

# CHAPTER I

## INTRODUCTION

This chapter presents and introduces the background of research, Statement of Research Problem, Research Objective, Significance of the Research, Scope and Limitation of the research, and Definition of Key Terms.

### A. Background Study

Education is the process of humanization through the development of self-potential, which ultimately increases the productivity and competitiveness of human resources <sup>1</sup>. Education is a process that involves knowledge, skills, values, and culture from one generation to the next. Education has various methods, such as formal learning in schools, non-formal education through training and courses, and informal education through everyday experiences and social interactions. Education is not preparation for life; education is life itself. It is a process of living and not just a preparation for future living <sup>2</sup>. The main goal of education is to help individuals develop their full potential, both intellectually, emotionally, and socially. It also aims to prepare them for their roles in society, both as productive members of the labor market and as responsible citizens.

All the activities and activities that we do have a purpose. so is education. the purpose of education is to obtain the final results that are desired to be achieved in

---

<sup>1</sup> H.A.R. Tilaar, *Manajemen Pendidikan Nasional* (Bandung: Remaja Rosdakarya, 1999)

<sup>2</sup> John Dewey, *Democracy and Education: An Introduction to the Philosophy of Education* (New York: Free Press, 2015)

learning activities. The purpose of education is a set of targets towards which education is directed<sup>3</sup>. In addition, the purpose of education can be interpreted as a system of values that are agreed upon as true and important and that are to be achieved through various activities both in school and out-of-school education. The purpose of education contains a description of good, noble, appropriate, true and beautiful values for life.

The concept of education is the main foundation in forming an effective learning and teaching process. In general, education aims to develop students' academic, social, and emotional skills to prepare them for future challenges. The curriculum serves as a roadmap in this process, setting out the learning materials and teaching methods used to achieve these goals. Various teaching methods, such as lectures, discussions, and project-based learning, are designed to meet the different needs and learning styles of each student. Evaluation and assessment play an important role in measuring student understanding, as well as helping to improve the learning process. In addition, the role of teachers as facilitators and motivators is crucial in creating a learning environment that supports student engagement and motivation.

Education also emphasizes the formation of character and moral values, and promotes inclusive education that ensures all students, including those with special needs, can learn optimally. This concept of education emphasizes the importance of lifelong learning, which means that education does not stop at school but continues in one's personal and professional life.

---

<sup>3</sup> Arianto H.A.M., "Inovasi Tujuan Pendidikan Indonesia," *JIRA: Jurnal Inovasi dan Riset Akademik* (2021): 1430-1440.

Education is closely related to learning. Because during education there is a learning process. The concept of learning is at the heart of the educational process that involves changes and development in a person's knowledge, skills, and attitudes. Learning can be defined as an active process in which individuals absorb, process, and integrate new information into their existing knowledge structures. This process involves various cognitive mechanisms such as comprehension, retention, and application of knowledge, as well as emotional and social aspects that influence student motivation and engagement.

The effectiveness of a learning activity is measured by the extent to which it meets its pre-determined objectives <sup>4</sup>. Learning theories such as constructivism emphasize that learning is an active construction of personal experiences and interactions with the environment, while behaviorism focuses on the influence of stimulation and response to behavioral change. In addition, learning can also be influenced by an individual's learning style and the surrounding social context. In other words, learning is not just about receiving information, but also involves an internalization process that shapes the way a person thinks and acts, and contributes to their personal and professional development.

Interest is a feeling of attraction or strong desire for something. A strong interest in something can increase a person's motivation and enthusiasm to learn or work. Interest can also affect a person's achievement because people who are interested in a field tend to be more enthusiastic and persistent in studying it. Interest is a very

---

<sup>4</sup> Walter Dick, Lou Carey, and James O. Carey, *The Systematic Design of Instruction*, 8th ed. (Boston: Pearson, 2015)

dominant factor in influencing student learning<sup>5</sup>. Education plays an important role in the lives of individuals and society to increase awareness and knowledge. Interest is a word that drives someone to seek knowledge and be educated. When someone has an interest in a field, they will be motivated to study and explore that field. This triggers curiosity and the drive to seek further knowledge.

