

CHAPTER I

INTRODUCTION

The research introduction is given in this chapter. There are seven sections to it. These include the research's background, limitation, formulation, purpose, significance, and definition of key term. The purpose of this investigation is explained in this chapter.

A. Research Background

Based on (Rahmah, n.d.) the relevance of students' interest in the learning situation is demonstrated by the positive relationship between self-efficacy and intrinsic interest and learning results. Interest is very significant in a person's life and has a big impact on behavior and attitudes. Interest gives a considerable desire to study during development. The desire to learn is a requirement that directly correlates with a study associate and permits success in study activities. An interest in life is required, especially for those still in school. Students lack incentive to study, much like students lack interest in the fundamentals of a selfless person's life. Students must retain a good attitude and enthusiasm in learning the language and examining it successfully in the big scheme of things.

The researcher interviewed the English Teacher of MA Al-Munawwaroh in April 2024 regarding the process of teaching English. He mentioned that English is taught in the morning as the first courses taught, the class size is small and exclusive, and he usually delivers a worksheet to help the students fulfill their assignments on time, and attend the class regularly. If there are students who are

absent, it is usually due to illness or urgent conditions, because students always participate on time.

According to Imam Bahroni as an English teacher at Ma Al Munawwaroh Rambah Hilir, English learning time at grade x MA Al Munawwaroh is held on Tuesdays from 7.30 - 8.10 am with four students, including RS, H, RS, IMR, in this class the teacher teaches using worksheets, When the teacher gives assignments in class X English lessons, students always do their assignments on time and attend every lesson, especially in English lessons.

Regarding the motivation of MA Al Munawwaroh students in studying, it can be said that they have high learning motivation as what the students do, namely diligently doing their assignments, being tenacious in facing difficulties, having a high enthusiasm for learning, and liking new knowledge. Meanwhile, the definition of learning motivation according to (Rahmah, n.d.) is the overall driving force within students that gives rise to learning activities, which guarantees learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved.

B. Limitation of the Research

The researcher in this study focused solely on the students and examined the interest of Grade X MA Al Munawwaroh Rambah Hilir in studying English, factor influenced by Students interest in learning English is very low and there is a lack of practice for students in speaking English.

C. Formulation of the Research

The following question can be used to formulate the research question:

1. What aspects influence students interest in learning English?
2. How do these aspects affect their English performance?

D.Purpose of the Research

The aim of this study was to characterize the internal and external factors that affect Grade x Ma Al Munawwaroh Rambah Hilir students enthusiasm for learning English and to find out whether internal factors and external factors affect the interest in learning English. Factors that influence students english performance include physical factors, physicological factors, family factors, and school factors.

E. Significance of the Research

The researcher expects that by doing the study, the findings will be beneficial to students. And the following Investigator:

1. Regarding the students' enthusiasm in studying English may grow as a result of this research, particularly if internal and external factors are improved.
2. To serve as a resource for future researchers, this study included details on the elements affecting students' motivation to learn as well as strategies for enhancing student learning.

F. Definition of Key Term

1. Students Interest

According to (Istiqah et al., 2022), Interest is what motivates someone to focus on another individual, activity, or item. On the other hand, interest in learning is a feeling of enjoyment, curiosity, and a strong want to study that is perceived as providing advantages and fulfillment. Pupils who are enthusiastic about a subject are more likely to focus on it. Students' attention, enjoyment, effort, and engagement are typically indicators of their enthusiasm in learning.

. According to (Nikmah, 2022), Interest is the motivation behind focusing attention on a different individual, activity, or item. A feeling of enjoyment, curiosity, and a strong want to study that is perceived as providing advantages and fulfillment is known as interest in learning.

2. Learning English

According to (Nikmah, 2022) Developing the ability to communicate in English both orally and in writing is the goal of English courses. According to (Nikmah, 2022) that mastering the four language skills speaking, writing, reading, and listening is the goal of learning English. Students are also taught other skills like grammar, vocabulary, and pronunciation.

CHAPTER II

REVIEW OF RELATED LITERATURE

It is essential to discuss and review the related literature. In this chapter, the Researcher discusses a Review of related theories, a Review of associated findings, and a conceptual framework in a Review of the factors that influence students' interest in learning English.

