

**AN EXPLORATION OF STUDENTS' DEMOTIVATING FACTOR  
IN LEARNING SPEAKING ABILITY  
AT SECOND GRADE STUDENTS OF MTs KHOLID BIN WALID  
JEMBER**

**THESIS**

Submitted to the State Islamic University of 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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STATE ISLAMIC UNIVERSITY  
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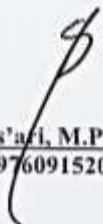
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**THESIS**

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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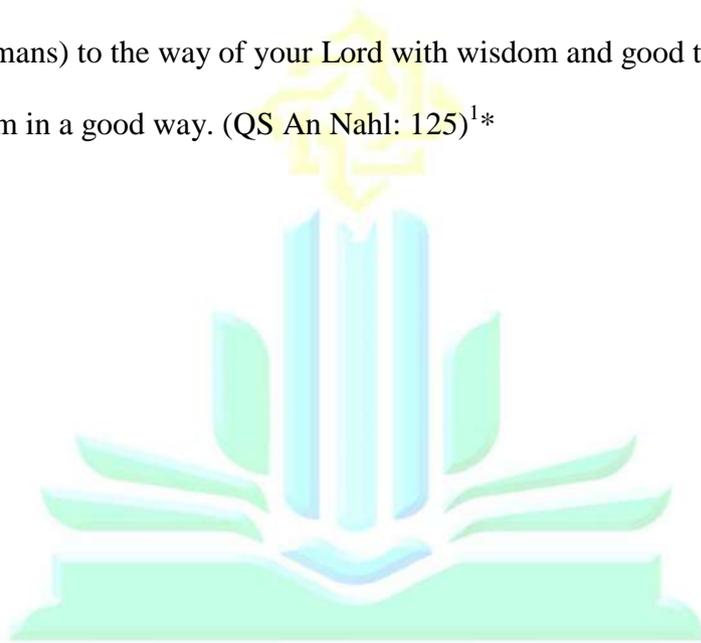


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## MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ

Ask (humans) to the way of your Lord with wisdom and good teaching, and argue with them in a good way. (QS An Nahl: 125)<sup>1\*</sup>



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\* Kementerian Agama, *Al qur'an*, (Semarang, PT Karya Toha, 2016)

## DEDICATION

### 1. My Beloved Parents

A lot of thanks for Ibunda Dra. Hj. Siti Rohana and Ayahanda Drs. H. Sahri Fauzi. Their prayers, motivation, encouragement and love who always supported me to reach my dream and finish my undergraduate thesis.

### 2. My Brother

Achmad Khoiruzzaman. Thanks to always supported, motivated and even accompanying me to finish this thesis.

### 3. 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 of difficulties in completing this thesis, and thank you so much for giving me much knowledge.

### 4. My Beloved Friends

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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 and as advisor who has advised and guided the writer in conducting till finishing this research

5. Syauqi abdillah, S.Pd.I. As the head master of MTs Kholid Bin Walid Jember who has permitted the researcher to conduct the research.
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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, Mei 26, 2023

Writer

## ABSTRACT

**Mega Fajarwaty Maulidiah, 2023:** *An Exploration of Students' Demotivating Factor In Learning Speaking Ability At Second Grade Students of MTs Kholid Bin Walid Jember*

**Key word:** demotivating factors, speaking ability

Speaking naturally becomes the most important product of language learning in having relation one another. Humans all over the world can be said to be successful in language learning are because of his/her speaking ability itself. Reality, the low interest and motivation to increase speaking skill is one of the challenges in language education development and this often happened to the students. This lowering interest and motivated in learning is called demotivation. Demotivation is the condition where students lose their motivation at an early phase of second language learning and this might suffer from long-term harmful impacts, such as failure, losing self-confidence, self-blaming and struggling too much to gain motivation during the learning process. Here, the same case happened to the students at second grade of MTs Kholid Bin Walid Jember. The students did not enthusiastic to learn speaking skill caused lack of motivation and they just thought that speaking skill just a weird skill which was not really important.

The research questions in this study were: 1) What are the demotivating factors to learn speaking ability at the second-grade students of MTs Kholid Bin Walid Jember? 2) How does overcome the demotivating factor in learning speaking ability at the second-grade students of MTs Kholid Bin Walid Jember?. The goals of this research were: 1) To find out and describe the demotivating factors that discourage learners from learning speaking ability at MTs Kholid Bin Walid Jember. 2) To find out and describe how to overcome the demotivating factor in learning speaking ability at MTs Kholid Bin Walid Jember.

This research used qualitative research. The participants were the English teacher and students at second grade of MTs Kholid Bin Walid. The data collection methods that was used were observation, interview and document review. To valid the data, the researcher also used source triangulation and techniques triangulation. Meanwhile, 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 to learn speaking skill and also strategies to overcome them. 1) This demotivating factor divided into internal and external factors. The internal factors were: Lack of care to speak English, Less of confident, Lack aware the importance of English and Loss interest. While the external factor included Teacher's strategy, Students' circle, School facilities, Learning media and the last was Class vibes. 2) Regarding, the strategies implemented consisted of: Self-studying, Using internet, Giving reward and the last was Outdoor study.

Due to those factors, students become demotivated in learning speaking and it can make them lost their motivation in developing it. So, they could not going to get a great score on English subject. The strategies implemented were so crucial to be adopted by other school because most of students got demotivation to learn speaking skill in many kinds of school.

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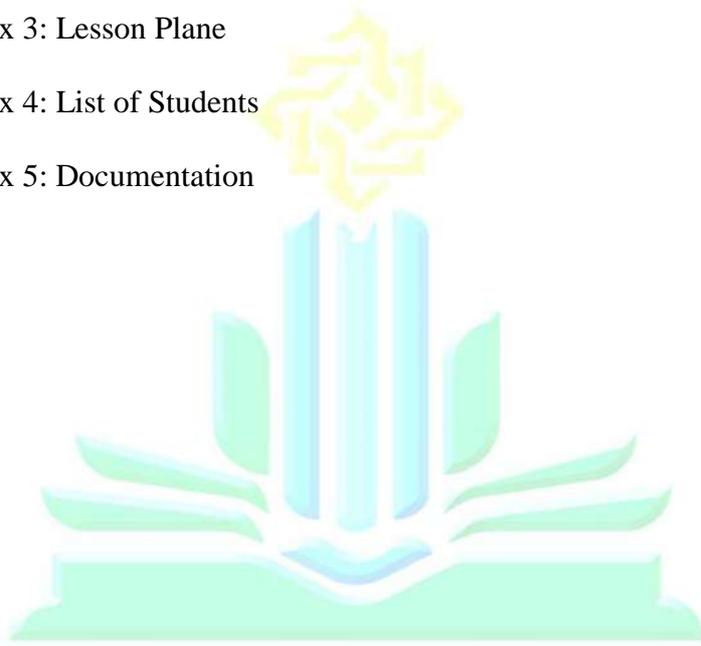
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## CHAPTER I

### INTRODUCTION

This chapter covers six important points: the first point is title of the research, the second point is background of research, the third point is focus of the research, the fourth point is objective of research, the fifth point is significance of the research, and the last one is definition of key term

#### A. Background of Study

The English language is spoken all over the world and it has attained as the global language. English 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. For sure that mastering English is needed by many people for this modern era, they learn English for a job, academic or to have communication with other person. Harmer (1998) stated that the important of English is to absorb and develop science, technology, culture, and to improve the international era<sup>2</sup>. That is why many persons force themselves to be English expert.

Besides, English is the important language that all students have to be expert of it in the education, it is as one of the requirement lesson that must be known by all students to pass their formal education. Kusuma (2018) stated that the first foreign language which was taught in education of Indonesia is English<sup>3</sup>.

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

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

The importance of learning English cannot be separated from mastery of speaking. Speaking is a system of communication which consist set of sounds and written symbols which are used by the people of a particular country or region for talking one and other. Allah said in the Holy Quran in At Taha verse 44-45:

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَى # قَالَ رَبَّنَا إِنَّنَا نَخَافُ أَنْ يُفْرِطَ عَلَيْنَا أَوْ أَنْ يَطَّغَى

*And speak unto him (Fir'aun) a gentle word that peradventure he may heed or fear. They said: Our Lord! Lo! We fear that he may be beforehand with us or that he may play the tyrant<sup>4</sup>*

From the verse above that speaking is really needed to share our idea or to have someone who speaks with us. We can learn from those verses that without speaking Musa will not be able to subdue Fir'aun and all his soldiers.

Speaking naturally becomes the most important product of language learning in having relation one another. Humans all over the world can be said to be successful in language learning are because of his/her speaking ability itself. Besides, it is important in accepting spoken information. Because it will be based on how well they speak and get new information and how well they learn about language. The students of this globalization era must have good skills in speaking in order to be successful in communicating and relating with other people.

In other word, Speaking is the key of people relation because it is a way of their communication about what they want, it is the most important thing that everyone should be expert. According to Rao (2019), speaking skill is the most important skill to acquire foreign or second language learning

<sup>4</sup> Kementrian Agama, *Al qur'an*, (Semarang, PT Karya Toha, 2016), 20:44-45.

among the four key language skills<sup>5</sup>. Speaking skill is the most essential skills for all learners who wish to learn English to enhance their career, build confidence levels, improve business, get better job opportunities, attend interviews, make public speeches, participate in debates and group discussions, give presentations and so on. In the present modern world, everything is linked with speaking skills. One who has good talent in speaking can conquer the whole world.

The important of speaking skill caused by the special aspect to exchange information and to express the idea to another people, especially in this Globalization era that force people to update much information not only national, but also international information to build their creativity, it will be useless when they do not understand English as the global language used in many other countries.

Besides, the important of speaking skill is not escaped from much problem because speaking is productive skill that must be expressed differently with Bahasa. In the education, English speaking activity is the most difficult activity that the students should do, that's why some researches stated that students find difficult to speak English, they are confused on how to arrange the word into sentence. Moreover they are still in not quite fluent in

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<sup>5</sup> Parupalli Srinivas Rao, "The Importance of Speaking Skills In English Classrooms", *Alford Council of International English & Literature Journal(ACIELJ)*, 2 (7,2019), 8.

delivering their speech. Such Suarini stated that the big problem that still goes on in learning speaking ability is not confident to express student's minds<sup>6</sup>.

Here, the low interest and motivation to increase speaking skill is one of the challenges in language education development. However, the government has set the education system *“To achieve educational goals, a learning process is needed such interactive, inspiring, fun, challenging, motivating students to actively participate, provide sufficient space for initiative, creativity, independence in the talents, interests, physical development, and student psychology<sup>7</sup>”*. This can be known that the good education if the students motivated to actively participated for every lessons moreover English speaking skill as the obligated subject for Indonesian school.

Reality, the demotivation factor in speaking skill that always faced by students did not come from themselves at all, it may be because of the school environment. For example the teacher was not also able to give special treatment in case of guiding students who dive into demotivation. Environmental issues are also the gap of this study, because the students who lack English often felt not confident, therefore students must be strong in mentality and always keep their motivation. The other issue that always happened is uncomfortable teaching and learning process. It means the class often got uncondusive moment to increase students' speaking ability.

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<sup>6</sup> Ni Wayan Suarini, “The Use Of Communication Strategies By The Teacher As A Technique Of Teaching To Help Students Learn To Communicate In English On Elementary Level In Bali Children Foundation”, *Jurnal Pendidikan Bahasa Inggris Undiksha*,01(2019), 49.

<sup>7</sup> Peraturan Pemerintah (PP), Nomor 57 Tahun 2021 pasal 12 Ayat 1.

In addition, Demotivation is the concept of negative attitudes. Negative attitudes as rightly points out can impede language learning, since you usually get those attitudes when you are not interested or have difficulties with the teacher or with other students<sup>8</sup>. According to Falout that demotivation is the condition where students lose their motivation at an early phase of second language learning and this might suffer from long-term harmful impacts, such as failure, losing self-confidence, self-blaming and struggling too much to gain motivation during the learning process<sup>9</sup>. In other word, demotivation is the condition where the learners did not feel enthusiastic to study.

Here is some literature reviews about demotivation. A journal came from Arienie Terial Subroto 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 prove were that demotivating factors in learning English has identified by Zoltan Dornyei. Those factors were teacher, course, attitude towards L2 community, attitude toward L2 itself, and attitude of group members and family are 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 process.<sup>10</sup>

Other study explained the demotivation on speaking skill came from Kamal Heidari with the title “*Demotivating Factors on English Speaking*

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<sup>8</sup> Kamal Heidari, “Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers’ Attitudes”, *World Applied Sciences Journal*, Vol-7. No-3. Hl: 328

<sup>9</sup> Falout. (2012). Coping with demotivation: EFL learners’ remotivation processes. *TESL-EJ*, Vol-16. No-3. hl: 1-29

<sup>10</sup> 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)

*Skill: A Study of EFL Language Learners and Teachers' Attitudes*". The result of this study told that speaking skill is as an active and dynamic language skill that may be strongly affected by demotivating factors. This study also explained that the demotivating on speaking skill included some factor, those teacher's attitude, peers, materials, school facility and class utility<sup>11</sup>.

Here, the researcher has done a preliminary study to get some important data dealing with this study, it included the specific reasons why the researcher was interested to conduct this study at MTs Khalid Bin Walid Jember. Based on the data that has been gotten that the students found it more difficult to learn speaking skill, they taught that speaking activity is the most difficult skill that they couldn't practice. This situation made the teachers' perception confused and difficult to interpret how they taught in the classroom. In other word, students felt that English speaking is really so strange in pronouncing the word, arranging the sentence, or even practicing dialog with other. The low motivation to learn English became the most factor the students do not improve speaking skill, they also felt English speaking is a foreign language which is so different with Bahasa such as the pronunciation, dialect, accent, intonation, and many more. Thus, the students felt frustration to increase speaking skill. Moreover, they avoided English in their daily learning or even in their daily activities. The facts of those showed the students percept they cannot speak English. Therefore in this primary research, the researcher has interviewed the English teacher and student by asking them

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<sup>11</sup> Kamal Heidari, "Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers' Attitudes", *World Applied Sciences Journal*. Vol-7. No-3.

what exactly happened. The result showed the most students got demotivation with one of the factor was because the students' society, classmate interaction and even the teacher's attitude

From the result of primary study, the researcher found a concret problem that happened in this subject of research. Besides, this approved on how the students did not care about English speaking skill, they just thought that speaking is just a weird ability that is so difficult to understand. The common theread was because the circumtances of the school did not really support them to use english. Therefore, students still did not understand the real function of English speaking and lost interest to learn more about it.

Based on the result above, exactly, there has been many studies on motivation and demotivation in learning English around the world. Yet, there was a lack of studies on the factors that cause Indonesian students' demotivation on speaking skill. So this study aimed to describe the students' demotivation in English speaking skill at MTs Kholid Bin Walid Jember. Therefore, the researcher was interested to conduct the research under the title "An Exploration of Students' Demotivating Factor in Learning Speaking Ability at Second Grade Students of MTs Kholid Bin Walid Jember"

## **B. Research Questions**

Based on the background study above, it could be determined the research questions discussed in this research. Those were:

1. What are the demotivating factors to learn speaking ability at the second-grade students of MTs Kholid Bin Walid Jember?

2. How do the second grade students overcome the demotivating factor in learning speaking ability at MTs Kholid Bin Walid Jember?

### **C. Research Objectives**

From the research question above, it can be inferred the objectives of this study. Those were:

1. To find out and describe the demotivating factors that discourages learners from learning speaking ability at second grade students of MTs Kholid Bin Walid Jember.
2. To find out and describe how the second grade students overcome the demotivating factor in learning speaking ability at MTs Kholid Bin Walid Jember.

### **D. Research Scope**

This study has been conducted at Second grade students of MTs Kholid Bin Walid Jember and described the phenomenon that happened at this school as the field study dealing with the demotivating factor in learning speaking skill. The participants of this study was taken from the English teacher and the second grade students of MTs Kholid Bin Walid Jember

### **E. Research Significance**

The significances of this research divided as theoretical and practical knowledge, those explained as follows:

#### **1. Theoretical Significance**

The benefit of this research hopefully can enhance much knowledge about the demotivating factor in learning speaking skill. Besides, this

research was expected to know whether the theory given by expert can be relevant or not considering the phenomenon happened about the demotivating factor in learning speaking skill

## **2. Practical Significances**

### **a. For UIN KH Achmad Siddiq Jember**

This research could be useful addition of literacy and library references at UIN KH Achmad Siddiq related to the demotivating factor in learning speaking skill

### **b. For MTs Kholid Bin Walid Jember**

This research were expected to be an inspiration and guidance to improve speaking ability for all the students and it can give much information about the demotivating factor in learning speaking skill

and the way to overcome it

### **c. For English Teacher**

Every teacher wants students to have well enthusiastic to study, regarding every factor that make them lazy to learn. This study could be used as additional information dealing with the demotivating factor that always happened in teaching and learning process, moreover learning speaking ability

### **d. For Further Researcher**

Every researcher needs references in conducting their research. This study can be new insight, knowledge and experience dealing with demotivating factor in learning speaking skill.

