Curiosity Factors and English Language Achievements: Non-English Students Department

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Article Info	Abstract
	Curiosity is fundamental in inspiring students to learn English as a foreign language. Their curiosity, on the other hand, does not exist when they are studying English. Students believe that studying English is difficult and implementing speaking skills is even more challenging. This article identifies critical points to recognize students' curiosity in learning English language as non-English department students' through a literature reviews. This is a descriptive study, where the researcher finds some supporting theories in term of curiousity in learning English as a foreign language. It relates to the theory that emphasis the difference among students' curiosity in learning English. Theory and evidence are discussed in the field of psychology and pedagogy, curiosity and education, curiosity in learning, socioeconomic and curiosity. The study's conclusion is that there is no level of socio-economic difference in the curiosity possessed by a student. Curiosity serves intrinsic motivation to learn English language. Consider factors such as learning facilities; language laboratorium, English language atmosphere and environment, partners' stimulation and feedback on student in practicing English, and socioeconomic status analysis. Therefore, curiosity is as a self-motivation for English language achievement which involves teachers and students. The findings of this study can help educators have a better understanding of how to get children to enjoy English. Teachers can provide attractive learning procedures, materials, and strategies. Students will have a high level of interest as a result of this experience of compassion.

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INTRODUCTION

Some existed researches have been reported in the literature for specific purposes, such as instructional strategies, responsibility, and eagerness of learning or curiosity as the pedagogical. It created to enhance motivation, activation of certain learning activities, and communication for deeper personal interactions in learning English language. Thus, students, teachers, and institution are as the potential influences on the success of English language learning target.

External factor such as completeness needs in academic information is one of the factors that can influence students English language achievement. It is important elements include academic achievement especially in English language skills (Aikens and Barbarin, 2008). According to Nurishlah, Budiman, and Yulindrasari (2020), information problem access affect students academic performance and their Curiosity in learning process. Unfortunately not most of students are able to get additional access information except teachers. As a result, students who lack insight feel inferior to their more knowledgeable friends.

The extended period that particularly in university, instructors were trained to teach English using teacher-centered model. The majority of students prefer to keep quiet and serve as an audience during an English session. They rarely communicate in English or raise their hands willingly to respond to the teacher's inquiries, and some still stay asleep. It appears as though they place little value on their English lesson. This type of instruction that is inappropriate to the English education since it decreases students' interest in English language. This type of forced-feeding instruction is damaging to students' development, as it can progressively cause them to lose interest in learning English.

Some previous researches have been compared to thisresearch. Some techniques to increase students' curiosity in learning were identified by Tianjuan (2019). While Pluck (2011) outlined various techniques for promoting students' interest in learning, then Nurishlah, Budiman, and Yulindra (2019) concluded that students from various socioeconomic backgrounds express curiosity in different ways. Therefore, this research focuses on the curiousity factors that must be determined at first during the learning process. By knowing some curiosity factors earlier, teachers can create some techniques to increase students' curiosity in learning. This study aims to open insight to the teachers in analyzing and determining each student's learning curiosity before beginning the teaching process. The goal of this research is to give information more about some factors that influence student learning curiosity. As a result, teachers and students will be better prepared in the further teaching.

According to Tianjuan (2019), interest in learning is a necessary component for teaching and learning, as it is the most valuable and active source of curiosity and initiative. Therefore, all teachers must create effort to achieve their students' desire to participate in English language learning. The purpose of this study is to conduct a review of the literature on Curiosity factors that influence teachers' and students' understanding of English language achievement. Furtheremore, both teachers and students cooperate to enhance students' curiousity of learning English language. Internal and external influence factors are identified in this research.

METHOD

This study is focused on the students' factors of curiosity in terms of English language learning. This study observed some existing research about the connection between curiosity and enlish language learning field. The researchers look for some curiosity factors that come from internal and external field. Identifying its factors, the research collects some different issues from the related references. Researchers identified from socioeconomic background, academic accomplishments and others. The researchers also examined numerous linked issues, including psychology and

pedagogy of curiosity, curiosity and education, curiousity in learning, socioeconomic and curiousity.

