

An Analysis of Students Low Motivation in Learning English at Tenth Grade of SMA Al-Irsyad

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Abstract

This study aims to analysis the low motivation of students in learning English in the tenth grade at SMA Al-Irsyad Banten. This research adopts a qualitative approach using several data collection techniques, namely interviews, direct observations, and the analysis of relevant documents. The subject of this study was a tenth-grade class with twenty students and we conducted interviews with three students and one teacher. The findings reveal that the causes of low student motivation can be divided into internal and external factors. Among the two factors, the most dominant one is internal. Internal factors, such as lack of interest, difficulty in understanding English, and boredom are the primary causes of low motivation among students. Additionally, external factors including insufficient family support, limited interaction with teachers, ineffective teaching methods and inadequate learning facilities, also contribute significantly. Challenges in mastering grammar, limited vocabulary, and poor comprehension of materials further undermine student confidence and interest in learning. The study highlights the need for stronger family support, the adoption of more communicative and varied teaching methods, and improved learning facilities to enhance student motivation in learning English.

Keywords: Low motivation, internal factors, external factors, English Language Learning.

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INTRODUCTION

Motivation is the term most often used to explain the success or failure of almost any complex task. Almost all experts also agree that a theory of motivation deals with factors that drive behaviour and give direction to that behaviour. It is also generally accepted that a person's motive to engage in a particular activity is based on underlying needs (Sibuea et al., 2023) High motivation can help students' learning process in achieving their learning targets, whereas if students' learning motivation is low, it can affect and hinder the learning process, so that students' learning targets are not achieved. Therefore, high motivation to learn English is very influential in the learning process.

In the process of EFL learning, many students face problems during learning activities (Aisyah, 2020). Most of them have low motivation, which is a condition when a person has no motivation or desire to do something. Low motivation has a negative impact because it can

hinder the achievement of predetermined goals, especially in English-language learning. Factors that cause low motivation can be internal or external, such as lack of interest, difficulty in learning English, boredom, interaction with the teacher, teaching style, difficulty in doing assignments, peer influence, availability of textbooks, and family support.

Researchers conducted preliminary observations with the English teacher (subject) in the tenth-grade class of SMA Al-Irsyad, and found that one of the main factors for students' low motivation in learning English is limited vocabulary. Based on teacher-provided data, at SMA Al-Irsyad Banten, students who lack enthusiasm tend not to do assignments, are less active in class, and have English scores below the minimum completion criteria (KKM). The minimum score is 65. Students' low scores are caused by a lack of motivation to learn English and their vocabulary is limited.

A lack of vocabulary causes students to experience difficulties in understanding learning materials that are often complex, especially in texts and instructions. Poor grammar can also cause students to have low English grades because it makes comprehension difficult, and they do not understand how to use it properly. A significant issue is their difficulty in understanding and using grammar rules, which many find complex and difficult to follow. Students often struggle with aspects such as sentence structure, verb tense and proper grammar usage, making it harder for them to fully understand the language. In addition, they face the challenge of memorising verbs, especially irregular ones, which seem overwhelming due to their number and lack of consistent patterns. This combined struggle with grammar and verb memorisation leads to frustration and loss of confidence, which ultimately reduces their motivation to continue learning and making progress. This difficulty not only hinders their ability to follow lessons effectively, but also leads to feelings of frustration and hopelessness (Wong., 2009). As a result, students' interest in the subject decreases. Their engagement during the learning process is also significantly reduced, thus creating a cycle of low motivation and suboptimal academic achievement.

The initial research conducted by the researcher also revealed another factor that contributes to low motivation in learning English among tenth grade students of SMA Al-Irsyad. The results showed that the lack of family support is one of the main factors affecting students' motivation to learn. Family support as an external factor plays an important role in English learning, which can be realised through encouragement, assistance in completing schoolwork, or showing concern for students' academic progress. In this case, the absence of such support makes students feel less motivated and less engaged in learning. Low motivation can result in decreased performance and reduced efforts to improve, hindering overall academic development (Agustia, 2024).

This research examined internal and external factors in learning English but the difference is that previous research was conducted at the junior high school level, while this study was conducted at the senior high school level. The uniqueness of this research is that the researcher conducted interviews with three students who had different levels of interest in learning English.

