

## **Chapter Two**

### **Literature Review**

This chapter is divided into seven sub-topics to be reviewed, as follows: pre-service teacher, students' interest in classroom learning, factors that make students interested in learning English, interesting classroom learning, strategies in creating engaging and interesting learning, challenges in implementing the strategies, review of related studies and conceptual framework.

#### **Pre-Service Teacher**

Pre-service teachers are students of teacher education program in a university in which they are willing to be teachers in the future. They are called as the pre-service teachers because they are in a phase before becoming a real teacher. Furthermore, pre-service teachers learn how to teach through college courses, and then practice their knowledge through their classroom in teaching practices.

In order to be a teacher, students who has entered the educational study should enroll all the educational process to be teacher. This is in line with Mergler et al., (2012), "the aim of pre-service teacher education program is to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession". In this research, the researcher conducts the research with the pre-service teachers that study in an undergraduate program with an internship program.

### **Students' Interest in Classroom Learning**

There are many examples of students interested in classroom learning. For example, the students are enthusiastic for joining the class are known by their early come to the class, and they look full of spirit (Muhammad, 2016). Then, students actively participate in the classroom activity. Thus, students that are actively asking questions could indicate that they are motivated in joining the classroom activity or learning.

Teachers need to encourage students in classroom learning in order to raise their interest. According to Keller as cited by John Wiley & Sons (2014), he provides educators with a means to meet students' needs, encourage learning motivation and students' interest. He also mentioned several factors that influence students' interest in learning. Those are, (1) attention: through the use of different media, the attention and curiosity of students can be increased; (2) relevance: indicates relevance of learning content to the students; (3) confidence: indicates the students' completion of the learning task and the generation of confidence through the learning process of self-control; and (4) satisfaction: indicates the satisfaction or reward gained by the students during the learning process.

### **Factors that Make Students Interested in Learning English**

In learning English as a foreign language, some factors are affecting the greater success of the learning. Among the factors are students' motivation, perception, attitude toward learning English and the role of English language itself in

how it is taught and learned. According to Nawaz et al. (2015), the motivation of English language as a foreign language is an element which encourages intercultural communication between communities of different ethnic identities.

There were some factors that influence students' motivation (Nawaz et al., 2015). First is the students' motivation towards the English language. Whether or not students are motivated, depends on how they feel about the language itself. They may have motivation in learning English if they are interested in learning the language. Second is the perception; students' perception is how the students see the English language, especially in learning the language. Every student has their own perception about the language; they could be interested in learning English if they have a positive perception about the language. They may like to learn the English language too. Third is the attitude towards learning English. Every student may have positive or negative attitudes toward learning English. Their attitude could change from negative into positive if they have a good input or impact that they feel from learning English, such as interested in learning the English language. The fourth is the way how English is taught and learned. Learning English will be successful if it is taught and learned well by the students and meets the students' needs.

There is also a kind of motivation that could be a factor of students' interest in learning. It is the integrated motivation that is related to attitude and motivation to learn the foreign language. Integrated motivation is related to the students' attitude toward the English language, especially in learning English. In earlier work, Gardner as cited from Nawaz et al., (2015) claimed that integrative motivation is regarded as

the psychological interest and likeness of an individual to learn the other language in order to become closer to the culture of that language. That is called the students' interest in learning another culture, or in this term, is the English language. Furthermore, teachers have an important role in increasing students' interest in learning, for example, creating engaging classroom learning that could improve students' confidence in learning.

There are several factors that indicate that students are interested in the learning. According to Amjah (2014), the factors are; first, the students feel encouraged or engaged by the teacher and that they do not feel threatened in learning. The second factor is that teachers and students have excellent communication with each other so that they can reflect on the learning process to gain successful learning. The third one is the use of interactive teaching media. These media can grow students' interest so that they could actively participate in classroom learning. The fourth factor is that the students and teacher's relationship that support one to another to gain their target in learning English.

### **Interesting Classroom Learning**

As the researcher' experience of the teaching practice in an internship program. There are still some students who are disengaged in learning English. Meanwhile, as the teachers, they might not know the reason why the students are disengaged with the learning. It might be a problem from home or problem from the subject that is too difficult or too easy or poor-quality teaching (Goos and

Sonnemann, 2017). Thus, overcoming the students' disengagement is complicated. What is learned and the way it is taught is crucial. Moreover, creating engaging and interesting classroom environment is necessary too. Interesting classroom learning is when the students are engaged with the material they have learned.

