

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Teaching English is complex task for a teacher in learning process as a second language. Teaching language must be interested for attracting the student's interest. In other hands, teachers need to have effective teaching strategies for students to understand better in learning English.

The success of teaching and learning process is influenced by many factors such as learning environment, learning materials, interest of learning and etc. In general, there are two factors that affect learners' learning, internal factors and external factors. Internal factors are factors that derived from self-learners such as talent, motivation, interest of learning, ability (potency) and attitude. External factors namely factors derived from outside of learners such as family, methods of learning, learning environment, educators' interaction patterns, the attention of parents, and so on.

The understanding of learning strategies is a plan or way to teach that can be done by setting several main steps in accordance with the objectives of learning that can be achieved or already set. Learning strategy is the chosen way of providing facilities and assistance to learners to be able to achieve certain learning goals (Kozma). Learning strategies are types of teaching methods that are specifically used and planned as a way to achieve specific goals (Harder dan egger kauchak). So, learning strategies are one way to get good, effective and efficient learning outcomes.

Slameto (2013) claims there are two factors that influence student's learning English they are internal and external factors. Internal factor is from inside of the students and external factor is form outside of the students. External factors are divided into three aspects i.e. family, school and society. Internal factors are also divided into three aspects namely physical, exhausted and psychological. One of the psychological factors that influence student's

learning is interest. To learn a certain subject, the students need to have interest, including in learning English.

Student's interest in learning English is important because without interest the students will not be motivated in learning. Internal factors are very important in determining a person's learning outcomes. Interest in learning is one of the important factors in the success of learning. Interest is a fixed tendency to pay attention and reminisce about some activities.

Interest is theorized as both a motivation and an emotion. Drawing on Ainley's (2006) work, we see these as two different but related types of interest. First, trait or individual interest is "a relatively stable evaluative orientation towards certain domains" (p. 393). Individual interest is a characteristic of the student—their pre-existing investment in or attachment to a particular subject area—seen as a relatively stable disposition. In Kahu and Nelson's (2017) framework of student engagement, individual interest is therefore one of the student's psychosocial influences that acts as a motivation. Second, situational interest is an emotion. It is a transitory state: "The focussed attention and immediate feelings triggered by the situation" (p. 394). In the framework, situational interest is the emotional dimension of the student's engagement and triggered in the educational interface as a result of the interplay between the situation and the student.

Both individual and situational interest are associated with enjoyment, persistence, and learning. According to Dewey (1913), interest is essential for pleasurable satisfying learning, and research has confirmed that interest predicts both intrinsic motivation for learning and positive affect (Bye, Pushkar, & Conway, 2007). Hidi and Ainley (2002) highlight those children have a built-in joy of discovery and learning. In adolescence, however, learning tasks are increasingly complex and need more concentrated effort and self-discipline, which can erode that joy. This suggests that interest is important and also potentially challenging in the first year in higher education.

The interest in learning needs to get special attention because the interest in learning is one of the factors supporting the success of the learning process.

Student will learn well if they have a great interest in learning. If he has a desire to learn highly, he will quickly remember and understand what he learned. Syah (2013) points out that interest can affect the quality of student's learning achievement in a certain subject. It means interest can affect the student's English learning achievement too.

Student's learning achievement at school is an assessment of the quality and the success of the students in an education system in a school. Student's learning achievement can help the teachers to determine what strategy will be used and what they should do next to make it better than before and it is one of their references for their success in teaching process too.

During the COVID-19 pandemic, the learning process is accomplished at home through using online media and different media. Studying at home has numerous blessings along with saving on transportation prices, decreasing stress because of congestion at the highway, and having lots of free time (Purwanto, A et al., 2020). On the other hand, studying at home has numerous shortcomings, along with inflicting boredom, decreasing work motivation, and growing strength charges or internet quota (Nurhasanah, S & Sobandi, A, 2016).

Learning at home at some point of the COVID-19 pandemic was very different from previous student learning habits. This may want to result in boredom too. As a result student's interest and learning motivation decreased (Siagian, R. E. F, 2015). On the other hand, learning at home is one of the opportunity ways, in order that the learning manner maintains in the course of the coronavirus pandemic. But, it can also have an effect on a student's hobby in studying. The challenge given through the teacher isn't always done; students are much more likely to do play sports than to study at home. Even in positive areas, students take benefit in their observe time at domestic to play collectively at their friends' houses, play games, and so on. As a result, the studying process at home does now no longer run effectively (Setyorini, 2020).

During pandemics like this, the learning process becomes canceled by several things. But learning must still be carried out. Each school has its own policies in its implementation. One of them is by carrying out learning from home model or online. Online learning is a learning model through several applications such as google classroom, Google meet, zoom or through social media by delivering materials through video calls, voice notes, group chat, and so on. That way, English language learning can also be done with some of these media.

This research is to analysis teacher's strategies while learning process has been entirely canceled from face-to-face learning to online learning. In other word, the researcher is trying to explore which are strategies that can be attracting student's interest in learning from home model of English. The title is Exploring Teacher's Strategies to Attract Student's Interest in Learning from Home Model of English.

1.2 Identification of the Research

According to the case study, that is about Exploring Teacher's Strategies to Attract Student's Interest in Learning from Home Model of English. The researcher identifies some problems that probably happened. Here is some identification of the problem:

- 1) Most of students did not really pay attention during online learning process,
- 2) Students might be getting boredom during online learning process,
- 3) Teacher are oftenly just sent the task or assignment to students did not take the part as facilitator,
- 4) Teacher's strategies and student's interest are the two things that have complexity issues in distance learning.

1.3 The Main Problem

Based on the identification of the problems, the main problem is about student's attitude towards online learning. Therefore, this research is to find out which are strategies that can be attract student's interest in learning from home model of English.

1.4 Limitation of the Research

Based on classification above, to avoid more explanation, this research would focus on some concern studied as the subject of this research is the student in seven grade of junior high school. Then, the object of this research is to explore teacher's strategies to attract student's interest from home model of English at MTs Negeri 1 Cirebon.