The problem formulation in this study is as follows: What are the internal and external factors that influence students' low motivation in learning English in the tenth-grade class of SMA Al-Irsyad Banten? In addition, which factor is more dominant in influencing students' low motivation in learning English, between internal factors such as lack of interest, difficulty in understanding the material, and boredom, or external factors such as teacher attitudes and interaction, teaching style, peer influence, textbook availability, and family support? This study

aims to identify these factors and determine the most significant factor influencing students' motivation to learn.

RESEARCH METHOD

This research uses qualitative research. Qualitative research is a naturalistic inquiry process that seeks a deeper understanding of social phenomena in a natural way. Qualitative research emphasizes quality not quantity and the data collected does not come from questionnaires but comes from interviews, direct observations, and other related official documents (Zuniarti et al., 2016) Qualitative research is a naturalistic inquiry process that seeks an in-depth understanding of social phenomena in a natural way. In this study, students and English teachers at Al-Irsyad Banten High School are the objects of research. The subject of this research is class X with 20 students and we conducted interviews with 3 students, by presenting 34 questions from 10 indicators which include: (1) Internal Factors (2) External Factors.

This research used instruments such as an interview guide, an observation guide, and documentation. Below is the blueprint table for the instrument items:

Table 1. Blueprint of instrument

Variable Motivation	Source (Type)	Indicator	No Item	Total
	Internal	Lack of Interest	1, 2, 3, 4, 5	5
		English Difficult	6, 7, 8, 9, 10	5
		Boredom	11, 12, 13	3
		Total Internal		13
	External	Teacher's Attitude	14, 15	2
		Teacher's Interaction with Student	16, 17, 18	3
		Teaching Style	19, 20, 21, 22	4
		Difficulty in Working on Tasks	23, 24, 25	3
		Peer's in Learning English	26, 27	2
		Textbook Availability	28, 29, 30, 31	4
		Family Supports	32, 33, 34	3
		Total External		21
	Grand Total			34

RESULTS AND DISCUSSION

The results of interviews conducted by researchers with grade 10 students of Al-Irsyad Banten High School with respondents show that there are several internal factors that cause students to be less motivated to learn English including lack of interest, difficulty in English, and boredom. One of the causes that researchers found in learning English is that students are less interested in learning English. This can be seen from the results of researchers' interviews with students as follows:

Lack of interest

Lack of interest is a state in which a person does not have a sense of interest, enthusiasm, or attention to something. This condition can be caused by various factors such as fatigue,

stress, or a lack of internal motivation. As a result, a person may become passive, unproductive, and show little enthusiasm in daily activities. If left unaddressed, this lack of interest can negatively affect one's mental health and overall quality of life.

Extract 1

The Researcher:

Apakah kamu tertarik untuk belajar bahasa Inggris? (Are you interested in learning English?)

The Respondent:

Saya kurang tertarik untuk belajar bahasa Inggris karena bahasanya sulit dimengerti. (I am less interested in learning English because the language is difficult to understand). (M.Kholiq, Interview, 07 october 2024)

Based on the quote above, some students said that they were not interested in learning English because they thought English was difficult to learn and understand. So the researcher can conclude that some students in class X of SMA Al-Irsyad Banten have a very low interest in English lessons. Another statement from the interview with the teacher found that students' incomprehension affects students' low motivation to learn (Yesmambetova, 2019).

Sakai and Kikuchi (2009) argued that some internal factors such as lack of intrinsic motivation and lack of self-confidence may lead to demotivation. On the other hand, lack of intrinsic motivation seemed to be influenced by students' loss of interest in English and goal as an English speaker. To prevent or reduce demotivation among students, teachers should improve their fluency and introduce more topics related to cultural knowl-edge to improve students' intrinsic motivation (Rohmah & Imaniar, 2023).

Extract 2

The Researcher:

Menurut kamu, apa yang membuat siswa kurang tertarik untuk belajar bahasa Inggris? (What do you think makes students less interested in learning English?)

