

STUDENTS' DEMOTIVATING FACTORS IN LEARNING ENGLISH

(A Study At SMAN 1 Indrapuri)

THESIS

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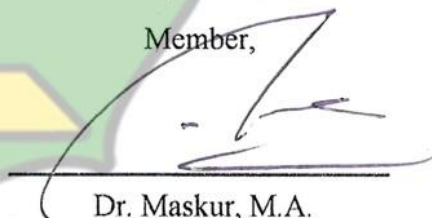
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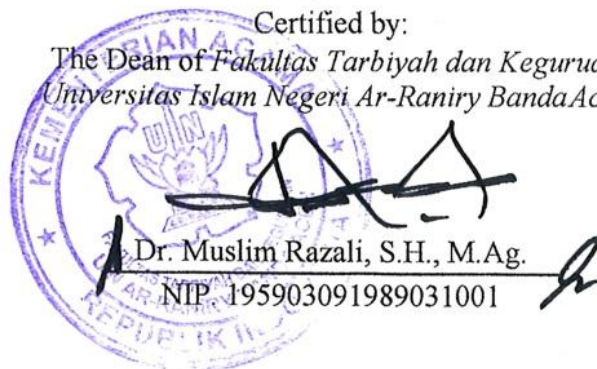
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Finally, I believed that this thesis still needs improvement and needs to be criticized for being useful, especially for the Department of English Language Education of UIN Ar- Raniry.

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ABSTRACT

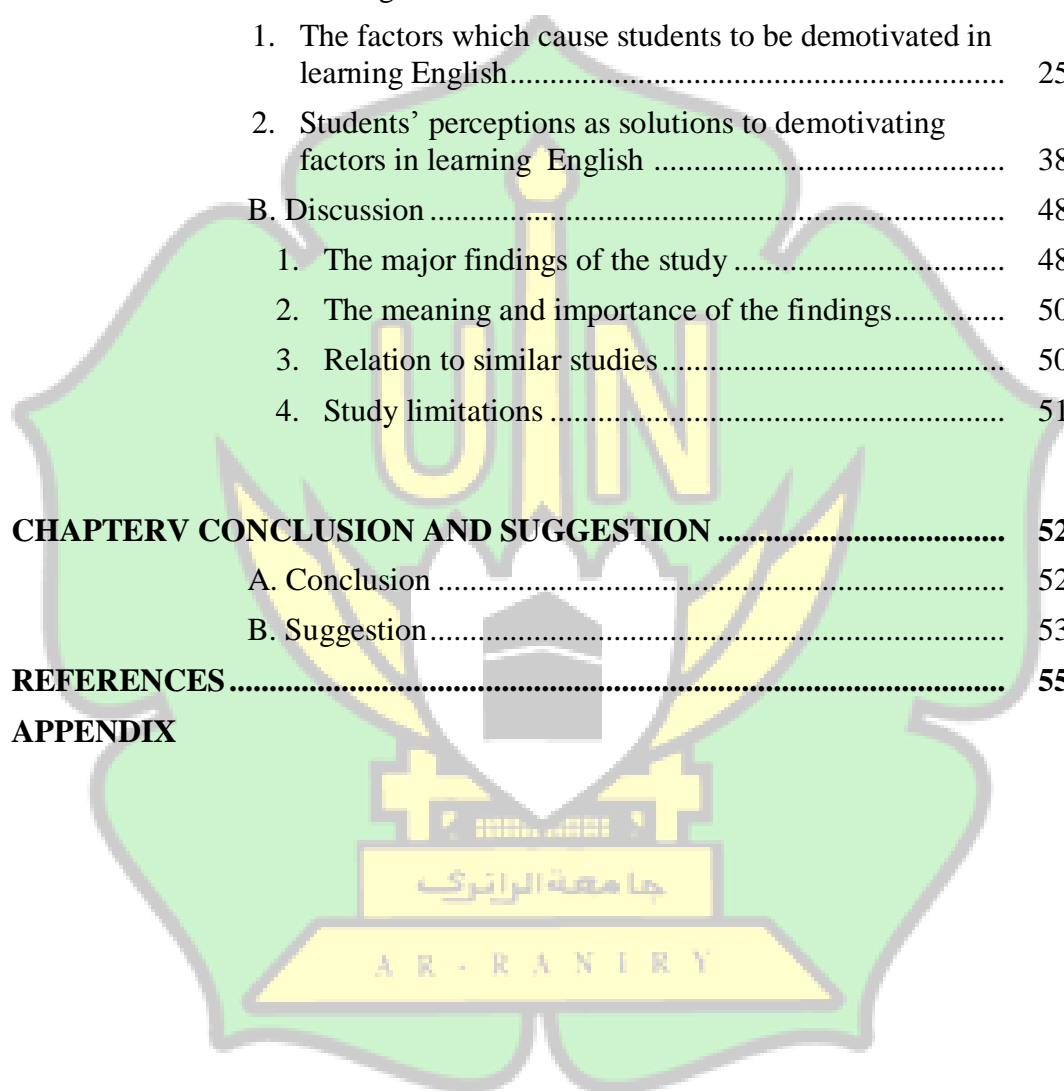
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This study is conducted under the title “student's demotivating factors in learning English”. The purpose of this study is to investigate the internal and external factors that demotivate students in learning English and the perceived solution for this problem. The method used to answer two research questions in this study is qualitative approach. The data was collected by using structured interview with close and open ended questions via phone call. There are 14 questions related to internal and external factors in the interview instrument. The population of this study is all students at SMAN 1 Indrapuri. The samples are the second graders. These samples were chosen by using snowball purposeful sampling. The finding shows that the internal demotivation factors are interest and belief. The external demotivation factors include teachers, peers and facilities. The solutions to the internal factors are teachers. They should pay much attention to the assignment difficulty and use more conducive teaching method. The solutions to the external factors are students. They should build good impression to their teachers and avoid external negative influence, teachers should concern with the books, teaching styles and materials given to students, and school authorities should provide book in the library.