1.5 Research Question

Based on the background above, the problem can be formulated as follows:

- 1) What are the teacher's strategies to attract student's interest in learning from home model in English Lesson at MTs Negeri 1 Cirebon?
- 2) What are the strength and weakness of teacher's strategies to attract student's interest in learning from home model in English Lesson at MTs Negeri 1 Cirebon?

1.6 Aims of the Research

Regarding of the problem statement, this study aims are:

- 1) To find what are the teacher's strategies to attract student's interest in learning from home model in English Lesson at MTs Negeri 1 Cirebon.
- 2) To describe what are the strength and weakness of teacher's strategies to attract student's interest in learning from home model in English Lesson at MTs Negeri 1 Cirebon.

1.7 Significance of the Research

The significance of this research is divided into theoretically and practically that are hopefully used in teacher's strategies, here are the significance of this research:

1.7.1 Theoretically

The result of this research is hopefully be able to know the teacher's strategies to attract student's interest in learning from home model of English. Then, hopefully can be a reference for another researcher who wants to study about the teacher's strategies to attract student's interest in learning from home model of English.

1.7.2 Practically

The result of this research are hopefully be able to know the teacher's strategies to attract student's interest in learning from home model of English and students can be more interest in English learning during Pandemic. It is also hopefully when the teacher knows the best strategies how to attract student's interest in learning process, students can be more interest in online learning especially to increase their English learning.

1.8 Theoretical Foundation

1.8.1 Teacher's strategy

In learning process, teacher's strategies have a very important part to lead the students and involve them in a process of learning. Brown (2007) describes that strategies are particular methods of approaching a problem or task, to achieve particular objectives. While, techniques are defined as the specific activities demonstrated in the classrooms that were dependable with a method (Brown, 2007).

Learning strategies are also meaningful as a patterns or sequences that are carried out by the teacher consciously and systematically to make the learning process run effectively (Jovanović et al., 2017; Rosari, I, 2019; Sutarto et al., 2020). Since, in the beginning of 2020 the spread of the coronavirus changes all human activities, including in the learning process (Aji, 2020; Sutarto et al., 2020). The learning process is carried out in the classroom by direct interaction between teachers and students. Yet, during the COVID-19 pandemic, the learning process was carried out at home with an online system or online (network), offline (outside the network), or with other systems (Darmalaksana et al., 2020; Sutarto et al., 2020). In Indonesia also due to Corona Virus, teaching and learning have been enforced to entirely cancel face to face teaching including other activities. This is

challenging the teacher to create the learning strategies run effectively at home while Pandemic.

A large explosion coronavirus can provide a reason to learn online, namely, online learning function as an alternative solution in times of crisis. Some of the teacher in Indonesia might be try to provide the students understanding and attention in any situation that they must keep learning. So, that the learning process can run smoothly, effectively and students remain interested in learning, teachers provide understanding to students and parents of students about the importance of learning in any situation (E. C. Ningsih, personal communication, 21 May 2020; Sutarto et al., 2020). As the situation showed during pandemic that students must learning at home.

Moreover, in the learning process, teachers are needed to identify all those that relate with the learning process while the situation is changing. It might be impact on students. Haidir and Salim (2012) states the word strategy is often interpreted by technique or method, which is a way to convey a message in this case, subject matter to students to achieve the stated learning goals. Thus, the word strategy is related to the way, tactics or methods to do something.

From some of the definition above, it could be conclude that teacher's strategies are needed to lead students in the learning process, making learning process run smoothly and effectively, giving easily understanding for students and teachers can demonstrate their subject run so composed. Despite, the situation is changing that the learning activities entirely canceled face to face teaching including other activities. Teachers are needed to design the strategies before the learning process start, while learning activity is at home. It is because teacher's strategies are very necessary so that a learning goal can be achieved, and the material can be delivered easily.

1.8.1.1 Instruction

Hockett (2018) Differentiation is a road map for a teacher's career. For varied proactive student needs, many teachers differentiate in some way. At the same time, differentiation is a difficult undertaking that necessitates a wide range of sophisticated abilities that develop over time and with experience. This guide provides insights and equipment for instructors of all levels of expertise to help them grow as experts. Teaching techniques, according to Hamruni (2009: 8-9), are divided into two categories:

1.8.1.1.1 Direct Instruction Teaching Strategy

Direct instruction is a teaching strategy in which students are taught directly by the teacher. This strategy is extremely effective for determining facts or developing talent through the use of phases. Deductive drafting is the most common type of direct drafting. The advantage of the Direct Instruction Teaching Strategy is that it is so subtle that it may be used even as a core weak point within the developing ability, and it teaches desirable procedures and mindsets in important concepts and interpersonal relationships.

1.8.1.1.2 Indirect Instruction Teaching Strategy

Indirect instruction, also known as inquiry, inductive, problem solving, decision making, and creation, is a teaching approach. In contrast to direct instruction teaching tactics, indirect instruction teaching strategies prioritize pupils, despite the fact that both can be beneficial. The teacher's function shifts from speaker to facilitator in this method. The instructor is in charge of the learning environment and allows students to participate in it.

Inquiry, inductive, problem solving, decision-making, and discovery are all terms used to describe indirect training instructional approaches. Skewed training strategies, as opposed to sixteen hands-on training coaching techniques,

place students at the center, despite the fact that they can all complement each other. The instructor's role shifts from speaker to facilitator in this style. The instructor gains environmental knowledge and gives the students the ability to self-regulate in the environment. The following are some of the advantages of using the tilt training coaching technique:

- 1) Pushing interest and curiosity of the students
- 2) Creating the alternative and solving the problem
- 3) Pushing creativity and developing interpersonal skill and the other ability
- 4) Better understanding
- 5) Expressing understanding

1.8.1.2 Interactive Teaching Strategy

The emphasis of an interactive teaching technique is on discussion and sharing among the students. It will help learners to come up with new ideas or concepts, react to experiences, take other approaches, and build alternate mindsets. The advantages of an interactive teaching technique are that students can increase their social skills and abilities, as well as their capacity to formulate coherent arguments. The downside of this method is that it is reliant on the teacher's ingenuity to arrange and establish group dynamics.