RESULTS AND DISCUSSION

Results

There are numerous issues in the learning process relating to students' lack of interest in studying English. However, this study underlines the lack of curiosity among students to learn English language learning based on the existing challenges. The finding underlined that both internal and external factors are the same in creating students' curiosity in English language learning. Therefore, both teachers and students play a role to the success of enhancing language learning curiosity where teachers' teaching method is as the external factors and students theirself are as the internal factors. This can be triggered by a variety of reasons relating to students' interest in the learning process. The results below show factors that influence curiosity.

Psychology and Pedagogy of Curiosity

Curiosity is as a significant factor in education. In the late nineteenth century, philosophers and early psychologist, William (1890) discussed common ideas, including scientific Curiosity in academic achievement. Furthermore, (Gorlitz, 1987) emphasized the significance of Curiosity in early language acquisition. Curiosity is as the internal method that is needed by students in practicing skills. He utilized the variety roles of curiosity are as the experimental activity and particularly in terms of the process of assimilating. Curiosity refers to the methods in which infants adapt or learn about the environment. Comprehending the link between Curiosity and learning and education, it is necessary to analyze some approaches to the issue that have emerged from the psychology field.

Curiosity need parents' role to enhance the effective self motivation in the learning process. As the psychologist term, it is the internal support to build up and motivate students to have curiosity which comes from families. Furthermore, the Russian psychologist Vygotsky (1978) stressed the importance of parents in promoting children's exploratory activity. Children's cognitive capacities are not constant but rather exist on a spectrum ranging from communicative competence to collaboration with adults (Vygotsky, 1978). Exploration and encouragement of early Curiosity can help to extend cognitive capacities. According to Pluck and Johnson (2011), Curiosity was incompatible with learning theories that focused on global and biological aspects of the learning process.

Berlyne (1954) distinguished between 'perception curiosities' which occurs when a stimulus has a quality such as novelty and draws attention and evidential. Such premises underpin the dominant psychological approach to Curiosity today. Both are the term that only applies to human behavior and explains a desire to learn. Additionally, Berlyne (1954) noted: "*why certain pieces of knowledge are more ardently sought and more readily retained than others.*"

Schmitt and Lahroodi (2008) mentioned that Curiosity improves academic learning in general in terms of pedagogy curiosity. Interest as a tool and necessity for education, research, and knowledge are reinforced by the fact that classroom teachers choose ways of instruction that arouse Curiosity. Thus, it is essential to the academic field such as teaching and learning process. Curiosity as a characteristic that is significantly related to intelligence (Coie, 1974). Therefore, Curiosity is more essential than intelligence. Studies of schoolchildren show that IQ is more significant in assessing grades (Zion and Sadeh, 2007). In other words students can improve the intelligent in some sectors by maximize the curiosity as comes from internal feeling.

In brief Curiosity significantly increases and influences the learning activities. Motivating the students to think more deeply about the substance being described is one of the ways to develop students' curiosty. It has obvious connections to the theories that propose distinctions between 'deep' and 'surface' learning and psychological theories that imply 'deep' information processing leads to improved understanding (Craik and

Lockhart (1972). Therefore, the connection theorist between curiosity and psychological must be practiced. Furthermore, according to Zion and Sadeh (2007), the function of Curiosity as a motivator is likely a significant component of inquiry-based learning's effectiveness. There is an indication that it is the primary driver of active investigation in student learning.

