

**INVESTIGATING DEMOTIVATING FACTORS
IN ENGLISH LEARNERS:
THE CASE OF AN INDONESIAN JUNIOR HIGH SCHOOL
STUDENT IN SMP PLUS AL MUNAWARAH JEMBER**

THESIS

Submitted to the State Islamic University Kiai Haji Achmad Siddiq Jember
To fulfill the requirements for
Bachelor's Degree of *Sarjana Pendidikan* (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department



By:

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**EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
OCTOBER 2022**

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It has been examined and approved by the board examiners in partial to fulfillments of the obtain a Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

Day: Tuesday

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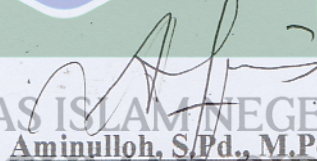
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Approved by

Dean of Education and Teacher Training Faculty of UIN KHAS Jember



MOTTO

ذَلِكُمْ يُوعَظُ بِهِ مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ ۗ وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا ۚ

Thus the teaching is given to those who believe in Allah and the hereafter.

Whoever fears Allah, He will open a way out for him (QS At - Talaq: 2)*



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*. Muhammad Taqiuddin Al-Hilali, Muhammad Muhsin Khan, *Interpretation The Meaning of The Noble Quran*, (Medina Darus Salam Publications, 1996)

DEDICATION

I proudly dedicate this undergraduate thesis to

1. My Beloved Parents

A lot of thanks for Alm Mr. samad and Mrs. Sitti Nur Hasanah. Their prayers, motivation, encouragement and love who always supported me to reach my dream in this University.

2. My Families

Thank you for my sister Nabila Dwi Nafisah and my uncle Faizin who has given me motivation to finish my thesis and also thank you for the endless prayer for me.

3. My Husband

Thank you for my husband who has supported me to finish this thesis.

4. My Teachers and Lectures

Thanks to all my lectures and teachers who had taught and guided me until I could reach this step. Without your patience in guiding me, maybe I would have a lot off difficulties in completing this thesis, and thank you so much for giving me much knowledge.

5. All of My Friends

Thank you so much for all my friends in TBI 2 (Brilliant Class) who struggled and processed together since I started my study in this University.

ACKNOWLEDGEMENT

Firstly, all praises due to Allah SWT for giving me mercy, blessing, healthy, opportunity, and inspiration to finish my undergraduate thesis. Secondly, my sholawat and salam to prophet Muhammad SAW who has guided us from the darkness to the lightness and brought us from stupidity to the cleverness era.

The researcher really realized that this undergraduate thesis would not finish without help and guidance from other people. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement, and countless contribution to the researcher in the process of the study:

1. Prof. Dr. H. Babun Suharto, SE., MM. as the rector of state Islamic university of Kiai Haji Achmad Siddiq jember who has provided all campus facilities and activities in this collage
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I as the dean of teacher and training education faculty who has given approval to this research.
3. Dr. Rif'an Humaidi, M.Pd.I. as the head of Islamic studies and language education program who has given permission and support to the researcher conducted the research
4. As'ari, M.Pd.I as the leader of English education department in this university who has assented the tittle the researcher chosen

5. Mega Fariziah Nur Humairoh M.Pd as the advisor who has advised and guided the writer in conducting till finishing this research
6. Ellyzabeth Yasirotul Hidayati, S.Ag as the head master of SMP Plus Al Munawarah who has permitted the researcher to conduct the research.
7. M. Mawarid Firdaus, M.Pd. As the English teacher of SMP Plus Al Munawarah who has given the researcher permission and support in conducting this research.

Finally, all the good help that you all given to the author received a good reply from god. Needless to say, this thesis is still far for being perfect. The writer will accept gratefully every comment and suggestion.



Jember, June 27th, 2022

Writer

ABSTRACT

Wildah Al'luf, 2022: *Investigating Demotivating Factors in English Learners: The Case of an Indonesian Junior High School Students in SMP Plus Al Munawarah Jember.*

Key word: demotivating factors, english language learning

Motivation is a key factor that influences the rate, success and failure of foreign language learning. This adds to the importance of motivation for learning as a goal of education at all levels. Unfortunately, most of educations faced some issues that make students did not enthusiastic to study, it called as demotivating factor. Demotivating factor concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. The same case also happened to the students at second grade of SMP Plus Al Munawarah Jember. The students found it more difficult to learn a foreign language dealing with lack of motivation and they just thought that English just a weird lesson. The common thread is because the circumstances of the school and student's environment did not really support them to use English.

The research questions in this research were: 1) what are the demotivating factors to study English at the second-grade students of SMP Plus Al Munawarah? 2) How do the students overcome demotivating in learning English? The goals of this research were: 1) to find out and describe the demotivating factors that discourage students from learning English. 2) To find out and describe how the students overcame demotivating in learning English.

This research used qualitative research. The participants were the English teacher and students at second grade of SMP Plus Al Munawarah. The data collection methods that have been used were observation and interview. To validate the data, the researcher also used source triangulation and techniques triangulation. Besides, this research also used data analysis included data collection, data condensation, data presentation and drawing conclusions or verifying data.

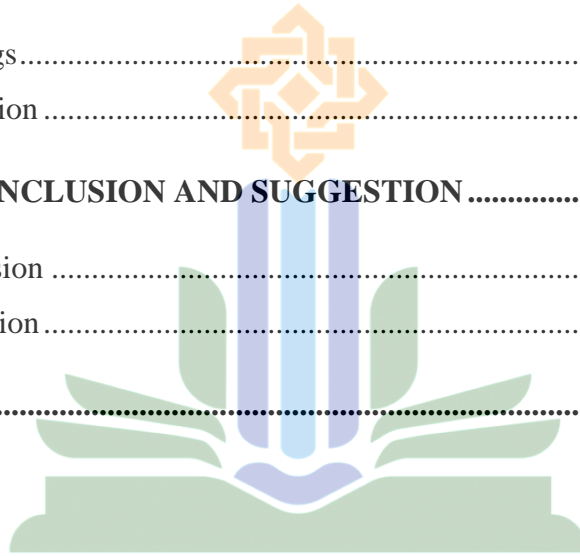
The results of this research were the students had demotivating factors and also strategies to overcome them. The demotivating factors involved internal and external factors. The internal factors were: 1) The demotivating factors involved; internal and external factors. The internal factors included: students didn't understand the important of English, uninterested students to study English, the unconfident students to perform English. Meanwhile the external factors included Students' environmental factor, teacher's interaction with students, teaching strategy, lack of media used in learning English. 2) The strategies to overcome the demotivating factors included; students being able to understand English outside of classroom, finding material on internet, students' Environmentalism enthusiastic and support, positive atmosphere toward English.

Due to those factors students become demotivate and less interest in learning English. They dislike the English subject and it can make them lost their motivation in learning English. So, they could not going to get a great score on English subject.

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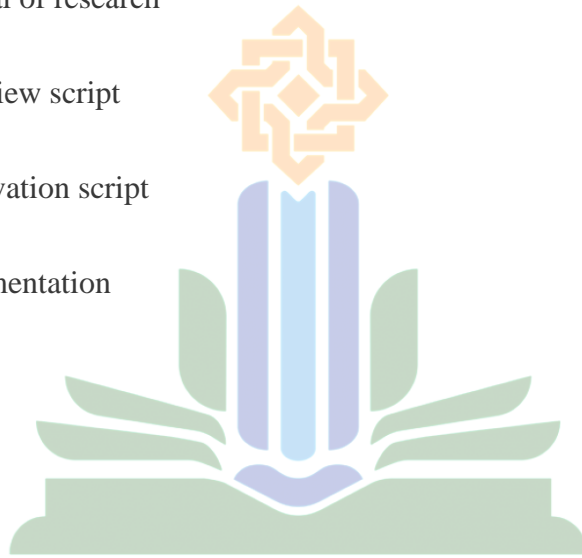
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CHAPTER I

INTRODUCTION

This chapter covers six important points, the first point is research background, the second point is research focuses, the third point is research objectives, the fourth point is scope of the research, the fifth point is research significant, and the last point is definition of the key term to close this chapter.

A. Research Background

The English language is spoken all over the world and it has attained the status of the global language, English becomes a foreign language for Indonesians learners and it is used widely when a person has a high level of English mastery. One will be able to access information and broaden the knowledge more easily and more widely. Realizing that mastering English as foreign language is needed by many people for this era, they learn English for a job, academic or to have communication with other person. Harmer stated that the important of English is to absorb and develop science, technology, culture, and to improve the international era². That is why many persons force themselves to be English expert.

English is the important language that all students have to be expert of it, it is as one of the requirement lesson that must be known by all students to pass their formal education. Kusuma stated that the first foreign language

² Jeremy Harmer, *the practice of English language teaching* (London:Longman, 1998), 37.

which was taught in education of Indonesia is English³. That is one of the reasons why learners have to learn English well.

Learning English as an international language is regarded such the cornerstone of human existence. In today's world, multilingualism is becoming more and more important. In addition to opening up employment opportunities, speaking a foreign language helped make a real connection with people and knew more about diverse cultures, places, and lifestyles.

Meanwhile, Learning is an active process, that is, the process of engaging and manipulating objects, experiences, and conversation to build mental models of the world. Learning builds on prior knowledge and involves enriching, building on, and changing current understanding.⁴ It occurs in a complex social environment should not be limited to being examined or perceived as something that happened on an individual level. Learners' motivation has been widely accepted as a key factor that influences the rate, success, and failure of second/foreign language learning. On the other hand, demotivation was regarded as a flip side of motivation, which negatively affects language learning processes and outcomes.

A Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.⁵ Describe to the opinion above, Students' motivation was believed to be an element of learning

³ Chusnu Syarifa Diah Kusuma, "Integrasi Bahasa Inggris Dalam Proses Pembelajaran", *Jurnal Efisiensi – Kajian Ilmu Administrasi*, 2 (agustus 2018), 44.

⁴ Asikhia. (2010). Students and teachers' perception of the causes of poor academic performance in Ogun State secondary schools [Nigeria]: Implications for counseling for national development. *European Journal of Social Sciences*, 229-242

⁵ H. Douglas Brown. (2004). *Teaching by Principles An Interactive Approach to Language Pedagogy*. Person Education Company.

that determines students learning success. Several research results on motivation in foreign language learning show that students' motivation in learning a foreign language is the main scope that led to success in learning the foreign language.

A 'demotivated' learner is someone who was once motivated but has lost his or her commitment/interest for some reasons.⁶ Demotivation did not mean that all the positive influences that originally made up the motivation all basis of behavior have been annulled; either it is only the resultant force that a strong remains operational. Therefore Motivation is one of the crucial internal factors influencing students' academic performance among various factors. According to Hading motivation refers to a mental stimulus driving and directing human behavior, involving learning behavior.

Therefore, it is important to describe in detail the situation and the experience of students who got demotivation in learning English. A linguist Carole A. tells us how motivation has been reproduces as received from the person in minor changes have been made up reproduce the quality of opinions. He also stated that some motivations principles are counterintuitive for students. Their psychological needed apathy, intrinsic motivation, and classroom personality.⁷ In short, there is a connection between the native language of a learner and the particular difficulties in learning and using English, and the kind of mistakes a learner typically made in English

⁶ Zoltan Dornyei & Ema Ushido (2011). Teaching and Researching Motivation. *Pearson Education Limited*.

⁷ Carole A. 1994. "Student Motivation". *IJournal Reseach Roundup*, Vol 3, page 3, quoted from <https://files.eric.ed.gov/fulltext/ED369142.pdf>.

pronunciation, grammar and vocabulary as there is native language interface in learning and using English.

There are some students who lack to give attention to establish a strong paradigm in English subject. The teacher was not able to give special treatment in case of guiding students who dived into demotivation. Environmental issues are also the gap of this study, because the students who lack English often feel not confident. The competition in academics role is obviously huge; therefore students must be strong in mentality and always keep their motivation. The other issue is that there is no such as a comfortable teaching and learning process. It means the class often got uncondusive moment.

Unfortunately students had various difficulties and problem in learning English. They could make different English pronunciation, grammar, orthography, and vocabulary usage. The low interest and motivation to learn was one off the challenges in language education development. The cause of language learning difficulties was more due to psychological, education factors. The teacher's approach that is less warm the students and the learning materials that are too difficult were the main causes of students experiencing demotivation. Some students seemed indifferent to increase their enthusiasm for learning again due to the two things above.

Here is some literature review about demotivation. A journal from Tae-Young Kim (2015) entitled "*Initial Career Motives and Demotivation in Teaching English as a Foreign Language: Cases of Korean EFL teachers*"

stated three constructs for detrimental factors on EFL teacher motivation: Obstacles to Communicative Language Teaching, Inadequate Administrative Support and Lack of Social Recognition. It shown that Obstacles to Communicative Language Teaching contributed to the greatest demotivation.⁸

Other studies also gave further insight to student demotivation factors. Oxford (1998). This reseach indicated some demotivating factors which influenced students' learning,: 1. The teacher's personal relationship with the students; 2. The teacher's attitude towards the course or the material; 3. Style conflicts between teachers and students; 4. The nature of the classroom activities. Dornyei (1998b) categorized the following main demotivating factors: 1. the teacher; 2. inadequate school facilities; 3. reduced self-confidence; 4. negative attitude; 5. compulsory nature of L2 study; 6. interference of another foreign language being studied; 7. negative attitude towards L2 community; 8. attitudes of group members; and 9. Course book.

In addition, Arienie Terial Subroto (2017) in her research entitled "*Demotivating Factors in Learning English at the First Grade Students of SMK Negeri 2 Kandangan Academic Year 2016/2017*". The findings of her research shown the factors of demotivating that always happened for learens in learning English, those are teacher, course, attitude towards L2 community, attitude toward L2 itself, and attitude of group members and family were really affect students in learning English. She also found another factor such as teacher perception and the lack of facilities for the teaching and learning

⁸ Young Kim 2015. "Initial Career Motives and Demotivation in Teaching English as a Foreign Language: Cases of Korean EFL Teachers". *The Journal of Asia Korean StudyTEFL*, Vol. 4. Page 45

process⁹. From All those the previous studies above, we can conclude that demotivating factors become the serious factor that should be overcome in education, those factors become the indicator of why the students often did not spririt to learn english as an international and foreign language. Besides, all those the previous studies above only focused on what kind of the demotivating factors that happened to the students in education, the researcher did not mention the strategy to overcome those demotivating factors.

In conclusion, some students had a very strong impact that destroyed their interest in learning English, whereas for others, demotivation decreased their interest in learning English. In all cases, it was evident that demotivation had a negative impact on students, preventing them from gaining expected learning outcomes.

The researcher has done a preliminary study to get some important data dealing with this thesis; the following are specific reasons why the researcher is interested in choosing SMP PLUS AL MUNAWARAH based on the preliminary study as the objective of research. Because the majority of students at the school have a strong background in their language, thus students find it more difficult to learn a foreign. Therefore with all aspects of learning English and students demotivation above, the researcher has found a field study at SMP PLUS AL MUNAWARAH, where the majority of student needed to have demotivation dealing with lack of motivation. From the result

⁹ Arienie Terial Subroto, "Demotivating Factors in Leraning English at the First Grade Students of SMK Negeri 2 Kandangan Academic Year 2016/2017", (Thesis Antasari State Islamic University,2017)

of pre-observation, the researcher found a concert problem that happened in this objective of research.

This approved on how they still do not care about English lesson, they just think that English just a weird lesson. The common thread is because the circumstance of the school does not really support them to use English. Therefore, students still do not understand the real function of learning English and are less motivated to learn more about English.

Based on the fact above, it seems that many studies on motivation and demotivation in learning English have been done around the world. Yet, there is a lack of studies on the factors that cause demotivating Indonesian students' demotivation particular at junior high school. So this study aims to describe the demotivation of students in English subjects at SMP PLUS AL MUNAWARAH. Therefore, the researcher is interested to conduct the research about **“INVESTIGATING DEMOTIVATING FACTORS IN ENGLISH LEARNERS: THE CASE OF AN INDONESIAN JUNIOR HIGH SCHOOL STUDENTS IN SMP PLUS AL MUNAWARAH JEMBER”**.

