English. ⁶The internal factors examined in this study include motivation, attitude, confidence, and vocabulary mastery. By identifying the influence of these factors, ⁵the findings of this study are expected to provide valuable information for ⁵teachers and schools in developing appropriate strategies to increase students' interest in learning English.

¹³Based on the explanation above, the researcher is interested in conducting a research entitled “An Analysis of Factors Causing ¹Students’ Lack of Interest in Learning English at the Eighth Grade of SMP Negeri 3 Tembilahan Hulu.”

B. Identification of the Problems

Based on ⁵⁹the background of the problem, the problems are identified as follows:

1. Students show a lack of interest in learning English.
2. Students lack motivation to learn English.
3. Students have negative attitudes toward learning English.
4. Students lack confidence when participating in English learning activities.
5. Students have limited English vocabulary, making it difficult for them to understand the lessons.

C. Limitation of the Problem

Based on these problems, this study aims to identify the factors causing students' lack of interest in learning English and to determine the dominant factor among the eighth-grade students at SMP Negeri 3 Tembilahan Hulu. This study focuses on four internal factors, namely motivation, attitude, confidence, and vocabulary mastery. It is expected that the findings of this study will provide valuable information for teachers and schools in developing appropriate strategies to enhance students' interest in learning English.

D. Research Questions

Based on the limitation of the problem above, the research question is formulated as follows:

1. What are the internal factors causing students' lack of interest in learning English at the eighth grade of SMP Negeri 3 Tembilahan Hulu?
2. Which of the four internal factors motivation, attitude toward learning English, confidence, and vocabulary mastery is the most dominant factor

contributing to students' lack of interest in learning English in the eighth grade of SMP Negeri 3 Tembilahan Hulu?

E. The Purpose of the Research

The purpose of this study is to identify the internal factors contributing to students' lack of interest in learning English and to determine the most dominant internal factor among the eighth-grade students at SMP Negeri 3 Tembilahan Hulu.

F. The Significances of the Research

Basically, there are two kinds of research significances the theoretical significances and the practical significances are as follows:

1. Theoretical Significances

The result of this research is expected to enrich theories related to students' interest and motivation in learning English and become a reference for future researchers.

2. Practical significances

The findings of this study are expected to provide valuable insights for English teachers, students, and future researchers in developing more effective English learning strategies. This study was conducted to identify the factors contributing to students' lack of interest in learning English.

G. Definition of the Key Term

There are so many terms involved in this research. In order to avoid misunderstanding the terms used, the following terms need to be defined;

1. Factor in Learning

A factor, also referred to as a determinant, is any condition, variable, or event that independently or together with other factors plays a significant role in causing, influencing, or triggering a particular outcome. In other words, a factor is anything that contributes to the occurrence of a specific event, change, or result.

According to Sugiyono (2013:60), a research variable is anything determined by the researcher to be investigated in order to obtain information and draw conclusions. ⁵⁶ In the context of this study, the term factors refers to the elements that influence or contribute to ² students' lack of interest in learning English.

This study focuses on students' perceptions of the factors contributing to their lack of ¹ interest in learning English among the eighth-grade students at SMP Negeri 3 Tembilahan Hulu.

2. Interest in Learning

According to Crow and Crow, as cited in Harefa (2022:2), interest refers to an individual's tendency to engage with or respond to people, objects, activities, or experiences that naturally attract their attention. Interest serves as a driving force that encourages individuals to participate in particular activities. In this study, the focus is on students' ⁸ lack of interest in learning English in the classroom, as reflected in their responses to the questionnaire.

REVIEW OF RELATED LITERATURE**A. Review of Related Theories**

8

1. Students' Lack of Interest in Learning English**a. Definition of Interest**

Interest refers to a strong desire or attraction toward something or a particular activity that encourages an individual to participate in it or give greater attention to it. Interest usually develops naturally within an individual and can influence their decisions and behavior in various aspects of life, including education, work, hobbies, and other activities.

In the field of education, interest has an important role in influencing students' engagement and academic achievement. Students who have a high level of interest in a subject are generally more enthusiastic, attentive, and persistent throughout the learning process. In contrast, students with low interest tend to demonstrate passive behavior and show less motivation to learn.

Interest in learning is defined as a student's interest in a particular subject (Fau, 2022:10). It can also be described as a continuous tendency to pay attention to a specific activity. Students who are interested in a learning activity usually maintain consistent attention and active involvement throughout the learning process (Suwarsih, 2018:413-424).

Furthermore, according to Adirasa Hadi Prasetyo (2021:3), an individual's interest in an activity influences their willingness and strong desire to participate in it. This interest encourages individuals to take action voluntarily without being directed or instructed by others.

From the foregoing discussion, it is clear that Interest is an intense desire or attraction to something or a particular activity that develops within a person, motivating them to regularly participate or pay attention. This interest can affect students' curiosity, focus, and willingness to actively engage in class without external pressure.

b. Interest in Learning

Learning, in general, can be defined as a process of change in an individual that occurs through experience rather than as a result of physical growth or innate characteristics (M. Sarumaha & Harefa, 2022). Interest in learning is reflected in students' curiosity, concentration, and willingness to actively participate in the learning process.

Interest in learning English is especially important because ¹³English is regarded as a foreign language for Indonesian students. Without adequate interest, students are more likely to perceive English as a difficult subject, which may result in low motivation and unsatisfactory learning outcomes.

c. Indicators of Interest in Learning

According to Slameto (2010:180-182), asserts that a crucial element in determining the effectiveness of the educational process is students' enthusiasm for

what they are studying. Several indications may be used to determine a students' enthusiasm in studying, including:

- 1) Attention to lessons

Attention to lessons is a very vital initial indicator. Interested students will show high focus, listen easily, and be active in taking notes and asking questions. This shows that the learning stimulus provided by the teacher is welcomed with full engagement by the students.

