



Investigating the Eight Graders' Interest in Learning English at SMP YPK Hedam Abepura

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Abstract: This research aims to determine interest in learning and the factors that influence students' interest in learning in eighth grade students at YPK Hedam Abepura Middle School, Jayapura. The design of this research is descriptive-qualitative, using questionnaire instruments, observation, and documentation. The subjects in this research were 25 students in VIII A and 1 English teacher. The results of this research show that the interest in learning English of eighth grade students at YPK Hedam Middle School is very low. However, it is caused by various factors. The factors that influence students' interest in learning are: a) internal factors; and b) external factors. From the results of this research, students showed In the first aspect of 25 respondents, there were 2,74 (55%) who did not have a feeling of pleasure when studying English, while the second aspect saw 3,68 (74%) actively involved in learning English in class, the third aspect 3,23 (65%) who had an interest in learning English, and the last aspect 3,14 (63%) who seemed to focus on paying attention during English learning hours. Students feel unhappy when learning English, and the rest of them just follow English lessons without interest. From the results obtained, each aspect has clearly shown how students are doing in class when learning English, and students who do not have an interest in learning are also less (64,24%) maximum criteria score indicators of interest.

Keywords: *Investigate, Student interest, learning English*

Abstract: Penelitian ini bertujuan untuk mengetahui minat belajar dan faktor-faktor yang mempengaruhi minat belajar siswa pada siswa kelas VIII SMP YPK Hedam Abepura Jayapura. Desain penelitian ini adalah deskriptif-kualitatif, dengan menggunakan instrumen angket, observasi, dan dokumentasi. Subyek dalam penelitian ini adalah 25 siswa kelas VIII A dan 1 guru Bahasa Inggris. Hasil penelitian ini menunjukkan bahwa minat belajar bahasa Inggris siswa kelas VIII di SMP YPK Hedam sangat rendah. Namun hal tersebut disebabkan oleh berbagai faktor. Faktor-faktor yang mempengaruhi minat belajar siswa adalah: a) faktor internal; dan b) faktor eksternal. Dari hasil penelitian siswa menunjukkan Pada aspek pertama dari 25 responden terdapat 2,74 (55%) yang tidak merasa senang saat belajar bahasa Inggris, sedangkan aspek kedua melihat 3,68 (74%) terlibat aktif dalam pembelajaran bahasa Inggris di kelas, dan aspek ketiga 3,23 (65%) yang mempunyai minat belajar bahasa Inggris, dan aspek terakhir 3,14 (63%) yang terlihat fokus memperhatikan saat jam pelajaran bahasa Inggris. Siswa merasa tidak senang ketika belajar bahasa Inggris, dan selebihnya hanya mengikuti pelajaran bahasa Inggris tanpa minat. Dari hasil yang diperoleh, setiap aspek sudah menunjukkan dengan jelas bagaimana kinerja siswa di kelas ketika belajar bahasa Inggris, dan terdapat 64,24% siswa yang tidak mempunyai minat belajar.

Kata Kunci: *Investigasi, Minat Siswa, Belajar Bahasa Inggris*

1. INTRODUCTION

Since English has taken its role as one of the most used languages in the world, Indonesia has introduced it as a compulsory subject in its national curriculum. Being so, failing English may prevent a student from getting to the higher level of education. Facing this reality, many parents have put a lot of effort into sending their students to different English courses. To some parents, hiring private English teachers into their homes is a top priority. In fact, not many parents can afford this while hoping that their students can take the advantage of learning English from a regular English education. All these efforts the parents have made appear to have contributed much to their students' success. While this is true, relying too much on teachers and schools for the students' success in learning English may demotivate students to learn English. Students should be geared toward an interest in learning English not only for satisfying their parents' dream or getting good scores in an English exam, but also for having an awareness of the necessity of English proficiency in their future jobs. It is thus necessary for English teaching to also be geared towards building learning interest.

Interest is an inner drive that motivates someone to learn something. According to Lee (2011), learning interest is a personal preference related to learning, which means individuals prioritize one thing over other things. They mention further that interest is influenced by internal (intrinsic) and external (extrinsic) factors. This is demonstrated by Wigfield & Cambria (2010) who state that interest does not only arise from within but also from interactions with activities and contexts that are experienced which means personal and environmental factors can increase or decrease interest in learning. In this case, the teacher, as a mentor, is expected to be able to present a pleasant learning atmosphere in the classroom when teaching. Then, it should be fair to say that a good first impression can attract students' interest in learning.