The Respondents:

Menurut saya, yang membuat kurang tertarik untuk belajar bahasa Inggris adalah kurangnya kosakata sehingga siswa kurang memahami arti bahasa Inggris, dan hal ini membuat siswa tidak termotivasi dalam belajar bahasa Inggris. (In my opinion, what makes students less interested in learning English is the lack of vocabulary so that students do not understand the meaning of English, and this makes students unmotivated in learning English). (Alif Fathan, Interview, October 07 2024)

From the quote above, we can conclude that students tend to be less interested in learning English because of their limited vocabulary. This hinders their understanding of the material being taught, thus reducing their motivation to learn English further. In the domain of language learning, a variety of research has been conducted to illustrate what it means to know a word. It is widely known that vocabulary is an imperative part of foreign language learning, without which an individual remains unable to communicate with others. The word "vocabulary" generally represents a summary of words or their combinations in a particular language (Syaeful Rizki et al., 2013). Most of the learner's view vocabulary as an essential element in their foreign learning. Thus, learners feel that most of their difficulties in terms of foreign language learning stem from a lack of vocabulary knowledge (Albodakh & Cinkara, 2017). The students felt difficulty in receiving lesson material which was taught by the teacher because of lack of vocabulary mastery, and students' motivation were still low. Efforts

to improve vocabulary acquisition can be the key in increasing students' interest and motivation in learning English. Vocabulary mastery is the basis for understanding English, as students who have good vocabulary mastery can increase their knowledge, learning interests, and motivation (Nofia et.al. , 2019).

English difficult

English 'difficult' is a term that refers to a situation in which someone finds it difficult or feels that English is difficult to learn or use. "English difficult" is also one of the internal factors that affect low motivation to learn English. This is because English is a foreign language, and many learners struggle with unfamiliar vocabulary, grammar rules, and pronunciation. Additionally, having a limited daily exposure to English can make it even harder for them to practice and use English correctly.

Extract 3

The Researcher:

Apakah menurut kamu bahasa Inggris itu sulit dipelajari? (Do you think English is difficult to learn?)

The Respondents:

Ya, menurut saya bahasa Inggris itu sulit dipelajari. (Yes, I think English is difficult to learn.) Kosakata sulit dihafal karena tulisan dan bacaannya berbeda. (The vocabulary is difficult to memorize because the writing and pronunciation are different). (Alif Fathan, Interview, Oktober 07 2024).

Based on the responses given, students find English difficult to learn because of the difference between the writing and pronunciation of words, which makes vocabulary difficult to memorize (Gilakjani & Sabouri, 2016). (Hasibuan et al., 2013). Pronunciation is very important because if words or phrases are pronounced incorrectly, misunderstandings may arise (Arjulayana & Martínez, 2022). This shows that the phonology and orthography aspects of English are the main obstacles in the students' learning process, so a more effective teaching approach is needed to help students understand the relationship between writing and pronunciation. Methods with the right teaching will be easily understood by students, and also students should understand learning methods that are suitable for themselves so that they can learn more easily.

Learning strategy is another factor that can make students improve their English ability. According to Adara (2018) learning process, many students still have difficulties learning. They find difficulties to speak, to write and to understand words and sentences. They also study hard because they want to get good scores but sometimes, they get low scores in their English subject. Besides studying hard, they also need a good strategy in learning. The students have to know, understand and try to learn methods that are suitable for them to be more effective.

Extract 4

The Researcher:

Apa kesulitan terbesar yang dihadapi siswa anda saat belajar bahasa Inggris di kelas? (What are the biggest difficulties your students face when learning English in class?)

The Respondents:

Kesulitan terbesar siswa dalam belajar bahasa Inggris adalah dalam berbicara, membangun kosakata, menulis, dan tata bahasa. (Students' biggest difficulties in learning English are in speaking, vocabulary building, writing and grammar). (M. Kholiq, Interview, October 07 2024)

On the other hand, the teacher also said that the biggest difficulties experienced by students in learning English in class are speaking about daily activities (speaking), building vocabulary, writing and grammar. To help students who have difficulties, teachers usually use the meaning of words in Indonesian and English. As well as helping them to organize the vocabulary correctly. Students who are struggling usually show characteristics such as being silent when asked to answer, giving answers that do not match the question, or looking confused and daydreaming when invited to interact.

Boredom

Boredom in the context of learning English refers to the feeling of boredom or saturation that arises when someone feels uninterested or less motivated to continue learning. It is also one of the internal factors that affect low motivation in learning English. This feeling can occur when the learning materials are too difficult, repetitive, or not engaging enough. When students feel bored, they may lose focus, become easily distracted, and show less effort in their learning process. Over time, this can lead to a decline in language proficiency and overall academic performance.

