

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

The relevance theories are about nature of learning, principle of learning, types of learning, factors that influence in learning, learning outcome, the nature of interest, the categories of interest, the indicators of students' interest and factors that influence interest.

##### 2.1.1 The Nature of Learning

Learning is a process that done by learner to get knowledge, and it show that learning is important part that cannot be separated for learner. According to Brown (2007:7) stated that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. In addition Mukherje (2002) stated that learning as inference from some performance of the organism resulting in an enduring change of behavior. Meanwhile Morgan stated that learning is any relatively permanent change in behavior that is a result of past experience. From the explanation above, the writer can conclude that learning is process to get knowledge in behavior as a result of experience and change of behavior.

### 2.1.1.1 Principles of Learning

In teaching learning, to make students success in learning should be know the principle of learning itself, there are some principle of learning According to Suprijono (2009: 4-5), the principles of learning are derived from 3 things. First, the principle of learning is a change in behavior as a result of learning that has the following characteristics:1) As a result of instrumental rational action, that is conscious change 2) Continuous with other behaviors 3) Functional or useful as a provision of life 4) Positive or accumulate 5) Permanent 6) Aims 7) Covering the full potential of humanity 8) Active as a planned and done business.

Second, learning is a process. Learning happens because of the impulse needs and goals to be achieved. Learning is a functional unity of the various learning components. Third, learning is a form of experience. Experience is basically the result of interaction between learners and their environment.

### 2.1.1.2 Types of Learning

According to Brown (2007:100), there are eight types of learning as follows:

a) Signal learning.

The individual learns to make a general diffuse response to a signal.

b) Stimulus-response learning.

The learner acquires a precise response to a discriminated stimulus.

c) Chaining.

What is acquired is a chain of two or more stimulus response connection.

d) Verbal association.

Verbal association is the learning of chains that are verbal. Basically, the conditions resemble those for other motor chains.

e) Multiple discriminations.

The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree.

f) Concept learning.

The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other.

g) Principle learning.

In simple's term, a principle is a chain of two or more concepts. It functions to organize behavior and experience.

h) Problem solving.

Problem solving is a kind of learning that requires the internal event usually referred to as "thinking". Previously acquired concepts and principles are combined in a conscious focus on an unresolved or ambiguous set of events.

Based on the type of learning above, students will know the type of learning itself, it will make students easy to determine in which type they are.

### 2.1.1.3 Factors that Influence in Learning

According to Yeti Budiarti (2011) Factors that influence students in learning can be divided into three aspects, as follows:

#### A. Internal Factors

Factors that come from students itself, includes two aspects, they are the physical aspects and psychological aspects.

##### 1. The physical aspect

The general condition of the body that make the level of fitness of the organs and joints, can affect the spirit and intensity of students in following the lesson. Conditions of weak organs, especially if accompanied by headache for example can degrade the quality of (cognitive) so that the lesson learned less well absorbed. Based on the explanation above, writer can conclude if the physical factor related to bodily part functions or human body students itself.

##### 2. Psychological aspects

In general, factors that include in psychology are as follows: student intelligence, student attitudes, student aptitude, student interests and student motivation.

##### a. Intelligence

Intelligence is a ability to learn, understand and deal with new or trying situation (Merriam Mebster 1993:680).

##### b. Attitude

Attitude is a person's way of responding in a way relative to a person, either positively or negatively.

### c. Aptitude

In general, aptitude is a potential ability that someone has to achieve success in the future (Chaplin: 1972). In fact, everyone must have talent in the sense of having the potential to achieve achievement in accordance with their respective capacities.

### d. Interest

Interest is the central force that derives the whole machinery of the teaching learning process (Mangal : 2007).

### e. Motivation

Motivation is the choice of a particular action, the effort of doing something and persistence with doing it (Dorniyei: 2001).

## **B. External Factors**

External factors is the factors that influence from outside, includes social environment and non social environment.

### 1. Social environment

The social environment includes teachers in schools, administrative staff and classmates. In other words the social environment is more directed to the environment of the people who exist in the school.

### 2. Non social environment

Factors that include non-social environment are more directed to the physical condition of schools such as school buildings, student residences, and infrastructure facilities.

### C. Learning Factor Approach

Learning approach can be understood as any means or strategies used by students in supporting the effectiveness and efficiency of the learning process. Based on the explanation above, the writer conclude that in learning process all of the factors is important to improve students skill in learning, that in learning all learning factors is very important both from internal, external and learning approaches, if in learning activities there is no one learning factor that support the learning activities will not run properly.

