

CHAPTER I

INTRODUCTION

This chapter consist of basic knowledge about the research. It consists of seventh parts, namely background of research, research questions, the objective of the research, research limitation, methodological outline, clarification of key terms and significance of the research.

1.1. Background of the Research

English is taught in order to increase the English student's competences. Students are expected to master English in order to be able to use it communicatively. Despite this, students have different perceptions about learning English. It means that not all students identify English in the same feeling or perception. Many students consider the English language is a difficult subject to be learned. However, as stated by Dornyei and Ushioda (2011) that in the teaching and learning, the key of success comes from enthusiasm, commitment and persistence of the students. Otherwise, these also can bring failure to the students with less enthusiasm in learning. It means that learning English successfully depends on the motivation or enthusiasm of the students in doing the learning. In other terms, learning needs motivation and encouragement to achieve academic purposes.

In detail, motivation is considered an integral part of the achievement of any goals. It is an important aspect that has a positive impact of any educational learning process, especially in learning English. As supported by Thohir (2017) that EFL teachers need to keep their students motivated and raise their interest in learning

and to maintain this state of passion. Since motivation is considered significant in its role in the success of language learning, in line with this statement, students' motivation towards learning English can affect their learning outcomes.

In Educational Psychology, motivation is divided into two kinds, those are intrinsic motivation and extrinsic motivation. As stated by Legault (2016) that intrinsic motivation refers to engagement in behavior that is inherently satisfying or enjoyable. Intrinsic motivation is noninstrumental in nature, that is, intrinsically motivated action is not contingent upon any outcome separable from the behavior itself. Rather, the means and end are one and the same. For example, a child may play outdoors-running, skipping, jumping- for no other reason than because it is fun and innately satisfying. In other words, a person might be motivated by enjoyment, which derives from the inside in doing the learning process or desire to make themselves feel better. Other than that Legault (2016) also defined the extrinsic motivation refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that separable from the action itself. In other words, Extrinsic motivation is instrumental in nature. It is performed in order to attain some other outcome. For instance, a teenager might wash dishes at home in order to receive an allowance. Similarly, a student may study for a test. Extrinsic motivation is multidimensional and varies from completely external (e.g., washing dishes to get an allowance) to completely internal (e.g., engaging in recycling because one perceives oneself to be an environmentally responsible citizen). In other words, extrinsic motivation derives from the outside, which will

motivate them to learn something when they have little interest in it since of the anticipated satisfaction which they will get from some rewards.

In fact, some factors could be regarded as the negative counterparts of motivation. There are some terms of decreasing motivation used in some previous researches studies such as de-motivation, a-motivation, and motivation loss. In addition, Akay (2017) defined de-motivation as a set of factors which decrease the motivational level of the learners. In other word, a similar term a-motivation which means the lack of motivation caused by a lack of student interest, individuals experience feelings of inadequacy and powerlessness in carrying out activities. For example, in an educational environment, a teacher who cannot master the class or learning media that is less attractive can make students lose interest in learning.

At this moment, the pandemic covid-19 forced the government to publish social distancing rules. This problem has an impact on all aspects including the problem of education, therefor the government regulate distance learning during this pandemic covid-19. It is also changing the education scenario around the world in which schools and institutions exist closed for a certain period. Therefore, there must be a lot of students who lose their motivation to learn, especially in learning English.

To search the problems related to motivation, the researcher had done an observation of One of Islamic Junior High Schools in Kuningan. From the observation, it was found that some teachers in school did not realize that they have to motivate their students in studying. Teachers just gave the learning process without direct the students to be interested in their learning or even do not let their

students know what their learning purposes are. Even in the middle of this pandemic, the teachers just gave a homework without giving any explanation. To support this issue, the researcher also did interview some student at the messenger application.

Based on the information from the student, students in e-learning during pandemic seem to be losing their motivation to learn English and becoming less-motivated as time goes by. Meanwhile, they also further said that they are too lazy and not enthusiastic in the learning process during pandemic. Because the teacher only give the assignment without explanation and the student face the difficulties to learn English during pandemic. Therefore, it can be concluded that the parents and also the teacher is the key to the learning process as they play a role as a motivator in e-learning during pandemic.

This research is also based on the researcher's experience when did an internship program at school, the English teacher never uses the facility of the school like a language laboratory and the other media to teach like zoom or video. Therefore, it can reduce the student's enthusiasm to learn. As a result, the teacher and the methods in delivering the material attract student's interest to learn. Otherwise, they also can be a decrease in their motivation. In addition Afrough, Rahimi, and Zarafshan (2014) obviously suggested that since motivation has a positive effect in learning foreign or second language, motivation presents an significant role in the process of teaching and learning language especially English. Without motivation, students cannot succeed in learning. Therefore, the students need sufficient motivation in learning, especially second or foreign languages.

In the scope of motivation, there were some relevant researches done in the past. One of them was conducted by Dincer and Yesilyurt (2017) entitled *Motivation to Speak English: A Self-Determination Theory Perspective*. They investigated motivation and self-determination to speak English. This study aimed to investigate the relationships between English as a foreign language (EFL) learners' motivation to speak, autonomous regulation, autonomy support from teachers, and classroom engagement, with both quantitative and qualitative approaches. The study was relevant to the present study, which is aimed to explore factors of demotivating toward learning speaking in the classroom.

