

CHAPTER II

LITERATURE REVIEW

A. Students Interest

1. The Definition of Student Interest

Interest is a state in which someone pays attention to something, accompanied by a desire to know more, interest arises because attention is focused on an object. Interest is a state in which a person pays attention to something, accompanied by wanting to know more, wanting to learn, and wanting to prove himself. According to Renninger (1992:361) mentioned that the definition of interest is as situational because it increases attention, concentration, willingness to learn and acquire knowledge. It means that the generation of interest is because the attention is focused on an object, and attention produces curiosity, desire for knowledge and desire for proof, especially to help students improve their interest in learning. According to Mangal (2007:351), interest is a central force that drives the entire teaching and learning process.

This means that when students are interested in learning, they pay better attention to the material, and it is easier for students to understand the material when they follow the teaching process, which also affects how successful students are in the learning process. Moreover, Shiefele (1991) interest is a content-specific motivation of characteristics composed of intrinsic feeling-related and value-related initiatives with an organized force. Therefore, students will get good results from the learning process. Interest is closely related to feeling, mainly a kind of pleasure. Therefore, out of pleasure in something, interest arises. According Slameto (2003:180) interest is a feeling of preference and feeling of interest in a thing or activity, without being told". Interest is a feeling that arises from within a person towards something or activity, without being told.

In conclusion, interest is the tendency of an individual to be drawn to an object or activity, which can help them achieve success in life and learning. The closer the relationship between oneself and the object, the

stronger the interest will be. Therefore, having an interest in learning English can help students become more focused, understand the material more easily, and become more interested in the learning process.

2. Element of Interest in Learning

In learning, interest has an important role to motivate students to be more diligent in study. Immense interest for students to influence of intelligence. According to Slameto (2010) in (Hilmi 2013) students have an interest in learning usually characterized by a feeling of pleasure to learn, the presence of participation or involvement, and an attentive attitude.

The students' attention to the lessons given by the teacher is essential because it allows them to absorb the course material. Students' interest or attention to something very important to know by the teacher, in a long didactic principle, mentioned that with the student's attention to the lessons that we were given the contents of the course material will be absorbed properly. Otherwise without concern for what we give with difficulty will not be heard, let alone mastered by students. There are elements of interest in learning activities that affect the learning process that including attention, willingness, and needs (Hamouda, 2013).

a. Attention

Attention is essential in the following activities well, and this would have an effect on students' interest in learning. According to Kartono (1996:111), attention is a general reaction of the organism and consciousness, which causes increased activity, concentration of power, and limitation of consciousness towards one object. People who take an interest in an activity will give the most attention.

People who are interested in an activity tend to give the most attention. Therefore, students who have an interest in a lesson will exert effort to learn and achieve good grades. Some indicators related to the aspect of attention include asking the teacher about the material,

seeking other sources to understand the material, concentrating while learning, and focusing during the lesson.

b. Willingness

Willingness is a state in which students are likely to perform an activity without coercion. Students who have a strong desire to achieve something will try to gain deeper knowledge in that area, which encourages learning activities. Ahmadi (1998:26) states that willingness to promote the growth of interest and encourages students to work towards achieving their goals. Without willingness, it is difficult to start learning. Some indicators related to this aspect include trying difficult exercises and tasks, still learning even when the teacher is absent, and being enthusiastic about following the lesson.

c. Needs

Needs are the states that encourage individuals to perform certain activities to achieve their goals. This requirement is unique to each individual. People engage in learning activities because of a push or a basic driving motivation. According to Zhu and Yang (2012), explain the motivation to be a psychological tendency and internal impulse, which stimulates and regulates the actions of an organism. Several indicators related to these aspects to certain activities in order to achieve a goal. For examples: Learn English in order to succeed in a career, the awareness to make their own notes while learning process.

Based on the explanation above, interest plays a crucial role in motivating students to learn and study diligently. Students with a strong interest in a subject tend to pay more attention, be willing to learn, and be motivated to achieve their goals. Attention, willingness, and needs are the three elements of interest that influence the learning process. Students who exhibit indicators of these three elements will likely be more successful in their studies. Therefore, teachers should aim to create a positive and engaging learning environment that fosters student interest and encourages them to be active learners.

