

CHAPTER I

INTRODUCTION

1.1 Background of the study

Students' motivation is important to keep them motivated to learn. According to Rumhadi (2017), motivation plays a very important role in human efforts to achieve desired goals in the field of education and for other purposes. While motivation studies have a relatively long and detailed history in SLA, the 'darker side' of motivation is somewhat more recent and underexplored. As Dörnyei (2001) stated, motivation research all too typically focuses on measuring the positive aspects of the construct without considering how much demotivates subtract from positive inducements. Demotivation refers to the specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action (Dörnyei, 2001). Loss of motivation or demotivation can spread widely to all fields and areas of life, be it in personal relationships, at school, on campus, or in the office (Talitha, 2021). And what we will discuss here is the demotivation that occurs in a student. Many factors cause students to be demotivated. Sometimes, students feel annoyed when they cannot achieve at their institutions because of the pressure that may be given to them by those around them.

Based on the results of previous research conducted by Prihatsanti (2014), observations and interviews were conducted in the field during the college period. When lecturers often give difficult assignments, it makes

them grumble because they have little time to participate in activities or groups on campus because of college assignments. On the other hand, final-year students also have difficulty completing their theses, starting from the decisive title to the difficulty of meeting the lecturer for guidance. As a result, they lose the motivation to complete their studies.

Students need a favourable psychological environment that not only supports their intellectual and competitive abilities at school and work but also allows them to maintain their focus during the learning process, as well as social and other support systems. This positive psychological condition is what Luthans calls psychological capital (Luthans, Youssef, and Avolio, 2007). Psychological capital is defined as a positive individual psychological state. It is characterized by self-efficacy or self-confidence in taking the necessary actions to achieve success in challenging tasks (self-efficacy), positive attributions (optimism) about present and future success, resilience in achieving goals with the ability to challenge the way back to achieving goals if needed to achieve success (hope), and when faced with problems and difficulties, individuals are able to survive and move forward (resiliency) to achieve success (Luthans, 2004).

The researcher found one of the students at Siliwangi University who was demotivated while carrying out his studies. He is 24 years old. The researcher knew him for about three months and found him so weird. At first sight, the researcher saw that he was very clever, having learned English on campus. Besides, the researcher talked to him when we first met.

He told me that he was an introverted person and did not have the spirit to learn on campus.

During his studies on campus, a lot happened to him. The truth is, he felt anxiety when speaking English, he felt insecure during his studies on campus, and once he said to me that he did not feel comfortable on campus. He pointed out his emotions while at Siliwangi University. He said he was anxious during classroom meetings and public speaking tests. He said he almost did not know about English, even though the researcher said he was so clever. According to Gorham and Christophel (1992), the role of factors related to a classroom in the increase or decrease of bachelor's degree students' demotivation. In the opinion of Ludjan (2020), students who get demotivated to learn English can decrease their motivation to learn.

The researcher remembered what he said in the last conversation we had. He almost resigned from Siliwangi University in the third semester of his studies. He felt like he was just a failure while becoming a student at Siliwangi University. He said to his father that he could not fight in this major anymore. All he wanted was to quit the university. But his father only persuaded him to pass out of Siliwangi University. He once said to me that after his father persuaded him during his college life, he almost ran away from his dorm room, and he also skipped his class. Day after day passed until, during the SIEC event, he met with great people, one of whom was Alistair Wood from Brunei University. On that occasion, my participant began to motivate himself to continue his studies at Siliwangi University.

Many researchers, such as Ghadirzadeh, Hashtroudi, and Shokri (2012), stated that different experimental evidence has shown that some English language learners lose their interest and motivation during the English language learning process (Falout & Maruyama, 2004; Ayako, 2004; Kikuchi & Sakai, 2009; Dornyei & Murphey, 2003; Falout, 2009). The famous previous study was from a Japanese university. Japanese Learners' Demotivation to Study English: A Survey Study Tokai University's Ketai Kikuchi collaborates with Shinshu University's Hideki Sakai. This study examines the five factors that cause demotivation in English learners: (a) course books; (b) inadequate school facilities; (c) test scores; (d) non-communicative methods; and (e) teachers' competence and teaching styles. Based on these results, we discuss possible demotivating factors in English classrooms in high schools in Japan (Kikuchi & Sakai, 2009). The research is based on Dornyei's (2001) theory that demotivation refers to the specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. However, some interested in studying the possible cause of demotivation among English language learners have focused on the important role of internal factors such as lack of self-confidence and negative attitude within themselves in addition to external ones (Dornyei, 2001; Kiwa, 2004; Falout & Maruyama, 2004; Kojima, 2004; Tsuchiya, 2006). However, this research still had drawbacks. In this study, the internal factors that occurred in students were not explained in detail but focused more on external factors only. Therefore, this research tried to fill this gap by telling the story of someone who had

experienced demotivation. Therefore, narrative was used in this research because it told the story of participants who experienced demotivation. Bruner (1986), one of the founding fathers of narrative inquiry, wrote of two basic modes of thought, each providing a distinctive way of ordering experience.

1.2 Formulation of The Problem

Based on the background above, the writer can identify the following problems:

1. What factors influence the demotivation of the participant to learn English?
2. What solutions does the participant perform to solve the problem of English language learning?

1.3 Operational definitions

To avoid misinterpretation of this research, here are the operational definitions of the keywords:

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| 1.3.1 Demotivation | : | The condition uses to lose enthusiasm and interest in completing studies in the English department, which leads to a negative effect on his learning process. |
| 1.3.2 Problematic factors and solution | : | The factors cause the participant become demotivated, disrupt him study journey and make it difficult for him to face the |
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challenges that arise during his studies.

The solutions that participants found help them to address the problematic factors they experience and assist them in pursuing his studies in the English department.

1.4 Aims of the research

To know the factors making the participant got demotivated and the solution performed by him in the context of English learning.

1.5 Significance of the research

1.5.1. Theoretical Use

This study is to expand the ideas of factors making students got motivated and the solution to overcome the problems in the context of English learning.

1.5.2. Empirical Use

This research is to provide an empirical understanding of how a person rises from the phenomenon of demotivation and how he transforms himself into a better person while learning English.

1.5.3. Practical Use

This study is to enrich people's insights into dealing with and rising from demotivating phenomena encountered in college life.