

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. The first part is a background of the research which reveals the reason of the researcher to conduct the research. As the second part, statement of the problem discusses problems related to the topic. The third part of this chapter one is limitation of the problem which insists on a problem to focus. For the next part, it includes research question and purpose of the research. Besides, significance of the study contains some benefits for some parties related to this research. In the last part of this chapter, the researcher mentions the outline of this research as guiding of the research related to the content of each chapter.

### **Background of the Research**

Demotivation is an obstacle which can influence successfulness in learning English. As stated by Fallout, Elwood and Wood (2009), the students who are demotivated in English learning have the difficulties to gain successful achievement in English learning as they expect. They also explained that the difficulties in this case include the students' difficulty to get good score in English learning, pass the examination and have good level of English proficiency. From the statement mentioned, it can be negative attitude for the students if they feel demotivated, so they will have unsatisfied score in English proficiency level. As the reason, the

level of English proficiency has significant role in influencing some elements such kinds of economic and education. The statement mentioned was supported by Hamid, (2011) as cited in Quadir (2017) who reported that English proficiency is important instrument in expanding humans' asset in Bangladesh context. They also added that it can participate on the economic growth. Regarding the statement mentioned, it leads on how good or bad the English proficiency level indirectly to have significant influence on economic development in the future as well as in Indonesia. According to English First (2019), in this globalization era, international trading is one of key instruments in global economic especially in the case of export and import. Moreover, there are a lot of local and foreign industries in Indonesia which have operated on international trading, so it needs to have good English proficiency level to gain the easiness of communication in speaking and written context towards this economic era. Despite of the explanation mentioned, in some of industries, the minimum score of English proficiency level comes as the crucial requirement for applying a job.

Aside from the impact of demotivation in learning English with the students' English proficiency level and their influence in economic growth, English proficiency level has another significant role in education context especially in university level. Quadir (2017) reported that using English in university level on Bangladesh context is literally important. He also said that almost the whole university level in Bangladesh uses English book as the basis book which the

students use in a course even though it is in social and technical major such as law, economic, agriculture, and engineering. That way, the students have previous experience in learning English which will affect their performance on understanding their recent study (Ushiod, 2009 as cited in a Quardir, 2017). Besides, the scholar also explained that when the students get demotivated in learning English previously, it can cause most of them to have low English proficiency level. As the result, it could make them face the difficulty to follow and understand the material in their next education level. Quardir (2017) mentioned that the large number of demotivated students in Bangladesh becomes the teachers' concern before continuing to the next education level. This issue not only exists in Bangladesh but also it happens in Indonesia especially at the school in which the researcher has experienced in doing the internship program.

There are three phenomena related to the demotivation issue which becomes one of the main concern towards the English teachers. Those phenomena had happened at one of private senior high school in Yogyakarta. Firstly, the students came and slept during the lesson. Besides, those students felt sleepy every time. Following this, they had a slow response towards the teacher's instruction. Besides, it happened when the teacher gave a group task. Commonly, they looked passive than others. Therefore, those kinds of students are indicated as the demotivated students (Haryanto, Makmur, Ismiyati, & Aisyah, 2018).

As the second phenomenon found, the students talked actively with their friends while the teacher explained the material in front of the class. At that moment, they ignored the teacher's explanation and chose to do unimportant activities rather than listening to what the teacher explained about. Besides, when the teacher tried to remind them to come back into the topic of the lesson, they would stop to talk for a while. Then, they walked around and tried to talk to their friends. From the statement mentioned, the students looked that they did not have the intention to learn and listen to what the teacher explained towards the lesson. However, Zeynep as cited in Hamada (2011) claimed that these kinds of students' characteristics showed that they did not have the intention to learn which led them to have demotivated feeling in learning.

As the third phenomenon found, the students avoided of doing an academic activity. They ignored the academic activity given by the teacher. Mostly, they gave a spoken rejection when the teacher gave a quiz to measure the individual understanding. When it came to the quiz session, the students usually asked “why do we have to finish this?”. They also added that they thought that they did not need to finish that work because they thought that they would not go to other countries, so they assumed that they did not need to understand all materials. From the statement mentioned, this case makes the researcher automatically get speechless. The researcher does not understand how it can happen to senior high school students. The case mentioned is in line with Shore (2017) who claimed that

the students who do the rejection towards the task given by the teacher come as their way to show that they feel demotivated, and they want to avoid of academic activity.

Those mentioned phenomena showed that those students have characteristic of demotivated students. Zeynep (2008) as cited in Hamada (2011) argued that the learners who are indicated being demotivated students commonly show having no intention in learning and no more motivation or energy to learn. Also, Shore (2017) claimed that demotivated students always lose the interest to learn material given by the teacher. He also added that demotivated students clearly avoid the academic task and activity during the class. Therefore, the students usually shrug their shoulders as a sign that they complain about the academic activity. Therefore, the researcher is interested in conducting a research to investigate the demotivating factors experienced by senior high school students in English learning regarding the phenomena mentioned above.

