

## **Chapter One**

### **Introduction**

In this chapter, the researcher presents several points to discuss the main problem of the research. This chapter talks about the background of the study which is explored to give basic information about the subject. Furthermore, the identification and limitation of the problem are also explored to make the problem more specific. After that, the researcher mentions the research question and the objective of the study which are related to the topic. Then, this research also describes the significance of the study to convince that this research is worth doing.

### **Background of the Research**

A research from Cavas (2011) stated that motivation is a fundamental education variable as it helps previously learned skills, strategies and behaviors to promote new learning and performance. Many first time learners face challenges in learning a second language. Motivation plays a very important role in enhancing the students' English learning performance. When students are motivated, they can achieve the target language proficiency. However, Dornyei and Csizer (1998) said that without motivation, proper curriculum and good instruction are not enough to guarantee students' success. It means that motivation might be more important than curriculum and the method applied in teaching. For some cases, students who are strongly motivated can start to study without specific reason. It is because they have a good motivation in learning.

Students' motivation is the key parameter for their success and achievement of high-quality academic grades. Their motivation depends on their subjective experiences and willingness to engage in understanding the lessons. Motivation can be created in classroom, home or at the level of school administration. Afzal and Murphy (2004) said that motivation

of the students towards the process of learning can be improved when the teacher uses the appropriate teaching strategies on for the students. Students have to have strong motivation to acquire a lot of knowledge. Lack of motivation might influence students' achievement in the school. When learning becomes pressure for the students rather than passion, their grades begin to fall. This is what the teacher should know before they start to teach the students in the class. Students' academic performance is directly linked with their motivation to learn. Condry (1987) stated that instructional practices can enhance the motivational level and academic achievement among the students in the school. However, Dornyei (2011) found that motivating English Foreign Language (EFL) students to develop their proficiency in their target language is quite complex. It is because if they lost interest in learning for some reasons, they will neglect their task. The opposite side which is closely linked to student's failure and lack of success is demotivating. For some cases, students who face difficulties in learning English are often demotivated to learn.

Students can feel demotivated because of many factors. Johnson (2008) said that the factors that influence students' motivation towards their learning process includes various of environmental factors such as classroom cleanliness, teachers behavior with the students and interest level of the students towards a particular course content. Classroom can be the factor that makes students comfortable or uncomfortable in learning. When the condition in the calssroom is quite clean, it can make the students comfortable in studying. In addition, if the teachers do not have a good leadership quality then students will be more demotivated towards learning process. Every teacher has their own methodology in teaching. However, in teaching and learning process, the teacher is expected to create the course more interesting for their students. Setting up a conducive enviroment using relevant and interesting activities are also very important.

Students' motivation may be different from each individual, and it varies from person to person in each classroom setting. It is in line with Bullock (as cited in Lumsden, 1994) who stated that students may be intrinsically motivated or extrinsically motivated to learn. Some students may complete an activity simply for the enjoyment of it, while others may complete an assignment to obtain a reward or avoid a punishment of some sorts. In this case, students' self-confidence can be the factor of students' demotivation. Students who are lack of self-confidence during learning process can have lower motivation and achievement in the school. Moreover, Tsuchiya (2006) also stated that students' self-confidence is deeply interrelated especially with test. The correlation between the reduction of self-confidence and have a test becomes the strongest factor of students' demotivation.

Some demotivating factors in learning English are environment and teaching material in classroom. This statement was in line with Hirvonen (2010) who confirmed that classroom environment as a source of demotivation among students. Another study was done by Richards and Renandya (2002) who stated that well-designed teaching materials do not only address the needs of second language(L2) learners, but they also keep students motivated to ameliorate their interest in L2 learning. In addition, self-confidence is one of demotivation factors in learning English. It can be said that there are other factors causing students' demotivation in learning English.

Senior high school students also experience demotivation in learning English. Thus, the researcher decided to explore further about the students' demotivating factors in learning English. The researcher chose to conduct this research in one vocational high school in Yogyakarta, and the data was based on students' perception. In conclusion, the researcher was interested in conducting a research investigation about students' demotivating factors in learning English in a vocational high school in Yogyakarta.