## F. Key Term Definition

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

### 1. Speaking Skill

Speaking skill is a skill or capability to inform, transfer, communicate or convey the ideas thought, or a sentence by good grammatical, pronunciation, intonation, accent and other component of speaking English in which the partner can understand what the speaker mean

### 2. Learning Speaking

Learning speaking is the process where people conduct speaking as something they have to know with all the form of speaking they learn

### 3. Demotivating Factor

Demotivation is one who lacks deliberate effort, willingness, enthusiastic and investment for achieving a specific purpose (Here is speaking skill)

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This second chapter covers two important points; those are previous research and theoretical framework.

#### A. Previous Research

Previous research is any kind of researches which have tackled the topic in which the researcher is digging through discussion and studying. There were five relevant researches which were chosen by the researcher in this study.

1. An article which came from Kamal Heidari Soureshjani<sup>12</sup> (2019). Under the title “Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers’ Attitudes”. Specifically, this research was conducted for some participants, such fifteen English teachers and ten male and female language learners from two different language institutes in Shahrekord. There are two reasons why the researcher chosen the different language institutes to conduct the research, first, the researcher wanted to get the perspectives of two groups who are basically involved in the teaching and learning processes namely, language teachers and learners, regarding their views about the factors which may negatively affect the speaking performance of language learners. Second, the researcher wanted to see what the similarities and

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<sup>12</sup> Kamal Heidari, “Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers’ Attitudes”, *World Applied Sciences Journal*, Vol-7. No-3.

differences are between the students and teachers' attitudes on the subject of the study. To collect the data, this research used quantitative and qualitative analyses. To analyze the data in this research, the researcher was conducted that the first responses of the language teachers taking part in the interview were codified. There are two findings that have been discussed by the researcher in this research, the first, the researcher explained that speaking skill is as an active, dynamic language skill that may be strongly affected by demotivating factors. Besides, the series of factors means including teachers, peers, materials, which should be considered as causes of demotivation in learners. Therefore the researcher said that the way they are treated is of considerable importance in bearing positive or negative impact. The second findings of this research based on the teachers' opinion that have been showed by the researcher, that the most demotivating factors on students' speaking ability are factors related to teachers, time and classroom. Besides, based on the students' perspectives the three most demotivating factors, as far as speaking skill is concerned, those factor are related to teachers, equipment and class utility.

The similarities between these researches were explaining the demotivating factor. Both Heidar's and this research explained demotivating factor in learning speaking skill.

The differences of this research were the object of the research and the subject of the research. Meanwhile, Heidar's research focused to explain the

important of speaking and the teachers' and students' opinion about the demotivating factor on speaking skill, while this research focused to explore the demotivating factor on speaking skill that has happened to the students'. Besides, Heidar's research conducted the research by using quantitative research where the researcher combined two different language institutes to get the data, while this research used qualitative research to collect the data in one institutional

2. An article which came from Turgay Han<sup>13</sup> (2019). With the title "Factors Causing Demotivation in EFL Learning Process and the Strategies Used by Turkish EFL Learners to Overcome their Demotivation". This research used mixed method include quantitative and qualitative methods to collect data. Meanwhile, Four-hundred and sixty nine first and second grades of EFL university students from 4 state universities of Turkey who participated in this study. The researcher in the research assumed that a mixed method was carried out by the researchers as the nature of demotivation requires having a deeper in-sight into its main sources and affective ways to overcome it. The result of this research showed that the demotivation factor re-veiled from six sources of demotivation, such teachers, characteristic of classes, an experience of failure, class environment, class materials and lack of interest. Besides, the researcher also explained that responses of the participants to the first open ended question revealed five demotivating factors, included classmates, teachers, physical conditions of learning setting, personal issues

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<sup>13</sup> 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*. (April 2019). Vol-10. No-2.

and education system. Further, this research also explained that the researcher interviews with some of the participants indicated sources of demotivation as overcrowded/noisy classrooms (characteristics of classes), negative attitudes of the classmates, personal issues, teachers, test anxiety and education system. Specifically, this research explained the differences between male and female students dealing with the motivation demotivating in learning, such male students have a higher level of motivation than female students. Major factors that demotivate students were determined as negative attitudes of the classmates, teacher-related factors, personal issues, class characteristics, test anxiety, failure experiences, and education system. Female students were determined to have a higher level of demotivation than male students regarding the factors of 'characteristics of classes' and 'experiences of failure'. Regarding it, there are some ways that have been applied by the students to overcome the demotivating factor, such the students used strategies of self-studying, asking for assistance, changing perspective, thinking positively, ignoring what others think, and being goal oriented in order to cope with demotivating factors they experience.

The similarities both the researches were conducting demotivation as the main discussion

The differences between Han's research and this research were the object of the research and the subject of the research. Besides, Han's research focused to describe the demotivating factor in general English, while this research focused to describe demotivating factor in speaking skill. Han's

research used mixed method (qualitative and quantitative), while this research used qualitative method. The subject of Han's research is university students in turkey, while the subject of this research was the students at MTs Kholid Bin Walid Jember

3. An article which came from Erlinda Sonya Pale<sup>14</sup> (2021). with the title "Analysis of Demotivating Factors Affecting Students' Willingness to Speak English". This research was conducted at the English Department of Timor University. While, the subject of this research was the 7th-semester students of the English Department of Timor University. This study applied qualitative research as a tool to analyze the data which were collected by referring to questionnaires completed by the subject of the study. In addition, the researcher in this study interviewed with some subjects to enrich the data. There are some reasons why the researcher used that method, such it helps the researcher to explain, better understand, and explore the research subject's opinions, behavior, experiences, phenomenon, etc. There are some result that have been explained by the researcher dealing with the demotivating factor in the students' willingness to speak English, those factors came from both the students themselves or known as internal factors, and from people and environment around them, known as external factors. Preparation time, lack of vocabulary, habit, being nervous, motivation, confidence, anxiety, and listening ability were the internal factors. External factors included pressure to perform well, listeners' support, interruption from the

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<sup>14</sup> Erlinda Sonya Pale. Analysis of Demotivating Factors Affecting Students' Willingness to Speak English. *Academic Journal of English Language and Education*. Vol-5. No-1. (2021)

audience, correction from lecturers, typical knowledge, and time allowed to perform. From those factors above, the researcher noted that the most factors that occurred came from the internal factors. From all the findings above, the researcher suggested that every learner needs more confidence and motivation so that they can utilize English in the classroom. Several external factors such as listeners' support, interruption from the audience, and correction from lecturers should also be considered to deal with the issue faced by the students.

The similarities both the researches were conducting demotivating for the discussion, both of the researchers conducted demotivating factor on speaking skill. Besides, both of the research used qualitative method to take the data

The differences between Erlinda's research and this research were the object of the research and the subject of the research. Erlinda's research was conducted at English Department of Timor University, while this research was conducted at MTs Kholid Bin Walid Jember

4. A thesis which was written by Cahyo Nugroho<sup>15</sup> (2022). Under the title "Demotivating Factors On Students' Speaking of The Fourth Year Students of English Education Study Program of Muhammadiyah Kotabumi University". This research was conducted with the aimed to describe the biggest demotivating factors on students' speaking of the fourth-year students of English Education Study Program of Muhammadiyah Kotabumi University. Besides, the researcher used descriptive quantitative method and

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<sup>15</sup> Cahyo Nugroho. *Demotivating Factors On Students' Speaking of The Fourth-Year Students of English Education Study Program of Muhammadiyah Kotabumi University*. (Thesis: Universitas Muhammadiyah Kotabumi. Juli 2022)

conducted questionnaire as the data collecting technique. The result of this research told that the fourth year students of English education study program had demotivated on speaking English. In fact, there were more than half of 30 statements that students chose “ever” in closed-ended questionnaire. Meanwhile, lack of self-confidence to speak English in the classroom was the most statement that has been chosen by students in the research. The researcher also explained that he has interviewed with five students and there found several demotivating factors apart from 30 statements that has been written by the researcher in closed-ended questionnaire. Those were: lack of vocabulary mastery, family support and pressure from the students, fear of making a mistake while speaking and students’ pronunciation. The last part of this study contained the researcher’s suggestion that the lecturers should know the factors affect students’ motivation and what are demotivating factors on students’ speaking in order they can be better in teaching English especially in speaking skill. While, the students should communicate with the lecturer related to demotivating factors that they feel and always remember what are the purposes in studying English especially in speaking.

The similarities both the researches were conducting demotivating as the main discussion, both of the researchers conducted demotivating factor on speaking skill

The differences between Cahyo’s research and this research were the object of the research and the subject of the research. Cahyo’s research used

quantitative method while this research used qualitative method to take the data. Besides, Cahyo's research was conducted at Muhammadiyah Kotabumi University, while this research has been conducted at MTs Kholid Bin Walid Jember

5. A thesis which has been written by Amireza Wakilifa<sup>16</sup> (2020). Entitled "Investigating demotivating factors in speaking as a foreign language learners: The case of non-Iranian Persian language learners". 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. 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 researcher also investigated that 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, the researcher explained that demotivation is regarded as a flip side of motivation which negatively affects language learning processes and outcomes. The findings indicated that while there were no significant differences between male and female participants in

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<sup>16</sup>Amireza Wakilifard, 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>

terms of some demotivating factors, significant differences were observed between learners at different levels of education with regard to some other demotivating factors.

The similarities both of the researcher were discussing demotivating factor on speaking skill

The differences were this study was in form of qualitative, while the Amireza's study was in the form of quantitative. The subject of the previous study was undergraduate students, while the subject of this research was junior high school student

**Table 2.1**  
**Similarities and Differences**  
**Previous Research and This Research**

No	Title of The Research	The Similarities	The Differences
1	2	3	4
1	An article which came from Kamal Heidari Soureshjani. (2019). "Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers' Attitudes"	a) The same topic to discuss, Demotivating factor on speaking skill	a. The previous research conducted quantitative, while this research was in the form of qualitative b. The previous research combined two different language institutes to get the data, while this research conducted at the junior high school students

2	An article which came from Turgay Han (2019) “Factors Causing Demotivation in EFL Learning Process and the Strategies Used by Turkish EFL Learners to Overcome their Demotivation	a. both of the researches conducted demotivating as the main discussion	a. the subject of the previous study was the university students, while this was junior high school students b. Han’s research described the demotivating factor in general English, while this research described demotivating factor in speaking skill c. The previous research used mixed method (qualitative and quantitative), while this research used qualitative method.
3	An article which came from Erlinda Sonya Pale (2021) “Analysis of Demotivating Factors Affecting Students’ Willingness to Speak English”	a. The same topic to discuss, Demotivating factor on speaking skill b. The same method, those qualitative method	a. The previous research was done at English Department of Timor University, while this research was conducted at MTs Kholid Bin Walid Jember
	Thesis which was written by Cahyo Nugroho (2022).	a. Both the research	a. The previous research was

4	<p>“Demotivating Factors On Students’ Speaking of The Fourth Year Students of English Education Study Program of Muhammadiyah Kotabumi University</p>	<p>discussed the same topic about the demotivating factor on speaking skill</p>	<p>done at English Department of Muhammadiyah Kotabumi University, while this research was conducted at MTs Kholid Bin Walid Jember</p> <p>b. The previous research was in the form of quantitative, while this research was in the form of qualitative</p>
5	<p>A thesis which has been written by Amireza Wakilifa (2020). “Investigating demotivating factors in speaking as a foreign language learners: The case of non-Iranian Persian language learners”</p>	<p>a. Both of the researcher were discussing demotivating factor on speaking skill</p>	<p>a. this study was in form of qualitative, while the Amireza’s study was in the form of quantitative</p> <p>b. The subject of the previous study was undergraduate students, while the subject of this research was junior high school student</p>

Based on the previous researches above that the Most of the researches were only focused to the explanation of the demotivating factor in students’ learning

speaking skill, the researcher did not really focused to explore how to avoid the demotivating factor in learning speaking skill for Indonesian student. However, this research not only focused on the exploration of the demotivating factor to learn speaking skill, but also the strategy implemented to overcome the demotivating factor to learn speaking skill. This is the research gap.

## **B. Theoretical Framework**

### **1. English Speaking Skill**

#### **a. Definition of Speaking Skill**

The important of English does not escape from the important of English speaking. Speaking is an activity which involving two or more people in which the participants are both the listeners and the speakers that having to act what they listen and make their contribution at high speed. From this we can conclude that speaking refers to Communication, and Communication has an important role in human's life because by doing it, they can express their idea or feeling to other people. Moreover speaking is the key for people to have relation between the one and others, most of people today try to learn speaking skill in English. According to Rao Speaking is the skill that the students will be judged upon most in real life situations<sup>17</sup>. Speaking also as the process of expressing idea, opinion or anything we want to share. Speaking is the productive skill and it could be

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<sup>17</sup> Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms", *Alford Council of International English & Literature Journal(ACIELJ)*,2(2019),8.

separated from listening, so it is a media that connects us with others people in social relationship and friendship.

### **b. Components of speaking skill**

Component is part of a whole thing. There are five components in speaking skill<sup>18</sup>, those are:

#### 1) Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Comprehension means understanding to what the speaker said in the communication. For communication, it certainly requires a subject to respond the speech as well. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speaker and listeners

#### 2) Vocabulary

Vocabulary refers to the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas in their speaking. Mastering vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies. Having limited vocabulary is also a barrier that precludes learners from learning a language

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<sup>18</sup> Azlina Kurniati, Eliwarti, Novitri, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru", *jurnal online mahasiswa*, 2(2015),5.

### 3) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process on how sound is produced. Pronunciation also as a vital role in order to make the process of communication easy to be understood

### 4) Grammar.

Grammar is needed for students to arrange a correct sentence in conversation. Someone who mastering grammar will know how to arrange word in sentences, the correct tenses will be used etc., So that grammar is one of components to create a good sentences

### 5) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in learning speaking is the aim of many language learners. The Signs of fluency include a reasonably, fast speed of speaking and only a small number of pauses, These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message

### **c. Types of speaking skill**

Speaking skill has some types which have been mentioned by Brown in his book. The types of speaking included imitative, intensive, responsive,

transactional (dialogue), Interpersonal (dialogue) and extensive (monologue)<sup>19</sup>

1) Imitative

This type includes the ability to practice the intonation and that is just imitating a word, phrase or sentence. Pronunciation is the important thing for this type

2) Intensive

This intensive type goes one step beyond imitative to include any speaking performance. The students' speaking performance that is practicing some phonological and grammatical aspects of language

3) Responsive

This type as short replays to the teacher or student initiated question or comment. Responsive type includes interaction and test comprehension but at the some limited level of very short conversation. At lease it includes greeting and small talk, simple request and comments

4) Transactional (dialogue)

This type is carried out for the purpose of conveying or exchanging specific information, and it is the extended of responsive type.

5) Interpersonal (dialogue)

This type is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information

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<sup>19</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* second edition (San Fransisco: Longman, 2001), 271.

#### 6) Extensive (monologue)

Finally the students at intermediate level to advance level are called on to give Extensive monologue in the form of oral report, summaries or short speech. In other word, when the students in this last type, they can have conversation or event speech.

#### **d. Principles of Learning Speaking Skill**

The important of learning speaking skill does not escape from some principles of learning speaking itself. The following are some principles of learning speaking skills<sup>20</sup>:

- 1) Encourage students to speak right from the first day.
- 2) Tolerate the students if some of them simply repeat what they say.
- 3) If a student gives one word answer to any question, have to improve it
- 4) Let the learners speak actively with whatever English knowledge they have
- 5) Propose structures/phrases/words.
- 6) Encourage back-chaining technique (the teacher pronounce the last syllable and the students repeat it, then the teacher continuous working backward from the end to the beginning of the syllable)
- 7) Organize role play and supervise the learners to correct the active ones and the passive ones.

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<sup>20</sup> Shafaat Hussain, "Teaching Speaking Skills in Communication Classroom", *International Journal of Media, Journalism and Mass Communications (IJMJC)*, 3 (2017), 15.

- 8) Be well prepared in advance in terms of lesson planning, activities and tasks.
- 9) Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner
- 10) Individual weaknesses should be taken into account and the teacher should be sympathetic in outlook for individual attention

#### e. Characteristics of Speaking Activity

The students of speaking activities should be designed between fluency and accuracy achievement. Fluency and accuracy are important elements of communication strategy. Speaking as the way in sharing information must be accurate and fluency to clear what speaker want to say. The first characteristic of speaking activity is fluency.<sup>21</sup> Fluency is the purpose of teachers in teaching speaking skill, fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. According to Zyoud (2016) defines it as the ability to respond coherently within the turn of conversation, to link the words and phrases of the questions, to pronounce the sounds clearly with appropriate stress and intonation and to all these quickly in real time<sup>22</sup>.

