

CHAPTER I INTRODUCTION

This chapter incorporates a brief description of the research process as a whole. This concerns the background of the research, research questions, research purposes, significances of the research, conceptual research framework, and previous research.

A. Background

Interest is a key to understand second language learning in an exceedingly formal educational setting in a current globalized world then it is called a content-specific and context-specific construct (Tin, 2016, p. 3). A relevant issue that concerns many language instructors is not just about the way to assist college students to analyze grammar, examine vocabulary, learn how to read or write efficiently (i.e. growing relevant cognitive talents associated with grammar, vocabulary, analyzing or writing) but more importantly approximately the way to get reluctant readers, unenthusiastic writers or newcomers missing interest in grammar/vocabulary to end up interested by studying/writing in a second language, or gaining knowledge of grammar/vocabulary respectively (Tin, 2016, p. 6). She also says that interest in something is essential for people to achieve their desires because interest shows up within the list of four basic positive human feelings proposed by researchers in general education and is contended to be a key for human mental well-being and personal growth (p. 16).

Based on the researcher's limited observation in one of the classes in English Education Department in 2016, the lack of student interest was caused by students' bad perceptions about grammar. Some of them claimed grammar as a complex lesson to learn. They said grammar causes them to be a lazy student because it was the same as the mathematics problem. Some of them also said that difficulty was caused by the lecturer, the teaching method (the way the teacher presented the material), and the nature of grammar that made them bored. Even though the majority of them did not like grammar, they still had an interest in learning grammar as they perceived that grammar was important. There were even

some of them who learned grammar because this grammar course was a compulsory subject that must be studied by students majoring in it, like it or not like the course.

This research aims to find out the factors that influence the interest of English Education Department students in grammar course. This research is important because it can provide the teacher with the information about students' interest and their factors that make them interested or not interested in learning grammar. By knowing that potential factors, a teacher can find or select a suitable (relevant) strategy to cope with the factors.

Besides, there are some research regarding grammar interest. First, research by Oz and Orak (2018) discussed the underlying reasons for students' lack of interest in grammar lessons at a state university in Turkey. The data analysis revealed that the students enjoy themselves more in language classes empowered by innovative methods and techniques along with different communicative activities regarding the grammar points. Second, research by Bahruddin (2015) discussed motivational factors and perspectives of the students towards learning English grammar in a computer-based learning program. The finding revealed that the use of the EWR (Electronic Web Resources) and the computer-mediated management system have a significant impact on the achievement, attitude, and motivation of university students in understanding English grammar. Third, research by Tin (2013) explained, clarified and captured the initial conditions and situational features that can contribute to triggering student interest in learning English. The finding demonstrated that what stimulates interest was not simply the ability to imagine and expect the vision of the future, on the contrary, the reimagining or revisioning of the beyond or one's capability to postdict the past event by following the current experience.

This present research, however, is dissimilar from previous research in terms of participants, research methods, and focus. This present research focuses on grammar interest without any extension while the first previous research focused on the comparison and the analysis of students' perceptions and opinions about grammar course before and after the implementation of the action plan, whereas

the second previous research focused on examining the motivational factors and attitudes of the students towards English grammar learning in a Computer-Supported Learning System by using a sequential explanatory research design, and whilst the last previous research focused on one of the type of interest that is situational interest to acquire the data by using a self-report study. Finally, the research is entitled as “Investigating Students’ Interest in Gaining Knowledge of English Grammar: A Case Study of English Education Department Students in UIN Sunan Gunung Djati Bandung”.

B. Research Questions

There are two research questions regarding the problem mentioned in the background:

1. What is the students’ interest in learning English grammar?
2. What are the factors that influence students’ interest in learning English grammar?

C. Research Purposes

From the research questions above, this research is intended to gain the following purposes:

1. To describe the students’ interest in learning English grammar.
2. To find out the factors that influence students’ interest in learning English grammar.

D. Significances of the Research

The research is expected to become an information source about the factors that influence students’ interest in grammar courses and then expected to be one of the considerations in deciding English curriculum policy at grammar course in the coming period according to the recommendation of this research.

Practically, this research gives significances to the lecturers and the future researcher. This research can contribute to all English lecturers to improve the strategy in teaching English grammar that follows curriculum policies while for

the future researcher, this research is expected to become an idea to make new research innovations about grammar interest.

Theoretically, this research can be an information source to know the students' problem in learning English grammar as the evaluation for curriculum planners in creating improvement for students.

E. Conceptual Research Framework

The student's interest in learning a foreign language is vital, also in learning English grammar because interest can motivate the students in their learning process (Afdaleni, 2016). Based on Schiefel in Sadeghpour (2013), the desire of learners to do one task or activity is caused by interest, and it is characterized by increased student focus and passionate engagement of learners. Someone who is interested in an object will tend to feel more pleasure in it because, as Schank stated in Pregitzer and Clements (2013) mentions that to keep something in our head, we have to be engaged psychologically. For example, the students will enjoy the grammar course if they have a high interest in that course. So they will not be burdened with that course even though many students who said that grammar is complicated, unattractive, and even unnecessary.