1.8.1.2.1 Student centered approach

Student-centered techniques (also known as discovery learning, inductive learning, or inquiry learning) emphasize the learner's role in the learning process far more. You still define the learning agenda when you use student-centered teaching methods, but you have considerably less direct control over what and how students learn.

1.8.1.2.2 Herbartian approach

Johann Friedrich Herbart proposed this strategy. If we were to teach, he said that we should plan ahead of time. This method is based on the appreciative learning idea.

1.8.1.3 Teaching Methods

Vikoo (2003) discusses the types of teaching methods and explains that teaching methods can be presented in three main categories:

1.8.1.3.1 Cognitive Development Methods

The cognitive development approach of teaching is advised if the educational aims are to build intellectual skills in students. This strategy aids students in comprehending, analyzing, synthesizing, and evaluating data. It aids in the development of good cognitive capacities in students. Though the strategies for cognitive development are primarily didactic. The following are some of the teaching methods:

- 1) Discussion Method is usually at a higher cognitive level and it develops critical thinking. Student's participation is necessary for a successful classroom discussion. It is a student centered teaching technique but requires careful planning by the teacher to guide discussion. Successful discussions are guided by specific teaching goals. It involves a process of free guided discussion and expression of views and ideas on a given topic, question or problem by the teacher
- 2) Questioning/Socratic Learners benefit from this teaching method because it helps them link concepts, increase awareness, encourage creative and innovative thinking, and make conclusions, among other things. In general, questioning allows students to delve deeper into their

thoughts, knowledge, and understanding. Though questioning is more of a tactic than a teaching method, it is employed in a variety of teaching techniques. Questioning helps to acclimate the learner's inquisitive mind.

1.8.1.3.2 Affective Development Methods

This domain contains objectives that describe shifts in interest, attitudes, and values. It also addresses the development of appreciation and appropriate adjustment. Education has a lot to offer the learner in order to help him or her develop in these areas, so teachers are encouraged to include worthwhile learning experiences, teach in ways that arouse interest, and develop proper attitude in learners (Dorgu, T.E., 2015).

1.8.1.4 Speaking Strategy

According to Faucette (2001:272), speaking strategies are the ways in which an individual speaker compensates for the gap between what she wishes to communicate and her immediately available linguistics resources. As a result, it can be assumed that they play a primarily reactive role in assisting learners to deal with difficulties in communicating their messages. However, because the available student environment in communication classes revolves around the mother tongue, teaching and learning strategies must differ. According to Suchdeva (2011:14), there is a critical need for a paradigm shift in the teaching and learning of speaking skills through focus deviations from oral orientation, teacher training, and the development of an appropriate curriculum.

1.8.1.4.1 Classroom Activities and Tasks for Practicing Speaking Skills

According to Kumari (2014:16), a variety of activity and taskbased functions can be used to develop the speaking skills given below:

- 1) Dialogue is a classroom technique for practicing language functions such as greeting, agreeing, disagreeing, apologizing, suggesting, and inquiring.
- 2) Role Playing is a popular technique that is frequently used in class to improve speaking skills. Role play is classified into three types: with instructions, fully guided, and free type.
- 3) Opinion/Ideas. When we ask for people's thoughts on contentious issues or situations, it can spark a lot of debate. The students may be divided into groups to discuss and express their opinions. Students have a lot of language to express themselves here.
- 4) Dreams or aspirations Every student should have goals and dreams. This could be a good interaction. This activity ended abruptly, prompting many students to speak up.
- 5) Tongue Twisters and Rhymes This is a game used to acculturate English. We can teach students in a fun way by reading poetry to them. This can enhance the value of one's speaking abilities.
- 6) Songs. Songs are enjoyable for the students, and they can be used to improve their EFL speaking skills. Songs are used to promote speaking skills in a number of key activities. Lindstromber (2004:49) suggests some activities involving songs in English, and Philips (2003) claims that many English pop songs, particularly theme songs from films or television series, are well known even by the youngest learners.

1.8.1.5 Listening Strategy

According to Hidayat (2013:21), listening is an important skill that must be mastered. The quality of a person's relationships with

others is greatly influenced by how well they listen. It means that listening is the ability to comprehend the messages conveyed by the speaker via the sound. According to Lynch (2008:23), one of the listening strategies is through song. Music is a part of our language and life from birth onwards.

1.8.1.5.1 Listening Activity through Song

According to Harmer (2001:242), a song or piece of music can alter the atmosphere in the classroom. According to Ocak (2012:333), song is an important teaching tool in teaching EFL (English Foreign Language) because most teachers are familiar with it and students enjoy listening to music in the classroom. Furthermore, Harmer (2000:242) stated that music is a powerful stimulus for student engagement because it speaks directly to our emotions while allowing us to use our brains to analyze it and its effect if we so desire. A piece of music can transform the mood of a classroom or prepare students for a new activity.

1.8.1.5.2 Procedure in Applying the Songs

To use songs in the classroom, the teacher should plan the sequence in which the songs will be used. In applying songs, the author proposes the following two procedures proposed by Ur and Haycraft (1993:77-78):

- a. For preparation, choose a tape recording of a song that you can sing. Make an overhead transparency (or a poster/handout) of the song's lyrics.
- b. Procedure: First, play the song on tape or sing it to yourself; second, show the lyrics to the students; and third, ask them to follow the words. fourth, sing along as you play it again

1.8.1.5.3 Some Suggested Activities when using Songs in the Classroom

Murphey (1992:9-10, as cited in Rosova, 2007:20-21) suggests the following activities for teachers to engage students in when teaching English through songs. Listen to songs, sing without listening to a

recording, talk about songs, write songs, and perform songs are all options.