A. Review of Related theories

1. Definition of Interest

Interest is a psychological construct that significantly influencing an individual's engagement, motivation, and learning process. Scholars have defined interest in various ways, emphasizing its role in cognitive and emotional development. Hidi and Renninger (2016) describe interest as a dynamic motivational variable that develops over time, starting as a situational interest triggered by external stimuli and evolving into a more stable, individual interest through repeated exposure and personal relevance. This perspective aligns with Krapp (2011), who argues that interest is not merely a temporary inclination but a long-term preference for engaging with particular subjects, activities, or objects due to their perceived importance and personal significance.

Furthermore, Schiefele (2017) highlights that interest comprises two essential components: cognitive and emotional. Cognitively, interest fosters deep information processing, leading to better comprehension and retention. Emotionally, it generates positive feelings and intrinsic motivation, making individuals more likely to persist in an activity. This dual-component nature

explains why students who develop a strong interest in a subject tend to perform better academically, as they voluntarily invest time and effort in their learning. Harackiewicz et al. (2016) further emphasize that interest plays a critical role in self-regulated learning, where individuals take active control of their educational journey by setting goals, seeking relevant information, and maintaining focus despite challenges.

In addition to its impact on learning, interest is linked to personal development and career choices. According to Deci and Ryan (2017), interest serves as a fundamental driver of intrinsic motivation, encouraging individuals to explore and master new skills without the need for external rewards. This intrinsic motivation is crucial in career decision-making, as people tend to pursue professions that align with their long-term interests and values. Silvia (2017) adds that interest is closely related to curiosity, which fuels creative thinking and problem-solving abilities. When individuals are genuinely interested in a topic, they engage in exploratory behaviors, ask more profound questions, and seek innovative solutions.

Moreover, research suggests that interest can be cultivated through supportive environments and meaningful experiences. Hidi and Renninger (2016) propose that educators and mentors can nurture interest by designing engaging learning activities, providing autonomy, and connecting subjects to real-world applications. Similarly, Schiefele (2017) notes that social interactions and collaborative learning can enhance interest, as individuals are more likely to stay engaged when they share their enthusiasm with others. This perspective is

particularly relevant in education and professional development, where fostering interest can lead to higher engagement, persistence, and overall satisfaction.

In this study researchers used the theory of (Istiqah et al., 2022). According to (Istiqah et al., 2022), Interest is an attitude that is defined by the need or desire to focus selectively on something that is important to the individual, such as a goal, activity, or field of study. Interest is defined as "being engaged, engrossed, or entirely taken up with some activity because of its recognized worth."

It indicates that someone will put their all into pursuing a passion project. For instance, when students are motivated to learn a language, they will look for and investigate materials about it whenever they can, enroll in classes to deepen their understanding of the subject, and put in much effort to acquire something worthwhile.

(Istiqah et al., 2022) A movement style that motivates a person to confront or interact with people, objects, activities, and experiences that are stimulated by the activity is linked to interest, it was mentioned. As stated by (Istiqah et al., 2022), interest is the propensity to continually pay attention to an activity while enjoying it. Furthermore, "Interest is a persistent tendency to pay attention to and enjoy some activity or content," according to (Istiqah et al., 2022). A feeling of liking and attraction to something or someone out of their own volition is called interest. When someone is engaged in something, they will continually pay attention to it and experience pleasure.

2. Factors influencing interest in learning

Interest in learning is influenced by multiple factors, which can be broadly categorized into internal and external factors. Internal factors originate from within an individual, including cognitive abilities, intrinsic motivation, and self-efficacy, whereas external factors involve environmental influences such as family, peers, educators, and school conditions. According to Schunk and DiBenedetto (2021), students with high self-efficacy and intrinsic motivation are more likely to engage deeply in learning activities, persist through challenges, and develop long-term interest in a subject. This aligns with Deci and Ryan's (2017) Self-Determination Theory, which posits that autonomy, competence, and relatedness play key roles in fostering motivation and sustained interest in learning. When students feel a sense of control over their learning, believe in their capabilities, and experience social connections, they are more likely to develop strong academic interests.

In addition to internal factors, external elements such as parental support, teacher engagement, and peer influence play a crucial role in shaping students' interest in learning. Harackiewicz et al. (2016) emphasize that teachers can cultivate students' interest by providing meaningful and engaging learning experiences, incorporating real-world applications, and fostering a positive classroom environment. Similarly, Wentzel (2017) highlights that positive peer relationships contribute to academic interest, as students are more likely to stay motivated when they engage in collaborative learning and receive encouragement from their peer encouragement. Parental involvement is also a significant factor;

Eccles and Wang (2012) argue that parents who provide academic support and encourage curiosity can positively influence their children's long-term interest in education.

