

CHAPTER I

INTRODUCTION

I.1 Research Background

Universitas Prima Indonesia, often referred to as UNPRI, is a private university with an essential role in producing prospective teachers, professionals, and people who contribute to education. Universitas Prima Indonesia is one of the students' choices in achieving their dreams in the future. Universitas Prima Indonesia has many majors that are of interest to students. One of them is the Faculty of Teacher Training and English Education. This department is getting more and more popular year by year, seen from the increasing number of students in the Department of Teacher Training and English Education. Universitas Prima Indonesia has a significant role in facilitating students to speak English and teach English professionally. In this department, students are equipped with skills related to teaching. Not only that, but students are also facilitated with professional skills, namely literature and linguistics. Therefore, students are required to have the ability to listen, speak, read, and write in English.

English Department of UNPRI has a set of courses such as linguistics, literature, teaching and education, and language skills. Linguistics is a broader world. (Georgiou, 2020), linguistics is the scientific investigation of language as a universal phenomenon and the analysis of individual languages. It aims to answer questions about the nature of language, its structure, and its relationship with the human mind and society. It is defined as the scientific study of language: its design, use, and implications (structure and service). Linguistics; translation, phonology, semantic, morphology, pragmatic, sociolinguistic. At the same time, the second classification is literature. Literature is a literary expression as something permanent in the words of some thoughts or feelings or ideas about life and the world. According to (Lumen Learning, 2015), literature is any written work in a broad sense. Etymologically, the term is derived from the Latin literature/literal "writing formed with letters," although some definitions include spoken texts or songs. More restrictive, it is writing that has literary value. Part of literature is an introduction to drama, poetry, and prose.

The third classification is language skills. According to (Rao, 2019) speaking is the essential skill among all four language skills to communicate well globally. It is

cited that teaching English as a second language has become a crucial subject. Language skills are one of the essential skills because language skills are skills. In the classification of this course, students are required to have language skills. Part of language skills; vocabulary, listening, pronunciation, reading, speaking, structure, public speaking, TEFL, TOEFL. The fourth classification is Education and training teaching. Becoming a teacher or professional teacher requires expertise in teaching. Education and training teaching is a course that trains students to become experienced teachers and teachers. (Milhem, 2014) Training is a planned process to change attitudes, knowledge, skills, behavior through learning experiences to achieve effective performance in certain activities or activities. The following is part of the Education and Training Teaching; basic natural sciences, educational philosophy, education, learning and learning theory, educational psychology, learning models.

That is the classification of subjects in the Department of Teacher Training and English Education at Universitas Prima Indonesia. However, even though this department has four lecturing courses, students in the 5th semester of the Academic Year 2018 cannot describe their interests or expertise from the 1st semester to the 5th semester. The inability of students to determine their interests or expertise significantly influences the lecture process. Whereas before selecting majors, Universitas Prima Indonesia had conducted interviews with students. However, there is evidence that semester five students cannot determine their interests or expertise. It is proven from the results of student studies. Interest is personal and closely related to attitude; interest can cause someone to do something that has actively attracted their interest. Interest is a trait in humans that affects the activities carried out. Interest in everyday life has a crucial role in student learning activities because, with interest, students can carry out activities in terms of education.

In the instructional process, someone who does not have an interest in learning does not allow learning activities; this can be noticed when the teaching and instructional process occurs. Interested students will pursue the lesson and observe each teaching-instructional process begins. Etymologically, the word interest comes from the English "interest," which means liking, attention (the heart's tendency to something). Students must have a feeling of interest or interest in the instructional process because that will encourage them to increase their attention and enthusiasm in participating. According to

(Safitri, 2018) interest is a desire in someone characterized by a sense of pleasure or interest in a particular object accompanied by a concentration of attention on that object and wish to be involved in certain activities. So that person desires to be directly involved in a particular thing or action because it is felt meaningful to him. There is hope in the direction. Then interest, according to Djaali in (Karina, 2017) "Interest has elements of affection, awareness, to choice of values, of feelings, selection, and heart tendencies."

Many reasons why students do not have an interest in learning. The causes also vary. Nugroho in (Febriyanto, 2016) explained that the internal factors that influence student interest consist of attitude and personality factors, namely: "Attention" to the quality of education, high social values, challenges, affordable costs, benefits for others, aspirations to become teachers, attend seminars on teachers, have teaching experience." In addition to internal factors, Nugroho in (Febriyanto, 2016) explains external factors. "External factors that influence students' interest in becoming teachers consist of family and environmental factors." Meanwhile, Shovia in (Lutfiyanti, 2020) suggests that several factors influence a person's interest in learning, namely internal and external factors. Therefore, it is necessary to research 5th-semester students majoring in English Teacher Training and Education Universitas Prima Indonesia of the Academic Year 2018. This research is essential to measure the dominant dynamics of students majoring in English Education and Teacher Training Universitas Prima Indonesia of the Academic Year 2018. This research is interesting because it has never been done before. So that in the future, it can improve or become a reference for readers in recognizing the interests or expertise of readers. (Amjah, 2014) has researched interest in learning English, where he revealed that many factors influence interest, namely teaching strategies and teaching facilities for students. After doing research, it is beneficial in increasing student interest in learning.

I.2 Problem Identification

Based on this background, the identification of the problems revealed in this study are:

1. The decline in student achievement index in several subjects.
2. Weak ability and motivation to attend lectures.
3. Submission of less attractive material.

4. Lack of student achievement required in the course.
5. Too many assignments or exercises in the course.
6. Incompatibility of certain courses with the curriculum in teaching.
7. The teacher does not have the appropriate qualifications for the course.

I.3 Research Problem

Based on the above background, the researcher formulates the research problem as follows;

1. What factors influence students' interest in courses at the English Department of UNPRI?
2. What course is dominantly interested by the students at English Department of UNPRI?

I.4 Objectives of the Research

Based on the above research problem, the researcher formulates the objective problem is:

1. To find out the factors that influence student's interest towards courses at English Department of UNPRI?
3. To investigate the dominant interest of the students at English Department of UNPRI?

I.5 Scope of the Research

Based on the identification of the problems mentioned above, then;

The purpose of problem delimitation is to focus on one issue. The problem studied in the research is about the interest or interest of in 5th semester of the Academic Year 2018 students towards English courses majoring in Research and Education, Faculty of Universitas Prima Indonesia.

I.6 Significance of the Study Research

The research was conducted to determine students' interest in learning, the factors that influence student interest in learning, and the relationship between student interest in learning and learning outcomes in the English education department at Universitas Prima Indonesia. This research uses a qualitative method by using interviews as data collection.

Research results must be helpful, both in theory and practice;

In theory;

An input for students of the Faculty of Teacher Training and English Education, Universitas Prima Indonesia. Students can consider their interest or interest in choosing a Study Program. As for Universitas, the results of this research are expected to provide contributions and discourse in the field of the Faculty of Teacher Training and English Education at Universitas Prima Indonesia.

In practical;

The results of this study are helpful for readers to use as a reference in choosing an interest in the selected study program. Then for universities, it can be input for universities, especially the English Language Education Program, to increase interest and interest in the English Education Program.