B. Research Focuses

Based on the background above, it can be determined the problem that is discussed in this research. Those are:

1. What are the demotivating factors to study English at the second-grade students of SMP Plus Al Munawarah?
2. How do the students overcome demotivating in learning English?

C. Research Objectives

The objectives of this study are:

1. To find out and describe the demotivating factors that discourages students from learning English.
2. To find out and describe how the students overcame demotivating in learning English.

D. Scope of The Research

This study described the phenomenon that happened at SMP Plus Al Munawaroh Jember as the field study about demotivation in learning English language. The participant were taken from second grade of SMP Plus Al Munawaroh. The study established based on the theory given by expert Dorney about demotivation that he states. "Demotivation" concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. A "demotivated" learner is someone who was once motivated but has lost his or her commitment/interest for some reason. The data collected from observation and interview must be in line with research objective exactly students' demotivation in learning English.

E. Research Significant

The results of this study are required to accept both theoretical and practical significance.

1. Theoretical

Theoretically, the findings of this study are expected to provide valuable information and enrich knowledge regarding the students' demotivating

factors in learning English, to know whether the theory given by expert can be relevant or not considering the phenomenon happened about demotivating at SMP Plus Al Munawaroh as the field study.

2. Practical

Practically, the findings of this study can be used as follows:

- a. This research is expected to contribute to the teacher to develop the teaching and learning activities that can facilitate the students' motivation.
- b. This research can be a reference for other researchers to do future research about demotivating factors in learning English.

F. Definition of Key Term

To avoid misunderstanding and misinterpretation in reading this research, the writer needs to describe the key term concerning the title as follows:

1. Demotivation in learning English

Demotivation is low motivation in learning subject. A 'demotivated' is the condition where the learners lost his or her commitment/interest for some reasons.

2. Learning English

Learning English is the process where people conduct English as something they have to know with all the way they learn.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers two important points: Previous research and Theoretical Framework. Previous research contains research results which are relevant to the research that will be conducted by the researcher. Several researchers have conducted previous research but each research has its own uniqueness. This is due to differences in places of research, research objects, and literature used by researchers.

A. Previous Research

Supported by previous studies which used the students' demotivating factors in learning English or other information in students' demotivating factors, here below are some research about students' demotivating factors in learning English:

1. The first previous research was a journal written by Reyhaneh Ghadirzadeh¹⁰ entitled **“Demotivating Factors for English Language Learning among University Students”**. Here is the overview about the study. The purpose of the present study was to analyze the effective factors on demotivation for English language learning among a group of Iranian university students. This research used a qualitative approach where the participants were 260 university students (150 males and 110 females). The research shows that some demotivating factors happened for the university students, such as lack of perceived individual competence,

¹⁰Reyhaneh Ghadirzadeh. Demotivating Factors for English Language Learning among University Students. *Journal of Social Sciences*. Vol-8. No-2.

lack of intrinsic motivation, inappropriate characteristics of teachers' teaching methods and course contents, inadequate university facilities and the teaching process focused on teaching grammar

2. The second previous research is a thesis written by Amireza Vakilifa 2020¹¹ entitled **“Investigating demotivating factors in foreign language learners: The case of non-Iranian Persian language learners”**. Here is the overview about the study. Learners' motivation has been widely accepted as a key factor which influences the rate, success, and failure of second/foreign language learning. On the other hand, demotivation is regarded as a flip side of motivation, which negatively affects language learning processes and outcomes. This study intended to examine what factors may demotivate Persian language learners in a classroom. It also investigated the frequency and order of significance of the demotivating factors to find out which factors are the most influential and also explore their relations to gender and level of education of the learners. In order to achieve the objectives of this study, approximately a hundred learners were asked to complete a questionnaire, which included background questions concerning sex, age, level of the study, and the nationalities of the participants on the basis of which five demotivating factors were identified. The findings indicated that while there were no significant differences between male and female participants in terms of some demotivating factors, significant differences

¹¹Amireza Vakilifard, 2020. “Investigating demotivating factors in foreign language learners: The case of non-Iranian Persian language learners”. *Journal of Cogent Education*, Vol.7. Page 1. Quoted from <https://doi.org/10.1080/2331186X.2019.1690232>

were observed between learners at different levels of education with regard to some other demotivating factors. Implications for non-Iranian Persian language learners are discussed. The differences are this bachelor thesis will be in form of qualitative, while the literatures review in form of quantitative. And the subject of the previous study was undergraduate students.

3. The third previous study is a journal written by Pınar Cankaya 2018¹² entitled “**Demotivation Factors in Foreign Language Learning**”. Here is an overview about the journal, this study initially attempts to discuss motivation and demotivation in the field of second language acquisition and additionally to explore the main factors causing demotivation in learning English among university students of vocational school. Demotivation, an understudied area in SLA is a relatively new issue for researchers. In this respect, this study attempts to explore the main factors causing demotivation in learning English among vocational school students. In the search of the reasons of demotivation, a 35-item questionnaire, which was developed by Sakai and Kikuchi (2009a), was filled by 60 university students. Descriptive statistics were employed in order to identify the most and the least demotivating factors grouped into 6 main categories such as (a) Class Characteristics (b) Class Environment (c) Experiences of Failure (d) Lack of Intrinsic Motivation (e) Class Materials and (f) Teacher. Findings from this study indicated that

¹² Cankaya, Pınar. 2018. “Demotivation Factors in Foreign Language Learning”. *Journal of Foreign Language Education and Technology*, Vol. 1. Page 3.

Teacher Competence was not a very strong cause of demotivation compared to Class Characteristics and Class Environment. This study also showed that learners did not perceive Inadequate Class Materials as demotivating. Finally this paper discusses participants' own factors for demotivation with an open-ended question in the questionnaire provided to the participants. The differences are about, the journal was in experimental research as well as used in quantitative research. There were population described in this journal, and the focus was more about demotivation in general. The subject of the research was university students.

4. The fourth previous study is a journal written by Eda Elmas 2021¹³ entitled **“L2 Demotivation in Online Classes during COVID-19: From an Activity Theory Perspective”**. Here is the overview about the journal; the primary purpose of this study was to investigate an L2 learner's motivation during his involvement in language learning. Specifically, it was sought to conceptualize the (de)motives that might have an impact on the participant's language learning process and to conceptualize, in this sense, the process above referring to the Activity Theory (AT). To this end, this study attempted to examine whether there were any changes in his motivation within the framework of AT. The scrutiny of data revealed that the changes stemming from the COVID-19 pandemic had a negative influence on Ahmet's language learning

¹³Eda Elmas, 2021. “L2 Demotivation in Online Classes during COVID-19: From an Activity Theory Perspective”. *Journal of Shanlax International Journal of Education*, Vol. 9. Page 72. Quoted from <https://orcid.org/0000-0002-4519-3796>

process. Although he was relatively motivated as he started as a language learner, the new changes he had to adapt to amidst the outbreak externally affected his learning experiences, leading to demotivation. The present paper argues how this change can be captured by referring to Engeström's (1999, 2009) triangle model. Further discussions and implications are provided in the study. The differences are this bachelor thesis will be in form of qualitative, while the literature reviews in form of quantitative. And the subject of the previous study was undergraduate students.

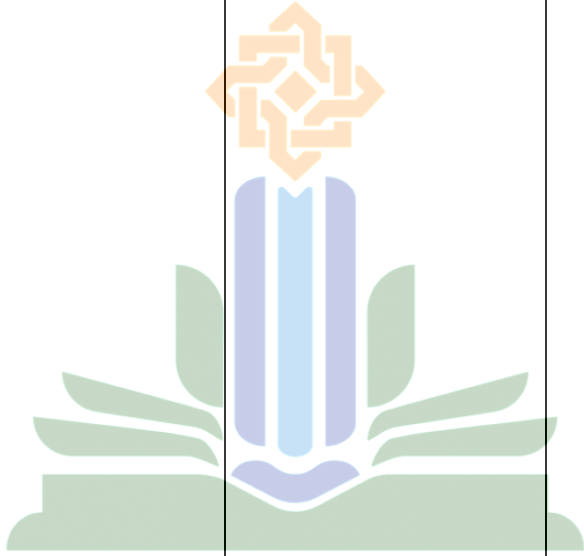
5. The last previous research is a thesis written by Anis Soviana 2018¹⁴ entitled **“Demotivation: The Unseen Side of Vocational High School Students’ Motivation in Learning English”**. Here is an overview about the previous research, this descriptive qualitative study aimed to investigate the demotivating factors experienced by vocational high school students in learning English. Nineteen students of Department of Graphic Production students of SMKN 4 Malang were involved as research participants. The findings revealed that the students experienced both internal and external demotivation. External demotivation was more dominant compared to internal demotivation. External demotivation fell into four themes—i.e., teacher’s behavior and competence, teacher’s teaching method, learning environment, and the materials of English lesson; while internal demotivation fell into three themes—i.e., students’

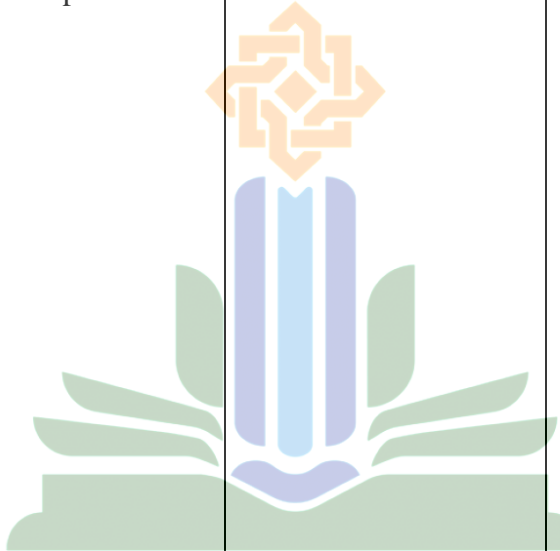
¹⁴ Soviana, Anis 2018. “Demotivation: The Unseen Side of Vocational High School Students’ Motivation in Learning English”. UIN Riau. Page 6.

attitude toward English, students' experience of failure, and students' self-esteem. It is suggested that teacher should improve their awareness of this phenomenon and expected that proper treatment from the teacher can minimize students' demotivation in learning English. However there are some differences exist there, the focused was more in described how vacation could demotivated students in learning English.

Table 2.1
Similarities and Differences
Previous Research and This Research

No	Writer's Name	Title	Similarities	Differences
1	2	3	4	5
1	Reyhaneh Ghadirzade h. 2019	Demotivating Factors for English Language Learning Among University Students	<p>a) The same topic to discuss demotivation in learning English as foreign language</p> <p>b) Both of the research conduct qualitative research</p>	<p>a. This study examines the demotivating factors of university students</p> <p>b. This study also showed there are some different demotivating factor between male and female students where the male students gor more demotivating factor then female students</p>
2	Amireza Vakilifard, 2020	Investigating demotivating factors in foreign language learners: The	The same topic to discuss demotivation in learning English as foreign language	a. This study intended to examine what factors may demotivate Persian

No	Writer's Name	Title	Similarities	Differences
1	2	3	4	5
		case of non-Iranian Persian language learners		<p>language learners in a classroom.</p> <p>b. It also investigated the frequency and order of significance of the demotivating factors to find out which factors are the most influential and also explore their relations to gender and level of education of the learners.</p>
3	Pinar Cankaya 2018	Journal, Demotivation Factors in Foreign Language Learning	The same topic to discuss demotivation in learning English as foreign language	<p>a. The journal was in experimental research as well as used in quantitative research. There were population described in this journal.</p> <p>b. the focus was more about demotivation in general. The subject of the research was university students.</p>
4	Eda Elmas 2021	L2 Demotivation in Online Classes during	The same topic to discuss demotivation in learning English	a. investigate an L2 learner's motivation during his

No	Writer's Name	Title	Similarities	Differences
1	2	3	4	5
		COVID-19: From an Activity Theory Perspective		involvement in language learning. Specifically, it was sought to conceptualize the (de)motives that might have an impact on the participant's language learning process and to reconceptualize , in this sense, the process above referring to the Activity Theory (AT), b. this study attempted to examine whether there were any changes in his motivation within the framework of AT.
5	Anis Soviana 2018	Thesis, Demotivation: The Unseen Side of Vocational High School Students' Motivation in Learning English	The same topic to discuss demotivation in learning English as foreign language and use qualitative approach.	The focused was describe how vacation could demotivated students in learning English.

The research gap in this research was the previous research did not explore the strategies to overcome the demotivating factor. Besides, this research not only focused on the exploring the demotivating factors happened to the students, but also explored the strategies used by students' to overcome the demotivating factors.

B. Theoretical Review

This Theoretical Review contains a discussion of the theory that is used as a perspective in research. A broad and in-depth discussion of theories related to research will broaden the horizons of research in examining the problems to be solved in accordance with the formulation and objectives.

1. English Language Teaching

Teaching English is the thing that is important for all of students. Regarding, Teachers are active participants in the creation of classroom activities and they act in the light of their own beliefs, attitudes, and perceptions of the relevant teaching situation, so that bad attitude as one of the demotivating factor that able to make learners got lack interest in learning. According to Bekeshova, there are some things that should be paid attention in teaching English, such goal of teaching, teachers' strategy, and students' problem during learning English¹⁵.

a. Goal of Teaching

Every teaching implementation always has goal. The implementation of teaching is for student to get learning experience, and

¹⁵ Karina Bekeshova, the practice of English language teaching. *ELT journal*. Vol-57. No-4. 104

show better attitude, which is the change positive and permanent. The teaching goal is the target of every teaching method¹⁶. A goal has value in teaching, even it is called that goal is the most important factor in teaching learning process.¹⁷ Therefore, teaching goal is the main point to be determined before teacher decide the method and media of learning.

The teaching is to grow or complete attitude of student. The attitude and the student's knowledge, this basic blueprint of some activities which done by human to survive and gain there quality concretely. Spritual activity is one of these activities such as observe, analyze and assess the situation logically. The other is pysical activity which is done with energy and ability. Generally human acts, as human if those activities are conducted correlated each other. Pysical is supported by pysical activities

In the process of teaching. The four language skills (listening, speaking, reading, and writing) are simultaneously performed. Normally, Learners in an EFL context do not use the language in authentic situations, they process inability in communicating appropriately and correctly

b. Teaching strategies

In the process of the teaching activities, every student has different vibes in learning english and it would give different progress, because it held in different ways, experiences and facilities and it

¹⁶ Imas Kurniasih and Berlin sari, *Lebih Memahami Konsep dan proses Pembelajaran Implementasi dan Praktek dalam Kelas*, (Jakarta: Kata Pena, 2017), 8

¹⁷ Oemar Hamalik, *Proses Belajar Mengajar*, (Bu mi Aksara, 2010), 80

represent the condition of the student in the class today that they were passive in learning process.

Choosing the appropriate teaching method should calculates the time provided. A good plan of learning is utilizing time allocation detail in order to make the learning process runs dynamically, no losing time. According to Rebecca, there are some methods that can be used in teaching English¹⁸, such:

1) Memorization strategies

Memorization strategies are technique used to remember more effectively, to retrieve and transfer information needed for future language use. Memorization helps students to store important information in memory gathered from their learning

2) Cognitive strategies

Cognitive strategies are used to help the students to manipulate the target language or task correctly by using all their processes. They include reasoning, analysis, and drawing conclusions.

3) Social strategies

Social strategies are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible. These strategies are important because language learning always involves other people; it is a form of social behavior.

¹⁸ Rebecca L Oxford. *Language learning strategies: What every teacher should knows*. University of Alabama. (Boston :Heinle & Heinle publications, 1990)

4) Compensation strategies

Compensation strategies are employed by the students to compensate the missing knowledge in the target language due to lack of vocabulary. The strategies help to allow the students to use the language to speak and write in the target language even when their vocabulary is limited

5) Meta-cognitive strategies

Meta-cognitive strategies are employed by the students to help them coordinate the learning process by centering, arranging, planning, and evaluating their learning, this help learner to control their own learning. Students will also able to plan what their learning strategies should be and change them if they are not suitable.