#### 2.1.1.4 Learning Outcome

According to Bloom (2002:6) learning outcomes include cognitive, affective and psychomotor abilities.

1. Cognitive domain includes:

- a. Knowledge
- b. Comprehension
- c. Application
- d. Analysis
- e. Synthesis
- f. Evaluating

2. Affective domain includes:

- a. Receiving
- b. Responding
- c. Valuing

d. Organization

e. Characterization

In addition, Gagne stated that learning outcomes, they are:

1. Verbal Information

That is the capability of expressing knowledge in the form of language, both oral and written. Ability to respond specifically to specific stimulus. Such capabilities do not require symbol manipulation, problem solvers, or application of rules.

2. Intellectual Skills

Is the ability to present concepts and sign. Intellectual skills consist of categorizing ability, analytical-synthesis ability, concept facts, and developing scientific principles. Intellectual skills are the ability to perform typical cognitive activation.

3. Cognitive Strategies

The ability to direct its cognitive activity. These capabilities include the use of concepts and rules in solving problems.

4. Motor Skills

That is the ability to perform a series of physical motion in the affairs and coordination in the affairs and coordination so as to manifest the automatism of physical motion.

## 5. Attitude

That is the ability to accept or accept objects based on an assessment of the object. Attitude is the ability to internalize and externalize value. Attitude is the ability to make values as standards of behavior.

### 2.1.2 The Nature of Interest

Interest is one of important part for students to achieve their goal in learning, and before knowing about interest itself, in fact interest has a Brief Historical Overview of Interest. Throughout the centuries, the term “interest” has been treated as a universal understood concept that was unnecessary to define. Politicians and economists in the 16<sup>th</sup> century, who had alternately espoused either reason or passion to motivate the masses, eventually turned to interest as an acceptable alternative for inspiring reform, because it exemplified both reason and passion (Hirschman: 1977). Thus interest has been recognized as a socially motivating and empowering force for hundreds of years.

In the 17th century, the educator and statesman, Comenius, implicitly discussed the potential for interests to motivate learning. He suggested parents should assist children in whatever attracted their attention (1633/1956). Rather than attributing these behaviors to an aspect of the object, he believed the natural responses were indicators of inherent heart motives. If these expressions were encouraged at home, Comenius observed that a child’s attitude toward formal learning was profoundly and positively by these early experiences. Children so prepared appeared to enter school with enthusiasm, anticipating that formal

classrooms would simply provide more of these delightful, inquisitive, joyful and curious challenges.

In addition, Comenius theorized these early interested experiences created a momentum, which carried students through their studies at the university level and supported the learning process throughout life (1630/1923). As if to confirm Comenius' observations about interest, educators and psychologists have continued to investigate the subject during the ensuing decades. In the early 19th century, the German philosopher and early forerunner of psychology, Herbart, acknowledged the relationship between interest and learning (1806/1965). Schiefele (1991:300) summarized Herbart's view of interest as allowing "for correct and complete recognition of an object, leading to meaningful learning, promoting long-term storage of knowledge, and providing motivation for further learning".

In the United States, the Herbart Society published an address entitled *Interest as Related to Will* by John Dewey (1899). As the first of many articles and books Dewey would author about the subject, he emphasized that an interest was active, objective, and subjective. From its Latin root words, interest, Dewey surmised an interested person was to be "engaged, engrossed, or entirely taken up with some activity because of its recognized worth." (1899: 13) At the time, his colleagues criticized the paper as being a blanket endorsement of all self-realizing activities, good or bad and charged him with being too ambiguous. In spite of the controversy, Dewey's theories about interest have endured as theoretical building blocks upon which many empirical investigations continue to be conducted.

Continuing into the 20th century, William James noted that interest had receive more pedagogical attention than any other topic (1930/1958). With the rise of behaviorism in the 1950's, however, the study of interest became dormant, in spite of a few educators' attempts to explore the connection of interest to child and adult development (Travers, 1978). During the same time period, Rogers' facilitation of student-centered instruction kept the door open for students of all ages to experience being interested learners (1969/1983). In the 1980's, however, this small stream of interest research began broadening and deepening (e.g., Hidi & Baird, 1988; Renninger & Sigel, 1987; Shirey & Reynolds, 1988) until interest entered a new phase of popularity. Using some of Dewey's original language and concepts, these investigators empirically re-examined the various types of student interests.

