

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is a system of communication by sound, operating through the organs of speech, among members of a given community, and using vocal symbols possessing arbitrary conventional meaning (Pei, 1966). Every area has own language. It is important to learn the other language in order to make the same understanding, when they are communicate to each other.

Language becomes an important thing, and people around the world use it. Allah the Almighty also explained that it is important for human beings to know and interact with other people in life, because there are many different people and many different nations in the world, and also many different languages that use to communicate. It is a gift from God to human beings as adjusted to one of the Holy Koran that has stated al-Hujurat verse 13 as follow:

يَتَأَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ  
لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

The verse proves that language has a very important role among human being in every nation and tribes. So, the need of learning a language is very important because the function of a language is for communication. Nowadays, English becomes a language which is very important to study for everybody. It means all of international events that are held in every country in the world must be use English as a medium language. English as an international language takes a big role in every aspects of our life since it is used as a means of communication automatically it affects economics, politics, technology, and education field. Since English is recognized as an international language, most of countries study English in their social life.

As English has become more and more important as an international language, in most countries around the world, large numbers of students are being required to learn it through compulsory programs in schools and universities. Yet, despite its apparent utility as a lingua franca or a world language (Brutt-Griffler, 2002), (Tran Thi Thu Trang, 2007) and the fact that students must pass examinations in it to graduate, many students are failing to learn it successfully. Different experimental evidences have shown that some English language learners lose their interest and motivation during the English language learning process (Falout and Maruyama, 2004; Ayako, 2004; Kikuchi and Sakai, 2009; Dörnyei and Murphey, 2003; Falout et al., 2009). (Reyhaneh Ghadirzadeh, 2012).

Motivation is a concept that often turns up in everyday talk. However, the theorization of this everyday concept is somewhat more complicated. It could be described as a driving force that energizes human behavior and directs it. Thus, the study of motivation, to put it simply, is concerned with *why* a person engages in action and carries it on. One of the reasons why people have to motivate in learning is because the promise of Allah SWT in Holy Koran that has stated al-Mujadilah verse 11 as follow:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ  
 اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ  
 وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

*"Allah will exalt in degree those of you who believe and those who have been granted knowledge. And Allah is All-Aware of what you do"* reflects that obeying such Injunctions indicate faith, knowledge, and awareness. It may also reflect that if the Noble Prophet (S) ordered some people to rise and make room for newcomers since he aimed at a sacred and Divine goal which is revering forerunners in faith and knowledge.

The Arabic plural noun darajat connotes the exalted ranks bestowed by God Almighty upon those who possess both faith and knowledge. In fact, those who make room for newcomers beside them enjoy such rank and those who possess knowledge and faith and make room for newcomers, will be granted even more elevated ranks.

The blessed Verse closes with: "*Allah is All-Aware of what you do*" saying that God Almighty is fully Aware of those who are satisfied to do so and they are sincere in their acts and also those who are dissatisfied and annoyed or they act upon hypocrisy and dissimulation.

Correspondingly, research on L2 motivation, or L2 motivation, is concerned with what makes a person want to learn a second language and what keeps him or her interested in learning it, i.e. motivated. However, motivation to learn a L2 is a complex construct, considering that language is always socially and culturally bound and hence, quite different from other school subjects (Dörnyei 2001). More specifically, the mastery of a L2 is also a social event that is inevitably accompanied by some elements of the L2 culture. (Muhonen, 2004).

Language learning motivation initiated by the phenomenal contributions of authors like Crookes and Schmidt (1991), Dörnyei, (1990, 1994) and Oxford and Shearin (1994) provided a solid foundation for this ESL/EFL field and numerous studies have been conducted in ESL (Lucas, Pulido, Miraflores, Ignacio, Tacay & Lao, 2010; Dörnyei, Csizér & Németh, 2006; Noels, Clément, & Pelletier, 1999; Karsenti & Thibert, 1994) EFL context (Javid, Asmari, & Farooq, 2012; Alhuqbani, 2009; Al-Tamimi, & Shuib, 2009; Keblawi, 2005; Dhaif-Allah, 2005; Alnasari & Lori, 1999; Berwick & Ross, 1989). Although motivation has been defined differently by different researchers, such as Dörnyei and Ottó (1998, p. 65) perceive it as a “dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive

and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out". Dörnyei (2001) argues that motivation is not a static condition; rather it is a dynamic and cyclic process that may affect or get affected by language achievement. Therefore, it is important to identify the factors that negatively affect learners' ability to learn a second/foreign language. Identification of learners' demotivating orientations is crucial in the beginning of a language course because it is quite instrumental in making decision regarding "the choice of language to be learned, the kinds of activities that learners are more inclined to engage in, the types and extent of proficiency that learners expect to attain, the degree of external intervention needed to regulate learning and the extent of engagement in the long run". (Abu Baker, Sulaiman, & Rafaai, 2010, p. 72).