### **Statement of the Problem**

Demotivation is one of crucial problems in teaching and learning process. Hu (2011) as cited in Boonchuayrod and Getkham (2019) claimed that demotivated students have a bad influence to the students' achievement in learning English such gaining minimum score in English final examination. Gaining minimum score on English examination has been a problem for the teachers or students at the school which the researcher has observed. Besides, a half of the students reported that

they do not achieve their minimum score in English examination and assessment.

Based on the mini interview conducted by the researcher, it concludes that the failure to get minimum score has caused the students in order to indicate as demotivated students.

Based on the internship program experienced by the researcher, the demotivated students had shown the demotivated gesture which it could cause the class not running well. Besides, the class should be done with three activities but it could not work well since the students showed the action or gesture of feeling demotivated in learning. As the gesture showed by the students, they felt sleepy or talked actively with their friends while the class activity was running on. Likewise, they said that they did not want to learn English. Based on the cases mentioned, the researcher faced some problems including demotivating feeling and learning goals. As the reason, the students faced the difficulty to conduct the class to be corresponding with the lesson plan. The goal of lesson plan should be done in a meeting, but as the fact, it was done in three meetings. Hence, the teacher said that it could affect the target of material and competence which should be delivered in a semester.

### **Limitation of the Problem**

Based on the problem existed, the researcher focuses on the context of demotivating factors on a private senior high school in Yogyakarta. The study factors caused the students to feel demotivated in learning English at a private

senior high school. This study only explores the factors faced by senior high school students towards feeling demotivated in learning English either the internal or the external factor. For the reason, the demotivation becomes the core problem in the private senior high school which the researcher has experienced in doing the internship program. As the importance of investigating the demotivating factors, it can make the students to feel demotivated in learning, so it can be an obstacle for them to feel motivated in learning process (Alavina & Sehat, 2012). Therefore, the researcher focuses on investigating the demotivating factors which influence the private senior high school students to become demotivated.

### **Research Question**

The problem of this study is formulated into “What are the demotivating factors experienced by senior high school students in learning English?”

### **Research Objective**

The objective of the study is intended to investigate the students’ demotivating factors experienced by senior high school students in learning English in both external or internal factor. Besides, the importance of the research objective results can be used as consideration in the teaching and learning process, so the achievement of the students will get improved.

### **Significances of the Research**

This research is aimed to give positive advantages for some parties such as teachers, parents, institution and other researchers. The research findings not only consist of the answers to the research question but also the value of the study.

**For the teachers.** This study will give benefits to all English teachers to explain the factors which make students feel demotivated. The results of this study can help English teachers to be aware of their students' condition. Also, the result of this study can make the teachers consider in choosing the best way to treat their students by avoiding some factors which can make students feel demotivated. Therefore, these results of the research can be used by the teachers to reconsider teaching methods and styles which are suitable for the students, so they will not be demotivated.

**For the institution.** This study has some benefits for the institution especially for the headmaster. In this case, the institution will know the factors faced by the students to feel demotivated in learning which can affect the school reputation. Based on the results of the research, a headmaster should reflect on their policy and regulation towards the school facilities which are able to help the students to have a motivation in learning. Besides, the headmaster should consider a new regulation or policy to improve the students' motivation in learning especially in learning English. Following this, it will fix the academic achievement of the school. Furthermore, the research findings can help the institution to create the



criteria related to the teachers' capability in the recruitment process. Hence, it can minimize the opportunity of unsuccessful learning because of the teachers' teaching methods or technique. Also, the institution should reconsider the standard of school facilities which have been set by the minister of education to minimize the opportunity to become demotivated.

**For the students.** The findings of this study will make other students know the demotivating factors experienced by other students in learning English. From this research, it can make them reflect towards their condition whether those demotivating factors exist on their selves or not. Following this, it can make them consider the next step to overcome by having a consultation with the person who understands the problem. Then, it will not become a grave problem which can prohibit them in learning English. Despite of the problems mentioned, if they feel that those demotivating factors do not exist on their selves, it can make them become wary with their condition so that they will not have same experience.

**For other researchers.** The future researchers can know the students' demotivating factors in English learning at senior high school level. Besides, the other researchers can use the findings of this research as the theoretical overview of other research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches on strategies used by the teachers to teach

demotivated students in learning English deeply related to the same area of this research.

### **Outline of the Research**

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction which includes the background of the research, statement of the problem, limitation of problem, research question and research purposes, significances of the research, and outline of the research. The second chapter consists of a literature review. This section explains several topics such as the definition demotivation, demotivated students, impact of demotivation, types of demotivation and review of related studies. The third chapter is Methodology. In this part, it discusses research setting, research participants, data collection technique, data collection procedure, and data analysis. The fourth chapter explains the findings of this research. In this finding, it explains the demotivating factors experienced by senior high school students. The last chapter of this research includes conclusion and recommendation of this study.

