

## **CHAPTER 1**

### **Introduction**

This chapter presents: (1) background, (2) research problems, (3) research objective, (4) significance of the study

#### **1.1 Background**

English is one of important languages in the world. Broughton, Brumfit, Flavell, Hill, and Pincas (1980) state that English is very important because it is a universal language and it is most widely used language today. Rahman et al. (2017) state that English language plays an important role in today's communication society which is continuously increasing as the world rapidly moves towards globalization. Moreover it has become the most widespread language in the world. People use it for many goals compared to any other languages in this world (Algeo, 2010, p. 1). In addition, Reddy (2016) states that English is a language used to communicate among people from various background, and Onovughe (2012) also adds that English language is the most widely used language in all sectors of the country especially on official basis. Thus, English is important because English can be used everywhere in the world and needed for many purposes.

In relation to the status of English as an international language, learning English is one of important lessons in schools. English has become an important lesson from junior high school up to senior high school (Sari and Saun as cited in Saputra & Marzulina, 2015, p.1). Laufer (2008) states that it is widely recognized that English is important for Indonesia and the reason most frequently put forward

for this is that English is a global or international language. It also has its own prestige in Indonesian education and students who have good English will be able to get more opportunities in achieving better education.

Students learn English because they have their own reasons. Aquino et al. (2009) state that students could learn more about English language which they could use in finding their chosen careers inside and outside their country. Onovughe (2012) states that English language has become the language that determines the progress that students can make in their purpose to get higher education and prestigious employment. English language could also be the way to unlock a person's true ability in his speaking, writing, and listening skills. Those reasons could be their motivation to learn more about English.

Talking about motivation in learning English, students actually need motivations in order to increase their spirit in learning language skills especially in learning English. Afrough, Rahimi, and Zarafshan (2014) state that motivation plays a crucial part in the process of language learning and teaching. Soureshjani and Riahipour (2012) say that motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the assessment and success of second/foreign language learning. Dörnyei (1994) states that one of the conclusive things that can supply of second/foreign language (L2) learning achievement is called motivation. Dörnyei (1998) defines that high motivation can make up for considerable deficiencies both in one's language ability and learning conditions. According to Dörnyei (1994), motivation is one of the main determinants of second or foreign language learning achievement. It means the

motivation is really essential in learning. Without motivation or lack of motivation students difficult to get their goals in learning. Lack of motivation is related to demotivation.

Demotivation influences students in learning English. Haryanto, Makmur, Ismiyati, and Aisyah (2018) mention demotivation is lack of interest in learning process and hard to understand the lesson, specifically in EFL context. Demotivation as playing external forces that reduce motivational the behavioral intentions or ongoing activities, Dörnyei also stated that negative external forces include the teacher, the inadequate school facilities, the reduced self-confidence, the negative attitude towards the L2 and L2 community, the compulsory nature of L2, the attitude of group members and coursebook (Dörnyei as cited in Tabatabaei & Molavi, 2012, p.182). Soureshjani and Riahipour (2012) state that demotivation is a situation that prevent someone in achieving a particular purpose. Meshkat and Hassani (2012) state that demotivation has direct educational implications and with the escalating importance of learning a foreign language. Demotivating factors were: 1) teachers' personalities, commitment, competence, teaching methods, 2) inadequate school facilities (very big group, not the right level, or frequent change of teachers), 3) reduced self-confidence due to their experience of failure or lack of success, 4) negative attitude toward the foreign language studied, 5) compulsory nature of the foreign language study, 6) interference of another foreign language that pupils are studying, 7) negative attitude toward the community of the foreign language spoken, 8) attitudes of group members, 9) course books used in class (Dörnyei as cited in Sakai & Kikuchi, 2009, p.185). I

conclude that demotivation is condition that is lack of motivation because of many factors.

Based on the results of preliminary study conducted through informal interview on May 31<sup>st</sup> 2018 with students in one Madrasah Aliyah in Palembang, South Sumatera, most of them admitted that English was important but was also difficult subject in school. They told that they did not interest in learning English because no one support them for example, mispronounced and often taunted by their classmates. They also lazy to learn because the materials are difficult to understand. And they also have bad experiences in English, such as scolded by the teacher.

Regarding the problems above, many studies have also been undertaken to investigate the demotivating factors of English language learning. Cankaya (2018) found that teacher competence was not a very strong cause of demotivation compared to class characteristics and class environment. Kikuchi (2009) found that five demotivating factors were individual teacher behavior in classroom, grammar-translation method used in instruction, tests and university entrance examinations, the memorization nature of vocabulary learning and textbook/reference book-related issues. Haryanto, Makmur, Ismiyati, and Aisyah (2018) found that peer influences were as the main demotivation for the students, other demotivating factors for EFL students in this research included school condition such as lack of resources and facilities.

According to the results of the previous studies, I am interested to conduct a similar research about the demotivating factors of English language learning

among students in madrasah aliyah Palembang which aims to find out the demotivating factors and how to overcome that. Thus, this study was entitled “The Demotivating Factors Of English Language Learning Among Students: A Qualitative Study In One Madrasah Aliyah In Palembang”.

## **1.2 Research Problems**

Based on the background, the research problems are formulated in the following questions:

1. What are the factors that demotivate students of Madrasah Aliyah Negeri 2 Palembang in learning English?
2. How did the students deal with their demotivation in learning English?

## **1.3 Research Objectives**

In accordance with the problems above, the objectives of this study are:

1. To find out the factors that demotivate students of Madrasah Aliyah Negeri 2 Palembang in learning English.
2. To find out how did students deal with their demotivation in learning English?

#### **1.4 The Significance of the Study**

This study would be beneficial for English teachers to get valuable information on demotivating factors in learning English among their students to understand and solve the problem. The next it is hopefully be useful for the students to improve their motivation in learning English. And it is hoped that this study will be beneficial for other researcher the result of the study may give contribution to other researchers as the basis or additional information for their further research.