Having interest is one of important things to make students focus with their goal and achievement in learning. According to Mangal (2007) stated interest is the central force that drives the whole machinery of the teaching learning process. It means that with have an interest student will give more attention and focus when teacher give some material, on the other hand interest is the key for student to doing something that interested for them especially in learning.

Moreover, Crow and Crow in Mangal (2007) stated interest may refer to the interest force that impels us to attend to a person, thing, or an activity or it may be effective experience that has been stimulated by the activity itself. In the other words, interest can be the cause on activity and the result of participation in the activity. In addition according to The Liang Gie (1994:28) revealed that the

interest means busy, interested, or engage fully with an activity because it realizes the important the activity. Meanwhile, according to Slamento (1995) stated that interest is the tendency of the soul that remains to notice and remember some of the activities. In addition, S.C Utami Munandar (1985:11) stated that interest may also be a motivating force.

Based on the explanation above, the writer can conclude that interest is the desire and achievement which drive people to do anything act to achieve the goal. In the other word interest is are closely related with attention, it means that if student want to success on learning process especially in English, student should have big interest because interest is an essential factor in learning and also the key of the soul to learn, to get information and knowledge.

#### **2.1.2.1 The Importance of Interest**

Interest has been found to play a key role in influencing students learning behavior an intention to participate in the future. According to Schiefele (1991), interest can be traced back to Herbart who was one of the earliest educators to look at educations from a psychological standpoint. Herbart saw the development of multifaceted interest as a primary goal to education and viewed interest as a necessary factor for the correct and complete recognition of an object. Interest is what promotes long-term storage of information and motivation for learning.

It is important to know the effects of interest on learning. Deci (1992) asserted that before one can truly understand the impact of motivation one must understand the impact of interest. It can be seen that students will participate in

some activities they are interested in, whether they lead to the achievement of future goals or not. In other words, students are motivated to participate in activities of interest for the enjoyment of the activity.

The importance of interest in learning does not only mean that someone has an interest in learning about something. It also means that when someone has an interest in something, it becomes easier to focused and even enjoyable to learn about that topic. Students who are motivated will not enjoy the learning process. Teacher who to understand their role in helping students develop their interest and stimulate the students interest so it could help the students who are are unmotivated in learning process.

#### **2.1.2.2 The Categories of Interest**

According to Schraw and Lehman, there are five core themes model in that categorization that accepted till day such as:

##### **a. Latent Interest**

Is the long-term interest of an individual in learning a specific topic or discipline. It is an internal inclination that guides an individual through cognitive activities, including interest (in learning) related to all senses and values, in other words, the latent interest occur when an individual reinforces his/her emotional attitude toward the task of learning she/he is engaged in and an individual value related beliefs of knowledge/task are probably a critical part of his/her goals in a long-term learning process.

b. Actualized interest

Is the motive to learn a specific topic or discipline. Compared to the latent interest, the actualized interest involves specific content that is more precise and clearly defined and therefore refers to degree of an individual participation in a certain task of learning.

c. Text-Based Interest

Is the text-induced interest in learning is characteristic by inductivity, vehemence and consistency it also refers to the interest sparked by a text an individual plans to learn.

d. Task-Based Interest

Is the interest elicited from altered teaching materials that an individual is exposed to. For instance, an individual interest in learning may be affected by altered objectives/text of learning which in return very depending on the task of learning assigned.

e. Knowledge- Based interest

Is the influence of prerequisite knowledge and experiences on an individual current task of learning.

### 2.1.2.3 The Indicators of Students' Interest

According to Slamento (2003) there some indicators of students' interest are:

#### a. Attention

Attention is represented of concentration or activity of soul to perception understanding. If students gives good attention to lesson, certainly the students has an interesting in studying, in the other hand interest comes from attention. Attention is important to learn. Learning is most efficient when a person is paying attention. Poor attention can be a sign disorders behavior in children learning process. Someone who has attention to something it means that him or her interest to something. In the other hand it is a general interest that leads a person to know more, especially in English.

Students Attention can be described as follows:

1. Asking to the teacher about the material.
2. Looking for other sources about the material or the lesson.
3. Concentration while learning.
4. Focus while teacher explains the material.

#### b. The Willingness

Willingness is a motivational desire directed to the purpose of life controlled by thought. For example, a man who wants to be teacher will have a strong will and full attention to learn how to be a good teacher.

Students Willingness can be described as follows:

1. Try to do the task difficult as any.
2. Still learning although the teacher did not go to class.
3. Enthusiastic to follow the lesson.