<sup>21</sup> Lai-Mei Leong, Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal Of Research In English Education*, 2 (2017),36.

<sup>22</sup> Munther Zyoud, "Theoretical Perspective On How To Develop Speaking Skill Among University Students", *an international multidisciplinary journal*, 1(Mar, 2016),5.

The second characteristic of speaking performance is accuracy<sup>23</sup>. Accuracy is the extent to which students' speeches match what people actually say when they use the target language. To select suitable words in the suitable contexts, learners sometimes use similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

#### **f. Fluency and Accuracy Speaking**

A good speaker will speak language fluently and accurately. Fluency is an ability to speak well, such as, intonation, the mastery of the vocabulary, grammar, and pronunciation. There some activities that focused on fluency and accuracy in learning speaking ability<sup>24</sup>:

- 1) Activities focusing on fluency
  - a) Reflect natural use of language
  - b) Focus on achieving communication
  - c) Require meaningful use of language
  - d) Require the use of communication strategies
  - e) Produce language that may not be predictable
  - f) Seek to link language use to context
- 2) Activities focusing on accuracy
  - a) Reflect classroom use of language
  - b) Focus on the formation of correct examples of language

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<sup>23</sup> Lai-Mei Leong, Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal Of Research In English Education* ,2 (2017),36.

<sup>24</sup> Jack C. Richard, *Communicative Language Teaching Today*, (Cambridge University Press: New York:2006),14

- c) Practice language out of context
- d) Practice small samples of language
- e) Do not require meaningful communication
- f) Control choice of language

#### **g. Principles of Speaking Activity**

The important of speaking skill is the one that should be crystallized in our mind, those can be done with crystallizing the speaking principle itself. Meanwhile, there are some principles of speaking that were delivered by Wahono, Those are<sup>25</sup>

- 1) Speaking and listening are two reciprocal activity
- 2) Speaking is an individual process in communicating
- 3) Speaking is creative expression
- 4) Speaking is behavior
- 5) Speaking is learned behavior
- 6) The wealth of experience influences speaking
- 7) Speaking is a mean in smoothing the horizon
- 8) Linguistic ability and environment are closely related
- 9) Speaking is personal emission

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<sup>25</sup> Suparwoto Sapto Wahono, "The Role of English lectures in developing students' attitude and English speaking of English department students at IAIN Jember", *journal of TURATS*, 1(Sep, 2018), 103.

## **h. Influence Speaking Factor**

Learning speaking does not always run well at all. Speaking as the productive skill is the thing that's difficult enough to be practiced by students, that's why it has some factor which influence speaking activity<sup>26</sup>.

- a) Native Language
- b) Age
- c) Experience in Learning English
- d) Phonetic Ability
- e) Attitude
- f) Motivation

## **2. Motivation and Demotivation**

### **a) Motivation**

#### **1. The Definition of Motivation**

The term of motivation widely used in every part of our lives. According to Ryan and Deci that motivation is as moving to carry out an action<sup>27</sup>. Generally, motivation is perceived as a force which initiates and leads the behavior. In spite of this definition, William constructs motivation is a state of cognitive and emotional arousal which leads to conscious decision to act and which gives rise to a period of sustained intellectual and/or physical effort in order to attain previously set goal (or goals)<sup>28</sup>.

<sup>26</sup> Khamkien, Attapol. (2017). Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective. *English Language Teaching*. Vol-3. No-1. Hl: 184—190

<sup>27</sup> Ryan. (2000). *Intrinsic and extrinsic motivation: classic definition and new direction*. 25

<sup>28</sup> Williams. Burden. (2015). French is the language of love and stuff: student perceptions of issues related to motivation in learning a foreign language. *British Educational Research Journal*. 120

Looking at all these definitions, it can be said that motivation must be an arousal of a desire in a person to do something. Then, they should spend time on thinking and deciding the action consciously. Finally, they need to show effort and carry out the requirements to achieve the goal.

## 2. The sources of Motivation

There are two kinds of the sources of motivation, those are intrinsic and extrinsic motivation.

To different intrinsic and extrinsic motivation in learning a language that intrinsic motivation comes from inside and outside. Here, Brown points out that intrinsic motivation 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, while the extrinsic motivation, on the other hand, is that which comes from outside factors<sup>29</sup>. 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.

A writing written by Topcu has mentioned the list of individuals with intrinsic motivation in learning<sup>30</sup>

- a) They focus on achieving their personal goals, not the reward they will receive.

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<sup>29</sup> Brown, H. Douglas. (2000). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Second Edition. New York: Pearson Education. 128

<sup>30</sup> Yıldız. *An Investigation of The Sources of Demotivation Affecting Development of Speaking Skill In Foreign Language*. (Master Thesis: Gazi University. July 2020). 17

- b) Individuals with intrinsic motivation learn faster
- c) They are more excited, do not give up easily, tend to benefit from strategies that require more effort.
- d) They can actively participate in different activities without waiting for a response, praise, approval etc. and channel their energy to that job until they have achieved the expected success

Besides, Topcu also said some lists of individuals with extrinsic motivation in learning<sup>31</sup>

- a) They always want to gain appreciation and feels compelled to learn  
They make little effort.
- b) They regulate their behavior to achieve the goal.
- c) They do not do the activity because they take pleasure. They show effort to receive the rewards after completing the activity.
- d) External factors encourage the individuals to do the activity and to continue his/her efforts. These can be money, high grades, promotion, praise and so on.

## **b) Demotivation**

### **1. The Definition of Demotivation**

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

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<sup>31</sup> Yıldız: 19.

different sources of demotivation. Such, 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, it can be come from the internal of the students itself. Besides, Demotivating factors hinders the learning process. Therefore, students who lose their motivation at an early phase of second language learning might suffer from long-term harmful impacts, such as failure, losing self-confidence, self-blaming and struggling too much to gain motivation during the learning process<sup>32</sup>

According to Dornyei 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 component<sup>33</sup>. Other word, “Demotivation” concerns on 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.

## **2. Demotivating Factor on Speaking Skill**

The negative impact of the demotivation for students’ learning process make some expert paid attention to this, such explained by Pratiwi some factor of demotivating on speaking skill. Those are<sup>34</sup>

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<sup>32</sup> Falout. (2012). Coping with demotivation: EFL learners’ remotivation processes. *TESL-EJ*. Vol-16. No-3. HI: 29

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

<sup>34</sup> Rizky Widya Pratiwi. (2019). Demotivational Factors of Non-English Major Students in Learning English. *ELS Journal on Interdisciplinary Studies on Humaniora*,. Vol-2. No-2. HI: 195

- a) Lack of Adequate Learning Contents and Teaching Materials
- b) Lecturers' Inadequate Competence and Teaching Methods
- c) Inadequate school Facilities
- d) Lack of Intrinsic Motivation
- e) Test Score
- f) Unfavorable Classroom Climate and Opportunities

According to Davis 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 learn<sup>35</sup>. Meanwhile, Dornyei explained that external demotivation factors incorporate among them are teachers' personalities, teachig methods, inadequate school facilities, attitudes of group members<sup>36</sup>. While, according to Han. Some demotivating factor that faced by students in learning English. Those were<sup>37</sup>:

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

<sup>35</sup> Jeff Davis ." Teaching ESL: 10 Common Problems in the Classroom". (2016). 122

<sup>36</sup> Dornyei, Z. (1994). "Motivation and motivating in the foreign language classroom". *The Modern Language Journal*, 78(3). 273

<sup>37</sup> 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

Meanwhile, the statement above was supported by the research result conducted by Cankaya. She explained some demotivating factor happened to student's learning process<sup>38</sup>

- 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.

Another research result which was also supported the sources of the demotivating factor to learn speaking skill has been delivered by Angel.

Those are<sup>39</sup>

- 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.

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

<sup>39</sup> Angels. The sign of demotivation and ways to motivate students, *journal of office english consultant* (2013). 34.

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 overcome<sup>40</sup>.

### 3. Disadvantages of Demotivation on Speaking Activity

Demotivation gives negative influence due to students' process in learning English. Here is several negative influence of demotivation stated by Dorney<sup>41</sup>:

- a) Demotivation discouraged pupils from learning the English language
- b) Demotivation force student to fall down into degradation achievement of speaking
- c) Demotivation could reduce self-confidence, attitudes of group members.
- d) Demotivation make a negative impact for speaking learning mindset
- e) Demotivation give Learning Disappointments

### 4. Ways to Overcome Demotivating Factor on Speaking Skill

A study conducted by Han about the disadvantages of the demotivating factor indicated some ways dealing with how to overcome it. Those were<sup>42</sup>;

<sup>40</sup> Parupalli srinivas rao. The importance of speaking skills in english classrooms, *alford council of international english & literature journal(acielj)*, 2019. 1(2). 8

<sup>41</sup> Dorney.. *Teaching and researching motivation*. (England: Pearson Education: 2001). 91

- a) Self-studying
- b) Being goal-oriented
- c) Ignoring what others think or say
- d) Thinking positively.

While other study conducted by Santos mentioned that there were some ways could be used to overcome students' demotivating factor<sup>43</sup>.

- a) Set a goal
- b) Change the focus of what you're thinking
- c) Make different choices whenever necessary
- d) Don't be afraid to make mistakes
- e) Learn something every day
- f) Stay positive
- g) Invest in different hobbies
- h) Use coaching techniques
- i) Meet successful people
- j) Believe in yourself
- k) Treat yourself
- l) Don't compare yourself to others
- m) Help other people
- n) Set interesting class
- o) Measure your results

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<sup>42</sup> 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

<sup>43</sup> Barbara Santos. "Ways to motivate yourself when you're feeling demotivated" (hotmart/blog). July 2017, <https://hotmart.com/en/blog/self-motivation>

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The design of this research was qualitative research. Qualitative means a research concerned with the meaning people attach to things in their lives<sup>44</sup>, such as behavior, perception, motivation, action, etc. Generally, qualitative researcher empathizes and identifies with people the researcher study in order to understand how those people see things. Besides, qualitative research is the Central to the phenomenological perspective and understanding people from their own frames of reference and experiencing reality as they experience it. Qualitative research also refers to research procedure which brings about descriptive data in the form of written or spoken words and behavior available to be studied. Qualitative research as a research which investigates the quality of relationships, activities, situations, or materials in a particular activity or situation

The researcher of Qualitative research begins with the assumptions a worldview the possible use a theoretical lens, and the study of research problems inquiring into the meaning individuals or group ascribe to a social or human problem. Meanwhile, this research used phenomenology approach. Phenomenology study described the meaning for several individuals of their live experiences of a concept or a phenomenon. Phenomenology focuses on

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<sup>44</sup> Steven J. Taylor, *Introduction To Qualitative Research Methods. A Guidebook And Resource 4<sup>th</sup> Edition* (Canada: Acid-Free Paper, 2016),7.

describing what all participants have in common as they experience a phenomenon.<sup>45</sup>

The reason why the researcher used qualitative research because the researcher would like to obtain in-depth data about the exploration of the demotivating factor in the learning of students' speaking skill based on the experienced of eight grade students at MTs Kholid Bin Walid Jember

## **B. Research Location**

The researcher took the research location at MTs Kholid Bin Walid Jember which is located at Jl Gurame Number 60 Krajan Dukuh Mencek Sukorambi Jember East Java. The location of this research was chosen because MTs Kholid Bin Walid was the schools that the researcher observed (Primary Research) and the researcher found the demotivating factor on students' speaking skill. This could use as references in other education. Meanwhile, other reason the researcher conducted the research in this school because the researcher has got permission from the headmaster to conduct the research in this school and there has not been yet researcher conducted the research about the demotivating factor on students' speaking skill in this school. Therefore researcher was interested in taking this act. The learning system and teachers and employed at the school also felt friendly and able to help researcher comfortable.

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<sup>45</sup> John W. Creswell, *Qualitative Inquiry & Research Design (2<sup>nd</sup> edition)*, (London:Sage Production,2007).57

### C. Research Subject

Research subject refers to the informant who becomes the research source. The informant reports the information which related toward the research focus on this research about the exploration of the demotivating factor in students' learning speaking skill process.

Having subject of the research, the researcher used purposeful sampling. Purposeful sampling is qualitative sampling technique which the researchers intentionally select individual and sites to learn or understand the central phenomena<sup>46</sup>. Purposeful sampling also as the selecting information rich cases for the most effective use of limited resources with must be consistent with the aim and assumption that use in the research

The subject in this study was the English teacher and forty nine students of second grade at MTs Kholid Bin Walid. The English teacher and students of MTs Kholid Bin Walid was interviewed and observed by the researcher.

### D. Data Collection Techniques

This research conducted some data collecting techniques, those techniques explained below:

#### 1) Observation

Observation is a technique which people use in their natural settings in order to understand social life from the perspective of the participant<sup>47</sup>.

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<sup>46</sup> John W. Creswell, *educational research*, 4<sup>th</sup> edition (united states: pearson educationinc,2012), 206

<sup>47</sup> Patricia leavy, *Research design* (new york: the Guilford press,2017), 134

Observation can be called as a technique in which the researcher used in taking field note of individual behavior and activities of the research site.

This research used participant observation where the researcher participated in the learning process of speaking skill while becoming observer related to the demotivating factor on speaking itself. The observation conducted to get the data about the Exploration of Students' Demotivation Factor in Learning Speaking Ability at Second Grade Students of MTs Kholid Bin Walid

## 2). Interview

According to Taylor, interview is favored digging tool of social researcher<sup>48</sup>. Interview is as the cheerful data collector with the role involves getting people to relax enough to answer the predefined series of question completely.

This research used in-depth interviewing (open ended interviewing) as this qualitative research method. By this kind of interview, the researcher dd this interviewing in face to face encounters between the researcher and informants directed toward understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words deeply related to the Exploration of Students' Demotivation Factor in Learning Speaking Ability At Second Grade Students of MTs Kholid Bin Walid

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<sup>48</sup> Steven J. Taylor, *Introduction To Qualitative Research Methods. A Guidebook And Resource 4<sup>th</sup> Edition* (Canada: Acid-Free Paper, 2016),102

The researcher took this type of interview because it was so flexible, despite the researcher could add and improve the question so that it made the information which was gotten complete and valid. The data that the researcher obtained from this interview was about The Exploration of Students' Demotivation Factor in Learning Speaking Ability At Second Grade Students of MTs Kholid Bin Walid

### 3). Document review

During the proses of the research, the researcher was not only used interview and observation to get the accurate data, but also used document review. Document is data which is consisted of public and private data that qualitative researcher obtain about a site participant in the study<sup>49</sup>. Document also as a sources provided valuable information in helping researchers understand central phenomena in qualitative studies, these example of public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails)

In this research, some documents that have been taken:

- a) Profile of MTs Kholid Bin Walid Jember
- b) The data of the students at eight class of MTs Kholid Bin Walid
- c) Photos of learning speaking skill process

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<sup>49</sup> John W. Creswell, *educational research*, 4<sup>th</sup> edition (united states: pearson educationinc,2012), 223

## E. Data Analysis

This section presented data analysis procedures that were performed on the collecting data in order to answer the research questions.

Data analysis means the process of searching and compiling systematically data obtained from interviews, field notes and documentation, by organizing data into categories, break down into units, synthesize, organize into patterns, choosing what was important and what to learn and making conclusions so that they were easily understood by themselves and others. This data analysis used to make the research report easily to be understood by the subject and able to be useful references for others researchers who had similar research study.

In this study, researchers applied data analysis according to Miles Huberman, and Saldana, it explains as follows:<sup>50</sup>

### 1). Data Condensation

Data condensation refers to the process of selecting, focusing, simplification, abstracting, and/or changing the data that appears in the written field notes, interview transcripts, documents, and other empirical material. Using the condensation data would become stronger. The need for data condensation due to data that obtained things those need to be considered to choose things main/important and look for themes and patterns. By condensing, we have taken the data stronger.

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<sup>50</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publishing, 2014), 15 & 16.

## 2). Data Display

The second major flow of analysis activity was data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. Miles and Huberman convinced that good displays are a major avenue to robust qualitative analysis. Besides, data display helps us understand what is happening and to do something either analyze further or take action based on that understanding.

## 3). Verifying Conclusion

The last stream of analysis activity was conclusion drawing and verification. From the start of data collection, the qualitative analyst interpreted explanation, causal flows and proposition. The component researcher held these conclusions lightly, maintaining openness and skepticism. Then, verification was a fleeting second thought crossing analysts' mind during learning speaking skill with the elaboration and argumentation to develop inter-subjective consensus to conclude

Conclusions were verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop inter-subjective consensus or with extensive efforts to replicate a finding in another data.