The researcher chose to conduct this research in one vocational high school in Bugisan, Bantul, Yogyakarta . The researcher chose this school because rarely people who try to find out how is the condition of English course in a vocational high school. In addition, the researcher was curious to investigate about the students' who do not seem to care with English course in this school. From this case the researcher want to know more about that condition by doing the research.

### **Identification and Limitation of the Problem**

Many studies have shown that motivation is very important to achieve foreign language proficiency. In vocational high school, motivation is a crucial factor for determining the success in learning a foreign language. However, there are also some existing attitudes and activities of the students that can impede their learning motivation and lead to unsuccessful mastery of English language proficiency. There are some factors coming up based on the researcher's experience during the internship program and the informal interview with one of the English teachers at one of vocational high schools in Yogyakarta. One of the factors is there are many students showing bad attitudes in the English course. For example, many students do not pay attention during the English class; they are busy with their mobile phone; some of them come late more than 30 minutes in English course; and some of them sleep during teaching and learning process in the English course. In addition, the teacher also said that the students in the school show different attitude in the art courses. The teacher said that in art courses the students are more enthusiastic with the course.

In other side, methodology used by teacher also plays important roles in delivering their material in teaching and learning process in the classroom. Several teachers still use teacher-centered approach in the classroom, in which this method is identical with teacher spending a lot of time to explain the material. Furthermore, some students are lack of

motivation in learning English. Students with the lack of motivation during the learning process make them more difficult to achieve English proficiency. For example, they are lack of speaking aspect. When they have to speak up in front of the class, they do not want to come forward because they are not interest. Those factors show that there are some demotivating factors in learning English at a vocational high school in Yogyakarta.

To make this research more specific, the researcher limited the research. This research only focused on the students' demotivating factors in learning English. The participants of this research were students at the third grade in the first semester at one vocational high school in Yogyakarta. The result of this research might be different from other research, because the participants were vocational high school students. Hence, the result could enrich the literature for other research and institutions. In addition, this research was worth doing, because the researcher interested to know what are students' demotivating factors in one of the famous vocational high school in Yogyakarta in learning English.

### **Research Question**

Based on the background of the research above, the main research question addressed in this research is “What are students' demotivating factors in learning English in a vocational high school in Yogyakarta?”.

### **Objective of the Research**

Based on the problem stated in the research question, the objective of this research is to investigate students' demotivating factors in learning English in vocational high school in Yogyakarta.

## **Significance of the Research**

In relation to the identification of the problem above, this research is expected to give benefits which are addressed for some parties. The explanations are presented as follows:

**Students.** This research can be beneficial for the students. Students are expected to raise their awareness related to the factors affecting students' demotivation. By knowing the demotivating factors in studying English, it can help students to understand how to take position to do what they have to do before they lose their motivation in learning English. In addition, the students also can try to make a discussion with the English teacher for the better course after reading this research.

**Teachers.** This study is expected to give information to the teachers that there are several problems influencing students' motivation in learning English. Therefore, it might help the teachers to develop their teaching method in classroom to motivate their students in learning English. Thus, the teacher can increase students' motivation in learning English.

**Other researchers.** This study can be useful for other researchers who want to conduct the similar research on the same topic with different research question, because this research can provide some references about the factors affecting students' motivation in learning English.

## **The Outline of the Research**

This research consists of five chapters. The first chapter discusses introduction of the research, identification and limitation of the problem, research question, objective of the research, significance of the research, and outline of the research. The second chapter describes the literature review. In this chapter, there are several points that are discussed. The topic consists are demotivation, demotivating factors, the strategies to carry out demotivating

factors. Conceptual framework is also presented in the chapter two. Then, the third chapter explains the research method to collect and analyze the data in this study. Furthermore, chapter four presents finding and data analysis of this study. Finally, the last chapter presents the conclusion and suggestions.