

## **CHAPTER II**

### **REVIEW OF RELEVANT LITERATURE**

This chapter will contain the notion of interesting learning, opinions about creative learning, and factors that influence student interest in learning.

#### **2.1 Previous Study**

The following are some authors who have conducted research in the context of increasing student interest in learning. Among others are Liu Woon Chia and Christine C. M. Goh National Institute of Education, Nanyang Technological University, Singapore. Prof. Dr. H. M. Darwis Hude, Si, M. and Ifa Faizah Rohmah, 2017. "Analysis of student learning interest, and student learning motivation in enhancement student learning achievement at school", International Journal of Current Research. Mariana Solari<sup>1</sup>, María Isabel Vizquerra<sup>2</sup>, Anna Engel<sup>2</sup> (Department of Cognition, Development and Educational Psychology, Universitat de Bcelona, Barcelona, Spain).

1. Liu Woon Chia and Christine C. M. Goh National Institute of Education, Nanyang Technological University, Singapore.

Based on the research entitled "*Teachers' perceptions, experience, and learning*" in this study, researchers examined the theory from a collection of several articles regarding teacher perception, experience, and learning. Despite differing in educational, geographic, and socio-cultural contexts, the articles collectively illustrate the influence of teachers on student learning, school culture, and their own professional identities and growth, as well as highlight challenges and constraints in teacher education programs that can affect learning the teacher them self. One example is articles by Yeo, Chong, Neihart, and Huan. The authors present two sizable groups of both instructors' good and unfavorable experiences. The most notable good experiences were instructors' pleasure with student growth and their new learning, whereas the most significant negative experiences were stress brought

on by difficult conduct and the inability of teaching strategies to fully satisfy the variety of demands of the classroom. In a different paper, Poon, Ng, Wong, and Kaur used an instrument to gather data on teachers' impressions of aspects of inclusive education. They claimed that teachers had a neutral attitude and that perceptions of inclusiveness were predicted by teachers' confidence in their ability to teach, while other factors, such as experience and the amount of training in providing special education needs support, accounted for the majority of the variation in ratings of perceived inclusiveness. Persuaded by the idea that providing teachers with adequate preparation, adequate resources, adequate time, and support and empowerment to fulfill their job effectively are ways to increase professionalism in the teaching (Liu & Tan, 2015; Weingarten, 2010).

2. Prof. Dr. H. M. Darwis Hude, Si, M (International Journal of Current Research)

Based on the research entitled "*Analysis of student learning interest, and student learning motivation in enhancement student learning achievement at school*" in this study, in an effort to raise student success in the classroom, the researcher wants to examine and discover the impact of students' desire and interest in studying. According to experts, motivation and interest in learning are strongly correlated with student accomplishment. A student who is interested in studying and is motivated to learn usually achieves a high level of learning. According to Wasty's research (2003) In order to motivate students to work harder to enhance their learning outcomes, it is crucial to acknowledge a person's accomplishments or learning progress. The learning process is followed by students to gain abilities in the cognitive, emotional, and psychomotor domains. These results are created throughout time and are examined to determine whether the learning process was successful. To produce high student learning achievement, it is necessary to have various efforts made, one of which is by increasing student interest and motivation in learning at school, a learning process that has been well organized without interest and motivation in student learning then the learning process will be hampered, will result in low learning

achievement as well. In addition to achieving that students have an interest in learning, the teacher must try to arouse students' interest in order to create an effective teaching and learning process in the classroom.

3. Mariana Solari<sup>1</sup>, María Isabel Vizquerra<sup>2</sup>, Anna Engel<sup>2</sup> (Department of Cognition, Development and Educational Psychology, Universitas de Barcelona, Barcelona, Spain).

Based on research “*Students’ interests for personalized learning: an analysis guide*” in this study, the authors offer a manual for evaluating educational strategies that consider students' interests in their ability to help students learn things that have meaning and value for themselves. The study goal was attained by successfully combining the contributions from diverse theoretical viewpoints with various analytical techniques and by gathering varied empirical evidence. According to the findings of this study, students' ability to learn is self-based. Students can encourage the expression of their preferences and interests to reinforce the meaning, significance and personal value they place on the learning process. An important aspect of this research is not only recognizing students' interests but also working with them to make them learning objects. It engages students in identifying, valuing, discriminating, reviewing, and constructing their interests. In this way, personalized teaching can be focused on promoting the development of students' interests. Promoting students’ reflection of learning process and themselves as learner, means of reconstructing their interests. Interventions that require reflection have been shown to positively influence students’ understanding and development of interests (Hidi & Renninger, 2006; Renninger & Hidi, 2016).