- 2) Active Participation in Learning Activities

Engagement in the learning process is another characteristic of interested students. Interested students actively participate in classroom activities such as answering questions, asking questions, and engaging in discussions.

Readiness to exert greater effort is also mentioned by Slameto as a tangible form of interest in learning. Students with a high level of interest take the initiative to seek additional learning resources outside of school assignments, enrich their knowledge by reading and watching independent learning materials, and actively seek alternative ways of understanding the material.

- 3) Active involvement in learning activities

Active involvement in learning activities in learning is clearly described by Slameto. Students' often participate in discussions, answer questions,

provide feedback, and even express constructive opinions and new ideas. This indicates optimal engagement between students' and their learning environment.

4) Consistency in engaging with learning task

Consistency is also an important indicator. Slameto emphasizes that a genuine interest will make students' learning patterns regular and continuous. Students remain motivated and have a regular study schedule, even when facing challenges or difficult material. These indicators show that interest in learning is reflected not only in students' feelings but also in their learning behavior.

2. Factors Causing ²Students' Lack of Interest in Learning English

²Students' lack of interest in learning English can be influenced by various factors. Generally, these factors are divided into internal factors and external factors (Slameto, 2010:54-60). However, this research only focuses on internal factors, including motivation, attitude toward learning English, confidence, and vocabulary mastery.

a. Internal Factors

Internal factors are factors that come from within the students themselves. Slameto (2010:57) explains that internal factors influencing students' interest in learning include motivation, attitude, confidence, and students' basic abilities.

1. Motivation

¹⁶ Motivation is considered one of the most important internal factors affecting students' interest and engagement in learning English. In contemporary educational psychology, motivation is frequently explained ⁶³ through Self-Determination Theory (SDT), which emphasizes the quality of motivation rather than merely its quantity. According to Ryan and Deci (2020:4), motivation exists on a continuum ranging from ⁶ intrinsic motivation, in which individuals perform an activity because they find it enjoyable and meaningful, to extrinsic motivation, in which behavior is driven by external demands or rewards. SDT further explains that students' motivation becomes stronger and more sustainable when their ²⁶ three basic psychological needs—autonomy, competence, and relatedness—are fulfilled.

In language learning, SDT has been widely adopted in recent studies to explain why students may experience a decline in motivation when learning a foreign language such as English. Students who do not feel competent, receive limited social support, or experience little autonomy are more likely to have lower levels of motivation. As a result, they may develop less interest and become less actively involved in learning English.

Supporting this perspective, a recent meta-analysis on SDT and second language learning found that different types of motivation, particularly autonomous and controlled motivation, are significantly related to language learning outcomes. These findings suggest that students' motivational orientation plays an important role in influencing both their learning process and academic achievement.

Furthermore, recent research in the field of language learning motivation emphasizes that motivation is dynamic and may change according to students' classroom experiences, teaching strategies, and learning environments. ⁶¹ *The Palgrave Handbook of Motivation for Language Learning* (2020:6) states that motivation in language learning is influenced by various interconnected factors, including the classroom context, learners' emotions, and teacher support, all of which can either strengthen or reduce students' willingness to participate in learning activities.

¹ Based on these theories, it can be concluded that motivation is a fundamental internal factor affecting students' interest in learning English. Students with stronger autonomous motivation are generally more interested, actively engaged, and persistent in learning, whereas those with lower or controlled motivation are more likely to demonstrate a lack of interest in learning English.

2. Attitude toward Learning English

Attitude is an important internal factor that influences students' interest and motivation in learning a foreign language. Attitude refers to students' feelings, beliefs, and evaluations toward a subject, which can be positive or negative. According to Al-Hoorie and MacIntyre (2020:15), learners' attitudes toward a language strongly influence their willingness to engage in learning activities and persist in language learning tasks.

Recent studies in second language acquisition indicate that students who hold negative attitudes toward English—such as believing that English is too

difficult or irrelevant to their daily lives—are more likely to show low interest and low engagement in the learning process. Conversely, positive attitudes can increase students' curiosity, participation, and persistence in learning English (Oga-Baldwin & Fryer, 2020:42).

Moreover, Dörnyei and Ryan (2023;70) explain that attitudes are closely related to learners' emotional experiences in the classroom. Negative classroom experiences, such as repeated failure or lack of teacher support, may lead to negative attitudes, which eventually reduce students' ² interest in learning English.

Based on these explanations, it can be concluded that students' negative attitudes toward English may significantly contribute to their lack of interest in learning the language.

3. Confidence (Self-Confidence/ Self-Efficacy)

Confidence is another internal factor that plays a crucial role in students' interest in learning English. In educational psychology, confidence is often discussed through the concept of ³⁴ self-efficacy, which refers to students' beliefs about their ability to perform learning tasks successfully. According to Bandura (as discussed in Usher & Schunk, 2021:123), ⁴⁸ students with high self-efficacy are more motivated, persistent, and interested in learning activities.

Recent research highlights that low confidence in using English—especially in speaking, listening, or understanding vocabulary—can cause students to feel anxious and afraid of making mistakes. This fear often leads students to withdraw

from classroom participation, which gradually reduces their interest in learning English (Teimouri, Goetze, & Plonsky, 2022:1-29).

Futhermore, according to Bandura's self-efficacy theory, as further discussed by Usher and Schunk (2021:123), students' confidence influences their motivation and learning behavior. Recent studies in language learning also confirm that low self-confidence can reduce students' interest in learning English (Papi & Hiver, 2020: 209–232; Teimouri et al., 2022:1–29).

Therefore, lack of confidence can be considered a significant internal factor that contributes to ²⁰ students' lack of interest in learning English.