Following the issues above, the researcher was interested in surveying the factors which can reduce student's motivation in learning entitled *Analysis of Student's Demotivating Factors in Learning English during Coronavirus (COVID-19) Pandemic at the First Grade in One of Islamic Junior High Schools In Kuningan*.

1.2. Research Question

From the background of the research above, the researcher formulates it into the following question:

1. What are the students' demotivating factors in learning English during pandemic covid-19?

1.3. Objective of the Research

Based on the research question above, the objective of the research is as follow:

1. To investigate the students' demotivating factors in learning English during pandemic covid-19.

1.4. Limitation of the Research

Based on the background of the study above, the researcher limits the problem on investigating the student's factors which cause demotivation for them in learning English at the first grade of students in one of Islamic Junior High School in Kuningan.

1.5. Methodological Outline

In this research, the researcher used a mixed method, where the quantitative data and qualitative data are conducted together. As supported by Creswell (2009) that using a mixed-method employs both quantitative and qualitative study strength.

To combine and mix diverse datasets to be collected and analyzed, the sequential explanatory design was used. This study consist of quantitative and qualitative phase, each of which is completed separately before combining quantitative and qualitative findings for a more comprehensive understanding of the research question and phenomena. The result both the quantitative and qualitative phase are combined in a single mixed method study.

To collect the data, the researcher collects them by using questionnaires and interviews as techniques. The questionnaire is used as a technique in order to find out the factors causing demotivation for students in learning. An interview is used as a technique to get further data on how the factors can negatively influence students to decrease their motivation and to know how to face them.

The data obtained from the questionnaire are analyzed by conducting the following steps; distributing the questionnaire to the students. Collecting and calculating the result by using the percentage technique. Analyze the results based

on the criteria of percentage. The data obtained from the interview are analyzed by conducting the following steps; recording the interview with respondents, transcribing the results of each respondent from the interview. Synthesizing the scripts of the results, interpreting the intent of the respondent's answer, analyzing the result into a coherent description to support the data from the questionnaire.

The researcher has employed the state of Islamic Junior High School in Kuningan as the object of this research, under several considerations:

1. A school is a place where the researcher conducted the teaching practicum.
2. The distance from the researcher house to the school is near, and
3. The researcher is familiar with the English teacher in the school.

These three reasons are beneficial for the researcher in conducting the research.

1.6. Clarification of Terms

The research contains the clarification of key terms to avoid misunderstanding of the term used the clarification of term in this research.

1) Motivation

Motivation is enthusiasm or need for doing something. As supported by Dornyei & Ushioda (2011) as cited in Song & Kim (2017) that motivation is crucial factor in a second language (L2) learning. It has been considered one of the factors with the greatest influence on an individuals success in L2 learning, and previous studies have shown that less motivated students are less likely to succeed in their L2 learning.

2) Demotivation

Dornyei and Ushioda (2011) said that demotivation as a particular external force that decrease or reduce learning motivation.

3) Learning English

Harmer (2007) said that there are four skills in learning English: listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills.

4) Coronavirus Disease 19 (Covid-19) Pandemic

Coronavirus disease or covid 19 is one of the main virus that fundamentally targets the human respiratory system (Rothan & Siddappa, 2020).

1.7. Significance of the Research

The results of this research are expected to provide some significance, theoretically, practically, and empirically.

1. Theoretically

Theoretically, this research supports and enriches the existing theory about student's motivation, especially the factors influencing students to be unmotivated in learning English. The result of the research also gives benefits theoretically as a reference for those who want to conduct a research in the future with the same topic, which is motivation in the learning process of English subjects.

2. Practically

Practically this research shows the factors influencing students to be unmotivated in learning English. The factors can be teachers' consideration to treat the students in order to increase their motivation.

3. Empirically

This research completes the previous research about student's motivation. It enhances the writer's knowledge about the study of student's motivation, especially the factors that influence students to be demotivated in learning.

1.8 Organization of the Paper

This research is presented in the following paper organization.

Chapter I Introduction

This chapter consists of basic knowledge about the research. It will be divided into eight parts namely, background of the study, research question, objective of the research, limitation of the research, methodological outline, clarification of terms, significance of the research and organization of paper.

Chapter II Literature Review

This chapter presents the review of relevant theories related to the issues which are used in this research and previous studies.

Chapter III Research Methodology

This chapter presents the research design, site and participants, data collection techniques, and data analysis techniques.

Chapter IV Findings and Discussions

This chapter elaborates the research findings and discussion. In detail, it shows about the demotivation factors faced by the students in learning English during the coronavirus disease (covid-19) pandemic. The researcher got the data from questionnaire and interview.

Chapter V Conclusions and Suggestions

This chapter consists of conclusions and suggestions of this research. These conclusions and suggestions of the study are built based on the data analysis from the findings and discussions. Some suggestions are provides in order to give information as well as guidance to conduct further research concerning the same field or issue.