One of the most important motivators linked to the formation and control of goal-oriented behavior has been shown to be an interest in education and learning. This is acknowledged as a motivating element that influences performance and learning. Nonetheless, previous research has found a few problems that match the description of elements influencing students' motivation to learn English. The theory applied is based (Istiqia et al., 2022) and can be used to understand current situations or events as well as to achieve the goals of this research project. According to (Istiqia et al., 2022), there are two types of factors that have an impact on students' enthusiasm for learning: internal and external effects. External factors include things like peers, family, and school, whereas internal factors come from within the person and can be both physical and non-physical. Numerous factors can cause students' interest in their studies to increase or decrease. The better and more beneficial the influencing factor, the greater the motivation in learning, among others :

a. Internal Factors

Both physical and non-physical components are examples of internal elements that impact students' learning interests. The internal factors are as follows:

1) Physical Factors

According to (Istiqia et al., 2022), stating that a student's learning is affected by their physical well-being. They observed that a student's desire

to attain high academic standards is also significantly impacted by the state of their internal organs, including their hearing, sight, and sensory health. However, health issues that affect students, like exhaustion, hearing, or vision issues, can make them less interested in learning.

According to (Istiqah et al., 2022), kids with hearing impairments can become disinterested quite quickly. However, health issues that affect students, like exhaustion, hearing, or vision issues, can make them less interested in learning.

2. Physiological Factors

1. Attention

(Istiqah et al., 2022) asserts that a student's willingness to learn is influenced by the state in which their soul is fully focused on the content they are studying. Istiqah et al. (2022) describe attention as concentrating on certain elements of the environment. On the other hand, attention is an active process that filters out the millions of bits of information that are acquired from sensory, memory, and other cognitive processes in order to selectively focus attention on information that is judged necessary (Istiqah et al., 2022).

(Istiqah et al., 2022) Also stated that Attention could be interpreted as a form of Readiness to pay attention to what is liked and attractive. Focus and concentration are the fundamental components of attention, which is one of the elements that affects students' interest in the educational

process. Students who concentrate on a subject will learn more, pay attention to the presentation, and finish the assigned work, per research by Istiqa et al. (2022). Students learn more effectively and have greater learning outcomes when they pay attention. If educators wish to pique students' interest in the learning process, they must get their attention. Teachers might employ explicit learning tools to stimulate students' curiosity and critical thinking about the content they are studying.

2. Readiness

(Istiqa et al., 2022) Claims that readiness the degree to which students are prepared to answer or react influences their enthusiasm for learning. In education, readiness is a state of knowledge that gets you ready to respond, in this case instructing students on accomplishing a specific objective. Additionally, a pupil is in a condition of preparedness to learn when they are psychologically, emotionally, and physically prepared. One can engage in active learning and provide answers when they are ready regarding mental, emotional, and physical development. Additionally, the notion of learning readiness encompasses students' readiness, which involves document review, task and exercise completion, upholding physical health and fitness, reading study material, conducting research, and becoming ready to learn. (Istiqa et al., 2022) Defines readiness as the capacity to take on new information, seek out challenges, and work with materials that are more challenging than before. It was then discovered that every students' readiness to impact their enthusiasm for studying

English varied. Students who are less prepared will have a harder time absorbing the information being taught, whereas students who are consistently prepared will have an easier time doing so.

3. Intelligence

According to (Istiqia et al., 2022), intelligence is the ability to quickly identify relationships, interact with and adapt to situations, and comprehend or apply abstract concepts. Meanwhile, (Istiqia et al., 2022) claimed that intelligence can be precisely and swiftly evaluated to get beyond a challenge or resolve a problem. Stated differently, intelligence is the ability to possess both situational awareness and the attributes of wise behavior. In this context, intelligence refers to a student's ability to take in knowledge during both instruction and learning. Success and cognitive level are positively correlated. Students who are more intelligent will do better.

Istiqia et al. (2022) assert that a student's IQ has a significant impact on their motivation to learn. Dalyono's claim that a person with high intelligence is typically easier to learn and delivers superior results lends credence to this. Students with poor intelligence, on the other hand, struggle to comprehend and think slowly, which lowers their academic performance.