4. Vocabulary Mastery

Vocabulary mastery is an essential aspect of language learning and ²⁰ plays an important role in developing students' interest in learning English. It refers to ²⁰ students' ability to understand and use words appropriately in communication. According to Nation (2022:33), limited vocabulary knowledge restricts learners' ability to understand texts, comprehend spoken language, and express their ideas effectively.

Recent studies have shown that students with limited vocabulary often experience difficulties in understanding English lessons. As a result, they may feel frustrated or bored during the learning process, which can reduce their motivation and interest in learning English, particularly when the learning materials contain unfamiliar vocabulary (Schmitt, 2020:12).

Furthermore, Nation (2022:33) emphasizes ⁴ that vocabulary knowledge is a fundamental component of language proficiency because it supports learners' comprehension and communication. Similarly, Schmitt (2020:12–15) and Zhang and Lu (2023:245–253) found that insufficient vocabulary knowledge may discourage students from participating actively in English learning and gradually reduce their interest in the subject.

⁵⁰ Based on the theories above, it can be concluded that motivation, attitude, confidence, and vocabulary mastery are interconnected internal factors influencing students' interest in learning English. Students who have low motivation, negative attitudes, limited confidence, and inadequate vocabulary knowledge are more likely to show a lack of interest in learning English.

⁶² **B. Review of Related Findings**

Several previous studies have been conducted related to students' interest and motivation in learning English.

Previous studies have demonstrated that students' interest in learning plays a significant role in determining their participation and achievement in the classroom. Although each study examined different aspects of learning, they consistently reported that students' interest was influenced by both personal and environmental factors.

Suwarsih (2018:413–424) ⁶ reported that students with stronger learning interest tended to participate more actively in classroom activities and achieved better academic performance. In contrast, students who showed little interest in

learning were generally less engaged and experienced greater learning difficulties. These findings indicate that learning interest contributes positively to students' academic success.

Similarly, Harefa (2022:2) found that students' interest in learning was shaped by several factors, including motivation, teacher support, and the learning environment. The study emphasized that a positive learning atmosphere encouraged students to become more enthusiastic and actively involved in the learning process, whereas unfavorable conditions reduced their willingness to learn.

Another relevant study conducted by Adirasa Hadi Prasetyo (2021:20) highlighted the importance of appropriate teaching strategies in promoting students' interest in learning. The findings suggested that effective instructional practices, together with supportive classroom conditions, could increase students' motivation and encourage greater participation during lessons.

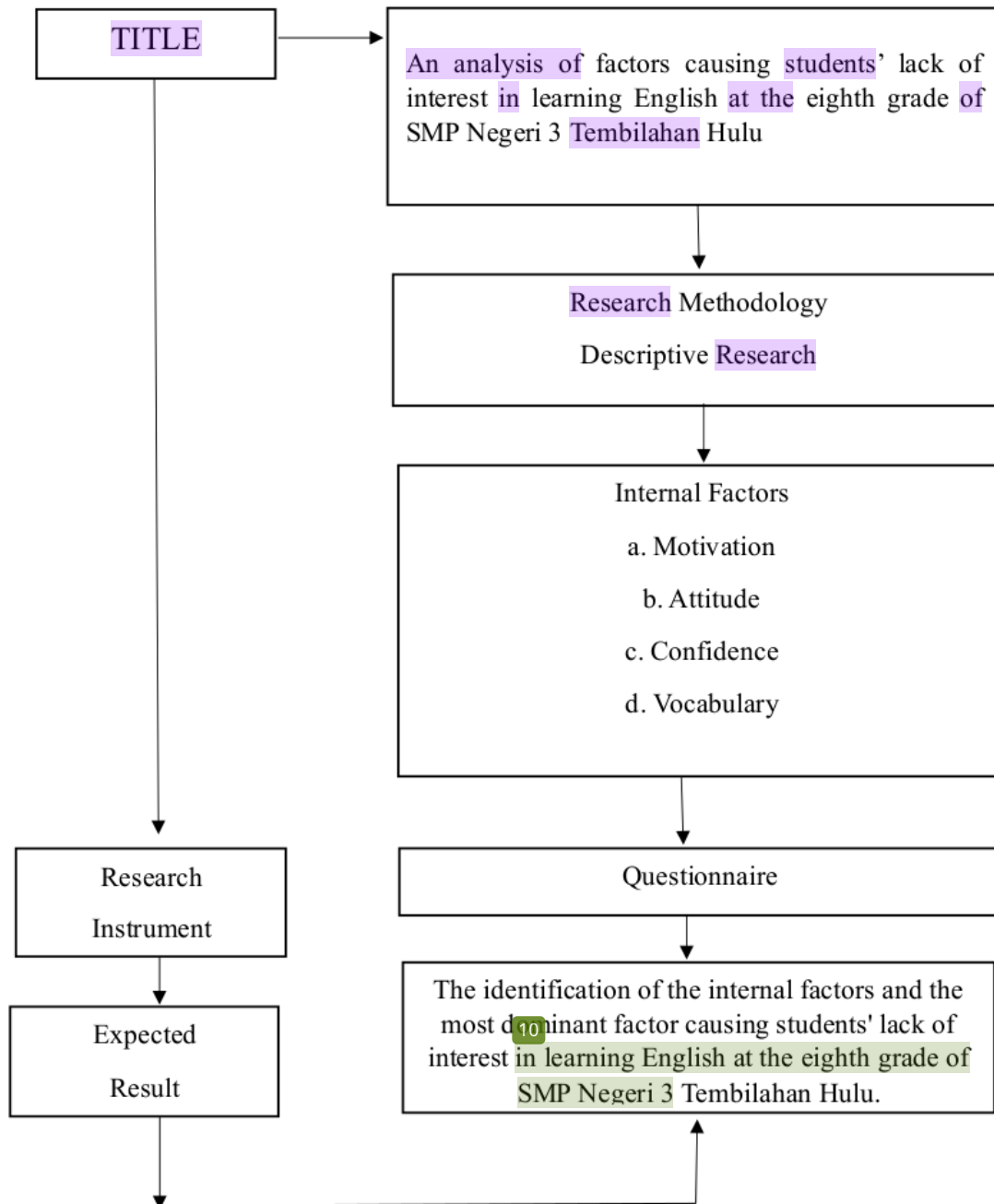
These previous studies mostly looked at learning interest from larger educational viewpoints, despite the fact that they have offered useful information about students' learning interest. On the other hand, the current study concentrated on determining the internal causes ¹ of the eighth-grade pupils at SMP Negeri 3 Tembilahan Hulu's lack of enthusiasm in learning English. In order to ascertain which internal element had the biggest impact on ² students' lack of interest in learning English, this study focused on four internal factors: motivation, attitude, confidence, and vocabulary mastery. As a result, this study builds on earlier research