Interest in learning is important for students because interest in learning affects student learning outcomes. Losing learning interest can contribute to learning difficulties. There is a close relationship between interest and learning. Djaali (2013) expresses that interest is a feeling of curiosity, learning, admiring, or owning something. The more interested a student is in a particular topic, the more he wants to learn about that topic (Rotgans & Schmidt, 2014). A student with an interest arising from within him would be more eager to learn and may deal with problems that he or she encounters. Thus, to generate interest in learning, a classroom teaching needs to invest the most of the effort, for example, by setting clear task goals, using a variety of topics and assignments, using visuals to provide entertainment, and using simulations (Daskalovska et al., 2012). Building on that, students are willing to learn English at its best if they are interested in it. But such interest has to be built upon an awareness of the importance of English in their lives. Thus, it is advised that the teacher should raise the students' awareness of why learning English as a need instead of learning it as a subject.

Based on these grounds, this research was conducted to investigate the interest of a group of EFL students in learning English at a school in Jayapura. The study was expected to provide insights on certain factors that contribute to interest in learning English. Consequently, the teachers may need to allocate more time to boost students' interest by taking into consideration these factors.

2. LITERATURE REVIEW

Interest

Interest is a desire that arises in a person towards something, which is caused by curiosity. Students who have a great interest in learning will be more active when studying. Djaali (2013) makes it clear that interest is built upon a feeling of curiosity, learning, admiring, or owning something. A state where students want to find out about or value something as important as they want to have it or be part of it. In Slameto's (2010) definition, interest can be defined as the preference of something over other things expressed through participation in a particular activity. Students who have an interest in certain subjects tend to pay a greater attention to those subjects. Daskalovska et al. (2012) mentions that the teacher can employ different kinds of activities to generate interest in learning. Some of which include having clear and achievable goals, introducing different kinds of topics and assignments, using visuals to entertain students and simulations .

What can be concluded is that attention is the concentration of physical and psychic energy directed at an object. With this in mind, teachers can always encourage student involvement in the teaching and learning process or in learning activities. The current technological development will certainly channel efforts to create a classroom as a learning interest environment.

Kinds of learning interest

According to some scholars, students who are truly interested are more likely to focus on the topic or activity more fully, work at it for longer periods, use more thoughtful strategies in learning and enjoy doing so (Hidi, 2001; Hidi & Renninger, 2006). Every individual student has various interests and potentials. In theory, student interest in learning falls into three major dimensions:

a. Personal interest

Personal interest is closely related to attitudes and motivation towards certain subjects, whether he is interested or not, whether he is happy or not happy, and whether he has a strong inner drive to master the subject. If that interest develops into an individual interest, the student will be more likely to engage with the material overtime and explore the topic further (Harackiewicz, Durik, Barron, Linnenbrink-Garcia & Tauer, 2008). Personal interests are identical to students' intrinsic interests, which lead to special interests in the social sciences, sports, science, music, literature, computers, and so on. Apart from that, students' interests can also be interpreted as students' interest in the choice of which subject to learn.

b. Situational interest

Situational interest leads to students' interests that are unstable and relatively change depending on external stimulation factors. This includes, for example, the classroom atmosphere, the teacher's way of teaching and family encouragement or parental support in a general sense. This situational interest is related to the lesson theme. Situational interest is generated by particular conditions and/or objects in the environment. Such interest involves focused attention and an affective reaction that may or may not last (Hidi 1990).

c. Psychological interest

According to Peterson et al. (2011), a psychological trait is the basic capacity of an individual, which is important for providing self-motivation, cognitive processes, willingness to fight, and showing good performance in the workplace. Psychological interest is related to personal interest and situational interest. If a student has sufficient knowledge of a subject, has sufficient opportunities to explore it in structured (class) or personal activities (outside of class), and has obtained good scores for school subjects, then this can indicate an interest that the student has in the subjects he or she learns.

According to Shaleh (2004), psychological interest can also be divided further into intrinsic and extrinsic interests:

- 1) Intrinsic interest is interest that is directly related to the activity itself, this is a more basic interest or genuine interest. For example, someone learns a subject because they are interested in science or because they enjoy reading, not only because they want to get praise or awards.
- 2) Extrinsic interest is interest that is related to the final goal of the activity. If the goal has been achieved, there is a possibility that interest will disappear. For example, someone who studies with the aim of becoming the top of the class or passing an exam. This kind of interest can drive him to perform better.