6) Affective strategies

Affective strategies are technique to help the students control their emotions, attitudes, motivations and values. These strategies have a powerful influence on language learning because they allow the students to manage their feelings.

c. Students' Problem

Language difficulties indicate the first learning difficulties faced by the learners. There are some students' problems during learning English¹⁹.

¹⁹ Wood,Derek. 2007. Kiat Mengatasi Gangguan Belajar. Katahati: Jogjakarta.

- 1) Difficulties in Oral Language (Speaking and Listening)
- 2) Difficulties in reading
- 3) Difficulties in writing

2. The Concept of Linguistic, Psycholinguistic and Sociolinguistic

a. Linguistic

General linguistic study of language structure includes a sound, word, sentence and discourse a single system is a stand-alone social focus on functions discussed in consumption. Linguist other word, linguistics is a science that studies the language or science that takes language as an object of study²⁰. In other word that Linguistic is topical division between the study of language structure (grammar) and the study of meaning (semantics and pragmatics). According to Huda, there are some parts of linguistics, those are²¹.

- 1) Syntax (The rules that determine how words combine into phrase and sentences)
- 2) Morphology (Study patterns of word-formation within and across languages and attempts to formulate rules that model the knowledge of the speakers of those languages in the context of historical linguistics and how the means of expression change over time)
- 3) Phonology (The study of sound systems and abstract sound units)

²⁰ Gal. *Language Shift: Social Determinants of Linguistics Change in Bilingual Austria*. (New York: Academic Press. 1979). 72

²¹ Khoiril Huda1. *Linguistics*. 200

- 4) Sociolinguistic (The study of the effect of any and all aspects of society including cultural norms, expectations, and context, on the way language is used, and the effects of language use on society)
- 5) Psycholinguistic (The study of the psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language)

b. Sociolinguistic

Sociolinguistics is an interdisciplinary science between sociology and linguistics. According to Spolsky (2010) sociolinguistic is the study of the link between language and society, of language variation, and attitudes about language²². Sociology itself can be interpreted as an objective and scientific study of man in society, and the institutions and social processes that exist in society. Sociology trying to figure out how the community took place, lasting and remain there.

In all the definitions above it has been clear that sociolinguistics is a discipline that makes a link between sociology and linguistics. It is a branch of sociology and as a concept, it is concerned with how language use is a determinant of a given society's linguistic requirements. According to Grimshaw that there are four kinds of relationship between language and society, those are²³:

²² Ahmad Faizin HS. Sociolinguistics In Language Teaching. *Mabasan*, (Juli Desember2015). Vol. 9 No.2. 68

²³ Onovughe, Grimshaw. *Sociolinguistics Inputs and English as Second Language Classrooms*. Canadian Center of Science and Education: Institute of Education, Faculty of Education. (Ekiti State University, Nigeria: 2017). 17

- 1) Language determines society
- 2) Sociocultural determines language
- 3) Co-variance between social facts and language
- 4) Language and society is determined by other factors such as culture, abstract structure or biological nature.

According to Faizin, there are two kinds of sociolinguistics; those are Macro and Micro sociolinguistic²⁴. Micro sociolinguistic refers to study of the language phenomenon in social context symbolized by micro factors, its scope of interpersonal communication (person to person) Three main principles of interaction between individual in a group: (1) attainment interaction of communication; (2) acquisition and modification communicative competence; and (3) language attitudes. Macro sociolinguistics tends to study of sociolinguistics phenomenon, including wider variable, population, language deployment, or the continuity of language

c. Psycholinguistic

Psycholinguistics is a study of the psychology of language that is realized in language teaching. According to Purba that psycholinguistics can be defined as the study of mind and language²⁵. It is concerned with the relationship between the human mind and the language as it examines

²⁴ Ahmad Faizin HS. Sociolinguistics In Language Teaching. *Mabasan*, (Juli Desember2015). Vol. 9 No.2. 69

²⁵Norita Purba. The Role Of Psycholinguistics In Language Learning And Teaching. *Tell Journal*, Vol-6, N0-1, (April 2018). 47

the processes that occur in brain while producing and perceiving language.

Psycholinguistics covers three main points; language production, language perception and language acquisition²⁶. Language production refers to the processes involved in creating and expressing meaning through language. Language perception refers to processes involved in interpreting and understanding both written and spoken language. Language acquisition refers to processes of acquiring a native or a second language.

According to Chaer; there are several parts of psycholinguistics. Those are²⁷:

- 1) Theoretical psycholinguistics. It focused on theories of language relating to human mental processes in language, such as phonetics, diction, syntax design, discourse, and intonation.
- 2) Developmental psycholinguistics. It is related to language acquisition, both first language acquisition and second language acquisition. It examines phonological, semantic, and syntactic acquisition, process in stages, gradually, and integrated.
- 3) Social psycholinguistics related to the social aspects of language, including social identity.
- 4) Educational psycholinguistics. It discussed general aspects of formal education at school, including the role of language in teaching reading

²⁶ Norita Purba. 47

²⁷ Chaer (2015). *Psikolinguistik: Kajian Teori*. (Jakarta. PT Rineka Cipta: 2015) 108

teaching proficiency, and improving language ability to express thoughts and feelings.

- 5) Neuro psycholinguistics. It focused on the relationship between language production and the human brain. Neurology experts have managed to analyze the biological structure of the brain and analyzed what happens with the input language and how language output programmed and set up in the brain.
- 6) Experimental psycholinguistics. It covered and experimented in all language productions and language activities, language behavior, and language outcome.
- 7) Applied psycholinguistics. It concerned with the application of the findings of six sub-disciplines of psycholinguistics explained before in certain areas that require it, including psychology, linguistics, language learning, neurology, psychiatry, communications, and literature.

3. Motivation

The complexities of life in the twenty-first century have brought to the forefront of educational thinking the need for students in schools to be supported in developing the capabilities, qualities and dispositions for effective lifelong learning. This adds to the importance of embracing motivation for learning as a goal of education at all levels. It also means that if, as suggested, some assessment practices are reducing motivation for learning, and this is clearly of concern. However, motivation is not a single

or a simple concept and so it is necessary to consider the range of factors which constitute motivation for learning, and the kind of motivation that is needed for learning how to learn and for lifelong learning.

Therefore defining motivation clearly is important to establish a pure paradigm, According to Gardner motivation involves four aspects: a *goal*, effortful behavior, a *desire* to attain the goal and favorable *attitudes* towards the activity, and motivation is a diffuse concept and is often tied to other factors that influence the energy and direction of behavior factor such as *interest*, need, value, attitude, aspiration, and incentives.²⁸

a. **Intrinsic and extrinsic motivation**

Intrinsic motivation is related to an internal wish to do something. Intrinsic motivation was adeptly illustrated by the concept of flow; developed Douglas Brown represents the feeling of complete absorption in the activities which we enjoy. For an artist, flow is most likely to take place while creating a certain piece; for a mathematician, while solving a math problem. At any rate, whenever it happens, people lose their sense of time. They stay focused on the task without letting any distractions keep them away from what they are doing.²⁹

A widely cited distinction of motivation in learning a language is intrinsic motivation and extrinsic motivation, whether it comes from inside and outside. Douglas Brown points out that intrinsic motivation

²⁸ Gardner, R. C. (2001). Integrative motivation: Past, present and future. Temple University Japan: Distinguished Lecturer Series.

²⁹ Deci, E. & Ryan, R. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behaviour. *Psychological Inquiry*, 11, 227-268

is that which comes from within the individual in whom a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

The extrinsic motivation, on the other hand, is that which comes from outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. In a broad sense, intrinsic motivation is animated by personal enjoyment, interest or pleasure, whereas reinforcement contingencies govern extrinsic motivation. Thus, the intrinsic motivation in English language learning is about the enjoyment of language learning itself, whereas extrinsic motivation is driven by external factors such as academic requirements or rewards and punishments.³⁰

As a result, with intrinsic motivation, a language learner is encouraged to do a task or engage in a classroom activity purely because of enjoyment or fun, whereas with extrinsic motivation, in contrast, a language learner is encouraged to do a task or engage in a classroom activity mainly because doing so will yield some kind of reward or benefit upon completion. In an educational program, it is claimed that intrinsic motivation is more powerful than extrinsic motivation. Intrinsic motivation is considered to result in better learning outcomes than extrinsic motivation. However, in an EFL program, most of the language learners engaging in learning activities

³⁰ Brown, H. Douglas. (2000). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Second Edition. New York: Pearson Education

are driven by external motivations. Douglas Brown points out that even where the original reason for taking up a language course, for example, is extrinsic, the chances of success will be significantly enhanced if the students come to love the learning process.

b. Sustaining Motivation in Language Teaching

Due to the vital role of motivation in achieving the success of language learning, it is one of the teacher's responsibilities to keep his/her students interested and motivated in learning. For this end, the language teacher needs to know the factors affecting the motivations of their students in learning and to understand areas where they can directly influence the students' continuing participation in the classroom activities.

Douglas Brown points out that there are four factors which can influence the learners' motivation to do the task of learning English as they form part of the world around students' feeling and engagement with the learning process. First, the society where the students live in. The extent to which the social attitudes to language learning and the English language, in particular, will determine and influence the students' attitude to the language being studied which in its turn have a profound effect on the degree of motivation the student brings to class. Second, the people who are close to them such as parents, older siblings, and peers. The students' attitude to language learning will be greatly affected by the influence of those people. Third, the teacher

who is considered as a major factor in the continuance of a student's motivation. The teacher's attitude towards the language and the task of learning will be vital to the students' motivation for learning English. Fourth, the method which is vital to create confidence for both teacher and students in the way teaching and learning take place. Once both teacher and students are comfortable with the method being used, success is much more likely.³¹ As students who come to the class to learn have a range of motivation, some of them may come with strong motivation, and some others may come with weak motivation, it is the teacher's responsibility to direct and increase students' motivation in order to keep their continuing participation in classroom activities

c. Strategy to Motivate Students in Learning

There some strategies to motivate and makes students more enthusiastic to learn which were delivered by O' Malley and Chamot. Those are³²: Firstly is meta-cognitive. Meta cognitive is strategy refers to the actions that learners use consciously. Secondly is cognitive strategy. Cognitive strategy is the strategy which separate learning activities and activities that are used by the learners to understand the linguistic input and get knowledge. Thirdly is socio-affective strategy. Socio-affective strategy is an action that learners use to learn

³¹ Brown, H. Douglas. English Language Teaching in the "Post-Method" Era: Toward Better Diagnosis, Treatment, and Assessment. In Richards, Jack C. & Renandya, Willy A. (ed. 2002) Methodology in Language Teaching. An Anthology of Current Practice. USA: Cambridge University Press.

³² J. M. O'Malley and A. U. Chamot, *Learning Strategies in Second Language Acquisition*, (London: Cambridge University Press, 1990), 87

by interaction with their classmate and question that they ask from the teacher to understand the special subject, remove or lower their anxiety.

4. Demotivation

a. Definition of Demotivation

Dornyei stated that demotivation does not mean that all the positive influences that originally made up the motivational basis of a behavior have been annulled; rather, it is only the resultant force that has been dampened by a strong negative component³³. “Demotivation” concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. It means a “demotivated” learner is someone who was once motivated but has lost his or her commitment/interest for some reason.

Demotivation can be regarded as the negative counterpart of motivation. Likewise, demotives can be considered as the negative counterparts of motives. Moreover, a demotivated learner is someone who has lost his interest for some reason. The loss of interest can originate from different sources of demotivation. For instance, an unprepared teacher or an uninteresting textbook can act as a demotive for a learner. However, not all researchers agree that demotivation is only external.

³³ Dornyei, Z. (1998b, March). Demotivation in foreign language learning. Paper presented at the TESOL '98 Congress, Seattle, WA, USA.

b. Sources of Demotivation

There are many factors and sources of the learners' demotivation. According to Han that the students who got demotivating at an early phase of second language learning caused by losing self-confidence, self-blaming, didn't realize English was important and struggling too much to gain motivation during the learning process³⁴. Besides, A study about demotivation also cited by Angels in Journal of Office English Consultant stated there are seven types of source of demotivation. Those pointed to similar factors as sources of demotivation. The Following are some sources³⁵:

- 1) Boredom
- 2) Lack of confidence in management decisions
- 3) Unmanageable workload
- 4) Unsuitable working environment
- 5) Lack of progression
- 6) Feeling under-appreciated
- 7) Issues outside of study such as insecure, bullying and so on.

c. Negative influence of Demotivation

Demotivation has negative influence due to students' achievement in learning English, therefore the researcher feels responsible to find

³⁴ Turgay Han. Factors Causing Demotivation in EFL Learning Process and the Strategies Used by Turkish EFL Learners to Overcome their Demotivation. *Advances in Language and Literary Studies*.(2019).10(3).56

³⁵ Angels, 2013. The Sign of Demotivation and ways to motivate students, Journal of Office English Consultant. Page 34.

out those disadvantages based on experts' statements. Here is several negative influence of demotivation stated by Dorney:

- 1) Demotivation discouraged pupils from learning the English language
- 2) Demotivation force student to fall down into degradation achievement
- 3) Demotivation could reduce self-confidence, attitudes of group members.
- 4) Demotivation make a negative impact for language learning mindset
- 5) Demotivation give Learning Disappointments

d. Demotivation Factors

Demotivating factors become the important part to be known because it shows why the students did not interest to study English. According to Davis's that less of students' interest became one of the biggest barriers for teachers to be solved and it may made students did not feel enthusiastic to learn³⁶. Meanwhile, Dornyei explained that He had explained that external demotivation factors incorporate among them are teachers' personalities, teaching methods, inadequate school facilities, attitudes of group members³⁷. The statemen above was supported by the result of research conducted by cankaya. She

³⁶ Jeff Davis ." Teaching ESL: 10 Common Problems in the Classroom". (2016). 122

³⁷ Dornyei, Z. (1994). "Motivation and motivating in the foreign language classroom". *The Modern Language Journal*, 78(3). 273

explained some demotivating factors that happened to student's learning. Those were³⁸

- 1) Class Characteristics
- 2) Class Environment
- 3) Experiences of Failure
- 4) Lack of Intrinsic Motivation
- 5) Class Materials.
- 6) Lack of media and
- 7) Teachers' attitude.

According to Han. He explained some demotivating factor that faced by students in learning English. Those were³⁹:

- 1) Teacher
- 2) Characteristic of class
- 3) Experiences of Failure
- 4) Class Environment
- 5) Class material
- 6) Lack of interest

1. Demotivation Factors by Dornyei's investigation the participants were 50 secondary school pupils in Budapest, studying either English or German as a foreign language, identified by their teachers or peers as

³⁸ Cankaya, Pinar. 2018. "Demotivation Factors in Foreign Language Learning". *Journal of Foreign Language Education and Technology*, Vol. 1. 3.

³⁹ Turgay Han, "Factors Causing Demotivation in EFL Learning Process and the Strategies Used by Turkish EFL Learners to Overcome their Demotivation", *Advances in Language and Literary Studies*.(2019).10(3).60

being particularly demotivated. And here is the result of his investigation about the demotivation factor.

- a. The teacher was the main demotivator in language learning the main demotivator in language learning with a percentage of 40% for (Personality, Commitment, Competence, Teaching method), A teacher with a strong personality will always beat the one (student) who having a weak character. For every teacher, personality development generates a sense of happiness in their mind. This makes a teacher looks good, feel confident and teach students with gratitude and patience. The more teacher establish his personality, it might bring another important values such as the teacher's commitment, competence, and the teaching method that will coherent with students' environment.
- b. Inadequate school facilities, Educational facilities is one of the important aspect, because with adequate facilities it will helps students in teaching and learning activities, and make easier for teacher to expand their teaching method. The example of inadequate school facilities in Dornyei's investigation is the group was too big, changing teacher, and not being on similar level.
- c. Reduced self-confidence, having confidence as a teacher can improve their overall activities as well as wellbeing. Unfortunately, students can be quick to spot a call of confidence, which can lead to issues with classroom management; therefore teacher is responsible

for developing and nurturing their self-confidence. This situation was described for 15% percentage in Dornyei's investigation that students with a fine self-confidence could handle some experience of failures and teacher attention also give them much spirit.

