



STUDENT DEMOTIVATION IN LEARNING ENGLISH
(Demotivasi Siswa Dalam Pembelajaran Bahasa Inggris)

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(Received 19 September; Revised 08 October; Accepted 18 November 2022)

Abstract

Students were less enthusiastic and eager to learn English. This study aims to determine the internal and external factors of MTs Negeri 1 Baubau students regarding demotivation in learning English. Data was collected with research instruments in the form of observation, interviews, and document studies. The data obtained was analyzed through three stages, namely data reduction, data presentation, and verification. The results of the study show that there are several internal factors that cause students not to be motivated to learn English, namely low interest in learning English, students also find it difficult to learn English and they often feel bored when learning English and external factors that cause students to be unmotivated for learning English is the teacher's attitude when teaching, namely the lack of interaction between the teacher and students in the school environment, students feel that the teacher's teaching style is still unattractive, students have difficulty doing assignments due to a lack of English vocabulary, the influence of classmates who mostly dislike English, the lack of availability of books in the library and the low interest in reading students, and the last is the lack of support or attention from the family towards the student learning process.

Keywords: student, demotivation, internal and external factors

Abstrak

Siswa kurang antusias dan bersemangat untuk belajar bahasa Inggris. Penelitian ini bertujuan untuk mengetahui faktor internal dan eksternal siswa MTs Negeri 1 Baubau tentang demotivasi dalam belajar bahasa Inggris. Data dikumpulkan dengan instrumen penelitian berupa observasi, wawancara, dan studi dokumen. Data yang diperoleh dianalisis melalui tiga tahap, yaitu reduksi data, penyajian data, dan verifikasi. Hasil penelitian menunjukkan bahwa ada beberapa faktor internal yang menyebabkan siswa tidak termotivasi untuk belajar bahasa Inggris, yaitu rendahnya minat belajar bahasa Inggris, siswa juga merasa kesulitan dalam belajar bahasa Inggris dan mereka sering merasa bosan ketika belajar bahasa Inggris dan faktor eksternal yang menyebabkan siswa tidak termotivasi untuk belajar bahasa Inggris adalah sikap guru ketika mengajar, yaitu kurangnya interaksi antara guru dan siswa di lingkungan sekolah, siswa merasa bahwa gaya mengajar guru masih kurang menarik, kesulitan siswa dalam mengerjakan tugas karena kurangnya kosa kata bahasa Inggris, pengaruh teman sekelas yang kebanyakan tidak menyukai bahasa Inggris, kurangnya ketersediaan buku di perpustakaan dan rendahnya minat baca siswa, dan yang terakhir adalah kurangnya dukungan atau perhatian dari keluarga terhadap proses belajar siswa.

Kata-kata kunci: siswa, demotivasi, factor internal dan eksternal

INTRODUCTION

Demotivation is a state of not having the motivation or desire to do something. Demotivation has a negative effect because it can inhibit a person from achieving the targets that have been made, as is the case in learning English if students are demotivated then they will not be able to achieve their targets of learning English, such as having good English grades or having an understanding of English itself.

Demotivated has many causes of a person not being motivated to learn, such as lack of learning facilities, an uncomfortable learning atmosphere, too much activity, a way of teaching less interesting teachers, do not have reading books, etc. In learning English, these factors can be one of the causes of students being lazy to learn, such as in MTs Negeri 1 Baubau students who do not have the motivation to learn English have characteristics such as; Not doing the tasks given by the teacher, less active in the classroom during the learning process, like to laugh at friends when answering the wrong questions given by the teacher, timid when told to go forward to the class, less excited in learning, often permission to the bathroom, and do not pay attention when the teacher explains the material.

Demotivated students have a fairly low English test score, namely under KKM based on data obtained from subject teachers. Low student grades are caused because students are not motivated to learn English, so they have a lack English vocabulary because they think it is difficult to memorize besides not understanding how to read differently from writing. Poor grammar is also one of the causes of the low English scores of students because it is difficult to understand and does not understand how it is used.

Demotivation does not mean that a student has lost motivation to study completely (Dornyei, 2001). This simply means that strong negative factors limit current learning motivation, while other

positive motives are still ready to be re-initiated. For example, a learner may still be highly motivated to learn English as an international language even if his or her teachers are less skilled. Some researchers have similarities in the study of demotivation factors in English learning such as subjects, variables, or types of research.

The first study conducted by Meskat and Hassani (2011) sought to explore demotivation factors in learning English among high school students in Iran. In this study, it was found that inadequate school "facilities" are highly demotivated, and inadequate facilities by teachers while teaching in class greatly hinder the process of students learning English.

Investigated the demotivating and remotivating factors in the college students' past English learning experiences and explored the effective English class for low-level students on the research results (Jung, 2011). The 125 students participated in a reflective student questionnaire, and the students' responses are analyzed through descriptive statistics. The major demotivators and motivators were identified according to four categories: external, internal, learning situation (classroom/outside classroom), and learner.