by offering a more detailed examination of the internal causes of students' disinterest in studying English.

3

C. Conceptual framework

The conceptual framework of this research can be seen below:



This research focuses on identifying and analyzing the factors that cause students' lack of ¹ interest in learning English among the eighth-grade students at SMP Negeri 3 Tembilahan Hulu. Students' interest plays an essential role in influencing their participation, engagement, and learning behavior during English lessons.

Based on the relevant theories, students' lack of ⁶ interest in learning English may be influenced by both internal and external factors. However, this research focuses only on internal factors because they are considered more ¹⁴ relevant to the objectives of the study.

Internal factors originate from within the students themselves, including motivation, attitudes toward learning English, confidence, and vocabulary mastery. Students who have low motivation, negative attitudes, limited confidence, and inadequate vocabulary knowledge are more likely to show a lack of interest in learning English. Although external factors, such as teaching methods, learning materials, teacher support, and the classroom environment, may also influence students' interest, they are not discussed in detail in this study.

Both internal and external factors influence ²³ students' lack of interest in learning English, which is reflected in their learning behavior such as low attention during lessons, limited participation, minimal involvement in learning activities, and inconsistency in learning English.

In this research, a questionnaire is used as the research instrument to collect data related to the factors causing students' ⁸ lack of interest in learning English. The

data obtained are analyzed using descriptive quantitative methods to identify and describe ⁵⁸ the factors that contribute to students' lack of ¹ interest in learning English at the eighth grade of SMP Negeri 3 Tembilahan Hulu.

RESEARCH METHODOLOGY

A. Research Design

This study applied a descriptive quantitative research design to investigate the factors causing students' lack of interest in learning English. A quantitative approach was selected because the research required numerical data that could be analyzed statistically to describe the level of each research indicator. The data were collected through a questionnaire and converted into percentage scores to identify the dominant factor influencing students' lack of interest in learning English.

According to Sahir (2021:6), descriptive research is intended to describe a particular phenomenon systematically and accurately based on the data obtained during the research process. He further explains that quantitative research emphasizes the collection and analysis of measurable data using statistical procedures, enabling researchers to present objective and reliable findings.

Based on these explanations, the descriptive quantitative design was considered appropriate for this study because it enabled the researcher to describe students' lack of interest in learning English through statistical analysis of the questionnaire responses. The findings were then interpreted to determine the level of each internal factor and to identify the most dominant factor affecting students' lack of interest in learning English.

4

B. The Location and Time

The research was conducted at SMP Negeri 3 Tembilahan Hulu, which is located at Jl. Pelita Jaya No. 02, Tembilahan Hulu, Indragiri Hilir Regency, Riau Province. The data collection was carried out in 16 April until 20 June 2026.

4

C. Population and Sample of the Research

1. Population

According to Amruddin (2022:96), a population refers to the entire group of individuals or objects that possess specific characteristics relevant to a study. Therefore, the eighth-grade students of SMP Negeri 3 Tembilahan Hulu were considered an appropriate population because they shared the characteristics required for this research.

10

The population of this study consisted of 164 eighth-grade students of SMP Negeri 3 Tembilahan Hulu. These students were distributed across six classes and represented the target population of the research. Since the purpose of this study was to investigate the factors causing students' lack of interest in learning English among eighth-grade students, all students in this grade were included in the population.

35

2. Sample

A sample was selected because it was not practical to involve the entire population in the research process. According to Amruddin (2022:96), a sample is a subset of the population selected to represent the characteristics of the entire

15

population. Therefore, an appropriate sampling technique was required to obtain representative data.

To determine the sample size, the researcher referred to Arikunto (2010:134), who stated that when a population exceeds 100 individuals, researchers may select 10% to 25%, or more, depending on the research objectives and conditions. Based on this recommendation, the researcher selected 45 students, representing approximately 25% of the total population.

The sample was selected using proportional random sampling, in which students from each class were chosen proportionally according to the number of students in each class. Prior to the main data collection, the questionnaire was administered to 11 students for the instrument try-out to examine its validity and reliability. After the instrument had been confirmed to be valid and reliable, the main research was conducted using a total sample of 45 students. In accordance with the research procedure approved by the supervisor, the students involved in the try-out remained eligible to be included in the main research sample. From each class based on their proportion as the follows:

Table 3.1 Population of the Research

No	Class	Population	Sample
1	VIII A	31	8
2	VIII B	30	9
3	VIII C	25	7
4	VIII D	28	8
5	VIII E	24	6
6	VIII F	26	7
	Total	164	45

³⁸ **D. Research Instrument**

² The instrument used in this study was a questionnaire. It ² was selected because the researcher needed to collect quantitative data regarding the internal factors causing students' lack of interest in learning English. The questionnaire enabled the researcher to obtain information directly from the respondents in a structured and efficient manner.

Sekaran and Bougie (2017:170) defined ¹⁰ a questionnaire as a set of written questions prepared systematically to obtain information from respondents, who provide their answers by selecting one of the available response options. Based on this definition, a questionnaire was considered an appropriate ⁵⁷ instrument for collecting the data required in this study.