1.8.1.6 Reading Strategy

Teachers must be creative in their application of strategies for achieving the objectives of the reading process in class when teaching reading. Teachers commonly employ a variety of strategies, including visualization strategies, highlighting strategies, and anticipatory guidance strategies. The following is an in-depth explanation:

1.8.1.6.1 Visualization Strategy

According to Paris (2011:69), visualization is a strategy that can assist students in turning words into higher concepts, as well as improving student focus and attention to independent reading skills. In a nutshell, this strategy assists students in improving their understanding of ideas and easily finding everything they want to read. Here are some of the steps Antonacci (2009:155) proposes using the visualization strategy:

- 1) Introduces the students to the topic. Topics are provided by the teacher through brainstorming activities.
- 2) Text feature analysis using a model. There are no maps or visual aids; the teacher analyzes the text before reading it aloud. The chosen vocabulary is served and discussed in context.
- 3) Read the selected passage aloud. The teacher reads the selected section aloud and instructs students to sketch their ideas while listening.

- 4) Discuss the illustration's different versions. Students exchange images and discuss the differences between them. Teachers instruct students to identify patterns in images such as scenes, objects, and emotions.
- 5) Make it easier for students to apply their knowledge to text. Teachers assign students the task of writing summaries based on class discussions. Then, to process information, students read text using the visualization strategy.

Based on numerous descriptions above, it could be concluded that the visualization strategy is one of the techniques that may be carried out via way of means of the trainer to assist college students in studying. This could make college students effortlessly discover critical statistics without studying memories so often. This method also can assist college students increase their thoughts and creativeness withinside the tale and additionally assist college students growth their expertise of studying. In short, this strategy can assist college students growth their expertise of thoughts.

1.8.1.6.2 Highlighting Strategy

According to Cerveny et al (2003:114), highlighting is a strategy that makes use of highlighting the principle concept to assist instructors educate college students to growth college students in reading. This approach that this approach could make college students will without difficulty locate crucial facts withinside the textual content and make college students recognize the textual content too. To run this approach, a number of the subsequent methods may be taken into consideration as proposals via way of means of Hervey et.al (2007:157).

- 1) Pay attention carefully to the first row and the last row of each paragraph: important information is often contained there.
- 2) Only required words and phrases, not all sentences.

- 3) Jot notes in the margin or on the stick notes to consecrate information.
- 4) Do not be disturbed by interesting details. Even though they are interesting, they often obscure important information.
- 5) Make notes on the margin to emphasize the words or phrases that have been highlighted.
- 6) Signal words record: they are always followed by important information.
- 7) Pay attention to a variety of significant nonfiction features.
- 8) After completion, check to see that no more than half a paragraph is highlighted. As a reader becomes more proficient, a third paragraph is a good size to highlight.

1.8.1.6.3 Anticipation Guide Strategy

The anticipation manual method is one of the techniques in coaching analyzing which with the goal of college students getting an know-how on the stop of analyzing activities. This method is utilized in coaching analyzing earlier than college students study the textual content withinside the coaching and getting to know technique and is accomplished to permit pupil historical past know-how approximately the subject study. Richardson et.al (2009:71) states that the anticipation manual is an energetic pre-study method used to permit know-how approximately a subject earlier than college students begin analyzing textual content, and to offer strengthening the primary idea after analyzing.

1.8.1.7 Writing Strategy

Richards (2002:316-319) describes the process of teaching writing approaches has four basic stages namely planning, drafting, editing the final draft.

1.8.1.7.1 Planning

According to Richards (2002) states the experienced writes will plan what they will write. Before starting to write, they

will try and decide what will be said. For some writers they might make detailed notes of just a few words. They will plan, however, as the writer thought before writing it on a piece of paper. He say that when planning, the writer must think about it three main problems. First they must consider the purpose of the writing because this will affect the type of text they use as well as the language they use. Second, experienced writers think of the intended audience, because of this will affect the form of writing (how it is arranged, how the paragraphs are structure, etc.). Third, the author must consider the structure of the work's content is, how it is best to order the fact, ideas, or arguments they have decided to include.

1.8.1.7.2 Drafting

The first model of a paper is referred to as a concept. The first 'go' from a textual content assuming that it'll be modified later. As the writing method remains enhancing; numerous drafts may be produced at the manner to the very last model.

1.8.1.7.3 Editing (Reflecting and Revising)

The earliest version via way of means of Flower & Hayes (1980:18) consists of distinctive reviewing processes: "We distinguish among Reviewing and Editing as wonderful modes of behavior. On the only hand, enhancing is induced routinely and can arise in short episodes interrupting different 34 processes. Reviewing, on the opposite hand, isn't always a spur-of-themoment pastime however alternatively one wherein the author comes to a decision to commit a duration to systematic exam and development of the textual content. It takes place usually whilst the author has completed a translation method as opposed to as an interruption to that method".

1.8.1.7.4 Monitoring

Monitoring is a characteristic that permits writers to transport process; reply to assignment needs. According to Flower & Hayes (1980:72) the version of screen manufacturing rules, after writers produce their layout later they study what has been written to look in which it really works and in which it doesn't. perhaps the manner something is written is ambiguous or confusing. They can circulate paragraphs round to write down a brand new introduction. They can use one-of-a-kind tenses for sure sentences. Reflection and revisions are regularly helped through different readers or editors who remark and make suggestions. Other readers' reactions to the piece writing will assist the author to make suitable revisions.

1.8.1.7.5 Final Version

After the authors edited their draft, for modifications they taken into consideration necessary, the produced their very last version. This would possibly appearance very special each from the preliminary plan and the primary standards due to the fact the whole thing has modified withinside the modifying method. Flower & Hayes (1980) the method may be defined as follows: making plans the very last draft modifying the preliminary an influential version of the writing method is that Flower & Hayes (1980) who describes the method of writing in phrases of the mission environment, which incorporates writing assignments, texts process so far, prolonged authors of reminiscence phrases, along with expertise of the topic, expertise of the audience, saved writing plans, numerous cognitive processes, along with making plans, translating mind into text, and revise.