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CHAPTER I

INTRODUCTION

A. Background of Study

In any education levels ranging from primary to university, English language is included in curriculum. English language is learnt based on the learner's necessity. English courses are divided into several types such as English for academic purpose, English for business, general English, English for medicine, English for tourism and many other types of English courses for particular purposes. Amid these modern times, English might be necessary for global communication because the countries across the world are interconnected with technology and communication.

English is a language recognized for its global usage. According to Rao (2019) that English language has been regarded and used for global communication by a number of people from different countries around the world due to its common qualities. Globalization may be the primary reason that most people learn English. It forces people to compete and cooperate with other countries for political, educational and economic prosperity.

Students of Indonesia are required to be fluent in English upon their education level completion. Nevertheless, not all students are capable enough nor motivated to learn a language. Dornyei (1990) as stated in Shabban and Ghaith (2000) demonstrates that students' motivation in learning language is caused by an instrumental motivational subsystem, an integrative motivational subsystem,

need for achievement, attribution about past failures. In addition, he also reports four aspects of integrative motivational subsystem namely interest in foreign languages, cultures and people, desire to broaden one's view and avoid provincialism, lastly desire for stimuli and challenges.

In a classroom, motivation is very important as it is very co regulated. As a motivated learner is capable of spreading the positive feeling and energy throughout the class while a demotivated learner is highly capable of affecting the class members in the opposite direction (Dornyei & Murphey, 2003). Motivation as stated by Legault (2016) is divided into intrinsic (interest, enjoyment and inherent satisfaction) and extrinsic (instrumental and inherent motivation) motivation.

Concentrating on demotivation, the less efficiency in the use of teaching materials and activities for language learning contribute to students' demotivation in learning language (Takase, 2004). The material provided for language learning can be dull, less attractive or less interesting, difficult or too long to read.

According to Dornyei (2001) demotivation does not mean that a learner has lost his motivation completely. This only means that a strong negative factor limits the present motivation while other positive motives are still ready to be activated. For instance, a learner may still be highly motivated to learn English, as an international language, even if his teachers were unskilled or malevolent.

Some researchers have similarities in the study of demotivation factor in learning English such as the subject, variable, or type of research. The first research by Meskat and Hassani (2011) attempted to explore the demotivating

factors in learning English among the student senior high school in Iran. The findings of the study revealed that Inadequate School “Facilities” is strongly demotivating. That is, insufficient school facilities whether on the part of schools or teachers, insufficient use of these facilities by teachers in English classes can highly discourage students in learning English.

Fajrina (2018) in her research on demotivation attempted to explore the demotivating factors and the major factor of demotivation in learning English on highly motivated students. The result of this study shows that the relationships between lecturers and students are the factor that demotivates the students in learning.

Another research was conducted by Amemori (2012) with the purpose to investigate the demotivation to learn English among University students in Finland. The findings of both the previous studies and the present study indicate that demotivation is a salient issue in L2 learning.

This current research focuses on investigating senior high school students’ demotivating factors in learning English at Senior High School (SMAN 1 Indrapuri) in Aceh Besar. This school was chosen as the site where the study was conducted because the researcher did pre-service teaching at this school. She already observed that many students at this school experienced demotivation in EFL class. The present study attempts to explore demotivating factors in learning English of this senior high school. Based on researchers’ experiences during pre-service teaching in Aceh Timur, demotivation in learning English could have been caused by various reasons. Most of the participants said that English language is

difficult to understand and it is difficult to learn. One of the students said that it is boring if only textbooks are used in classroom activities. A previous study which concentrated on the similar research topic with the current study conducted the research in university while this research is conducted at schools with students becoming the sample.

Motivation as implicated by Shabban and Gaith (2000) is necessary to boost students' capacity level in English. They need some internal or external motivation. Otherwise, demotivation might prevent students from achieving the standard level of English required by school. In this study, the researcher is trying to explore the demotivating factors that impede the senior high school students to learn English.

B. Research Question

Based on the background of the study above, the researcher was conducting the research to answer the research questions as follow:

1. What are the demotivating factors to study English among senior high school students?
2. What are the students' perceptions as the solution to overcome students' demotivation in learning English?

C. The Aims of Study

Related to both of the research questions above, there are two aims that need to be achieved in this study.