The questionnaire was developed based ²⁰ on four indicators of the internal factors causing students' lack of interest in learning English, namely motivation, attitude, confidence, and vocabulary mastery. Initially, the instrument consisted of 30 statements. Before being administered to the research sample, the questionnaire was pilot-tested on 11 eighth-grade students ²⁸ to examine its validity and reliability. The results of the pilot test were analyzed using SPSS. After the validity and reliability analyses had been completed, 16 valid statements were selected for the final questionnaire. Each indicator was represented by four statements to ensure a balanced measurement of all research variables.

The final questionnaire employed ²² a five-point Likert scale consisting of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree

(SD). This scale was used to measure students' responses to each statement and to obtain quantitative data for further statistical analysis.

1. Validity

According to Soesana et al (2023:71), there are three kinds of validity, they are:

a. Content Validity

The correctness of the questionnaire statements or written test questions, which include all the indicators to be measured, is known as content validity.

b. Criterion Validity

Criterion validity refers to the degree to which a research instrument produces accurate measurements by comparing it with a well-established instrument that has been widely used. This comparison is conducted to ensure that the instrument is appropriate and capable of measuring the intended variables accurately.

c. Construct Validity

Validity refers to the extent to which an instrument accurately measures the concept that it is intended to measure. An instrument is considered valid when it is capable of producing data that appropriately represent the research variables. Therefore, validity testing is an essential step to ensure that the questionnaire functions effectively as a research instrument.

This study applied construct validity because the questionnaire was developed based on four theoretical constructs, namely motivation, attitude, confidence, and vocabulary mastery. Each questionnaire item was designed to represent these

constructs and to measure the internal factors contributing to students' lack of interest in learning English.

To examine the validity of the questionnaire, the researcher employed the Pearson Product Moment Correlation using SPSS. The correlation analysis compared the score of each questionnaire item with the total score of the instrument. An item was regarded as valid when the obtained correlation coefficient (r -count) exceeded the critical value (r -table). Conversely, items with an r -count lower than the r -table were considered invalid and excluded from the final instrument.

The initial questionnaire consisted of 30 statements. Based on the validity analysis, 26 statements met the validity criteria, while 4 statements did not satisfy the required standard and were therefore omitted. To ensure balanced representation of the research variables, the researcher selected 16 valid statements, with four statements representing each research indicator, for use in the final questionnaire.

Table 3.1 Blue Print of Questionnaire

No	Factor	Indicators	Number of Items	Items Number
1.	Internal	Motivation	4	1,2,3,4
		Attitude toward learning English	4	5,6,7,8
		Confidence (Self-Confidence)	4	9,10,11,12
		Vocabulary Mastery	4	13,14,15,16
		Total	16	

¹² Likert scale usually has five potential choices (strongly agree “SA” (5), agree “A” (4) neutral “N” (3), disagree “(2), strongly disagree “SDA” (1).

E. Data Collection Technique

¹⁰ In collecting the data, the researcher used a questionnaire as the research instrument. The questionnaire was distributed to the selected sample and consisted of 16 statements. The students were given 15 minutes to complete the questionnaire based on their own opinions. The data collection procedures are as follows:

- a) The researcher distributes the questionnaire to ¹⁹ the research sample.
- b) The researcher collects the completed questionnaires.
- c) The researcher analyzes the collected data.
- d) The researcher classifies the responses according to each statement.
- e) The researcher interprets the data and draws conclusions.

F. Data Analysis Technique

After the questionnaires had been collected, the data were organized and prepared for analysis. Each response was coded based on the five-point Likert scale to facilitate statistical calculation. The collected data were then tabulated according to each research indicator, namely motivation, attitude, confidence, and vocabulary mastery.

¹⁹ According to Nikawati and Melzi (2023:45), a Likert scale is an instrument used to measure individuals' attitudes, opinions, and perceptions toward particular phenomena. ¹⁵ In this study, the scale was employed to measure students' responses

to the questionnaire items related to the internal factors causing their lack of interest in learning English.

Each response was assigned a numerical score ranging from 5 to 1. ²¹ Positive statements were scored as Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). For negative statements, the scoring procedure was reversed to ensure consistency in interpreting the data.

The formula used to percentage the data in this research ¹² as follows:

$$P = \frac{F}{N} \times 100\%$$

Where: P =percentage of scores

F= Total score obtained

N= Sum of score

Table 3.3 Classification of students' Lack of Interest Questionnaire Score

Classification	Interpretation
66-100%	High
56-65%	Moderate
<55%	Low

Munawaroh. (2012:78)

1. Interpretation of Classification

With this technique, the conclusion is determined by the final percentage score obtained with the following provisions:

- a. If the final percentage score obtained is between 66% – 100%, it will be interpreted that the students have high lack of interest¹ in learning English at the eighth grade of SMP Negeri 3 Tembilahan Hulu.
- b. If the final percentage score obtained is between 56% – 65%, it will be interpreted that the students have moderate lack of¹ interest in learning English at the eighth grade of SMP Negeri 3 Tembilahan Hulu.
- c. If the final percentage score obtained is less than 55%, it will be interpreted that the students have low lack of¹ interest in learning English at the eighth grade of SMP Negeri 3 Tembilahan Hulu.

DATA PRESENTATION AND RESEARCH FINDINGS

A. Data Presentation

11

This chapter presents and discusses the findings of the research on the factors causing students' lack of interest in learning English among the eighth-grade students of SMP Negeri 3 Tembilahan Hulu. The data were collected through a questionnaire and are presented in tables to facilitate interpretation and analysis. The questionnaire was developed based on four internal factors, namely motivation, attitude, confidence, and vocabulary mastery, and consisted of sixteen statements representing the research indicators.

