

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher describes about the background of study, research problem, objective of the study, significance of the study, scope of the study.

#### **A. Background of Study**

Learning English is always necessary for many people. The English skill, such writing, speaking to be the pride on each person and one of the important languages among others in globalization era, we have to communicate with world language. Nobody doesn't admit that English is our daily need to communicate each other for job seekers, students and businessmen, English is one of absolute requirements to communicate and to get their goals. Indonesia also has adopted English as a tool of communication to establish relationships with other countries. English, despite its status as a foreign language, has become more and more popular among scholars, bureaucrats and the elites in Indonesia as the use of information technology is increasing.

Many people spend of time and money to study English and try to find some way to get good education of English and methode to improve their skill or achievement because the english learning at school or univercity is not enough to support their english. Based on some research, English is so difficult to understand, not only English lesson in formal school make students

confused but also English teacher give too advance English lesson. It can make students of formal school is so complicated to understand.

(Jenni Muhonen, 2004: p.5) states that research on foreign language motivation has traditionally been interested in the positive influences that generate interest in learning and facilitate in sustaining it. However, there is also another side to motivation that probably every learner has encountered at some point: experiencing temporary loss of motivation. Take for example a situation where a learner feels humiliated or a situation where he or she is being bullied by the teacher; these events are more likely to reduce his or her motivation than to reinforce it. What this means is that just as there are influences that have a positive effect on motivation, there are also ones with a negative effect. These influences are called demotivating influences. Contrary to positive forces that facilitate in sustaining motivation during action, demotivating forces reduce motivation during action. This 'darker side' of motivation or demotivation has been almost completely ignored in research on foreign language motivation.

Discouraging is an area of research that ought to receive more attention, considering that it has direct educational implications. In other words, in addition to knowing what motivates a learner, being aware of the hazards that undermine motivation is essential both for teachers and for learners. Therefore, this study sets out to explore this ignored area of foreign language motivation, demotivation. The first objective is to find out what are discouraging factors students in an English classroom. The second objective is

to find out what is the frequency of the discouraging factors, in order to see which factors are the most influential ones.

The study is descriptive and has characteristics of qualitative research. In order to find out about discouraging factors, a student of six graders at STAIN KEDIRI were asked to complete a task, or more specifically, to write down in their own words about the factors they find discourage. The writing tasks were analyzed qualitatively, gathering descriptive information on the discouraging factors.

The study is structured in the way that Chapter 2 provides an overview of the field of foreign language motivation, discussing some of the relevant theories and approaches in mainstream research. Following this, Chapter 3 focuses on the present study, giving information on the aims of the study, subjects and data collection and procedures. Chapter 4 presents the findings, starting with a descriptive account of the demotivating factors. Chapter 5 includes a conclusive summary of the findings along with a discussion of their implications, evaluates the study and offers suggestions for future studies on demotivation.

## **B. Research Problem**

This study seeks answers to the following questions:

1. What factors discouraging students in learning English?
2. What types of frequency and priority of these factors?

### **C. Objective of the Research**

The main interest of this study is to identify the discouraging factors. The first question aims at finding out the variety in the discouraging factors. The aim of the second question is to know the frequency of the discouraging factors.

### **D. Significance of the Study**

Significance of the study is to give positive contribution for school, teacher, students and researcher. So they can improve how to learn and improve how to give good motivation for the students in learn English language as foreign language.

### **E. Scope of the Research**

The following are scope of the study

The subject of this research are students of STAIN KEDIRI while the source of the data are the students of the six semester of English Department at STAIN KEDIRI.

The research is focused on the factors that discouraging students in learning English at STAIN KEDIRI.