- d. Negative attitude towards The L2 level, attitude is a set of beliefs and psychological predisposition to act or evaluate behavior in a certain way, "L2 Motivational self-system of learners' can be analyzed along three components, namely the ideal L2 self-attitude. Dornyei's investigation has shown that students mostly inaccurate on how they comprehending grammar of the L2 and how it sounds.
- e. Compulsory nature of L2 study, students mostly do not recognize of what they needed to take as compulsory nature of L2 study, this might aim trough environmental self-development. Pupils complain of unclear recordings, defective equipment, speaking too fast and inappropriate exploitation of material. The investigation taken by Dornyei has shown that compulsory nature of L2 study being obligated to learn English for its important over another L2.
- f. The case may occur when EFL students learn more than one foreign language, EFL students may getting distracted to do acquisition. Learning more than one foreign language at a time seems good, but they need extra energy to learn about the grammatical structure, vocabularies, speaking and another important skill which all those are indeed totally different. The phenomenon drawn in advance

happened in Budapest, where the problem appear in Budapest show that students getting difficult because they studying both German and English as two FLs in the same grade.

- g. Negative attitude towards the L2 community, learning situation in L2 community has an effect on the attitudes of the learners and their success. Anxiety and anger may influence students' attitudes and motivations, especially in the situation where the English language subject is compulsory. Whereas Budapest culture is not attractive enough for students in learning English, thus it brings a lot reasons for learners in getting demotivation.
- h. Attitude of group member, an attitude in learning foreign language is relatively enduring organization of beliefs, feelings and behavioral tendencies toward socially significant object, groups and symbol. It is a learned predisposition to respond in a consistently favorable or unfavorable manner. A concrete example shown in Dornyei's investigation was student often to laugh at other students make them embarrassed.
- i. Course book, a course book can serve as a tool for supporting teachers and students as an instrument of alteration. Course book could be valuable aids that offer useful material and support. A course book reinforces the material for further learning. Course book provides teachers and learners with a structure of teaching and learning and much preparation. Students and the teachers in

Budapest do not have such a proper course book that might be a cause for students faced demotivation and bring up less sympathy to develop English skill⁴⁰.

Table 2.2
Categories of Demotivating Factor

No	Factors	Example
1	Teacher	Teacher's personality, commitment, competence, and teaching method
2	Inadequate School Facilities	Group is too big or not the right level; frequent changes of teacher
3	Reduce Self-Confidence	Experience of failure or lack of success
4	Negative Attitude Towards The L2 Level	Grammar of the L2 and the way it sounds
5	Compulsory Nature of L2 Study	Being obliged to learn English for its importance over another L2
6	Interference of Another Foreign Language Being Studied	Studying both English and Arabic as two FLS in the same grade
7	Negative Attitude Towards L2 Community	Indonesian culture is not attractive
8	Attitudes of Group Member	Students who laugh at other students make them embarrassed
9	Course book	Very bad

2. Oxford Investigation

Oxford carried out a content analysis of essays written by approximately 250 American students (both in high schools and universities) about their learning experiences over a period of five years. The content analysis of the data, four broad themes emerged:

⁴⁰ Dornyei, Z. (1998) demotivation in foreign language learning. Paper presented at the TESOL '98 congress, seattle.

- a. *The teacher's personal relationship with the students*, including a lack of caring, general belligerence, hypercriticism, and patronage/favoritism.
- b. *The teacher's attitude towards the course or the material*, including lack of enthusiasm, sloppy management and close-mindedness.
- c. *Style conflicts between teachers and students*, including multiple style conflicts, conflicts about the amount of structure or detail and conflicts about the degree of closure or 'seriousness' of the class.
- d. *The nature of the classroom activities*, including irrelevance, overload and repetitiveness.⁴¹

According to Ghadirzadeh, there are some demotivating factors that able to make students got lack motivation to study English, those are⁴²:

- a. Lack of individual perception competence
- b. Lack of intrinsic motivation
- c. Inappropriate characteristics of teachers' Teaching methods and
- d. course contents
- e. Inadequate university facilities
- f. Focus on difficult grammar

⁴¹ Zoltan Dornyei and Ema Ushioda, 2011. *Teaching and Researching Motivation*, published in Great Britain, Longman publisher. Page 143

⁴² Reyhaneh Ghadirzadeh. Demotivating Factors for English Language Learning Among University Student. *Journal of Social Sciences* (2012).8 (2). 192

e. Strategies to Overcome Demotivating Factors

There are some strategies to overcome demotivating factors which were delivered by Han. Those are⁴³;

- 1) Self-studying
- 2) Being goal-oriented
- 3) Ignoring what others think or say
- 4) Thinking positively
- 5) Subtotal

f. Ways to Overcome Demotivating Factor

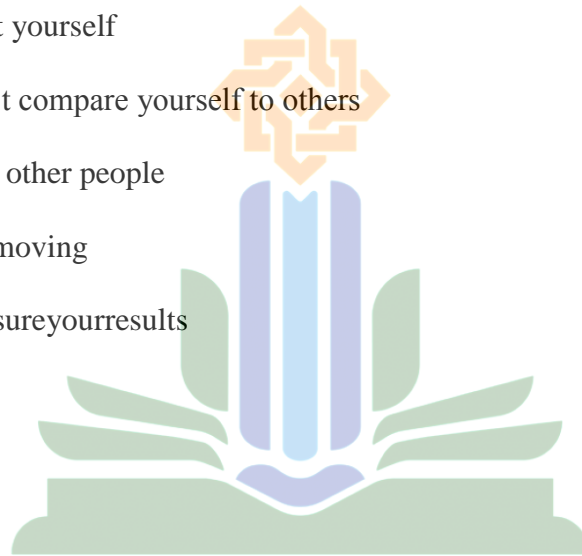
A study about demotivating factors which was conducted by Santos in her blog. She claimed that Self-motivation is a key element to learn more efficiently and all demotivating factors should be overcome. However, there are several ways to overcome demotivating factors. Those are⁴⁴

- 1) Set a goal
- 2) Change the focus of what you're thinking
- 3) Make different choices whenever necessary
- 4) Don't be afraid to make mistakes
- 5) Learn something every day
- 6) Stay positive

⁴³ Turgay Han, "Factors Causing Demotivation in EFL Learning Process and the Strategies Used by Turkish EFL Learners to Overcome their Demotivation", *Advances in Language and Literary Studies*, (2019). 61

⁴⁴ Barbara Santos. "Ways to motivate yourself when you're feeling demotivated" (hotmart/blog). July 2017, <https://hotmart.com/en/blog/self-motivation>

- 7) Invest in different hobbies
- 8) Use coaching techniques
- 9) Meet successful people
- 10) Believe in yourself
- 11) Treat yourself
- 12) Don't compare yourself to others
- 13) Help other people
- 14) Get moving
- 15) Measure your results



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J E M B E R

CHAPTER III

RESEACH METHOD

This chapter presents the research methodology. It consists of research design, research location, participants, data collection technique, data analysis, and trustworthy.

A. Research Design

This study used a qualitative approach. This approach was chosen because the researcher explained the content of this research in the form of words, therefore as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.⁴⁵

While the type of research used was the type of descriptive qualitative. The goal of qualitative descriptive studies is a comprehensive summarization, in colloquial terms, of specific events experienced by individuals or groups of individuals.⁴⁶ The researcher chose descriptive qualitative because she wanted to describe in detail how is the situation and the experience of students who got demotivation in learning English.

B. Research Location

The researcher has taken the research location at SMP Plus Al Munawarah, which is located at Tempurejo Jember, East Java. The location of this research was chosen because SMP Plus Al Munawarah is the schools that the researcher ever conducted internship (Magang 1). So, the researcher has analyzed related to teaching and learning activities especially in terms of

⁴⁵ J Lexy Moleong, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2012), 6.

⁴⁶ Mattew B. Milles dan A. Michael Hubermen, *Analisis Data Kualitatif*, 2014. Page 17-19.

student motivation. It turns out that there are still many students had a fairly high level of demotivation in students towards English subjects, such lack of students' interest, lack of confident, teachers' interaction and many others. Therefore researcher was interested in taking this act. The learning system and teachers and employees at the school also felt friendly and able to help researchers feel comfortable.

C. Participants

The research subject is someone or something related to research. Information or people in the research setting are used to provide information about the situation and condition of the research setting.⁴⁷

Subjects in this study used a purposive technique. The purposive technique is a technique of collecting data sources with certain considerations. This particular consideration, for example, is the person who is considered to know best about what we expect, or maybe he is the ruler so that it will make it easier for researchers to explore the object or social situation under study.⁴⁸

The subjects or research informants used in this study include:

1. There were several students (8) of the second grade at SMP Plus Al Munawaroh that have interviewed in case of demotivation, this decision has taken because the researcher has been recommended by the teacher with the consideration that the eight students who experienced the most drastic demotivation in learning English.

⁴⁷ Muh. Fitrah dan Lutfiyah, *Metodologi Penelitian, Penelitian Kualitatif, Tindakan Kelas & Studi Kasus* (Suka Bumi: CV Jejak, 2017), 152

⁴⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2008), 300

2. English subject teacher at SMP Plus Al Munawaroh. One of the considerations in choosing an English teacher is because the English teacher known in detail how the daily lives of students inside the class when learning English; therefore English teacher was the right source for data collection at SMP Plus Al Munawaroh.

D. Data Collection Technique

Data collection techniques are the most strategic step in research. The main purpose of research is to obtain data without knowing data collection techniques. Researchers will not get data that meets the data standards set⁴⁹. As for this research were observations, interviews, and document review.

1. Interview

The interview is a question and answer activity to obtain information or data⁵⁰. The Researchers used the semi-structured interview method. The semi-structured interview is defined as a type of interview that has a rigorous set of question which does not allow one of divert, a semi-structured interview allowing new ideas to be brought up during the interview as a result of what the informant says⁵¹. This decision has taken because, through semi-structured interview the researcher can obtain the information needed quickly, the researcher can prepare questions beforehand to help guide the conversation and keep the informant always on topic. It also allowed the researcher for open-ended

⁴⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016), 224

⁵⁰ Widodo, *Metode Penelitian Populer & Praktis* (Jakarta: PT Raja Grafindo Persada, 2017), 74.

⁵¹ Edwards, Rosalind; Holland, Janet (2013). *What is qualitative interviewing?*, Bloomsbury Academic. Page 2-3. ISBN 9781849668095.

responses from participant for more in-depth information. The targets for semi-structured interview were the English teacher and student at second grade of SMP Plus AL Munawaroh Jember. The informants in this study were English teachers and the students of SMP Plus Al Munawaroh. The selection of this informant was because the question asked about the problematic caused of demotivation and how the demotivating factors overcome. This interview used questions that are digging for answers to be able in answering the questions in the problem that has formulated. The formulated questions were not fully structured, with the aimed that it is easy for researchers to dig up data and get the answers they want from informants.

The data to be obtained by using interview techniques include:

- a. The demotivating factors to study English at the second-grade students of SMP Plus Al Munawarah.
- b. How do the students overcome demotivating in learning English.

2. Observation

Observational data collection techniques can be interpreted as systematic observation and recording of the elements that appear in an object of research. These visible elements are called data or information that must be observed and recorded correctly and completely.⁵² The observation that has been taken is participant observation, the researcher took this decision because its aim a close and intimate familiarity with a

⁵² Djaman Satori, *Metodologi Penelitian Kualitatif*, (Bandung : Alfabeta, 2014), 103.

given group or individual (group of demotivated students and group of normal students) the researcher saw their practices through an intensive involvement with the people in their cultural environment⁵³. The object of observation was only the students of second grade of SMP Plus Al Munawaroh, because the researcher focused to obtaining data through observation from students who get demotivation.

E. Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing the data into categories, describing them into units, choosing which ones are important and will be studied, and making conclusions so that they are easily understood by students yourself and others⁵⁴

Data analysis in this study used two stages, namely before in the field and during the field. Data analysis before the field was intended so that this researcher is able to find the focus of the research. The focused of research could still develop after researchers enter the field. Data analysis in the field was intended to facilitate researchers in finding the required data.

Data analysis in this technique used an interactive qualitative analysis method. The analysis consisted of four streams of activities that occur simultaneously. Data analysis activities in the study used the Milles and Hubermen, Saldana model, namely:

⁵³ Joseph-Marie (2013) Consideration for several research method, Departement of Philosophy, Page 24.

⁵⁴ Sugiyono, *Metode Penelitian...*, 244

1. Data Collection

Data collection is the first stage in data analysis⁵⁵. In the early stages, the researcher met with the principal to seek information regarding lesson schedules, school profiles, learning tools, and students' number. The researchers met with the teacher and one of the students to conduct interviews, documentation and observations. Then the researcher recorded the words of the sources, along with observing the process according to the research focus in accordance with the research guidelines and collecting some documentation according to the research focus.

2. Data condensation

In Miles & Huberman's book it is written "Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interviews, transcripts, documents, and other empirical materials. Data condensation is the process of selecting, focusing, simplifying, abstracting, and modifying field notes, interview transcripts, documents, and other empirical material (findings). Data condensation means changing the previously vaporized data into a denser (water). The difference between reduction and condensation lies in the way the data is simplified. Reduction tends to sort and then select, while condensation adjusts all the collected data without having to sort (reduce) the data.

⁵⁵ Matthew B. Miles dan A. Michael Huberman, Analisis data Kualitatif: Buku Sumber tentang Metode-metode Baru, terj. Tjetjep Rohendi Rohidi (Jakarta: UI-Press, 2014), 15.

The data condensation at this stage was the researcher wrote a summary of what has been obtained from data collection regarding The demotivating factors to study English at the second-grade students of SMP Plus Al Munawarah and How do the students overcome demotivating in learning English at SMP Plus Al Munawarah, then the researcher simplifies the results of the summary to be used data presentation.

3. Data Presentation

Data analysis in this stage was done by organizing the data that has been obtained in the form of a description. Through this stage the researcher could understand what happened and what to do further analyze or take action based on the understanding gained from these presentations.

The next stage, the researcher understood the contents of the data collected related to The demotivating factors, How do the students overcome demotivating in learning English at SMP Plus Al Munawarah to analyze whether the data that has been obtained is in accordance with what the researcher wants or whether the researcher must take action return the results of the data that has been presented.

4. Drawing conclusions or verifying data

This stage is the last stage in data analysis. In this stage, the researcher concluded the data that has been obtained during the research. This conclusion could be in the form of new findings that have never existed before. Researchers also checked the data that has been obtained

called data verification. In short, the meanings that rose must be tested for their correctness, robustness, and suitability, which is their validity⁵⁶.

The conclusion drawn at this stage was that after the collected data has been presented and an in-depth understanding of the data has been carried out, then the researchers verified the data by checking the data related to what data has been presented with new data to be used as conclusions regarding the objectives dealing The demotivating factors, How did the students overcome demotivating in learning English at SMP Plus Al Munawarah.

F. Trustworthy

The validity of the data used by researchers is triangulation of techniques and triangulation of source. Triangulation is defined as checking data from various sources and various ways.

1. Triangulation of sources to test the credibility of the data is done by checking data from different sources with the same technique. The data was obtained from the interview of students and teacher.
2. Triangulation techniques to test the credibility of the data are done by checking the data to the same source with different techniques⁵⁷. The data was obtained from the interview and observation process with the teacher and students regarding the problems of demotivation and how the students overcame it.

⁵⁶ Matthew B. Milles dan A. Michael Huberman, *Analisis Data Kualitatif*, 17-19.

⁵⁷ Sugiyono, *Metode Penelitian*, 330

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher explored two important points, first is Research findings and data analysis, and the second is discussions on the result of data analysis. In the research findings and data analysis, the researcher collected the data from the teacher and 8 grades of students at SMP plus Al Munawarah which is located at Tempurejo Jember East Java about English Language Learning Demotivating Factors. Then the researcher also collected the data about how the students overcome the demotivating in learning English.