Indicators of students learning interest

Learning interests can be demonstrated by different behaviors that are observable. Some scholars (e.g., Djamariah 2011; Suhartini, 2001) have identified several of them which include feeling of liking or pleasure, statement of preference, feeling of interest, awareness to learn something voluntarily, engaging in learning activities, and greater attention. According to Slameto (2015; 2010), a person's interest in something is expressed through activities or activities related to his interests. So, to find out interest indicators, it can be seen by analysing the activities carried out by individuals or the objects they like, because interest is a learned motive that encourages individuals to be active in certain activities.

a. Feeling of pleasure

A feeling of pleasure will arise from within students if there is an interest in something, such as great curiosity that encourages them to learn something. According to Chaplin (1992), a feeling is a condition where an individual experiences a form of process resulting

from the perception of actions that affect him. In this sense, the situation is carried out on internal and external impulses in the life that is carried out. Koentjaraningrat (1980) mentions that feeling is a description of the situation in a person with full awareness so that it affects the knowledge of positive and negative assessments. Feeling happy when learning English is different from other feelings such as irritation, sadness or anger that can arise when someone has difficulty in learning English. Feelings of pleasure will motivate students to avoid being late to school, participate actively in classroom study and make their way to finish assignments from the teacher, including asking questions to the teacher. Learning English should be fun because it involves learning about a different culture. This shapes how students to think and it is an interesting experience which promotes interest.

b. Student involvement

Student involvement in learning at school as well as in the classroom is an important factor that contributes to students' academic success. Slameto (2015) asserts that some efforts to increase student engagement include dividing classes into small groups, the use of group work, providing assignments, monitoring, and providing opportunities for students to ask and answer questions. According to Jimerson et.al (2003), student engagement involves students having an emotional connection with their teachers, school, and friends. Students can also participate in learning activities at school such as participating in extracurricular activities, achieving high grades, having self-confidence and awareness of themselves, school, teachers and good friends. This is similar to what Fredricks et al. (2004) observed. They mention that student engagement means students have put their emotion, cognition, and behavior along with the classes or school entirety. Student engagement also has an impact on interest in learning, where students who are actively involved in learning tend to have a higher interest in learning. In addition, student involvement also includes participation or involvement as one of the important factors of the success of learning and academic process in school. Feelings of excitement in learning English can be reflected in students' active involvement in learning, which involves cognitive, affective, and psychomotor aspects.

c. Student attention

Student attention during a classroom learning is the ability of students to focus and be actively involved in the learning process. Students having good attention can help them learn effectively which contributes to better comprehension of the learning materials. There are some ways to improve student attention. They include recognizing and helping children who are less engaged, investigating the causes, and providing fun learning experiences. In addition, student attention can also be increased by dividing the class into small groups, using group work methods, giving observation tasks, monitoring, and providing opportunities for students to ask questions and respond. Attention involves psychic drive that focuses on generating an object or greater awareness of what is done (Rismawati 2015). Slameto (2015) associates this as mindfulness which relates to internal reflection of a necessary trait of someone. That is activities that a person performs in relation to the selection of stimuli coming from his environment.

d. Willingness to carry out tasks

Students' willingness to carry out tasks can indicate that they are interested in learning something. This can be understood as when teachers give tasks they voluntarily engage and are on tasks until the completion of the tasks. In group work, they are not passive but involved in discussion which include asking and answering questions both among the students or in interacting with the teacher.

Previous Studies

There have been several previous studies related to the study of interest in learning English as a foreign language. Manurung (2018) conducted a study to reveal students' interest in learning English where it reported the level of student interest in learning English. The participants of the study were 77 students of the third semester students of English in Tanjungpura University. A student interest questionnaire, adapted from Yu (2010 in Manurung 2018), was used as an inventory to explore students' level of interest in learning English where the data were analyzed descriptively. The results showed that most of the participants had a high interest in learning English, namely out of 77 participants, there were 40 (52%) students who were labeled as students with high interest. The study concluded that among the eight aspects of interest in learning English, obtaining English scores is the most dominant aspect of interest in learning English. The overall results show that students of the Tanjungpura University Indonesian Study Program have a significant tendency to learn English.