3. Indicator of Interest

Interest is a feeling of curiosity, concern, or attention towards something or someone. It can be driven by a desire to learn more about a topic, a personal connection to a particular issue, or a sense of intrigue about a person or situation. According to Paul (2014), interest can be considered both a psychological state of engagement in the present moment and a tendency to engage repeatedly in specific ideas, events, or objects over time. Interests can broaden and narrow one's experience, leading individuals to focus on certain things and ignore others. Interest drives individuals towards novelty, excitement, the unfamiliar, and both the inclination to approach or avoid certain events falling within the realm of interest.

Interest simultaneously diversifies one's experience and focuses his experience; leading him to pay attention to only certain things and not to some, other things that tend to stimulate the person's attention. Interest serves as a drive towards the new, the edgy, and the exotic. Both the urge to approach or engage in certain events and the urge to avoid some events lie in the realm of interest. Hardjana (in Nugroho, 2013:14) explains that there are several steps to generate interest in learning, namely:

1. Directing attention to the exam to be achieved
2. Plan learning activities and follow the plan
3. Make learning activities interesting
4. Seeing learning activities as very important
5. Reduce things that interfere with the fun of learning

According to Safari (in Ricardo, 2017:190) there are several indicators used to measure students' interest in learning, namely attention, interest, pleasure, and involvement. According to Slameto (2015: 180), an interest can be expressed through a statement indicating that students prefer one thing to another; it can also be manifested through participation in an activity. Students who have an interest in certain subjects tend to pay

greater attention to certain subjects. Based on the description above, it can be concluded that there are several indicators of interest, including:

1. feeling good
2. Interest
3. Attention to learning
4. participation; and
5. Desire and awareness in learning

In conclusion, interest is an important factor in learning that drives individuals to engage in a specific idea, event, or object over time. It can both diversify and focus one's experience, leading individuals to pay attention to certain things while ignoring others. Generating interest in learning can be achieved through several steps, including directing attention to the exam to be achieved, planning and making learning activities interesting, seeing learning activities as important, and reducing things that interfere with the fun of learning. Indicators of interest include feeling good, having an interest in learning, paying attention to learning, participating actively in learning, and having a desire and awareness to learn. Measuring students' interest in learning can be done through several indicators, such as attention, interest, pleasure, and involvement. Overall, interest plays a vital role in promoting active and effective learning.

4. The Importance of Interest

Interest plays a crucial role in learning as it serves as a motivational force that encourages students to learn. According to Hurlock (1995:144), interests act as a source of motivation that drives people to pursue what they desire. Students who are interested in continuing their lessons are more likely to study diligently and persistently, even in the face of challenges. On the other hand, those who are only mildly interested in a topic may struggle to persevere and may lack the necessary motivation to excel. In order to achieve good results in learning, students must have a strong interest in the subject matter to keep them motivated and engaged.

5. Factor that Effects Interest in Learning

Successful or not students in the study due to several factors influence the achievement of that learning outcome. Great interest in their effects on learning, because if the material of the lessons learned were not in accordance with the interests of their students would not learn with the best.

Learning materials that interest students more easily learn and save in memory for adding interest and learning activities. According to Rusman, (2013: 124) factors that affect learning outcomes include internal factors and external factors. Internal factors include physiological factors and psychological factors.

While external factors include environmental factors. These factors can include factors of the individual (internal factors) such as factors such as health, talent and attention, and factors outside the individual (external factors) such as family circumstances, school and community environment.

a. Internal factor

1) Health

Physical (health), healthy is a condition in which a person is protected or free from all kinds of diseases, impaired physical health such as colds and fever, making students get tired of learning and less enthusiasm for learning. Health would be greatly in learning process, if in good health, of course that person would be able to follow the learning process well, similarly, spiritual health, students who have a sense of disappointment towards parents or friends, would create a feeling of lazy to learn or the lack of concentration in the study.

2) Intelligence and talent

People who have the intelligence (IQ) is high, generally easy to learn and the results tend to be good, otherwise if someone is "its" low IQ would experience difficulty in learning, as well as talent, if

students are learning the lesson material according to their talents, the students would be interested in these subjects.

3) Attention

To achieve good learning, students must pay attention to the material learned. This would create interest in students and have a passion in learning to achieve good performance, without attention, learning is impossible.

According to Slameto, (2010: 105) attention is an activity carried out by a person in relation to the selection of stimuli that come from his environment. In other words, attention is the focus on an object that provides stimulation to individuals. Gazali (2010:90) stated that attention is a soul activity, which is a mode higher the soul is direct to an object or a set of subjects. In this case, it can be concluded that students who pay attention to an object or activity will get good results, especially in the process of learning English.

b. External factors

External is everything related to the environment outside the body, in this case external factors are all factors from outside the student. Among others. Family factors, school and community factors.

