

CHAPTER 1

INTRODUCTION

A. Background of the study

Foreign language learning has become one of the important topics to study. There are several previous studies that have examined factors that can affect student achievement or learning outcomes in learning foreign languages, both from the aspect of the learning model used (Yusri et al., 2018). English is needed in almost all aspects of life such as in the world of education, the world of work, business and so on. By mastering English, a person can have great opportunities in various opportunities to get a job. In general, in the eyes of the public, people who are proficient in English are something of their own privilege. In fact, when one is proud to be able to master the world's languages. Most of the people who are required to be able to speak English from the Metropolitan city. Because urban society views that being proficient in English is a must. The work environment and level of education demand a lot of English. Not surprisingly,

many cities have English Language Courses. When at school it is felt that there is a lack of English lessons, students can take courses outside starting from elementary to advanced levels. However, the phenomenon of the enthusiasm of urban people to master English is inversely proportional to rural communities.

The importance of learning a foreign language is one of the Sunnah of the Prophet as contained in the Hadith of the History of Trimidzi From Zaid bin Thabit said: that the Messenger of Allah ordered me to learn the language of the Jews, he said: "By Allah I do not believe the Jews on my letter , Zaid said; after half a month I learned the language I was able to master it, if he wanted to send a letter to the Jews I wrote it for them, and if they sent a letter to him then I read their letter to him" Hadith Riwayat Tarmidzi (Hakim, 2017)

English in the countryside is not popular. Many schools in rural areas make English seem "not important". There are several reasons why English is not popular in the village, because there are very few English teachers. In fact,

many schools do not have English teachers. Or, do not have teachers who have the ability to speak English. Facts like these make English completely foreign, meaning that students in rural areas are not interested in it at all . If anyone is interested, only a few. Apart from these problems, English students in rural areas have minimal understanding of the functions and benefits of being able to speak English. They think that teaching English is useless and very difficult to understand. They also think that speaking English is only used when dealing with or meeting foreigners (Western). They don't know how to speak English very well used in the work environment and education junior high school, high school and college. In fact, if you want to study abroad, English is something that takes priority first. In addition, the assumption that English is a difficult subject makes them not take great interest in learning English (Harlina & Yusuf, 2020).

The majority of learning English in rural areas is low because teaching English is becoming increasingly difficult

for students, especially when learning English is linked to the context of rural schools. This is very closely related to inadequate resources and learning environment. Rural schools do not have as many opportunities to learn English as urban schools. Access to information about English is very limited. So that in their daily life students do not know English well, which then results in their lack of interest in learning English (Harlina & Yusuf, 2020). There is no one consistent way of defining “rurality”: the countryside is defined as something that is socially constructed and based on more abstract characteristics, such as a sense of community and traditionalism, or more concrete features, such as landscapes or occupational structures (Halfacree, 1993). In general, we need to consider the similarities and differences in social, economic, and other contextual factors and the way these factors interact with educational processes and outcomes in places beyond the “urban-rural” dichotomy (Biddle and Azano, 2016)

English in junior high school is a lesson that must be followed by students. The language which is the mother tongue will be difficult to learn, understand and understand, especially in rural schools where learning media is still very minimal. Language learning programs that must be followed and completed in meeting the needs of assessment and teaching and learning activities make students have to take English lessons . Some students feel very heavy-hearted and forced or don't like it when attending English lessons. itself, the environment, and it could also be because of the learning method that makes students feel bored because the teacher's teaching methods are less interesting and the lack of creativity makes students less interested in English lessons. The environment also plays an important role for students when understanding the need to learn English. An unsupportive environment makes students less interested in learning English. As one example of students who do not have English lessons in elementary schools, so these students experience difficulties when receiving English lessons in junior high

schools. One of the supporting factors so that they are motivated to learn English, namely parents and teachers at school in directing students to enjoy and take part in English lessons, some students still lack knowledge about the advantages of learning English, especially in rural areas.

There are many student characters at school or in villages from diligent to lazy, there are some students who have a high interest in learning and are also lazy to learn, especially English, which is a language lesson that is still foreign to them. There is an interest in a lesson that can be seen from the way students follow the lesson or the student's response during learning activities, in this case the teacher plays a very important role in building and developing student interest in learning. Many efforts of teachers so that students have a high interest in learning. Especially the learning method or the way the teacher teaches, the approach, the teacher's attitude, knowing the character of the students to provide services according to the character of each student. In the learning process the teacher must use the right methods

and approaches. Carrying out learning with an interesting thing such as using certain learning methods or using certain learning media that are appropriate to the teaching material. Likewise the approach used must support the success of student learning, behaving like a teacher, wise, compassionate, assertive, and humorous will support increasing student interest in learning.

