

ANALYZING STUDENTS' WILLINGNESS TO LEARN ENGLISH AT EIGHT SMP NEGERI SATU ATAP WER TAMRIAN

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ABSTRACT

English lesson is one of the most important subjects in the school environment. Because, English is a subject that must be tested in the exam. In addition, English can characterize a nation and a country. Many people, especially students, underestimate and facilitate English lessons. However, it can be seen from the results of the exam that the English subject received the lowest score from the other subjects. From these results, it can be seen that students' willingness to learn English still needs to be improved. So that students do not underestimate and facilitate each subject, especially English subjects. Therefore, the authors are interested in taking the title "Analyzing Students' Willingness to Learn English". the school the writer chose for research for the title of the thesis was SMP Negeri Satu Atap Wer Tamrian. The purpose of this study was to determine the level of students' willingness to study English at SMP Negeri Satu Atap Wer Tamrian, which still needs to be improved. This can be seen from the results of the analysis, these students do not have feelings of joy, interest, enthusiasm, and encouragement from teachers and parents. In the world of education, willpower is very much needed, because will is an attitude or encouragement that is carried out continuously in order to achieve everything that is desired. Based on the explanation above, the authors conclude that as an educator must always provide motivation to each student so that these students have a high will in the world of education. Because, with a high will, students will be motivated towards something they want to achieve. Not only an educator who plays a role but also parents and the community to help their children have a high will to achieve something they want. interest, enthusiasm, and encouragement from teachers and parents. In the world of education, willpower is very much needed, because will is an attitude or encouragement that is carried out continuously in order to achieve everything that is desired.

Keyword: *Analyzing students' willingness, learning English.*

INTRODUCTION

English is certainly one of the subjects that need to be taught in Indonesia. The students learn english starting from elementary school to university. Hence, the government has made English as the first foreign language to be taught in schools and has established as a subject in elementary school until university.

English is a tool for verbal and written communication. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand or produce spoken and written texts that are realized in four language skills, namely listening, speaking, reading and writing. Those four skills are used to respond and create good communication in social life. Therefore, English subject is directed to develop those skills so, that later the student will be able to communicate in English.

According to Maharani and Hartati's research (2017) on student's attitudes towards learning English as a foreign language shows that from the behavioral aspect, students have negative attitudes, in other words, students do not have a hopeful and confident attitude in learning English. The cognitive aspect shows that students know the importance of learning

English to communicate.

Aspects of students' emotional attitudes showed negative attitudes towards learning English. Based on the results of the study by the expert above, students who got high and good scores in learning English had a positive attitude in all aspects and students who had low scores were students who got poor marks in learning English. This shows that the cognitive aspect determine student is attitude towards learning English.

Schools also have an important role in realizing educational goals national through the learning process. Learning activities at school is the main activity in the process education, this activity aims to bring participants educate to the situation better. Otherwise the process learning can be known from the learning of results achieved by students. Learning results is usually associate with high and low value obtaine participant in the dick.

The successfulness of learning in school is influence by three factors as follow :

firstly, student interest. student interest in learn English is a key to make the class activity is running well and the class become to student center. it means that students has more opportunity to participant teaching and learning process.

Second, attention. According to Slameto (2010, pg105). Attention is the concentration of psychic energy aimed at something object by performing a certain activity both inside and outside. So when the teacher starts to learn as much as possible students are interesting to pay attention consciously and focus on the stimulus given by the teacher.

For learning English, the teacher brings equipment or media that want to be used for learning English, for example, the media used is the snake and ladder game the form of the snake and ladder game is a game that is dominated by numbers and pictures. Students see something the teacher brings it's something interesting so students start to pay attention to what the teacher brought at the beginning of the lesson.

Third, learning motivation where,. Learning motivation is a series of drives or forces driving force that comes from within oneself and from outside to carry out learning activities so as to cause changes so that what is the desired goal by the subject of learning can be achieving.

Thus three factors that mentioned above has very important to influence the students willingness in learning English.