Curiosity and Education

The distinction between "perceptual curiosity" and "epistemic curiosity" was made by (Berlyne, 1954). The sensory search for novelty is known as perceptual Curiosity. The need for knowledge is referred to as epistemic Curiosity, which is a uniquely human instinct. He also distinguishes between "diversive curiosity" and "particular curiosity." Single interest is sparked by a specific piece of knowledge, whereas diverse Curiosity is sparked by a broad decision to obtain information when bored. Curiosity is an innate desire for learning that is particularly strong in young children (Loewenstein, 1994). Psychology has laid the groundwork for instructional methods to fostering Curiosity. The relevance of Curiosity in early child cognitive development was underlined (Piaget and Valsiner, 1930). Curiosity is connected to two processes that children use to learn about the world: assimilation and adjustment.

Several practical techniques for stimulating Curiosity, then in retaining linguistic Curiosity at primary school students, Tompkins and Tway (1985) recommended using wordplay. Among the ten instructional design methods proposed by Arnone (2003) for promoting Curiosity are: allow enough time for inquiries, use Curiosity as a hook, introduce idea conflict, and provide an atmosphere for questioning, allowing the topic selection, and adding aspects that pique Curiosity.

According to Berlyne (1954), Curiosity is an internal motive that can be fostered externally. Students can have curiosity if students are motivated or interested in one lesson. Adacemic achievements are connected to the curiosity and motivation to learn. English language skills are needed those factors in order to have practical effort. He defined six factors that distinguish curiosity stimuli: originality, surprise, alteration, conflict, ambiguity, and complexity. These elements have been taken into account and it gives the influences to the academic performance. Besides, the design to create those factors must be tried to implement by each students. The curiosity possessed by students is caused by several factors, namely the effort and enthusiasm to develop abilities in certain fields of science. For example, students majoring in English department have more abilities of English language skill than students from other majors other. Thus, the level of curiosity also affects the student's ability to understand English. Arnone (2003) instructional design ideas for encouraging Curiosity in study environment were used. Thus, Curiosity develops due to the challenges of everyday living, which lead people to examine something in their surroundings.

Curiosity is defined as the drive to discover and receive new information. When a person seeks information, this is referred to as searching. According to the numerous viewpoints above, Curiosity is the desire to uncover and know information or knowledge that is not known at this time to fill the information, understanding, or knowledge deficiency better than before (Berlyne, 1954). Most students do not realize the importance of curiosity in the field of education especially in learning English as a foreign language. Therore, Academic performance is a measure of one's ability to learn the lesson. The point is students can achieve the learning target by improving the desire or curiosity feeling.

Students' gained knowledge skills due to training or experience of life high academic accomplishment is not feasible. Without the existence of intellect but the fact of high intellectual ability is not a guarantee of excellent academic success (Spinath, 2012). Curiosity plays a role in enhancing academic achievement by encouraging people to think about information more deeply. English language skills for non-English department students need serious attention to be improved its curiosity. The information obtained curiosity-driven students will be conscious of information gaps to get motivated to discover solutions and aggressively study the problem to resolve their inquisitiveness (Nurishlah et al., 2020). The learning targets are not only focus on the students English language achievement but also students' curiosity in learning English language. Language learning curiosity is the basic step before goes to the language achievement. As a result, the function of Curiosity as a driving element for dynamic inquiry in student achievement

leads students to attain learning accomplishment (Pluck and Johnson, 2011).

Curious Learning Companion

The institution and school must preset expertise about the precondition effect pairings for the actions of the student's contoler, which implies that the institution and shool can anticipate what steps the student's can take and what changes will occur in the world state if an effort is made. Following that, both teacher and families must take a role through the primary purposes of each component. Environment to practice English skills is similar to English language atmosphere. Students are motivated to have language skill by seeing the English practice environment. Students come from English department complete daily motivation to improve their English language skill. It happens because students are inspired by others to practice English. Viceversa, students have low motivation and curiosity to practive English without seeing English language practice atmosphere.

