

Chapter One

Introduction

This section presents the description of the research. There are seven parts to the introduction section, namely the background of the research, identification of the problems, delimitation of the problem, research questions, research objective, and significance of the research. At the end of the section, the researcher will mention the outline of this research and the organization of this chapter.

Background of the Research

One of the most important assets for students to achieve success in learning languages is motivation. Students need motivation in every learning process because motivation can make them understand new lessons such as foreign languages. Motivation is the main buffer in student learning activities, so it is very influential for students to achieve their learning goals. Dornyei (1998), stated that without adequate motivation on behalf of the students, the appropriate curriculum and extraordinary abilities possessed by students alone will not be able to help students to achieve their own learning goals.

In terms of language learning, motivation that arises from within students usually take the form of a desire to learn languages. Students have various reasons to be motivated such as a communicative classroom, pleasant interactions between students and teachers, easy assignments, and so forth. In addition, motivation is important for students if they want to be successful in learning English. in general, research on foreign language learning motivation only pays attention to the positive influences that drive students to learn foreign languages and efforts to maintain that

interest. However, there is also another side to motivation that is often experienced by students, temporarily or continuously. This condition is a temporary loss of motivation, which is also called demotivation.

Demotivation is the other side of motivation. While motivation is shown by positive impulses and efforts to move towards preset goals, according to Beklyen (2011), demotivation is a decrease in the level of motivation. Demotivation is shown by negative encouragement and the tendency to move away from the goal. In addition, demotivation can cause someone to lose interest in learning for one reason or another. Demotivation can come from anywhere. Students who receive demotivating factors when learning English will find themselves lacking in motivation. According to Khusyabaroh, Widiati, and Anugerahwati (2018), demotivation occurs in students when students are not interested or are no longer enthusiastic in learning. This is due to several factors that cause demotivation. In their research report, they stated that there are several main factors that motivate students including teacher, classmates, learning activities, learning materials (textbooks) and student characteristics.

Demotivation can have a negative impact on students temporarily or long term. Based on the researcher's experiences when doing an internship program at an Islamic Private Junior High School in Yogyakarta, it appears that some students do not pay attention to their teacher during the learning activities. The students did not complete the tasks; some of them even slept in class or go to the canteen. Ghadirzadeh, Hashtroudi, and Sokhri (2012) argued that students who show negative attitudes such as not paying attention to the teacher when teaching, not being focused, not looking excited, and looking for other activities may have had their motivation decrease during the learning process.

Thus, to avoid the impacts of demotivational factors, students may also need some strategies to keep themselves motivated in learning English. Bahous, Bacha, Nabhani, and Beirut (2011) stated that the right strategies used by students can help them be motivated and avoid demotivation in learning activities — a useful strategy for students to use when learning English. When students have good strategies or methods in maintaining motivation in learning English, they will show a good attitude. From that, they will succeed in achieving their learning goals.

However, it is not only students who has an important role in maintaining motivation, the teacher also has a big role in keeping students motivated in learning English. As explained by Long, Ming, and Chen (2013), the teacher not only acts as a person who gives or distributes the lesson to students in the class but also has a role in facilitating and helping students in learning English, so that learning objectives can be achieved. In this case, teachers are expected to be able to improve their teaching abilities with different strategies. This can make students feel more enthusiastic in the teaching and learning process.

Based on the researcher's experience when doing an internship and observation program in one of the Islamic Private Junior High Schools in Yogyakarta, the researcher observed that some students did not pay attention to their teacher during the learning activities. Some students did not show an interest in learning English. Ghadirzadeh, Hashtroudi, and Sokhri (2012) said that factors such as the teacher's teaching style, learning activities, classrooms and classmates that lead to negative things (such as students feeling bored, not paying attention, not focusing, etc.) can influence student attitudes and have an impact on student learning outcomes. Therefore, the researcher decides to explore more about the demotivating factors that

can affect students and the strategies used by students to overcome demotivating factors in learning English.

