

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Almost all countries in the world have adapted English as a compulsory subject at school, including in Indonesia. English is learned in formal and informal schools starting from junior high primary school to university. As one of the foreign languages that is learned in Indonesia, Kusmaryati & Ametaningrum (2017) define English as one of the hardest subjects in the school.

Moreover, before Indonesian junior high school students get into junior high school, they must graduate first from elementary school. Which both levels of education have a different curriculum content. The newest curriculum called curriculum 2013 which is provided as the improvement of Indonesian education. Based on curriculum 2013, elementary school level has been adapted English as one of the local content subjects which is not a compulsory subject. Then, in junior high school English becomes one of compulsory subjects in curriculum 2013 and it is also included into one of national examination test in Indonesia. Based on this situation, most of the students of junior high school are not familiar in learning this subject because they stated that it is hard to be learned in junior high school and some of their elementary schools don't teach English.

The same case was also experienced by the researcher at *SMP Negeri 8 Kota Jambi* when she did teaching practice program, she had done an informal interview and observation to both of two English teachers and students of the second grade, one

of the English teachers stated that most of the students had no interest in learning English even they did not understand how to spell some words correctly. It might be because they did not have basic in English when they studied elementary school, it will be such a challenge for the teachers to increase students' interest in learning English.

Additionally, the researcher asked some students, they told that English was one of the difficult subjects at the school beside math. One of them told the researcher that English was “planet language” because it is hard to pronounce most of the words that have differences in written language. Some of them also showed that they were lazy and bored in learning English, like to make noise, disturb their friends, sleepy, and go to toilet many times. This also shows that students' interest in learning English is not really good for some students, this leads writer to study what are the factors that influence students' interest in learning English.

Because according to Gardner (1985) in Amjah (2014) interest is one of the strongest motivations for learning English, and motivation has been identified as one of the main factors affecting English language learning, this research is aimed at the exploring the students' interest in learning English at junior high school, as Linse (2005) said that by knowing your students' interest, the teacher will be able to create engaging and motivating English lesson.

## **1.2 Research Questions**

Following the background of the research, this research conducted to answer these following questions.

1. What is the level the students' interest towards English language learning?
2. What are the dominant factors that make students interested in learning English?

### **1.3 Purposes of the Research**

After knowing the purposes of the research, the benefits are to find out:

1. To find out the level of the students' interest in learning English?
2. To find out the dominant factors that influence the students' interest learning English?

### **1.4 Limitation of the Research**

Based on the background above, most of junior high school students are just starting to get to know English at junior high school. So, this research only focus on students' interest in English language learning on second grade at *SMP Negeri 8 Kota Jambi*, which they already have an overview of English lessons on first grade.

### **1.5 Significance**

The researcher expects the result of the research will be significant theoretically and practically.

1. Theoretically, it will give description about students' interest in learning English and the dominant factors that influence the students' interest.
2. Practically, this research is expected to be useful for:
  - a. For the researcher

The result of the research is expected to be able to provide the knowledge about the domain factors that influence students' interest in learning English.

- b. For the Students

The research is expected to give the students input about their interest and will improve their interest in learning English.

c. For the teachers

The result of the research will be useful for the teachers in order to improve the students' interest in learning English because according to Linse (2005) by knowing students' interest, the teacher will be able to create engaging and motivating English lesson.

d. For the school

The research is also expected to give the school the explanation toward students' interest and the domain factors that influence the students' interest in learning English. So, the school might do some improvement in order to support the teaching and learning process of English.