1. To identify the demotivating factors of students in English language learning.
2. To observe the students' perceptions as the solution to overcome the students' demotivating factors in learning English.

D. Scope of Study

This study is limited to investigating the internal and external factors of students' demotivation in English language learning. The study concentrates on investigating, as adapted from Erdogan and Tunaz (2012), interest, and belief (internal) and parents, teachers, peers, learning materials (external). The study was conducted in one selected senior high school located in Aceh Besar in which demotivated students could be found there. Only demotivated students of second graders became the sample of the research. They were interviewed around their internal and external demotivating factors in learning English.

E. Significance of Study

The results of this study hopefully would be beneficial for teacher of English at schools in order to develop the teaching and learning activities including classroom management and atmosphere, materials, environment, methods and strategy which can facilitate the students' motivation. In the next level of education, college level, based on the study's general findings, it is expected to provide suggestions and ideas for the teaching and

learning process, including materials, methods, strategies, and techniques, etc. that can accommodate their different types of motivation and learning needs.

F. Terminology

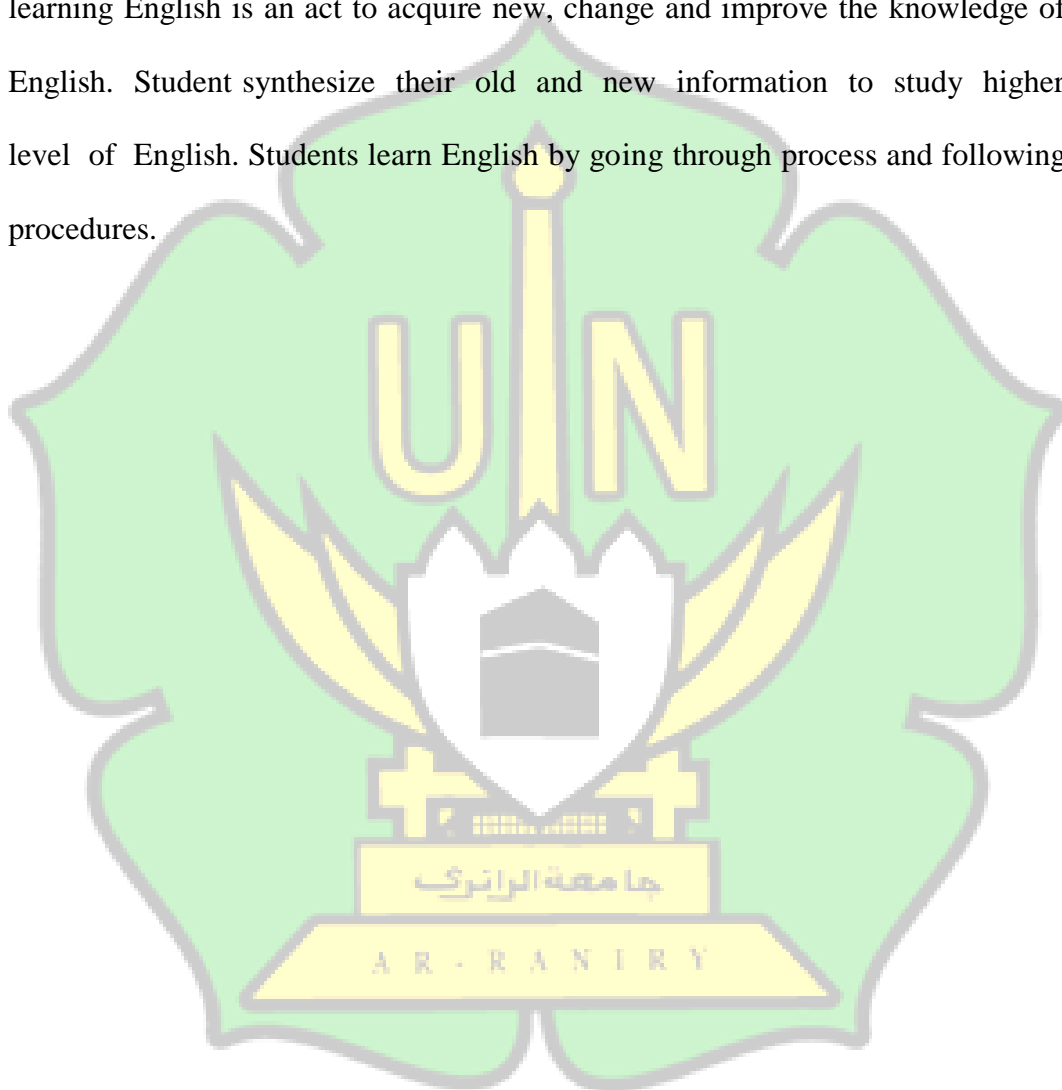
1. Demotivation factors

Dornyei (2001) defined that demotivation is a decrease or drop in level of motivation. The students who get demotivating factors in learning English can get a decrease in motivation to learn. Thus, the students will ignore the English subject in their school, and it happens because the students' motivation to learn English has decreased. Meshkat and Hassani (2012) assert that demotivation can be assumed as the negative counterpart in motivation. Therefore, demotivated learner is the one who has lost their motivation for some reason. Demotivating factors have two classifications namely internal and external factors. Erdogan and Tunaz (2012) hold that our stimulation is determined by intrinsic and extrinsic reasons. Intrinsic motivation is thought as the inner reasons for learning. Interest, curiosity, independent mastery and judgement, internal criteria for success are the intrinsic reasons for language learning. On the other hand, extrinsic reasons are the external factors that affect the language learning. These factors are parents, teachers, grades, friends, rewards, learning environment and cultural context.

