

CHAPTER I

INTRODUCTION

This chapter provides and discusses some points dealing with the research. The discussion concerns the research context, statement of research problems, the research objective, significance of the research, scope, and limitation of the research, definition of key terms, and organization of the research.

A. Research Context

Generally, learning English is quite needed for students. The first reason is that this subject is inserted as the school's subject from high school to university level. English language in Indonesia is still considered one of the most important foreign languages to be learned (Suparsa et al., 2017). Hence, English language is first foreign language which is compulsory for a student, especially in high school until university (Wathoni, 2021: 145-146).

Second, if students can master English, they can get a lot of advantages in their learning process until their future job. English has been regarded and used for global communication by several people from different countries around the world due to its common qualities (Rao, 2019). Although English is an important language to be learned, it demands the learners understand vocabulary, grammar, and several language skills which they have their challenges to be learning. Triyani (2021: 3) supports that however, as a foreign

subject, English is still considered as one of the lessons that have many challenges in which the students are demanded to master grammar and some language skills.

Consequently, the students must have sufficient motivation to take full focus to join English class. In learning a foreign language, the most significant factor which is influencing the students' success or failure is students' motivation (McDonough, 1983). Dornyei (1998) supports that motivation is one of the key factors that influence the rate and success of second language learning especially English which has been widely accepted by lecturers. In learning English as a foreign language, motivation is extremely important and it is certainly crucial to understand what the students' motivations are (Oxford and Shearin, 1994). It can be said that since a student's level of motivation determines whether they will succeed or fail in their English class, motivation cannot be separated from learning. Although they may feel that studying English is challenging, motivated students will make an effort to comprehend it completely.

Motivation brings the main reason for the success of the learning process. To improve students' English learning performance, motivation is required. When the students are motivated, they can develop the desired level of language competence and can reach the learning target. According to Melendy (2008), learning motivation refers to a process that starts with a need and leads to behavior that moves an individual towards achieving the goal. In line with that, Christiana (2009) states that motivation is an essential factor that

plays a major role in achieving many fundamental goals in a student's academic life. Hence, it can be concluded that motivation is part of a person's feeling that will pursue him/her to achieve certain goals in their life and it is very important because when students are motivated to learn English, they will make a strong effort to make it happened to like doing more focus and active in the class and learning process.

Contrarily, not all educational institution has an easy process to reach the learning target of English class. According to Wathoni, et., al (2021: 146) that process is still difficult to be applied in several schools in Indonesia, and consequently, most English students cannot achieve good English ability. Students with less learning motivation are hard to achieve the learning target because they consider themselves that they are not capable to understand the school subject. One of the factors causing unsuccessful learning is students' low motivation in learning English which is called "demotivation".

Demotivation is a situation that causes a lot of problems during the process of learning a language, and it may lead the learner to complete rejection. A famous psycholinguist who dealt with this issue was Dörnyei. He defined demotivation in language learning can reduce or diminishing the motivational basis of a behavioral intention or an ongoing action (Dörnyei, 2001a: 143). Any failure to learn a second language may be largely due to the existence of demotivating factors on the part of learners (Kaivanpanah and Ghasemi, 2011: 90).

The effect of demotivation in learning English is various such as losing learning desire (intention), and other capabilities of demotivated students in obtaining concentration. For common sense, Küper (2001) supports that in the learning process, demotivation reduces the capability of thinking, feeling, or acting, or briefly someone is demotivated when he/she is hindered or has lost his or her motivational energies. As a result, the success of the learning target cannot be reached by demotivated students in the learning process, particularly in English class. Harmer (2001) states that it seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success.

Furthermore, the effect of demotivation is not only bad for those who experience it but also for those around. Dornyei & Murphy (2003) support that a motivated learner is capable of spreading positive feelings and energy throughout the class while a demotivated learner is highly capable of affecting the class members in the opposite direction. Most cases happened such as the class becoming crowded, the students sleeping, less focus, and ignorance, until making the atmosphere of the class is not conducive.

The existence of demotivation as a psychological problem that had been experienced by EFL students in learning English has been considered the focus of several previous studies. First, the study conducted by Adara and Najmuddin (2020) analyzes how the COVID-19 pandemic can affect the differences in demotivation factors of a group of EFL learners. The findings present that the most salient demotivational factors are inadequate school facilities, learning

contents and materials, teachers' competence and teaching styles, test scores, and lack of intrinsic motivation while after the pandemic took place, the most salient demotivational factors are test scores, teachers' competence, and teaching styles, inadequate school facilities, learning content and materials, and lack of intrinsic motivation. Furthermore, the findings of the study prove that online learning is one of the demotivational factors.

Second, Wang and Guan (2020) Explore Demotivation Factors of Chinese Learners of English as a Foreign Language Based on Positive Psychology. The result of the study shows that teacher-related factors, self-related factors, and institution-related factors are the main causes of psychological demotivation among Chinese EFL learners.

Third, Mufliah (2019) reveals the factors of students' demotivation in attending bilingual classes in IAIN Purwokerto. The result of this study shows eight factors causing students' demotivation in bilingual classes such as lack of language ability, language experience, the factor of lecturers, task factor, lack of interest, environment factor, friend factor, and facilities.

The last previous study is done by Wathoni et.al. (2020). This study is aimed to describe the causes of students' demotivation in using English for daily communication and find its solutions. The result of the study shows that the cause of students' demotivation is their lack of ability to use English, especially in mastering vocabulary and its pronunciation. Other factors were learning contents and materials, teachers, and failure experience.

