

CHAPTER 2

REVIEW OF RELATED LITERATURE

The purpose of this literature review is : to explore the ways motivational story very useful for the teacher as a warming up before teaching and learning process and to investigate how motivational story increase students interest to learn English.

2.1 Motivation and Interest

According to Rosalba (2008), warming up activities can foster motivation and this is, in turn, an essential component when planning warming up activities. He also claims that the key issue in generating interest is to widen the student's appetite; that is, to arouse the students' curiosity and attention and to create an attractive image for the class so that they will get more involved with it and a better learning process will take place. There is some reason to believe, however, that intrinsic motivation research does not capture all of the essential aspects of interest. Contemporary motivational research has clearly neglected some aspects of interest that are highly significant from theoretical and educational points of view. It is also interesting to note that leading intrinsic motivation theorists (e.g., Deci, in press; Deci & Ryan, 1985) often employ the term. For example, Deci and Ryan (1985) ascribed to interest "an important directive role in intrinsically motivated behavior in that people naturally approach In today's society where everyone is target driven one of the key goals of a teacher is to support students to achieve their potential. Their reactions to the experiences offered during lessons play an important part in determining the quality of their learning and the level of their achievements. A key aspect of student learning is that of their 'motivation' to learn. According to Hidi and Renninger, 2006; Krapp and Prenzel, 2011; Mitchell, 1993;

Wiseman and Hunt, 2013 suggest that the benefits of developing interest include more focused attention and the enabling of integration of prior knowledge as well as having a positive impact on a range of abilities such as recognition, recall, persistence, effort and academic motivation.

2.2 Interest in Learning English

The concept of interest has a long tradition in psychology that can be traced back to Herbart (1806/1965, 1841/1965), one of the early pioneers of modern psychology. He regarded the development of unspecialized, multifaceted interest as one of the primary goals of education. In Herbart's view, interest is closely related to learning. It allows for correct and complete recognition of an object, leads to meaningful learning, promotes long-term storage of knowledge, and provides motivation for further learning. Herbart's work was later continued by, among others, Kerschensteiner (1922) and Lunk (1926, 1927).

According to Mangal (2007) interest is the central force that drives the whole machinery of the teaching learning process. It means, with have an interest students will more focus and easy to understands the material that given by the teacher. Big interest will give influence on students' activity, because the students' interest will be doing something that interested for them, in this case is an interest in learning English. In addition, interest helps in overcoming unusual or early arrival or frequent repetition of plateaus in learning. They also give enough strength to an individual to resist fatigue and avoid failure. Moreover, Crow and Crow in Mangal (2007) state interest may refer to the motivating force that impels us to attend to a person, thing, or an activity or it may be the 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. Interest will be arising if there are stimuli from the outside and tendency to feel interested in one subject. In this case, motivational story is as the

stimuli from the outside itself. The Macquarie Dictionary (Delbridge, Bernard, Blair, & Ramson, 1987, p. 910) defines interest as “the feeling of one whose attention or curiosity is particularly engaged by something.” Hendra (2009) argue that “*Minat dapat diartikan sebagai keinginan yang kuat untuk memenuhi kepuasan siswa anda, baik berupa keinginan memiliki atau melakukan sesuatu*”. It means, interest make students have a high interest towards certain objects that make students have a desire to know more of an object without any force from someone. In addition, Slameto (2010) states interest is persisting tendency to pay attention to and enjoy some activity and content. It means that, interest is a tendency to pay attention and remember some activity. Students who have an interest will pay attention and feel enjoy to something and get satisfaction from that. Interest will rise if get a stimulus from the outside and feel pleasure through something. This feels arising from the environment or from the object of interest. It can be seen, if a teacher want to success in doing teaching and learning activities should be able to provide stimulus to the students, so that they are interested in participating in the learning process.

2.3 Definition of Interest

The Oxford Dictionary definition (2017) of interest is as follows:

1 The feeling of wanting to know or learn about something or someone, the quality of exciting curiosity or holding the attention, or an activity or subject which one enjoys doing or studying.

2 Excite the curiosity or attention of (someone). (Oxford Dictionary Online, 2017)

Li (2008) proposed two hypotheses about the important role of the *interest in learning* process. In a classroom setting, interest is required to meet students’ intellectual as well as

emotional needs; interest can never be imposed on an individual by external forces, but a teacher can help increase the learners' interest.

Lai (2010) defined interest in learning as personal preferences with regard 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.

As noted by Schraw and Dennison (2001), an individual possesses autonomy over a learning task and, therefore, is able to strengthen his/her internal motives to increase active participation when it comes to self-decision and control-oriented tasks. Based on the statement above, the purpose of this research is to increase students' interest in learning English and the use of motivational stories is a kind of learning stimulation.

2.4 Types of Interest

Researchers studying interest have focused on two different conceptions.

Krapp, Hidi and Renninger (1992) proposed a conceptual framework that divides the interest in learning into individual interest and situational interest. Individual interest is more enduring, and trait-like, and endures over time. It can be considered a disposition that individuals take with them from one context to the next. Individual interest is interpreted here as the relatively long-term orientation of an individual toward a type of object, an activity, or an area of knowledge. Presumably, feelings of enjoyment and involvement are most typical of interest. In contrast, situational interest is more momentary and situationally bound; in other words, it can be a specific reaction to something in a situation such as a funny video clip, humorous conversation, or colorful objects. The latter approach is concerned mainly with the identification of stimulus characteristics that arouse interest. To sum up the types of interest mentioned above, the present study proposed a conceptual definition of *interest in learning*: a situational interest sensed by students in class because of the teacher's enthusiasm

for what is being taught, and an individual interest that prompts the individual to learn eagerly with a focus on his/her prerequisite knowledge and emotions. In this case, motivational story are includes in one of the types of interest which is situational interest.