The main root of the problem faced in increasing students' interest in learning English comes from internal and external factors of the students. These factors can come from the students themselves (internal factors), teachers (external factors), and supporting facilities (external factors). Interest has a significant impact on the learning process, because if the subject matter does not match the students' interests, they will not learn optimally<sup>6</sup>. Without the attraction that motivates students, they tend to participate less in learning. If students do not have an interest in learning, learning activities will be hampered, and ultimately students will not learn optimally.

The relationship between learning and interest is quite significant because the results of learning will also be affected. Interest in learning has a big impact on learning outcomes because when someone has an interest in something, they tend to be more active and committed to doing it<sup>7</sup> (Rusmiati, 2017). Students who have an

---

<sup>5</sup> Ani Astuti and W. H., "Peningkatan Minat Belajar Bahasa Inggris Melalui Media Audio Visual Di SMP Negeri 1 Klaten," (2014)

<sup>6</sup> Siti Muria, "Pengaruh Minat Belajar terhadap Optimalisasi Proses Pembelajaran Siswa," Jurnal Psikologi Pendidikan 8, no. 2 (2020): 123-135,

<sup>7</sup> Rusmiati, "Pengaruh Minat Belajar terhadap Hasil Belajar Siswa," Jurnal Pendidikan dan Psikologi 10, no. 2 (2017): 45-60.

interest in a field, the student will be more active and will be more committed to working on or learning a field. that way the student will get satisfactory results. interest affects learning outcomes with the field he is interested in. Students will be interested in what they want to learn if they want to be able to and want to be more proficient in speaking English. Therefore, if students are not interested, they tend to be reluctant or find it difficult to do the activity. Interest is an emotional drive that motivates someone to do an activity, and this greatly affects a person's learning achievement. Therefore, if students are not interested, a person tends to be reluctant or difficult to do the activity. Interest is an emotional drive that motivates a person to do an activity, and this greatly affects a person's learning achievement. Interest in learning is based on aspects of attitude towards the activity, specific awareness of the activity, feeling happy about the activity, the activity has an important meaning for someone who does it, and participating in the activity.

Strategy is one of the components that influence the world of education, one of which is the process of learning English. The word strategy comes from the Latin strategia, which is defined as the art of using plans to achieve goals<sup>8</sup>. Here strategy means goal, meaning the goal of an activity that is carried out. Everything we do has a purpose. Strategy is a goal that will be achieved in an activity. Learning strategies can be used to achieve various objectives of providing learning materials at various levels, for different students, in different contexts<sup>9</sup>. learning strategy is a

---

<sup>8</sup> Imam Syahputra, "Strategi Pembelajaran Bahasa Inggris Sebagai Bahasa Asing Dalam Meningkatkan Kemampuan Berbahasa Siswa," Kutubkhanah (2014): 127-145.

<sup>9</sup> H. Jerome Freiberg, Universal Teaching Strategies, 2nd ed. (Boston: Allyn and Bacon, 1992)

comprehensive approach to learning in a learning system, which is in the form of general guidelines and activity frameworks to achieve general learning objectives, which are described from a philosophical perspective and/or a particular learning theory. Strategy in learning English is one way to understand and use English in everyday life. Because strategy is very important in learning activities to achieve a goal. If learning does not use the right strategy, it will hinder the process of learning English, even the learning will not be effective, as a result the goal of learning will not be achieved. Teachers need to develop the right strategy so that the teacher's goals can be achieved. Teachers must understand the conditions of their students in class. Then the teacher starts thinking about the right strategy for the conditions of their students in class. If the teacher still feels that the strategy is not right, the teacher can change the strategy to be more appropriate and appropriate.