1.8.1 Student's Interest in English Learning

Slameto (2013) claims there are 2 issues that influence student's learning English they are internal and external factors. Internal factor is

from within the students and external factor is type outside of the students. External factors are divided into 3 aspects i.e. family, college and society. Internal factors are divided into three aspects particularly physical, exhausted and psychological (Slameto, 2013; SD Mulyani et al.). As cite within the journal of SD Mulyani et.al. one among the psychological factors that influence student's learning is interest. to find out an exact subject, the students have to be compelled to have interest, including in learning English. Student's interest in learning English is very important as a result of while not interest the scholars won't be motivated in learning. Syah (2013) points out that interest will have an effect on the standard of students' learning action during a bound subject. It means that interest can affect the student's English learning achievement too (SD Mulyani et al.)

Hilgard states that interest is a continuous tendency of paying attention and enjoying of activity or content (Slameto, 2013; Ardhilla, A., 2019). The literature of cognitive psychology compromised to define interest as intentionally engagement on an activity or object that is featured with concentration, good notice and good effect (TB Teen, 2016; Ardhilla A., 2019). The students are called interested to the material when the students are doing good behavior in the classroom in learning process. According to M. Alisuf Sabri's, Interest is the tendency to always pay attention and remember things continually, this interest is closely related to feelings of pleasure, because it can be said that interest happens because of his love for something, people who are interested in something means that he is happy to something. Furthermore, Krapp describes interest as a relational construct that consists of a more or less enduring relationship between a person and an object (Hidi S. & Renningen A., 2006; Ardhilla A., 2019). The relationship may comprise concrete action of the person and abstract mental operation or feeling.

From the definition above, the researcher conclude that interest is positive feeling and behavior of the person in following activity or content. The feeling involves the enjoyment, the happiness and good attention to

the teacher and the material. Besides, the desire to know about the material is in a high level. The positive behavior appears through the student's attitude in learning, doing the task and involving the activity. However, the term of interest has been explained by some of experts, but the situation is changing due to Corona Virus that all of students must carried out the subjects at home. In other word, they have to learn at home during pandemic. Thus, student's interest in learning process must be difference from normal activities. Therefor, it can be challenge for the teachers and students also, how to build the interest while the learning proces is distance learning that uses E-Learning.

1.8.2.1 Types of Interest

Interest is theorised as each a motivation and an emotion. Drawing on Ainley's (2006) work, those as distinctive however associated sorts of interest. First, trait or person interest is "a noticeably solid evaluative orientating in the direction of positive domains" (p. 393). Individual interest is a function of the student—their pre-current funding in or attachment to a specific challenge area—visible as a noticeably solid disposition. In Kahu and Nelson's (2017) framework of scholar engagement, person interest is consequently one of the student's psychosocial impacts that acts as a motivation. Second, situational interest is an emotion. It is a transitory state: "The targeted interest and instantaneously emotions brought about through the scenario" (p. 394). In the framework, situational interest is the emotional measurement of the scholar's engagement and brought about in the academic interface due to the interaction among the situation and the student.

Both individual and situational interest is associated with enjoyment, persistence, and learning (Kahu et al., 2017). Hidi and Ainley (2002) highlight those children have a built-in joy of discovery and learning.

1.8.2.2 Components of Student's Interest

According to Hidi, Harackiewicz and Renninger, there are three components that make up interest: feeling, value and knowledge;

- 1) Feeling refers to individuals' connection with object, topic or activity with positive feelings, mood, emotion, and belief especially enjoyment in language learning. As the consequences of this positive affect, students will show positive behavior in learning such as paying attention to explanation of teacher and doing assignment well.
- 2) Value means that students are aware and know that what they learn are important. Then, they will deepen their understanding what they learn. It gives an attribution of personal significance that may be vary for every person because the need of every students can be different.
- 3) Stored knowledge regarding the object has a complementary and corresponding role to play in interest development. Basically, the students will be interested to something when what they learn has relationship with their knowledge and their experiences. The students will easily have desire to dig the information related to what they have known

These components (value, feeling, and knowledge) are viewed as relating to each other and the emphasis people put on each component may vary based on the stage of interest development. In other words, according to the grounds of developing knowledge and interest, the emphasis individuals put on the affective or cognitive components of their interest may different.

1.8.3 Home Learning Model

Pandemic has an impact many sectors, one of those is in education sector which is disrupt the learning system from face-to-face to distance learning. For this reason, all the lecture and class are done from home in order to prevent the contagion of the virus (Sutiah, S. et al., 2020). Henceforth, it is time for all teachers and

students to adapt the process of learning by using any tools or technological application that correspond to the learning process' need (D.A. Wiranegara & Hairi, S., 2020).

Moreover, learning at home is one of the alternative ways, so that the learning process continues during the coronavirus pandemic. Various efforts have been made to ensure learning continues even though there are no schools direct. Technology, especially the use of the internet, social media, smartphones, and laptops are now widely used for supporting distance learning. The current situation is challenging educational systems around the world to switch to online learning mode to overcome this situation (NLS Nuraini, et al., 2020). This situation makes us appreciate that proper planning needed for the academic institution (Rieley, 2020; NLS Nuraini, et al., 2020).

So, the optimal distance learning can be done with the conditions in which people can accept the new changes using technology. Therefore, one of the benefits of online learning is the flexibility with which students can schedule their time to complete the course. Students can learn at any time and from any location, developing new skills and paving the way for a lifetime of learning. The government also emphasizes the growing importance of online learning in today's fast-paced world (NLS Nuraini, et al., 2020).

1.8.3.1 E-learning

E-learning refers to the usage of statistics and verbal exchange generation that makes it viable to get admission to online learning or teaching resources. According to the OECD (2005) defining e-learning as a use of generation and statistics in diverse academic procedures to enhance and help learning in better schooling establishments and consists of using statistics and communication generation as a supplement to the conventional classroom, online learning or blending the two modes.

In Indonesian context, this method is not new. This learning mode has already been applied in several schools, especially those schools which have complete facilities to support online learning. Lately, the use of E-learning/online learning is increasingly needed and relevant to the current situation to slow the spread of Covid-19 virus. This is also in line with the circular letter issued by of Minister of Education and Culture of Indonesia Number 302/E.E2/KR/2020 related to the covid-19 outbreak, so that schools or colleges organize education programs from home (study from home).