## F. Validity of The Data

For all kinds of research, including qualitative research, possibly the key quality control issue deals with the validity of a study and the findings. Validity is referring to the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account. A valid study is one that has properly collected and interpreted its data, so that the conclusions accurately reflect and represent the real world (or laboratory) that was studied<sup>51</sup>

The validity of the data that has been used by researcher in this research was Sources triangulation and Techniques triangulation. Triangulation is defined as checking data from various sources and various ways. According to Jane Ritchie and Jane Lewis triangulation is useful in checking the validity of data or whether it is more a means of widening or deepening understanding of a subject through the combination of multiple readings.<sup>52</sup>

1. Sources Triangulation. 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 and observation process with the teacher and students regarding An Exploration of Students' Demotivation Factor in Learning Speaking Ability At Second Grade Students of MTs Kholid Bin Walid Jember

<sup>51</sup> Robert K. Yin, *Qualitative Research From Start To Finish* (New York: The Gulford Press, 2011), 78

<sup>52</sup> Jane Ritchie and Jane Lewis, *Qualitative Research Practice*, (London: SAGE Publications: 2003), 275

2. Techniques Triangulation. To test the credibility of the data that was done by checking the data to the same source with different techniques<sup>53</sup>. The data was obtained from the interview and observation process with the teacher and students regarding An Exploration of Students' Demotivation Factor in Learning Speaking Ability At Second Grade Students of MTs Kholid Bin Walid Jember

### **G. Procedure of The Research**

Procedure of the research is a part which explains the research start from preface research, design development, the real research, and until report the writing or the result<sup>54</sup>. In this research there were three procedures that implemented. Those are:

- 1) Stage of Pre-field Research

This is the first stage where it determined what must be done before a researcher came to the field of research object. There were six pre-field stages, those are:

- a) Arranging a research plan
- b) Selecting the research field
- c) Managing the license
- d) Exploring and evaluate the field of research
- e) Selecting the participant or the informants
- f) Prepare the research instrument

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<sup>53</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D Bandung*: (Alfabeta, 2011), 130

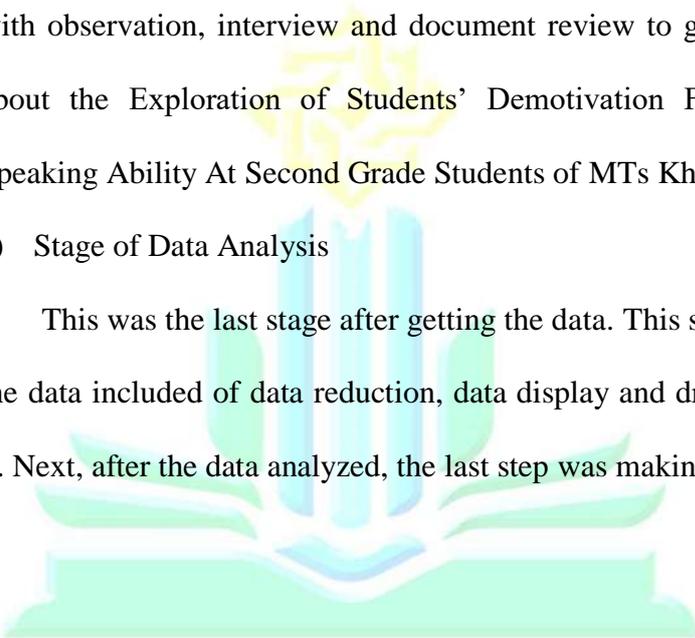
<sup>54</sup> Tim Penyusun, *Pedoman Karya Ilmiah*, 48.

## 2) Stage of Fieldwork

The second procedure after getting the research licensed was the researcher came to the informant or research subject to collect the data with observation, interview and document review to get any information about the Exploration of Students' Demotivation Factor in Learning Speaking Ability At Second Grade Students of MTs Kholid Bin Walid

## 3) Stage of Data Analysis

This was the last stage after getting the data. This stage was analyzing the data included of data reduction, data display and drawing and verifies it. Next, after the data analyzed, the last step was making a research report.



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## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher explored three important points, first is overview of the research location, second is Research findings and data analysis, and the third is discussions on the result of data analysis. In the research findings and data analysis, the researcher collected the data from the teacher and eighth grades students at MTs Kholid Bin Walid which is located at Dukuh Mencek Sukorambi Jember East Java about students' demotivating factor on speaking skill. Then the researcher also collected the data about how the students overcome the demotivating in learning speaking skill.

#### **A. About MTs Kholid Bin Walid**

MTs Kholid Bin Walid is the Islamic school which the first build was on 1982. While this school is located at Gurami Street. Number 60. Dukuhmencek sukorambi jember. This school is one of the school in jember which facilitated pondok pesantren, so the far students whose the home is far able to stay at this boarding house.

#### **Vision, mission and the goal of MTs Kholid Bin Walid Jember**

##### **Vision**

Terwujud nya siswa yang unggul dalam prestasi, berlandaskan iman, taqwa dan ber akhlaq mulia

##### **Mission**

- Melaksanakan proses pembelajaran PAIKEM

- Melaksanakan pengembangan SDM pendidik dan tenaga kependidikan
- Melaksanakan inovasi dalam pembelajaran
- Melaksanakan peningkatan dan pengembangan pembelajaran
- Melaksanakan pengembangan fasilitas pendidikan
- Melaksanakan proses belajar yang efektif dan efisien dalam rangka mengembangkan potensi siswa yang maksimal untuk memperoleh rata-rata UAN yang maksimal
- Melaksanakan pengembangan kegiatan ekstra kurikuler
- Melaksanakan bimbingan belajar secara intensif dan kesinambungan
- Melaksanakan pengembangan iman dan taqwa
- Melaksanakan pengembangan pengelolaan organisasi madrasah
- Melaksanakan pengembangan pengelolaan administrasi madrasah
- Melaksanakan penggalangan dana dari berbagai sumber
- Melaksanakan peningkatan manajemen keuangan madrasah
- Melaksanakan pengembangan sistem penilaian

### **School Identity**

1. Nama Madrasah: MADRASAH TSANAWIYAH KHOLID BIN WALID
2. NSM : 121235090120
3. NPSN :20581569
4. Alamat :

  - a). Jalan : Jl. Gurami No 60 Dukuhmencek Sukorambi Jember
  - b). Desa : Dukuhmencek
  - c). Kecamatan : Sukorambi

- d). Kabupaten : Jember
5. Nama Kepala Madrasah : SYAUQI ABDILLAH, S.Pd
6. Jenjang Akreditasi : Terakreditasi B
7. Status Sekolah : Swasta
8. Tahun Didirikan : 1982
9. Jumlah Rombel. : 6
10. Waktu Belajar : Pagi
11. Status Tanah
- a) Status Kepemilikan Tanah : Sertifikat
- b) Luas Tanah : 1.108 m<sup>2</sup>

## **B. Research Findings And Data Analysis**

A research should be provided with the data serving as the main of this research and the data would be analyzed. Based on the previous discussion that the researcher used observation, interview and document review which was served by collecting data using those three techniques. Researcher

described, elaborated and interpreted the data till becoming whole description

Researcher elaborated the research findings based on the interview, document review and observation as follows

### **1. The Demotivating Factors To Learn Speaking Ability at The Second-Grade Students of MTs Kholid Bin Walid Jember**

Demotivation is a condition where students lost interest to study, as this study conducted demotivating factor for students' learning English speaking skill at MTs Kholid Bin Walid Jember. This has many factors. As the

teacher they should know all those the factor to classify how to overcome them. Based on the observation and interview conducted by the researcher from 24<sup>th</sup> of Mei to 12<sup>th</sup> of June 2023 got some research result about the demotivating factor to learn speaking skill. Such the students did not care to speak English, they also did not have confident to practice English, Loss interest to learn, even the teacher also used uninteresting strategy, school facilities, the students also did not care if learning speaking skill is so important. Besides, the school condition did not really support them to improve speaking skill, such did not have good facilities such language laboratory could be used to learn speaking and having limited media could be used, however, the students' classmate sometimes bullied other students who practiced to speak English. All those factors became something which made students were not enthusiastic and motivated to learn speaking skill.

From many kinds of the demotivating factors mentioned above, the researcher concluded that those factors able to come from internal and event external students, so in this stage, the researcher reported this research result as follows:

**a. Internal factor**

Based on the study conducted by the researcher showed that there were some internal factor caused students demotivated to learn speaking skill.

Those are:

### *1. Lack of Care To Speak English*

Lack of care to speak English was one of the internal factor which was happened to the students at MTs Kholid Bin Walid. Based on the interview has been conducted found that English was a strange subject they should learnt, the students were learning English as the obligated subject without thinking to increase it. This was supported by the student's statement:

*Saya kurang suka sama pelajaran bahasa inggris karena aneh cara pengucapannya kak. Apalagi untuk belajar ngomong bahasa inggris sepertinya sangat sulit<sup>55</sup>*

“I am not interested to learn English because it is a strange lesson to pronounce, I think it is difficult to learn English speaking”.

Other student explained:

*Kalau saya kurang tertarik belajar ngomong bahasa inggris karena kita hidup di indonesia yaa, kita punya bahasa sendiri. Jadi meskipun kita tau bahasa inggris, mungkin tidak terlalu berguna kan<sup>56</sup>...*

“I am not interested to learn English speaking because we live in Indonesia right, we have our own language. So for me English is not useful enough even we know to speak English.”

The statement above can be concluded that most of the students at this school think that English speaking is difficult lesson they should learn,

<sup>55</sup> Student, Interview, Jember. 25<sup>th</sup> of Mei 2023.

<sup>56</sup> Student, interview, Jember. 25<sup>th</sup> of Mei 2023.

that was the factor the students study English because it was an obligated lesson from school. The condition where they lived at the country which was not use English as the daily language made them though that English is not useful to learn. This vibe should be paid attention by the teacher because it was the main demotivating factor to learn English speaking skill.

Moreover the statement above was supported by observation has been done by the researcher, this showed that the students looked like bored and needed forced from the teacher to practice English dialog, at this observation, the researcher also found that the students were not serious to say the text of English dialog which was shared by the teacher before, they revealed the word arbitrary without thinking how to pronounced it well<sup>57</sup>.

## 2. *Less of confident*

Confident is the first capital on how the students practice to speak English, it will be difficult to do anything when we have no confident. Lack of confident became serious factor on why the students demotivated in learning speaking skill. 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 speaking as well. The difficulty of speaking skill might come from their beliefs and made them not confident to practice this language. As learners believe this

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<sup>57</sup> Observation on 25<sup>th</sup> of Mei 2023.

language is too complex to learn, this discourages them to learn it, such delivered by the students at MTs Kholid Bin Walid<sup>58</sup>:

*Saya suka malu pas di minta ngomong bahasa inggris sama guru di depan anak-anak. (s4)*

“I am shy when the teacher asked me to speak English in front of class”.

*Bahasa inggris itu sangat sulit kak, makanya saya tidak tau cara ngomongnya dan tidak PD pas di suruh membuat percakapan. (s2)*

“English is so difficult, that’s why I do not know how to speak English, besides I am not confident to practice a dialog”

*Kalau saya dari dulu memang tidak terlalu suka bahasa inggris karena antara ucapan dan tulisannya beda, makanya saya tidak PD pas disuruh ngomong bahasa inggris sama Miss Sulis (s5)*

“I certainly did not like English because it is different between the text and the sound, from this I am not confident to speak English when Miss Sulis asked me”.

All The statements above showed us on how the students at this education lost confident to speak English because they thought that English was the most difficult lesson to learn. This demotivating factor was one of the problems that every teacher should know and set solution because sometimes the students did not explore what literally happened that make them demotivated to study speaking ability. Meanwhile, the statement above was straitened by the teacher’s explanation, he said:

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<sup>58</sup> Student, interview. Jember 29<sup>th</sup> of Mei 2023.

*Siswa disini mimang kesulitan belajar bahasa inggris, apalagi sampai pada bab yang mengharuskan mereka ngomong bahasa inggris, jadi harus dipaksa agar mereka mau berbicara bahasa inggris, Cuma ada banyak alasan yang kadang mereka celetukkan, diantaranya malu sama teman-temannya dan tidak percaya diri. Selebihnya mereka masih belum paham how to pronounce English well<sup>59</sup>.*

“Most of students here felt difficult to study English, they should be forced when I taught them the chapter which obligated them to speak English. There were some reason they said why students were in that condition, such they were shy to speak English and they are not confident to speak it, moreover they were confused on how to pronounce English well”

We can concluded from the statement above that the students at MTs kholid Bin Walid jember got the demotivating factor such less of confident to speak English. Besides, the teacher also said that most of students here were difficult to study English, they presuming English was the thing they cannot master. From this we can say that the teacher should overcome this problem such crystallize them that English is not as difficult as they think to motivate them to enhance English speaking skill.

### *3. Lack aware the importance of English*

Based on the interview and observation conducted by the researcher on the first day 25<sup>th</sup> of Mei 2023 got the result the students did not realize that English speaking is really important for this era. Many aspect of the daily

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<sup>59</sup> Teacher, interview, jember 25<sup>th</sup> of Mei 2023.

life needed English as the daily communication, such looking for a job, education test and many more. It was delivered by the student:

*Kalau saya kurang tertarik belajar ngomong bahasa inggris karena kita hidup di indonesia yaa, kita punya bahasa sendiri. Jadi meskipun kita tau bahasa inggris, mungkin tidak terlalu berguna kan<sup>60</sup>*

“I am not interested to learn English speaking because we live in Indonesia right, we have our own language. So for me English is not useful enough even we know to speak English”.

The statement above was straitened by the observation has been conducted by researcher, she found that most of student did not care to what the teacher explained. At the time, the teacher explained them how to make a short dialog, however the students looked like bored and many of them just talking with their friend<sup>61</sup>. The researcher concluded that they do that because they did not realize how English speaking is important. This situation has explained by the teacher at the first researcher met her to do this research.

*Kalau ngajar bahasa inggris di sini harus extra sabar karena kebanyakan dari mereka kurang antusias dalam belajar bahasa inggris, hususnya dalam hal speaking activity. Iyaaa Mungkin bisa disimpulkan mereka peduli pelajaran yang lain namun tidak dengan bahasa inggris<sup>62</sup>.*

“Teaching English here must be patient because most of the learners are not enthusiastic to study English especially dealing with speaking

<sup>60</sup> Student, interview, Jember 25<sup>th</sup> of Mei 2023.

<sup>61</sup> Observation on 25<sup>th</sup> of Mei 2023.

<sup>62</sup> Teacher, interview, jember. 31<sup>st</sup> of Mei 2023.

activity, we can concluded that the students care about other subject but not English activity”

#### 4. *Loss interest*

The last internal factor of the students’ demotivating factor in learning speaking skill was losing interest to increase speaking skill. Interest is first modal to be enthusiastic students in learning everything especially speaking activity. A student will feel bored and did not care if they lost interest to learn. In fact, this happened to the students at MTs Kholid Bin Walid Jember. Based on interview conducted by the researcher got the result if the students loss interest to study speaking skill. Such delivered<sup>63</sup>:

*Saya tidak tertarik belajar bahasa inggris karena bahasa inggris sangat sulit, apalagi saat disuruh berbicara bahasa inggris (S4)*  
 “I am not interested to study English because it is so difficult, especially when the teacher asked me to speak English”

*Saya tidak suka belajar bahasa inggris karena tidak tau artinya (S1)*  
 “I do not like to study English because I do not know what the meaning is”

The statement above actually has been supported by the teacher’s explanation before, she said:

*Ketertarikan siswa sini dalam belajar bahasa inggris itu masih sangat minim, apalagi yang erkaitan dengan speaking skill. Ini sebenarnya menjadi PR bagi saya sendiri untuk lebih memotivasi mereka mengembangkan bahasa inggris oleh karenanya sebelum*

<sup>63</sup> Students, interview. Jember 29<sup>th</sup> of Mei 2023.

*memulai pelajaran, saya sering warming up mereka dengan sekilas ngomong bahasa inggris*<sup>64</sup>

“The interest of students here to learn English is still low, moreover dealing with speaking skill. This actually become homework for me to motivate them more in developing English skill, therefore before starting the lesson I often warm them up by giving them a glance of English speaking activity”.

All the result of interview above could be concluded that most of students at MTs Kholid Bin Walid jember lost interest to learn English speaking skill. They underlay this claim on their own experiences. For example, one student said that he felt difficult to understand English speaking activity and the other one said that she did not know the meaning of the English sentences or utterances. As a result of the difficulty, the students lost interest to increase speaking. Therefore, the interest was one of the factors that demotivate students in learning speaking skill.