1) family

The students' interest in learning English can be influenced by the family environment, the family environment is the first factor for students to achieve knowledge. Slameto (2003:60-64) stated that the family factors consist of; The way parents educate their children will affect the way children learn and think, the atmosphere of the house, the relationship of parents with their children, and the family's socioeconomic status. In other words, through parents giving encouragement to students in learning English, students would be interested in learning English.

2) Teacher factor

The teacher plays a crucial role in the teaching and learning process. Teachers who are knowledgeable and experienced can provide a quality education that caters to the needs of their students. As educators, guides, and facilitators, teachers are responsible for improving students' interest in learning, which is a critical component of education. According to Raharja (2007:7), teachers are creators of the learning process and play an essential role in helping students achieve better learning outcomes.

3) Community

Community factors, such as student activities and socializing with friends, can also influence a student's interest in learning. Being involved in community activities and socializing with peers can make learning more enjoyable and engaging for students, which can lead to better learning outcomes.

In summary, the achievement of learning outcomes is influenced by various factors, including internal factors such as health, intelligence, talent, and attention, as well as external factors such as family, school, and community environment. Good health, high intelligence and talent, and paying attention to the learning material are essential internal factors that can lead to good learning outcomes. Meanwhile, a supportive family environment, experienced and knowledgeable teachers, and engaging community activities can be external factors that contribute to student's interest in learning, leading to better learning outcomes. It is important to recognize and address these factors to improve student's learning outcomes.

B. Learning English as a Foreign Language

As one of the foreign languages in Indonesia, English is a compulsory subject from primary, junior high school, senior high school to university. In senior high school, English is regarded as important for students to learn, because it would help students to increase their competitiveness after

graduation from school when they would continue their education to university level. Not only useful for the students, in everyday life would be to facilitate human social interaction efforts with outside life which are now easily integrated through advanced technology and information, considering that in the current era of globalization, almost all technology products are also operated using English . However, the students feel learning English as a foreign language is not easy, and they think learning English is very difficult because it is different from others. The first is from how to read, write, define the meaning, etc.

That is why many students consider English a difficult language. According to Siahaan (2008:7) stated that language is a unique human inheritance that plays a very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. In improving learning English as a foreign language (EFL), an aspect that is very aware of is the method.

Because the success or failure of the English language-teaching program is often assessed in terms of the method used. According to Sutikno (2014: 33) states that the meaning of a method literally means a way, a method is a method or procedure used to achieve goals. Thus, the method would determine the content and how to teach the language. English as a foreign language is generally taken to apply the students who are studying general English at the school as transitory visitors in a target language country.

It means that students learn English and only have a chance to practice it every time in their daily activities at school. In teaching English as a foreign language, teachers should be able to manage the classroom well. According to Hoang and Nguyen (2018), "English language proficiency is essential for success in academic and professional settings. Language learning programs such as the English Village program can help students improve their English skills and prepare them for future success."

The teacher should be creative and manage the classroom interestingly, in teaching is to help students learn how to do something, giving instructions in the study of something, providing language, and causing them to know or understand.

Kumashiro (2000) stated that the teacher should simply keep track of the process and keep it under control until the students realize that they should not try to learn something under the pressure of the teacher. It means that teachers have to make the students feel comfortable and interested in studying subjects especially English, so the students will be a focus on the learning process. The conclusion of the explanation above is that by learning English students are expected to be able to apply their English skills for international communication. In teaching, especially teaching English, teachers should prepare the concept of teaching as well as possible and demanded to create fun learning. Fun learning would increase students' motivation to learn English as much as possible.

Learning English as a foreign language is very important and has been widely implemented in Indonesia, one of which is in the English village of Parit Baru. In this English village implementing an *Studi Independen* program, where students focus on learning English, with this program, the researcher interested in conducting research that will examine student interest in learning English in *Studi Independen* programs and what factors influence student interest.

In conclusion, English is a compulsory subject in Indonesia from primary school to university, as it is considered essential for students to increase their competitiveness and facilitate social interaction in the current era of globalization. However, many students find learning English as a foreign language difficult, and the success or failure of the English language-teaching program is often assessed in terms of the method used. The teacher's role is crucial in managing the classroom well and creating a comfortable and interesting learning environment to increase students' motivation to learn English. Ultimately, by learning English, students are expected to be able to

apply their English skills for international communication, which is crucial for success in academic and professional settings.