By using strategies, it is expected that students can better grasp learning materials in certain fields, of course it can overcome students' weaknesses in a certain field so that students can get better results. Strategies can help students overcome their weaknesses in learning and learning strategies will also strengthen the mentality and habits that have a strong influence on the learning process <sup>10</sup>. Educational strategy refers to a systematic plan or approach designed to achieve specific educational goals. Educational strategies include the approaches and techniques used to achieve learning objectives effectively and efficiently. These strategies involve selecting teaching methods that are appropriate to the needs of

---

<sup>10</sup> A. N. Hidayat, "Penggunaan Strategi Belajar Bahasa Inggris oleh Pelajar Berprestasi," Jurnal Pendidikan Vokasi Raflesia (2021): 8-13.

students, such as the use of project-based learning, group discussions, or interactive lecture methods. In addition, educational strategies also include designing relevant and engaging curricula, as well as developing fair and diverse assessments to comprehensively measure student progress.

The importance of instructional differentiation is also key, where teachers adjust instruction to meet the various learning styles and ability levels of students. The use of educational technology, such as learning software and online platforms, is also increasingly playing a role in facilitating a more dynamic and flexible learning process. Effective educational strategies not only focus on academic aspects but also include the development of students' social and emotional skills, with the ultimate goal of creating a learning environment that is inclusive, motivational, and supportive of students' holistic growth.

Learning strategies can be studied from the two words they form, namely strategy and learning. strategy means the way and art of using resources to achieve certain goals. While learning means student learning efforts <sup>11</sup>. In learning, learning strategies are used with the use of various resources (teachers and media) to achieve learning objectives. Thus, learning strategies are a way or art of using all available resources in student learning efforts.

There are two classifications of language learning strategies: direct and indirect strategies. Direct strategies involve the process of acquiring language mentally and are supported by three groups of strategies: memory, cognitive, and compensation

---

<sup>11</sup> Made Wena, *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional*, Edisi Revisi (Jakarta: Bumi Aksara, 2012), 45.

<sup>12</sup>. Then there is the next language learning strategy, namely indirect strategies which consist of three groups of strategies: metacognitive strategies, affective strategies, and social strategies. Based on the various strategies, it is believed that the more variations of learning strategies used, the greater the chance of success in language learning. In addition, Effective second language learners use a variety of learning strategies to process information, monitor comprehension, and enhance performance<sup>13</sup>.

English learning strategies are needed to achieve the actual learning goals. Divides learning strategies into two large parts: direct and indirect. Direct strategies are then further detailed into three types; memory, cognitive, and compensation<sup>14</sup>. Indirect strategies are divided into three: meta-cognitive, affective, and social. Each strategy has its own types of activities. Using the right strategies in learning English is essential to achieve optimal results. These strategies can help students to understand vocabulary, grammar, and speaking skills more effectively. By exploring various methods, such as the use of interactive media, direct speaking practice, and collaborative learning, students can find the way that works best for them. Ultimately, a good strategy will speed up the learning process and increase students' confidence in communicating in English.

Teachers as directors in every learning process. In the learning process, students need someone to guide and mentor them. Thus, the role of teachers in the learning

---

<sup>12</sup> Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Boston: Heinle and Heinle Publisher, 1990), 78

<sup>13</sup> O'Malley, J. M., & Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge University Press.

<sup>14</sup> Ibid.

process is quite important and dominant. In the learning process, teachers dominate learning<sup>15</sup>. Teachers provide more provisions in the form of theory and language knowledge rather than prioritizing language skills, both oral and written. In this way, the condition of learning English in schools does not lead students towards achieving language proficiency. Talking about the quality of language learning today, we can honestly say that the quality is still low<sup>16</sup>. Various factors cause students to fail, including failing the National Examination. Such as the low interest of students in learning English. Many students do not have the motivation to learn English.