Observations in grade VIII of SMP Negeri Satu Atap Wer Tamrian, on May 2022, the results of the study showed that: lack of English vocabulary, poor English pronunciation, and low self-confidence made them less interest in learning English, this is show by students being silent when the teacher In English, asking questions is the actual condition that occurs in SMP Negeri Satu Atap Wer Tamrian, especially in grade VIII

Based on the explanation above, the researcher interested to conduct a research study to solve the speaking problems regarding the improvement of their motivation and enjoyable to learn English in SMP Negeri Satu Atap Wer Tamrian by title "Analyzing Students' Willingness in Learning English at Eight Grade Students of SMP Negeri Satu Atap Wer Tamrian.

RESEARCH METHODOLOGY

Based on research problems and objectives in this study, the researcher decide to use qualitative research approach. This research uses qualitative because carri out under natural conditions.

According to Sugiyono, (2013) suggests that the qualitative research method is the research method used to examine the condition of natural objects, where the researcher is as a key instrument, data collection techniques were carried out triangulation (combined), inductive data analysis, and research results

Methodologically, these approaches rely on inductive designs aimed at generating meaning and producing rich, descriptive data, Praticia, (2017) from these definitions, it can be concluded that qualitative research is a study that focused on phenomena in social activities includes attitudes, habituation, and beliefs in groups or individually through qualitative data.

According to Kumar, (2011) “studies whose primary focus is on description, rather than examining relationships or associations, are classified as descriptive studies. a descriptive study try to systematically describe a situation, problem, phenomenon, service or program, or provides information about, say, the living conditions of a community, or describing attitudes towards a problem. consequently, in this study the researcher describe analyze students is willingness in learning English at eight grade of SMP Negeri Satu Atap Wer Tamrian.

This study involves student as a subject in conducting the research process. The researcher applying descriptive qualitative research design through conducting direct observation at the school. Data analysis inductively builds from particular to general theme and the researcher making interpretation of the meaning of the data situation Hariani et al, (2018). The researcher collect as much information as possible from teacher and students who participated in this study.

RESULTS AND DISCUSSION

Research result.

The lack of success or failure of students in the teaching and learning process of students is influenced by internal and external factors. This study conducted an analysis of student is learning openness in English class of Eight Grade of SMP Negeri Satu Atap Wer Tamrian, so that the details of the research problem as follows:

factors that can affect student learning outcomes, namely there are internal factors (interests, talents, motivation, knowledge, attention, willingness to learn and ways of learning) and external factors (school environment and family environment).

Internal factors consist of

a. Interest

If seen from the results of research conducted at SMP Negeri Satu Atap Wer Tamrian, from the results of interviews with teachers, the teacher said that some of the students already had a good interest in learning, the thing that made them have an interest in learning was because of an effective and fun learning atmosphere.

In addition, the results of interviews with students from 11 students who were asked about their interest in learning 4 out of 11 students said they had an interest in learning English lessons about making and reading stories because they felt the material was easy to understand, interesting and some said that he wanted to be able to make and read the story properly.

Meanwhile, 7 out of 11 students said they had no interest in English lessons about making and reading stories because they considered the lessons difficult to understand and some felt compelled to learn them, considering that their writing was read differently. The results of this study are relevant to the situation in the field considering that the researcher was the first person to examine the analysis of openness and students' abilities in learning English.

b. Talent

there are students at SMP Negeri Satu Atap Wer Tamrian when asked about talent in learning English lessons the researcher "Do you think you have talent in English lessons?", 2 (two) Students answered that they had talent in learning English lessons and could make

short stories in English about activities carried out every day and read it in front of the class, and when asked about how to make a short story in English correctly they could answer it. Furthermore, (one) student answered that he only had talent in making stories correctly, and when asked why he did not have talent in reading stories in English in front of the class, they answered because reading stories in English was difficult and they had not studied in depth.

2 (two) students answered that they only have talent in reading stories, and when asked why they don't have talent in making stories? According to him, making stories is more difficult than reading stories. When the researcher asked him to read a few lines of the story, the student could read the story well. Finally, 6 students answered that they had no talent in making and reading stories because these students found it difficult to make and read stories.