2. Learning English

Studying is the act of acquiring new, or changing and improving existing knowledge, habits, abilities, values or preferences, and may involve the synthesis of various types of information. Human beings, animals, plants and some

machines possess the ability to learn. Learning can be seen as a process, rather than a gathering of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent based on Schacter's (2009) perception. With reference to the definition of learning above, learning English is an act to acquire new, change and improve the knowledge of English. Student synthesize their old and new information to study higher level of English. Students learn English by going through process and following procedures.



CHAPTER II

LITERATURE REVIEW

A. Demotivation

Demotivation is defined as specific external forces that reduce or diminish the motivational basis of a behavioural intention or continuous action (Dornyei, 2005 p.143). However, demotivation relatively new issue having a negative effect on students' learning in the field of second language learning has been scarcely researched (Gardner and Tremblay, 1994). As a result, the demotivation literature review is quite limited. Hence, the review of this study's literature is organized around two main points. The first part discusses the meaning and demotivation factors while the second part explores a set of empirical studies on demotivating factors in learning a language between different groups of participants in different contexts.

Dornyei (2001) identified the demotivation as "relevant external forces" which reduce or diminish the learning motivation. Undoubtedly, undertaking a demotivation research will be of crucial significance as many teachers find their students in their everyday classrooms to be demotivated in different educational contexts (Ghadirzadeh, 2012). One of the main issues in learning a second language is undoubtedly motivation, because it provides a sustainable effort for learners to master a language. Recently, however, there has been a shift towards demotivation in second language learning, which is "another side of motivation".

Demotivating factors can be grouped under two main subheadings as internal factors (reduced self-confidence, attitudes of group members) and external factors (textbook reference, book related issues, teachers, personalities). Internal factors are student self-related with negative results, while external sources of demotivation are external sources such as teachers, books, learning environments (Jomairi, 2011).

B. Internal and external motivation

Motivation is influenced by intrinsic (internal) and extrinsic (external) factors. For instance, second language learners are encouraged to learn second language since they have interest in the foreign language (intrinsic) and the learners have a desire to gain achievement as rewards (extrinsic). Williams and Burden (1997) the reason that people choose particular ways is because the push of different motivation types. The prompts come from intrinsic and extrinsic motivation.

Intrinsic motivation is described as the inner reasons of learners for learning. Interest, curiosity, independent mastery and judgement, internal criteria for success are some of the intrinsic reasons to operate on language learning. On the other hand, extrinsic reasons are defined as factors affecting the learner process externally. These factors can be sequences as parents, teachers, grades, friends, rewards, learning environment, cultural contexts etc. (Williams & Burden, 1997).

To some extent, this current study is similar to the research done by Williams and Burden in discovering the demotivating factors in learning English language. In contrast, the number of questions, sample participants, and schools in which the researches were conducted are different.

Therefore, internal and external demotivation is a negative counterpart of motivation that does not have elements of the intrinsic and extrinsic motivation as explained in the previous paragraph. There is no way for students to succeed in English course without having internal and external motivation.

C. Demotivating factors in learning English

Demotivation is a situation that causes a lot of problems during the process of learning a language, and it may lead the learner to a complete rejection. A famous psycholinguist Dornyei (2001). defined demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or ongoing action. The demotivating factors outperform the motivating ones. The demotivation level differs from one learner to another; as there are high and low motivated students, there are also high and low demotivated students, the range goes from diminished motivation to total loss of motivation.

Chambers’ (1993) main focus was precisely directed towards pupil’s view on language learning. Most of the 191 pupils claim that learning a language is very important or quite important, which implies that they are aware of the significance of FLL in their lives, but they do not consider it an enjoyable process “only about 10% express any kind of pleasure, about 50% do not mind and the

remainder either do not enjoy it or loathe it” (Chambers, 1993). Moreover, Chambers (1993) reported that among the four language skills, listening was classified as the least popular one due to the fact that “pupils complain of unclear recordings, defective equipment, foreigners speaking too fast and inappropriate exploitation of material. It is seen as a test rather than a learning experience.” On the contrary, the pupils point out that speaking is enjoyed even though many of them view it embarrassing, because they do not want to be laughed at or poked at if they make a mistake.

For shy and reserved students, writing is the most desired skill as it is an opportunity not to be asked by the teacher and to keep away from embarrassment, whereas only a minority considers writing as a useless skill. Reading skill is given less importance because the pupils state that reading texts that are not understood is nonsense. Classroom is not important for most of the pupils, but some of them criticize class-size as an important element of language learning, they mention that they cannot learn German as the classroom is crowded, and that they need a large classroom and two teachers. Other students come to classroom with attitudes brought from home or with unsuccessful experience with another language or with low self-esteem.