Language learning motivation has been a serious research concern for several decades but the study of demotivation in language learning has been relatively a new discipline. Hirvonen (2010) has reported that Dörnyei (2001) has made a great contribution to increase the awareness of the darker side of motivation, i.e., demotivation, that has not been investigated in the past. Dörnyei (2001) stated that demotivating factors are those external forces that adversely affect the learners' motivation of learning a language and may ultimately eradicate their willingness to engage in language learning activities. Dörnyei defines demotivation as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (as cited in Hirvonen, 2010,

p. 19). Ushioda (2001 cited in Yan, 2009) carried out a study on some Irish students learning French and reported that students considered their success a result of intrinsic motives whereas extrinsic demotives have been identified as the main cause of their lack of success in this regard. Nevertheless, some studies have strongly suggested that demotivation is a result not only of external factors such as learning environment and teacher, but also of internal ones such as self-confidence and negative attitude towards English. Besides instrumental factors, Dörnyei himself (as cited in Hirvonen, 2010; Jomairi, 2011; Yan, 2009) considers some integrative factors such as low self-confidence as being demotivating. Yan (2009) tried to clarify the concept of demotivation and contended that the demotivated learner is the one who was once motivated but has lost some of his/her motivations for particular reasons.

Hirvonen (2010) differentiates between demotivation and amotivation: the term demotivation is used to describe a situation where motivation is diminished, amotivation, on the other hand, is the total loss of motivation. It should be noted that in some situations demotivation may have extremely negative influence and lead to amotivation (Yan, 2009).

As intrinsic and extrinsic motivation and learning are positively linked to each other, the negative impact of demotivation on learning is also reported. Hu (2011) states that demotivating factors "impede learners' learning motivation" (p. 88). Gorham (as cited in Falout & Falout, 2004) also proposes that the only thing which creates motivation for learning is the absence of demotivation. Moreover,

Flout and Falout (2004) have argued that while "motivation pushes learning for life, demotivation cuts learning short" (p. 280). They further claimed that one demotivating factor can erase the positive effects of ten motivating factors. In addition, demotivation seems to have long-life negative influence. Several studies demonstrated that low proficiency students attributed their current level to demotivation from the past (Falout & Flout, 2004; Falout & Maruyama, 2004).

The researcher did the pre-observation by interviewing some of the teacher at SMK Negeri 2 Kandangan and the researcher found the existence of case in school, namely in the form of a decline in the standard of the Minimum Criteria of Mastery Learning (*KKM*) at that school, the policy is made because students are considered unable to achieve the *KKM* that have been set before. The *KKM* has decreased from 75 became 68 for grade X, raised to 70 for grade XI and was back to being 75 for grade XII, the decline in the standard of the *KKM* assuming not as students to achieve these limits with proven low grade learn they earn in many certain times. English teacher at the school assumed the low value of the acquired learning outcomes students due to their lack of motivation in learning English, therefore the teacher asked the researchers to examine what caused the lack of student motivation in learning English.

Based on the explanation above, the writer wants to know what are the demotivating factors that discourage students in learning English. In line with those reason entitled "DEMOTIVATING FACTORS IN LEARNING ENGLISH AT THE FIRST GRADE STUDENTS OF SMK NEGERI 2 KANDANGAN

ACADEMIC YEAR 2016/2017". The writer focuses on several kinds of demotivating factors that discourage students from learning the English language.

## B. Problem Statement

The determination of the KKM score for every school should be through all of the provisions they are consisting of the material complexity, instructional support, and ability of the students. All of them have to analyze from the indicators, standard competence, basic competence, standard competence to be the KKM.

In fact, so many teachers and the headmaster still don not understood what is meant by the KKM and how to set the score of KKM itself. There is not relevant for the school to set the score of KKM because of the prestige by the public. Teachers are not permitted to decrease or increase the score of KKM if only based on the valuation of their students' ability (*score*).

The low score that excuse by teachers to decrease the score of KKM is allegedly due to lack of students motivation in learning English. The lack of students' motivation in learning English can caused by extrinsic and intrinsic factors, this should be the focus of teachers against their students.

The best way to define exactly what constitutes extrinsic motivation is to compare it to its counterpart - intrinsic motivation. Intrinsic motivation is



motivation that is generated from within the self. When someone is intrinsically motivated, their behaviors are a result of interest and satisfaction related to the task they are performing. Extrinsic motivation, however, does not inherently stem from within oneself. Instead, a person engages in a task for an external outcome, such as a reward. Self-Determination Theory proposes that there are several types of extrinsic motivation, which can vary greatly in the degree to which the motivation is autonomous (Ryan, & Deci, 2000). Autonomy refers to the amount in which a person feels their behaviors are self-decided. If an individual feels no autonomy in a situation, extrinsic motives will reflect external control. On the other hand, if an individual feels a high sense of autonomy in a situation, extrinsic motives may reflect true self-regulation.

