

CHAPTER 1

INTRODUCTION

This chapter presents the main content of the study. It covers the background of the study, research questions, research purposes, research significances, research limitation, rationale, and previous study.

A. Background

Interest is defined as the involvement that a person likes with a particular object (Slot et al., 2020; Krapp, 2002). Hidi (1990) said that Interest is essential in specifying how we choose and insist on processing certain aspects of information regarding others. Therefore, interest has to arise in every student's soul. If interest is not present, it cannot develop (Hidi, Suzanne and Renniger, 2006). Hidi (1990, 2006) classified interest in 2 concepts, individual interest, and situational interest. Individual interest is a relatively stable, enduring individual propensity to attend to a specific class of tasks, objects, events, or ideas (Rotgans & Schmidt, 2017). Situational interest is students' interest triggered by environmental stimulation and textual features (Rotgans & Schmidt, 2017).

One of the earliest prominent proponent for supporting students' interest is John Dewey (1913). His definition was developed from 1896 to 1913. Initially, Dewey argued that interest is only from the internal aspect and cannot stimulate external aspects. Afterwards, he recognized that interest could develop with an external aspect when related to an already existing interest (Dewey, 1913 cited in van der Hoeven Kraft, 2017). Dewey categorizes primary characteristic of interest into three categories: interest is active and propulsive, interest embodied in an object of regard, and interest has personal meaning.

Generally, students who learn English as a foreign language have lack interest in learning English (Zhao, 2014). They think that English is one of the

most challenging subjects that have to learn. It can affect students losing their interest quickly. Some students find trouble improving their English language skills; consequently, it is necessary to make students interested in learning English (Zhao, 2014). Students who have an interest in learning tend to show positive attitudes in learning outcomes and show high satisfaction (Zhang, Zhou, Briggs and Nunamaker, 2006 cited in Hong et al., 2016).

The pandemic situation impacts the disruption of the teaching and learning process in the classroom; therefore, online learning or distance learning is one alternative way when the face-to-face learning cannot be held (McKenna, 2018). Online learning is different from face-to-face classroom because online learning is usually conducted remotely. McKenna (2018) cited that distance education is the transfer of instruction for participants who may be geographically separated both synchronous and asynchronous. Online learning means that learning activities must be held online, or it called online learning (e-learning). Online learning is a teaching and learning activity that takes place via the internet.

To find out the key factors affecting students' interest, the writer focuses on Cheung (2018) and A. Chen & Darst (2001) who stated several aspects that triggered students interest are material, teaching method, learning activity, and task.

The research regarding the factors affecting students' interest has been conducted by several researchers. The first, research by (Kumi–Yeboah, Dogbey, & Yuan, 2018) stated the elements that stimulate and obstruct the learning experience and academic self-concept of minority students attending online secondary schools. The second, research by (Pregitzer & Clements, 2013) revealed the ways to stimulate students' interest through the application of text-based situational interest in online general education courses. The third, research by (McKenna, 2018) stated that maintaining a distance from student participation, expanding online education and focusing on student learning spaces is crucial in

developing a successful online learning experience that combines an attractive environment, and dynamic community settings conducive to learning.

However, this study is different from the previous study. The previous studies focus on the students' interest in the classroom while this study centers on students' interest in English online learning. Due to the reason, this research focuses on finding the key factor affecting students' interest in English online learning.

B. Research Questions

According to the description above, the research focused on answering the following question:

1. What are the key factors affecting students' interest in English online learning?
2. What are the students' attitudes toward English online learning?

C. Research Purposes

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

1. To describe the key factors affecting students' interest in English online learning.
2. To describe students' attitude toward English online learning.

D. Research Significances

Theoretical and practical are expected in the research. Practically, this study is expected to help students increase their interest in English online learning. Besides, teachers are able to maximize students' language intelligence and the method used to develop students' interest in learning English as a foreign language.

Theoretically, this study is expected to become an information for the teacher or practican teachers to determine several factors affecting students' interest in English online learning.