Learning should be motivating for all learners especially in second language such as English in order to attain the objectives of the learning. The learning environment should be efficiently evolved so that learners are attracted to learn. Meshkat and Hassani (2012) shows that there are five factors which determine the decrease of motivation in learning English namely learning content

and materials, teachers' competence and teaching styles, inadequate school facilities, lack of intrinsic motivation, and test scores.

The most influential factor to motivation is learning content and materials. As a matter of fact, textbook, hand out materials, teaching materials and content, lesson plan should be created creatively and properly so as to eschew demotivation in learning.

Another research conducted by Kushabaroh, et al (2018) shows the result that students' characteristics reach the highest percentage as demotivating factor. They explain that this was caused by difficulty in memorizing, low English score, not priority lesson, shyness, no opportunities to practice, forbidden to use cellphone, dislike English, and no reason to learn English.

Regarding the students' characteristics, it is related to the methodology and how interesting the materials are presented to the learners. For example, learners are difficult to memorize vocabulary and shy to perform in front of the class. Teachers might change the teaching method and enhance the quality of teaching materials.

D. Strategies to improve motivation problems in English learning

Demotivation can be considered to significantly impact on the students' learning outcome. The students have no encouragement to learn English because there is nothing and none that motivate them. Consequently, the learning outcome does not happen as expected by school stakeholders or parents. In this case, the

strategies to solve these demotivating problems are salient to avoid the lack of passion in learning English which effects students' learning outcome.

Erdogan and Tunaz (2012) says that the significant increase in the influence of motivation in English as Foreign Language has served us highly precious strategies to implement in classroom. Dornyei (2005) classified motivational strategies into three sets to hone the efficiency in SLA:

1. Motivational strategies used to generate motivation in learners.

Entwistle (1991) stated that the early behaviorists perceived motivation as the motive power which becomes the explanation to the effort made in learning action. From this statement, it can be understood that motivation is the power which becomes strong push from inside of their mind to do effort to successfully learn. He also believed that motivation is the force that produces effect to get action in learning.

Internally, he stated that humans react due to internal forces toward real action. For example, the students feel embarrassed when they get low mark in English course. Thus, they strive in learning to earn better mark in order to maintain their reputation. A Motivating teachers create a positive, upbeat, compassionate classroom where the emphasis is on learning. Lessons are well-planned, meaningful, interesting, and allow for student autonomy and cooperation. High positive expectations are projected by motivating teachers with solid support through scaffolding to help students reach goals. Classroom procedures are well-developed in motivating classrooms and effective teachers

actively teach these procedures so students fully understand them. Self-regulation is clearly evident in motivated classrooms. Motivating teachers emphasize that students are to take charge of them, and carry out routines and tasks without teacher oversight. Finally, motivating teachers model for students: techniques, subject material, positive learning behavior, and interpersonal relationships (Girmus, 2011).

2. Self-motivating strategies for personal control over conditions and actions.

Smit, et al.(2017) imply that to build beliefs in learning is the way to improve the students' learning competence. The motivational beliefs are related to motivational engagement and motivational strategies. The students are able to motivate themselves if they have beliefs in learning. Students should believe they have enough capacity for the school work and the task is sufficiently useful for them.

Dornyei (2001) believes that learners can be independent from their teachers in terms of motivational issues. They are able to learn without the motivation from teachers. Instead, they learn through self-motivation. The self-motivation is important because when they have particular tasks or problems they are able to motivate themselves to accomplish the task.

Based on Kuhl's (1987) and Corno and Kanfer's (1993) taxonomies, Dornyei would suggest that self-motivating strategies are made up of five main classes:

1. Commitment control strategies

- a. Commitment control strategies refer to conscious techniques that help to preserve or enhance the learners' original goal commitment.
- b. Focusing on what would happen if the original intention failed: Sometimes imagining the perceived negative consequences of abandoning the action may activate enough energy to keep us going.

2. Metacognitive control strategies

- a. Metacognitive control strategies refer to conscious techniques used by the learner to monitor and control concentration and to stop procrastination.

3. Satiation control strategies

- a. Once an activity has lost its novelty, satiation might become a real danger, this is especially true of routine tasks, which can soon appear increasingly boring. Satiation strategies are intended to add extra attraction, or spice, to the task.
- b. Use your fantasy to liven up the task: This strategy can take many forms. You can treat the task as a game, creating imaginary scenarios; you can treat objects as various personalities; or you can offer yourself mental self-rewards or self-imposed penance.

4. *Emotion control strategies*

- a. Certain emotional states or moods \pm such as anxiety, fear or hopelessness may disrupt or inhibit action and may undermine our determination, whereas others will put things in an optimistic, positive light. By means of emotion control strategies we can manage the obtrusive states and can also consciously generate emotions that will be conducive to implementing the intentions.

5. *Environmental control strategies*

- a. Environmental control strategies are partly concerned with eliminating negative environmental influences and partly with exploiting positive environmental influences by making the environment your ally in your pursuit of a difficult goal. The first aspect is straightforward: the fewer distracting factors there are around you, the more likely you are to reach your goal.

