

Chapter One

Introduction

This chapter presents the researcher's purpose of conducting this research. This chapter presents background of the research which is explored to give basic information about the subject. In addition, identification and limitation of the problem are also explored to make the problem more specific. Moreover, research questions and objectives are also described. Then, the research significance is also described to convince that the research is worth doing.

Background of the Research

A research from Falout (2012) stated that in English as a Foreign Language (EFL) context, motivation is related to students' achievement. When students are motivated, they can achieve the target language proficiency. However, Dörnyei (2011) found that motivating EFL students to develop their proficiency in their target language was quite complex. It is because once they lost interest in learning for some reasons, they would transform their motivation into neglecting 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.

Demotivation can occur due to many factors. These factors influence students' motivation in learning English. Hu (2011) said that there are some students' demotivating factors in learning English such as learning difficulties in grammar-translation, monotonous teaching, poor teacher-student relationship, and poor classroom management. The other research was done by Falout (2012) also added that factor of demotivation pointed to grammar-translation which made students uninterested and frustrated in learning. The students become demotivated when they do not understand or feel when learning English with grammar-

translation, which gives them a lot of pressures. Apart from that, the other demotivating factors come up because students' lack of self-confidence and negative attitude.

Several studies have mentioned that grammatical aspect becomes the main demotivating factors for students. Dörnyei (2001) stated that students' main problem in high school was learning grammar, especially in junior high school and they feel grammar was quite difficult. In learning grammar, students are forced to memorize grammar and it makes students demotivated. In terms of grammar-based teaching, Dörnyei (2001) also stated that students feel that teachers over-emphasized the grammar, so students' lack of opportunities to communicate using English in the classroom. In addition, students are expected to memorize quickly the rules of grammar and a large number of English words. A research from Sakai and Kikuchi (2009) asserted that one of the triggers of junior high school students demotivating factors was grammar-based. Students got many exposures about grammar material. It was because whatever skills they learn in English course would relate to grammar, and it made them discouraged in achieving their target language proficiency.

In teaching learning process, teacher play important rule to motivate students to achieve their target language, but sometimes the way how teacher teaches in classroom can demotivate students in learning English. In line with that, Sakai and Kikuchi (2009) found that besides grammatical context, the other demotivating factor was related to teachers' teaching methodology. Every teacher has his or her own methodology for teaching. However, in teaching learning process, the teacher is expected to create a relaxing atmosphere in the class. Teachers should also motivate learners by choosing an interesting topic for the students. In addition, setting up a conducive environment with relevant and interesting activities is also very important. Browers and Flinders (1990) said that in order to make students achieve their target language, the focused of learning center should be changed into students as learning center instead of teacher as learning center. Which mean that the role of

teacher in classroom is only as the facilitator for the students. However, many teachers in their teaching learning process used monotonous teaching methodologies. They used the same method to teach students. Some teachers dominate the class, so it makes students feel bored because students have a limited chance to express themselves. Here, teachers are expected to improve their ability in teaching with a different methodology to make students become enthusiastic in teaching learning process.

The other demotivating factor is students' lack of self-confidence. Students with lack of self-confidence during learning process could have the lower motivation and relate to low proficiency in achieving students' target language. Tsuchiya (2006) also stated that students' self-confidence was deeply interrelated especially with tests. The correlation between the reducing of self-confidence and having tests becomes the strongest demotivating factors. The disappointing feelings after receiving poor test results demotivate them more than being unable to understand lessons or English. In addition, tests are strongest demotivator and they put pressure on students because tests seem to be the only indicator of students' performances. Students' demotivation started with a failure to understand content in lessons, which caused their poor performance at tests. Then, students lost their self-confidence and became more demotivated to achieve their target language proficiency.

Based on teacher perception, students demotivating factors in learning English such as students are demotivated because they feel that they got a lot of exposures in learning grammar. In addition, students' lack of self-confidence also plays important roles in students' demotivating factor in learning English. These conditions tell that demotivating factors exists in among junior high school in Yogyakarta. So, the researcher would like to explore further what are the factors that make students feel demotivated in learning English at one state junior high-school in Yogyakarta based on students' perception. Therefore, in this paper, the

researcher is interested in conducting a research investigating students' demotivating factors in learning English among junior high school in Yogyakarta.

Identification and Limitation of the Problem

Many studies have shown that motivation and demotivation play a significant role in attaining foreign language proficiency. In junior high school, motivation found as crucial factors for determining the success of foreign language acquisition. However, there are also existing demotivating factors that impede learners' learning motivation and hence lead to unsuccessful mastery of English language proficiency. There are some demotivating factors come up that researcher found based on the informal interview with one of the English teacher at one state junior high-school in Yogyakarta such as grammatical aspect, teacher methodology in teaching, and students' lack of self-confidence. For example, when students learn about comparison degree, they feel demotivated because the form of this material is quite difficult to understand. In addition, most of the students learn grammar with memorizing the form of grammar and when they practice communication with others, they feel nervous and afraid to make mistake. Therefore, it becomes the students' demotivating factors in achieving their target language proficiency.

In addition, teachers' methodology in teaching also plays important roles in students' demotivating factors, because usually, teachers use the same method to deliver their material in teaching. Several teachers also still use teacher-centered approach, where the method of learning is identical with teachers spending a lot of time to explain the material. The last is students' lack of self-confidence. Students with the lack of self-confidence during the learning process make their motivation become lower. It is then related to the low proficiency in achieving students' target language. For example, they are lack in speaking aspect and when they have a test to speak in front of the classroom, they feel afraid to make mistake and the result of this experience is a demotivated feeling. Those factors show that there are some

demotivating factors exist in one state junior high-school in Yogyakarta, which affect the students' language proficiency.

To make this research more specific, the researcher limited the research as the following. This research focused only on the students' demotivating factors in learning English. The participants of this research were the students at the third grade in the first semester at one state junior high-school in Yogyakarta. The result of this research might be different from other research, in which the participants were taken in other institutions, hence the result could not be generalized to other research and institutions. In addition, this research is worth doing because the researcher interested to know what factors make students in one state junior high-school Yogyakarta demotivate in learning English.

Research Questions

Based on the background of the research above, the main research questions addressed in this research is "What are students' demotivating factors in learning English among junior high school in Yogyakarta?"

Objectives of the Research

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

Significance of the Research

In relations the identification of the problem above, the benefits of this research are as follows:

Students. This research can be beneficial for the students. Through the result of this study, students are expected to raise their awareness related to the demotivating factors and

by knowing the demotivating factors, it helps students to understand how to handle themselves before they lose their motivation in learning English.

Teachers. This study is expected to give information to the teachers that there are several problems that influenced students to feel demotivated when students learning English. Therefore, it might help the teachers to change or develop their teaching methods to avoid students' demotivating factors. Thus, the teacher can increase students demotivation in learning English.

Institutions. The results of this study will be useful for the institution, because the institution can use the results of this research as one of the sources to evaluate the teaching and learning process, especially in learning English. Additionally, the institution is expected to give some training for the teacher to maximize their teaching methodology in teaching learning process.

The future researcher. This study might be useful for other researchers who want to conduct the similar topic with different research question. Because this research will provide some students demotivating factors in learning English. Additionally, the other researchers are expected to give some strategies to carry out students demotivating factors in learning English.