According to Ghirardini (2011:10), there are some factors why E-learning is appropriate to use: 1) there is a significant amount of content to be delivered to a large number of learners; 2) learners come from geographically dispersed locations; 3) learners have limited mobility; 4) learners have limited daily time to devote to learning; 5) learners do not have effective listening and reading skills; 6) learners do not have effective speaking skills or shy types students; 7) learners have at least basic computer and Internet skills; 8) learners are required to develop homogeneous background knowledge on the topic; 10) learners are highly motivated to learn.

According to Clark & Mayer (2008:10), E-learning has some characteristics; 1) having content that is relevant to the purpose of learning; 2) using instructional methods such as presenting examples and exercises to improve learning; 3) using media elements such as words and pictures to deliver learning material; 4) enable direct learning centered on the teacher (synchronous e-learning) or designed for an independent learning (asynchronous e-learning); 5) build understanding and skills related to learning objectives either individually or improve group works. E-learning is also characterized by a) interactivity (b) independency (c) accessibility; (d) enrichment (Rusman et al., 2011: 264).

1.8.3.2 Challenges in using E-learning in the time of Pandemic

Despite the advantages of E-learning mode to facilitate English learning, in the time of pandemic, E-learning also has some challenges such as:

- 1) The unavailability of internet access/ WIFI, electricity, computer, PC, and other infrastructures that support the E-learning process;
- 2) The lack of cheaper software;
- 3) Learners don't feel motivated enough because the student may end up feeling isolated and emotionally disconnect;
- 4) Poor levels of student engagement, it is difficult to focus on a pixelated video screen when they hear some distractions such as noise and feedback; rustling papers, motorcycles, cars, horns, kettles, wind and so forth;
- 5) Lack of classroom-like teacher presence;
- 6) The problem of skill and knowledge, some lecturers and students are unskillful and illiterate in using digital technology;
- 7) Attitude towards ICT (Information, communication and technology), understanding of the importance of ICT in learning including E-learning needs to be encouraged persistently.

1.8.3.3 The Benefits of E-learning

According to Pranoto et al. (2009:309) E-learning is useful to:

- 1) The use of E-learning to support the learning process can increase student's comprehension of material taught,
- 2) Increase the active participation of students,
- 3) Develop the ability of students to learn independently,
- 4) Improve the quality of teaching material and training,
- 5) Develop the ability to display information with information technology devices where ordinary devices are difficult to do that.

1.8.4 Media

Since the Corona Virus has been spread widely over around the world. The government finally decided to have a regulation of the 2018 Health Quarantine Law, to restrict people and goods movement within a control zone and regional administration are allowed to close the borders. This regulation has officially changed the teaching and learning system during the spread of COVID- 19. The interaction of teaching and learning has changed immediately to cut the chain of the spread of this virus, from face-to-face shifted to online learning (Rifiyanti, H., 2020).

Shifting face-to-face interactions of the teaching and learning process then carried out by online learning is applied at almost all educational levels. In schools, this learning activity is called PJJ (Distance Learning) that take over as online learning also. However, online learning is just one type of 'distance learning' - the umbrella term for any learning that takes place across distance and not in a traditional classroom (Stern, 2018). Therefore, for preventing this virus is giving teacher a tool for delivering the material that can be tool also for students to learning English, while learning process is online. There are a lot of tool for teaching online that teacher and students can use for example; Google Classroom, Zoom, whatsapp, Edmodo, and Moodle, Skype, Facebook Live, and Youtube Live.

1.9 Previous Studies

In conducted this research, the researcher needs some related research as references and strengthened the theories, here some previous researches used by the researcher as the references, as follows:

There are some previous studies that have conducted a research in this field. The first from Sutarto et. al. (2020) which had been investigated in strategy that used by the teacher to increase student's interest in learning English during pandemic. Based on their study that conducted by used semi-structured interviews which were analyzed by using the Miles and Huberman model found that there are two differ response from students. The first some students said that it is fun because they can learn while watching videos of their teacher and can be creative in making video recordings related to schoolwork. Second, some said it is not fun, because they feel that something is missing, such as being together with their friends both in learning and in play. However, The strategy used by SDIT Rabbi Radhiyya Curup teachers to foster student interest in learning during the COVID-19 pandemic is the first, giving students an understanding of the importance of learning in any situation, either directly or in collaboration with parents of students. Second, prepare learning materials that are short, clear, easy to understand, and interesting. Third, choose learning media that is simple and attractive. Fourth, evaluate learning regularly and continuously.

Second is from NLS Nuraini, et al., (2020) which had been investigated in strategies for distance learning primary school. Based on their study that conducted by used a literature study or research library found the right strategy illustrate various literary analysis which can be a way to solve problems, including online learning or e-learning, online teaching as the needs, problems connected with online teaching and learning, possible solutions to this problem, the policy approvals for the Indonesian government, and strategies for distance learning. Moreover, this study is not related with this research specifically but for the theories of strategy teaching and learning English during pandemic shown that online learning or e-learning is the possible solution to this problem.

Third is from Irra Wahidiyati (2020) which had been investigated in student's perceptions of the full online learning quality during the corona pandemic including teacher's strategy also. he data were collected through

questionnaires, interviews, and observation and were analyzed using the qualitative methods approach. The result shown most of students did not enjoy the learning process during online. The reason is not about the teacher's strategy but students said the slow speed internet is considered to be one of the difficulties in learning process. Despite, the teacher provided the materials in the good term, it can be took long time for students to understand the subject while the signal is bad.

Fourth, from T.P. Utami (2020) which had been analyze in An Analysis of Teacher' Strategies On English E-Learning Classes During Covid-19 Pandemic. The results of the study show that (1) The teachers use different strategies because the expected skill output are different, for writing skills the teacher uses 3 strategies namely planning, drafting, and editing. As for listening skills, the teacher applies several strategies such as listening to songs, writing song lyrics, matching lyrics, and finally sing a songs. But both of them use the video-based learning model and also virtual education through WhatsApp. (2) Strategies in teaching through e-learning classes during the COVID-19 pandemic greatly assisted teachers in the teaching and learning process to achieve learning goals.