6. *Self-motivating strategy training*

- a. Although students do develop or discover some self-motivating strategies for themselves, these are often limited in number and variety. Therefore, an important part of any motivational teaching practice is to raise the learners' awareness of relevant strategies and to remind them at appropriate times of the usefulness of these. Self-motivating strategy

training should broadly follow the procedures that have been developed for the training of learning strategies.

E. Teacher motivation.

As for teacher motivation, Sinclair (2008) as cited in Hang (2016) defined it in terms of attraction, retention and concentration as something that determines 'what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession' (2008, p. 37). Dörnyei and Ushioda (2011) highlighted the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession. Their review of literature came to a conclusion of four featured components of teacher motivation: prominent intrinsic motivation which was closely related to inherent interest of teaching; social contextual influences relating to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and demotivating factors coming out from negative influences.

F. Previous studies

The research is conducted by relying on empirical and previous researches. The previous researches have some similarities and differences highlighted in this research. The previous studies on which this research relies on were chosen based on their topics which are similar and different to some extent.

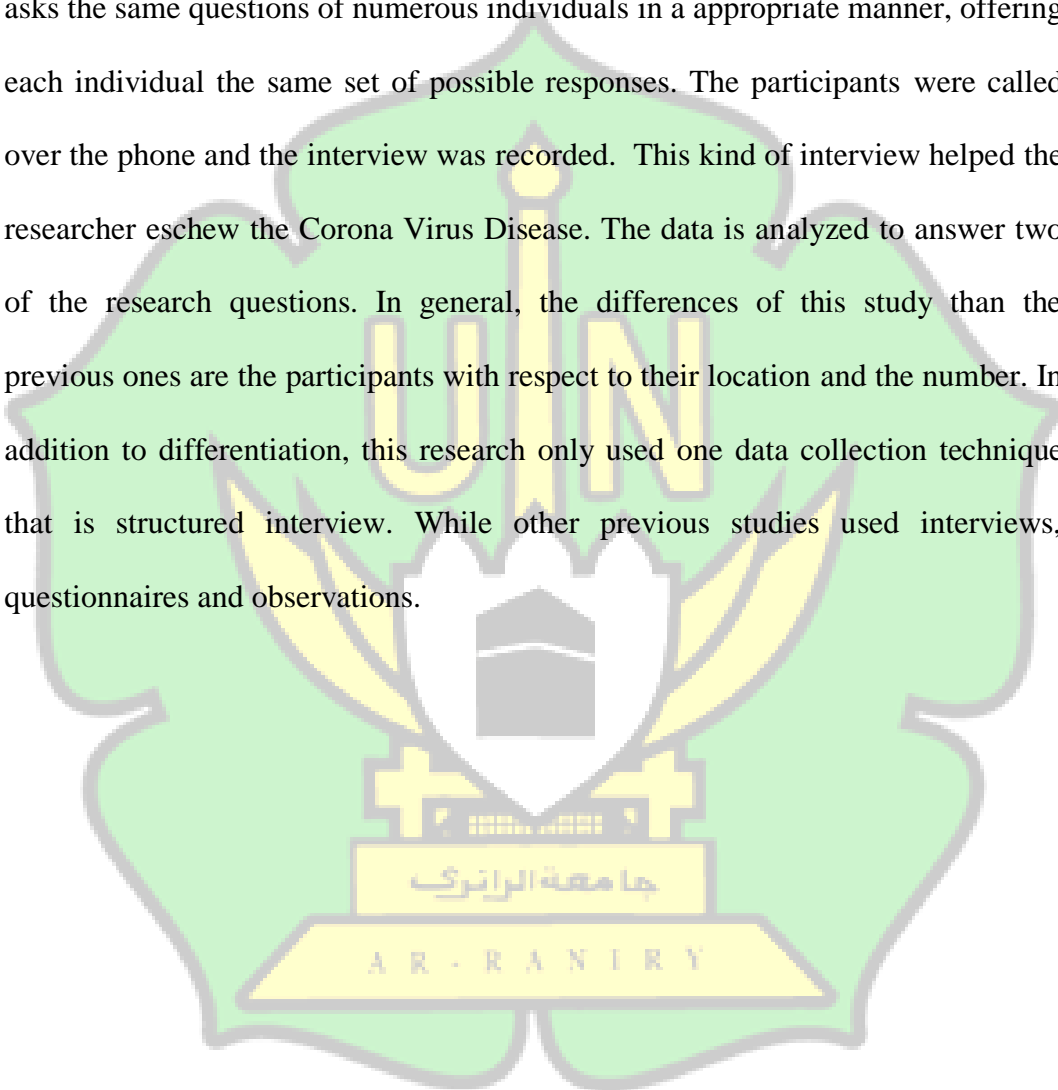
A research conducted by Haryanto, et al. (2018) focuses on finding the demotivating factors in English language learning among Junior Secondary School students. They found out a number of factors that lead students to demotivate in EFL classroom. The researcher used purposive sampling. She designed the research with qualitative method. They used interview to obtain the data. The result shows that peer influence is the main factor that demotivate s students' learning English language. In addition, resources and facilities are some of the factors that demotivate students.