#### **b. External Factor**

External factor means the demotivating factor felt by the students at MTs Kholid Bin Walid jember which came from out of their own self. Based on observation and interview done by the researcher which started from 24<sup>th</sup> of Mei 2023.to 12<sup>th</sup> of June at this school got many kinds of the demotivating factor in learning speaking skill which the researcher categorized as the external factor. Those explained as follows:

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<sup>64</sup> Teacher, interview. Jember 25<sup>th</sup> of Mei 2023.

### 1. Teacher's strategy

Strategy that usually used by teacher decide the successful of learning process. For instance, the teacher teaching English with energetic and interesting strategy, it will make students get good vibes to join the class and motivated them more to increase the students' speaking skill, 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 follows<sup>65</sup>:

*Kalau guru bahasa inggris yang masuk, lebih sering di suruh membaca buku lks (S1)*

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

*Biasanya guru menjelaskan sebentar, terus ngasih tugas (S4)*

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

*Biasanya yang saya kurang senang adalah guru masuk kelas dan langsung meminta anak-anak membuat kelompok lalu membuat dialog bahasa inggris sama kelompoknya.(S6)*

“Sometimes I dislike when the teacher taught us then asking students to find a group to present the English dialog directly”

*Kadang Cuma disuruh menghafalkan vocab di kelas lalu ditinggal pergi. (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 english<sup>66</sup>*

<sup>65</sup> Students, Interview, Jember 25<sup>th</sup> of Mei 2023

<sup>66</sup> Teacher, Interview, Jember 29<sup>th</sup> of Mei 2023.

“I often asked students to memorize vocabularies in the class, to make them able to practice English”.

The students' statement above has been supported by the researcher's observation. The researcher found that the English teacher come to the class to give student's duty then coming out again to dispense the own business.

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 learning process. The way ho the teacher taught speaking skill at the class should be changed because it could make students bored then they would not be interested to improve speaking skill. This ineffective teaching strategy is able to demotivate students in learning speaking skill. Yet, the researcher able to say the teacher should create a fun classroom.

## 2. *Students' circle*

Students' circle determines how the student is. Almost a hundred percent of a person's character determined by how their environment. Language is one of daily necessities when a person interact with others, from here we can say that students' English language will not be improved well when their circle did not support them. According to students who

have been interviewed by the researcher that they never speak English in their daily life<sup>67</sup>.

*Tidak bak. Saya tidak pernah ngomong bahasa inggris diluar jam sekolah (while smiling). (S1)*

“No, I never speak English out of the class”

*Kalau di keluarga rumah, biasaya pakek bahasa Indonesia. Cuma kalau dilingkungan sana kebanyakan menggunakan bahasa Madura..tidak, tidak pernah menggunakan bahasa inggris. (S6)*

“My family used bahasa as communication, while most of my neighbors used bahasa Madura and I never speak English”.

*Tidak menggunakan bahasa inggris, takut ibuk nanti tidak paham. (S5)*

“I am afraid my mom did not understand me if I speak English“

*Kalau diluar jam pelajaran bahasa inggris, guru biasa berintraksi dengan bahasa Indonesia disini. (S2)*

“The teacher here usually speak bahasa when we have no English subject”

The student's explanation above was straightened by observation conducted by the researcher, the researcher found that the English teacher asked a student to the school office then they were talking something and asking him if their homework has done using bahasa.

The result of the study above was supported by the teacher's explanation when the researcher was asking him what factor made students demotivated to learn speaking skill:

<sup>67</sup> Students, interview, Jember 31<sup>st</sup> of Mei 2023.

*Mungkin karena faktor lingkungan, karena yang namanya bahasa membutuhkan kebiasaan agar terbiasa lalu bisa, apalagi untuk bahasa inggris yang menurut saya sangat berbeda dengan bahasa kita<sup>68</sup>.*

“I think the most factor the students demotivated to learn speaking skill is circle, language needs custom to be accustomed, especially English speaking that is so different with our own mother tongue”.

Other demotivating factor dealing with students' circle was students became jester when other performed or practicing English in class. These jokes always remind students of the experience and lead them to be demotivated in learning speaking. This situation should be changed to motivate students to learn speaking skill.

### 3. *School facilities*

Facility becomes the thing which supports students' learning the most. Every education should facilitate students based on what they need. Such learning English, the most facility the students need is Language Laboratory. English as a foreign language should always be practiced well, then the students able to do that when they had a language laboratory which support them. Based on observation conducted by researcher if this school did not have language laboratory yet<sup>69</sup>.

The observation above was supported by the teacher's interview. She explained:

<sup>68</sup> Teacher, interview. Jember 31<sup>st</sup> of Mei 2023.

<sup>69</sup> Observation on 25<sup>th</sup> of Mei 2023.

*Sementara ini, untuk fasilitas laboratorium bahasa memang belum punya. Namun kami dari semua pihak sekolah berupaya untuk memiliki lab bahasa<sup>70</sup>*

“We did not have language laboratory. However, we are working well to have language laboratory”

Other interview has been conducted by the researcher and English teacher got the result that the school did not have a good facility to support students' speaking skill:

*Sebenarnya anak-anak sering meminta untuk mendengarkan music, khususnya ketika pelajaran tentang Songs di bab terakhir lks, Cuma saya tidak bisa memenuhi itu karena belum ada fasilitas yang memadai dari sekolah<sup>71</sup>.*

“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 interview and observation above, we can say that MTs Kholid Bin Walid Jember did not have language laboratory yet to support teaching and learning process especially to learn English speaking skill. Language laboratory is so crucial to support this learning, yet this situation demotivated students to enhance speaking mastery.

<sup>70</sup> Teacher, interview. Jember 29<sup>th</sup> of Mei 2023.

<sup>71</sup> Teacher, Interview, Jember 1<sup>st</sup> of June 2023.

#### 4. Learning media

Media is one of the support system which usually used by teacher in teaching and learning process. Media has large impact to motivate students in learning speaking 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 lks<sup>72</sup>.(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 berbahasa inggris untuk melatih speaking siswa nantinya, tapi sekolah belum menyediakan medianya<sup>73</sup>*

“So far, I have only used whiteboard to explain the material to the students. I wish I could also show photos or English videos to stimulus students’ speaking skill, 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. The researcher able to say that at least the teacher use sound to listen students a native English word to train them in speaking

<sup>72</sup> Student, Interview, Jember 25<sup>th</sup> of Mei 2023.

<sup>73</sup> Teacher, Interview, Jember 29<sup>th</sup> of Mei 2023.

skill. However, it was clear that lack of media makes students demotivated in learning English.

##### 5. *Class vibes*

Good vibe gives positive energy to learn everything. Sometimes the bad vibes will make a student traumatic to practice English when other become a judge and bully them. Classmate that usually become the one who support them in learning English speaking will not support them anymore when they have no good class vibes, such happened at MTs Kholid Bin Walid Jember. Based on observation conducted by the researcher that students became jester when other performed or practicing English in class. These jokes always remind students of the experience and lead them to be demotivated in learning speaking skill<sup>74</sup>. This demotivating factor was supported by the teacher's explanation. She said:

*Kami memang belum punya laboratorium bahasa untuk menunjang speaking siswa. Tapi kami berupaya memaksimalkan didalam kelas agar siswa bisa practice to speak english, Cuma ada banyak tantangan yang dihadapi siswa dalam mengembangkan bahasa inggris didalam kelas, yaitu tantangan dari teman-teman kelasnya yang sering membercandakan yang sedang speak english bahkan kadang sampai mengejeknya. Padahal sebenarnya yang mengejek itu juga tidak bisa berbicara bahasa inggris<sup>75</sup>.*

“We haven't a language laboratory yet to support students' speaking skill, however we as the teacher asking students to practice speaking English in the class maximally. Meanwhile, there found much

<sup>74</sup> Observation on 31<sup>st</sup> of Mei 2023.

<sup>75</sup> Teacher, interview. Jember 31<sup>st</sup> of Mei 2023.

challenges faced by students such came from the classmate who often jokes or event bully them who speak English, but literally I know the students who bully them cannot speak English also”.

The teacher’s explanation above was also supported by the student’s word when the researcher asked them why being shy to practice English<sup>76</sup>.

They said:

*Malu karena kadang diejek sama anak-anak di kelas. (S7)*

“I am shy because my friends ridicule me in the class”

*Sama bak, saya juga malu karena teman-teman suka mengejek yang mencoba ngomong bahasa inggris pas d suruh guru. (S5)*

“I am also shy because some of students ridicule other who try to speak English”

From all the result of interview and observation above, can conclude that the class vibe did not really support students who wanted to practice English in the class, the students that scorned others should be given founding up to stop their habit because it can demotivate other students to learn English speaking skill.

## **2. The Strategies to Overcome Demotivating Factors To Learn Speaking Ability at The Second-Grade Students of MTs Kholid Bin Walid Jember**

Demotivation is the learners’ condition that the teachers should be surmounted. This condition able to make the students did not interest to learn everything, especially English speaking as the foreign language. This

<sup>76</sup> Students, interview. Jember 25<sup>th</sup> of Mei 2023.

study aimed to describe how to overcome the demotivating factor that before it has happened to the students at MTs Kholid Bin Walid Jember. Regarding, the researcher has found some strategies used by the teacher and students to overcome the demotivation which can be used for all kinds of education. Those strategies explained as follows:

*a. self-studying*

Self-studying is good strategy that was done by the students which exactly they like speaking English. As time goes on, internet goes on fast, students are increasingly aware that English is very important to understand. Based on interview conducted by the researcher, one of the students joined English class at home privately.

*Kebetulan Saya dirumah ikut less private bahasa inggris, jadi ketika Miss Sulis ngomong bahasa inggris, saya agak paham bak. Dirumah juga sering diajak ngobrol bahasa inggris sama guru privatnya, meskipun masih kurang lancar<sup>77</sup>.*

“I am joined private English class at home, so I am little bit understand when the teacher speak English here because I often talking in English with my private teacher, event I am not fluently enough”.

The students’ explanation above was supported by the teacher’s explanation about self-studying.

*Sebenarnya tidak semua anak disini tida menyukai belajar bahasa inggris, hususnya dalam hal speaking. Ada sebagian dari mereka yang mimang ingin improve to speak english, buktinya saya diminta*

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<sup>77</sup> Student, interview. Jember 7<sup>th</sup> of June 2023.

*ngisi les private oleh salahsatu wali siswa kelas VIII secara intensive*<sup>78</sup>.

“Honestly, some of students here like to study English, especially for speaking skill because I am asked by one of student’s parent to teach her kid English privately and intensively”.

The observation done by the researcher found other self-studying done by the students of MTs Kholid Bin Walid, there found two students who tried to talk in English when the teacher said that next lesson would ask them to speak English in front of the class. Two of the students tried to give question and each answer while holding a book which they used to learn English at the class<sup>79</sup>.

Based on observation and interview above, we can conclude that the students were struggling to study English speaking skill. The bad vibes they get at the class forced one of them to learn English at home such joining English class privately. This strategy is so great to be imitated by others because student’s parent really support and make students enthusiasm in learning English. It also was done because they were shy to their teacher and the students seldom to ask the teacher question related to material.

#### *b. Using internet*

Learning is not only focused on a book which was facilitated by school, it also using internet as the second sources of learning. As time goes on,

<sup>78</sup> Teacher, interview. Jember 29<sup>th</sup> of Mei 2023.

<sup>79</sup> Observation on 7<sup>th</sup> of Mei 2023.

internet faded every line of human's life, moreover for learning process. Based on interview done by the researcher got the result that the student also used internet to motivate them to learn speaking skill, it was delivered by the students<sup>80</sup>:

*Berhubung saya suka kartun, jadi saya sering nonton kartun yang berbahasa inggris di you Tube. Contohnya Kungfu Panda, menurut saya kungfu panda itu agak jelas bahasa inggrisnya. Jadi saya bisa menirukannya. (S3)*

“I always watch cartoon on You Tube because I like cartoon movie, for example Kungfu Panda, I think Kungfu Panda is a good cartoon because the English communication is clear. So, I can imitate how to say the word”.

*Kalau saya lebih suka musik karena banyak musik bahasa inggris trending dan digunakan sebagai filter oleh anak-anak, jadi saya sering buka Tik Tok untuk mencari music bahasa inggris yang trending. Dengan begitu, saya lebih bisa mengingat kosa kata serta cara membacanya. (S1).*

“I like music, because there are many viral English song which used as filter by my friend, that's why I always open Tik Tok to search viral English song because I can remember the vocabulary easily and how to pronounce it”.

All the students' statement above was straightened by the teacher's explanation when the researcher asked her how she taught English at the class:

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<sup>80</sup> Student, interview. Jember 1<sup>st</sup> of June 2023.

*Sebenarnya anak-anak sering meminta untuk mendengarkan music yang sedang hits saat ini, hususnya ketika pelajaran tentang Songs di bab terakhir lks, Cuma saya tidak bisa memenuhi itu karena belum ada fasilitas yang memadai dari sekolah<sup>81</sup>.*

“The students here always ask me to listen them the trending English song, 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”.

From all statements above, it can be known that the strategy used by the students to overcome the demotivating factor to learn speaking skill was using internet to support them in learning speaking skill. The internet was used by the students to find out their favorite movie and song then they imitate English speaking based on the movie and the song they have found. This strategy is so good to be adopted by other students because using internet able to find the students’ favorite thing which able to support them to improve speaking skill.

### *c. Giving reward*

Reward is something which is liked the most by students. As learners, they would not see the price of what the teacher gave, reality, they would be happy when the teacher appreciated them because of their work. This can be used by the teacher to motivate students to learn speaking skill more. Such happened to the students at MTs Kholid Bin Walid Jember. At that time, the researcher was doing observation of the students’ learning speaking process because before the students explained her that the teacher

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<sup>81</sup> Teacher, Interview, Jember 1<sup>st</sup> of June 2023.

liked to give them vocabularies to be memorized, then the researcher found some of students were given snack by the teacher because they wanted to perform English conversation in front of the class<sup>82</sup>. Besides, giving reward actually become the teacher's' strategy in teaching speaking proved by the lesson plane made by the teacher, based that lesson plane, to interest students' learning the teacher able to give students reward. The researcher able to say that this is a simple strategy used by the teacher to interest students in learning speaking skill where the students demotivated to learn it.

The observation above was backed by Miss Sulistyawatiningsih as the English teacher at this school:

*Terkadang saya memberikan siswa hadiah manakala mereka mau dan bisa peform didepan teman-temannya, atau bisa mengerjakan tugas bahasa inggris dengan baik. Hadiahnya tidak usah mewah, yang terpenting adalah bagaimana bisa meng-interest mereka yang belum bisa agar lebih termotivasi dalam mengembangkan speaking mereka, dan mereka sangat senang akan itu<sup>83</sup>.*

“Sometimes, I gave students reward when they wanted to perform in front of the class, furthermore the students able to do the duty I gave well. Actually, we do not need to give expensive reward because the important thing is getting them who cannot do the best interested to be motivated to increase speaking skill. Surely, they will be happy with that”.

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<sup>82</sup> Observation on 7<sup>th</sup> of June 2023.

<sup>83</sup> Teacher, interview. Jember 7<sup>th</sup> of June 2023.

Meanwhile, the researcher did interview with one of the students who has performed English conversation, while the result of this interview supported the teacher's explanation above:

*Tadi dikasih snack sama Miss Sulis karena bisa melakukan percakapan bahasa inggris di depan bareng dia (while showing his friend, they looked like so happy)<sup>84</sup>*

"I was given snack by Miss Sulis because I can perform English conversation in front of the class with my friend".

All the explanation and observation above showed us that giving this strategy able to interest students' motivation to learn speaking skill. Reward is not only expensive thing, appreciate the students' work is the simplest reward and able to make students happy because the teacher attended them.

#### *d. Outdoor study*

Another strategy used to overcome demotivating factor in learning speaking is finding new view to give new support and interest students to learn English speaking skill. Based on the lesson plane has been given by the English teacher, that outdoor study was one of the strategy implemented by the teacher to teach speaking skill, here, the teacher said that outdoor study became an interesting strategy to avoid students' feeling bored in the class. The researcher also interviewed some students and asking them which prefer study between indoor and outdoor, based on

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<sup>84</sup> Students, interview. jember<sup>7</sup><sup>th</sup> of June 2023.

interview conducted by the researcher with three students got the result as follows<sup>85</sup>:

*Saya lebih suka belajar diluar kelas karena kalau didalam kelas terus membosankan kak.(S4)*

“I prefer to study outdoor because we will be bored when we have to study indoor always”.