According to Renninger & Hidi (2015, p. 8), interest encompasses a dual meaning:

a. As a psychological state

Interest alludes to the mental condition of an individual while connecting with some sort of substance (e.g., science, bass angling, music). As a psychological state, interest is characterized by the aid of increased attention, effort, concentration, and have an effect on at some point of engagement.

b. As a motivational variable

Interest refers to cognitive and affective tendencies to re-engage with the content from time to time. As a motivational variable, interest distinguishes between a shorter-term or situational interest and a longer-term or individual interest, defined by re-engagement over time.

Bernacki and Walkington (2018) reveals that theorists identify two kinds of interest:

a. Situational interest

Situational interest is a state of increased attention and interaction brought on by elements of a situation that are shocking, relevant, evocative, or personal.

b. Individual interest

Individual interest is a lifelong affinity for certain things or actions that develop over time with awareness, value, and pleasure.

Renninger and Hidi (2015, p. 16) demonstrates the characteristics of interest, as follows:

- a. Interest is content material or object-specific. Interest is always related to particular objects, events, activities, or ideas.
- b. Interest has many environmental supports for its original, continuing, and extending engagement.
- c. Interest gives satisfaction to the individuals and makes the individuals make sense of how to enhance their quality.
- d. Interest makes people so obsessed with the objects they like in their work that they may not be conscious that they may have an interest in such objects until it has grown.
- e. The affective and cognitive aspects of interest have a physiological/neurological basis (biological roots). The brain stimulation will work differently as though when individuals are engaging in their favorite objects and when individuals are engaged with other activities that they are not interested in.

Interest is a crucial aspect because it has a significant influence on learning. After all, as Renninger et al. (2014, p. 11) states that interest is believed that it affects learning not as it is in a few cases but in several or even all circumstances in which the learner has the opportunity for intended engagement.

F. Previous Research

Related to this research, there were some previous research that discuss grammar interest like the research by Oz and Orak (2018), Bahrudin (2015), and Tin (2013). The first is “*An Action Research Project on Increasing Students’ Interests in English Grammar Lessons at A State University in Turkey*” by Oz and Orak (2018). This research highlighted some important points relating to the concern of grammar lessons in the classroom. This research was conducted to know the factors that influenced students’ lack of interest in learning grammar lessons and to know whether teachers could increase their students’ interest in grammar lessons. There were two types outlined in this research, the first was based on students’ experience, the grammar lessons model in their minds were like a static classroom environment, teacher talk time, impatient and pessimistic teacher, and deductive teaching. The second was when the action plan was implemented, there were solutions to increase students’ interests in grammar lessons such as dynamic classroom environment, student talk time, patient and optimist teacher, active learners, student-centered activities, and inductive teaching. The results of the research were the students enjoy more in language classes driven by creative methods and techniques along with various grammar-related communication practices such as grammar media project, grammar through songs and movies, or the others. The difference with this research was this research conducted to analyze students’ interest in learning English grammar without holding an action plan project.

The second is “*Enhancing Students’ Motivation in Learning English Grammar Through A Computer-Supported Learning Classroom Management*” by Bahrudin (2015). Examining the motivating factors and attitudes of an Indonesian Islamic College’s EFL learners towards learning English grammar in a computer-based learning program was the aim of this research. The findings of this research were the implicit grammar knowledge was increased significantly in teaching English grammar when a computer-mediated approaching was used, then the use of EWR and the computer-mediated management system caused positive attitude and positive motivation like students felt fun in learning English

grammar, and even their achievements in English grammar could increase because of that. In this research, the analysis of students' interest in grammar did not use the computer-mediated approach and only used survey research design.

The third is "*Exploring the Development of 'Interest' in Learning English as A Foreign/Second Language*" by Tin (2013). This research talked about what the non-native English speaking students in TESOL programs thought about the interest in learning English. This research was conducted to recommend a new analytical framework for considering the role of students in L2 learning. The researcher narrowed the research area by only using one type of interest i.e. situational interest. In triggering students' interest, the situation when interaction occurs played an important role in this research. This result of this research showed that the aspect of age was very important because they had a personal interest after they understood the post-hoc analysis about their events in the past but accordance with the present. These events were discussed in terms of three temporal stages: sources of interest in early years (primary), in teenaged years (secondary) and in adulthood (university and work). Moreover, this research successfully changed the mindset of the participants that English is 'an object of personal significance' instead of 'a communicative device'. However, this finding can be useful for English instructors. Specifically, the numerous recorded situational features could be created to help stimulate the interest of students in learning English at different stages. This research focused on implementing situational interest as the research material, while this research would consider the other types of interest and both research used a qualitative method, but this present research had difference with the previous research in the approach, that was the previous research used a self-report study while this research used a case study.

However, this research is different from the previous research. This present research is trying to focus on grammar interest without any extension while the first previous research focused on the comparison and the analysis of students' perceptions and opinions about grammar course before and after the implementation of the action plan, whereas the second previous research focused

on examining the motivational factors and attitudes of the students towards English grammar learning in a Computer-Supported Learning System by using a sequential explanatory research design, and whilst the last previous research focused on one of the type of interest that is situational interest to acquire the data by using a self-report study.