4. Diligently read the English book.

c. Needs

Need defined as circumstance in which something is lacking or necessary or require some course of action. Needs also mean a condition or situation in which something is required or wanted. Interest that appears from children's need encourage the children to do their best efforts, for instance the child needs knowledge from the English book, will try to learn the language more.

There are many kinds of needs. One of them is to best achieve that cannot be separated from learning and teaching process. And individuals differ in their need to achieve. Some are highly motivated internally to succeed both in competitions with other or working alone. In the other hand needs is a condition in the person of a student who driving him to certain activities in order to achieve a goal and become a factor a motivation in learning For example:

1. Learn English in order to succeed in a career.
2. The awareness to make their own notes while learning process.

d. Feelings happy or joyful feelings

Felling happy means the pleasure felt when having a good time or good act of receiving from something. Students who can enjoy something especially in learning he or she will give a good action.

Students feeling happy can be described as follows:

1. Enjoy in doing the task or exercise given by the teacher at school.
2. Always enthusiastic to follow the lesson.
3. Take a note from the material

#### e. Teaching Materials and teachers' good attitudes

According to DominikusCaturRaharja(2007:7) stated that teacher is a creator of learning process. It means that teacher play an important role to create the atmosphere class become interesting to make student interest to learn, teacher should be use variation method in teaching, because method that use by teacher can influence students interest in learning, if the teacher do not use variation method it can make student bored, lazy and not attention in learning.

Teacher materials can be described as follows:

1. Teachers' attention makes the students motivated in learning English
2. Students feel that learning English is fun
3. Have a high enthusiastic to the lesson and the teacher.
4. Teachers' explanation make students understand about the lesson.

#### f. Participations

1. Ask if do not understand the material
2. Always do the task given by teacher
3. Answer the question from the teacher.

### 2.1.2.4 Factors that Influence of Interest

Interest separated into two main section, they are internal and external factors. (Slamento1991:54).

#### a. Internal Factors

Internal factors come from the students itself, including physical and non physical aspects that play an important role of success in learning.

#### 1). Health Factors

Health factors means that the condition of students figures and their sense. The condition of physical such as the students' health they give much influence to the students in learning activity. Because, if students get the problems with these health, student will be lazy to learn. Elizabeth b.Hurlock (208:1987) stated that good health encourage the dominance of the pleasant emotion, while poor health encourage the dominance of unpleasant emotion, in other word, an emotional health students can express feelings and has some measure of control over their reaction. Physical factors can be described as follows:

Physical Factors:

- a. The students tired when studying English.
- b. The students are not be able to see the blackboard in teaching and learning process.
- c. The Students may have difficulty in seeing printed word in books.
- d. The Students cannot hear when the teacher explain the English subject.

#### 2). Psychological Factors

There are several factors psychological that influence students' interest in learning English, such as attention, readiness, and intelligence.

- a. Attention.

Attention plays an important role in learning process. Attention is act on state of attending especially through applying the mind to an object of sense of thought (Meriam Webster, 1993:74) in other word attention is process for students to focus on learning process, if students have more attention in learning they will get their goal in learning.

The role of attention in learning is creating an environment in which students can clearly understand the concept, and teachers are active in making sure the students are processing that information. In additions, the students does not pays attention towards how to learn, skill or experience, they cannot learn easily and if the students pays attention the result and goal can be good achievement.

Attention can be described as follows:

- 1). The Students do not concentration during classroom interaction.
- 2). The Students cannot pay attention in teaching and learning English.
- 3). The Students do not focus on learning English.

b. Readiness

According to Suryabrata (1984:251) readiness is prepared to respond or act. It means that students should prepare well in learning process. Meanwhile Elizabeth E Hurlock (1978:29) also stated if children are not ready to learn, teaching may be waste of time and effort.

Readiness can be described as follows:

- 1). The Students prepared the next lesson before class.
- 2). The Students are scare answer the question from teacher.

3). The Students feel anxiety in using the English in the classroom.

c. Intelligence

According to Merriam Webster (1993:680) stated that intelligence is the ability to learn or understand and deal with new or trying situation. It means that students' intelligence will help or make ability to receive the lesson in teaching learning process, because high and low intelligence will determine the success of their students have to achieve the achievement learning.

Intelligence can be described as follows:

- 1). The Students are difficulty of subject material if the teacher explains.
- 2). The Students are difficult to understand the text from English teacher.
- 3). The Students do not able to get the meaning when teacher speak English.
- 4).The Students do not understand about the lesson.