*Lebih suka di luar kelas karena bisa sambil lihat pemandangan, kalau didalam kelas terus bosen Cuma disuruh ngafalin kosakata (S8)*

“I prefer to study outdoor while looking at scenery. We will be bored when we learn in the class because the teacher often asked us to memorize vocabularies”.

*Kalau saya juga lebih suka belajar diluar kelas karena kita tidak terlalu gugup saat diminta praktek ngomong bahasa inggris sama guru, kalau didalam kelas kan biasanya diintip anak kelas lain lewat jendela. Jadi malu.(S1)*

“I prefer to study outdoor because we will not be nervous when the teacher asked us to speak English. It’s different when we speak English in the class, we will be shy because another students from different class peeks us from the window”.

All the statements above can be concluded that the students needed nice vibes to support them to learn speaking skill. Outdoor study is interesting strategy used by the teacher to have interesting learning. All the reasons of the students prefer learning outdoor showed us that as the teacher we have to be creative to avoid demotivation that always happened for the students’ learning. Meanwhile, the students’ explanation above was supported by observation done by the researcher where she found the eighth grade

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<sup>85</sup> Students, interview. Jember 12<sup>th</sup> of June 2023.

students' of MTs Kholid Bin Walid were studying English beside the school, the researcher found it when she came to the school for the first time to do this study<sup>86</sup>.

**Table 4.1**  
**The Result of Research Findings**

No	Research Focuses	Research Findings
1.	What are the demotivating factors to learn speaking ability at the second-grade students of MTs Kholid Bin Walid Jember?	1. Internal Factor <ul style="list-style-type: none"> <li>a. Lack of care to speak English</li> <li>b. Less of confident</li> <li>c. Lack aware the importance of English</li> <li>d. Loss interest</li> </ul> 2. External factor <ul style="list-style-type: none"> <li>a. Teacher's strategy</li> <li>b. Students' circle</li> <li>c. School facilities</li> <li>d. Learning media</li> <li>e. Class vibes</li> </ul>
2	How do second grade students overcome the demotivating factor in learning speaking ability at MTs Kholid Bin Walid Jember?	1. Self-studying 2. Using internet 3. Giving reward 4. Outdoor study

<sup>86</sup> Observation on 25<sup>th</sup> of Mei 2023.

### **C. Discussion on the Result of Data Analysis**

Discussion is interpreting and describing the significance of the findings based on what was already known about the research problems have been investigated and to explain any new understanding that emerged as the result of the study. In other word, discussion is also as the researcher's analysis comparing with any kinds of theories which have been delivered by some experts related to the demotivating factor on learning speaking skill.

There are two points to discuss in this term. Firstly, the demotivating factors to learn speaking ability at the second-grade students of MTs Kholid Bin Walid Jember. Secondly, the strategy implemented to overcome the demotivating factor in learning speaking ability at the second-grade students of MTs Kholid Bin Walid Jember

#### **1. The Demotivating Factors To Learn Speaking Ability at The Second-Grade Students of MTs Kholid Bin Walid Jember**

In this phase, the researcher would discuss about the demotivating factors to learn speaking ability at the second-grade students of MTs Kholid Bin Walid Jember. Based on all the result of this study, the researcher classified the demotivating factor to learn speaking skill into two important points for this phase, first was internal factor which came from the students' self. The second was external demotivating factor which came from outside of students.

### a. Internal factor

Nearly some expert confirmed that internal demotivating have played a very important part in cancelling out existing motivation. Although a number of researchers have not considered or defined internal factor of the demotivation forces as significant negative factors decreasing students' learning. Internal factor is the entire demotivating factor to learn speaking skill faced by students at MTs Kholid Bin Walid Jember which came from inside of students self, internal factor is so inadequate because the teacher cannot change these factor except the teacher changed the students' mindset related to English speaking skill where they thought English is so bored, difficult to understand. Based on all findings of this study, there found some internal factor of demotivation in learning speaking skill at second-grade students of MTs Kholid Bin Walid Jember. Those were:

#### 1. *Lack of care to speak English.*

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. This factor such lack of care to speak English was actually happened because most of the students did not have intrinsic motivation so that the factor happened. Based on the research result has been conducted by Cahyo nogroho showed us

some negative factor of demotivation which the researcher concluded suitable with the result of this study, such

- a) lack of adequate learning content
- b) learners' inadequate competence
- c) inadequate facilities
- d) lack of intrinsic motivation
- e) test score
- f) invaluable classroom
- g) lack of practicing English<sup>87</sup>.

Based on the study above that lack of practicing English is one of the demotivating factor that should be avoid, the students never practice to speak English, surely they will be accustomed because they will think that English is difficult, bored and soon. From this, lack aware to speak English will be crystallized to them. Moreover, speaking is the most important skill in English, speaking is identical as the tool of communication. The students' will be easy to find a job and anything when they able to speak English well.

In the line with this, there were some factors that influenced students' lack aware to speak English such English is not native language, age, experience in learning English, phonetic ability, attitude, and motivation were some factors that influenced the

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<sup>87</sup> Cahyo nogroho. Demotivating factors on students' speaking of the fourth-year students of english education study program of muhammadiyah kotabumi university. *Jurnal Griya Cendikia*. Vol- 7. No-2, (Juli 2022). 198

students' speaking ability<sup>88</sup>. Those factors backed some problems that affected students to convey the information in speaking English.

## 2. *Less of confident*

Based on the data that was gotten by the researcher that the students did not feel confident enough to use English speaking freely because of these ineffective factors. Some of them claimed that they were not confident because they felt difficult to speak English, other one also claimed that English is so different with Bahasa, so that they were difficult to pronounce it.

Meanwhile, less of confident as demotivating factor to learn speaking skill faced by students at MTs Kholid Bin Walid Jember

also related with the research conducted by Angel, she said that there were some sources of demotivating factor which influenced students in learning speaking, those are<sup>89</sup>

- a) Boredom.
- b) Lack of confidence in management decisions.
- c) Unmanageable workload.
- d) Unsuitable working environment.
- e) Lack of progression.
- f) Feeling under-appreciated.

<sup>88</sup> Khamkien. Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective. *English Language Teaching*. Vol-3. No-1. 190

<sup>89</sup> angels. "the sign of demotivation and ways to motivate students", *journal of office english consultant* (2013). 34.

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 Less of confident to perform it. Less 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 overcome<sup>90</sup>.

Less of confident which was happened to the students at MTs Kholid Bin Walid also related with what Dornnei said, he has explained that there were some demotivating factors that always faced by student to learn speaking skill, those were<sup>91</sup>:

- 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

<sup>90</sup> parupalli srinivas rao, "the importance of speaking skills in english classrooms", *alford council of international english & literature journal(acielj)*, 2019. 1(2). 8

<sup>91</sup> Dornyei, Z. (1998) demotivation in foreign language learning. Paper presented at the TESOL. .98

Confident is something the students should have, besides, confident able to make learners try to always do anything the teacher asked. Speaking skill as the most crucial thing in English should be practiced and it will not running well when the students felt not confident. This demotivating factor happened to the students to learn speaking skill should be finished to have English communication well.

### *3. Lack aware the importance of English*

English is used widely when a person has a high level of English mastery because as Indonesian, English is foreign language which is so different with our mother tongue. One will be able to access information and broaden the knowledge more easily and more widely. However, mastering English is needed by many people for this era, they learn English for a job, academic or to have communication with other person. Lack aware the importance of English as the internal demotivating factor which was happened to the students at MTs Kholid Bin Walid jember caused the students did not realize if knowing English able to access many information easily. There are many countries which the language did not use English always used English for the product, international relation, and many more. From this we can concluded that English speaking is important to know.

Based on the result study, the researcher found that the lack aware the important of English faced by students at MTs Kholid Bin Walid

related to the result of other research conducted by Ghadirzadeh where she explained there found some demotivating factors in students' learning speaking skill, those were<sup>92</sup>

- 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

Lack of individual perception competence means the learners has had perception on English speaking, in other word that the students Lack aware the importance of learning English.

Meanwhile, the research result has been conducted by the researcher also related to what Han said. He explained that students who got demotivating to learn speaking skill 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.<sup>93</sup>

#### 4. *Loss interest*

The research result showed the student felt bored, not confident, even lack aware to speak English because the students were loss

<sup>92</sup> Reyhaneh Ghadirzadeh . Demotivating Factors for English Language Learning Speaking Among University Students, *Journal of Social Sciences* (2012).8 (2). 192

<sup>93</sup> 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

interest to learn speaking skill. Meanwhile, 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 to learn speaking skill faced by students at MTs Kholid Bin Walid is students' interest.

Besides, the finding about the students who loss interest related to what Meshkat said in his research. According to his research result that loss of students' interest is one of the factors made student demotivated to learn English speaking<sup>94</sup>. 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.

The findings of this study about students' interest were also suitable with Davis's theory. He explained that loss of students' interest became one of the biggest barriers for teachers to be solved and it may made students did not feel enthusiastic to learn speaking skill<sup>95</sup>. Meanwhile, loss of 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 they taught that English was difficult was related to their phycology that may be the students did not get support from their circle or social life. An expert of psycholinguistic Chaer divided psycholinguistic into

<sup>94</sup> Maryam Meshkat, "Demotivating factors in learning English: the case of Iran", *Procedia - Social and Behavioral Sciences*, (2012). 747

<sup>95</sup> Jeff Davis ." Teaching ESL: 10 Common Problems in the Speaking Classroom". (2016). 122

some parts where one of them is Social psycholinguistics where a person lost interest to do something because of social aspects including social identity<sup>96</sup>.

#### **b. External factor**

External factor is all the demotivating factor to learn speaking skill which actually came from outside of students at MTs Kholid Bin Walid Jember, such environment, teacher's strategy, media used, school facilities and many others. External factor is so different with internal factor to overcome, the thing should be surmounted from internal factor is students self, but the thing that should be overcome from external factor is outside of the students. While external factor to learn speaking skill that was happened to the students at second-grade students of MTs Kholid Bin Walid Jember related to Dornyei's explanation. He had explained that external demotivation factors incorporate among them are teachers' personalities, teaching methods, inadequate school facilities, attitudes of group members<sup>97</sup>.

In this phase, the researcher discussed the external demotivating factor to learn speaking skill happened to the students at MTs Kholid Bin Walid Jember and combining with some theories and previous similar research.

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<sup>96</sup> Chaer (2015). Psikolinguistik: Kajian Teori. (Jakarta. PT Rineka Cipta: 2015) 108

<sup>97</sup> Dornyei, Z. (1994). "Motivation and motivating in the foreign language classroom". *The Modern Language Journal*, 78(3). 273

### 1. Teacher's strategy

Strategy is teaching practice that shows students how to learn the content and the skill they need to acquire, while strategy used to help students' process, remember, and express the information they learn.

Good and interesting strategy is crucial to be used by the teacher to have students understand fast related to the material, specially speaking skill that many students think difficult to understand. Sometimes the students bored and event demotivated to learn because of the strategy used by the teacher is so boring. While, awful strategies dealing with uninteresting strategy which was applied by the teacher at MTs Kholid Bin Walid Jember such asking students to memorize vocabularies, asking students to make group and let them at class 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 to learn speaking skill which made student demotivate to study English.

Meanwhile, this research result about the demotivating factor to learn speaking skill dealing with teacher's strategy related with the study conducted by Ghadirzadeh. He explained some external factors that able to influence student to study English. Those were<sup>98</sup>

- a) Lack of perceived individual competence
- b) Lack of intrinsic motivation

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<sup>98</sup> Reyhaneh Ghadirzadeh. Demotivating Factors for English Language Learning Among University Students, *Journal of Social Sciences* (2012).8 (2). 192

- c) Inappropriate characteristics of teachers' teaching strategy
- d) and course contents Inadequate education's facilities
- e) Focus on difficult grammar

Besides, The result of the external factors above dealing with demotivating to learn speaking skill also related and has been delivered before 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 during learning English<sup>99</sup>. Based on the research findings which were supported by the theories and previous study above, it can be concluded that this finding has been valid.

## 2. Students circle

Circle or environment is the thing that really influenced students to do anything, especially to learn speaking skill. Students circle can come from parent, friend and other vibes of students' life. Bad Circle 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.

Students circle of the demotivating factor to learn speaking skill was sure related to the students' sociolinguistic where the society gave big impact for learners' motivation to learn. Grimshaw gave his

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<sup>99</sup> Karina Bekeshova, the practice of English language teaching speaking. *ELT journal*. Vol-57. No-4. 104

opinion between society and students' demotivation in learning English speaking. Those are<sup>100</sup>:

- a) Language determined by 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.

Students' circle has a big impact for students' improvement of learning speaking. Most of students has bad attitude toward improving speaking skill caused by their circle which did not support them. While, the Grimshaw's explanation above was related to the finding of this study, besides, this explanation also showed us that language is determined by society, if the students' circle did not support them to speak English, surely, the students found it difficult to practice English at all because Society determines students on how they have habit.

The finding about the demotivating factor to learn speaking skill dealing with students' circle which was happened to the students at MTs Kholid Bin Walid Jember related to Brown explanation. According to Brown, there are four factors which could influence students' motivation

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<sup>100</sup> 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

to do the task of learning English as they form part of the world around students' feeling and engagement with the learning process<sup>101</sup>.

- 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 all the theories and the finding of this study could be concluded that students' circle is the thing that give students big impact for their improvement to learn speaking skill. The students will not be able to speak English well when their circle did not support them to practice English at all.

### 3. *School facilities*

Facilities become the thing that really supported students' learning.

There are some advantages of school facilities. Those are:

- a) Supporting students focusing more to study
- b) Boost the time efficiently
- c) Supporting student to increase potential
- d) Increasing students' experience to learn

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<sup>101</sup> H. Douglas. Brown. (1998). "English Language Teaching in the Post-Method Era: Toward Better Diagnosis, Treatment, and Assessment":. (Cambridge University Press). 146

e) Able to have good school environment

Based on the explanation above, the researcher concluded that school facility is so crucial to support teaching and learning process.

The students will understand fast when they facilitated enough to learn

Based on the research has been conducted by the researcher that school facilities become one of the demotivating factor to learn speaking skill at MTs Kholid Bin Walid Jember. This was proved by the school which did not have language laboratory that usually used to improve students' speaking skill, yet, the teacher also could not let the students to watch English movie because they did not have enough facilities yet. The finding of the demotivating factor dealing with school facilities related to the research has been conducted by Pratiwi.

She explained some factor of demotivating on speaking skill. Those

are<sup>102</sup>

- a) Lack of Adequate Learning Contents and Teaching Materials
- b) Lecturers' Inadequate Competence and Teaching Methods
- c) Inadequate school Facilities
- d) Lack of Intrinsic Motivation
- e) Test Score
- f) Unfavorable Classroom Climate and Opportunities

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<sup>102</sup> Rizky Widya Pratiwi. (2019). Demotivational Factors of Non-English Major Students in Learning English. *ELS Journal on Interdisciplinary Studies on Humaniora*, Vol-2. No-2. Hl: 195

As the teacher, we cannot avoid that school facilities able to make learning process running well and support them to improve students' ability. While, the research result has been conducted by the researcher about school facilities also related to Dornyei's explanation, he has explained that external demotivation factors incorporate among them are teachers' personalities, teaching methods, inadequate school facilities and attitudes of group members<sup>103</sup>.

#### 4. Learning media

Media is one of the important things in teaching English. Many kinds of media can be used in teaching and learning speaking skill 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 dealing with learning media where the teacher was seldom to use media in teaching English at MTs Kholid Bin Walid made student less enthusiastic to learn speaking skill. Meanwhile, the finding above was related to the study conducted by Cankaya. She explained some demotivating factors that happened to student in learning speaking skill. Those were<sup>104</sup>

- a) Class Characteristics
- b) Class Environment

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<sup>103</sup> Dornyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3). 273

<sup>104</sup> Cankaya, Pinar. 2018. Demotivation Factors in Foreign Language Learning. *Journal of Foreign Language Education and Technology*, Vol. 1. 3.

- c) Experiences of Failure
- d) Lack of Intrinsic Motivation
- e) Class Materials.
- f) Lack of media
- g) Teachers' attitude.

The less of media used to teach speaking skill has supported by Dornyei's explanation. He told that there are some demotivation factor in learning English, those are<sup>105</sup>:

- 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 at the 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 MTs Kholid

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<sup>105</sup> Dornyei, Z. (1994). "Motivation and motivating in the foreign language classroom". *The Modern Language Journal*, 78(3). 273

Bin Walid jember as one of the demotivating factor that should be overcome by teacher soon to make learning speaking skill process improved.

##### 5. *Class vibes*

Class vibes is the condition of the class which supported students or not. Based on the research has been conducted by the researcher got the result that the class vibe was not really supported students to learn speaking skill. There were some students who jokes, even bully other when there found some students practiced to speak English, this condition have to be overcome by all element, especially English teacher at this school because it made other students demotivated to improve speaking skill.