C. Student Interest in Learning English

Learning is an assistance provided by educators so that the process of acquiring knowledge can occur, in other words, learning is a process to help students learn well. In this case, learning English in the world of education is important for students to master, because it would help students compete in the current era of globalization. Although the students feel learning English is difficult because learning English is different from others. The first is from how to write, read, and the meaning.

Therefore, many students think English is a difficult language. Based on this reason, the teacher has to make students interested in learning English, interest is required to help affect student learning, through interest would encourage students to learn. According to Slameto (2003:57) Interest is a persistent tendency to pay attention to and enjoy some activity or content." "Students' interest in learning English is a key factor influencing their success in learning. High interest can motivate students to study English more diligently and more effectively." (Muhammad Iqbal & Andi Asriani, 2018)

This opinion discusses activities that someone is interested in doing continuously with pleasure. According to Lai (2010) in Abidin, (2014:43) interest in learning as personal preferences with respect to learning, which sometimes means what an individual chooses one thing rather than other things and sometimes a positive psychological state occurs during his/her interaction with the circumstances that engenders further learning motives. Thus, interest may be a cause of activity and as an effort to encourage students to be involved in some activity.

From some of the explanations above, the researcher can conclude that in learning English the students need is interest, because with student interest in the learning process it would make it easier for the researcher to follow the learning process and understand the subject matter from the teacher .

D. Concept of English Village

English village is an educational program implemented in several countries, including South Korea and Japan, which aims to introduce students to the use of English in everyday life by imagining a fictional village or town filled with residents who speak English and offers a variety of English learning activities.

"English village is an effective educational program in improving students' English skills, because this program provides a fun and interesting learning experience in English." (Kang & Lee, 2015). "English village can help students improve their communication skills in English in a way that cannot be achieved in ordinary classes. This is because students can directly interact with native speakers and learn from their experiences." (Yoo, 2014). It can be concluded that the English village is an effective educational program in improving students' English skills in a fun and interesting way. This program can help students improve their communication skills in English, motivate students to study English more seriously and diligently, and help students understand the importance of English in everyday life. Even so, the English village should be used as a support or addition to learning English in class.

Since the curriculum was introduced in 2013, English is no longer taught in primary schools, as it is not a compulsory subject and only has local content. This rule makes English more and more unfamiliar to children, especially in elementary school, and learning English as a foreign language in elementary school can lay a solid foundation for children.

Therefore, the English Village Project in West Kalimantan needs to be part of non-formal education to develop children's English communication skills. A quality education that includes English classes will give children better job opportunities when they grow up, both at home and abroad because they have foreign language skills. Implementing the Kampung English Curriculum as a non-formal education program allows for an introduction to English from an early age and creates materials tailored to the needs of rural

communities, rather than relying on the national curriculum, which may not be appropriate for those rural communities.

Three English village option models can be developed depending on the institutions involved. Have:

- 1) Village model. The English village model means that the village is willing to participate in the English village project in terms of personnel, facilities, management and funds. This mode is the most anticipated, because the village has a great influence on the development of people's lives.
- 2) Model school. The school's English village model means that the school is willing to participate in the English village project in terms of personnel, facilities, management, and funds. The target schools are primary schools where English is not a compulsory subject. Implementation in schools can take the form of local content or extracurricular activities. However, implementation is not easy, as schools have to conduct a needs analysis to show the urgency of the need for English subjects. Additionally, this implementation must be limited to students in a school setting.
- 3) Islamic boarding school model. Pesantren English model means that pesantren are willing to participate in English projects in terms of personnel, facilities, management, and funds. The pesantren model has similarities to the weaknesses that exist in the school model, which is limited to the pesantren environment.

Therefore, from the three English village models above, this study used the village model to explore and analyze English practices.

E. *Studi Independen Program*

Studi Independen program is an *Studi Independen* program in which a student chooses the subject matter he wants to study and designs his own study schedule. In this program, students have full control over their learning experience, including the selection of teaching materials, learning methods,

and assessment. Students are usually responsible for monitoring their learning progress and reporting the results regularly to the mentor or instructor in charge. This program allows students to develop independent skills and the ability to manage time, as well as develop specific personal interests and expertise.