According to (Istiqia et al., 2022). 's research, students found it challenging to grasp the chemical material, which made them detest the subject. Additionally, if students can absorb, comprehend, and apply the

content effectively, they will enjoy and be interested in chemistry courses. Additionally, according to (Istiqā et al., 2022) research, high levels of intellectual intelligence in kids translate into excellent learning outcomes.

b. External factors

The elements outside of a student's control that affect their interest in learning are known as external variables. These factors include peers, family, and the school.

1) Family

According to (Istiqā et al., 2022), family dynamics include the way parents raise their children, the dynamics within the family, the environment in the home, and the financial standing of the family. In the meantime, (Istiqā et al., 2022) claimed that The family has an important role in boosting kids' motivation in studying at home, particularly when it comes to learning English. In order to boost students' enthusiasm in learning, parents can show their attention by providing for their children's educational needs, keeping track of their progress, recognizing their learning challenges, and rewarding them.

Those treatments significantly affect students' interest in learning English and their' English learning achievement. Students are also impacted by their family, which includes the way their parents teach them, the dynamics within the family, the environment in the home, and the family's socioeconomic status.

2. The school factors

a. Teacher

(Istiqah et al., 2022) Went on to say that relationships between teachers and students and the teaching and learning process in the classroom are examples of how teachers affect students' interest in learning. For kids to enjoy learning and retain the material, teachers must also determine which option best meets the needs of their students. In addition, the goal of studying foreign languages, mainly English, is to provide students with the ability to communicate in the language at all levels, from beginner to expert (Istiqah et al., 2022) concluded by saying that educators must help pupils become more proficient in using English for communication. Additionally, (Istiqah et al., 2022) noted how relationships and instructor motivation affect students' desire to learn English.

b. Facilities

Facilities are essential in the context of education (Istiqah et al., 2022) contend that comprehensive educational resources, including books found in labs and libraries, as well as other media, help the subject being taught gain acceptability. In this way, students will be more involved in their studies. (Istiqah and others, 2022). claimed that the facilities school buildings, classrooms, labs, libraries, and so forth have an impact on pupils' motivation to learn. Books can be borrowed and provided by

schools to help pupils learn more. Additionally, labs and instructional aids can be used by teachers to help illustrate a subject. Teachers and students will find it simpler to obtain information sources for learning thanks to those features. Better learning results and fewer issues can also result from the completion of teaching and learning facilities. Therefore, in order to achieve the goal of learning in general, gather a variety of information, and stimulate students' excitement and interest in learning, the school must have a suitable facility for teaching and learning.

c. Peer Factor

This element may inspire students to become more interested in studying English. Because of their peers' success in the classroom and high grades in English, the pupils are motivated to study the language. (Istiqia et al., 2022) said that kids' souls were influenced by their peers more rapidly. Students will benefit from the influence of positive peers, and vice versa. In order for students to study effectively, efforts must be made to ensure that they have supportive social acquaintances and that parents and students provide them with non-strict peer supervision and advice.

According to (Istiqia et al., 2022), students' interest is strongly influenced by the peer environment in learning. This element is significant since they have the same age and identity and spend time learning the language together. Furthermore, Lasekan's research shows that students who are engaged in learning English receive a great deal of support, encouragement, companionship, and assistance from one another,

demonstrating the excellent role that peers play in the process. Students that are proficient in English are typically seen as inspiration for other English language learners. Because they spend time learning and applying the language lessons which include speaking, listening, writing, and reading together, this component is significant. Another positive aspect is that if friends are highly motivated and interested in learning, then their friends' interests may also have an impact.

3. Indicators of interest in learning English

Indicators of interest in learning English can be identified through various behavioral, cognitive, and emotional aspects that reflect a student's engagement and motivation. According to Hidi and Renninger (2016), interest in learning is demonstrated through sustained attention, willingness to invest effort, and positive emotional responses toward the subject matter. In language learning, this can be observed in students' eagerness to participate in class discussions, their persistence in overcoming linguistic challenges, and their tendency to seek additional learning materials outside of class.