53

The objectives of this study were to identify the internal factors causing students' lack of interest in learning English and to determine the dominant factor influencing their lack of interest. Based on these objectives, the research findings are presented and discussed in this chapter.

23

1. Validity and Reliability Testing

a. Validity Result

Before the main data collection, the questionnaire was piloted to evaluate its validity and reliability. The pilot study involved 11 students from Class A. Their responses were analyzed using SPSS to test the instrument's validity and reliability. After the questionnaire was confirmed to be valid and reliable, the main data were collected from different students, including other students from Class A and the other selected classes.

The initial instrument consisted of 30 questionnaire items. The validity test indicated that 26 items met the validity criteria, while the remaining 4 items were found to be invalid and were excluded from the instrument. From the 26 valid items, 16 were selected for the final questionnaire. The selection was based on the four research indicators: motivation, attitude, confidence, and vocabulary mastery. To ensure that each indicator was equally represented, four valid items were chosen from each indicator, resulting in a final questionnaire consisting of 16 items. Validity result were shown in the table below:

Table 4.1 Result of Validity

No	Statements	R-Table	R-Count	Result
1	Statements 1	0,602	0,890	Valid
2	Statements 2	0,602	0,770	Valid
3	Statements 3	0,602	0,669	Valid
4	Statements 4	0,602	0,274	Invalid
5	Statements 5	0,602	0,169	Invalid
6	Statements 6	0,602	0,857	Valid
7	Statements 7	0,602	0,670	Valid
8	Statements 8	0,602	0,920	Valid
9	Statements 9	0,602	0,863	Valid
10	Statements 10	0,602	0,722	Valid
11	Statements 11	0,602	0,697	Valid
12	Statements 12	0,602	0,800	Valid
13	Statements 13	0,602	0,845	Valid

No	Statements	R-Table	R-Count	Result
14	Statements 14	0,602	0,816	Valid
15	Statements 15	0,602	0,884	Valid
16	Statements 16	0,602	0,736	Valid
17	Statements 17	0,602	0,670	Valid
18	Statements 18	0,602	0,920	Valid
19	Statements 19	0,602	0,892	Valid
20	Statements 20	0,602	0,875	Valid
21	Statements 21	0,602	0,861	Valid
22	Statements 22	0,602	0,912	Valid
23	Statements 23	0,602	0,913	Valid
24	Statements 24	0,602	0,752	Valid
25	Statements 25	0,602	0,431	Invalid
26	Statements 26	0,602	0,809	Valid
27	Statements 27	0,602	0,939	Valid
28	Statements 28	0,602	0,648	Valid
29	Statements 29	0,602	0,722	Valid
30	Statements 30	0,602	0,281	Invalid

2. Reliability Testing

46

Table 4.2 Reliability Statistic

Cronbach's Alpha	N of Items
0,975	30

5

Reliability refers to the consistency of a research instrument in producing stable and dependable results when it is administered under similar conditions. A reliable instrument ensures that the data collected are consistent and can be trusted for further analysis.

45

In this study, the reliability of the questionnaire was examined using Cronbach's Alpha through SPSS. Cronbach's Alpha was selected because it is widely used to evaluate the internal consistency of questionnaire items. A higher Cronbach's Alpha coefficient indicates a greater level of reliability among the questionnaire items.

27

The questionnaire was administered to 11 eighth-grade students during the pilot test. The responses obtained from the pilot study were analyzed using SPSS to determine the reliability coefficient. The analysis produced a Cronbach's Alpha value of 0.975, indicating that the questionnaire had a very high level of internal consistency. Since the obtained coefficient exceeded the minimum acceptable value of 0.70, the questionnaire was considered reliable and appropriate for use in the main study.

14

Based on the reliability analysis, the researcher concluded that the questionnaire was sufficiently consistent to measure the internal factors causing ² students' lack of interest in learning English. ¹⁵ Therefore, the instrument was suitable for collecting data from the research sample.

3. The Percentage of Students' Lack of Interest in Learning English

Table 4.3 The Percentage of Students' Lack of Interest in Learning English on Motivation

No	Statements	Percentage%				
		⁴⁴ Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I feel unmotivated to learn English which show my lack of interest in learning English.	8.9%	11.1%	55.6%	13.3%	11.1%
2	I do not try to learn English even when it feels difficult, reflecting my lack of interest in learning English.	6.7%	20.0%	42.2%	22.2%	8.9%
3	I am not enthusiastic during English lessons, indicating my lack of interest in learning English.	11.1%	24.4%	40.0%	13.3%	11.1%
4	I do not practice English outside the classroom, which shows my lack of interest in learning English.	8.9%	20.0%	28.9%	22.2%	20.0%
Total		8.90%	18.88%	41.69%	17.75%	12.78%

Table 4.3 presents the distribution of students' responses to the four questionnaire items representing the motivation indicator. For Item 1, 8.9% of the students selected ⁹ Strongly Disagree, 11.1% Disagree, 55.6% Neutral, 13.3% Agree, and 11.1% Strongly Agree. Regarding Item 2, 6.7% chose Strongly Disagree, 20.0% Disagree, 42.2% Neutral, 22.2% Agree, and 8.9% Strongly Agree. For Item 3, the responses consisted of ¹⁸ 11.1% Strongly Disagree, 24.4% Disagree, 40.0% Neutral, 13.3% Agree, and 11.1% Strongly Agree. Meanwhile, Item 4 showed that ⁴¹ 8.9% of the students selected Strongly Disagree, 20.0% Disagree, 28.9% Neutral, 22.2% Agree, and 20.0% Strongly Agree.

Overall, the findings indicate that Neutral was the dominant response within the motivation indicator, accounting for 41.69% of the total responses. This result suggests that most students demonstrated a moderate level of motivation toward learning English. Although some students expressed positive responses, the predominance of neutral responses indicates that their motivation had not yet fully developed.