Extract 5

The Researcher:

Apa yang membuat Anda merasa bosan belajar bahasa Inggris? (Apa yang membuat Anda merasa bosan belajar bahasa Inggris?)

The Respondents:

Karena saya tidak bisa berbahasa Inggris. (because i don't understand English Language). (Alif Fathan, Interview, October 07 2024).

Most students actually feel bored and tend to be less enthusiastic about learning English, due to a lack of understanding of the material presented, which makes them feel difficult to follow the lesson and less motivated to study harder.

According to component theories of emotional experiences (Kleinginna & Kleinginna, 1981; Scherer, 2000), boredom can be viewed as a type of emotion comprising five components: affective (i.e. unpleasant feelings), cognitive (i.e. alerted perception of time), motivational (i.e. a desire to change an activity), expressive (i.e. facial and bodily expressions showing a lack of excitement) and physiological (i.e. reduced arousal and overall tiredness). It is also important to note that boredom is not the opposite of interest or enjoyment in view of the fact that it is seen as a distinctive emotional experience that consists of multiple components (Pekrun, Götz, Daniels, Stupnisky & Perry, 2010).

Extract 6

The Researcher:

Menurut Anda, mengapa siswa merasa bosan saat belajar bahasa Inggris? (Why do you think students feel bored when learning English?)

The Respondents:

Karena mereka tidak tahu artinya dalam bahasa Indonesia, tetapi ketika mereka mengerti, mereka jarang merasa bosan. (Because they don't know the meaning in Indonesian, but when they understand it, they rarely get bored). (Alif Fathan, Interview, October 07 2024).

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Based on teacher interviews, students feel bored when learning English because they do not understand the meaning of words in English or their Indonesian translation. However, when students start to understand the material, boredom rarely appears. To make learning more fun, teachers try to connect English practice with real life so that students are more interested (Kruk, 2015).

External Factors

In addition to internal factors there are also several external factors from the results of interviews conducted by researchers on grade 10 students of SMA Al-Irsyad Banten with respondents indicating that there are several external factors that cause students to be less motivated to learn English including:

Teacher's Attitude

Teacher's attitude greatly affects students' motivation to learn English. Teachers who are unfriendly, often angry, or just give a lot of tasks without support can make students feel scared, depressed, and lose interest in learning. Conversely, a teacher's attitude that is friendly, supportive and appreciates students' efforts can increase their motivation and confidence. A positive teacher attitude is key to creating a conducive and enjoyable learning atmosphere.

Extract 7

The Researcher:

Menurut kamu, sikap guru seperti apa yang dapat menurunkan motivasi belajar kamu? (What kind of teacher attitude do you think can demotivate your learning?)

The Respondent:

Hanya memberikan tugas dan menjelaskan materi terlalu cepat sehingga siswa tidak dapat memahaminya. (Only gave assignments and explained the material too quickly so that students could not understand it). (Izza Farihan F, Interview, October 07 2024)

From the questions above, we found that teachers who are unfair, uncommunicative, or rushed in their teaching can create low motivation for students. Students expressed a desire for teachers who are communicative, fair and do not show favoritism so that they feel more connected to the material and stay motivated. However, students also appreciate teachers who are neutral, give equal attention and encourage active participation, which overall supports their learning motivation.

The scope of a teacher's personality competence is faith and fear, noble character, wise and prudent, democratic, steady, authoritative, stable, mature, honest, sporty, being an example

for students and society, objectively evaluating their own performance, and developing themselves independently and sustainably (Gilakjani & Sabouri, 2017).

Teachers' beliefs affect what they accomplish in their classroom, their attitudes, and their learners' beliefs. They guide teachers to adopt their teaching strategies for coping with their teaching challenges, shape language learners' learning environment, their motivation and their language ability.

Teachers' interaction with students

Lack of interaction between teachers and students, especially personalized and two-way interactions, makes students feel unnoticed and lose motivation to learn. Warm and friendly interactions, both inside and outside the classroom, can increase students' comfort and enthusiasm for learning.