Based on Berlyne (1954) psychology theory, the curiosity inference module infers the presence of curiosity-stimulating variables in the direct learning environment. Curiosity occurs when students learn the lesson in the direct situation. The suggested inquisitive learning companion works as a partner learner in direct learning settings to assist a student. The interested learning companion's objective is to monitor the environmental context and the student's actions (as represented by the student) in the virtual world and deduces curiosity-stimulating variables (novelty, surprise, etc.) are present today. The school and institution can formulate questions to encourage the student and stimulate their Curiosity. It depends on some enabling variables such as environment, friends and families. Curiosity-inducing variables based on information gleaned from the surroundings as well as its technical knowledge based on the inferred curiosity-stimulating variables and its query, the institution or school create question and solution in enhancing students' curiosity. Through its sense, the inquisitive learning partner observes the environment factors (world states) and the student's activities (actions of the student's controller). The memory stores student's previous world and activities. Berlyne (1954) found six elements that enhance people's curiosity in language learning, such as:

a. *Novelty* refers to something. For example, students are quickly captivated by new media in learning.
b. *Change* refers to the movement or change that happens when the stimulus is working on receptors. For instance, students may be drawn to a shooting star that makes a dramatic shift in the peaceful sky.
c. *Surprise* is when one's expectations are not satisfied by the actual outcome, resulting in surprise. For example, students will be shocked if a media accelerates after hitting the stop button.
d. *Uncertainty* is when there is no apparent response to stimuli; this is referred to as uncertainty. Uncertainty over an answer to a question, for example, might compel a youngster to seek the correct response.
e. *Conflict* is when a stimulus elicits two or more conflicting reactions then conflict occurs. students, for example, may be intrigued when they must decide whether to press the forward button on a toy vehicle to win a race or the reverse button to avoid an obstacle, even though in the future and backward are fundamentally incompatible.
f. *Complexity* is the diversity or variation in a stimulus sequence. Student, for example, prefers a jigsaw puzzle of 10 pieces over one with only two parts.

Socioeconomic and Curiosity

Typically, socioeconomic status is determined by employment, education, or income, or a combination of these factors (Woolfolk, 2009). According to Spinath (2012), the strength of the association between children's socioeconomic position and academic achievement varies substantially depending on the variables employed to gauge socioeconomic status and academic achievement. The link between socioeconomic status and academic

achievement is widely considered proof of social injustice and inequality of opportunity. For example, parents of high socioeconomic status have beneficial features in their children's socioeconomic learning status, such as providing an atmosphere that promotes and supports learning. Children of high socioeconomic levels are more likely to have high learning ambitions (Spinath, 2012). In terms of learning motivation is concerned to the students' curiosity in practicing and trying everything. Students feel enjoy and have no any burden to try even practice something new. The students consider that they have good level in the field of socioeconomic to learning process.

Curiosity is influenced by the children with whom the child interacts, the setting in which the child grows, and what people do to children in the surroundings. Individuals with a low level of interest have a curiosity that has not yet formed. Adults and their environment significantly influence children's curiosity growth (Nurishlah et al., 2020). Students' curiosity representations of socioeconomic status are more in showing enthusiasm to learn new things, which depicts students' joyful feelings about learning new things at school. The enthusiasm comes from the stuents that have so facilities in the learning needs. For instance, students can take additional cource to support their understanding or knowledge to the lesson. Having these facilities automatically makes students to be better practice than other. In phsycholgy, it can influence students' curiosity in trying something new. In addition, this enthusiasm for studying arises also from students' desire to gain the success of learning that influence the socioeconomic status furher. Thus, it is one of the reasons to build up students' curiosity.

Nurishlah et al., (2020) also claimed that teachers and education at class serve as sources of information due to extrinsically constrained learning facilities and parental knowledge at home. While students' goal to learn the truth of information is essential to supplement their current knowledge. Curiosity is rewarded with information. Students from insufficient socioeconomic levels, for example, can be intrinsically or extrinsically motivated to learn new information. Additionall, motivation can occur to the students from both insufficient and socioeconomic levels.