Another research conducted by Meshkat and Hassani (2012) also conducted a study on demotivating factors in learning English. They administered 421 questionnaires to 421 Iranian students. They show a result that Iranian students lack in school facilities, and over emphasis on formal linguistic elements. They also lack in learning content and materials and teachers' competence. There are differences in girls and boys and with respect to learning content and materials and teachers' competence and teaching styles.

A study on the same topic by Erdogan and Tunaz (2012) concentrated on external and internal demotivating factors among young EFL learners at Pozanti Regional Boarding School (YIBO). A questionnaire which consists of 5-point Scale, open ended questions, observations and interviews were administered. The result demonstrates that teacher can change students' negative attitudes into positive ones even with little effort.

This current study attempts to investigate the internal and external factors that demotivate students in learning English and the solution to the demotivation.

The populations of this research are the students in SMAN 1 INDRAPURI and the sample are the second graders. The researcher used structured interview to get the data. ERIC / AE Staff (1996) assert that structured interview uses a DCI to gather data, either by telephone or face to face. In this interview, the evaluator asks the same questions of numerous individuals in a appropriate manner, offering each individual the same set of possible responses. The participants were called over the phone and the interview was recorded. This kind of interview helped the researcher eschew the Corona Virus Disease. The data is analyzed to answer two of the research questions. In general, the differences of this study than the previous ones are the participants with respect to their location and the number. In addition to differentiation, this research only used one data collection technique that is structured interview. While other previous studies used interviews, questionnaires and observations.



CHAPTER III

METHODOLOGY

In this chapter, the researcher clarifies how the researcher conducted the study and arrived at the result which answered two research questions. The researcher explained about the approach used in this research and how it leads to answer the research questions. Population and sample are presented to show to what extent this study restricts its area of focus. Also, such data processes as data collection and data analysis are elucidated to shed light on how the process is followed to collect and analyze the data.

A. Research Method

The method employed in this study is qualitative. Cropley (2019) states that the core property of qualitative research is that it examines the way people make sense out of their own concrete real-life experiences in their own minds and in their own words. Green (1971) as cited in Sherman and Webb (2005) believes that this method is to more significantly understand how cultural arrangements are experienced by individuals than to learn the modes of them in order to gain intelligibility and to involve one persons or more to pursue the meaning consciously. To support the qualitative approach to answer the research questions, the structured interview was conducted over the phone. The interview was conducted

without observation due the current pandemic situation in which people were not allowed to meet each other for any purposes. The interview was recorded and analyzed by focusing on the aspects being studied. Mathers, et al.(1998) states that structured interviews enable the interviewer to ask each informant the same questions in the same way. A strictly structured schedule of questions is used. The lists of questions for the interview have been planned in advance, sometimes with the help of a pilot study to refine the questions. To obtain more information, structured interview can be combined with open ended questions because they provide clearer responses (Fox, 2009, p. 5).

B. Population and Sample

The populations of this research are the secondary school students at SMAN 1 Indrapuri in Aceh Besar. The characteristics of a population are specified and then individuals who have those characteristics are gathered. These characteristics were consulted with informants e.g. teachers to avoid bias in this study. Furthermore, the researcher used purposive sampling to choose the sample who would participate in the research interview. It is especially important to be clear on informant qualifications when using purposive sampling (Allen 1971) and the conditions for the desired informant may be very specific (Tonco, 2007).The number of participants for this study was not determined but those who had the lowest score in English subject in their classroom. These students were considered to possess typical cases and the best potential sources of data for the study.