Basically, almost all schools have problems related to the academic abilities of their students. One of the schools that has a problem with the low academic ability of its students is a suburban school. however , in fringe schools, ability problems will have more serious problems. This is in accordance with the results of initial observations at a junior high school located in a rural area. In the initial study it was found that the academic abilities of the students were relatively low. According to previous research, the abilities of students in urban areas and suburban areas are indeed different (Hidayat & Bahtiyar Heru Susanto, 2022) . Indicators of low student academic ability can be seen from

the number of students who are not proficient in basic literacy and numeracy skills. In the aspect of literacy, there are many students who are not fluent in reading and writing simple sentences.

Based on preliminary observations that have been made by researchers when teaching English to students during KKN and serving for about one month in Air Putih village and conducting interviews with children there, the thing that makes the lack of interest and motivation to learn English is the lack of encouragement and understanding of the importance learning English and the lack of facilities at school during the teaching and learning process so that they are bored with the lesson, not only that the interests and motivations of the students there are still diverse, there are those who are very enthusiastic about them not too concerned with learning English and most students do not like or are not interested learn English for the reason that English is a language that is difficult to learn both from pronunciation and

writing. There are also those who are interested in learning English depending on the way the teacher gives teaching.

(Riza & Putri, 2015) argues Providing motivation to learn for students is a teaching profession or also known as teacher performance. In teaching and learning activities, motivational encouragement determines the learning success of students, so that they are able to receive stimuli that can encourage them to develop their interests and talents in the teaching and learning process. Motivation can be stimulated by external and internal factors, but motivation is growing within a person, so that motivation can be interpreted as a series of efforts to create certain conditions, so that the individual who is motivated wants and wants to do something. motivation is very important in developing the potential that exists in the soul of students, which is no less important than the position of the teacher as an effort to improve his performance in creating a conducive atmosphere in the classroom. For SMPN 11 Central Bengkulu. a teacher is demanded besides being a teacher, must also be an

educator. Thus, motivation is very important as a capital for developing internal potential in students' souls, which is no less important than the position of the teacher as an effort to improve his performance in creating a conducive atmosphere in the classroom .

With the explanation above, the researcher was interested and took the initiative to examine the importance of the teacher's role in students' interest in learning English , so that students' motivation and interest in learning especially in rural areas grew. first in rural areas”

B. Identification of the problem

Based on the explanation on the background above, identification of problems related to this research was found, namely:

1. There are still many students in rural areas who have the principle that English is a subject that is difficult to understand and not very important
2. There is still a lack of awareness and responsibility of students when learning to teach English

3. There are factors that make the learning environment less conducive
4. There is still a lack of facilities and teaching materials for teachers so that learning makes lessons boring

C. Limitation of the problem

Based on the identification of the problems above, the researcher needs to limit the problems to be studied. Namely the role of the teacher in an effort to foster interest and motivation in learning English in rural areas, especially at SMP N 11 Bengkulu Tengah, class VII at Air Putih, Bengkulu Tengah.

D. Research Questions

Based on problem identification and problem limitation to clarify the problems faced, the problem can be formulated as follows:

1. What are the factors that can cause a lack of interest and motivation for students in learning English in rural areas, to be precise at SMPN 11 Bengkulu Tengah?

E. Research Objectives

The objectives of this study are as follows:

1. To find out what are the factors that can cause a lack of interest and motivation for students in learning English in rural areas, to be precise at SMPN 11 Bengkulu Tengah.

F. The significance of the Research

Research benefits consist of two kinds, namely theoretical benefits and practical benefits. The benefits of research can theoretically mean that this research is useful based on theory to related parties who can feel the benefits. The practical benefits of research are the perceived benefits of the institution.

1. Theoretical benefits

The results of this study can provide theoretical clarity and understanding of the teacher's role in fostering interest in learning English for seventh grade junior high school students

- a. This research is expected to add insight and knowledge to all groups, be it the government or the

community regarding the factors causing a lack of interest and motivation to learn English at SMPN 11 Bengkulu Tengah

- b. This research is expected to provide information and serve as a reference for similar studies to continue their research on education in relation to students' English proficiency. In order for educational institutions to improve the quality and facilities related to existing deficiency

2. Practical benefits

This research is expected to be a reference or reference for parties or groups involved in solving problems related to the low interest and motivation of students in learning English.

G. Definition of Key Terms

1. Motivational learning English

Sardiman (2004) Motivation in learning English is a drive or mover or change of energy marked by the emergence

of a feeling preceded by a response to the existence of a goal to learn English. Motivation is based on a need.

2. Interest in learning English

(Kusuma et al., 2017) Interest is a trait that is inherent in humans which functions as a driving force to do something such as when learning English. Desire or will greatly influences learning outcomes which can grow because of encouragement from within a person

3. Factors lack of interest and motivation

Khadijah (2013) Student motivation in learning can be influenced by several things, including two main factors, namely internal factors which include student interests, talents, motivation, psychological or psychological students themselves and external which include the family environment, school environment, facilities and infrastructure