Speaking English is an essential skill that enhances communication and opens up many opportunities. It allows individuals to express their thoughts clearly, engage in conversations, and build connections with others around the world. Practicing speaking regularly helps improve pronunciation, fluency, and confidence. Ultimately, mastering spoken English enriches personal and professional interactions, making it an invaluable asset in today's interconnected world. Speaking is a functional oral language skill in everyday human life. Because by speaking we can obtain and convey information<sup>17</sup>. However, for Indonesian citizens, speaking English fluently is a tough challenge because we do not use English as a language of daily communication. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety

---

<sup>15</sup> Sumardi, "Dominasi Guru dalam Proses Pembelajaran: Studi Kasus di Sekolah Dasar," *Jurnal Ilmu Pendidikan* 3, no. 1 (1992): 48.

<sup>16</sup> Hasan Alwi, "Rendahnya kualitas pembelajaran di Indonesia: Faktor penyebab dan alternatif pemecahannya," *Jurnal Pendidikan dan Kebudayaan* 5, no. 2 (1999): 45-60.

<sup>17</sup> Okhayani, "Peningkatan Ketrampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate," *Refleksi Edukatika: Jurnal Ilmiah Kependidikan* (2015).

of contexts<sup>18</sup>. English language learning is an important process in today's era of globalization. Through this learning, students not only master vocabulary and grammar, but also understand the culture and context of using the language. Various methods, such as group discussions, use of digital media, and speaking practice, can improve communication skills. By studying English, students can access wider information, establish international relationships, and improve career prospects in the future. Ultimately, English language skills are the key to opening up new opportunities in various aspects of life.

English conversation refers to verbal interaction between two or more people using English as a medium of communication. Conversations can occur in a variety of situations and contexts, from informal conversations between friends or family to formal conversations in professional or academic settings. The purpose of English conversation is to communicate, exchange information, convey ideas, and interact with others using English as a medium of communication. The importance of cultural context in English conversation, and how conversation can be used to build intercultural understanding<sup>19</sup>. In conversation, people use a variety of language skills such as listening, speaking, understanding, and responding. English conversation can be oral (using words directly) or written (via text messages, emails, or social media). Conversations can also involve various forms such as dialogues, group discussions, presentations, interviews, or informal conversations

---

<sup>18</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (New York: Prentice Hall, 1991)

<sup>19</sup> Peningkatan Ketrampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate," *Refleksi Edukatika: Jurnal Ilmiah Kependidikan* 5, no. 2 (2015).

around everyday situations. To improve English language skills, it is necessary to practice continuously, use the right vocabulary, understand grammar, and develop active listening skills and speak confidently. Effective communication in English is essential for a variety of purposes, from personal needs to professional and academic needs.

The researcher found several previous studies that have the same topic as the researcher's topic. There are several similarities and differences between this study and previous studies. Previous research conducted by Chou (2018) in his study entitled *Speaking Anxiety and Strategy Use for Learning English as a Foreign Language in Full and Partial English-Medium Instruction Context*. The similarity between previous studies and this study is that the object to be studied is students. This study uses a quantitative approach method. The topic discussed is about strategies for learning to speak English. The difference between previous studies and this study is the topic discussed is about speaking anxiety strategies while this study discusses strategies in increasing students' interest in speaking English. The place of research was conducted in Taiwan while this study was conducted in Indonesia. The purpose of this study is the purpose of this article is to investigate university students' anxiety, strategy use, and difficulties when speaking English in full and partial EMI contexts, while the purpose of this study is to find out effective strategies in increasing students' interest in learning to speak English. The researcher found a gap in the research. In the research, the researcher found a gap that there was no solution that could be suggested for future researchers.

Previous research entitled *The Use of Describing Picture Strategy to Improve Secondary Students' Speaking Skills* from Pratiwi & Ayu (2020). Researchers found several similarities and differences from previous studies. The similarities found are the objects used by school students. Previous research also discussed speaking skills. The differences found in previous studies are the approach method used is qualitative aimed at determining the effectiveness of the method of describing pictures in speaking English while the purpose of this study is to determine effective strategies to increase students' interest in learning to speak English. The place of research was carried out at SMA Al Azhar 3 Bandar Lampung while the researcher conducted research at MTsN Negeri 1 Blitar. then the researcher found a gap in the study. the researcher found that the strategy of describing images still could not improve grammar when speaking describing an image. the students studied still spoke with grammar that was not yet correct. so that the strategy is still not fully optimal.