E. Research Limitation

This study focuses on several factors affecting students' interest in English online learning which using the content-specific concept that connects to specific topics (material), tasks, or activities (teaching methods) (Akkerman & Bakker, 2019) at the third-grade junior high school students in the academic year 2020/2021.

F. Rationale

The English language is a lingua franca that widely uses by all people in the world. Indonesia uses English as a foreign language after Indonesian and local language, such as Sudanese, Javanese, etc. as a first and second language. Teaching the English language is not easy. The teacher roles, teaching method, recognizing students, giving feedback, grouping students are some of the strategies that should be considered by the teacher (Harmer, 2001) besides, creating the situation, applying a new method of teaching, using English book or magazine, and English song include the ways to increase students interest (Zhao, 2014).

Amjah (2014) cited that interest is one of the most reliable motivations in learning language, especially English. Zhu & Chen (2017) also discussed that interest is conceptualized either as the psychological situation or individual tendency toward something. Schiefele (1991) conceptualize interest into several features; they are: first, interest is a content-specific concept that connects to specific topics, tasks, or activities. Second, interest is a directive force. Third, interest has an important role as explanatory factors in the teachers and educators' subjective theories. Fourth, Interest consists of rank attached to an activity or topic. Fifth, interest accordance with the modern cognitive theories about the acquisition of knowledge, in that new information is always obtain in particular

domains when it acts as a content-specific concept. Sixth, subject-matter-specific interest is probably more amenable to instructional influence than are general motives or motivational orientations.

Students' interest plays a vital role in students thinking ability, so students' interest is significant in learning because Interests powerfully influence students' academic and professional choices. Zhao (2014) classifies an interest in foreign language teaching into three types: direct interest, indirect interest and stable interest.

The students who show their interest in something, for instance, in learning English, they will not give up easily. They will show enthusiasm and participate as long as teaching-learning activity (Zhao, 2014) instead. They are likely to explore the related material or information, always looking for information and finding more in-depth understanding, and persevere (Renninger, Bachrach, & Hidi, 2018).

Online learning is the learning experience through the internet (Dong, Cao, & Li, 2020) that occurs partly or entirely via the internet, either synchronously or asynchronously. Means, Toyama, Murphy, Bakia, & Jones (2009) describes online learning into three components. Those are: the objective of learning, type of learning experience and categorize the activity of online learning.

Moore & Kearsley (2012) mention several media that can use in online learning; they are print, audio and video recorded, computer-based learning, social media, mobile technology.

The online learning also has advantages and disadvantages. Some advantages of online learning are greater flexibility in terms of place, time; larger access, low cost, interactive multimedia presentation, learning from own home, Possibility of repetition if necessary, favorable for people with restricted mobility. In contrast, disadvantages of online learning are no direct communication with teachers, no direct communication with other students, depression, loneliness, no interaction, internet costs, and the danger of staying at the computer too long.

G. Previous Study

Related to the theme of this study, there are several previous studies concerning the factors affecting students' interest in the English classroom.

Several researchers have researched the factors affecting students' interest. The first, research by Kumi Yeboah et al. (2018) from Department of Educational Theory and Practice, University at Albany, New York and Department of Mathematics and Statistics at Texas A&M University-Corpus Christi in the United States did research that aims to find out factors that promote and constrain online learning experiences and academic self-concept of minority students presenting online high school. This research uses qualitative method with semi-structured interviews, which takes 40 participants consist of 24 African American and 16 Hispanic students. This research exposes seven factors that encourage their online learning and academic self-concept of minority students and two main factors that forced their online experience and academic self-concept of minority students.

Second, research by Pregitzer & Clements (2013) from Regent University did research that aims to find out The factors to arouse student interest in online general education courses. This research reveals situational interest factors of text-based can stimulate students to learn something that they do not like before.

The third is research by McKenna (2018). This research aims to investigate the online higher education learning space of a doctoral program offered at a distance. This research uses a qualitative method with open-ended questions. Based on this research, maintaining a distance from student participation, expanding online education, and focusing on student learning spaces are crucial in developing a successful online classroom experience that combines an attractive environment and dynamic community settings conducive to learning.