According to some expert that bad class vibes as happened to the second grade students at MTs Kholid Bin Walid jember is one of the demotivating factor to learn speaking skill. Here, the researcher believed that the class condition gave big impact to the improvement of students' speaking skill, while the students will not improve their speaking skill if the classmate did not support them. This research result related to the bad class vibes supported by another research has been conducted by Cankaya. She explained some sources of

demotivating factor influenced students to learn speaking skill. Those were:<sup>106</sup>

- 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.

The statement above showed us clearly that class characteristic faced students' improvement to learn speaking skill. The result of this research dealing with class vibes also related to Han's explanation. He

has explained some demotivating factor that often faced by students in learning speaking skill. Those were<sup>107</sup>:

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

<sup>106</sup> Cankaya, Pinar. 2018. "Demotivation Factors in Foreign Language Learning". *Journal of Foreign Language Education and Technology*, Vol. 1. 3.

<sup>107</sup> Turgay Han, "Factors Causing Demotivation in EFL Learning Speaking Process and the Strategies Used by Turkish EFL Learners to Overcome their Demotivation", *Advances in Language and Literary Studies*.(2019).10(3).60

Based on this finding and all the theories above can be concluded that class vibes which the condition was not supported students' learning process to improve speaking skill is one of the demotivating factor that should be overcome by all element at MTs Kholid Bin Walid. Besides, this finding categorized valid.

## **2. The Strategy to Overcome Demotivating Factors to Learn Speaking Ability at The Second-Grade Students of MTs Kholid Bin Walid Jember**

Speaking skill is the most skill which is so complicated in English. Besides, speaking skill categorized as the most difficult skill among reading, writing and listening, this difficulty caused to master speaking, we have to authorize listening and reading first. The most complication of learning speaking because the students did not interested and motivated to learn it, this surely has factor why the students felt it. Those factors called demotivating factor.

Meanwhile, all the demotivating factors happened to the students at MTs Kholid Bin Walid Jember forced students and the teacher to find the strategies to overcome it. Strategy is the various methods used in the teaching and learning practice, strategy plays an important role for an education because it can help students participated, connect to the teachers' explanation and add excitement to the content being delivered by the educator. While, in this phase, the researcher discussed the strategies implemented to overcome the demotivating factor at MTs Kholid Bin

Walid and combining it with many kinds of theories which have relevance. Based on this research result, there found some strategies used to overcome the demotivating factor to learn speaking skill at MTs Kholid Bin Walid.

*a. Self-studying*

Self-studying is one of the important activity can be done by the students to improve speaking skill when their circle did not support them. Based on the research result has been conducted by the researcher that the students at MTs Khoid Bin Walid did studying at home by joining private English class to improve their speaking ability. This activity has been done to overcome all the demotivating factors that they faced at school. This kind of self-studying will be running well if the student was supported by their parent.

Besides, this kind of strategy is so great to imitated by other students because surely some of the students at the school did not like English speaking, this condition sometimes made them doing something made other students demotivated to learn speaking skill, such bullying and even sneering when found a student try to practice English. While the result of this research dealing with self-studying strategy to overcome the demotivating factor to learn speaking ability related to Han's explanation. He has explained us on his research study that there are

some strategies can be used to overcome demotivating factors to learn speaking skill. Those are<sup>108</sup>;

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

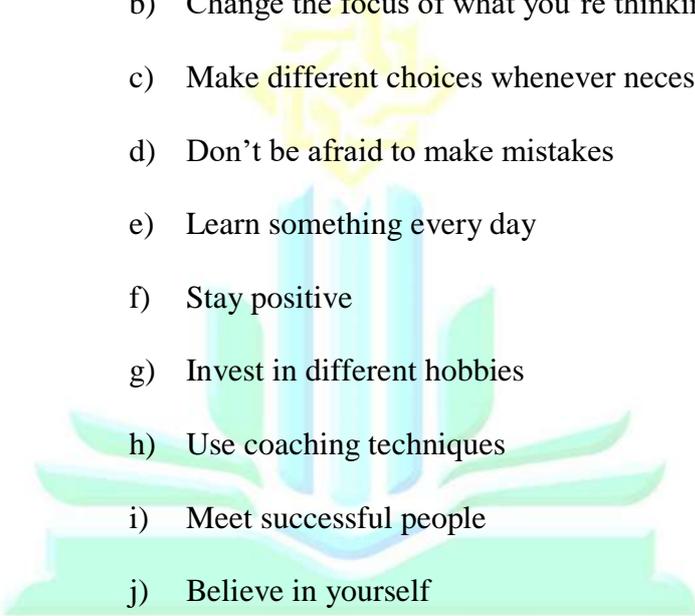
*b. Using internet*

Internet is the thing that most of students cannot avoid today. Most of people used internet to find any kinds of information, science and having interaction with other who is far. Learning is not always used a book that has been facilitated by school, the students able to improve their skill by finding it on internet. Such has been done by the students' at MTs Kholid Bin Walid, they used internet at home to improve their speaking skill, as finding their favorite English movie and song to improve their speaking skill, this was done to overcome the demotivating factor such the school did not facilitated them yet to improve speaking skill. This research result has equality to what Santos's explained in his research result. He has explained some ways

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<sup>108</sup> 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

can be used to overcome students' demotivating factor in learning speaking skill<sup>109</sup>.

- 
- a) Set a goal
  - b) Change the focus of what you're thinking
  - c) Make different choices whenever necessary
  - d) Don't be afraid to make mistakes
  - e) Learn something every day
  - f) Stay positive
  - g) Invest in different hobbies
  - h) Use coaching techniques
  - i) Meet successful people
  - j) Believe in yourself
  - k) Treat yourself
  - l) Don't compare yourself to others
  - m) Help other people
  - n) Set interesting class
  - o) Measure your results

Based on the explanation above, the researcher concluded that investing different hobbies was similar with what the students did at MTs Kholid Bin Walid. They used their hobbies such as watching movies and even listening to English songs to improve their speaking skills. Those

<sup>109</sup> Barbara Santos. "Ways to motivate yourself when you're feeling demotivated" (hotmart/blog). July 2017, <https://hotmart.com/en/blog/self-motivation>

students able to find any kind of English movie and songs on internet as their hobbies.

*c. Giving reward.*

Generally, reward is giving something to others person as an appreciation or souvenir. Other forms of reward are also adjusted for performance which is achieved by a person. Realizing that everyone is interested to receive a gift from someone with certain motives, especially from a teacher to the students as appreciation because they able to do homework, doing English performance and many more. According Slameto that reward is an appreciation who gives by the teacher to the students as a gift, because a student have behaves well and finished the task of the teacher<sup>110</sup>. While according to Sivia in her research that

Rewards are given by the teacher to students by giving prizes for positive things done by students, giving rewards are intended to form more active and motivated children in their efforts to work and do better<sup>111</sup>.

Based on the explanation above that reward was given to motivate students to be more active and effort more to learn, this was suitable with the strategy used by the teacher to overcome the demotivating factor to learn speaking skill at MTs Kholid Bin Walid where she gave students reward to appreciate and students' English performance, motivated and interest them to speak English well. This reward was able to motivate

<sup>110</sup> Maburi Rizky Ardi. The Influence Of Reward Toward The Learning Motivation Of Science Study Of Fourth Grade Students In SD Muhammadiyah Piyaman. *Education Jurnal*. (2019). 162

<sup>111</sup> Silvia anggraini. Analisis dampak pemberian reward dan punishment terhadap siswa SD Kaliwuru Semarang. *Mimbar PGSD Undiksha*. (2019.) Vol-7. No-3. 221.

students to learn more about speaking skill because they would feel if the teacher closed attention to them. This finding has similarity with the researcher conducted by Rahmayani where she has mentioned the purpose of giving reward to the students. She has explained “The goal to be achieved in rewarding is to increasing the extrinsic motivation of student, within meaning students have do an act, then the arises of the student awareness. The existence of the reward is to build a positive relationship between teachers and students because the reward is a part of sense the teacher love to the student<sup>112</sup>”.

*d. Outdoor study*

Learning English should be done by interesting class, it can support students' learning process. Sometimes, the teaching and learning process is not effective because the class view was so bored, this vibes surely makes students demotivated to learn speaking skill. While the concept of learning by using outdoor study is a learning concept that is synonymous with the environment as a source of learning. According to Brewer that if students are not allowed to learn outside the room, they will be separated from the world around them<sup>113</sup>.

As the strategy implemented at second grade students of MTs Kholid Bin Walid jember where the teacher set an interesting class by conducting outdoor study to interest and motivated students in learning

<sup>112</sup> Rahmayani aksa. the influence of giving reward on students' motivation in learning english at senior high schools in barru. (*Thesis: universitas Muhammadiyah Makkasar*. 2022). 67

<sup>113</sup> Rios & Brewer. Outdoor education and science achievement. *Applied Environmental Education & Communication*. Vol- 13. No-4. (2014). 234

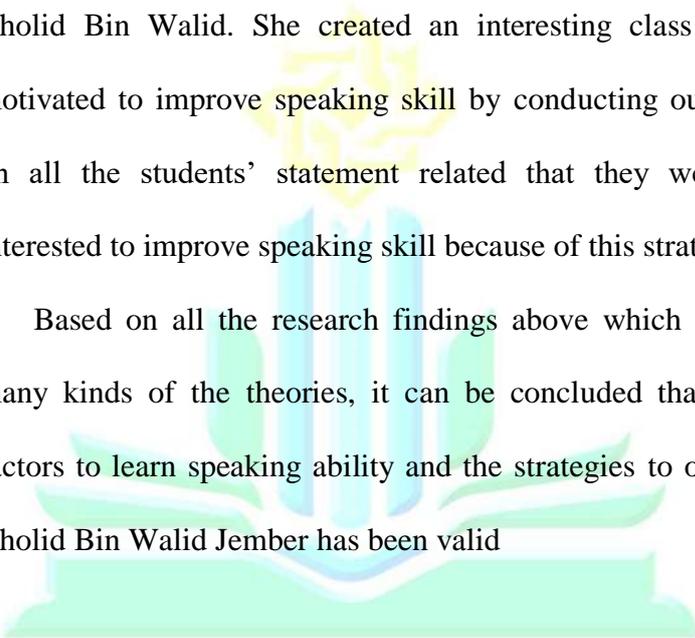
speaking skill, this strategy was so effective to make students did not bored to improve speaking skill, while the teacher also conducted outdoor study to overcome the demotivating factor that always found at students' class. This strategy conducted by the teacher has similarity with Santos's explanation. He explained some ways can be used to overcome students' demotivating factor to learn speaking skill. Those are<sup>114</sup>:

- a) Set a goal
- b) Change the focus of what you're thinking
- c) Make different choices whenever necessary
- d) Don't be afraid to make mistakes
- e) Learn something every day
- f) Stay positive
- g) Invest in different hobbies
- h) Use coaching techniques
- i) Meet successful people
- j) Believe in yourself
- k) Treat yourself
- l) Don't compare yourself to others
- m) Help other people
- n) Set interesting class
- o) Measure your results

<sup>114</sup> Barbara Santos. "Ways to motivate yourself when you're feeling demotivated" (hotmart/blog). July 2017, <https://hotmart.com/en/blog/self-motivation>

The explanation above was so clear that one of the strategies to overcome the demotivating factor to learn speaking skill is setting interesting class where it was related to what the teacher has done at MTs Kholid Bin Walid. She created an interesting class to make students motivated to improve speaking skill by conducting outdoor study, based on all the students' statement related that they were so happy and interested to improve speaking skill because of this strategy.

Based on all the research findings above which were supported by many kinds of the theories, it can be concluded that the demotivating factors to learn speaking ability and the strategies to overcome it at MTs Kholid Bin Walid Jember has been valid



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## **CHAPTER V**

### **CONCLUSION**

This last chapter present two important points, firstly is conclusion about the demotivating factor and strategies used to overcome it. Secondly is suggestion, this suggestion is directed to English teachers, students, and further researchers who are interested in similar research.

#### **A. Conclusion**

1. Based on all findings, there were some the demotivating factor to learn speaking ability at MTs Kholid Bin Walid jember. The entire demotivating factor classified into internal and external factor. The internal factor included Lack of care to speak English, Less of confident, Lack aware the importance of English and Loss interest. While the external factor included Teacher's strategy, Students' circle, School facilities, Learning media and the last was Class vibes
2. The strategies implemented to overcome the demotivating factor to learn speaking ability at MTs Kholid Bin Walid jember consisted of Self-studying, Using internet, Giving reward and the last was Outdoor study

#### **B. Suggestion**

The findings of this research were expected to be useful for English teachers, students, moreover further researchers who have similar research study.

1. For English teachers, it was expected to be able to explore more the kinds of students' demotivating factors in learning speaking skill, so that the

teacher can give the appropriate strategy to overcome it. Besides, the strategies have been delivered and discussed in this study able to be used by the teacher and student to avoid all the demotivating factors which often happened to the most of students at school.

2. For students. this research have been explored the demotivating factor in learning speaking and strategies to overcome it, the finding of this research are expected to be useful for the students because they can use the strategy have discussed to interest them in learning speaking skill.
3. For further researcher. This research discussed the demotivating factor in learning speaking skill and strategies could be used to overcome it. While further researcher was expected to find out another demotivating factors happened to all skill in English. So that all of the students' demotivating factors in English skills can be explored, then the strategies can be explored by the further researcher.

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## Appendix 1

## MATRIX OF RESEARCH

TITLE	VARIABLES	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTIONS
An Exploration Of Students' Demotivating Factor In Learning Speaking Ability At Second Grade Students of MTs Kholid Bin Walid Jember	Demotivating factor	All the demotivating factors happened to the second grade students of MTs Kholid Bin Walid Jember	1. English teacher 2. Eight grade of students 3. Document review	<b>1. Research Design:</b> Qualitative Descriptive <b>2. Technique of Collecting Data:</b> a. Observation b. Interview c. Document review <b>3. Data Analysis:</b> a. Data condensation b. Data display c. Verifying Conclusion /verification <b>4. Validity of Data:</b> a. Technique Triangulation b. Source triangulation	1. What are the demotivating factors to learn speaking ability at the second-grade students of MTs Kholid Bin Walid Jember? 2. How does overcome the demotivating factor in learning speaking ability at the second-grade students of MTs Kholid Bin Walid Jember
	Learning speaking skill	The strategies implemented to overcome the demotivating factors at the second students of MTs Kholid Bin Walid Jember			

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Fakultas : Tarbiyah dan Ilmu Keguruan

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Dengan ini menyatakan bahwa skripsi saya yang berjudul *An Exploration of Students' Demotivating Factor In Learning Speaking Ability At Second Grade Students of MTs Kholid Bin Walid Jember*. Adalah hasil dari penelitian/karya saya, kecuali pada bagian-bagian yang dirujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenarnya

Probolinggo 10 Juni 2023

Saya yang menyatakan



**Mega Fajarwaty Maulidiah**  
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YAYASAN PENDIDIKAN ISLAM MAMBA'ULULUM  
AKTE NOTARIS BAMBANG HERMANTO, SH NOMOR 10 TANGGAL, 18 APRIL 2007

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Jabatan : Kepala Madrasah  
Alamat : Jl.Gurami No 60 Dukuhmencek Sukorambi Jember

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas :

Nama : Mega Fajarwaty Maulidiah  
NIM : T20176080  
ProgramStudi : Tadris Bahasa Inggris  
Alamat : Probolinggo  
Sekolah/Univ. : UIN KHAS Jember

Telah selesai melakukan penelitian di MTs Kholid Bin Walid selama 20 (Dua Puluh) hari, untuk memperoleh data dalam rangka penyusunan Skripsi Penelitian yang berjudul: "AN EXPLORATION OF STUDENTS' DEMOTIVATING FACTOR IN LEARNING SPEAKING ABILITY AT SECOND GRADE STUDENTS OF MTs KHOLID BIN WALID JEMBER".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Jember, 13 Juni 2023  
Kepala Madrasah

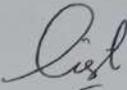
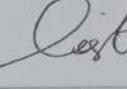
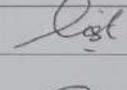
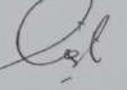
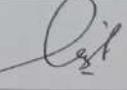


SYAUQI ABDILLAH, S.Pd.I

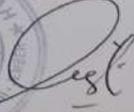
## Appendix II

**JOURNAL OF RESEARCH ACTIVITY**

Nama : Mega Fajarwaty Maulidiah  
 Nim : T20176080  
 Title : An Exploration of Students' Demotivating Factor In Learning Speaking Ability At Second Grade Students of MTs Kholid Bin Walid Jember  
 Location: MTs Kholid Bin Walid Jember

No	Time	Activities	Initials
1	24 <sup>th</sup> of Mei 2023	The researcher gave research permission letter while interviewing the history and profile of MTs Kholid Bin Walid	
2	25 <sup>th</sup> of Mei 2023	The researcher observed how the English teacher had the class and Interviewed her related to the demotivating factor happened to the students at the school	
3	29 <sup>th</sup> of Mei 2023	Interviewed the students dealing with the factor they did not enthusiastic to learn speaking skill	
4	31 <sup>st</sup> of Mei 2023	Observed how the students' learn in the class and interviewing them related to why the students were rare to speak English	
5	1 <sup>st</sup> of June 2023	Interviewed the teacher related to the school's facilities	
6	7 <sup>th</sup> -8 <sup>th</sup> of June 2023	Interviewed students dealing with the way implemented to increase speaking skill and observing the strategy used to overcome the demotivating factor	
7	12 <sup>th</sup> of June 2023	Observed how the teacher created interesting class to motivate students in learning speaking skill	

**The English Teacher**



**Sulistiyawatiningsih, S.Pd**



### Appendix III

#### RENCANA PELAKSANAAN PEMBELAJARAN / RPP

##### A. IDENTITAS

Sekolah : MTs Kholid Bin Walid  
 Mata Pelajaran : Bahasa Inggris  
 Materi Pokok : Asking and Giving Opinion

##### B. KOMPETENSI DASAR

3.13. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan bertanya dan memberi pendapat terkait saran dan tawaran, sesuai dengan konteks penggunaannya.