Previous research from Miranda & Wahyudin (2023) Entitled *pre-service teachers' strategy in improving students' speaking skills*. This study has several similarities and differences with previous studies. The similarity of this study with previous studies is the the topic in the previous study also discussed strategies for learning to speak English. The data collection used was to provide several questions. the differences include the purpose of the previous study to determine what factors influenced students' success or failure in learning English through speaking strategies while the purpose of this study was to find out what strategies were effective in increasing students' interest in learning to speak English.

Approach method using a qualitative method. Data collection using Google Forms while the researcher interviewed the object directly. In the abstract, the researcher does not mention the method used and mention the respondents needed. The researcher directly mentions the results obtained from the research.

The researcher found that previous research conducted by Herlisya and Wiratno (2022) entitled *Having Good Speaking English through Tik Tok Application* has several similarities and differences with this research. The similarities include the subject discussed about speaking English, the method is descriptive quantitative method. the place of research conducted in schools. The difference between this study and previous research is the title used which tests a strategy while this study discusses what strategies are effective and appropriate to increase students' interest in learning English as a foreign language, the method used in the previous study used the schools studied are also different, the previous study studied senior high school students, while this study studied junior high school students.

Researcher also found previous research conducted by Simamora & Oktaviani (2020). Entitled *What Is Your Favorite Movie?: A Strategy Of English Education Students To Improve English Vocabulary*. Researchers found several similarities and differences. The similarities include both discussing English learning strategies, the instruments used both use questions and interviews, the method used also uses descriptive qualitative, the variables used are both students. The differences found by researchers include the skills discussed in the previous study about vocabulary while this study discusses speaking skills, the purpose of the previous study was to prove the effectiveness of a strategy while this study aims to find out effective

strategies to increase students' interest in learning English as a foreign language. From several previous studies that have been found by researchers, researchers found a topic to research a topic about effective strategies to increase the interest of junior high school students in learning English as a foreign language. then the researcher found a deficiency in the research above. in the research is the researcher did not describe the literature review of English language. the researcher can add the definition of English, the use of English especially in Indonesia. so not only describing speaking English, but also the use of English for Indonesian society.

Then the researcher found previous research that had the same variables as this research. The research is entitled *Methodological Strategies and Techniques Implemented by Teachers in The Teaching-learning process of English in Spanish-speaking Students* with researchers Riosa et al (2024). Then the researcher found similarities and differences from the research. the similarities are having the same variables and the same method which is quantitative because the research uses two methods which are qualitative and quantitative. then for the difference is the method used in the research also uses quantitative methods. But in the abstract, the researcher did not mention the method used to conduct the research. then the researcher did not describe how the phenomenon that occurs in students who speak Spanish face the difficulty of learning to speak English as their second language. The researcher also found that the importance of learning English as a foreign language was not explained, describing the concept of English itself, what skills must and are important to master. Then in the study, there was no purpose described in the study.

In addition, the researcher found another previous study entitled *EFL College Junior and Senior Students' Self-regulated Motivation for Improving English Speaking: A Survey Study* by Alotumi (2021). then the researcher found similarities and differences from the study. the similarities are learning English speaking, that the study uses a quantitative method, both aim to improve skills in speaking English. the difference is then the respondents needed are junior and senior college. In the abstract, the researcher does not mention the purpose of the research he is conducting.

Then the researcher also found a study entitled *Exploring the Effect of Students' Language Learning Strategies on Chinese Students' Perceptions of Native And Non-native English Speaker Teachers* by Deng (2024). The researcher found similarities and differences between this study and previous studies. The similarities are that both study a strategy to improve English learning. The differences are that the methods used are not the same, and the samples used are also not the same. The samples used in the previous study used university student samples, while the samples used for this study were 8th grade students. The shortcoming of the previous research is that in the abstract, the research did not include the method used.

