

Chapter One

Introduction

This chapter provides research description. There are seven parts in this chapter. These parts are background of the research, identification of the problem, delimitation of the problem, research questions, objective of the research, significances of the research. In the last part of this chapter, the researcher mentions the outline of this research.

Background of the Research

Motivation is one of important aspects which the students need in learning English. The students need motivation because motivation is important thing to achieve something from learning process. Also, the students need motivation in learning English, and the motivation can give some significances for students in learning English. That way, the students who are motivated to learn English will get positive effect for themselves. Besides, the students who get motivated to learn English will always pay attention to the teachers, study hard, and diligently do their homework and assignment. Therefore, because of the motivation, the students will be successful in learning English. This is in line with Kaboody (2013) who stated that motivation plays a significant role in the level of success of second and foreign language in general and in classroom language learning in particular.

In addition, motivation is really needed by the students to be successful in learning English, and they might need some strategies to motivate themselves in learning English. According to Bahous (2011), strategies can help students adopt

more positive attitudes and become more motivated in the learning process.

Likewise, the students who have strategies to motivate themselves in learning English will show good attitudes in learning English, so they can be successful in learning English. Hence, the strategies can be employed by themselves so that they are motivated in learning English.

Strategies used by students to motivate themselves in learning English avoid them from having demotivation. Also, demotivating factors will bring negative influence for the learners. They can show negative attitude. For example, they do not pay attention to the teacher during lesson if they feel demotivated. Falout (2009) found the demotivators in the classroom such as unenthusiastic to the subject, dissatisfaction with grading, and boring subject. These are some signs which show the students feeling demotivated. The statement mentioned is in line with Ghadirzadeh (2012) who stated that demotivating factors are the factors which negatively influence the learners' attitudes and behaviors leading to the undesired learning outcomes. Consequently, if the students are demotivated, they cannot get something as good as the students who are motivated in learning English.

Based on the researchers' observation at a Private Senior High School in Yogyakarta, there were some students who did not pay attention to the teacher when the teacher taught them in the classroom. When the teacher taught the students, many students walked around the class during the lesson and did not pay attention to the teacher. The statements mentioned are some of the attitudes which show the students who feel demotivated in learning English. From the

phenomenon mentioned, the researcher is interested to find out students' demotivating factors and the strategies used by students to cope the demotivating factors in learning English.

Identification of the Problem

The students get demotivated because of some reasons. There are several factors which can lead students to be demotivated in learning English. Sakai and Kikuci as cited in Ghadirzadeh(2012) investigated six factors on demotivation based on previous studies on demotivation such as teachers, characteristics of classes, experiences of failure, class environment, class materials, and lack of interest. Therefore, those types of factor might be the causes of demotivating factor.

Based on the researcher's observation when doing internship program at Private Senior High School in Yogyakarta, the students might have some problems in learning English. The problem that they have is self-confidence when learning English, and some of them might have demotivating factors. Consequently, the reasons why the students have demotivating factors are teachers' classroom management, teachers' teaching method, and the media used by teachers.

Delimitation of the Problem

The researcher makes the delimitation of the problem in order to obtain specific findings. From all the problems mentioned in learning English, the researcher cannot research all of them in one research at the same time. Therefore, the researcher only focuses on investigating senior high school students'

demotivating factors and students' strategies to cope with the demotivating factors in learning English at Private Senior High School in Yogyakarta.

Research Questions

Based on the background, identification, and delimitation of the problem, this research is intended to answer the following questions:

1. What are the factors which demotivate senior high school students at a Private Senior High School in Yogyakarta when learning English?
2. What are the strategies used by students of a Private Senior High School in Yogyakarta to cope with the demotivating factors in learning English?

Objectives of the Research

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

1. to find out demotivating factors of senior high school students at the Private Senior High School at Yogyakarta when learning English.
2. to know the senior high school students' strategies to cope with the demotivating factors in learning English.

The Significances of the Research

This research is aimed to give positive advantages for some parties such as students, teachers, and other researchers.

For the students. This study gives significances for the students. From this study, the students will know the factors which can demotivate them when learning English. Additionally, the information of this research can be an evaluation for the students to avoid the demotivated factors and therecommendation to improve their learning process. Besides, the students can

use provided strategies to cope with the demotivating factors when learning English.

For the teachers. This study also gives some significance for the teachers who teach English. Regarding the research results, the teachers can know the factors which can demotivate the students to learn English. By knowing the factors which demotivate the students in learning English, the teachers can choose the right teaching method which might avoid the students not to have demotivating factors. Moreover, this research can be an evaluation for the teachers on how they should teach their students in order to make them feel motivated in learning English.

For other researchers. Conducting this research, other researchers can know the factors faced and the strategies used by the students towards demotivating factors in learning English. Besides, the other researchers can use the findings of this research as the theoretical overview of further 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 related to the same area of this research.

Organization of the Chapter

This research presents five chapters. Chapter one explains about the introduction of the research. In chapter one, there are even parts namely background of the research, identification of the problem, delimitation of the problem, research questions, objective of the research, significances of the

research, and outline of the research. Hence, each part of this chapter is explained briefly.

In chapter two, the researcher reviews some studies based on the topic of this research. The researcher puts any journal articles related to the research topic which the researcher has chosen. Besides, it covers learning English, demotivation, review of related studies, and conceptual framework. Also, the explanation of demotivation factors and the strategies which the students use to cope with the demotivation are explained in this chapter as well.

In chapter three, it includes the methodology. This chapter presents the information on how this research was conducted. Also, it discusses how the data were gathered and analyzed to answer the research questions. In chapter three, it discusses the research design, research setting, research participants, data collection method, research instrument, data collection procedure, and data analysis. Thus, several theories are also included in this chapter to support the methodology in this study.

Chapter four discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also compares with the relevant literature of the study. Also, the researcher presents the finding and discussion got from the interview. The findings of this research focus on discussing two findings. Those are students' demotivating factors in learning English and the students' strategies used to cope with the demotivating factors in learning English. From the first finding, it shows that there are four factors which

make the students feel demotivated in learning English. Those are difficulties in grammar, limited vocabulary, competing classmates, and unsupportive classmates. The researcher also found the strategies used by students to cope with the demotivating factors as the second finding. Those strategies are learning grammar, strategies of vocabulary problems, joining a private class with tutors, and discussing feelings with classmates.

The last chapter is chapter five. Chapter five presents the conclusion and summaries of the research results. The researcher shows the conclusion from all chapters of this research. In the last of chapter five, it contains the recommendation for some parties related to this research.