A. Research Findings and Data Analysis

Research findings presented and discussed to answer the research questions that were about English Language Learning Demotivating Factors and how the students overcome the demotivating in learning English at SMP plus Al Munawarah Tempurejo Jember. The researcher elaborated research findings based on the result of observation and interview, then researcher described, elaborated and interpreted the data till becoming whole description.

1. The Demotivating Factors To Study English At The Second-Grade Students of SMP Plus Al Munawarah

The findings showed that the motivating factors that were happened for students at Second-Grade of SMP Plus Al Munawarah in studying English mostly caused by some factors. Here, the researcher tried to categorize all the factors into internal and external factor.

a. Internal Factor

Based on interview and observation that has been done by the researcher, it was found that there were some internal factors that made students demotivated to learn English.

1) *Misunderstand the important of English*

From interview that was done with the English teacher got the result that the students did not care on how the important of English. In other word, they study English because it is obligation activity that must be joined by students in the class. It was explained by Mr Mawarid as English teacher at this school. He said;

Faktor utama anak-anak kurang antusias belajar bahasa inggris karena mereka tidak tau pentingnya bahasa inggris, padahal sekarang semuanya butuh bahasa inggris, hususnya alat-alat elektronik yang semakin maju mengikuti perkembangan zaman⁵⁸.

“The main factor that made students less enthusiastic to learn English is because they did not know the importance of English, even, everything needs English, especially electronic devices that are increasingly advancing up with the times.”

Based on explanation above, it was clear that the EFL students felt English is a lesson that is not important to learn, that became the main factor why students did not like and demotivate to learn English, it can be concluded that the students study English because it is only an obligation lesson to learn at school.

⁵⁸ Teacher, Interview, Jember, January 12th 2022

The statement above was straightened by observation that the researcher did, the researcher found that the students look like bored to join English lesson in the class, it was caused by the strategy on how the teacher explained the material, moreover the students did not understand yet the important of English, even when the teacher gave them homework, they do it haphazardly⁵⁹.

2) *Lack of Students' interest*

Regarding it, other internal factor that made students demotivate to study English is *students' interest*. Student's interest has effect to the student' motivation to study English. From the interview that was done by the researcher that the students had not been interested to learn English, It was straightened by students' word:

*Saya kurang tertarik belajar bahasa inggris karena pelajarannya membosankan*⁶⁰ (S3)

"I am not interested to study English because the learning activity is boring"

Saya tidak suka belajar bahasa inggris karena tidak tau artinya (S2)

"I do not like to study English because I do not know what the meaning is"

Based on the statements above, it was clear that the students say English is difficult for them. They underlay this claim on their own experiences. For example, one student said that he felt difficult to understand English subject and the other one said

⁵⁹ Observation on January 19th January 2022

⁶⁰ Student, Interview, Jember, January 15th, 2022

that she did not know the meaning of the English sentences or utterances. As a result of the difficulty, the students have less interest in learning English or do not have interest at all. Therefore, the interest is one of the factors that demotivate students in learning English.

Meanwhile, the observation that was done by the researcher got the result that the students did not give good respond in learning English process, they did their own activity without paying attention the teacher's explanation, one of them talk with his friend and another one doing own activity. It could be concluded that the students were not interested to join English class and it became one factor why students demotivate to learn English.

3) *Lack of confident*

Lack of confident became serious factor on why the students demotivated in learning English. They would not be able to practice when the teacher asked them to do some English activities. As a matter of fact, the more students thought they can't complicate, the more they disliked and could not learning English. The difficulty of this language might come from their beliefs and made them not confident to practice this language. As they believe this language is too complex to learn, this discourages them to learn it. From the data that was gotten from the teacher, it was clear that student had lack confident, as Mr Mawarid said:

Anak-anak lebih suka diam ketika ditanya tentang bahasa inggris, mereka malu untuk praktek, padahal saya sering memotivasi mereka bahwa kita harus sering praktek agar bisa berbahasa inggris. Contohnya saja ketika pelajaran greeting, mereka sangat sulit untuk praktek menyapa temannya⁶¹.

“Students are often to be silent when I asked them about English; they are shy to practice, even though I often motivate them that we have to practice often in order to be able to speak English well. For example, during greeting lessons, they are very difficult to practice when I asked them to greet their friends.”

The statement above was supported by students' explanation, they said⁶²:

Saya tidak tau berbicara bahasa inggris (S4)

“I did not know how to speak English”

Malu ngomong bahasa inggris karena tidak tau artinya (S1)

“I am shy to speak English because I did not know the meaning”

Tidak PD ngomong bahasa inggris karena tidak tau cara ngomongnya (S5)

“I am not confident to speak English because I did not know how to talk in English”

All the statements above demonstrated that students believe English is difficult to learn. However, the students said if they had not good ability and understanding to speak English. There are several reasons why the students were not confident to speak English. But the main reason because English is difficult lesson and it made them did not understand English well. Comparing with teacher's statement that was the students often did not confident to

⁶¹ Teacher, Interview, Jember, January 12th, 2022

⁶² Student, Interview, Jember, January 15th, 2022

practice English. Due to this difficulty, the students are demotivated to learn English.

b. External Factor

The data that was gotten by the researcher in the field showed that students' demotivating also had external factor. These data were gotten from interview and observation as follows:

1) *Environmental factors*

Environment is very important thing to support students' motivation to study English. Besides, good environment able to make students confident to learn English. One of the external demotivating factors that were happened to students at SMP plus Al Munawarah is environment. Such statement that was delivered by Mr mawarid:

Selain ketidak pahaman siswa akan pentingnya bahasa inggris, faktor lain adalah lingkungan, berhubung sekolah ini berada di pedesaan maka lingkungannya juga tidak terlalu mensupport dalam berbahasa inggris⁶³

“Besides students' lack of understanding of the importance of English, another demotivating factor is environment, since this school is located in a rural area, the environment is not very support to speak English”

The statement above was supported by observation done by the researcher⁶⁴. The researcher found that no one practiced to speak English, and it became indicator why the students demotivated to learn. Besides, the students felt that English is

⁶³ Teacher, Interview, Jember, January 12th, 2022

⁶⁴ Observation, January 19th, 2022

difficult to understand and it faced with the environment that did not support them to learn English. In addition, the students did not ask the teacher to explain more if they got learning difficulty. The students were less interested to ask the teacher, they just asked their friends when they got assignment from the teacher. When their friends also did not understand it, they only could answer the assignments independently.

Other environmental factor which apparent that students became jester when other were performing or practicing English in class. These jokes always remind students of the experience and lead them to be demotivated in learning English. This environment situation should be changed to motivate students in learning English.

2) *Interaction between teacher and students*

Interaction between students and teachers should be well-established. The interaction takes place not only in the classroom but also outside the classroom activity. In the interaction, teachers might suggest a solution to particular problem or having valuable conversation that creates the best relationship between teachers and students. The data that was gotten by the researcher showed that students got less interaction with English teacher; it was explained student as follows⁶⁵:

⁶⁵ Student, Interview, Jember, January 15th, 2022

Tidak terlalu sering, hanya menerangkan pelajaran saja di kelas terus ngasih tugas.(S3)

“It’s seldom, the teacher just explaining the lesson in class then gives us assignments”.

The statement above was straightened by other student;

Saya kurang berintraksi kalau sama guru di kelas, karena saya kurang tertarik sama penjelasannya.(S1)

“I really seldom to interact with teacher in class, because I was not interested to teachers’ explanation.”

The findings above were supported by observation done by researcher that The students were less interested to ask the teacher, they just asked their friends when they did not get teacher’s explanation⁶⁶.

Based on all data above that the interaction between teacher and students were not effective, Such Interaction has big impact for student’s improvement. A student reported that teacher did not have good communication skill while interacting with students in teaching and learning process. Students were only able to speak with their friend when they got explanation that they did not understand. The interaction could be a way for a teacher and student to build a good communication which the result is to motivate students to learn English well. Lack of interaction is one of external factor of students’ demotivating in learning English.

3) *Teaching strategy*

Strategy that usually used by teacher decide the successful of learning process. For instance, the teacher teaching English with

⁶⁶ Observation, January 19th, 2022

energetic and interesting strategy, it will make students get good vibes to join the class, moreover the teacher also being communicative person. Based on interview done with the student got the result that the strategy used by teacher was not so interesting. It was delivered by some students as follows⁶⁷:

Kalau guru bahasa inggris yang masuk, lebih sering di suruh membaca buku lks (S5)

“The English teacher often asked students to read LKS book in the class”.

Biasanya guru menjelakan sebentar, terus ngasih tugas (S4)

“Sometimes, the teacher gave a bit explanation, then gave us duty”.

Kadang Cuma disuruh ngafalin vocab di kelas (S2)

“Sometimes, the teacher asked us to memorize vocabulary in the class”.

The students’ explanations above were supported by teacher’s explanation. He said:

Saya sering mewajibkan siswa menghafal vocab agar mereka bisa praktek to speak english⁶⁸

“I often asked students to memorize vocabulary in the class, with the result they able to practice English”.

Regarding all statements above that good and interesting teaching strategy is the important thing to be minded by teacher in teaching process. Indirectly, students wanted teacher to improve their teaching strategy to make learning English more active and entertaining the learners to avoid the dullness during teaching

⁶⁷ Student, Interview, Jember, January 15th, 2022

⁶⁸ Teacher, Interview, Jember, January 12th, 2022

learning process, this might create a fun classroom. This ineffective teaching strategy is able to demotivate students in learning English.

4) *Class materials*

Material is the thing that should be conducted in teaching and learning during in the class. Material is important because they can significantly increase student achievement by supporting student learning. Unfortunately, class material was one of the demotivating factors in students' learning at SMP Plus Al Munawarah. It was delivered by one of the students:

Materi yang diberikan membosankan karena terlalu panjang(S3)

Materials given are boring because they are too long

The statement above was supported by other student's

explanation:

Saya kuran kurang suka sama pelajaran grammar, karena membingungkan.(S2)

I don't really like grammar lessons, because it's confusing

Other students said:

Pelajaran yang saya kurang suka itu ketika disuruh praktek kedepan kak.

Saya tidak tau cara ngomongnya.(S4)

The lesson that I don't like is when I am asked to practice to the front. I don't know how to say it

All The statements above were supported by observation done by the researcher. The researcher found that the students looked like bored when the teacher explained grammar included simple past tense.

Based on the interview and observation above, it can be concluded that the other external demotivating factor faced by EFL students at second grade of SMP Plus Al Munawarah Jember were difficulty in grammatical structures, difficulty to practice English and the lesson which was given by the teacher was too long. The students did not understand how to talk in English and it made them did not enthusiastic to study English.

5) *Lack of media*

Media is one of support system which usually used by teaching in teaching and learning process. Media has large impact to motivate students in learning English and most of students will be enthusiasm if the teacher used interesting media to teach English. Reality found by researcher that the teacher got lack of media. It was delivered by student as follows:

Pelajaran bahasa inggris sangat jarang menggunakan media pembelajaran, biasanya guru hanya menggunakan buku lks⁶⁹.(S3)

“The teacher is very rarely to use learning media in teaching English, the teacher only use textbooks”

The statement above was supported by teacher’s explanation, he said:

Selama ini saya hanya menggunakan papan tulis untuk menerangkan materi ke anak-anak, pengennya saya juga bisa menunjukkan foto atau video untuk pembelajaran bahasa Inggris tapi sekolah belum menyediakan alatnya⁷⁰

⁶⁹ Student, Interview, Jember, January 15th, 2022

⁷⁰ Teacher, Interview, Jember, January 12th, 2022

“So far, I have only used whiteboard to explain the material to the students. I wish I could also show photos or videos for learning English, however our school has not provided yet the tools”.

Furthermore, some students claimed that the teachers seldom to use media when the teacher start the teaching learning process, the teacher just used whiteboard or textbook without any media, and it did not support students to learn English yet. It was clear that lack of media makes the students demotivated in learning English.

2. The Strategy to Overcome Demotivating Factors in Learning English at the Second-Grade Students of SMP Plus Al Munawarah

So far, the attention which has been focused on the negative factors that have been experienced by students at SMP Plus Al Munawarah as the causes of their demotivation. However, students' experiences can also help to investigate the conditions for overcoming demotivation and thus able to support students' re-motivation.

To understand how students had overcome demotivation, the researcher tried to collect the data using interview and observation. The way on how the students overcome demotivation factors as follows:

a. Being Able to Understand English Outside of The Classroom

As time goes on, students are increasingly aware that English is very important to understand. Based on interview which was done by the researcher with students got the result that they tried to understand English with always listening English viral song. The student said;

Saya lebih suka mendengarkan lagu-lagu bahasa Inggris yang viral di tik tok. Biasanya itu lebih memotivasi saya agar paham bahasa Inggris.⁷¹(S5)

“I prefer to listen English songs which are existing on TikTok. It usually motivates me more to understand English”

The statement above was supported by English teacher Mr

Mawarid. He said:

Sebenarnya anak-anak sering meminta untuk mendengarkan music, hususnya ketika pelajaran tentang Songs di bab terakhir lks, Cuma saya tidak bisa memenuhi itu karena belum ada fasilitas yang memadai dari sekolah⁷².

“The students here always ask me to listen them music, especially when they got English song on the last chapter of their LKS book, unfortunately I did not actualize it because we did not have good facility yet from school”.

Based on the explanation above, it can be known that the students Struggled to motivate themselves by listening English viral song. Indirectly, they tried to overcome demotivating vector in learning English.

b. *Finding Material on internet*

Misunderstanding or did not understand the materials faced by the students in English class made them should find other way to understand the material independently, especially when got homework from the teacher related with the material they do not understand before in the class session. To overcome that problem, the students used strategy which was browsing the material. It was explained by Qori as student at this school:

⁷¹ Student, Interview, Jember, January 15th, 2022

⁷² Student, Interview, Jember, January 15th, 2022

Kalau saya biasanya mencari materi yang tidak dipahami di google ketika dikasih PR sama guru⁷³(S1)

“I usually search the material in Google related the material I don't understand when the teacher give us homework”.

It was also supported statement by Risal as other student:

Dan kalau kurang paham materi saya browsing kak atau tanya temen terkait materi yang kurang dipahami⁷⁴.(S4)

“And when I do not understand the material, I browse the material or I ask to my friends related to the material that I do not understand.”

From all statements above, it can be known that the strategy used by the students to overcome the demotivating factor was browsing the material on internet. The students browsed the material to know about the material they did not understand, especially when they got homework from the teacher. The teacher also knew that students browsed the material. It was explained by the teacher, as follows:

Beberapa siswa dalam jawaban tugasnya sama dengan yang ada di internet. Ini berarti mereka browsing terkait materi yang mereka tidak paham⁷⁵.

“Some students answered their assignment similar with on the internet. It indicated that the students browse the material they did not understand.”

Based on the teachers' explanation above, some students browsed the material to answer their assignments. It was seen from their answer that is similar within the internet. The teacher understood that the students did not understand the material and browsing on the internet for answering the assignments. The teacher did not complain it

⁷³ Student, Interview, Jember, January 15th, 2022

⁷⁴ Student, Interview, Jember, January 15th, 2022

⁷⁵ Teacher, Interview, Jember, January 12th, 2022

because he knows that this is one of students' strategies to overcome their demotivation in learning English.

c. *Environmentalism enthusiastic and support*

Another strategy used by the students to overcome demotivating factor in learning English is finding Environment which enthusiastic and support them to learn English. Specifically by joining English course. It was proved by student's explanation as follows:

Saya sebenarnya pengen tau bahasa inggris kak, Cuma pelajaran bahasa inggris dikelas membosankan, jadi saya ikut les private bahasa inggris dirumah⁷⁶(S2)

"Honestly, I really want to know English, unfortunately English lesson is boring in the class, that's why I join English course at my home".

The statement above was supported by Ica's explanation when the researcher asked her what she did when she did not understand the material and duty in class. She said:

Biasanya Tanya mama dan guru lesku di rumah⁷⁷(S4)

"I usually ask my mom and my English private teacher at my house".