Based on the pre-observation, this kind of case is found by the researcher at SMK Negeri 2 Kandangan, and the researcher would like to investigate this case. On the researcher's mind, if whole classes' motivation in learning English is very bad, this problem must be questioned. Is it correct to assume? Then, with this research, the researcher will find the rightness of this case and will investigate it. Is the students' have no good motivation in learning English, is the students are not paying attention with all of teaching and learning proses in the class.

### C. Research Question

As explained in the background of the research, this research is designed to answer what are the kinds of demotivating factors that discourage students in learning English?

### D. Reason for Choosing the Title

There were some reasons why the writer was interested in choosing the title.

They were as follows:

1. Language learning motivation has been as serious research concern for several decades but the study of demotivation in language learning has been relatively a new discipline.
2. Based on the pre-observation and interview with the English teachers, they suggest me to observe this phenomenon.

### E. Objective of Study

The objectives of this study is to find out what are the demotivating factors that discourage students in learning English at the first grade students (*X TO-2*) of SMK Negeri 2 Kandangan.

### F. Significance of Study

The results of this study are required to accept both theoretical and practical significance.

## 1. Theoretical Significance

Theoretically, the findings of this study are expected:

- a. To give information and insight to the existing theories and empirical evidence of the working knowledge and principles of degrees of comparison.
- b. To be able to be used as additional reference for next researchers who conduct study in similar area.

## 2. Practical Significance

Practically, the findings of this study can be used as follows:

- a. This study enables the writer to enrich the writer's knowledge in scientific research especially in knowing the demotivating factors affect students in learning English.
- b. This study enables the teachers and other educations to know the demotivating factors that are discourage students class X-TO 2 class of SMK Negeri 2 Kandangan in learning English.
- c. This study can give contribution to the teacher and curriculum designers to select the most appropriate teaching strategy and method to certain categories of students in teaching English.
- d. This study is expected to give contribution to the improvement and development of English teaching and learning at SMK Negeri 2 Kandangan.

### G. Scope and Limitation of Study

In this research, the writer limits the problem only about what are the demotivating factors in learning English on students class X TO-2 of SMKN 2 Kandangan academic year 2015/2016.

### H. Definition of Key Terms

In order to avoid misunderstanding and misinterpretation in reading this research, the writer needs to describe the key terms concerning the title as follows:

#### 1. Demotivation

Demotivation is lack of interest in and enthusiasm about your work.  
(dictionary cambridge)

#### 2. Learning

Learning is the relatively permanent change in a person's knowledge or behavior due to experience. This definition has three components: 1) the duration of the change is long-term rather than short-term; 2) the locus of the change is the content and structure of knowledge in memory or the behavior of the learner; 3) the cause of the change is the learner's experience in the environment rather than fatigue, motivation, drugs, physical condition or physiologic intervention. (Mayer)

### 3. English

English is an international language and learnt nowadays. People learnt it to get better academic or career and better international relationship. They have many ways to learn English effectively and to take advantages of all learning opportunity

### 4. First Grade Students

The students in one class at the first grade in SMK Negeri 2 Kandangan which is taught by the teacher that will be investigated by the researcher is “X Technical Automotive-2” (*X - TO 2*) class.

### 5. Sekolah Menengah Kejuruan Negeri 2 Kandangan

SMK Negeri 2 Kandangan is one of school or courses for Vocational Program it places on Jl. Gambah Dalam Walangku No.77 Kandangan Subdistric, Hulu Sungai Selatan Regency, post-code 71215, Indonesia. Phone: 0517-22156. SMK Negeri 2 Kandangan is places where this study’ done.

## I. The organization of the Writing

This research consists of five chapters. They are systematically arranged as follows:

CHAPTER I ( Introduction) consists of background of study, statement of problem, reason for choosing the title, objective of study, significance of study, scope and limitation of the study, definition of key terms and writing organization.

CHAPTER II (Theoretical Review) consists of motivation to learn a second/foreign language, alternative theoretical approaches to second language motivation, extrinsic motivation, intrinsic motivation, related concept: amotivation and demotivation, and review related to literature.

CHAPTER III (Research Method) consists of research design, research setting, subject and object of the research, data and source data, technique of collecting data, technique of processing and data analysis, and research procedures and

CHAPTER IV (Research Result) consists of finding and discussion.

CHAPTER V (Closure) consists of conclusion and suggestion.