The next is a study entitled "A Case Study of Students Interest in Learning Listening at Man Surabaya" This study was conducted by Ilmu Faridol (2012, State Islamic University Sunan Ampel Surabaya). In his research, he investigated the teacher's strategy in teaching listening and also measured the student's interest in learning listening. The researcher used descriptive qualitative design that was conducted to eleventh grade students of IPA program in MAN Surabaya. Observation, questionnaire and interview were chosen by the researcher to collect the data. It was found that 58 % of students don't interest to learning listening. The teacher tried teaching bottom up strategy without top down and interactive strategy. He perceived that the bottom up strategy was the better one to apply in teaching listening. As the result, the degrees of students who are not interested to learning listening are

only 9% of students. The strategy that used by the teacher here is top down strategy, bottom up strategy, and interactive strategy.

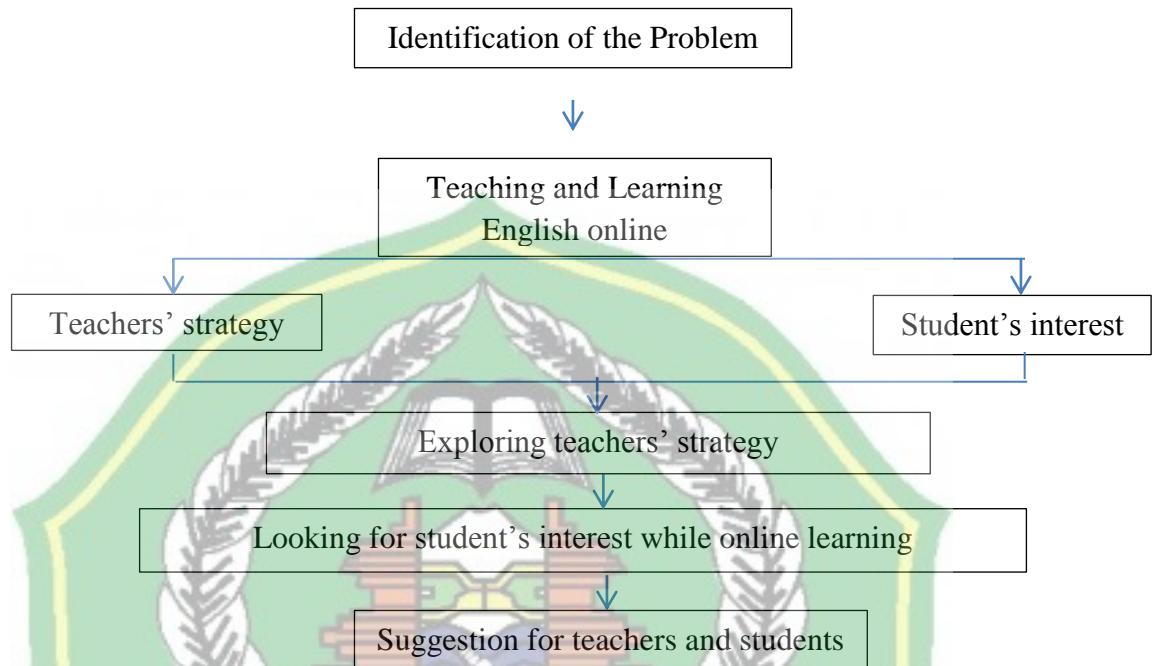
The last Fitri Yani (2016) conducted a probe on analysis of teacher's teaching methods and student's completely different learning designs in English teaching-learning method. Her objective of the study was to grasp however country academics formulate and implement the teaching strategies within the English teaching-learning process concerning student's different learning styles. From the result her studies showed that the teachers used some strategies for covering the variations in student's learning styles. The strategies used into the thought of student's character. the training objectives would be achieved by student and also the characteristic of learning material. Teaching strategies are employed by the teacher such as demonstrations, videos, reading text, lecturing/storytelling, cooperative learning, discussion, and games. In alternative words it may be over that the utilization of the strategy used relies on the thought of various learning preferences and designs. The teacher accommodates student learning styles by giving different directions for every learning style. From this study, there's an analogous of focus with the analysis to be carried out, that is said to teacher's methods within the English learning.

From previous study, the researcher can be concluding that during pandemic teachers were fostered to do online learning. Besides, teachers have to make strategies for attracting students during online learning, It because teacher's strategy is the important thing during the learning process to manage the activity. However, those study shown difference response from students. Therefore, this study can be representative for proving the situation of online learning in another level of school, it because approximately the previous studies conducted in university.

1.10 Framework of Thinking

In this paper, the researcher wants to analyze of these cases in seventh grade at MTs Negeri 1 Cirebon. The researcher would did observation, interview and documentation to study this research for exploring teacher's

strategy during this phenomenon. After that, based on the research background and the questions of research, the framework of thinking of this research is.



1.11 The Methodology of Research

In this point of research methodology the researcher mentioned the point that related to the method and also how this research can be developed by the data as follow:

1.11.1 Research Method

The researcher tried to explore the phenomenon related to teacher's strategy to attract students during teaching and learning Englis. Thus, the researcher chooses to apply qualitative research design. Cresswell (2012), qualitative research design involves collecting the data based on small individual words in order to get description from the participants. Relacion (2020) also claims that the qualitative method explains social phenomenon by using qualitative data, such as interview, documents and observation.

Based on previous elaboration, the researcher would use qualitative analysis. The use of qualitative analysis is appropriate for the research purpose because the researcher wants to explore the teacher's strategy in teaching and learning English during the pandemic to attract students' interest.

1.11.2 Source and type of Data

1.11.2.1 Data

There are some data used in qualitative method, according to J.R. Raco (2010) such as visual data (photography, film, and video), document data, internet, observation and interview. The data of the research for the first research question was from the result of observation through lesson plan and in class two meetings, the result of interview to the teacher and students about the process of perception in English class. The data for the second research question was gotten from the result of both of the data for the students about how the teacher plays the role to make strategies learning for attracting students' interest in English class.