Identification of the Problem

Even though the internship was done a long time ago and students have graduated, the teacher who teaches at the school is still the same. When the researcher asked to the teacher about the atmosphere in the classroom during the learning process, the teacher stated that even though students are taught differently every year, he always found students who show negative attitudes when learning English. The test scores of some students fluctuates often.

According to the information from the teacher, there are some students who experienced an increase in the value of knowledge and skills during the first semester, but in the following semester, the student showed a decrease in grades. This happened to some students in IX grade who in this year moved from VIII to IX grade. This is the reason the researcher wants to investigate further and find out why this happened, as this decrease in grades could have been influenced by several factors.

This research focuses on the demotivating factors found on students who are learning English and the strategies of said students in overcoming the demotivation in learning English. Participants in this study were IX grade students at Islamic Private Junior High School in Yogyakarta. The researcher is interested in knowing what factors make students demotivated and the way students deal with demotivating factors in learning English.

Delimitation of the Problem

To get specific findings, the researcher determined the delimitation of the problem. Based on the problems found in learning English, the researcher only examined few students in said Junior high school. The researcher focused the investigation on students' demotivating factors and strategies used by these students to overcome it in learning English at a Islamic Private Junior High School in Yogyakarta.

Research Questions

From background, identification, and problem limitation, this research was conducted to answer the questions below:

1. What are the factors that cause demotivation of students in Islamic Private Junior High School in Yogyakarta?
2. What are the strategies used by students to overcome demotivation while learning English in Islamic Private Junior High School in Yogyakarta?

Research Objective

Based on the research questions above, there are two objectives in this research:

1. To find out more about demotivating factors of the students in Islamic Private Junior High School in Yogyakarta.
2. To know the strategies to overcome the demotivating factors while learning English used by students in Islamic Private Junior High School in Yogyakarta.

Significance of Problem

This research intends to provide positive benefits for several parties, including students, teachers, and other researchers.

For the students. From the results of this study, the researcher hopes that students will learn some knowledge about the other side of motivation, namely demotivation and the factors of demotivation in learn English. Thus, this research can also be used as an evaluation for students to avoid factors that can reduce their motivation in learning English. Also, students can overcome demotivation if one day it occurs with the advice given at the conclusion of this study.

For the teacher. By knowing the factors that have the potential to reduce student motivation in learning English, the teacher can determine the right teaching method so that students can avoid these negative factors. Furthermore, the result of this research can be self-evaluation for teachers on how they teach to improve and maintain student motivation in learning English.

For another researcher. The researcher hopes that other researchers can use the results of this study as a reference to conduct further research on the same topic. This research can encourage researchers to conduct research related to the same field.

Organization of the Chapter

This research This research consists of five chapters. Chapter one explains the introduction to research. In chapter one, there are several parts including the background of the research, identification of problems, delimitation of the problem, research questions, research objectives, significance of the research, and organization of the chapter. This part of the chapter will be explained briefly and clearly. In chapter two, the researcher reviews several studies based on this research topic. The

researcher included journal articles related to this research topic. In this chapter, the researcher covers learning English, demotivation (including the factors and strategies to avoid it), some related study reviews, and the conceptual framework. In chapter three, the researcher discusses the methodology that was used in this research. This chapter shows information about how this research was be conducted. Furthermore, this chapter discusses the process of data collection and analysis to answer the questions in this research. Chapter three also discusses the research design, research settings, study participants, data collection methods, research instruments, the data collection procedures, and data analysis. There are also several related theories to support the methodology in this research. In chapter four, the researcher discusses the findings of this research. The findings had been categorized appropriately to answer the research questions, namely demotivational factors found on students and strategies said students used to help overcome said factors. In chapter five, the researcher ends the research by writing down a conclusion part. In addition, the researcher also wrote down some suggestions that have been achieved from the research.