The results of this study are relevant to exist research at the SMP Negeri Satu Atap Wer Tamrian. Considering that English teachers are changed every year, according to researchers, this can affect students' openness and readiness to learn English.

c. Motivation

Motivation is a series of efforts to prepare certain conditions so that someone wants and wants to do something. Motivation is important and must be owned by every student so that a student is enthusiastic about learning. Atkinson stated that motivation is a term that refers to a tendency to act to produce one or more influences. In this study, it can be said that some of the eighth-grade students at SMP Negeri Satu Atap Wer Tamrian have good motivation, this can be proven by the results of interviews between researchers and students.

When the researcher asked what motivated them to want to learn about the material for making and reading poetry in English, most of them said that the material was unpleasant and difficult to understand, and there were also students who said that the material was interesting. It is this reason that makes them want and feel motivated to learn about composing and reciting poetry. In the questionnaire asking about motivation, 4 students answered "yes" (have interest) and 3 people answered "interesting" and 4 answered "no" (did not have interest).

The results of this study are relevant to research conducted by researcher in the field, bearing in mind that English teachers are changed, so the teaching methods are different so that students are less motivated to learn English, SMP Negeri Satu Atap Wer Tamrian.

Furthermore, based on the results of observations during the learning activities in class, it was found that several students were motivated to learn. The following is a description of the researcher interview with the Mrs teacher regarding motivation in learning: Researcher: How can the teacher make students active in learning English? Teacher Mrs: the teacher often ask questions to students. The teacher gave the students the opportunity for 20 minutes to pay attention and then asked the students. Second, students review English lessons at home, just as students review material that has been taught in class. Third, always work on assignments without delaying it, for example when the teacher gives questions students work on them right away and don't delay them.

Based on the description above, it can be concluded that students who have motivation in learning are brave enough to come to the front of the class to answer questions posed by the teacher and be able to explain it back to their friends out loud.

d. Knowledge

Knowledge means that if someone has a willingness to learn about a lesson, they will have extensive knowledge about the lesson and how learning benefit it in everyday life. The higher a persons' education, the knowledge obtained is also very broad. Knowledge can be obtained from education, experience and observation.

Furthermore, based on observation during classroom learning activities, it was found

that several students had learning knowledge. The following is a description of the researcher interview with the Mrs teacher regarding knowledge in learning: Researcher: to what extent do students understand the material presented by the teacher? Mrs teacher: students are able to understand the material presented well, for example being able to name animals, fruit, and transportation.

Through the result of observation and interview regarding knowledge in learning it is proven by the first, students understand the material presented by the teacher, for example students understand the explanation conveyed by the teacher. Second, students are able to explain the material being taught, such as when one of their friends does not understand the material, the student can provide an explanation of the material asked by his friend. Third, students can apply English lessons in everyday life, such as students being able to say English words in everyday life.

e. Attention

Attention is the concentration or activity of one soul towards observation, understanding or something else to the exclusion of other things than that. So students will have attention in learning, if their minds and souls are focused on what they are learning.

Furthermore, based on observation during classroom learning activities it was found that several students had attention or concentration. The following is a description of the researcher interview with students regarding attention in learning Researcher: did you pay attention when the teacher was explaining? Students: yes, paying attention to the teacher when the teacher was explaining the material and not joking. In learning is evidenced by the presence of the first, students pay close attention to the explanation of the material presented by the teacher, for example some students in the class are not joking and focus on the teacher who is explaining the material.

Second, when the teacher ask question students answer well, such as when the teacher ask about the material being taught students can answer. Third, students ask if they don't understand the material being taught, some students ask the teacher when students find it difficult to learn.

f. Willingness to Learn

Willingness to learn means that if someone want a lesson, he will have feelings of interest in that lesson. He will study diligently and continue to understand all knowledge related to that field, he will take part in lesson enthusiastically and without any burden on him. Furthermore, based on observation during class learning activities it was found that several students liked English lesson.