The research findings showed that external factors are influenced more than internal factors in the demotivation process, and learning situation factors are affected more than learner factors. In contrast, internal factors are more affected than external factors in the remotivation process, and students' desire to be good at English and their awareness of the usefulness of English mostly affected their remotivation.

This study will investigate factors that demotivate students in learning English at MTs Negeri 1 Baubau. This school will choose as a research place because the researchers practiced field experience in this school, so researchers have observed that many students in this school experience

demotivation in learning English. The study attempts to explore the demotivating factors of students in learning English at MTs Negeri 1 Baubau.

Based on the experience of researchers during the field experience at MTs Negeri 1 Baubau, demotivation in learning English can be caused by several things, most students said that English is difficult to learn students said that it is very boring when learning English in the classroom so that some students seem unconcerned when the English learning process takes place. The motivations are needed in an effort to test capacity in English. They need internal as well as external motivation. Otherwise, demotivation can prevent students from achieving the standard level of English required by the school. In this study, researchers tried to explore the demotivating factors of students in learning English at MTs Negeri 1 Baubau.

THEORETICAL BASIS

Demotivation

Demotivation as opposed to motivation is defined as 'external forces that influence or reduce motivation from ongoing behavioral intentions or actions (Dornyei, 2001). Unlike motivations that may have a positive impact on learning a foreign language, demotivation tends to have a detrimental impact on those who experience it.

Defines it as a particular external force that reduces the basis of motivation or reduces the intention of a behavior or action that is taking place (Dornyei, 2001). Bedarova defines demotivation as the psychological condition of students that shows students within boundaries that are highly motivated in the way they achieve goals caused by internal or external factors. As important as motivation, demotivation is equally important to get success in the learning process (Mirza, 2016).

Demotivation can have a negative effect on hurtsses, they will not be able to achieve their language learning targets well. That is why conducting demotivation research will be so important because many teachers who find their students when in the classroom are demotivated in different educational contexts (Ghadirzadeh, 2012).

The demotivating factors can be divided into two, internal factors (reduced confidence, attitudes, and group members) and external factors (textbook references, book-related problems, teachers). Internal factors are those that relate to oneself with negative results while external factors such as teachers, books, and learning environments (Jomairi, 2011).

There are many types of research that explain motivation is more dominant on external factors (William and Burden, 1997). Identifying internal demotivation factors in students will be a little more difficult.

Demotivation Factors in Learning English

Demotivation is a situation that causes many problems in the process of learning a language and can make students refuse to learn. A psycholinguist demotivation is defined as an external force that reduces the motivational basis of an ongoing intention or action (Dornyei, 2001) Motivating factors are higher than demotivating factors. Therefore, students feel unable to develop their proficiency in English, they lack exposure and therefore find it difficult (Ali, 2017)

The level of demotivation in each student is different, because there are students who have high and low motivation, and there are also those who have high and low demotivation, motivation in students there is from high, moderate to total loss of motivation. Among the four language skills, listening is a skill that is not so desirable due to the fact that "students complain of unclear recordings, strangers speaking too quickly, etc." instead of speaking is a skill they are

interested in even though many of those who see it are embarrassing because they fear that speaking will be laughed at if they make a mistake (Chambers, 1993). As for students who have a shy and quiet character they are more interested in having writing skills and some students consider writing is a useless skill. Reading skills are considered unimportant because students feel that reading English texts is the same as nonsense because they don't know what they mean.

There are five factors that determine the decline in motivation to learn English language students, namely, content and learning materials, teachers, competence and teaching styles, inadequate school facilities, lack of intrinsic motivation, and test scores (Meshkat and Hassani, 2012). The biggest factor is the content and material. Textbooks, materials, teaching materials, content, learning plans should be made more creative so as to avoid demotivation going in students.

Another study showed that the characteristics of students achieve the highest presentation as a factor of consumption. This is due to the care of memorization, low English scores, not having priority lessons, embarrassment, no opportunity to practice, being forbidden to use mobile phones, not being interested in English, and having no reason to learn English. Characteristics related to the methods used, how interesting the material is given to students while studying in the classroom (Kushabaroh, et al, 2018). For example, there are students who do not want some students or are embarrassed when asked in the future if the teacher's class can change teaching methods and improve the quality of teaching materials causal.

Causal Factors of Demotivation in Learning English

1. Internal Factors

Student's interest

Students' interest affects the motivation of students to learn English (Meshkat and Hassani, 2012).

English difficulty

The difficulty of a language determines how students like to learn it. Fact is such as lack of facilities and difficulty levels of the given materials could affect and reduce the students' motivation.

Personal belief toward boredom

Boredom leads students to be demotivated to learn English (Dornyei, 2005).