Schiefele (2017) explains that indicators of interest in learning include intrinsic motivation, curiosity, and deep cognitive engagement. Students interested in learning English are more likely to explore the language independently, practice speaking and writing beyond classroom requirements, and demonstrate an intrinsic desire to improve their proficiency. This aligns with Dörnyei's (2014) framework of second language motivation, which suggests that students with high levels of interest in English learning exhibit self-regulated

behaviors, such as setting personal learning goals, monitoring their progress, and actively using the language in real-world contexts.

Moreover, Harackiewicz et al. (2016) emphasize that interest in learning can be assessed through affective and behavioral indicators. Affective indicators include enthusiasm, enjoyment, and reduced anxiety when engaging in English learning activities. In contrast, behavioral indicators involve active participation, voluntary engagement with language-related tasks, and consistency in practicing language skills. Wentzel (2017) also highlights the role of social interactions in sustaining interest, noting that students who enjoy learning English often engage in conversations with peers, participate in language clubs, and seek opportunities to communicate with native speakers.

Another critical aspect of interest in learning English is self-efficacy and resilience. Schunk and DiBenedetto (2021) argue that students who believe in their ability to succeed in language learning demonstrate more remarkable persistence, even when facing difficulties. They are more likely to view mistakes as learning opportunities rather than failures, which fosters long-term engagement with the subject. Silvia (2017) adds that interest is often accompanied by curiosity-driven behaviors, such as asking questions about language nuances, exploring cultural aspects of English-speaking countries, and experimenting with new vocabulary and grammar structures in their speech and writing.

Researchers employed the hypothesis of (Istiqia et al., 2022) in this investigation. Istiqia et al. (2022) state that the following are markers of students' enthusiasm in learning:

a. Attention

"Attention represents activity or concentration on perception; understanding," claim Istiqa et al. (2022). It helps someone learn more about a subject. Students demonstrate their attention when they pay close attention during class, pay attention to the teacher's explanations, ask questions about the topic, and seek out additional resources related to the lesson's content.

a. Enjoyment

According to Istiqa et al. (2022), learning enjoyment is a multifaceted concept that includes affective, motivational, cognitive, psychological, and expressive components. It is evident when children take notes on the content, are eager to follow the lectures, and love completing the tasks or exercises assigned by the teacher at school.

b. Participation

Students that actively participate in the learning process have an interest in what they are studying. They are more likely to be active and engage in activities they enjoy. For example, students always complete the assignment assigned by the teacher, ask questions when they don't grasp the content, and respond to the teacher's questions.

Table 2.1 Factors Influencing Students' Interest in Learning English

No	The factors that influence interest	Description
1.	Internal factors A. Physical factors B. Physiological factors	1. Students' health, such as being sick, tired, and having no desire to learn 2. Physical defect The students can see and hear, or they have no problems with their vision and hearing in learning. 1. Attention Part of focus, concentration, a component of intelligence. 2. Readiness Prepared to respond or act and ready to learn. 3. intelligence Students' ability to learn or they can receive the lesson.
2.	External factors A. Family factors	1. The way parents educate their children 2. The relationship of parents with their

Nikmah (2022) carried out the first study, which was named "The Factors Influencing Students' Interest In Learning English Subject At The Eighth Grade Of SMP Al Irsyad Al Islamiyyah Purwokerto." The purpose of this study is to investigate the main determinants of eighth-grade students' enthusiasm in learning English at SMP Al Irsyad Al Islamiyyah Purwokerto. In this study, the sample consisted of 296 eighth-graders who were chosen using purposive random sampling. With questionnaires and interviews serving as data collecting tools, the research design employs a descriptive quantitative approach to characterize the elements that impact eighth-graders' motivation in learning English. To determine the percentage of questions in the questionnaire, data analysis was done using fundamental statistical analysis. Then these results are supported by interviews conducted with the English teacher of eighth grade. The results of the study indicate that the factors that influence students' interest in learning English are physical factors, attention, readiness, and intelligence, as well as internal factors including family factors, teachers, facilities, and peers.

The second study, "Factor Influencing Students' Interest In Learning English At The First Year Students Of SMUN 3 Rumbai," was carried out by Rahmah (n.d.). Based on preliminary study, the author discovered that some students were lazy in their English language acquisition, did not pay attention to the courses, and were not motivated to learn the language. In order for them to become less interested. The first-year SMUN 3 Rumbai students served as the research's subject, and the study's goal was to identify the variables that affect students' motivation to learn English. All of the participants in this study were

first-year SMUN 3 Rumbai students. There were eight classes in all. There were 56 pupils in the entire population. A questionnaire was employed as the data collection method.

