

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Research Background**

Learning is a process of getting information or knowledge. According to Brown (1994), learning is a process of student interaction with educators and learning resources in the learning environment. According to Tomlinson (1998), learning is a conscious process that involves memory related to the information being studied, for example supporting greetings, using language, and vocabulary. The process of learning English is a change that results from experience mechanistically resulting from experience. According to Brown (2000), the process of learning English is acquiring subject knowledge or skills through study, experience, and interaction. In Indonesia, English is the second language after the mother tongue, although being a second language in Indonesia requires citizens to learn English from an early age, learning English is an important lesson from school (Fachraini S, 2017). As a foreign language, it can also facilitate and help us to communicate widely. Apart from one's own mother tongue, people may need it at work to interact with people from different cultures and to venture abroad (Elaish, Ghani, Shuib, & Al-Haiqi, 2019). In essence, learning English is still considered an important aspect to instill English knowledge in students.

In this millennial era, learning English is a must given the importance of English itself. However, their perception of practice when learning a foreign language is different, that the language is easy for some students to handle and some need time to improve skills. Many have difficulty learning foreign languages because they have different structures, laws, systems and so on. Therefore, not a few of the students feel reluctant to learn English. Every learning student has an interest and aversion in learning English. Reluctance is also something that is commonly felt when we do something including learning, not just an interest. Not a few students feel reluctant when learning English because English is a foreign language which also has a grammatical

structure that is quite difficult. As is the case at SMA Negeri 1 Tebas, of course, not a few of them have a reluctance to learn English. Reluctance is a feeling of reluctance or feeling that shows hesitancy to do something or not wanting to do something. For example in lessons when students are reluctant like this, students tend to be reluctant to contribute to English class activities, students' enthusiasm levels tend to be less in English lessons, students in class tend to be during English lessons and do not play an active role in English class when the teacher asks and shares the idea that they answer in Indonesian and try to avoid asking questions is an example of reluctance in the learning process. This reluctance arises because it is caused by several factors. One of the factors behind students' reluctance to learn English is motivation. The success of language learning is influenced by many factors such as: intelligence, motivation, and also learning beliefs (Abdi and Asadi, 2015).

Motivation is a psychological condition that encourages someone to do something (Istiqomah, 2009). Motivation can also be interpreted as a reference and repeated cause of a behavior (Alizadeh, 2016). The collaborative effort and desire to achieve a goal can be described as motivation. And motivation is one important aspect of successful learning. Learning English cannot be separated from what is called motivation. In other words, the success or failure of a person in learning English depends on his level of motivation (Fachraini, 2017). Motivation can have a positive influence on the learning process, namely by the emergence of a sense of enthusiasm. With motivation, students will be enthusiastic in learning, so they will be interested in participating in learning well and vice versa.

Based on this description, the researcher is interested in conducting an analysis of the level of student reluctance in learning English and how the contribution of motivation in their learning at SMA Negeri 1 Tebas.

Previous research has been done related to this research. Some of the researchers who conducted this study were Ahmad C.V (2001). This study examined the causes of students' reluctance to participate in class discussions. Other researchers discuss the Analysis of Student Motivation in Learning

English (Fachraini Siti, 2017). Then other research discusses Student Motivation in Learning English (Purnama, Rahayu, & Yugafiati, 2019). Similar to Riana & Tambunan (2016) this study also investigates Student Motivation in Learning English. Another similar study is about Student Motivation in Learning English in EFL Classes (Husnussalam, Sudiyono, & Rahayu, 2020).

However, some previous studies discussed students' motivation in learning English and did not examine the level of student reluctance in learning English itself. In this study, researchers describe the level of student reluctance and the contribution of motivation in learning. These points make this research different from previous studies.

From the statement above, this study aims to describe the level of student reluctance to learn English and the contribution of motivation in learning English at SMA Negeri 1 Tebas. This research is expected to be useful as an evaluation material and a means to improve English language learning or student participation in learning English.

## **B. Research Questions**

1. What is students' reluctant level in learning English?
2. How is the contributions of motivation in learning English?

## **C. Research Purposes**

This research aims:

1. To investigate students level reluctant in learning English.
2. To investigate contributions of motivation in learning English.

## **D. Scope of The Research**

### **1. Research Variables**

Variable is something that becomes the object of research. According to Creswell, (2012:112) Variables are characteristics or attributes of individuals or organizations. The variable in this study is investigation the

level of students' reluctance in learning English viewed from motivation, at SMA Negeri 1 Tebas in the academic year of 2021/2022.

## 2. Terminology

### a. Reluctance to Study In Classroom

Reluctance is a feeling that shows hesitation to do something or not eager to do something. When someone feels reluctant then they will hesitate to do it or even don't want to do it. This reluctance to learn is felt by many students who do not feel enthusiastic and do not want to learn or take lessons.

### b. Motivation

Motivation is the urge that a person has to do something or become the basis for someone to do something. Motivation is a person's power to act in the most difficult circumstances to achieve certain goals (Ng & Ng, 2015).

Motivation becomes an important thing to do something. All things activity or work requires motivation as an impetus or mover to do something the best. When a student has motivation in himself to learn English, he will try his best to learn and be able to speak English, and vice versa if there is no motivation in the student to learn English then there is any effort from him to be able to speak English, even he cares. Or talk about English lessons. Motivation is considered an important element together with the capacity to achieve success in learning the target language (Fachraini, 2017). With motivation, there will be the encouragement and effort to achieve success.

### c. SMA Negeri 1 Tebas

SMA Negeri 1 Tebas is an educational unit with a high school level in Tebas Kuala, Tebas District, Sambas Regency, West Kalimantan. In carrying out its activities, SMA Negeri 1 Tebas is under the auspices of the Ministry of Education and Culture. SMA Negeri 1 Tebas was founded in 1984 and this high school has started operating actively in 1984 active until now.

## **E. Significance of The Study**

### 1. Theoretical Significance

It is hoped that this research will increase knowledge the level of students' reluctance to learn English so that they can provide fun teaching by knowing students' motivation in learning English.

### 2. Practical Significance

The researcher hopes that this research can provide useful information and contribute positively to the teaching and learning process of English, especially for teachers, students, and other researchers.

#### a. For the English teacher

Researcher hope that later it can be used by teachers to make it easier to teach their students, understand the condition of their students and teachers will be more effective in teaching.

#### b. For the Student

The researcher hopes that this research can be used by students to be more effective, enthusiastic in learning English.

#### c. For the Other researchers

This research has the hope that this research can be a source of research used by other researchers to conduct further research and also for other researchers to conduct more relevant resear