2. External Factors

Teacher attitudes

The teacher should not perform negative or unacceptable attitudes when responding such as student learning behavior and their capability in English. If the teacher's attitude causes students to dislike the teacher, they are not motivated to craft skills in English (Dornyei, 2005).

Teacher's interaction with the students

Interaction between students and teachers should be well-established. The interaction takes place not only in the classroom but also outside the classroom. In the interaction, teachers might suggest a solution to a particular problem or have a valuable conversation that creates the best relationship between teachers and students. Interaction can impact negatively on the student's motivation in learning English (Dornyei and Ushioda, 2011).

Teaching styles

Teaching styles can increase students' motivation and enthusiasm in English.

Topic oriented assignment

The assignment is essential to enrich the understanding of students on a particular topic. The assignment is normally given after the class and done at home. The

assignment focuses on the recent topic that has just been learned.

Peer's preference in English

Friends can be the reason that students prefer learning English. Students can influence one another, if their friends frequently speak English, other students are also motivated to learn and speak it.

Book availability

The availability of books in the library makes students demotivated and motivated. All course books and other kinds of books must be provided so that students are able to get the learning resource they need (Meshkat and Hassani, 2012)

Family environment

Family is one of basic elements where the children learn everything for the first time. Family has a big obligation on students' education. They have their own background and condition each other. For instance, the lack of parent's education, single parent, economic problem, had broken home family, etc. Those situations determine how well and how far the learning can be achieved, so that they have a big role in supporting students' learning. Mainly, family is the center of education. But somehow, it also can be the factors failure of students' learning, as stated.

RESEARCH METHOD

Type of the Research

This research applies qualitative research. Qualitative research is an approach also called an investigated approach because researchers usually collect data face-to-face and interact with people at the research site. In this study, researchers will conduct interview methods on demotivated students and teachers of English subjects in the classroom with a qualitative descriptive approach (Cropley, 2019).

Time and Place of the Research

The research was conducted in April in the academic year of 2021/2022 and the place of this research at MTs N 1 Baubau.

Subject of The Research

In this research the students of MTs N 1 Baubau as the population. At MTs N 1 Baubau there are 20 classes in total, consisting of 3 levels. Class VII consists of 7 classes, class VIII consists of 7 classes and class IX consists of 6 classes. The subject in this research are class VIII.4 with a total of 10 students who has the lowest grades and teachers of English subjects in the class.

Instrument and Technique of Data Collecting

The data collection technique is a method used by researchers to obtain the data needed in research. Data collection can be done from various sources and methods. The instruments of data collection techniques in this study are:

1. Observation

Observation is another method of collecting data. The purpose of the observation is to collect information and carried out by analyzing the students' actions during the teaching and learning process in the class.

2. Interview

The interview is usually used in collecting data for qualitative research. Semi-structured interviews are used in this present study.

In this study, the interview is needed to obtain deeper information about demotivating factors on students at MTs Negeri 1 Baubau. The questions that are asked of students and teachers are the internal and external demotivation factors in learning English. The researcher explains the nature of the research and that all interviews will be conducted in Indonesian, the student's first language, to elicit responses without limiting or deterring students.

3. Document Study

The document technique is carried out because the information about high school profiles and other data that the authors get is not obtained from people alone, (Nasucha, 2017) but from data in the form of other documents, namely written or other material that can be accounted for by the author.

Technique of Data Analysis

The data analysis technique used in this study was based on model Miles and Huberman's (1984), which notes that data analysis activities should be carried out continuously until the data is saturated, as quoted by Sugiyono (2010). Sugiono (2010), notes Miles and Huberman's data processing methodology consists of many procedures, including:

1. Reduction of the Data

The amount of data obtained in the field is quite large, so it is important to record in detail and accurately, therefore the data analysis process must be started immediately through a reduction data analysis. Reducing data means summarizing, choosing the main points, focusing on the most important aspects, looking for themes and patterns. In the reduction of data analysis, the researcher focused factor that causes demotivation in learning English.

2. Display of the Data

After the data is reduced, the next step that must be done is to display the data. In the second stage of data analysis in this study, the presentation of the data is presented with narrative text. In this study the data displayed is direct.

3. Verification

After the data has been reduced and displayed, the final step in data analysis is verification or conclusion. With this step, it is hoped that it can answer the formulation of the problem that was formulated from the

start so that it becomes a clear problem and must be prepared to find new findings that have never existed before.

DISCUSSION

Based on the data from observations and interviews above, there are several motivating factors for class VIII.4 MTs Negeri 1 Baubau students, here the researcher will only explain the results of the study limited to the problem statements that have been determined in this study. Namely, what are the internal factors that cause student demotivation in learning English? And what are the external factors that cause student demotivation in learning English?