4.13. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan bertanya dan memberi pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

##### C. TUJUAN PEMBELAJARAN

1. Setelah mengikuti pembelajaran, peserta didik mampu memahami unsur kebahasaan Asking and Giving Opinion
2. Setelah mengikuti kegiatan belajar, peserta didik mempraktekan unsur kebahasaan dari Asking and Giving Opinion

-Karakter peserta didik yang diharapkan:

- Bersahabat/komunikatif, disiplin, tanggung jawab, santun

##### D. KEGIATAN PEMBELAJARAN

<b>Pertemuan Ke 4: Asking and Giving Opinion</b>	
Kegiatan Pendahuluan	
Guru : Orientasi, Apersepsi, Motivasi,	
Kegiatan Inti	
Sintak Model	Outdoor study

Pembelajaran	
Stimulasi (stimulasi/pemberian rangsangan)	<b><u>KEGIATAN LITERASI</u></b> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi suggestion and offering dengan cara: Melihat, Mengamati dan juga Membaca dari berbagai macam sumber lainnya
Problem statement (pertanyaan/identifikasi masalah)	<b><u>CRITICAL THINKING (BERPIKIR KRITIS)</u></b> Setelah memberikan materi, Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin hal yang kurang dipahami dari materi dan menanyakannya terhadap guru
Data collection (pengumpulan data)	<b><u>KEGIATAN LITERASI</u></b> Peserta didik mengumpulkan informasi yang relevan terkait materi yang telah disampaikan guru serta dapat mencari dan membaca materi yang sama lewat sumber-sumber lain.
Data processing (pengolahan Data)	<b><u>(BERPIKIR KRITIS)</u></b> Peserta didik dapat mengolah data hasil pengamatan dengan cara: Mengolah informasi, mengerjakan soal tentang Asking and Giving Opinion, serta dapat memperaktekannya dengan teman yang lain
Generalization (menarik kesimpulan)	<b><u>CREATIVITY (KREATIVITAS)</u></b> Peserta didik Menyimpulkan point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa: mengerjakan tugas yang diberikan guru, Bertanya tentang hal yang belum dipahami terkait materi tentang Asking and Giving Opinion
<b>Catatan :</b> Selama pembelajaran berlangsung, guru memotivasi siswa agar terus mempelajari materi yang disampaikan.	
Kegiatan Penutup	

Peserta didik :

- Merefleksikan apa yang telah dipelajarinya serta dapat mempraktekan bersama dengan teman-temannya yang lain atas materi yang telah diberikan oleh guru

Guru:

- Meminta siswa menelaah kembali atas materi yang telah disampaikan serta memberikan tugas

### **E. PENILAIAN**

1. Penilaian Sikap : menerangkan komunikatif, disiplin, tanggungjawab, santun
2. Penilaian Pengetahuan : menggunakan tes tertulis
3. Penilaian Keterampilan : keaktifan siswa

### **F. MEDIA BELAJAR DAN SUMBER BELAJAR**

1. Media : video.
2. Alat/ bahan : papan tulis.
3. Sumber belajar : buku teks wajib, internet, dan sumber referensi lainnya.

Guru Pengampu

Suistyawatiningsih, S.Pd

## Lampiran.

### 1. Format Penilaian Sikap:

No	Aspek Perilaku yang Dinilai	Nilai			
		1	2	3	4
1	Bersahabat/ Komunikatif				
2	Disiplin				
3	Tanggungjawab				
4	Santun				

#### Keterangan :

4 = jika empat indikator terlihat

3 = jika tiga indikator terlihat

2 = jika dua indikator terlihat

1 = jika satu indikator terlihat

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#### Indikator Penilaian Sikap :

##### Bersahabat/Komunikatif

- a. Ikut serta dalam pengerjaan tugas
- b. Dapat bekerjasama dengan orang lain
- c. Berkomunikasi dengan bahasa yang tidak menyinggung perasaan
- d. Berperan aktif dalam semua kegiatan

##### Disiplin

- a. Tertib mengikuti instruksi
- b. Mengerjakan tugas tepat waktu
- c. Tidak melakukan kegiatan yang tidak diminta
- d. Tidak membuat kondisi kelas menjadi tidak kondusif

### **Tanggung Jawab**

- a. Pelaksanaan tugas piket secara teratur
- b. Peran serta aktif dalam kegiatan diskusi kelompok
- c. Mengajukan usul pemecahan masalah
- d. Mengerjakan tugas sesuai yang ditugaskan

### **Santun**

- a. Berinteraksi dengan teman secara ramah
- b. Menggunakan bahasa santun saat mengkritik pendapat teman
- c. Menggunakan bahasa tubuh yang bersahabat
- d. Berperilaku sopan

Nilai akhir sikap diperoleh dari (skor yang sering muncul) dari keempat aspek diatas. Kategori nilai sikap.

**Sangat baik:** apabila memperoleh nilai akhir 4

**Baik:** apabila memperoleh nilai akhir 3

**Cukup:** apabila memperoleh nilai akhir 2

**Kurang:** apabila memperoleh nilai akhir 1

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## RENCANA PELAKSANAAN PEMBELAJARAN / RPP

### C. IDENTITAS

Sekolah : MTs Kholid Bin Walid  
 Mata Pelajaran : Bahasa Inggris  
 Materi Pokok : Asking and Giving Suggestion

### D. KOMPETENSI DASAR

3.15. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan bertanya dan memberi saran terkait saran dan tawaran, sesuai dengan konteks penggunaannya.

4.17. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan bertanya dan memberi saran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### C. TUJUAN PEMBELAJARAN

3. Setelah mengikuti pembelajaran, peserta didik mampu memahami unsur kebahasaan Asking and Giving Suggestion
  4. Setelah mengikuti kegiatan belajar, peserta didik mempraktekan unsur kebahasaan dari Asking and Giving Suggestion
- Karakter peserta didik yang diharapkan:
- Bersahabat/komunikatif, disiplin, tanggung jawab dan santun

### G. KEGIATAN PEMBELAJARAN

<b>Pertemuan Ke 4:</b> Asking and Giving Suggestion	
Kegiatan Pendahuluan	
Guru : Orientasi, Apersepsi, Motivasi Siswa	
Kegiatan Inti	
Sintak Model Pembelajaran	Kegiatan pembelajaran

Stimulation (stimulasi/ pemberian rangsangan)	<b><u>KEGIATAN LITERASI</u></b> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi suggestion and offering dengan cara: Melihat, Mengamati dan juga Membaca dari berbagai macam sumber lainya serta memberikan reward bagi siswa aktif di kelas
Problem statement (pertanyaan/ identifikasi masalah)	<b><u>CRITICAL THINKING (BERPIKIR KRITIS)</u></b> Setelah memberikan materi, Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin hal yang kurang dipahami dari materi dan menanyakanya terhadap guru
Data collection (pengumpulan data)	<b><u>KEGIATAN LITERASI</u></b> Peserta didik mengumpulkan informasi yang relevan terkait materi yang telah disampaikan guru serta dapat mencari dan membaca materi yag sama lewat sumber-sumber lain.
Data processing (pengolahan Data)	<b><u>(BERPIKIR KRITIS)</u></b> Peserta didik dapat mengolah data hasil pengamatan dengan cara: Mengolah informasi, mengerjakan soal tentang Asking and Giving Suggestion, serta dapat mempraktekannya dengan teman yang lain.
Generalization (menarik kesimpulan)	<b><u>CREATIVITY (KREATIVITAS)</u></b> Peserta didik Menyimpulkan point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa: mengerjakan tugas yang diberikan guru, Bertanya tentang hal yang belum dipahami terkait materi tentang Asking and Giving Suggestion
<b>Catatan</b> : Selama pembelajaran berlangsung, guru memotivasi siswa agar terus mempelajari materi yang disampaikan.	
Kegiatan Penutup	
Peserta didik :	
<ul style="list-style-type: none"> <li>• Merefleksikan apa yag telah dipelajarinya serta dapat mempraktekan bersama dengan teman-temanya yang lain atas materi yang telah diberikan oleh guru</li> </ul>	
Guru :	
<ul style="list-style-type: none"> <li>• Meminta siswa menelaah kembali atas materi yang telah disampaikan serta</li> </ul>	

memberikan tugas berupa praktek

#### **H. PENILAIAN**

4. Penilaian Sikap : menerangkan komunikatif, disiplin, tanggungjawab, santun
5. Penilaian Pengetahuan : menggunakan tes tertulis
6. Penilaian Keterampilan : keaktifan siswa

#### **I. MEDIA BELAJAR DAN SUMBER BELAJAR**

4. Media : video.
5. Alat/ bahan : papan tulis
6. Sumber belajar : buku teks wajib, internet, dan sumber referensi lainnya.

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Guru Pengampu

Suistyawatiningsih, S.Pd

## Lampiran.

### 2. Format Penilaian Sikap:

No	Aspek Perilaku yang Dinilai	Nilai			
		1	2	3	4
1	Bersahabat/ Komunikatif				
2	Disiplin				
3	Tanggungjawab				
4	Santun				

#### Keterangan :

4 = jika empat indikator terlihat

3 = jika tiga indikator terlihat

2 = jika dua indikator terlihat

1 = jika satu indikator terlihat

#### Indikator Penilaian Sikap :

##### Bersahabat/Komunikatif

- a. Ikut serta dalam pengerjaan tugas
- b. Dapat bekerjasama dengan orang lain
- c. Berkomunikasi dengan bahasa yang tidak menyinggung perasaan
- d. Berperan aktif dalam semua kegiatan

##### Disiplin

- a. Tertib mengikuti instruksi
- b. Mengerjakan tugas tepat waktu
- c. Tidak melakukan kegiatan yang tidak diminta
- d. Tidak membuat kondisi kelas menjadi tidak kondusif

##### Tanggung Jawab

- a. Pelaksanaan tugas piket secara teratur
- b. Peran serta aktif dalam kegiatan diskusi kelompok
- c. Mengajukan usul pemecahan masalah
- d. Mengerjakan tugas sesuai yang ditugaskan

### **Santun**

- a. Berinteraksi dengan teman secara ramah
- b. Menggunakan bahasa santun saat mengkritik pendapat teman
- c. Menggunakan bahasa tubuh yang bersahabat
- d. Berperilaku sopan

Nilai akhir sikap diperoleh dari (skor yang sering muncul) dari keempat aspek diatas. Kategori nilai sikap.

**Sangat baik:** apabila memperoleh nilai akhir 4

**Baik:** apabila memperoleh nilai akhir 3

**Cukup:** apabila memperoleh nilai akhir 2

**Kurang:** apabila memperoleh nilai akhir 1



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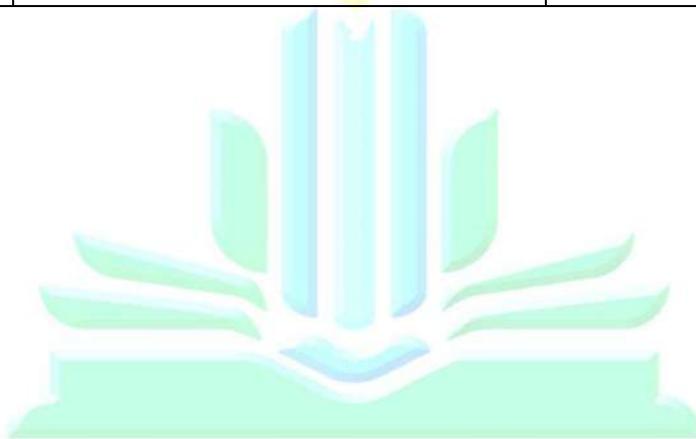
## Appendix IV

## DATA SISWA KELAS VIII

## MTs KHOLID BIN WALID JEMBER. 2022/2023.

NO	NAMA	TANGGAL LAHIR
1.	AGIL HASANI	07/08/2007
2.	AHMAD FAHRI AL JAILANI	2009-03-12
3.	AHMAD TAUFIQ	2008-08-13
4.	AHMAD TAWFIKI ROHMAN	2007-01-20
5.	AINUR ROHMAN	2009-08-07
6.	AJI RAMADHANI	2008-09-21
7.	ANDIKA RIZKY RAMADHANI	2008-09-18
8.	APRILYATUS SOLEHA	2009-04-13
9.	BADRIATUS SHOLEHA	2009-05-20
10.	DIAH AYU LESTARI	2009-06-21
11.	DINA WEHI DETUSSULIHA	2008-11-02
12.	DISTI NURIL QUR'AN	2008-07-01
13.	EVI RAMADANI	2008-09-26
14.	FANESA PUTRI	2009-08-31
15.	GITA ANDIFA	2008-04-15
16.	HADI FIRMANSYAH	2008-02-11
17.	HIDAYATI	2009-01-11
18.	HOIMAH	2008-11-25
19.	INDY AFIF ROBBANI	2010-02-08
20.	JEFRI SAINULLAH	2009-02-20
21.	JULIA DEWI ARSINTA	2008-07-21
22.	KAMILATUN NASIFAH	2009-05-19
23.	KIRANA RAMADANI	2008-09-18
24.	M SYAUKI ROMADON	2009-07-10
25.	M. ROIHANUL JINAN	2009-01-20
26.	MERI SUCI NIRMALA	2010-06-20
27.	MOCH. SAMSUL ARIFIN	2008-11-27
28.	MOCH.FANDI KHOIRUL YANI	2008-08-22
29.	MOH FAUZAN	2008-02-22
30.	MOHAMMAD ROBI	2009-05-19
31.	MUH WILDAN AL ADNAN	2009-03-18
32.	MUHAMMAD REZA AFANDI	2007-04-08
33.	MUHAMMAD RIFQI HASANUDIN	2008-09-21
34.	MUHAMMAD RISKI	2008-08-27
35.	NASRIL UMAMI	2008-05-05
36.	NIVATUL JANNAH	2009-10-15
37.	NURFADILA	2009-06-26
38.	PUTRI NOR HOLIZAH	2009-07-04

39.	RAMADHANI	2009-11-22
40.	RELITA NOVA ANGGRAENI	2009-04-30
41.	RINI DUWI YANTI	2008-11-02
42.	RISKA DEVI	2009-02-05
43.	RONI FERDIARSAH	2007-10-01
44.	SALMAN AL FARISI	2006-07-15
45.	SITI HOLIDA	2010-07-11
46.	SITI LAILATUL MUNAWAROH	2009-08-17
47.	WILDA ZAKIYATUN NUFUS	2009-08-19
48.	WITRIYA	2009-01-02
49.	YUNIFARA	2009-03-30



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**Appendix V**

**Pict Documentation**

**Interviewing the English teacher.**



**Interviewing students.**



**Taking picture together with girls students**



## CURRICULUM VITEA



### Personal Information

Full Name : Mega Fajarwaty Maulidiah  
NIM : T20176080  
Gender : Female  
Place, Date, of Birth : Probolinggo, June 16, 1999  
Address : Gending - Probolinggo  
Religion : Islam  
Department/ Major Courses : Language education/ English Department  
Email Address : [megafajarwatyy@gmail.com](mailto:megafajarwatyy@gmail.com)

### Educational Background

1. TK Pertiwi
2. SDN Gending 1
3. MTs Nurur Rohmah
4. MAN 2 Probolinggo