

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher presents Theoretical Frameworks and Previous Related Study.

#### **A. Theoretical Framework**

##### **1. Concept of Interest**

Interest is the tendency of a high heart towards something. Activities carried out by someone will run well and smoothly if there is interest that arises because of a need. With the need, motivation arises because of great interest. Interest is a state that occurs when a person sees the characteristics or temporary meaning of a situation related to his desires or needs. Interest is the tendency of one's soul towards an object, usually accompanied by feelings because they feel important to that something. Interest can be expressed through statements indicating that students prefer one thing over another. Students who have an interest in certain subjects tend to pay greater attention to these subjects (Susanto, 2013). From the description above it can be concluded that interest is a felling of being attracted to something without coercion. Interest in something that produces good changes for students.

According to Effendi and Praja (2013), interest can be generated in the following ways:

- a. Generating a need
- b. Connecting with the problem of experience

c. allows for getting good results

d. Using various forms of teaching

Interest is a very important factor in student learning activities. a learning activity that is carried out not in the interests of students will allow a negative effect on the learning outcomes of the students concerned. If there is interest and availability that has something to do with students, students will get satisfaction from these learning activities.

## **2. Indicators of Interest in Learning**

According to Slameto (2013), indicators of student interest in learning are as follows:

### **a. Attention**

Attention represents activity or concentration on perception; understanding. It leads a person to know more about something. Students' attention can be seen when students concentrate while studying, focus on listening teacher's explanation, ask the teacher about the material, and look for other sources about the material in the lesson.

### **b. Enjoyment**

Enjoyment in learning as a multidimensional construct consisting of affective, motivational, cognitive, psychological, and expressive. It can be seen when students enjoy doing the task or exercise given by the teacher at school, are always enthusiastic to follow the lessons, and take a note from the material.

### **c. Participation**

Students' interest in learning can be seen by their active participation during the learning process. They tend to be active and participate more in something they like. For instance, students ask when do not understand the material, always do the task given by the teacher, and answer the question from the teacher.

### **3. Characteristics of Interest in Learning**

Interest in learning has several characteristics. Elizabeth Hurlock (in Susanto, 20133, p. 62) states there are seven characteristics of interest in learning as follows:

- a. Interest grows together with physical and mental development
- b. Interest depends on learning activities
- c. Interest development may be limited
- d. Interest depends on learning opportunities
- e. Interests are influenced by culture
- f. Interest has emotional weight
- g. Interest is egocentric, meaning that if someone likes something, a desire to have it will arise.

According to Slameto, students who are interested in learning are as follows:

- a. Having a steady tendency to pay attention to and reminisce on something learned over and over again
- b. There is a feeling of liking and being happy about something he is interested in
- c. Obtain something pride and satisfaction in something that interested

- d. Prefer things that are more of an interest than other things
- e. Manifested through participation in activities and activities

From these several opinions, it can be concluded that the characteristics

The characteristic of learning interest is the tendency to remember something continuously. continuously, satisfied with what is of interest, always participates in learning, and is influenced by culture. So when students have an interest in learning, then they will continue to participate actively in the learning process.

#### **4. Factors Influencing Interest in learning**

Interest in education and learning has been identified as a strong motivational component associated with the formation and regulation of goal-oriented behavior. This is recognized as a motivational factor that can affect learning and performance. However, previous studies have identified some issues that can be categorized as factors that influence student interest in learning English. The theory used comes from Slameto(2013), where the theory can be the basis for understanding existing phenomena or problems and achieving the objectives of this research. According to Slameto(2013), the factors that influence students' interest in learning are divided into internal and external factors. Internal factors come from oneself, including physical and non-physical factors, while external factors are from outside, including family, school, and peers. Factors that influence interest in learning can increase or decrease student interest in learning. The better and more positive the influencing factor, the higher the interest in learning.

### **a. Internal Factors**

According to Slameto(2013), Internal factors are the factor influences learning interests that originate within students, including physical and non-physical aspects. The following are the internal factors:

#### **1) Physical Factor**

According to Maulani and Aryadie(2019), the physical aspect includes the physical condition and individual health of students, such as eye health, ears, and stamina. The excellent physical condition will greatly support successful learning and able on affecting students' learning interests. This is also stated by Slameto, where the health of the body affects student learning. Furthermore, Syaiful in Rizky et al. Stated that the condition of the student's organs, such as the level of sensory health hearing, and sense of sight, also greatly affect their interest in achieving good achievement.

However, health problems in students, such as fatigue, hearing, and vision problems, can cause a decrease in student interest in learning. As stated by McCracken, W et.al.(2017), children who have difficulty in hearing can quickly lose interest in the lessons that are being taught by the teacher.<sup>19</sup>In addition, children who have moderate or severe hearing loss may not want to go to school, because they are not only unable to hear the teacher but cannot hear what their friends are talking about. Furthermore, if there is interference with the eyes and ears it can cause bad receiving information from outside for students and ultimately influence learning outcomes.