1. The internal factors that cause student demotivation in learning English

a. Lack of Interest

Based on the results of interviews with ten students, most of the students said that they were not interested in learning English because English was difficult for them to understand and basically they already didn't like English so there was no motivation to learn. When students are motivated for sure they will not want to learn English.

In addition, the results of interviews with teachers show that students' interest greatly affects their low motivation to learn, this low motivation is because English has differences in the way of writing and how to read.

b. English difficulties

The difficulty of a language determines how students like to learn it. Factors such as lack of facilities and difficulty levels of the given materials could affect and reduce the students' motivation (Haryanto, 2018).

Difficulty in understanding English is one of the causes of students experiencing

demotivation in learning English, it can be seen from the results of interviews conducted with ten students, most of whom say that English is difficult to learn. The difficulties that students experience are because they have not found a suitable way and a learning method that suits their abilities.

c. Boredom

The boredom was the internal feeling which was influenced by the way teaching was conducted in classroom. There are any students who answered they are bored to learn English. This boredom leads students to be demotivated to learn English.

From the results of the interviews, most of the students replied that they felt bored when they were learning English. This can happen because there are several reasons including students' lack of understanding of English because they lack vocabulary, besides that they also feel that learning English is not fun.

2. The external factors that cause student demotivation in learning English

In addition to internal factors that cause students to experience demotivation to learn English, there are several other causes derived from external factors or external factors experienced by eighth-grade students of MTs Negeri 1 Baubau.

a. Teacher attitudes

Based on the results of interviews with students of MTs Negeri 1 Buabau, researchers can see from the students' answers that if the teacher has a good attitude then they will also be happy. The attitude between the teacher and the student can be a support or can increase the motivation of students in learning English.

b. Teacher's interaction with the students

Dornyei and Ushioda (2011) stated that teacher's interaction can impact negatively

on the student's motivation in learning English.

Based on the results of interviews with ten students, some students felt that they had less interaction with the teacher, this showed that students only noticed the teacher teaching there was no two-way interaction.

Interaction between students and teachers is not only in the classroom but must also be done when outside the classroom, this is done to increase emotional closeness between students and teachers, so that they have the motivation to learn English, but from the students' answers, some of them are less familiar or less interacting with the teacher. The interaction could be a way for a teacher and student to build a good rapport which results in the interest in student to learn English.

c. Teaching styles

Based on the results of interviews with students, some of them answered that the way teachers teach in the classroom is not interesting, when teaching teachers only use textbooks as teaching materials, there are no other media used such as the use of technology for learning facilities, so they lose motivation and enthusiasm to learn English. Dornyei (2005) said that teaching styles can increase students' motivation and enthusiasm for English.

d. Difficulty in working on tasks

Based on the results of the interviews above with a students, some of them answered that they had difficulty in doing the assignments that were given because the students did not understand and they did not have enough English vocabulary, so this made them not know how to do the assignments given.

In addition, from the results of interviews with teachers, it was found that there are still students who do not do the task correctly, there are still many mistakes. This right occurs because some students are not interested in learning English.

e. Peer's Influence in Learning English

From the results of the interview above, researchers can see that one of the factors that causes students to experience demotivation to learn English is due to the influence of their classmates, such as one of the answers from a student he said that many of his classmates do not like English, so this can reduce their motivation in learning because they are still affected by their friends.

f. Textbook availability

The availability of books in the library can affect students' interest in reading, and it is a factor that students will be motivated to learn. But if not all the books needed or searched by students do not they find this can trigger student demotivation. Based on the results of interviews with students, some of them replied that they did not find the books they wanted, and some rarely went to the library to look for books because they were not interested in reading, so they did not know about the availability of books in the school library.

g. Family Support

Family is an important factor in the student's learning process, if they get support and attention from their family will have the motivation to learn, but from the results of the interview above researchers can see that one of the factors of student demotivation, one of which is the lack of attention from the family or parents, one of the students replied "*saya kurang tahu*" from the answer we can see that parents do not pay attention to the child's knowledge at school, rarely ask about the lessons they have already received at school so students feel it is not so important to learn English that they experience the demotivation of learning English.

CLOSING

Based on the finding of the research and the data analysis, this research concluded that there are some factors of students' demotivation in learning English at MTs Negeri 1 Baubau especially in class VIII.4

The first is internal factors such as, lack of interest of students in learning English, students find it difficult to learn English due to lack of English vocabulary and students often feel bored when they are learning English in the classroom because of their lack of understanding of English.

The second is external factors such as, teacher attitudes, lack of teacher interaction with students both in class and outside the classroom, teacher teaching style that is less attractive, students' difficulty in doing assignments because students do not understand the meaning of English words, peer influence, availability of textbooks in school libraries and the last is that students do not get enough attention from their families so that students do not have the motivation to learn English even though in the growth and development process of adolescent children such as class VIII students really needs encouragement or attention from the family.

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