The following is a description of the researcher interview with the teacher regarding the willingness to learn: researcher: how does the teacher present English learning so that students are interested? Teacher: the way of presentation in each class is different, from class VII usually using creative method. However, for class VIII, IX, and so on, there has been an increase. The method used is by giving one day one vocabulary. With a good perfect attitude position. Second, following English lesson to completion, like all students participating in the entire series of learning in class to completion.

g. How to Learn

How to learn is a strategy that is used by students to better understand the material being explained, of course, with the way students like to learn. Based on the results of interviews with students, half of the students answered that they did not like the teacher's way of teaching and there were also those who answered that the facilities in the classroom were not adequate/adequate so that it affected learning motivation, therefore they had their own way of learning at home, for example, there were some students who did learning activities at home with parents, siblings, and watching video lessons. Regarding how to

learn, class VIII students at SMP Negeri Satu Atap Wer Tamrian have their own way of learning at home, which aims to better understand the material presented by the teacher at school.

The results of this study are relevant to research conducted by researchers in the field considering that most of the parents have a less educational background and also seen from their work are farmers, therefore they are very busy with work in the garden so there is no time to pay attention to children -Children study at home by him, the English teacher must take actions that can make students happy in the learning process.

This relates to research conducted by researchers because this study discusses the factors that can influence student learning outcomes, namely internal and external factors, where one of the internal factors itself is the way students learn.

External Factors

In this external factor, according to the researcher, it can also affect students' readiness in learning English, because it can be said that the three main pillars of a person get motivation/support from the two namely;

a. School environment

Dalyono stated that school is a factor that also influences the growth and development of children, especially their intelligence (Sari, 2016). It can be said that the school environment is very influential on student learning outcomes. A school environment is a place where students carry out learning activities. In the school environment, there are teachers and principals. The role of the teacher is very important in the learning process, where the teacher must provide an explanation regarding a material that sometimes requires teaching aids so that students can easily understand the material being taught. Next is the principal, the role of the school is as a chairman or leader who is responsible and plays an important role in advancing a school. One of the principal's duties is to provide adequate facilities for teachers and their students.

When the researcher asked about how the teacher taught in class, some students answered that the teacher's explanation when teaching was quite difficult to understand, especially when the class did not use Indonesian but English and the teacher did not prepare teaching aids so that it would make it easier for students to understand the material being taught in order to make students enthusiastic in learning. Apart from asking about the teacher's way of teaching, the researcher also asked whether the school provided sufficient learning facilities. All grade VIII students at SMP Negeri Satu Atap Wer Tamrian said "No" because they were not given adequate learning facilities, for example, bags, school uniforms, textbooks, writing instruments, and shoes that they could use for school. school environmental factors most students answered that school environmental factors were not good at responding and learning to students. Even though the BOS funds exist for the needs of students.

This research is relevant to field research which researchers experience in the field, for researchers if the school environment does not pay attention to this then it can be said that English lessons will not be of interest to the students themselves.

b. Family environment

In this study, students were asked about the role of parents in motivating their children to continue to study enthusiastically. When asked, some students answered that their parents always motivate them to study hard, one example is by ordering their children to study, giving gifts for something they achieve, and wishing the best for their children. In this case, it can be said that parents and guardians of SMP Negeri Satu Atap Wer Tamrian students are very concerned about and motivate their children in terms of learning so that they get good learning results. family environmental factors, most of the students answered that their

family environment factors, namely parents, were good at providing facilities and motivation to learn to students.

Research Discussion.

In the research there are two factors, namely internal factors and external factors

Internal factors

a. Interest

Interest can be interpreted as a person's interest in something. This interest directs a person to stay focused and work in a field without feeling coerced. The person will do what interests him with pleasure and satisfaction. Interest is also a development in combining all existing abilities to direct individuals to an activity they like. From this sentence, the researcher concludes that interest is very important.

Therefore the teacher must be able to make students interested in the lessons given so that the learning atmosphere becomes fun because seen from the interview results some students are not interested in the teacher's way of teaching some students do not understand/understand the material provided by the teacher because they do not use props in the learning process.