2.5 Indicators of Students' Interest

According to Slameto (2003) indicators of students' interest are:

a. Attention

- 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 the teacher explains the material.

b. The Willingness

- 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

Needs is a condition in the person of a student who driving him to certain activities in order to achieve a goal. For examples:

- 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

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

e. Teaching Materials and Teachers' Good Attitudes.

- 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 the students understand about the lesson.

f. Participation

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

2.6 Warming-up

Kay (1995) describes the stages of a lesson plan in the following way: *Warm up*: "It is an effective way to help the students begin to think in English and to review previously introduced material. Different types of warm ups help provide variety and interest in the lesson". A warm up to prepare students for a period of concentration may involve physical movement with activities that keep them active by standing up, walking,

jumping, matching pictures with sentences or vocabulary, drawing or writing personal experiences or stories, and singing or listening to familiar songs and chants. These are, among others, enjoyable and motivating warm ups. Allwright (1984) considers that warm up are designed to attract students' attention, to help them put aside distracting thoughts, and to get them ready to focus individually and as groups on whatever activities that follow. They will cause people to stop whatever they are doing or thinking and refocus their attention. Learning English highly depends on pupils' positive attitude toward the class. Consequently, learning must be stimulating and enjoyable through breaking what might cause monotony in this process and strengthening what makes tasks more interesting, as well as what increases students' involvement. The use of warming up activities implies features as the ones previously described in order to get students' attention, to make them interested in what is going on, to focus on language items and to increase learners' expectations by consciously arranging the conditions in a way that they put the learner in a more positive or optimistic mood. For the purpose of this research, the motivational story used as a warming-up to increase students' interest in learning English.

2.7 Characteristics of Junior High School Students

Dealing with the development of curriculum in Indonesia, teaching English to young learners has become important in recent years. However, it is not always an easy task to teach young learners. There are many considerations that should be taken on how to teach and what to teach. It is a fact that children are different from adults physically and mentally. The age has become a major factor to formulate decisions on teaching students. The students who are considered as young learners enjoy studying language through loads of cheerful activities in a bright and colorful room. While adults are expected to use abstract notions since they can think rationally. As Harmer (2001: 40) affirms that adults often encompass clear

understanding of why they are learning and what they wish to comprehend out of it. Teaching elementary school students is not the same as teaching adults because it possess different characteristic.

In general, young learners are the children at the age between six up to twelve years old which are enthusiastic to know and learn everything. Harmer (2001: 38) states some general characteristic of children, there are:

- (a) they respond to meaning even if they do not understand individual words
- (b) they often learn indirectly rather than directly
- (c) their understanding comes not just from explanation, but also from what they see and and hear and, crucially, have a chance to touch and interact with
- (d) they generally display an enthusiasm for learning and a curiosity about the world around them
- (e) they have a need for individual attention and approval from the teacher
- (f) they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom
- (g) they have a limited attention span, unless activities are extremely enganging they can easily get bored, losing interest after ten minutes or so.

Based on the points stated by Harmer above, the researcher assume that young learners are very enthusiastic in finding out, understanding and learning everything. It has been mentioned in the previous chapter that the subjects of the study are the seventh grade students of junior high school. Their ages are in the range of thirty to fifty years. Therefore, it

is necessary to discuss some theories of student's characteristics proposed by experts so that the material would be suitable for the learners.

2.8 Review of Related Previous Study

There have been some number of studies related to the topic of increasing students' interest in learning English by using motivational story. In this part, the researcher present some of them, One of such studies was conducted by Ahmed Awad Amin Mahmoud and Ziyad Ahmed Tanni (2014). The study is entitled Using Games to Promote Students' Motivation towards Learning English. The researchers used a 30-item questionnaire which was given to 20 male and female UNARWA teachers who teach English for the Palestinian young children aged 6 10 years old (grades 1-4) in the schools of Jenin Refugee Camp, Ya'bad, Araba, and Rommana where the whole authority belongs to United Nations Educational, Relief and Work Agency (UNARWA) during the second semester of the academic year 2010-2011. The researchers used means, t- test and one way ANOVA to analyze the collected data. The result of this study is the games are effective as energizers and educational tools that can provide enjoyment, pleasure intense, passionate involvement, structure, motivation among other benefits, the researchers supported the trend towards using them as short warm-ups.

The second one was written by Lewistianto (2013) who conducted the research with the title Improving Students' English Vocabulary by Using Visual Media at the Fourth Year SDN Kartasura in 2010/2011 Academic Year. In this reserach, visual media are used to improve students' motivation and achievement in learning English. The researcher used observation and test to collect the data. He analyzed the data by comparing the result by pre-test and post-test. The result of this study is visual media can increase the students' motivation in learning English and visual media can improve the students' English

vocabulary. The students' score was getting better in each cycle. It indicate that the teaching-learning process was successful, both the researcher and the students gained the objectives.

The last one was conducted by Intan Nur Charina (2013). The study is entitled Improving Students' Speaking Skills using Communicative Activities: A Classroom Action Research Aat ABE'S Class, A pre-intermediate class of English Made Easy. The instruments of this study were observation sheets, interview sheets, recorder and a camera. The data collected were qualitative in nature. The data were analyzed from the vignette and interview transcripts during the actions. To avoid the subjective analysis, investigator and time triangulation were used. Democratic, process, outcome, catalytic, and dialog validity were also used to fulfill the validity and reliability of the data. The research result showed that the students' speaking skills improved through communicative activities.