Based on explanation above, it can be known that the strategy used by the students to overcome their demotivating factor was asking their parent and joining English course. This strategy is so great to be imitated by others because student's parent really support and make them enthusiasm in learning English. It also was done because they were shy to their teacher and the students seldom to ask the teacher

⁷⁶ Student, Interview, Jember, January 15th, 2022

⁷⁷ Student, Interview, Jember, January 15th, 2022

question related to material. Moreover the teacher is less interactive with the students in the school.

d. *Positive atmosphere toward English*

Positive atmosphere should be attended to overcome students' demotivation in learning English, especially in the class session. All aspects should have positive atmosphere, such good teaching style, teacher's interaction and positive attitude classmate toward English. It was delivered by student Lisa. She said:

Jangan terlalu focus kepada belajar biar tidak jenuh, belajar sambil bermain akan lebih menyenangkan kak⁷⁸ (S2)
 "The teacher should not too focus on studying because it will make us bored, studying while playing will be more fun".

It was supported by others student's explanation when the researcher asked them the way to make them enthusiastic to learn English, they said⁷⁹:

Guru tidak boleh mempersulit siswa dengan tugas yang rumit (S3)

"Teacher should not complicate the students with complex assignment".

Belajar diselingi bermain saja dikelas kak agar tidak jenuh (S4)

"Playing game is the best idea to improve English".

Saling menghormati (S1)

"Respect each other".

Tidak membuli yang lain kalo salah (S5)

"We respect other's mistakes".

Based on all statements above that to overcome demotivation factor, students were suggested some solution to be implemented in the

⁷⁸ Student, Interview, Jember, January 15th, 2022

⁷⁹ Student, Interview, Jember, January 15th, 2022

class. Besides, respecting each other is also one way to respect the other students when they did a mistake related with English lesson. Meanwhile, the teacher's way to teach them should be creative to make them enthusiastic in learning English.

Table 4.1
The Result of Research Findings

No	Research Focuses	Research findings
1	What are the demotivating factors to study English at the second-grade students of SMP Plus Al Munawarah?	a. Internal factors <ol style="list-style-type: none"> 1. The students did not understand the important of English 2. Students' interest of learning English 3. Lack of confident b. External Factors <ol style="list-style-type: none"> 1. Environmental factor 2. Teacher's interaction with students 3. Teaching strategy 4. Teaching Material 5. Lack of media
2	How do the students overcome demotivating in learning English?	<ol style="list-style-type: none"> 1. Being able to understand English outside of classroom 2. Finding material on internet 3. Environmentalism enthusiastic and support 4. Positive atmosphere toward English

B. Discussion on the Result of Data Analysis

Discussion is a phase where findings are analyzed and concluded by the researcher. The researcher found there are two important things to discuss in this theme, they are; the demotivating factor and how the students overcome demotivating factor in Learning English at SMP plus Al Munawarah jember.

1. The Demotivating Factors To Study English At The Second-Grade Students of SMP Plus Al Munawarah

There are two general point related to the demotivating factors in learning English at SPM plus al munawarah jember, those are internal and external factor. The internal demotivating factors were Misunderstand the important of English, lack of Students' interest and lack of confidents. While the external factors were environmental, interaction between teacher and students, teaching strategy and lack of media.

a. Internal factor of demotivation.

Internal factors is the demotivating factor which came from the students' itself. Nearly some expert confirmed that internal demotivating have played a very important part in cancelling out existing motivation. Even though a number of researchers have not considered or defined internal forces as significant negative factors decreasing. Based on all findings, there were some internal demotivating factors which influenced students to learn English at SMP plus Al Munawarah jember, those discussed as follows:

a) *Misunderstand the important of English*

English called as global language has very important role in education. The importance of learning English cannot be underestimated or ignored seeing English as the language spoken in most parts of the world. English does not only play a role as a communication tool but can also make it easier for us to

adapt to the environment and work in the present and future. The researcher found that the lack of students understanding about the important of English faced by students at SMP Plus Al Munawarah related with what Han said. He explained that students who got demotivating at an early phase of second language learning caused by losing self-confidence, self-blaming, didn't realize English was important and struggling too much to gain motivation during the learning process.⁸⁰

Regarding it, the Misunderstood the important of English faced by students at SMP Plus Al Munawarah also related with the result of other research conducted by Ghadirzadeh that there found some demotivating factors in students' learning English as foreign language, those were⁸¹

- a) Lack of individual perception competence
- b) Lack of intrinsic motivation
- c) Inappropriate characteristics of teachers' Teaching methods and course contents
- d) Inadequate university facilities
- e) Focus on difficult grammar

⁸⁰ Turgay Han, "Factors Causing Demotivation in EFL Learning Process and the Strategies Used by Turkish EFL Learners to Overcome their Demotivation", *Advances in Language and Literary Studies*.(2019).10(3).56

⁸¹ Reyhaneh Ghadirzadeh , "Demotivating Factors for English Language Learning Among University Students", *Journal of Social Sciences* (2012).8 (2). 192

Lack of individual perception competence means the learners has bed perception on English language, in other word that the students misunderstand the important of leaning English.

b) *students' interest*

Students' mood is the thing that should be noticed by the teacher in teaching English. In the field, the researcher found that one of the demotivating factors faced by students is students' interest. The students felt misunderstanding the materials and difficult in doing the assignments because the students were less interested to English lesson. The findings about students' interest were suitable with Davis's theory from "Teaching ESL: 10 Common Problems in the Classroom". He explained that less of students' interest became one of the biggest barriers for teachers to be solved and it may made students did not feel enthusiastic to learn⁸². Davis's statement was related to this research finding that the students were not interested to study English because the class was boring.

Learners' interest is the thing that should be overcome in order the students' got motivation to learn, students' interest where the learners did not interested to study because English was difficult related to their phycology that may be the students did not get support from their social. An expert of psycholinguistic Chaer

⁸² Jeff Davis ." Teaching ESL: 10 Common Problems in the Classroom". (2016). 122

divided psycholinguistic into some parts where one of them is Social psycholinguistics where a person lost interest to do something because of social aspects including social identity⁸³. This was related to the findings above that the learners got lack interested to learn

Regarding it, the result of this data about lack of students' interest also related with what Meshkat said in his research. According to research result which had been conducted by Meshkat that lack of students' interest is one of the factors made student demotivated to study English⁸⁴. Students' interest will have big impact to the continuing learning process. Logically, the processes of learning English will not running well if the students feel no interest to study English.

c) *Lack of confidents.*

Based on the data that was gotten by the researcher that the students did not feel confident enough to use the target language freely because of these affective factors. As some of them claimed that they were not confident because they felt difficult to pronounce it.

Meanwhile, lack of confident as demotivating factor faced by students at SMP Plus Al munawarah also related with research conducted by Angel, she said that there were some sources of

⁸³ Chaer (2015). Psikolinguistik: Kajian Teori. (Jakarta. PT Rineka Cipta: 2015) 108

⁸⁴ Maryam Meshkat, "Demotivating factors in learning English: the case of Iran", *Procedia - Social and Behavioral Sciences*, (2012). 747

demotivating factor which influenced students in learning English, those are⁸⁵

- a) Boredom.
- b) Lack of confidence in management decisions.
- c) Unmanageable workload.
- d) Unsuitable working environment.
- e) Lack of progression.
- f) Feeling under-appreciated.
- g) Issues outside of study such as insecure, bullying and so on.

English as the global language need to be practiced; it will be useless when the students got Lack of confident to perform it. Lack of confident will make them afraid to speak English, even speaking as vital English skill that should be mastered by students to be able to communicate with other person. As Rao said that speaking is deemed to be the most important skill in learning a foreign or second language and all the factor which makes person did not enthusiasm to lean it should be overcome⁸⁶.

Lack of confident which was happened to the students at SMP Plus Al munawarah also related with what Dornei said, he

⁸⁵ angels. "the sign of demotivation and ways to motivate students", *journal of office english consultant* (2013). 34.

⁸⁶ parupalli srinivas rao, "the importance of speaking skills in english classrooms", *alford council of international english & literature journal(acielj)*, 2019. 1(2). 8

has explained that there were some demotivating factors that always faced by student in learning english, those were⁸⁷:

- a) The teacher was the main demotivator in language learning
- b) Inadequate school facilities
- c) Reduced self-confidence
- d) Negative attitude towards The L2 level
- e) Compulsory nature of L2 study
- f) Negative attitude towards the L2 community
- g) Attitude of group member
- h) Course book

b. External factor

External factor is demotivating factor faced by students at SMP Plus Al munawarah which came from outside of themselves. Based on all findings, there were some external demotivating factors which influenced students to learn English, those were environmental factor, interaction between teacher and students, teaching strategy and lack of media. It was related with what Dornyei said. He had explained that external demotivation factors incorporate among them are teachers' personalities, teaching methods, inadequate school facilities, attitudes of group members⁸⁸.

⁸⁷ Dornyei, Z. (1998) demotivation in foreign language learning. Paper presented at the TESOL. .98

⁸⁸ Dornyei, Z. (1994). "Motivation and motivating in the foreign language classroom". *The Modern Language Journal*, 78(3). 273

1) *Environmental Factor*

Environment is one of the things that really influenced students' learning; it can come from parent, friend and other vibes of students' life. Bad environment as delivered by students that always joked other when performing English able to make them afraid to perform again in other time, this factor need to be overcome by all element, as students itself or teacher in the school.

Environmental factor was sure related to the students' sociolinguistic where the society gave big impact for learners' motivation to learn. Grimshaw gave his opinion between society and students' demotivation in learning English language. Those are⁸⁹:

- a) Language determines society
- b) Sociocultural determines language
- c) Co-variance between social facts and language
- d) Language and society is determined by other factors such as culture, abstract structure or biological nature.

The finding about bad environmental factor which was happened to the students at SMP Plus Al Munawwarah also related with demotivation factor that was delivered by Dornyei. He told

⁸⁹ Onovughe, Grimshaw. Sociolinguistics Inputs and English as Second Language Classrooms. *Canadian Center of Science and Education: Institute of Education, Faculty of Education. (Ekiti State University, Nigeria: 2017). 17*

that there are some demotivation factor in learning English, those are⁹⁰;

- a) The teacher was the main demotivation in language learning
- b) Inadequate school facilities
- c) Reduced self-confidence
- d) Negative attitude towards The L2 level
- e) Compulsory nature of L2 study
- f) Inference in translation may occur when translating a text with its source language into the target language
- g) Negative attitude towards the L2 community
- h) Attitude of group member
- i) Course book

Besides, Environment has a big impact for students' improvement of learning English. Most of students has bad attitude toward learning English caused by their environment which did not support them. According to Brown, there are four factors which could influence students' motivation to do the task of learning English as they form part of the world around students' feeling and engagement with the learning process⁹¹.

⁹⁰ Dornyei, Z. (1994). "Motivation and motivating in the foreign language classroom". *The Modern Language Journal*, 78(3). 273

⁹¹ H. Douglas. Brown. (1998). "English Language Teaching in the Post-Method Era: Toward Better Diagnosis, Treatment, and Assessment": (Cambridge University Press). 146

- a) Society where the students live in
- b) The people who are close to them such as parents, older siblings, and peers
- c) Teacher who is considered as a major factor in the continuance of a student's motivation
- d) The method which is vital to create confidence for both teacher and students in the way teaching and learning take place

Based on Brown's statement above, we can conclude that environmental factors dealing with student's attitude that always joked other in class session was one of the demotivating factors where the society of students' stay did not support them to study English.

2) *Teacher's Interaction*

Teachers who have positive interaction with their students create classroom environments more helpful to learn and meet students' developmental, emotional and educational needs. Besides, Teacher interaction has resulted a positive classroom environment that affects the learning and growth of students positively. Teacher interaction aids, cognitive ability, physiological development, and emotional growth.

Unfortunately, the English teacher at SMP Plus Al Munawarah less interaction with students, that was one of the reasons why students a bit dislike to study English as has been

explained by one of the students at the school. This research finding was suitable with Oxford investigation which has explained by Han in his research where the teacher has big impact to the process of teaching and learning, he explained that there some main demotivating factors that always happened to students at education, those were⁹²

- a) The teacher's personal relationship with the students
- b) The teacher's attitude towards the course or the material
- c) Style conflicts between teachers and students
- d) The nature of the classroom activities

The teacher's personal relationship with the students became the main point on how the students afraid and shy to practice English, that was the reason why teacher's attitude became one of the demotivating factor for students at second grade of SMP Plus Al Munawarah. In another expert Brown has explained some factors that influenced student's motivation which also related with this research result, First is the society where the students live in. Second is the people who are close to them such as parents, older siblings, and others. Third is the teacher who is considered as a major factor in the continuance of a student's motivation. The last is

⁹² Turgay Han, "Factors Causing Demotivation in EFL Learning Process and the Strategies Used by Turkish EFL Learners to Overcome their Demotivation", *Advances in Language and Literary Studies*.(2019).10(3).60

the method which is vital to create confidence for both teacher and students in the way teaching and learning⁹³

3) *Teaching strategy*

We know that the successful of studying English need support system which can be applied from how the learning conducted. Teaching Strategies help students begin to understand the process of learning. Strategy helps students to bypass their areas of weakness and to perform at the level at which they are capable and it promotes flexible thinking and teach students the importance of shifting their approaches to different tasks. Bad strategies dealing with uninteresting strategy which was applied by the teacher at SMP Plus Al Munawarah such giving much duties, focused on reading book and asking students to memorize vocabulary as explained by students were one of the things that make students did not enthusiasm to study English, that's why the findings above were included demotivating factor which made student demotivate to study English.

The result of the external factors above were advocated by Bekeshova that there are some things that should be paid attention in teaching English to make students did not lost interest to study, such goal of teaching, teachers strategy, and students problem

⁹³ H. Douglas B. "English Language Teaching in the Post": (Cambridge University Press). 79

during learning English⁹⁴. Besides, this research result about the demotivating factor dealing with teaching strategy also related with the study conducted by Ghadirzadeh he explained some external factors that able to influence student to study English. Those were⁹⁵

- a) Lack of perceived individual competence
- b) Lack of intrinsic motivation
- c) Inappropriate characteristics of teachers' teaching strategy
- d) and course contents Inadequate education's facilities
- e) Focus on difficult grammar

Based on the research findings which were supported by the theories and previous study, it can be concluded that the bad environment is also a factor of demotivation which related to Negative attitude towards the L2 community

4) *class material*

Material is the thing that should be in in learning process, material is the thing that become the goal in learning process. Unfortunately class material was one of the demotivating factors that were faced by students. Based on the findings, there found some materials that the students did not like such grammar, English practicing and others. These findings also related with the

⁹⁴ Karina Bekeshova, the practice of English language teaching. *ELT journal*. Vol-57. No-4. 104

⁹⁵ Reyhaneh Ghadirzadeh , "Demotivating Factors for English Language Learning Among University Students", *Journal of Social Sciences* (2012).8 (2). 192

research conducted by Han. He told some demotivating factor that faced by students in learning English. Those were⁹⁶:

- a) Teacher
- b) Characteristic of class
- c) Experiences of Failure
- d) Class Environment
- e) Class material
- f) Lack of interest

Other research that also related to this finding was conducted by Meshkat. She explained some demotivating factor that always found in student's learning of English. Those were⁹⁷: 1) Learning Contents and Materials. 2) Teachers' Competence and Teaching Styles. 3) Inadequate School. 4) Lack of Intrinsic Motivation.