**b. External Factors**

External factors come from outside, it might also be include as the environment factors.

1.) The family factors

Family plays an important role to make student success in learning, because the first education comes from family itself.

According to Slamento (2003:60-64) the family factors consist of the way of parents educate their children will affect the way children learn and think, the

relationship of parent with their children, the atmosphere of the house and the family's socioeconomic status. It means that if parent give support to children or students, students will interest to learn.

Family factors can be described as follows:

- a. The Students' family helps me if they have about the problems in learning English.
- b. The Students' Family gives full support for their children in learning English.
- c. The Students' family provides their children English book, dictionary to learn English.

## 2.) The School factors

In the school factors, there are some point that influenced student interest in learning English, such as:

### a. Teacher

According to Dominikus Catur Raharja (2007:7) stated that teacher is a creator of learning process. It means that teacher play an important role to create the atmosphere class become interesting to make student interest to learn, teacher should be use variation method in teaching, because method that use by teacher can influence students interest in learning, if the teacher do not use variation method it can make student bored, lazy and not attention in learning.

Teacher factors can be described as follows:

- 1) In English class their English teacher talked with us in simple English.

- 2) The Students like their English teacher character - lovely and active.
- 3) The teacher introduce the topics in an interesting manner
- 4) The Students' English teacher makes me happy and relaxed
- 5) The Students like English subject because the teacher using variation method in teaching and learning English.
- 6) The Students interest to learn English because the teacher using media in teaching English.
- 7) The Students do the task given by teacher.
- 8) The teacher gives clearly explanation.
- 9) The teacher create the various activities to avoid boredom in learning English.

#### b. Facility in teaching and learning English

Facility is one of important things that should be available in school to support process teaching and learning. According to Aunurahman (2009:195) stated that learning facilities is factor that can influence the learning interest of students. It means that if facility available can make easier for teacher and student in learning activity.

Facility in teaching and learning English can be described as follows:

- 1) The Students borrow English book in the library.
- 2) When the listening English study The Students go to laboratory.

#### c. Peer Factor

The students are interested in learning English because their friends get the good value and competence in English. In other word if students have friend that good in English, it will make students more motivated and interest in English. According to Kaith J.Topping stated that peer learning can be defined as the acquisition of knowledge and skill trough active helping and supporting among status equals or matched companions.

Peer factor can be described as follows:

- 1) The Students like the practice English with friend.
- 2) The Students ask for my friends about English lesson.

## **2.2 Relevance studies**

There have been previous studies in relation to the student interest in learning English as Yeti Budiarti (2011), and Aita Rahmah (2011). The information about each of study can be found in the following explanation:

The first previous study was done by Yeti Budiarti 2011. In this thesis, she has been analyzing about students interest in Indonesia Language lesson, entitled "Minat Belajar Siswa Terhadap Mata Pelajaran Bahasa Indonesia: Study kasus di SMA PGRI 56 Ciputat.". The objective of her research is to know students' interest in Indonesia Language learning and what factors that affects student's interest in Indonesia Language at SMA PGRI 56 Ciputat. Then, the method of the research is descriptive analysis method

