

Chapter One

Introduction

This chapter discusses the background of the issues in this research. The following discussion is identification of the problems that generates students to be absent from the class. The next part refers to the limitations of the problem and followed by the research question of this research. The objectives and the significances of this research are clarified in detail after that.

Background of the Study

Class attendance is likely to be substantially influenced by contextual causes for instance attendance norms at the university, perceived difficulty of the class, characteristics of the instructor, and whether students could obtain teacher's material (Crede, Roch & Kleszczyńska, 2010). Moreover, individual difference factors of the students could also increase students' motivation to attend the class. According to Arulampalam, Naylor & Smith (2012), some of individual difference factors like motivation, conscientiousness, and intelligence increase the enthusiasm of students attending class.

In educational places, attendance is important because attendance is going to be one of the scoring aspects in some universities. In EED UMY, the minimum attendance of students in a semester is 75% or twelve meetings of total sixteen meetings. It means that the chance for student to not attend the class is four meetings in a semester. It has been discussed in the first meeting that the student who not attend the class more than four meetings would get failed score. Besides, if a student did not present to the classroom, the student missed one day to achieve learning. It is bad since one material has correlation to a different material that will be discussed

on the following meeting. In effect, the student will be left behind compared to other friends in terms of mastering the material discussed.

Students' absenteeism has a definition as tenacious, routine, and inexplicable nonattendance from class (Broks, 1997; Bond, 2004). Furthermore, Teixeira (2013) explained that "students' absenteeism is generally defined as deliberate or habitual absence from the class without valid reason, excluding sickness or accidents" (p.2). It could be concluded that students' absenteeism has a meaning as the students' absence routine with the reasons excluding medical and accident reasons. Then, there are a lot of aspects that trigger students to not attend the class. Bond (2004) stated that there are three dimensions of absenteeism namely truancy, condoned absenteeism, and refusal. The other experts, Besculides, Heffernan, Mostashari, and Weiss (2005) studied that health problems also could be one of the aspects of students' absenteeism. In line with Besculides, health problems are one of the factors recognized by students as the causes of students' absenteeism. In this case, students could not attend the class because they got sick.

Today, the level of students' absenteeism in English Education Department of UMY has not been felt so problematic. Based on the researcher's experience as an EED student, there are three to five students not attend the class in a meetings. It means that more than 90% students attend to the class. However, it could bring significant impacts to students and teacher at English Education Department of UMY. As Thornton, Darmody & McCoy (2013) explained, "students' absenteeism could guidance the teachers' plan in the classroom and motivates other students in that class to absent at the same time" (p.488). It could be concluded that the absent student could disturb the teachers' plan in teaching and learning process. Beside, the absent student could give bad impact to another students. In this case, the absent student trigger their friends to absent from the class.

Lot of studies has been carried out to investigate the factors that trigger students' absenteeism. The similar research about students' absenteeism has not been done in English Education Department of UMY. The researcher felt the need to investigate the factors of students' absenteeism in this department. The researcher emphasizes that there are some different reasons of English Education Department of UMY's students to be absent from their classroom. Revealing the factors that become the trigger of this is crucial to be investigated.

Identification of the Problem

As stated by Komakech and Osuu (2014) that students' absenteeism is classified into two classes which are absence with permission and absence without permission. They also stated that students' absenteeism with permission commonly known as truancy. Meanwhile, students' absenteeism without permission commonly known as withdrawal. The permission is could give by the teacher or the students' parent.

In English Education Department of UMY, the absent students not attend the class without permission from their parents or the teacher. It is because most of EED's students live in the rent house or separately with their parents. Besides, the students in university are more independent and individual rather than students in high school. For the reason of that, the students do not need permission from their parents or the teacher to not attend the class. Besides, the students live in different house with their family or in rent house. In this case, students' parent could not control the students' attendance every time.

Limitation of the Problem

In order to make the problem in this study is more specific, it is essential to decide the problem limitation. In this research, the researcher focused on investigating the factors that trigger students' absenteeism.

Research Question

The research question of this research is “what are the factors that trigger students to absent the class?”

Objectives of the Research

The objective of this research is to investigate the factors that trigger students to absent the class.

Significances of the Research

This research is expected to bring benefits for the teachers, the students, and the researcher. There are revealed as follows:

Teachers. The teachers are able to give advice or suggestion to their students about the importances of attending the class. In this case, the teachers may possibly apply an interesting class atmosphere for the students. The teacher could use this research as the reflection for their teaching performance.

Students. The students are able to motivate themselves to come to the class after they read this research. Additionally, the students are going to distinguish the importance of attending the class rather than skipping it. In this case, the students will realize that students’ absenteeism not only gives bad impact to absent students, but also to all students at the classroom.

The Researcher. First, the researcher could improve her knowledge in writing good research. Second, the researcher may possibly to find out the causes that demotivate and motivate the students to attend the class. Moreover, the researcher could find out the factors that increase the number of students’ absenteeism in the class.

Other Researchers. The research finding is useful as the idea for the other researchers who would like to investigate the factors that trigger students’ absenteeism. Besides, the other

researchers could use the research findings as the general descriptions about the factors of students' absenteeism. In addition, this study can help other researchers in searching for the books or journals related to the factors of students' absenteeism.

The Institution. The research finding is expected to give beneficial from the institution. In this case, the institution could create and develop the policy about students' absenteeism. Besides, the institution could apply the penalty or punishment system to student who often absent the class.