The previous research discussed the teacher's role in compiling learning activities so can attract students' interest in learning, how important motivation is in learning so that students are interested in participating in teaching and learning activities, and the potential that students will get when participating in the learning process properly.

The writer hopes that through this research the aim is to open the minds of the general public, and especially staff in the field of education to know that a successful teaching and learning process does not only come from students, but comes from teachers who are good at making learning designs so that they are attractive to students.

## **2.2 Teacher's Perspective about an Interesting Class in the Learning Process**

In a learning environment, communication and interaction between students, teachers, and learning resources constitute the process of learning. Learning is a process that aids students in better comprehending the subject matter, the process of acquiring knowledge, skills, and forming attitudes and self-confidence in students. Teachers have a crucial role in delivering content in class as educators. Teachers have a crucial role in presenting and designing interesting learning activities to increase students' learning motivation every day. In addition, the teacher must also be a figure who can provide inspiration, motivation, and improve their role in the teaching and learning process to raise students' enthusiasm in learning English by employing innovative teaching techniques. And enhance they role in the teaching and learning process, one of which is in terms of increasing students' interest in learning English by using creative learning methods.

A student should be motivated to learn through a personal interest. Gaining information or skills through teaching and learning activities is something that happens naturally (Seven, 2019). The relationship between student interest and learning is very closely related. The more interesting a student is in a particular topic, the more he wants to learn about that topic (Rotgans & Schmidt, 2011). The teacher must exert the maximum effort in order to spark students' enthusiasm in learning. Clear work objectives must be established, a range of learning topics must be used, visuals must be used, entertain must be provided, and simulations must be used, among other things (Daskalovska et al., 2011) .

Being interested in something might be a sign that we generally feel good or excited about a certain subject that we care about and consider essential. Teachers must increase student engagement if they want to make student feel significant and care about their education. Attracting students' interest in learning is crucially important. In this case, students' interest is the way the students show their act, engagement, and curiosity when they are learning or being taught (Hulleman et al., 2017) mentions that the analysis of English teachers' classroom practices has highlighted the existence of five underlying teaching strategies. These strategies are referred to inquiry-based learning, quick response code, problem-based learning, and technology in the classroom. Those strategies are actively involving the students with the learning and peer works in collaborative groups.

In realizing students' interest in learning, teachers as educators are expected to have creativity in managing the class, in providing material and using learning methods, so that students can really understand the material. The teacher must also be innovative in order to engage the students' interest in learning, and one way to do this is through using media in the form of technology. Media technology is an alternative that is used by a teacher in delivering a material in front of the class. By using technology, it is hoped that can be easier for a teacher to convey material and students can also receive the lessons with excited and be fun, so as to generate interest in students to take part in learning.

### **2.3 Factors Affecting Student Interest in the Classroom**

A student's interest is very important in language learning or in achieving learning goals. Student learning is highly dependent on their level of interest. Anyone interested in a subject to learn it more quickly and easily. In simple terms, interest in learning is encouragement from within students to learn which can generate feelings of pleasure, benefit, and bring about decisions within them. Interest is the propensity of a persistent subject to feel enthusiastic about studying a certain subject or field of study (Co-operation, 2000). Interest is necessary for enjoyable, fulfilling learning,

and studies have shown that it is a strong predictor of both intrinsic motivation for learning and good emotions (Bye et al., 2007). The word "interest" is defined in this book as an emotion that draws special attention to an object, according to Meriam Webster's Collegiate Dictionary. In other words, interest reflects student emotional state and should not be ignored. The internal factors it is an influence that comes from within the student such as the attention, attitude, talent, and ability of a learner. And external factors that are influenced from outside, for example, learning facilities and infrastructure, parental guidance on learning at home, facilities and needs, as well as environmental factors that cause one of the factors that affect interest in learning.

There are many reasons for factors influencing the Students' English Interest. It can stem from students' reaction to their teacher's behavioral, from internal factors, or external factors. According to (Harmer, 2002):

*a. internal factors*

- family: students in their families have a profound influence on their attitudes to learning and authority
- Education: previous learning experiences of all kinds affect students' behavior
- Self-esteem: self-esteem may result partly from teacher approval (especially for students), from a student's peers (especially for adolescents)
- Boredom: when students are engaged with a task or a topic, they are unlikely to behave disruptively but if they lose that engagement they may misbehave

*b. external factors*

Some external factors may affect students' behavior too. If they are tired they are unable to concentrate. If the classroom is too hot or too cold this may result in students being too relaxed or too nervy.

The several main factors affect student interest based on the ability of the students themselves to learn and understand the material, students' attitudes towards subjects whether they find them interesting or not, besides that the physical and social environment in which students study, and learning facilities at school which can be a cause of decreased or even increased interest in learning for students.