Based on the description of demotivation above, students' performance in the classroom can be influenced by the school system itself. In this case, the students who study in boarding school were claimed by previous researcher that they are more disciplined than non-boarding school or day school due to the school system. According to Mustaq and Munir (2021) Boarding school facilities train boarders to follow a precisely tailored routine to maximize academic achievement. These activities include studying and sleeping on time hence boarders on average are more disciplined when compared to day school students. In addition, Maphoso and Mahlo (2014) support that a significant difference is found between boarding and non-boarding students in terms of academic achievement as the first performs better.

Boarding school is also created the students with significantly good characteristics. Boarders on average are more confident and independent than day school students since they must make significant decisions on their own every day because they are apart from their parents while day school students must spend time at home completing tasks, particularly female students who assist around the house which this time spent performing housework takes away from valuable self-study time (Mustaq and Munir, 2021).

Therefore, knowing that, this current research concerns investigating Junior High School students' demotivating factors in learning English at the Islamic Boarding School of Tremas Pacitan. The background of this school is an Islamic institution or as called *Pesantren*. *Pesantren* does not provide one-way learning, but various ways of learning instead in the preparation of quality

young generation (Mulyanti: 2021). Fahrudin (2012) averring that the development of English Language Teaching (ELT) in *Pesantren* need a good management for global *Pesantren* improvement in the upcoming epoch cultural conflicts between English equipped with Western values and *Pesantren* with their uniqueness.

In Indonesian context, especially *Pesantren*, learning English has been a usual practice. *Pesantren* provides facilities and supports students and teachers to have a high-quality English learning. The high number of language schools nationwide is a primary indicator to see people's prevalent tendency to learn international languages for different purposes (Fathi et al., 2019). In *Pesantren*, the teaching methods are commonly quite old-fashioned which cannot raise students' motivation to follow the class; many of which are still teacher centered, like lecturing (preaching a lot), less creativity in the activities, and so forth (Mulyanti: 2021). Furthermore, Mulyanti (2021) adds that *Pesantren* or Islamic boarding school in Indonesia uses numerous procedures and approaches, taught mostly from grammar translation method and teacher centered. As the consequence, students feel so fed up to learn English and tend to show a feeling of objection.

Islamic Boarding School of Tremas Pacitan was chosen as the site where the study was conducted because the researcher had done preliminary observation in this school. By conducting observation of the class and interviewing the English teacher, it was found that most students experienced demotivation in learning English in the classrooms in various forms. First,

feeling sleepy and even sleeping in English class. Second, mostly they talk with friends. Third, most students said that English is difficult and the teacher is not creative in teaching. The last, the teacher added that the atmosphere of the class is not conducive due to no fan which the researcher also had proved it when doing observations in the classroom. This issue is a bit contradict with what have been claimed by the previous researcher about the differences between boarding school students and non-boarding school students before.

Hence, by understanding the research contexts above, the gap between previous studies, and the result of the preliminary study done by the current researcher, it is necessary to conduct the next research with other research focuses. The first research focus is factors contribute to the demotivation among students at Islamic Boarding School of Tremas Pacitan in learning English and the second research focus will be on the strategies used by the eighth graders in Islamic Boarding School of Tremas Pacitan to minimize their demotivation in learning English. Finally, this study can be shortly entitled *“EFL Students’ Demotivation at the Islamic Boarding School.”*

B. Statement of the Research Problems

In line with the context of the study, the research problems are formulated as follows:

1. What factors contribute to the demotivation among students at Islamic Boarding School of Tremas Pacitan in learning English?
2. What are the strategies used by students at the Islamic Boarding School of Tremas Pacitan to minimize demotivation in learning English?

C. Objectives of the Research

The purposes of this study are to answer the research problems formulated above as follows:

1. To describe the factors causing EFL students' demotivation in English Class at Islamic Boarding School of Tremas Pacitan.
2. To describe the strategies used by EFL students at the Islamic Boarding School of Tremas Pacitan to minimize their demotivation in English class.

D. Significance of the Research

Theoretically, the result of this research can give new academic contributions to the future researcher who is interested in investigating the demotivation factors in English Language Teaching ELT. Practically, first is pointed to the English teacher who teaches Islamic boarding schools is expected to get several inputs from the result of this research. The input can be in form of the factors that make the students demotivation in English class. Hence, the teacher can understand the feeling of students mostly in English class, and know the better stage to improve his teaching strategy. The second is pointed to EFL students, especially Junior High School graders in Islamic Boarding schools can get input about the strategies that can be used to minimize the demotivation in English class. So that, they can be more motivated and joyful in participating in English class.

E. Scope and Limitation

In this part, scope is generally defined as research focus area widely. The first scope of this research is on students' psychological problems that influenced students' performance in English class. One of the problems is demotivation. Dealing with demotivation, many aspects can be studied such as the cause of demotivation; factors of demotivation; types of demotivation; the symptoms of demotivation, and strategies to minimize demotivation by teachers or students.

Understanding the above scope, the next discussion is about the limitation of research. Limitations are referring to the aspects that are beyond the control of the researcher. The limitations of this research are divided into two points. The first point deals with (1) the demotivation factors experienced by students in learning English, and (2) the strategies used by students to minimize demotivation in learning English

F. Definition of Key Terms

To avoid misunderstanding the concept used in this research, the researcher provides some relevant definitions of the terms used in this research. Those are:

1. Demotivation Factors

Demotivation factors means the condition or situation in which the students of Boarding School lose/reduce their motivation in learning English.

2. Strategy

The term “strategy” in this research refers to the way that students use to minimize their demotivation in English class.

3. Learning English

Learning English is an act to acquire new, changing, and improving knowledge of English. Learning can be seen as a process, rather than a gathering of factual and procedural knowledge in English.