12

Table 4.4 The Percentage of Students' Lack of Interest in Learning English on Attitude

No	Statements	Percentage%				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5	I feel that learning English is not enjoyable, which reflects my lack of interest in learning English.	13.3%	28.9%	24.4%	17.8%	15.6%
6	I do not like English as a subject, reflecting my lack of interest in learning English.	15.6%	26.7%	24.4%	15.6%	17.8%
7	I rarely pay attention during English lessons, which shows my lack of interest in learning English.	17.8%	17.8%	31.1%	20.0%	13.3%
8	I feel that learning English is a burden for me, which reflects my lack of interest in learning English.	15.6%	28.9%	24.4%	11.1%	20.0%
Total		15.58%	25.58%	26.08%	16.13%	16.68%

Table 4.4 presents the distribution of students' responses to the four questionnaire items representing the attitude indicator. For Item 5, 13.3% of the students selected Strongly Disagree, 28.9% Disagree, 24.4% Neutral, 17.8% Agree, and 15.6% Strongly Agree. Regarding Item 6, 15.6% chose Strongly Disagree,

26.7% Disagree, 24.4% Neutral, 15.6% Agree, and 17.8% Strongly Agree. For Item 7, the responses consisted of 17.8% Strongly Disagree, 17.8% Disagree, 31.1% Neutral, 20.0% Agree, and 13.3% Strongly Agree. Meanwhile, Item 8 showed that 15.6% of the students selected Strongly Disagree, 28.9% Disagree, 24.4% Neutral, 11.1% Agree, and 20.0% Strongly Agree.

Overall, the findings show that Neutral was the most frequently selected response for the attitude indicator, representing 26.08% of the total responses. This result indicates that most students demonstrated a moderate attitude toward learning English. Although several students showed positive attitudes by selecting Agree and Strongly Agree, the predominance of neutral responses suggests that their attitudes toward learning English were not consistently positive. Therefore, attitude was categorized as a moderate factor contributing to students' lack of interest in learning English at the eighth grade of SMP Negeri 3 Tembilahan Hulu.

Table 4.5 The Percentage of Students' Lack of Interest in Learning English on Confidence

No	Statements	Percentage%				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9	I am not confident when answering questions in English class, reflecting my lack of interest in learning English.	6.7%	22.2%	28.9%	24.4%	17.8%

10	I am afraid of making mistakes when using English, which contributes to my lack of interest in learning English.	6.7%	17.8%	15.6%	35.6%	24.4%
11	I feel shy when participating in English learning activities, indicating my lack of interest in learning English.	13.3%	13.3%	35.6%	15.6%	22.2%
12	I feel nervous when asked to use English, reflecting my lack of interest in learning English.	4.4%	15.6%	15.6%	33.3%	31.3%
Total		7,78%	17,23%	23,93%	27,23%	23,93%

Table 4.5 presents the distribution of students' responses to the four questionnaire items representing the confidence indicator. For Item 9, 6.7% of the students selected Strongly Disagree, 22.2% Disagree, 28.9% Neutral, 24.4% Agree, and 17.8% Strongly Agree. Regarding Item 10, 6.7% chose Strongly Disagree, 17.8% Disagree, 15.6% Neutral, 35.6% Agree, and 24.4% Strongly Agree. For Item 11, the responses consisted of 13.3% Strongly Disagree, 13.3% Disagree, 35.6%

Neutral, 15.6% Agree, and 22.2% Strongly Agree. Meanwhile, Item 12 showed that 4.4% of the students selected Strongly Disagree, 15.6% Disagree, 15.6% Neutral, 33.3% Agree, and 31.1% Strongly Agree.

Overall, the findings indicate that Agree was the most frequently selected response for the confidence indicator, representing 27.23% of the total responses. This result suggests that confidence was one of the major factors influencing students' lack of interest in learning English. The predominance of Agree responses indicates that many students acknowledged experiencing confidence-related difficulties, such as feeling hesitant, shy, or afraid of making mistakes when learning or using English. Therefore, confidence was categorized as a high factor contributing to students' lack of interest in learning English at the eighth grade of SMP Negeri 3 Tembilahan Hulu.

Table 4.6 The Percentage of Students' Lack of Interest in Learning English on Vocabulary

No	Statements	Percentage%				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13	Limited vocabulary makes me lose interest, leading to my lack of interest in learning English.	11.1%	24.4%	20.0%	28.9%	15.6%
14	I do not understand the vocabulary used in English lessons, which causes my	6.7%	11.1%	26.7%	33.3%	22.2%

	lack of interest in learning English.					
15	I find it difficult to understand English texts due to limited vocabulary, which reflects my lack of interest in learning English.	15.6%	13.3%	33.3%	15.6%	22.2%
16	I often forget English vocabulary, which leads to my lack of interest in learning English.	8.9%	17.8%	20.0%	26.7%	26.7%
Total		10.58%	16.65%	25.00%	26.13%	21.68%

Table 4.6 presents the distribution of students' responses to the four questionnaire items representing the vocabulary mastery indicator. For Item 13, 11.1% of the students selected ¹⁸ Strongly Disagree, 24.4% Disagree, 20.0% Neutral, 28.9% Agree, and 15.6% Strongly Agree. Regarding Item 14, ³⁰ 6.7% chose Strongly Disagree, 11.1% Disagree, 26.7% Neutral, 33.3% Agree, and 22.2% Strongly Agree. For Item 15, ⁹ the responses consisted of 15.6% Strongly Disagree, 13.3% Disagree, 33.3% Neutral, 15.6% Agree, and 22.2% Strongly Agree. Meanwhile, Item 16 showed that ¹⁷ 8.9% of the students selected Strongly Disagree, 17.8% Disagree, 20.0% Neutral, 26.7% Agree, and 26.7% Strongly Agree.

