

## **CHAPTER I**

### **INTRODUCTION**

Chapter I provides background of the study, research problem (s), research objective (s), scope and limitation, research significance, and definition of key term.

#### **1.1 Research Background**

English at the elementary school level is a subject that students often avoid. Some students think that English is a subject that is difficult to understand because it is not a "mother" language and is rarely used in everyday life. Language is an unlimited skill (meaning it contains infinite information) that students develop throughout their lives (Paris, 2005). Students are important in obtaining various kinds of abilities and skills; therefore, learning is needed that can provide a skill or experience for students who not only develop aspects of knowledge but are also able to develop aspects of attitudes, values, and skills. One of them is through language learning. Benati (2020), argues that language is a means of communication for humans, and the formal features of language lexical items, morphology, syntax, etc., all work together to encode meaning. When learners know the meaning of the input they are dealing with, they can make connections between the meaning of the input and linguistic form.

English in school learning can be referred to as a second language after Indonesian and regional languages. To learn a new language definitely takes quite a long time to get used to or adapt and understand the meaning contained in a sentence that uses a new language. Starting from understanding every vocabulary that exists and its meaning, if you feel you have mastered it will move on to reading

experiments. Reading new language vocabulary is not an easy thing, where students will find it difficult to spell existing words or can even feel embarrassed if they read them wrong. These aspects make students become inferior and not infrequently they become disliked of the language for fear of being ridiculed by classmates. This feeling of inferiority or insecurity is one of the reasons why students do not like English subjects.

The existing curriculum sometimes cannot be implemented optimally, with all the demands that can suppress the enthusiasm for learning of students and is not in line with the main goal of achieving the meaning of the word learning. Munirah (2018), explained that learning difficulties are a condition where students are less able to face the demands that must be made in the learning process so that the process and results are less satisfactory. This happens because the student's ability to perform tasks is not balanced with learning demands.

Existing imbalances can cause confounding factors in English language learning. Learning English at the elementary school level is often disrupted by students' focus on learning in the classroom; this is often a complaint for every teacher, where at that level, students will be free to express themselves. Elementary school students are a period when they become active students and like to explore their surroundings even when studying in class. Therefore, learning in the classroom is often disrupted because, on average, they often lose their focus on learning and are distracted by friends or even their school environment.

Disruption of focus during learning in the classroom occurs due to two factors, namely internal factors including aspects of student attitudes when learning

takes place, learning motivation, concentration on learning and student habits when learning. External factors include aspects of the student learning process that are driven by the student's own intricate motivation. According to Roinah (2019), external factors that interfere with the learning process of students in class are influenced by the student environment. Anzar and Mardhatillah (2017), stated that internal factors in disruption of learning in the classroom can occur among student characteristics, attitudes towards learning, learning concentration, the ability to process learning material, the level of self-confidence, and student study habits. In addition, external factors that can affect student focus can be on teacher factors, school environment, school curriculum and student learning facilities.

Data collection in grades 5 and 6 was due to researchers conducting scheduled English learning rather than the class they brought. Lower-grade students become one of the factors that interfere with the focus of learning students above when at school; they will be crowded and indirectly invite other classes to play with them. External and internal factors, including student motivation, student emotions, distractions from around, and lack of vocabulary, will be limitations in this study. The focus of learning, which is often divided when in class, is often considered just a passing wind; if more attention is paid to some students whose focus is disturbed, it can interfere with the learning process of other students who are currently focused on learning in class. Educators must still pay attention to learning strategies and influencing factors to create a comfortable atmosphere and make students happy learning English in class.

## **1.2 Research Problem(s)**

Based on the research background of the study, the research problem can be formulated as follows:

What factors make it difficult for grade 5 and 6 students at SDN Jonggrangan Minggir, Sleman, to focus on learning English in class?

## **1.3 Research Objective(s)**

Based on the formulation of the problem, the objectives of this study are:

To analyze what factors make it difficult for them to focus on learning English in grades 5 and 6 at SDN Jonggrangan Minggir, Sleman.

## **1.4 Scope and Limitation**

Based on the research background, this study only focuses on analyzing the focus distraction in learning English in the classroom. The researcher chose the class of 5 and 6 because they were based on direct observation while teaching English and the results of interviews with students. This research focuses more on the emotional aspects and curriculum in schools. This study is limited to be conducted at SDN Jonggrangan Minggir, Sleman, especially the 5 and 6 grade students.

## **1.5 Research Significance**

It is expected that the result of the study will be beneficial for teaching and learning practice of English for young learners (EYL). For the researcher, it is

expected to help her improve her practical English skills and find suitable learning strategies for elementary school students when they start to lose focus when learning English in class. For the English teacher who teaches at SDN Jonggrangan Minggir, Sleman, the findings might be beneficial as feedback for the English teachers who may be helpful to find out and overcome when students start to lose focus when learning English in class.

### **1.6 Definition of Key Terms**

#### **1. Learning**

Learning is a process that leads to change, caused by experience and increased self-potential to improve performance and learning in the future.

(Ambrose 2010).

#### **2. Language**

Language is a system of sound symbols that are universal and are used by members of social groups to cooperate, communicate, and identify themselves. Language has the main function as a means of communication between individuals (Kridalaksana and Djoko Kentjono in Chaer, 2014: 32).

#### **3. Focus**

Focus is a cognitive ability that channels a person's attention to a task and can absorb it completely without any distractions (Sabrina Romanoff, PsyD, a clinical psychologist and professor at Yeshiva University).

#### **4. Distraction**

Distraction may be caused by several factors such as, loss of interest in the main activity, inability to pay attention for some reason, or the intensity of the distractor (Nameth, C., Papautsky, L., Grome, A. & Fallon, C. 2014).