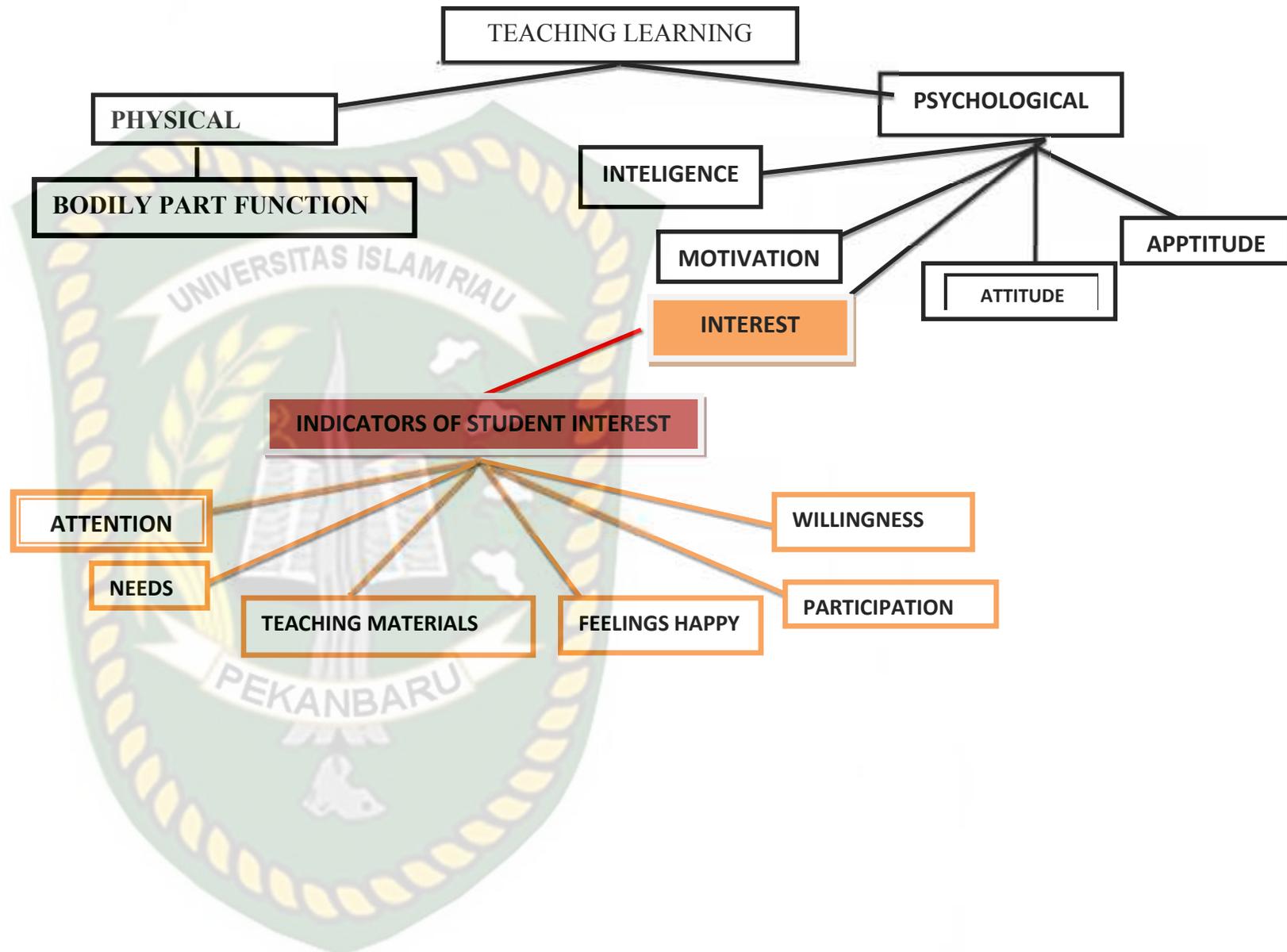
Based on relevance's studies above, they are closely related to the research that writer will do. In this study, the researcher will analyze students' interest in learning English: A case study of the first grade student of SMPN 1 Kandis.



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### 2.3 Conceptual Framework



Teaching and learning process is an integral activity among students as learner. In the process of learning in school, learning activities are not always run smoothly, many things that factors into the emergence of these constraints either of the factors students in their lesson. In teaching learning process, factors that affect students in learning can be seen in three aspects that from Internal factor, external factor and learning approach. From internal factor, the influence of learning divided in two perspectives such as Physical and psychological factors. Physical related to bodily part functions from students itself such as healthy and body endurance. If one of physiological is disturbed, the teaching and learning process will be constrained also. Secondly are psychology factors, come from internal of human body or psychology related to how people create the minds of something (human mind), something in this research is learning, so how students increasing their mind in learning, especially in learning English.

In this research, writer focuses on psychological factor. Factors that includes psychology as follows: Intelligence, Attitude, Aptitude, interest and motivation. Intelligence is ability to learn, understand and deal with new or trying situation (Merriam Webster 1993:680), Attitude is way of thinking or behaving position of the body (oxford dictionary), Aptitude is natural ability of skill, Interest is the central force that drives the whole machinery of the teaching learning process (Mangal (2007) and motivation is the choice of a particular action, the effort of doing something and the persistence with doing it (Dorniyei,2001).

One all of the psychology factors above, in this research writer only focus that interest in learning English. Having interest in learning can help students to achieve their goal in learning, because if students has interest, they are will be more focus in study and give attention in English Subject. Students are said to have an interest in Learning that can be se from six indicators Slamento's (2003) theory that are (a) Attention, (b) The willingness, (c) Needs, (d) Feelings happy or joyful feelings, (e)Teaching materials and teacher's attitude and (f) participations.

#### **2.4. Assumption**

The writer has assumption that the student of the first grade at SMPN 1 Kandis was high interest in learning English.