## **2) Non-Physical Factor**

### **a) Attention**

According to Slameto(2013, p.56), attention is an aspect that affects students' interest in learning, where their soul is solely focused on the subject they are studying. Divjak,D (2019, p.163) defined attention as selective focusing on some aspects of the environment. Meanwhile, Sataloff et al. in Latifah,N and Supena, A.,(2021) stated that attention is an active process of limiting the information that appears in the millions received from sensory, memory, and other cognitive processes so that it only focuses on information that is considered important, while other distracting information that is considered less important is ignored. Sataloff also stated that attention can be interpreted as a form of readiness to pay attention to what is liked and interested. The essence of attention is focalization, concentration, and awareness.

Attention is one of the factors that influence interest in the learning process. Research conducted by Ratu(2018) found that attention affects teenagers' learning interests. The role of attention for interest in the learning process is to create an environment in which students can clearly understand a concept or information conveyed by the teacher or people in their environment. Suryadi(2014) in his research stated that when students have attention to a subject, they will concentrate on learning, pay attention to the teacher's explanation, and do the assigned task. Students find it easier to learn the material and get good learning outcomes when they give their attention. To attract students' interest in the learning process, teachers must get students to pay attention. Teachers can provide clear

learning material to increase students' curiosity and critical thinking about what they are learning.

### **b) Readiness**

According to Slameto(2013, P.59), readiness is an aspect that influences students' interest in learning, where the students have the willingness to respond or react. Whilereadiness in learning is a learning condition that prepares you to give an answer/response, consisting of teaching students to achieve a particular goal. Furthermore, student readiness is an individual state where students are physically, mentally, and emotionally ready to learn.Preparedness in physical, mental, and emotional maturity allows one to participate in active learning and respond to questions. Moreover, the perspective of learning readiness includes student preparedness such as studying records, completing tasks/exercises, maintaining physical health and fitness, reading material to be studied, making inquiries, and preparing to learn materials.

In Vivi's research (2021), Readiness is the readiness to accept new knowledge and to seek challenges or materials with new levels of difficulty. Then it was found that each student had a different readiness in influencing their interest in learning English. Students who have steady readiness will find it easier to capture the knowledge being taught, while less prepared students will find it more difficult to accept the knowledge being taught.

### **c) Intelligence**

According to Slameto(2013), intelligence is the ability to deal with and adapt to situations quickly, to know or use abstract concepts effectively, and to

know relationships and learn them quickly. Meanwhile, Purnomo (2019) stated that intelligence can be interpreted quickly and precisely to overcome a situation / or to solve a problem. In other words, intelligence is a situation intelligence of thought, traits of intelligent action (intelligence). Intelligence in this context refers to the students' ability to receive the lesson in both teaching and learning. Students who have a high level of intelligence will be more successful than students who have a lower level of intelligence.

Passler et al. in Hemayanti, K.L. et al.(2020), intelligence has a significant influence on student interest in learning. This is supported by Dalyono's statement that someone with high intelligence is generally easier to learn and produces better results. On the other hand, students with low intelligence have difficulty in learning and thinking slowly, resulting in low student achievement. In the research, it was concluded that students struggled to arrest and understand the chemistry material, causing them to dislike the subject. In addition, students will like and be interested in chemistry subjects if they can receive, capture, and understand the material well. Furthermore, Siregar(2019) stated in his research that if students' intellectual intelligence is high, the learning outcomes obtained are also high.

#### **b. External Factors**

According to Slameto(2013), External factors are the factor that influences students' interest in learning that comes from outside of themselves, including family, school, and peer.



## **1) Family**

According to Slameto (2013, p.60) stated that students get influence in family factors in the form of how parents educate, relationships between family members, household atmosphere, and family economic conditions. Meanwhile, Viviana and Suwarsito (2020, p.77-78) stated that in increasing students' interest in learning, especially in learning English, the family has an important role in growing students' interest in studying at home. The way parents educate, such as providing for children's needs for learning, knowing children's learning progress and understanding learning difficulties, and giving a reward can be demonstrated by parents as a form of parental attention to increase students learning interest. Those treatments significantly affect students' interest in learning English and students' English learning achievement. In addition, students are influenced by their family, including how their parents educate them, the relationships between family members, the household atmosphere, and the family's financial situation.

## **2) School**

### **a) Teacher**

In the world of education, especially in teaching and learning activities, the role of the teacher is very necessary for the smooth learning process. The teacher's role in increasing student interest in learning can be done by using learning support media, utilizing learning facilities, applying creative ideas and fun activities, and organizing learning Sari et.al.,(2021). Furthermore, Slameto stated that the influence of teachers on students' interest in learning can be seen from the teaching and learning process in the classroom and the relationship between

teachers and students. In addition, teachers need to choose which one suits the needs of students so that students can enjoy the learning and absorb the material. Besides, the purpose of learning foreign languages, especially English, is to make students able to use the language to communicate orally and in writing at the beginner to advanced level. Therefore, Chusnu (2015, p.79) stated that teachers need to improve students' ability to communicate through the use of English. Moreover, Chusnu also mentioned that teacher motivation and relationships influence students' interest to learn English.