5) *lack of media*

Media is one of the important things in teaching English. Many kinds of media used in teaching and learning English like pictures, slide projector, audio cassette, charts and so on. Those all used to make the students easier to understand the lesson and help the teacher in delivering the lesson. Based on the findings about demotivating factor that the teacher was seldom to use media in teaching English at SMP Plus Al Munawarah made student less

⁹⁶ Turgay Han, "Factors Causing Demotivation in EFL Learning Process and the Strategies Used by Turkish EFL Learners to Overcome their Demotivation", *Advances in Language and Literary Studies*.(2019).10(3).60

⁹⁷ Maryam Meshkat, "Demotivating factors in learning English: the case of Iran", *Procedia - Social and Behavioral Sciences* (2012). 746

enthusiastic to learn English. The lack of media related to the unavailability of media by schools that was happened to the students at SMP Plus Al Munawarah related with what Dornyei said. He told that there are some demotivation factor in learning English, those are⁹⁸;

- a) The teacher was the main demotivation in language learning
- b) Inadequate school facilities
- c) Reduced self-confidence
- d) Negative attitude towards The L2 level
- e) Compulsory nature of L2 study
- f) Inference in translation may occur when translating a text with its source language into the target language
- g) Negative attitude towards the L2 community
- h) Attitude of group member
- i) Course book

Inadequate school facilities are one of the things that should be noticed by all elements in school. It concerned with the student's improvement to join teaching and learning process in the class. Based on the theory above, it was clear that the lack of media at SMP Plus Al Munawarah jember as one of the demotivating factor that should be overcome by teacher soon to make learning process running well.

⁹⁸ Dornyei, Z. (1994). "Motivation and motivating in the foreign language classroom". *The Modern Language Journal*, 78(3). 273

Meanwhile, the result of this research also related with the study conducted by Cankaya. She explained some demotivating factors that happened to student's learning. Those were⁹⁹ (a) Class Characteristics (b) Class Environment (c) Experiences of Failure (d) Lack of Intrinsic Motivation (e) Class Materials. (f) Lack of media and (g) Teachers' attitude.

2. The Strategy to Overcome Demotivating Factors in Learning English at the Second-Grade Students of SMP Plus Al Munawarah

Learning English is always found factor which makes students are not enthusiastic to study. In other word, it called as demotivating factor that influence student in their learning. Meanwhile, strategy is the thing that should be used to overcome the demotivating factor in students' learning.

The researcher found some strategies that used by the students and also explained by the teacher. The strategies used by the students were Being Able to Understand English Outside of the Classroom, finding material on internet, Environmentalism enthusiastic and support and positive atmosphere toward English.

a. Being Able to Understand English Outside of the Classroom.

Being Able to Understand English Outside of the Classroom was conducted by the students to be more existent following the development of the times. The data that was gotten from this strategy

⁹⁹ Cankaya, Pinar. 2018. "Demotivation Factors in Foreign Language Learning". *Journal of Foreign Language Education and Technology*, Vol. 1. 3.

was the students afforded to understand many viral English songs. That strategy was related with Han's explanation that there are some strategies to overcome demotivating factors. Those are¹⁰⁰;

- 1) Self-studying
- 2) Being goal-oriented
- 3) Ignoring what others think or say
- 4) Thinking positively
- 5) Subtotal

Self-studying is the one of strategy which was related by students' strategy to overcome demotivating factor in learning English at SMP Plus Al Munawarah jember.

b. *Finding material on internet*

The students used blog websites to look for the material they did not understand, such as Kampung Inggris.com. The students also browsed for the answer on the internet to do their assignments that they felt difficult in doing the it. This finding was related with what Rebecca said, He explained some strategies which make students more enthusiastic in learning, th¹⁰¹ose are

¹⁰⁰ Turgay Han, "Factors Causing Demotivation in EFL Learning Process and the Strategies Used by Turkish EFL Learners to Overcome their Demotivation", *Advances in Language and Literary Studies*, (2019). 61

¹⁰¹ Rebecca L Oxford. *Language learning strategies: What every teacher should knows*. (University of Alabama. Boston :Heinle & Heinle publications, 1990). 89

- 1) Meta-cognitive strategies
- 2) Cognitive strategies ¹⁰².
- 3) Memorization strategies
- 4) Social strategies
- 5) Compensation strategies
- 6) Affective strategies

Based on the finding and the theory explained, cognitive strategies which refers to separate learning activities that are used by the learners to understand the linguistic input and get knowledge was related to the strategy used by students to overcome the demotivation factor in learning English.

c. *Environmentalism enthusiastic and support*

Environmentalism enthusiastic and support is one of the important strategies that should be conducted by all elements related to students' learning, as students' parent, friend and teacher. Such experienced by students that environment really determine the students' successful of learning. All element of students' environment should support them to motivate them in increasing English well. The data that was gotten by the researcher about Environmentalism enthusiastic and support also related with what brown ever said that there are four factors which can influence students' motivation to study. Those are;

¹⁰² J. M. O'Malley and A. U. Chamot, *Learning Strategies in Second Language Acquisition*, (London: Cambridge University Press, 1990), 87

- 1) The society where the students live in
- 2) The people who are close to them such as parents, older siblings, and peers
- 3) The teacher who is considered as a major factor in the continuance of a student's motivation
- 4) The method which is vital to create confidence for both teacher and students in the way teaching and learning take place

d. *Positive atmosphere toward English*

Positive atmosphere toward English is the last strategy that was applied by the students to overcome demotivating factor they experienced. Positive atmosphere was the strategy that has to be done to develop students' motivation in learning English, it can be began from the teacher's attitude as explained by students in the finding.

Positive atmosphere refers to class vibes, such strategy used by the teacher in teaching English to make students' condition enthusiasm to study. The data about positive atmospheres toward English related with Han's explanation that there are some strategies to overcome demotivating factors. Those are¹⁰³

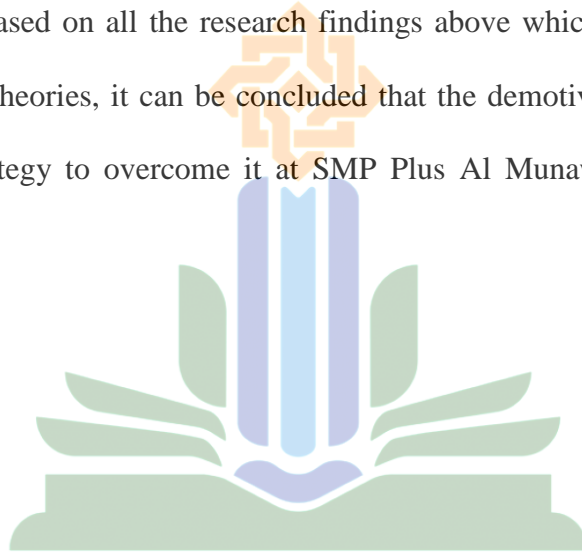
- 1) Self-studying
- 2) Being goal-oriented
- 3) Ignoring what others think or say
- 4) Thinking positively

¹⁰³ Turgay Han, "Factors Causing Demotivation in EFL Learning Process and the Strategies Used by Turkish EFL Learners to Overcome their Demotivation", *Advances in Language and Literary Studies*, (2019). 61

5) Subtotal

Positive atmosphere should be started from the students themselves and respecting each other and the teacher should use interesting strategy to motivate students in learning English.

Based on all the research findings above which were supported by the theories, it can be concluded that the demotivating factors and the strategy to overcome it at SMP Plus Al Munawwarah has been valid.



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CHAPTER V

CONCLUSSION

In this chapter, the researcher presents the conclusion of the research and suggestions for English teachers, students, and further researchers who are interested in similar research.

A. Conclusion

1. There were two demotivating factors in students' learning English at SMP Plus Al Amunawarah, those were internal and external factor. The internal factors were students' disuderstand the important of English, the students were not interested to study English and the students were not confident to perform English. The External of demotivating Factors in students' learning English at SMP Plus Al Amunawarah were students' environmental factor, teacher's interaction with students, teaching strategy that was applied by the teacher, class materials and lack of media used in learning English.
2. The strategy implemented by the students to overcome demotivating factors at SMP Plus Al Amunawarah were students were able to understand English outside of classroom, students tried to Find material on internet, students' Environmentalism enthusiastic and support and students' Positive atmosphere toward English.

B. Suggestion

The findings of the research were expected to be useful for English teachers, students, and further researchers.

1. For English teachers, it was expected to be able to explore the kinds of EFL students' demotivating factors, so that the teacher can give the appropriate strategy to overcome it.
2. For the further researcher, it was expected be able to search about the exploring demotivating factors in each skill of English. So that all of the students' demotivating factors in English skills can be known, then the strategies can be explored by the further researcher.

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RESEARCH MATRIX

TITLE	VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTIONS
INVESTIGATING DEMOTIVATING FACTORS IN FOREIGN LANGUAGE STUDENTS: THE CASE OF INDONESIAN JUNIOR HIGH SCHOOL STUDENTS IN JEMBER	Demotivating factors in Learning English	1) Demotivating factors by Zoltan Dornyei a. The teacher b. Inadequate school facilities c. Reduced self-confidence d. Negative attitude towards the L2 e. Compulsory nature of L2 study f. Interference of another foreign language being studied g. Negative attitude towards L2 community h. Attitudes of group members i. Course book 2) The way to overcome demotivating factor a. Self-studying b. Being goal-oriented c. Ignoring what others think or say d. Thinking positively e. Subtotal	1. Students 2. English Teacher	1. Research Design: Qualitative Descriptive 2. Technique of Collecting Data: a. Observation b. Interview 3. Data Analysis: a. Data collection b. Data condensation c. Data presentation d. Conclusion drawing/verification 4. Validity of Data: a. Technique Triangulation b. Source triangulation	1. What are the demotivating factors to study English at the second grade students of SMP Plus Al Munawarah? 2. How do the students overcome demotivating in learning English?

PERNYATAAN KEASLIAN TULISAN

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Dengan ini menyatakan bahwa isi skripsi yang berjudul "English Language Learning Demotivating Factors for Indonesian Junior High School EFL Students in Jember " adalah hasil karya/penelitian saya sendiri, kecuali bagian-bagian yang dirujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenar-benarnya.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Jember, 01 Juni 2022
menyatakan



Wildah Al 'Aluf
NIM T20176051

Ac
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Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Plus Al Munawaroh

Jl. Majapahit 2, No 139, Gunungbutak Andongrejo Tempurejo Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176051
Nama : WILDAH AL ALUF
Semester : Semester dua belas
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "English Language Learning Demotivating Factors for Indonesian Junior High School EFL Students in Jember" selama 15 (lima belas) hari di lingkungan lembaga wewenang Bapak/Ibu Sofiatil aliyah, S.pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 03 Januari 2022

an Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI



YAYASAN PENDIDIKAN DAN PONDOK PESANTREN AL MUNAWAROH
SEKOLAH MENENGAH PERTAMA PLUS AL MUNAWAROH

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SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 131/SMP_AL MUNAWWAROH/I/2022

Yang bertanda tangan dibawah ini :

Nama : Ellyzabeth Yasirotul Hidayati, S.Ag
Jabatan : Kepala Sekolah
Instansi : SMP "Plus" Al-Munawaroh

Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : Wildah Al-Aluf
NIM : T20176051
Progran Studi : Tadris Bahasa Inggris
Sekolah/Univ : Universitas Islam Negeri Kiai Achmad Siddiq Jember

Telah selesai melakukan penelitian di lembaga pendidikan SMP Al-Munawaroh kecamatan tempurejo kabupaten jember selama 15 (lima belas) hari, terhitung mulai tanggal 04 Januari 2022 sampai dengan 20 Januari 2022 untuk memperoleh data dalam rangka penyusunan skripsi atau thesis atau disertasi penelitian yang berjudul "*English Language Learning Demotivating Factors for Indonesian Junior High School EFL Students in Jember*".

Demikian surat keterangan ini dibuat dan di berikan kepada yang bersangkutan untuk di gunakan sepenuhnya.

Jember, 21 Januari 2022
Kepala Sekolah
SMP "Plus" Al-Munawaroh

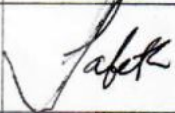
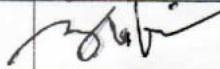





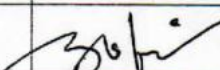
Ellyzabeth Yasirotul Hidayati, S.Ag

JOURNAL OF RESEARCH ACTIVITIES

Name : Wildah Al ' Aluf

NIM : T20176051

Location : SMP Plus Al Munawaroh

No.	Date	Activities	Initials
1.	Tues, 04 th Jan 2022	The researcher was giving the research permission letter	
2.	Wed, 12 th Jan 2022	Interviewed the English Teacher	
3.	Sat, 15 th Jan 2022	Interviewed Lisa Safitri, second-grade student	
4.	Sat, 15 th Jan 2022	Interviewed Qoriatul Hasanah, second-grade student	
5.	Sat, 15 th Jan 2022	Interviewed Ica Dwi Ramadani, second-grade student	
6.	Sat, 15 th Jan 2022	Interviewed Faiqotul Imaniah, second-grade student	
7.	Sat, 15 th Jan 2022	Interviewed Risal, second-grade student	
8.	Wed, 19 th Jan 2022	Observation learning English	

Jember, 20th January 2022

The Headmaster,
SMP Plus Al Munawaroh


Ellyzabeth Yasirotul Hidayati, S.Ag

INTERVIEW TRANSCRIPT

Interview Transcript 1

Interviewer : The Researcher (R)

Interviewee : Student 1 (S1), Student 2 (S2), Student 3 (S3), Student 4 (S4),
Student 5 (S5)

Place : SMP Plus Al Munawwaroh

R : Selamat pagi adik-adik

S : Pagi kak

R : Sebelumnya terimakasih atas waktunya sudah berkenan untuk membantu kakak dalam melaksanakan penelitian di kelas ini, hari ini kakak akan bertanya kepada adik-adik sekalian beberapa pertanyaan terkait proses belajar bahasa Inggris di kelas

R : Menurut adik-adik, apakah Bahasa Inggris itu pelajaran yang sulit untuk dipelajari?

S1: Iya kak, pelajaran bahasa inggris memang sulit untuk dipelajari

R : Kesulitannya apa kalau belajar Bahasa Inggris?

S2: Saya tidak suka belajar bahasa Inggris karena tidak faham artinya

S3: Kalau saya kurang tertarik belajar bahasa Inggris karena pelajarannya membosankan kak

R : Belajar bahasa Inggris buat adik adik tertekan enggak?

S4: Iya kak, Iya, karena saya tidak tau cara berbicara bahasa Inggris

R : Kenapa bisa buat adik adik tertekan?

S5: Karena gak pede, gak tau cara ngomongnya juga kak

S1: Malu ngomong bahasa Inggris kak karena gak tau artinya

R : Kalau belajar bahasa Inggris, pelajaran bahasa Inggris apa yang susah untuk dipelajari?

S2: Saya kurang suka sama pelajaran grammar, karena membingungkan

S4: kalau saya, Pelajaran yang saya kurang suka itu ketika disuruh praktek kedepan kak. Saya tidak tau cara ngomongnya

R : Jadi apakah pelajaran bahasa Inggris yang susah dipelajari itu yang membuat adik adik malas belajar bahasa Inggris?

S1: Iya kak, salah satunya itu buat males belajar bahasa Inggris

R : Kalau di Bahasa Indonesia dan Bahasa Inggris itu susunan kalimatnya berbeda, bagaimana menurut adik-adik adanya perbedaan susunan kalimat tersebut?

S3: Jadi susah memahaminya kak, kalimatnya di bolak balek

S4: Iya kak, saya juga susah kalau disuruh merubah kalimat bahasa Indonesia ke bahasa Inggris, karena sering salah kalau pas nyusun kalimat bahasa Inggrisnya

R : Kalau cara ngajar guru bahasa Inggris itu bagaimana?

S2: Kalau guru bahasa Inggris yang masuk, lebih sering di suruh membaca buku lks

S1: Kadang Cuma disuruh ngafalin vocab di kelas kak

S5: Biasanya guru menjelaskan sebentar, terus ngasih tugas

R : Lalu bagaimana cara guru mengajar pelajaran yang sulit untuk dipelajari?

S3: Guru hanya menerangkan pelajaran saja di kelas terus ngasih tugas

S4: kalau saya Kadang nanya ke teman dikelas, gak nanya ke pak guru atau Biasanya Tanya mama dan guru lesku di rumah

R : Terus kalau di kelas pas pelajaran bahasa Inggris suasananya gimana?
Temen-temen ada yang ganggu enggak?