According to Thomas (2014), "independent literacy is accepted outside contact hours but contributes to course-specific literacy issues. It is accepted by pupils, either on their own or peers, or without direct input from the schoolteacher. "In this case, grounded on input thesis in alternate language proposition about "The Acquired System", learning outside the class, feels pleasurable also in low anxiety and as natural as they can, as much as possible to apply their alternate language can give further impact to acquire further their alternate language (Krashen, 1988 in Inayati, 2015).

As English as Foreign Language (EFL) students in advanced education, the scholars are free to choose and decide their requirements to study, dissect, and report the results of their study (Hughes, 2001). He further stated that the most important effects are giving the space to make them in "comfort-zone" for studying and letting them to control. Indeed, it must be balanced in structure and keep them on the right track. Despite their way to do independent literacy, they should also concentrate upon developing chops in tone-provocation, suitable for judging and estimating their learning way singly, so it will be more meaningful (Awaya and McEwan, 2011).

Studi Independen program is a learning program that allows students to study independently and flexibly by setting their own schedule and curriculum. This program is designed to enable students to gain freedom in determining their own time, place, and method of learning.

According to Fardini and Oktaviani (2020), the independent learning program is a learning approach that allows students to manage their own learning process more freely. In independent learning, students are more actively involved in the learning process, take the initiative to find learning resources, and set their own study schedule. This allows students to develop

independent study skills and increases their motivation to study. According to Mujis and Reynolds (2017), the *Studi Independen* program also allows students to learn outside the classroom environment, using different resources such as books, journals and online resources, as well as developing skills such as time management, organization and problem solving.

In the context of learning English, self-learning programs can help students improve their English skills more quickly. This is because students can adjust their study schedule well, and choose learning materials that suit their needs, and have greater control over their learning process.

Overall, the *Studi Independen* program allows students to be more independent, active and flexible in their learning process. In the context of learning English, this program can help students improve their English skills more effectively and efficiently.

F. Previous Study

In this study, the researcher conducting research on the interest in participating in *Studi Independen* programs in improving the English skills of the English Village of Parit Baru. There are some previous the researcher that have discussed about students' interests in English, they are:

The research from Nurnaina (2020) with her research entitled “Students' Interest in Learning English of Eleventh Grade Students of SMA Negeri 1 Sukodadi” this research focused on certain phenomena in the school environment about students' interest in learning English.

Secondly, another research about students' interest has been done from Anggia Gusvera Aprilia (2018) with her research entitled “An Analysis of Students' Interest in Learning English: A case study of The First Grade at SMPN 1 Kandis”.

The next, the research from Wiwin Yulianingsih et al., (2022). Motivation of Students to Follow English Course Program by Ptm during the Covid-19 Pandemic at Lkp Bec Kampung English Pare Kediri. *International Academic Journal of Education & Literature*, 3(6), 42-49. This study aims to

describe the picture of face-to-face learning during the COVID-19 pandemic and students' learning motivation. The results showed that the motivation of students to follow the English language program during the Covid-19 Pandemic and the LKP BEC was good, with a percentage result of 79.75%. This research used a survey research method with a quantitative approach.

Furthermore, the research is from Pratiwi, W. R., Atmowardoyo, H., & Saliya, K. (2020). The Need Analysis of Participation in an English Immersion Village at Kampung Inggris Pare. *Internasional Journal of Language Education*, 4(1), 158-170. This study reveals the learners' initial perception of English and analyzes the need for participation in an English immersion program. The results showed that all of the learners in KIP have a high motivation to learn English. The study used a qualitative research design through participant observation.

Moreover, the last, the research from Nikmah Islamiati. (2022). The Factors Influencing Students' Interest in Learning English Subjects at The Eighth Grade of Smp Al Irsyad Al Islamiyyah Purwokerto. This study aims to examine the dominant factors that influence students' interest in learning English in the eighth grade of SMP Al Irsyad Al Islamiyyah Purwokerto. Then these results are supported by interviews conducted with the English teacher of eighth grade. 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.

The previous study shown above inspired the researcher to explore the students' interest in participating in an *Studi Independen* program well. The difference between these researches uses a descriptive mixed methods and uses a questionnaire and interview to collect data from selected research samples using simple random sampling. This research was conducted to students at the English Village of Parit Baru. Therefore, this research aims to fill this gap by examining the factors that influence the students' interest in participating in the program and their perception of its effectiveness in

improving their English skills. The findings of this study will be useful for policymakers and educators to improve the program and make it more appealing to students.