1.11.2.2 Source Of Data

The source of data for this research was an English teacher and classroom observation for answering the first research problem. Afterwards, the data to answer the second research question was taken from seventh grades of students at MTs Negeri 1 Cirebon.

The researcher tried to explore the phenomenon of this massive situation where students have to learn at home and how the teacher's strategy can attract them during teaching and learning activity. The primary data would be collected through observation and in-depth interview, as well as documentation during this research.

1.12 Research Setting

1.12.1 Research Place

The research location was the coverage area on which the research is based. In this study, because of the existence of COVID-19,

which requires learning activities to be online learning. So the researcher conducted this research in terms of exploring teacher's strategies to attract student's interest home model learning at MTs Negeri 1 Cirebon.

1.12.1.1 Research Time

This research was conducted from the beginning to the end of June 2021. Researcher conducted this research by online. The researcher also conducted directly interviews on June 26th, 2021.

1.12.1.2 Research Subject

In this study, the subject is someone related to English. Because here the researcher would analyze the teacher's strategy in teaching English, obviously the subject is English teacher and some students that have been taught by the teacher.

1.12.2 Instrument of the Research

In order to answer the question on student's and teacher's perception, researchers use observation, interview and documentation method. Observation aims to look at teacher's strategy in learning activity. Meanwhile, interview aims to look for student's interest related with the teacher's strategy. In this research, researchers have formulated observation checklist and questions to get a feedback from teacher and students.

1.12.2.1 Observation

Gor man and Clayton (2005:40) describes, observation is a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment.

Observation is a part to collect the data by someone to feel and understand the knowledge of a phenomenon. The number of periods and the length time in the observations made depends on the type of data collected. In this case, the researcher observed the way the teacher teaches English with e-learning classes through videos or PPT that have been made by the teacher before

1.12.2.2 Interview

For a study, interviews, questions and solutions sessions are one of the fine approaches to analyze or discover statistics from subject. An interview is a communicate that ambitions to acquire statistics in an outline of the existence of the man or woman being interviewed in reference to the translation of the meaning of the 'described phenomena' (Kvale, 1996:174).

Furthermore, Schostak (2006:54) provides that interviews are prolonged conversations to get in-intensity statistics about a selected subject matter or subject, and thru which phenomena can arise and be interpreted in the feel of that means carried with the aid of using the man or woman being interviewed. In this case, the interview changed into achieved in the center of a virulent disease with the aid of using head to head interview whilst the teacher were given a picket agenda at school.

This interview turned into carried out to get an oral reaction from English teacher and students also. The interview design and the expression of questions will have an effect on the intensity and freedom of the concern in reaction. Several interviews inspire lengthy and particular reviews even as others are designed to gain a brief and unique reaction. Based on (Edwards & Holland, 2013; Stuckey, 2013; Gill et al., 2008; Jamshed, 2014; DiCicco-Bloom & Crabtree, 2006), there are three styles of general interviews including; structured, semi-structured, and unstructured interviews.

In this case, the researcher used structured interviews with English teacher and students of seventh grades at MTs Negeri 1 Cirebon. Interviews were conducted to obtain accurate responses and information about the strategies used in teaching using the e-learning class method. The function of the interview in this study is to check the data and ensure that the data is truly valid.

1.12.2.3 Documentation

Documentation comes from the word documents, which means goodswritten items. In carrying out the documentation method, researchers investigate written objects such as magazines, notes, diaries, documents, minutes of meetings, regulations and so on (Arikunto, 2010:201). Furthermore, Arikunto (2010:274) writes the documentation method can be implemented by (a) Guidelines for documentation which contains the outlines or categories for which you want to look up data. (b) Check-list research using this documentation method was used by the researcher to obtain data in the form of lesson plan and photos which could be evidence that the researcher properly conducts the research. In this case, the researcher made a note, took photographs, and took a screenshot chat as proof of teaching learning activity.

1.12.3 Technique of Data Collection

As stated by Creswell (2014), there are many ways of collecting data such as observation, interview, document and audio and visual materials. Thus, the researcher was conducted this research from three instruments observation, interview and documentation.

1.12.4 Technique of Data Analysis

This study used qualitative data analysis techniques. Study with a qualitative approach “In qualitative research, all investigators or researchers focus on the problems studied, guided by the conceptual or theoretical framework” (Sudarwan Dnim and Dervish, 2003). Data analysis in qualitative research is often carried out simultaneously or together with data collection. Then, Sirajuddin (2010) stated that the data analysis in this study included several steps or stages; data reduction, data display, and make conclusions or interpretations.

1.12.4.1 Data Reduction

Reducing data means summarizing, choosing the main thing, focusing on the things that are important, as well as being sought theme and pattern. Thus, the reduced data will provide a clearer view, and make it easier for researchers to conduct further data collection, and look for it if necessary. Data reduction can be assisted with equipment, such as computers, notebooks, and so on. In reducing data, the researcher will be guided by the objectives to be achieved. In this stage, the researcher gained the data from interviews with the teacher and students, which shows how the teacher's strategies on English e-learning classes.

1.12.4.2 Data Display

After the data is reduced, the next step is presenting data. According to Miles and Huberman (2014:249), the most frequently used to present data in qualitative research is with narrative text. With the presentation of data, it will make it easier to understand what is happening and plan the next work based on what has been done understood. In this study, the researcher displayed data using an essay, this is the most commonly used display in qualitative research.

1.12.4.3 Drawing Conclusion

The conclusion is the final stage in data analysis. The conclusion in qualitative research is new findings that have never before existed. Findings can be in the form of description or description of an object before still dim or even dark, so after being investigated becomes clear. This conclusion can be either a casual relationship or an interactive, as well as hypothesis or theories. In the conclusion stage, the researcher began to see and examine all data then tell the story by making a relationship between the story so that the researcher got the results and conclusions from the study.