Extract 8

The Researcher:

Seberapa sering kamu berkomunikasi dengan guru bahasa Inggris kamu? (Seberapa sering kamu berkomunikasi dengan guru bahasa Inggris kamu?)

The Respondent:

Jarang, hanya interaksi di kelas selama jam pelajaran. (Rarely, only interaction in class during lesson time). (Izza Farihan F, Interview, October 07 2024)

Based on the quote above, their interaction with teachers in class tends to be limited to formal learning activities. Most students feel that communication with teachers only occurs during class time, especially when discussing the subject matter or asking questions related to the topic being taught. Some students also mentioned that teachers occasionally ask how they are at the beginning of the lesson, showing personal attention, although these interactions remain limited to the academic context and do not involve much conversation outside the subject matter. Interactions shall become the main means for the teacher and students to exchange their ideas, feelings, opinions, insights, and feedback that support the learning process (Eisenring and Margana, 2019). Furthermore, Eisenring and Margana (2019) suggested that the English teachers should maintain interaction with the students as well as possible. English teachers are required to be creative and active when they lead the classroom (Arjulayana et al., 2024). It means that they should try to find the way to make the class becomes interactive and students could learn in a meaningful way,

Teaching styles

Monotonous teaching styles, lack of variety, and minimal use of learning media make students bored and lose motivation. Teachers need to adopt more creative and interesting methods to increase students' interest in learning.

Extract 9

The Researcher:

Metode pengajaran apa yang digunakan guru kamu di kelas? (What teaching methods does your teacher use in class?)

The Respondent:

Diskusikan dan berikan contoh benda-benda di sekitar. (Discuss and give examples of things around). (M. Kholiq, Interview, October 07 2024)

From some of the students' answers, it can be concluded that teachers' teaching methods are quite varied, although there are some consistent elements. Most students find the discussion method and the use of examples from daily life effective to help their understanding, while some teachers also teach the material directly and give assignments. Although the media used, such as textbooks and blackboards, were traditional, students still found them effective. In general, students found the teachers' teaching interesting and fun, although there were some who wished for more variety in the methods used.

Teaching (pedagogical) style can be defined as an identifiable set of classroom behaviors associated with and carried out by the instructor (Ivanova et al., 2019). It refers to a tendency towards specific teaching behaviors and the alignment between an educator's actions and their educational beliefs. In another view, teaching style can be described as the pattern of a teacher's knowledge, beliefs, performance, and conduct throughout instruction. Ivanova, et al. (2019) stated that teaching style plays a great role in students' motivation. They suggested that teacher-student interaction style shall be aligned with students' preferences and the results use to help teachers organize their educational strategic plans.

Difficulty in working on task

Difficulties in doing the assignments were caused by limited vocabulary, lack of understanding of the material and lack of support. Clearer guidance and relevant learning strategies are needed to help students.

Extract 10

The Researcher:

Apakah menurutmu tugas yang diberikan oleh guru sulit untuk dikerjakan? (Do you find the assignments given by the teacher difficult to do?)

The Respondent:

Tidak, jika saya memahami materi yang telah disampaikan. (No, if I understand the material that has been delivered). (Alif Fathan, Interview, October 07 2024)

Based on the quote above, it can be concluded that the level of difficulty of the tasks given by the teacher depends on the students' understanding of the material that has been taught. If the material is well understood, the task is not considered difficult to do. This shows the importance of the effectiveness of material delivery by teachers to support students' success in completing tasks.

The cognitive elements that contribute to task complexity arise from the inherent structure of the task, which creates specific resource requirements. Successfully meeting these requirements to complete the task hinges on the resources that a learner possesses. Therefore, it is essential to differentiate between the cognitive factors that contribute to task complexity and the learner-specific factors that may influence the perceived difficulty of a task. These learner-specific factors stem from variations in the attentional, memory, and reasoning resources available to different individuals, which affect how they respond to the demands of the task (Haga et al., 2002).