Teachers' role is very important during classroom learning. Teachers' pedagogical skills or their teaching skills may affect their classroom learning. This involves the question of whether the teachers could be creative in preparing the learning material or content, and also how they teach or deliver the material itself. How the teachers could effectively deliver the materials that are appropriate to their students is important too, if they want to create interesting classroom learning. According to Goos and Sonnemann (2017), they mentioned that "the quality of the classroom environment matters, to both student wellbeing and academic learning. Teacher expectations, behaviors, and interactions in the classroom all affect how well the students learn." Moreover, interesting classroom learning might provide teachers and students interaction in the classroom better.

Creating a productive class is necessary so that it could "help students feel comfortable, be confident in their own abilities, be willing to participate and make mistakes, and be interested to challenge themselves in learning (Goos and Sonnemann, 2017). Furthermore, if the students feel comfortable in learning, it might affect their attitude towards learning. When students achieve success, their self-esteem lifts and they become more engaged, which leads to even better performance.

Competence breeds self-esteem and confidence, which in turn produces greater competence (Brophy and Porter) as cited from (Goos and Sonnemann, 2017).

### **Strategies in Creating Engaging and Interesting Learning**

Strategy in teaching is important. More specifically, how teachers teach is important to engage students' interest and participation in their learning. A mix of preventive and responsive strategies is best, along with a balance of approval and disapproval of student behaviors (Goos and Sonnemann, 2017). Some strategies relate to students' engagement. Some study has highlighted the technique in creating effective learning environment. As always, to prevent is better than to cure. Teachers might accurately identify students' behavior that might become the problem. Thus, if teachers do not only rely on preventive strategies, they might do some responses and reactions that might be necessary too (Goos and Sonnemann, 2017). According to Goos and Sonnemann (2017), there are two highlighted strategies, and those are preventive strategies and responsive strategies.

**The preventive strategies.** The preventive strategies are applied before conducting classroom learning. According to Huda et al. (2017), there are some examples of the strategies which can be categorized as preventive strategies. For example, the teachers apply the teaching strategy at pre-class preparation. That way, the teachers can recognize the students' motivation, engagement, and self-belief which can drive the students' achievement and good teacher-student relationship. Besides, the teachers are able to create the individual consultation outside the

classroom in order to build a teacher-student relationship. Regarding the statement mentioned, it can raise the students' confidence in learning English, so that they can freely consult and ask the teachers outside the class if they have some difficulties in learning English.

In addition, the teachers should be clear and consistent about what students are expected to do as well as teaching them how to do it. Based on the statement mentioned, this is how the teachers create organized and clear lesson plans in their teaching so that they know how to teach the language (Rotgans & Schmidt, 2011). If the teachers do not know how to teach, this will also prevent the process of learning. Following this, the teachers also have the responsibility to recognize their students whether the students know how to learn or not, and they can learn well. Therefore, the more opportunities the students have to respond in class, the more likely they learn the material well.

**The responsive strategies.** This strategy focuses on how to respond to the situation where the teachers conduct the learning process. From this response, it can be applied towards the students' activity during the classroom learning. The teachers' responses should include a combination of approval and disapproval and positive reinforcements including praise, encouragement and rewards which can consist of the verbal remarks such as "good job" (Akomolafe & Adesua, 2016). From the statements mentioned, it leads to the positive input from the teachers, so that the students can feel respected of what has been done as long as it is positive. Following

this, it is able to build the students' confidence to learn English because they attain rewards of what they have learnt in English language.

**Using ICT.** This strategy is used the internet or technology to support the classroom learning process. The use of technology for classroom learning will benefit the teachers and students. Besides, the teachers can utilize the ICT tools such as internet, video, e-learning, and others. That way, using ICT also creates enjoyable and fun learning, so that the students can learn well (Amjah, 2014).

Furthermore, the teachers could implement some strategies in their classroom including building a harmonious relationship with the students in order to communicate with them and know them well with life and study. Besides, organizing effective lessons as well as preparation before the class comes as the classroom strategy. Likewise, creating English-learning atmosphere which helps students learning English easily includes as the classroom activity strategy. Therefore, the teachers are also able to build English-learning atmosphere within ten minutes in the beginning of the lesson in order to create a brainstorm for the students.

### **Challenges in Implementing the Strategies**

Teachers might implement the strategies to create engaging and interesting classroom learning, but they still face some difficulties or challenges in implementing those strategies. The challenges may come from different factors. There are some challenges or obstacles in implementing the strategies of engaging classroom learning. The challenges or obstacles could be integrated or categorized into several strategies. Hence, each factor will be explained in the following paragraphs.