S2: Temen-temen kebanyakan diem aja pas pelajaran

S1: Tapi, kalau pas ada yang maju ke depan kelas, ada yang suka ngetawain

S3: Ada juga yang bantuin kalau gak faham, ada yang jadi tukang ganggu

S5: kalau saya kurang berintraksi kalau sama guru di kelas, karena saya kurang tertarik sama penjelasannya.

R : Apa saja fasilitas belajar yang didapat ketika adik-adik belajar bahasa Inggris?

S4: Pelajaran bahasa inggris sangat jarang menggunakan media pembelajaran kak, biasanya guru hanya menggunakan buku lks

S5: Pak guru hanya menggunakan buku lks dan menulis apa yang ada di papan tulis

R : Buku apa saja yang biasa digunakan ketika pelajaran bahasa Inggris?

S2: Buku lks saja kak

S1: Cuma buku lks, gak ada buku lain yang dipakek

R : Bagaimana menurut adik adik belajar bahasa Inggris dengan menggunakan buku lks?

S3: Kalau pelajaran di lks mudah dipelajari, cuma materi yang diberikan membosankan karena terlalu panjang

S4: Buku lks gak susah dipelajari

R : Apa ada bahasa lain yang juga dipelajari di kelas ini?

S4: Ada kak, disini juga belajar bahasa Arab

R : Kalau juga belajar bahasa Arab, apa buat adik-adik jadi tidak fokus belajar bahasa Inggris?

S5: Enggak kak, sama-sama susah dipelajari

S1: Itu gak ngaruh kak, pelajarannya kan beda, gurunya juga beda yang ngajar

R : Kalau ngajar, gurunya menggunakan bahasa Indonesia atau bahasa Inggris?
Atau di campur?

S2: Bahasa Indonesia kak

S4: Menggunakan bahasa Indonesia kak, tapi kadang menggunakan bahasa Inggris pas awal masuk kelas gitu. Cuma anak-anak tidak paham

R : Jadi, apa sih yang bisa meningkatkan motivasi adik-adik belajar dalam bahasa Inggris?

S2: Jangan terlalu fokus kepada belajar biar tidak jenuh, belajar sambil bermain akan lebih menyenangkan kak

S3: Guru tidak boleh mempersulit siswa dengan tugas yang rumit

S4: Belajar diselingi bermain saja dikelas kak agar tidak jenuh

S5: Tidak membuli yang lain kalo salah kak. Soalnya anak-anak disini sering saling membuli

S1: Saling menghormati

R : Terus apa saja yang sudah adik-adik lakukan untuk meningkatkan motivasi belajar bahasa Inggris?

S1: Kalau saya biasanya mencari materi yang tidak dipahami di google ketika dikasih PR sama guru

S3: Saya lebih suka mendengarkan lagu-lagu bahasa Inggris yang viral di tik tok kak. Biasanya itu lebih memotivasi saya agar paham bahasa Inggris

S2: Saya sebenarnya pengen tau bahasa Inggris kak, Cuma pelajaran bahasa Inggris dikelas membosankan, jadi saya ikut les private bahasa Inggris dirumah

Interview Transcript 2

Interviewer : The Researcher (R)

Interviewee : English Teacher

Place : SMP Plus Al Munawwaroh

R : Selamat pagi bapak

T : Selamat pagi

R : Mohon maaf bapak mengganggu waktunya, disini saya ingin menanyakan beberapa hal terkait proses belajar bahasa Inggris di kelas 8 bapak

T : oh iya, silahkan

R : Menurut bapak, apakah siswa merasa kesulitan dalam mempelajari Bahasa Inggris?

T : Menurut saya siswa memang mengalami kesulitan dalam mempelajari bahasa Inggris. Mereka terlihat kurang bersemangat selama pelajaran bahasa Inggris berlangsung. Ini karena mereka belum tau pentingnya bahasa inggris, padahal sekarang semuanya butuh bahasa inggris, khususnya penggunaan alat-alat elektronik yang semakin maju mengikuti perkembangan zaman

R : Kesulitan apa yang dialami para siswa dalam belajar Bahasa Inggris?

T : Kesulitan yang sering dialami siswa ketika belajar bahasa inggris adalah disaat saya meminta mereka buat praktek berbicara singkat bahasa inggris, bahkan banyak dari mereka yang tidak mau praktek ketika saya suruh

R : Apakah siswa terlihat tertekan ketika belajar Bahasa Inggris?

T : Kelihatannya iya. Anak-anak lebih suka diam ketika ditanya tentang bahasa inggris, mereka malu untuk praktek, padahal saya sering memotivasi mereka bahwa kita harus sering praktek agar bisa berbahasa inggris. Contohnya saja

ketika pelajaran greeting, mereka sangat sulit untuk praktek menyapa temannya

R : Materi Bahasa Inggris apa yang sulit dipelajari oleh para siswa?

T : kalau materi bahasa inggris yang siswa kesulitan memahami itu grammar dan speaking. Siswa kesulitan menghafalkan rumus yang saya berikan. Dan ketika saya memberikan soal untuk menerjemahkan dari bahasa Indonesia ke bahasa Inggris, mereka kesulitan. Jika sebaliknya, mereka lebih mudah dalam mengerjakannya, ini mungkin dikarenakan saya sering mewajibkan siswa menghafal vocab agar mereka bisa praktek to speak English.

R : Menurut anda, apakah materi yang sulit dipelajari siswa dalam mata pelajaran Bahasa Inggris yang membuat siswa malas belajar Bahasa Inggris?

T : Iya, jadi kalau siswa diberikan tugas tentang grammar, mereka malas-malasan dalam mengerjakannya. Saya sering mewajibkan siswa menghafal vocab agar mereka bisa praktek to speak English, supaya ketika disuruh maju ke depan kelas, tidak saling tunjuk untuk maju ke depan.

R : Apakah struktur Bahasa Inggris yang berbeda dengan bahasa digunakan para siswa membuat siswa kesulitan dalam memahami Bahasa Inggris?

T : seperti yang saya katakan tadi bak, siswa kesulitan menerjemahkan bahasa Indonesia ke bahasa Inggris karena penyusunan kalimat dalam bahasa Indonesia dan bahasa Inggris jauh berbeda.

R : Bagaimana suasana di kelas ketika pembelajaran Bahasa Inggris? (teman,dll) Apakah mereka membantu atau tidak?

T : Ketika saya masuk kelas untuk mengajar Bahasa Inggris, dan menyapa siswa dengan menggunakan bahasa Inggris, mereka seperti meledek, karena saya menyapa mereka dengan bahasa Inggris yang mana mereka tidak memahami maksud dari yang saya sampaikan. Begitu juga ketika ada siswa yang suruh maju ke depan untuk bercerita atau mempraktekkan percakapan didepan kelas, siswa lain ada yang mengejek, tapi ketika saya suruh maju untuk

menggantikan temennya, mereka tidak mau dan bahkan saling suruh antara satu dengan yang lain

R : Media apa yang dipakai pada saat pembelajaran Bahasa Inggris?

T : kalau untuk media, selama ini saya hanya menggunakan papan tulis untuk menerangkan materi ke anak-anak, pengennya saya juga bisa menunjukkan foto atau video untuk pembelajaran bahasa Inggris tapi sekolah belum menyediakan alatnya. Jadi sementara ini hanya menggunakan media seadanya saja

R : Buku apa yang dipakai? Kenapa memilih buku tersebut?

T : Disini kita hanya menggunakan buku lks, sebenarnya kita mendapat bantuan berupa buku paket bahasa Inggris, akan tetapi jumlahnya sedikit. Jadi sekolah hanya mampu memberikan buku lks kepada siswa. Sebenarnya anak-anak sering meminta untuk mendengarkan music, hususnya ketika pelajaran tentang Songs di bab terakhir lks, Cuma saya tidak bisa memenuhi itu karena belum ada fasilitas yang memadai dari sekolah

R : Apa ada bahasa asing lain yang juga dipelajari?

T : Ada, disini juga mempelajari bahasa asing lain, yaitu bahasa Arab

R : Apakah dengan mempelajari dua bahasa asing membuat siswa tidak fokus dalam belajar Bahasa Inggris?

T : Saya rasa tidak, hanya saja selain ketidak pahaman siswa akan pentingnya bahasa inggris, faktor lain yang membuat siswa tidak fokus dan kurang berminat dalam mengikuti pembelajaran bahasa inggris adalah lingkungan, berhubung sekolah ini berada di pedesaan maka lingkungannya juga tidak terlalu mensupport dalam berbahasa inggris

R : Bahasa apa yang digunakan ketika mengajar Bahasa Inggris di kelas?

T : Saya mengajar itu menggunakan bahasa Indonesia, walaupun memang seharusnya menggunakan full berbahasa Inggris tapi siswa kebingungan

dalam mencerna apa yang saya sampaikan. Iya sedikit-sedikit saya campur lah. Tapi banyak berbahasa Indonesinya agar siswa disini lebih mudah memahami apa yang saya terangkan

R : Menurut bapak, apa yang membuat siswa termotivasi?

T : Melakukan inovasi dalam kegiatan pembelajaran, ini juga bertujuan untuk meningkatkan motivasi siswa dengan adanya keterlibatan siswa pada saat pembelajaran. Selain itu, saya kira teman juga hal yang dapat memotivasi siswa agar lebih antusias belajar bahasa inggris karena ketika ada satu yang bisa bahasa inggris, yang lain pasti akan bertanya ke dia apabila disuruh mengerjakan tugas

R : Upaya apa yang telah dilakukan untuk meningkatkan motivasi belajar Bahasa Inggris?

T : Belum ada langkah khusus yang saya rumuskan untuk melakukan inovasi pembelajaran. Cuma saya sering mewanti-wanti siswa bahwa bahasa inggris itu merupakan hal yang sangat penting dan sangat dibutuhkan seiring dengan perkembangan jaman. Dalam kelas saya juga membebaskan siswa menggunakan media apa saja saat mengerjakan PR yang saya kasih, bahkan saya sering menemukan beberapa siswa dalam jawaban tugasnya sama dengan yang ada di internet. Ini berarti mereka browsing terkait materi yang mereka tidak paham

OBSERVATION SHEET

NO	INDIKATOR	ASPEK YANG DIAMATI	DESKRIPSI
1.	Teachers	a. Sikap siswa pada saat guru mengajar	Siswa bersikap baik saat guru menerangkan materi bahasa Inggris, mereka tidak membuat suasana kelas menjadi ramai, akan tetapi terdapat beberapa siswa yang mengantuk dan kelihatan kurang bersemangat pada saat guru mengajar.
		b. Respon siswa pada saat materi mendapat materi yang sulit dipelajari	Siswa terlihat kebingungan saat mendapatkan materi yang menurutnya susah difahami, beberapa tetap mendengarkan penjelasan yang guru sampaikan dan beberapa siswa memilih mengabaikan penjelasan guru, seperti berbisik-bisik dengan teman sebangkunya atau bersandar pada dinding kelas dan bahkan melamun.
2.	Self-confident	c. Respon siswa lain pada saat temannya mengalami kesulitan	Siswa di kelas tersebut terlihat kompak. Ketika mendapati temannya yang kesulitan, seperti buku LKS Bahasa Inggris yang lupa dibawa, siswa lain tanpa sungkan berbagi buku dengan temannya. Namun ketika siswa lain mendapat kesulitan saat mendapat pertanyaan guru, siswa lain tidak membantunya dan juga kelihatan bingung
3.	Inadequate school Facility	d. Fasilitas yang didapatkan siswa pada saat mapel Bahasa Inggris	Fasilitas yang disediakan sekolah untuk kepentingan belajar mengajar kurang memadai, pasalnya guru tidak dapat menggunakan media yang diinginkan ketika mengajar dikarenakan belum disediakan oleh pihak sekolah. Sehingga fokus media yang dipakai hanya papan tulis dan buku lks yang diberikan kepada masing-masing siswa.
4.	Negative attitude toward L2	e. Siswa kesulitan mempelajari struktur Bahasa Inggris	Peneliti menemukan bahwa siswa sering diwajibkan menghafal vocabulary sama gurunya, namun kebanyakan siswa masih kebingungan ketika mendapatkan materi dan tugas yang berkaitan dengan cara menyusun kalimat dalam bahasa inggris, dan bahkan beberapa siswa mengaku tidak suka sama pelajaran bahasa inggris karena struktur

			bahasanya yang sulit dipahami
5.	Negative attitude towards L2 community	f. Siswa tidak mendapatkan lingkungan yang mendukung untuk meningkatkan pemahaman Bahasa Inggris	Siswa mendapatkan lingkungan yang kurang mendukung dalam meningkatkan pemahamannya akan bahasa inggris, dan ini membuat siswa memiliki motivasi yang rendah dalam belajar Bahasa Inggris, seperti sikap teman yang kurang baik dan bahkan dari fasilitas sekolah yang kurang memadai
6.	Attitudes of group members	g. Teman kelas tidak memberikan sikap positif untuk peningkatan pemahaman pembelajaran Bahasa Inggris	Siswa di kelas 8 ini memiliki sikap yang kurang suportif dikelas, pasalnya ketika ada siswa lain yang mencoba praktek berbicara bahasa inggris, yang lain suka ngatain dan meng-downkan
7.	a. Course-book	h. Kualitas buku yang digunakan dapat menunjang pemahaman siswa terhadap Bahasa Inggris	Terdapat buku LKS yang digunakan siswa dalam belajar Bahasa Inggris, sekolah juga menyediakan buku paket diperpustakaan dan tidak diberikan ke siswa
8.	The compulsory nature of L2	i. Sikap siswa terlihat tertekan selama mata pelajaran bahasa Inggris dimulai	Selama pembelajaran bahasa inggris berlangsung, siswa kelihatan cukup tertekan mengikuti pembelajaran, hususnya ketika guru memberikan tugas yang cukup banyak, dan ini juga membuat siswa kurang antusias dalam belajar bahasa inggris
9.	Interference of another foreign language being studied	j. Siswa terlihat kesulitan pada saat mempelajari bahasa asing yang lain dan mengganggu pemahaman Bahasa Inggris	Siswa terlihat kesulitan memahami bahasa inggris bukan karena mereka juga mempelajari bahasa arab, tetapi ada factor lain yang lebih mempengaruhi siswa, seperti lingkungan dan cara guru dalam mengajar bahasa inggris, bahkan ada siswa yang mengaku jika pelajaran bahasa arab tidak mempengaruhi pemahaman mereka dalam belajar bahasa inggris karena guru yang mengajar berbeda.

The researcher interview the English teacher of SMP Plus Al
Munawaroh

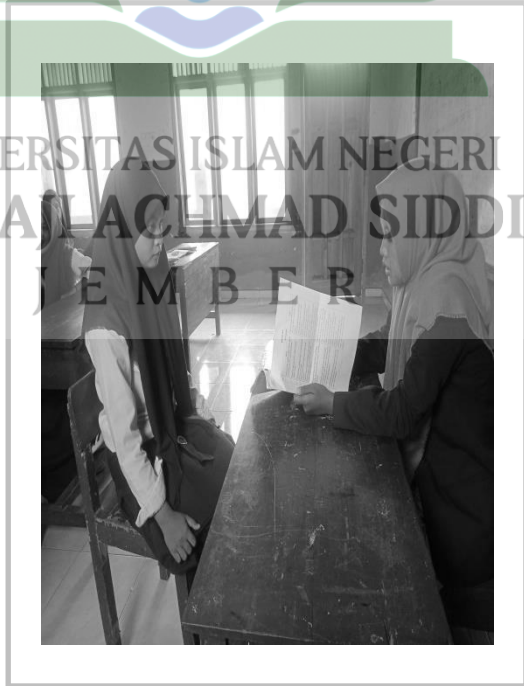


The researcher interviewed the students





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MEMBER



The researcher observed the English learning



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J E M B E R

CURRICULUM VITAE



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1. TK Miftahul Ulum
2. MI Miftahul Ulum
3. SMP Ibrahimy 3 Sukorejo
4. SMK Ibrahimy 1 Sukorejo