Challenging tasks can be characterized as those most susceptible to various factors that negatively impact performance, such as age, fatigue, neurological damage, or neuro disruption (for instance, transcranial magnetic stimulation). This characterization is crucial for understanding the differing patterns of impairment observed between two tasks, known as a "single dissociation." For example, if a specific brain lesion hinders performance on task A but not on task B, it may suggest that task A relies on a specific cognitive resource associated with the affected brain region, while task B does not. Conversely, it could also be interpreted that

task A is inherently more challenging than task B, implying that both tasks require the same resources, but task A demands more from those resources. This reasoning underpins the concept of "double dissociation" in neuropsychology (Heimlich & Norland, 2002)

Peer's influence in learning English

Peer's influence in learning English refers to how friends or fellow learners can influence one's English learning process (Amiruddin, M., Sy, E. N. S., & Zuhri, M. D. 2022). This influence can be positive or negative, depending on the group dynamics or relationships between friends. For example, having motivated and supportive peers can encourage learners to practice more, share learning resources, and boost confidence in using English. On the other hand, unmotivated or discouraging peers might lead to a lack of practice or even anxiety about making mistakes (Huang, S., Eslami, Z. R., & Hu, R. S. 2010). Therefore, the learning environment created by peers plays a crucial role in shaping a learner's attitude and progress in acquiring English.

Extract 11

The Researcher:

Apakah melihat teman-teman kamu yang pandai berbahasa Inggris memotivasi kamu untuk belajar bahasa Inggris? (Does seeing your friends who are good at English motivate you to learn English?).

The Respondent:

Tidak, karena saya merasa sulit untuk menghafal kosakata. (No, because I find it difficult to memorise vocabulary). (Alif Fathan, Interview, October 07 2024)

Based on the students' answers, the influence of friends who are good at English on motivation to learn varies; some feel motivated and encouraged to study harder after seeing their friends are good at it, but others feel less influenced, especially if they themselves are struggling despite the presence of friends who are better at it. In general, friends can be a motivating factor for some students, although not all feel inspired by their friends' abilities (Zhao, 2015).

Textbook availability

In the context of learning English, textbook availability refers to the degree to which students have access to textbooks or other pertinent learning resources (Li & Wang, 2024). Whether learning English in a classroom, a course, or on one's own, having access to textbooks is crucial. In addition, providing students with books that are appropriate for their level of proficiency can increase their understanding and desire to learn. Textbook availability also plays a key role in supporting consistent practice, enabling learners to review materials at their own pace and reinforce what they have learned (Shalgimbekova, K., Ereemeeva, O., & Pronkin, N. 2024).

Extract 12

The Researcher:

Apakah Anda memanfaatkan teknologi internet untuk mengakses pembelajaran bahasa Inggris seperti E-Book atau kamus online? (Do you utilise internet technology to access English learning such as E-Books or online dictionaries?)

The Respondents:

Ya, terkadang jika tidak ada di buku, saya mencarinya di internet atau google translate (Yes, sometimes if it's not in the book, I look it up on the internet or google translate). (Alif Fathan, Interview, October 07 2024).

Based on the quotation above, the researcher concludes that students utilize internet technology, such as e-books and online tools such as Google Translate, as additional resources in learning English. This is done especially when the information or material needed is not available in printed books. The use of this technology shows students' initiative to supplement their learning through digital resources (Marliani & Naskah, 2023).

In accordance with the view of (Shalabodina, 2021). modernization of textbooks in the era of information technology is becoming increasingly important, including in English language learning. Integration of digital sources such as e-books and online applications supports students' dynamic learning needs and addresses the challenges of limited access to printed books.

Family supports

Oktafianti et al. (2025) stated that in the context of learning English, family support refers to the part that family members play in helping someone acquire the language. This assistance can take many different forms, including motivational, practical, and emotional support. For example, parents may give their kids access to learning resources like books or online courses or encourage them to study on a regular basis (Chaudhry et al., 2024) Siblings can also assist by sharing their knowledge or rehearsing conversations. A supportive family environment might help students feel more confident and less stressed when they are encountering academic obstacles. Learners might feel appreciated and more motivated by even little actions, such as expressing interest in their development. All things considered, family participation can provide a solid basis for reliable and successful English learning.

Extract 13

The Researcher:

Dukungan seperti apa yang diberikan oleh orang tua kamu? (What kind of support do your parents give?).