The fulfillment of Curiosity is another impact of economic status. Children from affluent families fulfill their Curiosity by gaining access to various facilities and learning tools, including books, the internet, and educational aids. Youngsters from poor socioeconomic positions must satisfy their interests in different ways. The component of Curiosity that affects student success from low socioeconomic levels displays willingness to learn new experiences, reflecting students' excitement for learning something new at school. At the same time, they do not receive new knowledge at home (Pluck and Johnson, 2011).

Discussion

Curiosity, according to Schmitt and Lahroodi (2008) improves academic learning processes. Curiosity comes from some intrinsic and extrinsic factors. It also can be enhanced by the environment as the example from extrinsic factor, and motivation is as the intrinsic factors. Curiosity occurs by adopting the environment practice. Students from English department compete to practice English language by seeing and comparing the partners' practice. In other side, students have no curiosity in practicing English language without motivated by the environment in applying English in daily used. Tianjuan (2019) asserted that enthusiasm in learning is crucial for teaching and learning since it is the most significant and active resource of enthusiasm and initiative. Curiosity also comes from the side of socioeconomic as the extrinsic factors. It brings some positive and negative side in the field of English language skills. As the positive side students come from good socioeconomic have various facilities to improve the skills of English in which students from low level of socioeconomic could not have. Beside, others also are motivated to have well socioeconomic in the future by learning or practicing English language well.

Socioeconomic status refers to one's level of income and financial stability, and it is one of the most significant cultural components of one's life, including professional life. As a result, all teachers must take the opportunity to spark their students' interest in English study to aid them in understanding the language in the shortest time feasible. Umisara, Faridi, and Yulianto (2021) also concluded that there is connection between students' curiosity and motivation. As students are able to improve their curiosity in the English language learning, they can enhance their motivation in learning. Therefore, students learn with full of motivation will learn enthusiasticall (Sodik, Faridi, Saleh (2020).

The reality that classroom teachers adopt methods of instruction that excite inquiry reinforces interest as a tool and requirement for education, study, and knowledge. Curiosity is vital for learning and teaching. Curiosity has a role in improving academic performance. Encouraging individuals to think more thoroughly about information, curiosity-driven pupils will be aware of knowledge gaps to be motivated to seek answers and actively research the topic to address their Curiosity. Berlyne (1954) discovered six factors that spark people's interest: novelty, change, surprise, conflict, and complexity.

The relationship between socioeconomic position and academic success is generally regarded as social injustice and unequal opportunity. Parents of high socioeconomic status, for example, have favorable aspects in their children's socioeconomic learning status, including providing an environment that encourages and supports learning, such that children of high socioeconomic status are more likely to have lofty learning goals (Spinath, 2012). In addition, students also inspired and influenced by some students who are insightful and have high intellectuals to be better in academics.

The basic needs that must be completed by the teachers are to make the learning and teaching process to be interactive. Teachers can stimulate some passive students by activating some active students to be the partners of speaking collaboration. Besides, teachers can enhance students' curiosity by having closed emotional to the students. By those, students are really inspired by their others active friends to learn English language and students are enjoying with the atmosphere of learning. Therefore, teachers teach English condusive then students can enrich their curiosity as well.

CONCLUSION

Psychology findings mentioned that curiosity can improve teaching practice in a variety of educational environments to student interest to seek information. Classrooms learning environment is the first steps to encourage students' learning curiosity. Therefore, other factors are also needed by the students and teachers in order to achieve the English language learning. Students' learning behavior is influenced by various circumstances, all of which may connect with Curiosity. Learning media, parents' encouragement and stimulation are all factors to examine when looking at students'curiosity and motives at institution or school. Besides, socioeconomic status analysis must be measured further in order to find out its contribution to the success or English language learning target. Therefore, there should be a deep investigation into the correlation study, among other factors that influence English language learning achievement especially for non-English department students.

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