### **b) Facilities**

Facilities have an important meaning for education. Slameto(2013, p.68-69) stated that complete learning equipment or tools such as books in libraries, laboratories, and other media to help facilitate the acceptance of the material being taught. That way, students will be more active in learning. In addition, the condition of school buildings, especially adequate and comfortable classrooms, is needed so that students feel comfortable in learning.

Marleni (2016, p.152) stated that the facilities such as school buildings, classrooms, laboratories, libraries, and so on, affect students' interest in learning. Schools can provide and lend books for students to increase their knowledge. Moreover, teachers can use laboratories and teaching aids to help explain a material.

### **3) Peers**

Slameto(2013, p.71) stated that the influence from peers more quickly entered the soul of students. The influence of good peers will have a good effect

on students, and vice versa. In order for students to learn well, it is necessary to make efforts so that students have good social friends as well as guidance and supervision of peers by parents and students who are not too strict.

According to Kurniawan (2021, p.390) students' interest is strongly influenced by the peer environment in learning.<sup>48</sup> This factor is considerable because they spend time acquiring language lessons together and have the same identity and age. Moreover, the good role of peers in learning English is found in Lasekan's research that students who have an interest in learning English get massive encouragement, companionship, support, and help from each other. <sup>49</sup> Usually, students who have good English skills will be considered motivators for other students in learning English. While this factor is considerable because they spend time acquiring and implementing the language lessons together, such as listening, speaking, writing, and reading. Another good factor is if friends have a high interest and motivation in learning, then the interests of other friends can also influence it.

## **5. Concept of Learning English**

According to Saswandi (2014) In other words, learning is a process that students do to get better behavior through experience. English is one of the important international languages to be mastered or learned. English is used to develop relations in international forums and to strengthen relations between nations. English is also used to gain knowledge from various branches of science. People use English to communicate with people in different countries. It can connect you to people around the world. On the other hand, learning English can

help you reach success. It can increase the opportunity to get a job easily. Using English to communicate may also help people to know, understand and respect each other, particularly those who have different backgrounds such as languages, cultures, lifestyles, etc. (Pandarangga, 2015). In Indonesia, English is only learned at school but is not used in everyday life. English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and/or produce spoken

According Wendiarti (2022) English subjects are directed to develop these skills so that graduates can communicate and discourse in English at a certain literacy level. English can also be called a second language because it is a foreign language that enters Indonesia to be studied in schools and other institutions. To be precise, the new era and current globalization require many people to master English as an international language. Therefore, in Indonesia, English is included as a subject in the school curriculum. The newest curriculum (Curriculum 2013) has provided four hours per week for English from junior up to senior high school level (Poedjiastutie et al., 2018). The Indonesian government included English as the first foreign language used in Indonesia. In Indonesia, English is a foreign language that can be learned in school and can be used in communication. It is the first foreign language learned as a compulsory subject at school (Panggabean, 2015). Thus, English is the first foreign language officially taught as a compulsory subject to students in junior secondary school in Indonesia.

English is a complex subject. (Megawati, 2018) Therefore, the teacher has an important task to make students able to capture and absorb the material and information conveyed about the English language material. Various methods and strategies can be applied according to student needs. One example is by creating a pleasant learning atmosphere. In addition, the learning process should be student-centered and the teacher only a facilitator. It aims to build knowledge and skills and maximize learning.

Learning English is developing the ability to speak English contextually and acceptably according to the context and conditions and daily situations of students. Learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and future (Marzulina et al., 2021). This is to produce a form of learning English that is more in touch with the language needs of students.

## **B. Previous Related Study**

In this research, the researcher conducted research about the students' interest in learning English the eighth grade students in MTs N 1 OKU. Several previous researchers have discussed students interest in learning English, they are:

Mahyudi(2019), "The Students' Interest in Studying in English Tadris (A Study at English Department of Iain Curup)". The result show, that external factors such as parents, teachers, and peers have a greater influence on students' interests in learning. This research has similarities and differences with researchers who will be carried out by researchers. The similarity in data collection with the questionnaire. However, the difference is that there are no

interviews in data collection and other differences lie in the method, research location, population, and sample.

Rindiani(2021) with the title “An Analysis of Students’ Interest in English Learning of Senior High School 1 Muaro Jambi”. The result of this study is that the students of the tenth grade SMA 1 Muaro Jambi are less interested in learning English this conclusion is seen that the interest of students does not include all indicators if someone is interested in something such as having a deep interest, encouraged to prepare more for something, have a great desire and curiosity and happy in doing. The similarity is that the objective is to find out students' interest in learning English. While the difference lies in the place of research, population, samples, methods, and data collection.

Islamiati(2022) with the title “The Factors Influencing Students’ Interest in Learning English at the Eight Grade of SMP Al Irsyad Al Islamiyyah Purwokerto”. The results of the study indicate that the factors that influence students' interest in learning English are internal factors consisting of physical factors, attention, readiness, and intelligence, as well as internal factors including family factors, teachers, facilities, and peers. Based on the table above, this research has similarities and differences. The similarity is in the type of research, data collection techniques, data analysis techniques, and the subjects studied. While the difference is in the object under study, namely factors influencing students’ interest in learning English.