The third research was conducted by (Yusup & Munawaroh, 2023) entitled "*Analysis Of Factors Affecting Motivation And Interest In Learning English For Non-English Students*" Students at tertiary institutions are required to take general English courses which act as a support for the main courses in the study program. However, observations show that students are still not skilled in using English. Some factors that cause this include low motivation, lack of vocabulary, lack of interest in learning, limited time available, and other factors. The purpose of this study is to identify the factors that influence the motivation and interest in learning non-English students. It also aims to evaluate which motivational subfactors have more influence on student learning. This study used a descriptive qualitative method. Data was collected through descriptive techniques based on events in the field, with data sources coming from scientific journals and researchers as analyzers and interpreters of research data. The results show that to increase interest and motivation to learn English, comprehensive support from universities or colleges is needed, such as providing adequate resources, using innovative learning methods, introducing English culture, holding extracurricular activities related to English, and providing support from teachers and administrative staff.

The fourth study, "Factors Influencing Students' Interest In Learning English," was carried out by Istiqah et al. in 2022. The goal of this study is to

identify the elements that affect students' motivation in learning English and to identify the characteristics that have the greatest impact on the tenth-grade students at Madrasah Aliyah Negeri 1 Sambas during the 2020–2021 school year. Descriptive research in the form of quantitative research is the research methodology employed. 31 questionnaires were utilized in this study to gather data. 40 students in the tenth grade at Madrasah Aliyah Negeri 1 Sambas during the 2020–2021 school year serve as the research subject.

The last research was conducted by (Siumarlata & Ratu Tandiarrang, 2019) (Bahasa Inggris, 2010) entitled “ *Factors for reducing interest in learning in class IX D of SMP Muhammadiyah 1 Jember in receiving English lessons 2010/2011 academic year*”. Language has a central role in the intellectual, social, and emotional development of students and is the key to determining success in all fields of study. In the current era of globalization, students are required to have English language skills to be able to compete in the world of work later. This report describes the difficulties experienced by class IX D students of SMP Muhammadiyah 1 Jember in receiving English lessons. Because, there are still many students who have difficulty receiving English lessons, students who lack understanding and are slow in learning English, and students who lack interest in learning to learn English. Not only that, teachers also experience several difficulties and obstacles when teaching in class. Given the above problems, it is necessary solutions to problems are sought so that in the future students will have an interest in learning and also teachers can teach better in class. The type of research method in this report is the descriptive method, observations, and

interviews. The results of the research can be concluded that there are still many students who don't like English subjects, because of the lack of vocabulary The English that students have and the rules in English that they perceive difficult for students, therefore the alternative solution is to help the student's difficulties that is, efforts are made with motivation to learn from the teacher, as well as with guidance appropriate and orderly, varied learning methods can also generate interest students in learning English.