So the teacher must be able to overcome this and be able to make students interested in the learning process because if students are not interested in the subject, they cannot understand what is being given by the teacher.

b. Talent

Talent is the potential possessed by a person from birth. So, talent is a person's innate potential. Thanks to this talent, one can learn something much faster compared to other people and with much better results. For example, dancing talent, writing talent, singing talent and so on.

therefore the researcher concludes from this sentence that this talent or talent is very useful, of course, everyone has their talent but if that talent is not developed it will automatically disappear, as an example of the talent possessed by SMP Negeri Satu Atap Wer Tamrian students, especially class VIII they have a talent for writing stories, therefore researchers hope that English teachers will continue to develop the talents possessed by students so that this talent does not disappear from their minds they.

c. Motivation

Motivation at this stage students have very diverse motivations. In this study there were many students who had high motivation. One of them was a grade VIII students at SMP Negeri Satu Atap Wer Tamrian who dared to come to the front of the class when the teacher pointed out the names of the means of transportation. Students express opinions during discussions in English lessons, for example students convey ideas to their friends.

Students always work on assignments without delaying it, for example when the teacher gives questions students work on them right away and don't delay them. Motivation can come from the family environment, as stated by Sutrisno, 2021 that is, a Rowdy, Crowded and chaotic home atmosphere does not give peace to their children who are studying. Usually this happens in large families and too many occupants, a tense, noisy home atmosphere, can cause children to get bored at home, and have difficulty concentrating on their studies.

As a result, children are not enthusiastic and bored with learning, because they are distracted by these things. Physical and spiritual health greatly affect the ability to learn, if a persons' health is disturbed, for example a cold, fever, dizziness, cough and so on. Can cause fatigue, lack of enthusiasm, and lack of enthusiasm of learning (Sutrisno, 2021). To provide deep motivation to children, it is necessary to create a calm, peaceful and loving home atmosphere so that the child feels at home and allows him to.

Concentrate on his studies and pay attention to his health condition so that his enthusiasm for learning is not disturbed and the family's economic situation also affects enthusiasm. Learning or motivation of children because a child sometimes needs facilities and infrastructure or learning facilities, such as books, stationery, and so on. This facility can only be fulfilled if the family has enough money. If the facilities cannot be reached by the family, it will become an inhibiting factor in learning which results in children not being enthusiastic about learning (Sutrisno, 2021).

d. Knowledge

Students who have a willingness to learn will be able to absorb information in their studies. Someone will get good grade if they have a high will in learning. Students understand the material presented by the teacher, for example students understand the explanation presented by the teacher. Students are able to explain the material being taught, such as when one of their friends does not understand the material, the student can provide an explanation of the material asked by his friend. This is similar, willingness must be built by each student, because it will be able to increase student achievement and achievement in learning, as well as willingness in learning English many grade VIII students have been able to explain the material presented by the teacher to explain to friends who do not understand and have memorized the names of animals, fruits, vegetables and means of transportation.

Vocabulary is already a lot the compatibility of the curriculum with students need will increase student enthusiasm and willingness to learn so that students get satisfying learning outcomes. Knowledge is not only obtained from teachers or reading sources but can also be from friends, this is in line with the opinion of Sutrisno, 2021 which suggests that the influences of students' associates penetrate more quickly into the souls of their associates, will both affect students' themselves, and vice versa. If bad friends get along, it will definitely affect the bad character of students. Knowledge can influence the way parents educate their children on childrens learning. This was confirmed by Sutjipto Wirowidjojo who stated that the family is the first and foremost educational institution.

If parents do not pay attention to their child educational (indifferent to their child learning) such as not managing their study time, not completing their learning tools and not paying attention to whether their child is studying or not, all of this affects their child enthusiasm for learning, it could be that the child is lazy and unenthusiastic study. The results he got were unsatisfactory and might even fail in his studies.

e. Attention

According to Sutrisno, 2021 explain that one of the factors in the willingness to learn is attention. Students' attention in learning greatly influences students' willingness to learn. Students pay close attention to the explanation of the material delivered by the teacher, for example some students in the class are not joking and focus on the teacher who is explaining the material. When the teacher ask questions students answer well, such as when the teacher ask about the material being taught students can answer.

Attention can be interpreted as a persons focus on learning, as which explains that attention is the concentration or activity of a persons soul towards observation, understanding or something else to the exclusion of other things than that. Based on the result of observation, the researcher got the result that class VIII students paid very much attention to the teacher when the teacher was explaining the material, and class VIII students were able to answer questions from the material previously explained by the teacher in different classes who did not pay attention to the teacher from the start, so other class students are not able to answer the questions given by the teacher. The material or subject matter provided by the teacher is related to the attention of students in class. To achieve

good learning outcomes, students must pay attention to the material they are studying, if the material or subject matter is not a students' concern, then the willingness to learn is low, boredom will arise, students are not passionate about learning, and it could be that students no longer like learning.