Then the researcher also found a study entitled *Exploring expert teachers' cognitions and practices of teaching Exploring expert teachers' cognitions and practices of teaching English speaking and their students' experiences and engagement* by Rahimi and Ong (2023). The researcher found similarities and differences between this study and previous studies. The similarities are that both

study English speaking skills. The differences are in the methods used. The methods in previous studies used semi-structured interviews, observations, and focus-group discussions, while this study uses descriptive quantitative methods. The shortcoming of the previous research is that there is no explanation of the methods used in the previous research.

In addition, researchers found previous research entitled *English speaking practice with conversational AI: Lower secondary students' educational experiences over time* by Ericsson and Johansson (2023). There are similarities and differences found by researchers. The similarities include both discussing English speaking skills. Then the differences include the variables used are not the same. The shortcomings of previous research are that the abstract of the previous research did not mention the samples used and how many samples were needed by the researcher.

After the researcher found several previous studies, the researcher then found similarities, differences and shortcomings in the previous studies. The researcher wanted to research the right strategy to increase students' interest in learning to speak English as a foreign language.

The researcher has conducted observations during first internship at MTsN 1 Blitar. The researcher observed students who participated in the learning speaking English, some were enthusiastic, some were excited, and some found it difficult during the learning. The researcher saw that there were students who did not seem enthusiastic about participating in the learning. The researcher noticed that the

students seemed to be having difficulty with the material presented by the teacher. Then the teacher saw the student and approached him and began to explain what the students did not understand. From this, the researcher was interested in knowing what kind of learning strategies was appropriate to be applied in the class with the known class situation.

In Indonesia, English is still a difficult language to learn because English is a foreign language and not the main language in Indonesia. Many students have difficulty learning English. Therefore, researchers are interested in examining what strategies are effective enough to increase students' interest in learning English where English is a foreign language in Indonesia. considering the importance of English for everyday life. but students actually have less interest in learning English. So teachers need to have a strategy to solve this problem. So the researcher gave the title "The Students' Learning Strategies To Increase Their Interest In Speaking English As a Foreign Language at MTsN 1 Blitar "

## **B. Statement of Research Problem**

Based on the background of the problem above, the following problem can be identified:

1. What strategies are most used to increasing students' interest in learning to speak English as a foreign language?
2. What strategies are less used to increasing students' interest in learning to speak English as a foreign language?

### **C. Research Objective**

From the researcher's statement above, this case aims to understand and describe:

1. To find out the strategies used at MTsN 1 Blitar especially grade 8
2. To find out the right strategies to increase students' interest in speaking English

### **D. Significance of the Research**

- a. The results of this study have significantly improved the research and management skills of the authors, especially those who are just starting out.
- b. The researcher hopes that the results of this study can help those who are teaching English as a second language by providing knowledge on this topic.
- c. The results of this study are expected to be useful and beneficial, especially for English students and teachers.
- d. Finding solutions to the right learning strategies in learning to speak English.

### **E. Scope and Limitation of the research**

The scope of research is limited to the subjects and objects to be studied:

- a. Subject

The subject of this research is an English teacher of MTsN 1 Blitar, and 144 student of 8<sup>th</sup> grade of MTsN 1 Blitar

- b. Object

The object of this research is the strategies that can increase of MTsN 1 Blitar students' interest in speaking English language as foreign language

#### **F. Definition of Key Term**

To clarify the key terms used in this research, several definition are put forward:

- a. Foreign language: A foreign language is a language that is not one's mother tongue certain countries, where students make foreign languages the second language of choice in school subjects and are not used in daily communication.
- b. Interest: is a persistent tendency of the soul to focus on something that is valuable to people. Something that is valuable to someone is what suits their needs. It is based on the assumption that when people satisfy one particular level of need, they want to shift to a higher level.
- c. Strategy: a series of plans that will be carried out to achieve a certain goal.
- d. Learning: an effort to change behavior, both in knowledge, skills, attitudes and positive values as an experience from various materials that have been studied.
- e. Speaking: an interaction in the form of a conversation between two or more people discussing a topic