Another study on English learning interest was conducted by Halek (2022) with the title "Investigating Students Interest in Learning English at the night grade." This study examines student interest and factors that influence student interest in the ninth grade of SMPN 13 Jayapura. The study used a qualitative descriptive method with questionnaire and observation as instruments. The results of this study showed that the interest of the ninth graders in learning English was very low. The researcher concluded that the following factors contributed to the low interest: a) internal factors, attention, readiness, and intelligence and b) external factors, school facilities, family, and peers.

Utami, Ariyani, and Rayhana (2023) conducted a study to find out students' interest in learning English. In this study the researchers employed a descriptive qualitative method. They collected the data through observations and interviews. The subjects of this study were two English teachers and the interviews were given to 10 second-grade students of MAN 1 Makassar City selected using purposive sampling with the help of the teachers. The results of this study found that most of the students had an interest in learning English which was shown by their positive responses either from the observations or interviews. Based on the findings from the observations, the researchers concluded that English teachers at MAN 1 Makassar City implemented the teacher relationship-building strategy for students' interests. The results of observing the students also revealed that most students were interested in learning English when the teacher implemented the strategy and most of the students interviewed also had a positive response about their interest in learning English. Therefore, the strategy of building teacher relationships for the benefit of students is very important and useful in the teaching-learning process, especially in English.

Zaki & Al Zuraini (2016) conducted a study to investigate factors that affect student interest which involved elementary students at SDN 7 Kute Panang. The study employed a qualitative approach. A questionnaire with a trust on scale was used as the research instrument and the sample of the study was the parents of students totaling 18 people. The data were analyzed using a descriptive percentage formula. The results showed that most parents (28.05%) strongly agreed with teaching and providing motivation to influence their children's interest in learning. The study concluded that the factors that most influence a student's interest in learning are the desire of the student, attention from parents, attention given by the teacher and also the environment around the student.

In general, the four studies discussed above have shown that when certain treatments were given to the students, their interest in learning English improved. In fact, one of the qualitative studies showed that this may not be the case. Most of the studies applied qualitative design that were based on EFL learning at schools. So far, studies on English learning interest that are targeting junior high schools in Papua is little to record. While the current study is similar in terms of the method or design to the four studies, this study applied to assessing students' portfolios to supplement the study of interest in learning English.

METHOD

The objective of this study was to find out students' interest in learning English and the internal and external factors that influence the students' interest in learning English. This research was carried out using a descriptive qualitative research method. The study took place at SMP YPK Hedam Abepura involving 30 students of VIII graders. The data were gathered using classroom observations, questionnaires and interviews.

During the observation, the researcher was directly involved with the daily activities of the subjects being observed and recorded all activities carried out in the classroom. The observations were carried out to see the classroom teaching and learning process and the students' activities when the teachings involved visual aids. The observations targeted 7 aspects, namely class situation, study materials, teaching techniques, feeling of pleasure, statement of preference, personal interest and learning participation. The results of the observations were in the form of note takings during the classroom observations. Later, these notes were marked for themes, followed by their classification which include aspects such as student participation, attention, and completion of tasks.

The questionnaire was spread to the students to find out their interest in learning English and factors that affect their interest. The questionnaire has 30 items and was distributed to 25 students in the classroom. This questionnaire is 5 likert-scale ranging from strongly disagree (1 point) through strongly agree (5 point). All responses from the students were tallied and counted for percentages of interest and factors affecting the interest in learning English. The following is the range of percentage to assess the rate of the students interest.

Category	Score
Very High	80-100%
High	60-79%
Moderate	40-59%
Low	20-39%
Very Low	0-19%

(Sugiono, 2006)

Beside observing the students and the teacher and administering the questionnaire to the students, interviews were also conducted with the students. The interview was a semi-structured interview with 6 students. These students were those who, based on the classroom observations, were not participating fully in the classroom activities at the time the study was carried out. To maintain fair selection, both male and female students were involved in the interview. The interviews were conducted during class breaks by appointment with the selected students. The questions include topics from motivation, whether or not they completed tasks, group work involvement up to parental support and school/learning environment.

RESULTS

Levels of Interest in English

This research was carried out to find out the level of the students interest in learning English and factors affecting their interest in learning English. The result of the questionnaire is presented first followed by that of the observation and interview. The questionnaire is structured into four aspects: feeling of pleasure, statement of preference, personal interest and learning participation. The kinds of responses the students gave for their interest in the four aspects can be seen in the following table.