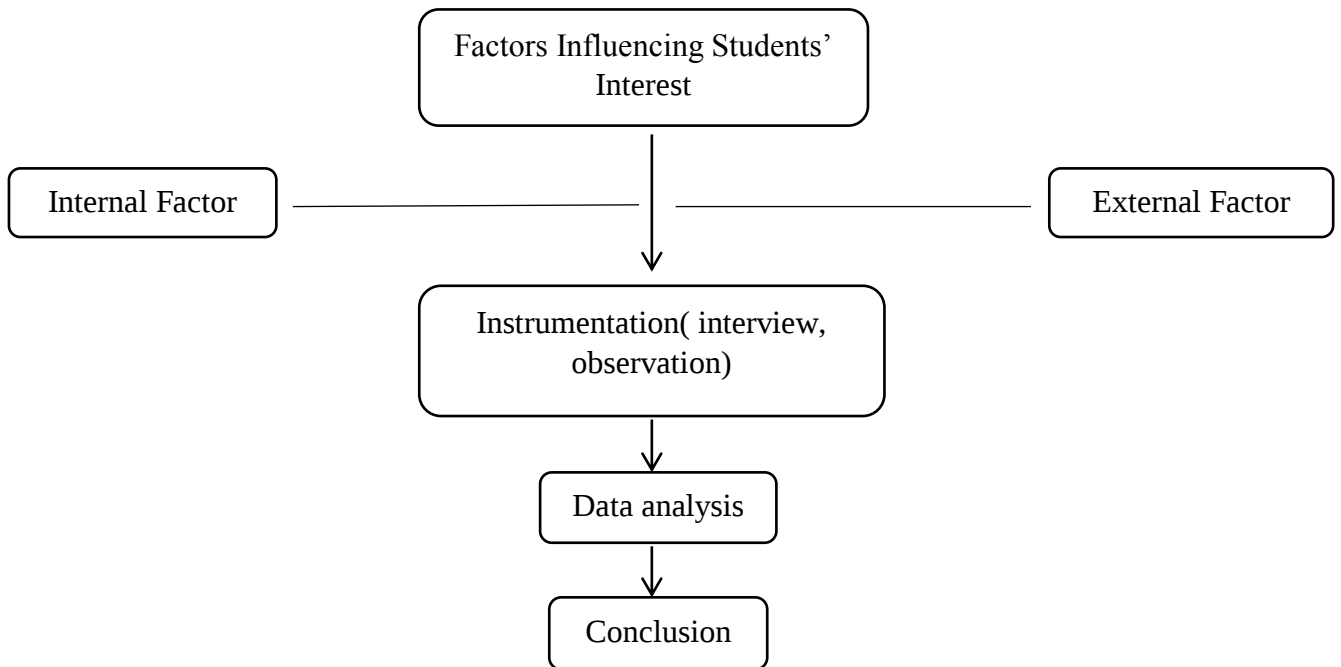
The difference between the previous studies and the current study is that it uses quantitative research methods and the previous research sample consisted of more than 100 people. For instruments, previous research used instruments in interviews and questionnaires, as well as research in junior high schools. While the current research uses qualitative research methods with interview and observation instruments and purposive sampling techniques, prior research is different from the current research, previous research only examined ordinary schools while the current research examines newly opened Islamic boarding schools with a sample of 4 students.

C. Conceptual Framework

One tool that researcher employ to carry out their study plan is the conceptual framework. One technique for research analysis is a conceptual framework. By posing questionnaire-style questions to students, the research examines the variables that affect students' motivation to learn. Researcher want

to explore the factors that influence students interest, including internal factors and searched through interview and observation.

Figure 2. 1 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter is about the research methodology. It consists of the research design, setting of the research, participant of the Research, instrument of the study, procedure of the study, technique of collecting the data.

A. Research Design

The research is designed in the form of descriptive research. It is a kind of research method that involves the collection of data for the purpose of describing existing conditions. Sudjana and Ibrahim (Rahmah, n.d.) state that descriptive study is an investigation, that tries to describe the existing condition, phenomena, events, and so forth.

B. Setting of the Research

The Grade X MA AL Munawwaroh Rambah Hilir, situated on JL. Sempurna alam, Serombou Indah, was the site of this research.

C. Participant of the research

The participants were English Teacher of MA Al Munawwaroh Rambah Hilir who were selected through purposive sampling. Consisting of 4 students, RS, H, RS, and IMR, who took English lessons with a teacher named Imam Bahroni.

D. Instrumentation

When conducting qualitative research, the researcher gathers information from a typical (natural) scenario, without bias or manipulation. Beginning or beginning a study has a direct bearing on the field environment and the subjects of

the study. As a result, to gather results from interviews that can be recorded, written about, or shown on film, the researcher needs to be there in the field.

A. Observation

According to (Nikmah, 2022), observation is the cornerstone of all science. By watching and documenting occurrences or situations, observation is used to gather data on the research object. Specifically, make notes to check in person with the teacher, the student's condition, and the source of information on the research object.

B. Interview

An interview is a conversation that the interviewer conducts with the interviewee to get information (Sugianto et al., 2023). Specifically, the notes and questions are presented as a list without multiple-choice answers.

E. Procedure of the Research

There are various steps involved in the research procedure. Planning and preparation are the initial steps that research needs to take. Planning the steps the research will take, including what, where, when, where, and how this research is carried out, is another thing to consider.

F. Technique of Collecting the Data

The instruments used by the researcher to gather the information needed to support this investigation were observation and interview. To find out what factors are influencing the state Ma Al Munawwaroh grade X Rambah Hilir students' enthusiasm in studying English, it was given to them. In general, the goal of qualitative research is to gather information on the main phenomena being

studied, study participants, and research locations. As stated by (Yusup & Munawaroh, 2023).