

## **Chapter One**

### **Introduction**

This chapter presents the introduction of this research. The introduction consists of the background, identification of the problem, limitation of the problem, research questions, objectives of the research significance of the research and outline of the research.

#### **Background of the Research**

A teacher is the most important 'factor' in the educational process (Biesta, 2015). To increase the 'performance' of the educational system, it is essential to make sure that this 'factor' works in the most effective and efficient way possible (Biesta, 2015). The teachers themselves are parts of the education processes; they become the determinant factors in the educational field, particularly in the teaching and learning processes.

To be a teacher, people who have an interest in teaching and learning should study in educational fields, for instance, English education department. When students study in such a department, they are not yet teachers or in-service teachers. They are usually called as pre-service teachers. Pre-service teachers are also known as students of educational major in a university. According to Britzman & Danielwicz as cited from Yazan, B (2017) described the pre-service teacher as a formative and transformative process in which teacher candidates imagine, fashion, and enact their identities as a teacher. During their study, pre-service teachers must

undergo an Internship program. This is work-based learning to help students build workforce skills and experience and gain real-work exposure to a career in the field of their interest (Rutschaw & Taketa, 2017). In this context of the educational field, it is the program where pre-service teachers need to conduct teaching practices in real classrooms at a school.

In the Internship Program, pre-service teachers need to set achievable learning goals. When they set realistic and achievable goals, they may achieve them well (Yazan, 2017). Another factor that may influence the process of achieving the learning goal is the classroom environment. One of the ways to manage a classroom environment is creating engaging classroom learning.

At this point, pre-service teachers need specific strategies. According to Aljuaid (2015) defined strategies in teaching and learning as specific ways to engage learners' behaviors and thoughts in teaching and learning processes to instill knowledge to students. The use of language learning strategies effectively can help students become effective learners of foreign language Radwan (2011) as cited from (Aljuaid, 2015). One of the ways of language learning strategies is creating engaging or interesting classroom learning to attract students' interest.

Students' interest or engagement might come from several factors (Shernoff et al., 2003). Those are, students are more likely to become engaged with authentic academic work that intellectually involves them in the process of meaningful enquiry to solve real-life problems that extend beyond the classroom; students are more involved in student-controlled learning activity; teachers who are good motivators

also fulfill students' needs for competence, extrinsic rewards, intrinsic interests, social support, and ownership.

Students who are engaged and interested in classroom learning tend to gain more on their learning achievement. Not all students could increase their achievement in classroom learning because there may be some other factors influencing the learning achievement outside the students' interest. Gaining insights in how situational interest develops in a real classroom and how this development is related to students' academic achievement may provide valuable motivational insights that may help regulate and maintain an optimal level of students' situational interest and learning (Rotgans & Schmidt, 2011).

Based on the reason above, to encourage student learning, pre-service teachers need to be able to create interesting and attractive classroom activities. As limited study has been conducted on this topic in the context of this study, the researcher is interested in conducting research with the title "Pre-Service Teachers' Strategies in Increasing Students' Interest of English Classroom Learning".

### **Identification of the Problem**

The researcher assumed that pre-service teachers or in this term are students at the English Language Education Department (ELED) still have difficulties in increasing students' interest in classroom learning. The factors that challenge the pre-service teachers in improving students' interest come from various sources that need investigations. Based on the researcher's experience in teaching students in the

Internship program, many facts indicate that a significant number of students are unmotivated in learning. Even, at the beginning of the classroom learning, some students said that they were not motivated and not interested in learning because English language is difficult to learn. This fact raises the researcher's interest to conduct research on this topic on how pre-service teachers increase students' interest to learn English with focuses on the strategies that used by pre-service teacher and challenges they faced in implementing the strategies.

### **Limitation of the Problem**

Based on the statement of the problem above, this research is aimed at exploring the strategies that are applied by pre-service teachers in increasing students' interest in English classroom learning and also the challenges they face in implementing the strategies. This research conducted at a private Islamic University in Yogyakarta, and the participants of this research are students from batch 2015 who have experienced teaching in the Internship Program.

### **Research Questions**

In this study, two research questions are used as a guideline. The following are the research questions:

1. What are the strategies used by pre-service teachers of ELED batch 2015 in increasing students' interest in English classroom learning?

2. What are the challenges faced by pre-service teachers of ELED batch 2015 in implementing the strategies to increase students' interest in English classroom learning?

### **The Objectives of the Research**

The research is aimed at: first, finding out the strategies in increasing students' interest in English classroom learning at one private Islamic University in Yogyakarta. The second is the challenges in implementing the strategies faced by pre-service teachers.

### **The Significance of the Research**

This research has several advantages and positive contributions. These advantages are as follows:

**For the researcher.** The study will be beneficial to the researcher to gain information about the strategies in increasing students' interest in learning English and touse it in the future. This also provides the researcher to encourage teaching skills if there were more information about teaching strategies that could be applied in the teaching and learning process.

**For pre-service teachers.** The research can provide information that students, or pre-service teachers, can use in the Internship program or further beyond that. In addition, it could be used by pre-service teachers as teaching strategies that could be implemented for their teaching practices.

**For lecturers.** The research will provide information that might be used as materials to be delivered for students in lecturing processes especially for students before doing Internship program. Furthermore, it could be implemented in their (lecturer) learning process at the target university. It can also be taught to the students as an additional information.

**For other researchers.** Conducting this research, other researchers can know the strategies and the challenges by pre-service teachers in increasing students' interest of English classroom learning. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. This also provides a source for other researchers to enrich their related study. Moreover, this research can be the material sources considered as additional information to their research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches towards the challenges faced by the pre-service teachers in increasing the students' interest of English learning to gain in-depth results related to the same area of this research.