No	Indicator of Interest	Score	Category
1.	Feeling of pleasure	2.74 (55%)	Moderate
2.	Statement of preference	3.68 (74%)	High
3.	Personal Interest	3.23 (65%)	High
4.	Learning participation	3.14 (63%)	High
Average		3.21 (64.25%)	High

In terms of feeling of pleasure, the table shows that the average score is 2.74 on a 5 scale. This means 55% of the students felt pleased when they were in an English lesson. This shows a moderate level of interest in learning English. From these results, it can be concluded that the students generally have a positive attitude towards learning English, but there is still room for improvement in terms of enthusiasm and enjoyment.

The second aspect of interest is the statement of preference. The results indicate an average score of 3.68. In other words, 74% of the students showed an interest in terms of their preference towards learning English. These results suggest that students generally prefer collaborative learning and recognize the importance of English for their future.

On personal interest which consists of eight statements, the results show an average score of 3.23. This is to say that 65% of the students show high interest associated with their intrinsic motivation to learn English. Certain statements that receive the highest scores items regarding for example eagerness to be in an English lesson and having an awareness to take the advantage of learning English.

The students also show high interest in terms of learning participation. The results show an average score of 3.14. In other words, 63% of the students involve actively during an English lesson. This may include participation in group work or class discussion. This can be seen from their positive responses on getting good grades and discouragement to find out that there is no teacher in an English lesson.

Based on the rate of interest for each aspect as shown in the table, the level of the students' interest in learning English is high (64.25%) under Sugiono's (2006) category. The results suggest that students generally have a positive attitude towards learning English, recognize its importance, and are interested in participating actively in lessons.

Internal and external factors affecting student learning interest.

The following are the results of the classroom observations and interviews carried out in three English lessons. The discussion of the results have been grouped into internal and external factors. The observations found that the internal factors include intelligence, motivation, and attention. The external factors include family support and school environment.

a. Internal Factors

1) Ability

The observation showed that some students are less active in asking questions when the teacher opens the question and answer session. One of the main reasons is that students do not understand what the teacher is saying. When the teacher opens the question and answer session, students are expected to participate in discussions and ask questions. However, for these students, if they do not understand what the teacher is saying, they remain silent and do not actively participate in the discussion.

In addition, during the observations it appeared that some students have difficulty in reading and constructing sentences which may be due to limited English vocabulary. This was seen particularly during question and answer sessions or group work. This is to say that students with limited English proficiency will experience difficulty articulating their thoughts and ideas, leading to feelings of frustration and embarrassment.

2) Motivation

Some students did not show enthusiasm for English lessons and did not have a high level of curiosity to learn. This led to a lack of engagement and motivation, making it difficult for students to stay focused and interested in the lesson. When students were not excited about learning English, they seemed to be unmotivated to participate actively in class, which had an effect on losing track of an English lesson they were attending.

Some students appeared to consider English unimportant because it is not their first language. This was seen from unwillingness to participate in group discussion or completing tasks given by the teacher. Some students made several excuses to leave the classroom several times. Some students appeared to be hesitant to engage in English speaking practice organized by the teacher. This lack of confidence led to less participation in class discussions and or group work. While some students actively engaged in every class task, some others were embarrassed to ask questions due to fear of being teased or laughed at by their classmates. These students preferred to remain silent and restrain themselves from participating in class or group discussions.

3) Attention

One of the significant challenges faced by students is they easily lost focus during an English class. This is evident when students did not pay attention while the teacher was teaching. This lack of focus can be attributed to various factors, including the complexity of the material, the teaching methods used, or the students' personal interests. Besides, many students did not have English textbooks during an English class. This can make it difficult for students to access and review the material, leading to a lack of understanding and retention of the information.

b. External factors

The following discussions are based on the interviews with several students who had been categorized as less active students.

1) Family Support

The interviews revealed that the less active students receive little support for their learning from their parents. One of the external factors that can affect students' performance in English lessons is the limited support they receive from their parents. This is evident when parents provide less support to their children when they get bad grades in English lessons. When parents do not show interest in their children's academic performance, it can lead to a lack of motivation and engagement in the subject.

Another aspect obtained from the interview is lack of parental involvement in their children's school activities. The students said that they seldom receive guidance or support related to school when they are at home. For example, their parents do not often ask about students' activities at school or how their English has progressed since they learned it at the school. For some students, what they have been receiving is financial support, for others this too is a problem they encounter.