Overall, the findings indicate that Agree was the most frequently selected response for the vocabulary mastery indicator, representing 26.13% of the total

responses. This result suggests that vocabulary mastery was ⁶one of the factors influencing students' lack of interest in learning English. The predominance of Agree responses indicates that many students experienced difficulties related to vocabulary knowledge, making it challenging for them to understand English lessons and express their ideas effectively. Therefore, vocabulary mastery was categorized as a high factor contributing to students' lack of interest ¹in learning English at the eighth grade of SMP Negeri 3 Tembilahan Hulu.

Table 4.7 ²The Percentage of Students' Lack of Interest in Learning English on Motivation, Attitude, Confidence, and Vocabulary

No	Indicators	Percentage (%)	Category	Overall Mean Score	Criteria
1	Motivation	61.6%	Moderate	63.8%	Moderate
2	Attitude	58.6%	Moderate		
3	Confidence	68.4%	High		
4	Vocabulary	66.4%	High		

Based on Table 4.7, four internal factors were identified as contributing to students' lack of ¹ interest in learning English at the eighth grade of SMP Negeri 3 Tembilahan Hulu. Among these factors, confidence obtained the highest percentage (68.4%), followed by vocabulary mastery (66.4%), motivation (61.6%), and attitude (58.6%). These findings indicate that confidence was the most dominant factor affecting students' ⁸ lack of interest in learning English. The results also suggest that many students experienced difficulties related to self-confidence, while limited vocabulary mastery further reduced their interest in learning English. In contrast, motivation and attitude contributed to students' lack of interest at a moderate level.

The overall percentage score was 63.8%, which was classified as the "Moderate" category. ¹ Based on this finding, it can be concluded that the internal ³³ factors influencing students' lack of interest in learning English at the eighth grade of SMP Negeri 3 Tembilahan Hulu were generally at a moderate level, with confidence identified as the most dominant contributing factor.

B. Research Findings

This research aimed to identify the internal factors causing students' lack of ¹ interest in learning English among the eighth-grade students of SMP Negeri 3 Tembilahan Hulu. The data were collected through a questionnaire consisting of four indicators: motivation, attitude, confidence, and vocabulary mastery. The analysis showed that the percentage scores for each indicator were 61.6% for Motivation, 58.6% for Attitude, 68.4% for Confidence, and 66.4% for Vocabulary

Mastery. The overall percentage score was 63.8%, which was classified as Moderate.

Among the four indicators, Confidence obtained the highest percentage (68.4%) and was categorized as High, indicating that it was the dominant factor contributing to students' ⁸ lack of interest in learning English. This finding suggests that many students lacked confidence when participating in English lessons because ⁸ they were afraid of making mistakes, felt shy, and hesitated to use English. Vocabulary Mastery ranked second with a percentage of 66.4%, which was also categorized as High. This result indicates that limited vocabulary knowledge made it difficult for students to understand English learning materials, thereby reducing their interest in learning the language.

Motivation obtained a percentage of 61.6% and was categorized as Moderate, indicating that students' motivation to learn English was moderate and still needed improvement. Meanwhile, Attitude recorded the lowest percentage (58.6%) and was also categorized as Moderate, showing that although it was the least influential factor, it still contributed to ² students' lack of interest in learning English.

Overall, the findings indicate that confidence was the most influential factor affecting ² students' lack of interest in learning English, followed by vocabulary mastery, motivation, and attitude. The overall score of 63.8% falls within the interval of 56–65%, indicating that the factors causing students' lack of interest in learning English were classified as Moderate.

CONCLUSION AND SUGGESTIONS**A. Conclusion**

This research was conducted to identify the internal factors causing students' lack of interest in learning English among the eighth-grade students of SMP Negeri 3 Tembilahan Hulu. The findings revealed that students' lack of interest was influenced by four internal factors, namely motivation, attitude, confidence, and vocabulary mastery. The overall percentage score was 63.8%, indicating that the level of students' lack of interest in learning English was categorized as Moderate.

Among the four factors, confidence was identified as the dominant factor, with the highest percentage score of 68.4%, followed by vocabulary mastery (66.4%), motivation (61.6%), and attitude (58.6%). These findings suggest that students' confidence and vocabulary mastery had a greater influence on their interest in learning English than the other factors. Students who lacked confidence were more likely to hesitate to participate in classroom activities, while limited vocabulary made it more difficult for them to understand English learning materials and express their ideas.

Based on these findings, English teachers are encouraged to create a supportive and engaging learning environment that helps students develop greater confidence and expand their vocabulary. Teachers should also provide more interactive learning activities that motivate students to participate actively in English lessons. Furthermore, future researchers are encouraged to investigate other

factors that may influence students' interest in learning English by involving larger samples and applying different research methods to obtain more comprehensive findings.

B. Suggestions

Based on the conclusion above,⁵ the researcher would like to provide some suggestions as follows:

1. For English Teachers

The English teachers are suggested to pay more attention to students' confidence during the learning process. Teachers should create a supportive and enjoyable classroom atmosphere so that students are not afraid of making mistakes when using English. Teachers are also encouraged to use interesting learning methods, activities, and media to increase students' motivation and enrich their vocabulary mastery.

2. For Students

⁴⁰ The students are suggested to improve their confidence in learning English by actively participating in classroom activities, asking questions, and practicing English regularly. They are also encouraged to increase their vocabulary through reading English books,⁵¹ watching English videos, listening to English songs, and practicing English in daily communication. By improving their confidence and vocabulary mastery, students can develop greater interest in learning English.

29

3. For Future Researchers

The researcher suggests that future researchers conduct further studies related to students' lack of interest in learning English by involving a larger number of participants and investigating other factors that may influence students' interest in learning English. Future researchers may also use different research instruments, such as interviews or observations, to obtain more comprehensive findings.

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