The Respondent:

Diberikannya penuh support dan memberi motivasi. (Provided full support and motivation). (Izza Farihan F, Interview, October 07 2024)

Most of the support given by parents to their children in learning English tends to be mediocre, because many parents feel that they do not have sufficient understanding of English lessons themselves, so they find it difficult to provide maximum assistance or motivation (Rostami et al., 2015). On the other hand, there are also some parents who give full support to their children to learn English, because they are well aware of the importance of English language skills in this era of globalization. Parents who have a better understanding of the times and the need for English language skills tend to be more actively involved in supporting their children, either through providing additional learning resources, such as courses or digital materials, or by providing moral encouragement to boost their children's enthusiasm and confidence in learning English.

This study found that students' low motivation in learning English is influenced by a combination of internal and external factors. Vocabulary limitation, grammar difficulties, and boredom are the main challenges that come from within students. Meanwhile, lack of family support, interaction with teachers, and limited learning facilities are significant external factors. To improve students' motivation, a more communicative approach, a variety of teaching methods, and better support from family and school environment are needed (Rohmah & Imaniar, 2023).

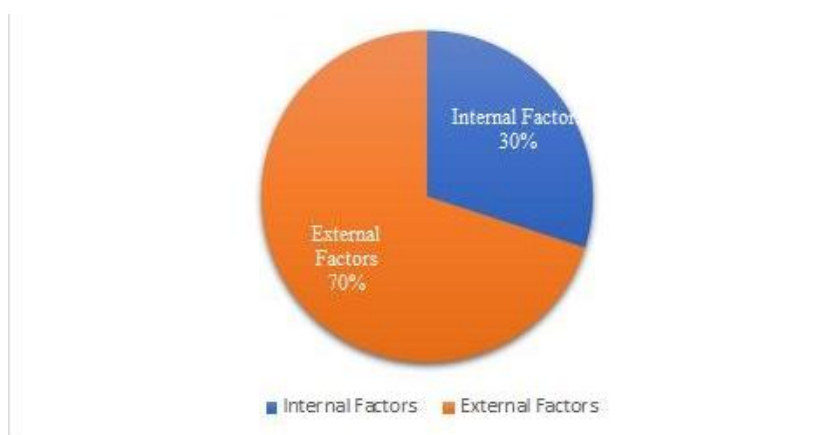


Figure 1. External vs. Internal Factors in Students' Low Motivation to Learn English

Based on the data presented in the pie chart, external factors contribute 70% to students' low motivation in learning English at Al-Irsyad Banten High School, while internal factors only contribute 30%. Internal factors include students' lack of interest in the subject, difficulty in understanding the English material, and boredom during the learning process. Meanwhile, external factors, which exert a greater influence, include teachers' attitudes and interactions with students, uninteresting teaching styles (Lutfiah et al., 2025), difficulty in doing assignments, peer influence, availability of textbooks, and family support for students' learning process. The dominance of external factors in this pie chart suggests that efforts to improve student motivation should focus on improving external aspects, such as improving the quality of teaching, creating positive interactions between teachers and students, and providing better facilities and support from the student learning environment.

To conclude, the internal and external factors both are interconnected one to another (Prasetya, 2025). Internal factors gained less means the motivation within must be improved through the students themselves, the drive must arise and students must have their own learning motive or target. Meanwhile, the external factors come from outside sources such as peers, teachers, and school environment (Anita & Catharina, 2023) (Rahmawati & Rustipa, 2023). The external factor got higher because students are mostly influenced by others, students also enjoyed learning with the assistance of other people such as teacher or peers or other support such as learning media or tools (Saragih & Utami, 2020). As a teacher, this dynamic situation must be well portrayed and be facilitated in the classroom learning.

CONCLUSION

The conclusion of this study reveals that the low motivation of Grade X students at SMA Al-Irsyad Banten in learning English is influenced by both internal and external factors. Internal factors include a lack of interest, difficulties in understanding English, boredom, and limited

vocabulary. External factors encompass a lack of family support, teaching styles that are less communicative or too fast-paced, limited learning facilities, and minimal interaction between teachers and students. Most students need support for external factors and recognize the importance of adopting more effective teaching approaches, such as varied teaching methods, greater attention from teachers, and consistent support from families. Additionally, efforts to enhance student motivation can be made by providing materials relevant to daily life, utilizing technology as a supplementary learning resource, and creating a supportive learning environment. Implementing these strategies is expected to improve student engagement and academic achievement in learning English.

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