In order to get the attention of students, the teacher must use teaching methods that very the appropriate learning style, so students don't feel bored. In this study, many people pay attention to participating in English subjects. The benefits that can be obtained from attention are that students will understand the material that has been conveyed by the teacher so that students can complete the questions properly and get maximum results.

f. Willingness to Learn

Students willingness to learn students greatly influences students interest in learning. According to (Pratiwi and Bernard, 2021) states that willingness to learn is a students desire for learning material that he likes and masters. Based on the observation, the researcher found that students did not like English classes because students considered English subject difficult and boring, so students were not interested in English classes and lacked readiness to learn.

In this research, many students are interested and ready for English subject. For example students are on time in English lesson, if the English teacher has not yet entered class, all students are sitting in a good and perfect position. Students follow all learning in class until it is finished. This is in accordance with James Dreyers quote that readiness is the willingness to answer or respond, which is innate in a person and is also related to maturity, because maturity is the willingness to apply skills. This willingness is very important because if they do not have the will and willingness to learn, they will not be interested in learning English in class. To arouse students willingness to learn lesson, as a teacher must prepare media as real object that can be seen directly by students.

g. How to Learn

This way of learning is divided into two parts, namely how to learn effectively and efficiently in order to be able to maximize student learning outcomes.

- 1) Set goals
- 2) Set a study schedule
- 3) Create a comfortable learning atmosphere
- 4) Create an acronym that's easy to remember
- 5) Understand not memorize
- 6) Don't be shy to ask
- 7) Never give up

From the seven points above, the researcher hopes to be an example for students SMP Negeri Satu Atap Wer Tamrian , especially grade VIII. The teacher must also be able to create a comfortable learning atmosphere for students.

Factor External

External factors There are two parts, namely the school environment and the family environment.

The school environment and family environment are not much different, both provide comfort and become a place of learning for students, but seen from the explanation of the research results, the school environment does not provide comfort for students, and this can make students affected in the learning process, therefore the school environment must be able to provide comfort for students so that students can survive and study diligently like a family environment, in this case, parents really pay attention to children so they feel comfortable that's where they will be enthusiastic and diligent in learning...

The obstacles that affect students' willingness to learn English

Students who experience obstacles in learning English that have a direct or indirect impact in the form of behavior.

According to Abu Ahmadi and Widodo (2010) some behavioral characteristics which are symptoms of difficulty being open in learning English include:

1. Shows low or below average achievements achieved by these students
2. The results achieved are not balanced with the efforts made.
3. Slow in opening up to do the assignments given by the subject teacher.
4. Showing unnatural attitudes, such as indifference, pretending and so on.
5. Show different behavior, such as irritability, moody, angry or sad and so on.

Of the five inhibiting points above which were put forward by Abu Ahmadi and Widodo, the researcher concluded that; achievements and learning outcomes achieved by students must receive motivation or attention such as giving prizes to students who achieve the best grades, guidance and counseling, teachers must also provide special coaching for those who do not achieve these achievements or are lazy.

Steps to prevent difficulties so that students can be open in learning.

Learning difficulties experienced by students must be known as early as possible, so as not to hinder the achievement of openness in learning goals. To deal with the difficulties of openness could be taken with the following steps:

1. Conduct a diagnosis of students who are open and students who are not open, and determine the causal factors why students are not open.
2. Prognosis, namely making an estimate of the learning difficulties.
3. Therapy, namely determining various possibilities in the context of healing or therapy for those who are afraid to be open in learning.

From these three points the researcher wants to say that diagnosis, prognosis, therapy is a must for English teacher and counseling teacher to be able to pay serious attention to students who are less open in foreign language lessons.

CONCLUSIONS

Based on theoretical studies and research on analyzing students' willingness to learn English at SMP Negeri Satu Atap Wer Tamrian which has been stated in the previous chapter, in this chapter the author presents several conclusions and suggestions.

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