**Pre-service teachers' factor.** The challenges to implement the strategies in increasing students' interest in classroom learning come from many aspects. For example, the challenges that could come from pre-service teachers themselves that usually occur during pre-class activity. According to McCrimmon (2015), there some challenges in teachers' preparation. From the course contents, the students cannot do outside of class to more effectively prepare in-class activities. In pre-class preparation, the teachers do not prepare the teaching and learning process well. Besides, the teachers cannot effectively control many students in one class or large during the class. Following this, having lack of materials or equipment tends to lead the teachers not having the capability to deliver the materials well in teaching and learning process. In addition, the teachers should adapt their educational practices to meet the students' need.

**Students' factor.** Another challenge which could occur during classroom learning and activity is the students' factor. During the teaching and learning process, the students usually do some inappropriate actions such as talking to each other, using cell phone, making rude comments, sleeping, and not responding immediately to teachers' direction (Hudson et al., 2018). Besides, the students' resistance as another factor might happen if the teachers only give positive feedbacks to some students continuously without paying attention to other students who have lower ability in learning English. In ineffective situation, it would happen from the beginning of the class, and some of the students are not engaged with the subject of the learning because they receive no attention from the teachers.

**School or facility factor.** Another aspect can come from additional school or facility factor such as using technology to support the learning, but there are some challenges in implementing this strategy. In regards to the statement mentioned, it might include the technical problem in electronic equipment such as LCD, projector, cables, or electricity. Furthermore, the challenge also includes minimum school facilities in providing adequate equipment for using technology in the learning process. Moreover, most of the schools tend to have lack of necessary facilities which cannot enhance effective teaching and learning. Thus, school facilities are important as long as those are appropriate to the students' expectation in terms of academic performance (Akomolafe & Adesua, 2016).

The prevalent challenge to implement the strategy in classroom teaching and learning is time management. Even though the teachers have already set the time allocation for every classroom meeting, there can be an unexpected situation of a classroom activity which ruins the teachers' plan or strategies. Thus, the time management is crucial part in which the teachers need to overcome.

### **Review of Related Studies**

Several previous studies are related to this study. First is the study under the title "*A study of teachers' strategies to develop students' interest in learning English as a second language*" by Amjah (2014). This study aims to investigate the teachers' strategies on how to engage students' interest in learning English as a second language. The study used a quantitative method with the instrument of a

questionnaire that consisted of both open-ended and closed-ended questions. The participants of this research were 45 grade four and two students' English language teachers in two primary schools in Brunei. The result showed that the teachers mostly implemented few strategies in engaging students' interest in learning English as a second language. The strategies include the use of ICT, music and media. While as for the students, their preferred learning English is by the use of computer and music.

The second related study, Nawaz, H., Amin, M. and Tatla, I., (2015) conducted a study under the title "*Factors Affecting Students' Motivation Level to Learn English as a Second Language in the Pakistani University Context*". This study aims to explore the factors affecting the students' motivational level in learning English as a second language in a public university in Pakistan. This study used a mixed methods approach where the quantitative mode of inquiry leads to the qualitative. The participants of this research were selected randomly, which were 50 undergraduate students, who were asked through a questionnaire to formulate the quantitative data. Meanwhile, for the qualitative data, it used the semi-structured telephonic interview from a conveniently selected group of five students. The result showed from the quantitative data that there are many factors which affect students' motivation towards English language learning. These factors include integrative, instrumentality (promotion), instrumentality (prevention), international posture, English anxiety, and attitudes towards learning English. While the qualitative data also revealed that other factors affecting their motivation in learning English include: the respect and status associated with the English language, the importance of English

for the Pakistani general public and professionals, globalization, and international language.

There are some differences between those studies with this research. The first study uses the quantitative method while this research uses the qualitative method. The participants of the first study are the students and teachers while this research only gathers the data from student-teacher or pre-service teachers. Besides, the second study adopts mixed method while this research only uses qualitative method. The aim of the second study is to explore the factor which effects the students' motivation during learning English while this research focuses on exploring the pre-service strategies in increasing the students' interest of English classroom learning.

Furthermore, those related studies have contributed to this research because the aim of those studies is also highlighted on exploring the students' engagement in English classroom learning. That way, the researcher uses two related studies because those provide the researcher to enrich the information about the teachers' strategies in increasing or engaging students' interest in classroom learning and find out the factors which can increase the students' interest in learning English.

### **Conceptual Framework**

Strategies in engaging students' interest in learning English are very important. This is mainly for pre-service teachers that will soon be future teachers. Thus, this study is conducted through the experience of the researcher as the pre-service teacher about the strategies in engaging students' interest in learning English.

There are still many factors that could decrease the opportunities of creating engaging students' interest in learning English.

Therefore, the strategies in engaging or increasing students' interest are very important to create maximum achievement in English classroom learning. In addition, conducting this study is also very important for the pre-service teacher in ELED to gain information that provides knowledge about the strategies in increasing students' interest during the teaching practice in the Internship Program or to be used as future teachers.

