

CHAPTER 1

INTRODUCTION

This chapter discusses students' demotivation factors in doing English homework at the junior high school level. It is divided into five parts namely background, formulation of the problem, operational definitions, and aim of the research and significance of the research.

1.1 Background of The Study

It has been a long time since homework became a significant contributor to a student's academic grade, and it is still widely used in schools today. Homework, as the name implies, is completed at home. It is supported by Cooper (1989) that homework has been characterized as assignments assigned to students by teachers that are to be completed outside of school hours. Nevertheless, homework must be adapted to the developmental and educational levels of students. In most cases, homework is assigned after a material evaluation. The review is being carried out to ensure that the material is provided and accepted, as well as to determine the treatment that is required. Homework has its own standard and it will make a difference in the value of the report. It is obvious that homework plays a significant role in the educational process.

Homework promotes communication between schools and parents and may have a positive impact on students' growth (Cooper et al., 2006; Hallam, 2006). In addition, according to Darn (1997), there are eight reasons why teachers should assign homework and students should complete it and some of them are homework that promotes autonomous learning and study habits. It also encourages students to improve factual knowledge, self-discipline, learning attitudes, and problem-solving skills and also helps students understand what the

Teacher has said in class and encourages them to learn more. However, in the field, the researcher has encountered students who are late submitting homework or who are demotivated to do their English homework. It occurred while the researcher was conducting a PLP (School-based internship). Trautwein and Köller (2003) and Hong et al. (2003), on the other hand, identified motivation and interest as important characteristics of homework.

The results of the initial observations that have been carried out by the researcher in October 2021 show there are some class VIII students at one of the junior high schools in Tasikmalaya late or did not complete the homework given by the teacher on time. The researcher saw the students were demotivated to finish their homework at that moment. The teacher teaches the students for 40 minutes each class for one meeting. Classes consist of half of the students because her school implemented government regulations about learning activities during COVID-19. She always gives them homework for each material. The students must collect it at least a day before the next material given.

In contrast, when the teacher asks students to collect the homework, they do not give it. Only a few of them completed it on time. Others collect homework late and carelessly, the teacher should gather them in the teacher's room and ask them to complete their homework. There are also students who must be notified via WhatsApp since they refuse to do it in the teacher's room as requested by the teacher. Furthermore, not just once but several times. Despite the fact before the COVID-19 pandemic, students who had difficulty doing homework could resolve properly, they collected homework without having to be collected in one room by the teacher, and they just needed to be reminded. This has an impact on how well learning objectives are met. Demotivated students either get decreased grades in English subjects or get no better grades at all. Students who cannot or late submit homework show that they have not been able to achieve learning objectives or in other words the students have not been able to master the material taught by the teacher.

The gaps in this research are the setting of the participants, the place and time of the research, and the instrument that the researcher uses. Hopefully, the

information from the researcher discovered will serve as a source of reflection for those involved in or contributing to the education program. The researcher writes a thesis titled “Investigating Students’ Demotivation Factors in Doing English Homework at Junior High School Level: A Case Study.

1.2 Formulation of The Problem

Based on this background, the formulation of the research problem is: What are the demotivation factors in doing English homework for the junior high school level?

1.3 Operational Definitions

- a. Demotivation : It is the condition of students who are not enthusiastic, serious, and having difficulty completing the homework, resulting in a delay in collecting it due to a variety of internal and external factors at that time.
- b. Homework : It is described as work that a teacher assigns to a student to accomplish outside the school. In the educational system, homework does not have to be in the form of writing or counting, it must also be in the form of doing things.

1.4 Aim of The Research

This study aims to identify the factors that influence students experiencing demotivation in doing their English homework at the junior high school level in order to make the students more aware of their responsibility as learners. Furthermore, the findings would be a suggestion for the stakeholders or anyone who contributes to the teaching-learning program.

1.5 Significance of The Study

In theoretical, practical, and, empirical uses gains are expected from the research:

1.5.1 Theoretical Uses: It is expected that this research result will be able to give information about the challenges students experience while doing English homework. Furthermore, other researchers can utilize the findings of this study as a theoretical overview for future research on the same topic, which could lead to a research recommendation.

1.5.2 Practical Uses: It is expected that this research result can provide knowledge about the elements that can demotivate students from doing English homework. Knowing the causes that demotivate students from doing English homework will help teachers choose the best technique to avoid demotivating issues for their students. Furthermore, this study can be used to assess how teachers should instruct their students in order to keep them interested in studying English.

1.5.3 Empirical Uses: This research is expected to add to the writers' experience of writing scientific papers, particularly about students' demotivation factor in doing English homework at the junior high school level.