

Chapter One

Introduction

This first chapter discusses the introduction. This chapter consists of seven subchapters. The first one is background of the research that contains the reasons why the researcher was interested in conducting research on the topic. The second one is identification of problems that contains the topic-related problems being researched in general and specific contexts. The third one is delimitation of the problems that contains the focus of the research. The fourth one is research questions that contains the focus of the research in form of questions. The fifth one is objectives of the research that contains purposes of the research based on the research questions. The sixth one is significance of the research that contains benefits of the research and who gains them. The seventh one is the organization of the chapters.

Background of the Research

For Indonesian people, learning English means that English is learned as a foreign language as long as they learn it in Indonesia. It is because Indonesia only has one official language, namely Indonesian language. In Indonesia, English is included in educational curriculum as a compulsory subject and was previously tested in the national examination. Consequently, Indonesian students must learn it whether they like it or not, and the Indonesian students must be motivated in learning English if they want to learn it properly. It is especially true for Indonesian university students who major in English Education. However, it seems that motivation cannot always stay high for the Indonesian students, and

the Indonesian university students of English Language Education Department (ELED) are not an exception.

On one hand, motivation is an important factor for achieving success in learning English (Hayikaleng et al., 2016). It is because motivation is the factor that influences the learners in the learning process. It can make the learners feel enthusiastic in the learning process, so they feel encouraged to understand English well (Purnama et al., 2019). In other words, it can be said that motivation is a factor that affects the learners' success in learning English positively. Therefore, motivation is beneficial for the learners' success in learning English.

On the other hand, demotivation is a problematic factor for achieving success in learning English. It is because demotivation disturbs the learners in the learning process (Hu, 2011, as cited in Han et al., 2019). Demotivation disturbs the learners by making them less motivated in learning. It is to be expected considering "demotivation is the external force, which may make people reduce or lose a certain behavior tendency or the conduct of behavior" (Dornyei, 2011, as cited in Li & Zhou, 2017, p. 128). Besides that, it turns out that not only is demotivation caused by external force/factors, but it is also caused by internal factors (Zhou & Wang, 2012, as cited in Li & Zhou, 2017). In other words, it can be said that demotivation is a factor that affects the learners' success in learning English negatively. This is supported by Boonchuayrod and Getkham (2019) who revealed that demotivation made students obtain low EFL achievement. Therefore, demotivation is detrimental for the learners' success in learning English.

While it is true that demotivation can be detrimental for students' success in EFL learning, demotivation in EFL learning can still be prevented and be overcome. It can be done by learning more about students' demotivating factors in EFL learning and their strategies for overcoming their demotivation. Hence, the researcher felt interested in conducting the research on what demotivate the Indonesian students of ELED attending a private Islamic university in Yogyakarta in learning English and the strategies that the Indonesian students of ELED use to overcome their demotivation.

Identification of Problems

Demotivation is one of the factors that affect learners' success in learning English negatively. It causes the learners to feel reluctant in learning English. Therefore, demotivation is the problem that needs to be prevented and solved immediately in order to ensure that the learners are successful in learning English. Besides that, it is truly important for not only the learners but also teachers to identify the sources or factors of demotivation in order to prevent and overcome demotivation. There are two types of factors that cause demotivation. They are external factors and internal factors (Zhou & Wang, 2012, as cited in Li & Zhou, 2017). Those factors may be experienced by many learners in the English learning process. It was especially true for few Indonesian students of English Language Education Department attending a private Islamic university in Yogyakarta. Besides the demotivating factors, demotivation also has some problems commonly researched in the field of EFL learning. They can be categorized into

the effects of demotivation on learners' EFL learning and learners' remotivating factors in EFL learning.

Delimitation of the Problems

This research was focused on the demotivating factors that affected the Indonesian students of ELED attending a private Islamic university in Yogyakarta in learning English and their strategies for overcoming their demotivation. The demotivating factors that were researched were both external and internal because the researcher thought that it was necessary to consider both of them in order to understand the ELED students' demotivation in learning English well.

Research Questions

Based on the background of the research, identification of problems, and delimitation of the problems, this research was conducted in order to answer the following questions:

1. What are the English Language Education Department students' perceptions of the factors that demotivate them in learning English?
2. What are the ELED students' strategies for overcoming their demotivation in learning English?

Objectives of the Research

Based on the research questions, the objectives of the research are as follows:

1. To investigate the English Language Education Department students' perceptions of the factors that demotivate them in learning English.

2. To investigate the ELED students' strategies for overcoming their demotivation in learning English.

Significance of the Research

This research is expected to give benefits which are addressed for students, lecturers, and other researchers. They are as follows:

Students. The result of this research is expected to help students to understand the demotivating factors in learning English and the strategies for overcoming demotivation better . It is also expected to help the students to prevent and overcome their demotivation. Therefore, it is supposed to help the students to increase their success in learning English.

Lecturers. The result of this research is expected to give lecturers the information about their students' demotivation in learning English and the strategies for dealing with their students' demotivation. Hence, the lecturers can help their students to prevent and overcome their demotivation in learning English and also aid their students in becoming successful English learners.

Other researchers. The result of this research is expected to help other researchers to get more information about students' demotivating factors in learning English and the strategies for overcoming students' demotivation. Besides that, the result of this research is also expected to help other researchers to obtain ideas and references for further research on the related topic.

Organization of the Chapters

This research is consisted of five chapters. The first chapter is introduction that contains the background of the research, identification of problems,

delimitation of the problems, research questions, objectives of the research, significance of the research, and organization of the research. The second chapter is literature review that contains related theories, relevant studies, and conceptual framework of this research. The third chapter is research methodology that contains research design, research setting and participants, instruments of the research, data collection technique, data collection procedures, validity and reliability, and analysis of data. The fourth chapter is finding and discussion that contains the results of this research and the discussion of the results. The fifth chapter is conclusion and recommendation that contains the conclusion and recommendations of this research.