

CHAPTER I

INTRODUCTION

In this chapter will address the background of the study, problem of research, purpose of the research, limitation, and lastly, the significance of the study.

A. Background of Study

The modern period, English is a crucial language for facilitating communication around the globe. English language proficiency makes it easier for students to participate in global contexts. Proficiency in English language communication can enhance study, work, and international collaboration opportunities. As a language of instruction, English is taught to students to help them develop their ability to communicate, read, write, and understand. Not only does this include language skills, but also understanding religion, science, and the context of practical application. However, as stated, it is not easy for Indonesian students to learn English effectively due to a few factors including individual factors, environmental factors, teaching methods, social factors, and motivation. The most important skill that educators may acquire to help students learn more effectively is motivation. Numerous ideas have been proposed as motivational explanations.

In the context of learning, motivation is described as an internal state that stimulates, guides, and sustains individuals' learning behaviors (Woolfolk, 2019). Motivation is classified into two types: internal motivation and extrinsic motivation. Learners that are intrinsically motivated are able to "reach within themselves" to

discover the drive and intensity necessary to complete even the most difficult activities without the need for rewards or pressure. Extrinsically motivated behaviors, on the other hand, are driven by expectations from outside sources rather than by internal desires (Ryan and Deci, 2020). Five factors are involved in motivation, according to Williams and Williams (2011): the student, the teacher, the material, the method/process, and the environment.

All of these factors have an impact on students' desire to learn English in the classroom. Students will become disinterested in studying English if those requirements are not fulfilled. If the issue is not resolved, students will get demotivated and experience negative effects. Less comprehension of English among students results in less effective learning. Students that have motivation will participate fully in class instruction. They will focus entirely on the information that the teacher is going to present. Furthermore, Masgoret & Gardner (2003) noted that a motivated person puts out effort, is committed and focused on the work at hand, has objectives, ambitions, and aspirations, likes the activity, and receives reinforcement from accomplishments and setbacks. assigns blame for accomplishments or shortcomings and employs tactics to assist in reaching objectives.

In contrast to motivated people, demotivated people differ from motivated people in several ways. Being demotivated is the state of lacking motivation or inspiration to take action. Demotivation may prevent an individual from reaching their goals, which is a negative effect. They might not be engaged in the learning process in the classroom, they might not be motivated to learn, or they might not

have a positive mindset toward the instruction. There are various factors that can contribute to individuals becoming unmotivated to learn, including a lack of resources for learning, an uneasy learning environment, excessive activity, uninteresting teachers, a lack of reading materials, etc. According to Dörnyei (2001), demotivation is "specific external forces that reduce or weaken the motivational basis of a behavioral intention or an ongoing action". Demotivation is the state in which a student has totally lost interest in their studies. This essentially indicates that while certain positive motivations for learning are still available to be restored, significant negative reasons currently slow down it. For instance, even with fewer experienced professors, a student may still be keen to study English as a foreign language.

Students' lack of motivation and peer pressure are two problems that can occur when learning English as a second language. Foreign language demotivation may have an effect on students' academic performance and decrease their participation in class activities. These factors may contribute to students' laziness when learning English. Unmotivated students commonly display the following behaviors: they don't complete assignments, aren't as engaged in class when learning, make fun of classmates when they answer the teacher's incorrect questions, show timidity when asked to come forward, aren't as excited about learning, frequently ask permission to use the restroom, and don't pay attention when the teacher calls on them.

There are several factors that influence student demotivation. The demotivating factors in learning English can be divided into external and internal

factors. External influences include poor learning circumstances, push from parents or social circumstances to succeed, teaching abilities, and access to educational resources. Internal causes including a lack of confidence in one's ability to speak English, a lack of desire, monotony, or boredom in the subject matter being learned, and anxiousness or stress related to learning and judgements. Both of the foregoing factors are key aspects in developing approaches to learning that might increase the desire of students to learn English. Primary actions that may be done to reduce/hinder student demotivation involve establishing a fascinating learning environment, giving social support, and creating practical opportunities that are relevant to students' daily lives.

This study will investigate towards any factors that influence a student's motivation to study English in class at MTs Darul Falah Bendil Jati Kulon. These factors may arise from inside or outside. The researcher had completed a multi-week internship at this institution, which was the reason behind choosing it. Researchers have seen cases of demotivated students throughout class. The researcher discovered a number of reasons why students lacked motivation to learn English based on what she observed during internship activities conducted at the school. Nearly all students struggle to comprehend and absorb knowledge. They claimed that their friends' laziness in not wanting to study had a damaging impact on them and their English abilities.

B. Problem of Research

Departing from the background that has been described previously, then. The formulation of the problem in this study is:

1. What kinds of factors demotivate junior high school students from learning English?
2. What are students' thoughts on how to overcome their demotivation to learn English?

C. Purpose of The Research

There are two objectives for this study that are connected to the two research topics above.

1. To identify what factors influence the student's motivation in learning English
2. To assess the students' thoughts as the solution to overcome the students' demotivating results in learning English.

D. Limitation of the Problem

The study's scope is restricted to examining variables that contribute to students' lack of motivation to learn English in the classroom. The study was carried out at MTs Darul Falah Bendiljati Kulon, where certain students were lacking motivation during the learning. This task is limited to motivated pupils who will serve as examples. Outside of school hours, research activities will take place inside the school.

E. Significance of the Study

The outcomes of this study are anticipated to be helpful to English teachers in schools as they create lesson plans and materials that can increase students' motivation. These materials, environments, methods, and strategies include

classroom management and atmosphere. It is expected that the study's overall conclusions will offer recommendations and ideas for the teaching and learning process, including resources, approaches, tactics, and strategies that can take into account the students' various learning styles and motivational requirements.

F. Definition of Key terms

To help readers understand the title, the writer would like to provide the definition and explanations for the terms used which are as follows:

1. Demotivation

Demotivation is a situation or state in which a person lacks the desire, enthusiasm, or motivation to take action or achieve specific goals. It is frequently characterized by a lack of energy, interest, or willingness to participate in activities that are typically engaging or significant.

2. Demotivation Factors

Demotivation Factors are the causes or underlying reasons for the occurrence of demotivation. that factor can come from within or outside

3. English Learning

English learning is the process of gaining abilities in the English language, such as reading, writing, speaking, and listening. This approach can be used among individuals whose first language is not English (commonly known as English as a Second Language or ESL learners), as well as native speakers who want to increase their competency or fluency.