2. School Environment

This aspect is obtained from the observations at the school. Based on the observations it was found that English lessons had been scheduled in the afternoon and that it was hard for the students to pay attention to follow the English lessons. It was found that the room is hot and uncomfortable which led students to lack focus, sweat. Some students would play or feel tired and fall asleep.

The observations also found that facilities to support the learning are insufficient. For example, there are not many English dictionaries in the library to bring into an English class. Although many students have their own cell phones, only very few of them can afford the Internet at their own cost. Along with that, the school has very limited teaching media such as audio visual media (e.g., Digital Projector) to establish more engaging and effective learning for the students.

DISCUSSION

The final results obtained from the observation, questionnaire, and interview have shown that while the students have moderate interest in learning, many students also have certain internal and external factors that need to be dealt with. From the results it can be said that each aspect has clearly shown how students were doing in class when learning English. However, it can also be said that not all students are interested in learning English even though the students are still involved in doing English assignments, attending English classes, and also paying attention when teachers teach, some students appear to lose interest in learning English. This confirms studies conducted previously on interest in learning English (Utami, Ariyani, and Rayhana, 2023; Halek 2022; Manurung, 2018; Zaki & Al Zuraini 2016) This situation can be overcome immediately by involving motivational assistance from parents and special attention from teachers and the school environment to help develop students' interest in learning so that these three moderate aspects can rise for the better.

The interview in detail demonstrated that the students considered English classes boring and uncomfortable. They felt anxious when the teacher explained certain topics. They also admit that their learning achievement is low. In fact, they are rarely scolded by their parents or ridiculed by their peers. Despite this, they still attend English classes because they consider English lessons as routine to fulfill their report card scores, such as not having to understand English, which is necessary to complete their attendance scores. This is to say that special attention is needed from teachers to increase students' enthusiasm for learning. Improving interesting learning methods and media, such as material-related games can help create a more comfortable environment and increase student interest which results in active engagement (Friedricks et.al. 2004; Jemerson et.al. 2003). In addition, encouragement, motivation, and assertiveness from parents are also needed to improve student achievement at home. From the questionnaire, it can be seen that parents do not play an active role in seeing the development of their children in the learning process at home, so most students consider that English is not too important for them.

The observations also show that students do not show curiosity and are not enthusiastic when learning. This can be the result of several factors that cause students to lack enthusiasm and enthusiasm in learning English. They are, for example, lack of interaction between teachers and students, the mid-day scheduling of English class especially after sports lessons, unattractive teaching style, difficulty in doing assignments, classmates influence, insufficient supporting materials such as text books and dictionary in the library, and low interest in learning English. In addition, the role of parents and teachers is also very important in increasing students' interest in learning. Parents and teacher support is equivalent to attention. Such attention can bear on the student full attention (Rismawati, 2015; Slameto, 2015) or feeling of pleasure (Chaplin, 1992) during the lesson Other external factors include lack of facilities such as textbooks and dictionaries as well as inadequate teaching media, as well as lack of parental support and special attention from class teachers.

Based on these findings, a holistic approach is needed. Schools need to provide adequate facilities and resources, including textbooks and dictionaries, to support learning. The role of parents is also important in supporting their children's academic achievement. Teachers need to monitor student behavior, personality development, and personal growth because a strong interest in learning not only affects academic performance but also plays a role in students' personality development and personal growth. As students pursue an interest in learning, they become bolder in taking on challenges, honing their skills, and developing confidence. It also encourages them to continue learning outside the classroom and engage in lifelong learning. Provide appropriate punishments and apply interesting learning methods to increase students' interest and motivation in learning English. In conclusion, the study highlights the need for joint efforts from schools, teachers, and parents to increase students' interest in learning English by providing adequate facilities, engaging teaching methods, and external support.

CONCLUSION

This study was conducted to find out the level of interest in learning English and factors affecting the interest. The results have shown that the students have high interest in English. Nevertheless, some of the students have problems that influence their interest in English learning. The study has identified several internal and external factors which include ability, motivation, attention, parental support and school/learning environment. This research has provided a comprehensive understanding of students' interest in learning English. Interest is defined as the desire that arises in a person towards something, caused by curiosity. Based on the results of the study, the following conclusions are made. First, in general, the students' interest in learning English is high. Students with a strong interest in learning are more likely to be active and engaged in the learning process. This research has identified various dimensions of student learning interests, including personal interests, situational interests, and psychological interests

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