C. Data Collection

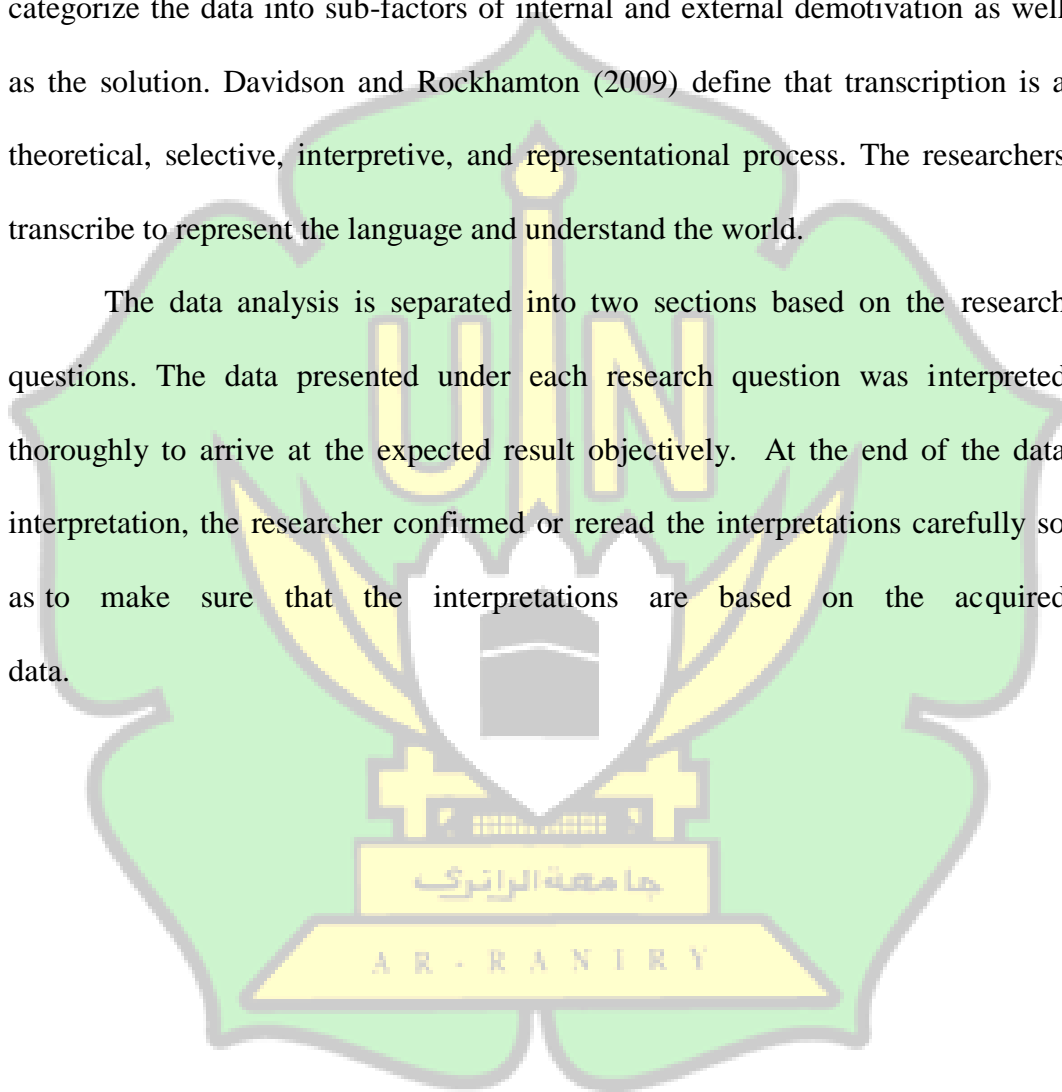
The data was collected by conducting an interview. Seidman(2006) defines that interviewing is a primary form of inquiry. Humans have a recorded history which is their own experience. It is told to others through recounting narratives or stories. Vygotsky (1987) as cited in Seidman states that every word that people use in telling their stories is an indication of their consciousness. Seidman elaborates that individuals' consciousness gives access to the most complicated social and educational issues, because social and educational issues are abstractions based on the concrete experience of people. Interview was thought to provide reliable data to answer both of the research questions. Type of interview considered to be proper was structured interview combined with open ended questions.

This interview was conducted via phone call and recorded using an electronic device. Prior to the interview, the researcher prepared the questions ahead of time. The questions were checked accurately in order to ensure the easiness and the sufficiency of data to answer both of the research questions. Afterwards, the recording of the interview was transcribed and coded through repeated listening to the audio. Based on the transcription, the researcher analyzed all the responses regarding the factor of demotivation and solutions.

D. Data Analysis

The researcher used phenomenological analysis to gain the assumptions of the participants in relation to the phenomenon under this study (Georgia, 2004). The transcription and coding of the interview were helpful for the researcher to categorize the data into sub-factors of internal and external demotivation as well as the solution. Davidson and Rockhamton (2009) define that transcription is a theoretical, selective, interpretive, and representational process. The researchers transcribe to represent the language and understand the world.

The data analysis is separated into two sections based on the research questions. The data presented under each research question was interpreted thoroughly to arrive at the expected result objectively. At the end of the data interpretation, the researcher confirmed or reread the interpretations carefully so as to make sure that the interpretations are based on the acquired data.



CHAPTER IV

FINDINGS AND DISCUSSION

The data of the interview is presented in this chapter. It is interpreted, explained and discussed in order to shed light on what the result means in this study. Interview is the only data collection method used to answer two of research questions. To answer the first research question, it is important to figure out the factors that bring about the demotivation. The second research question is resolved by finding out the solution from informants' perspectives to demotivation factors. The analysis of the data was done by using inductive approach and based on the themes. This method works for a type of qualitative work namely phenomenology.

A. Findings

The findings were presented in this section under each of the research questions. In order to make the findings more straightforward, the interpretation and explanation of the data were given under each theme and subtheme. Regarding the themes, there are two major factors that may create demotivation in learning English namely internal and external factors. Internal factors include preference/interest and individual's belief. External factors encompass teachers, course content, peer influences, teacher student rapport, material, inadequate facilities, and assignment pressure.

a. The factors which cause students to be demotivated in learning English.

The interviews demonstrate that internal and external factors are the cause of student's demotivation in learning English. In the internal factors, students were inquired about the interest and their own beliefs toward learning English. In the external factors, the students were questioned about the teachers' attitude, textbook difficulty, friends' preferences to learn English, teacher-student interaction and teaching style, the appropriateness of learning materials, the proper use of technology, and the topic oriented assignment.

1. Internal factors

1.1 Student's interest

Students' interest affects the motivation of students to learn English (Meshkat and Hassani, 2012). From the data of the interview, it is known that students did not have interest to learn English. The fact that they did not have interest in English demotivates them to follow the teaching learning process of English in classroom. The question regarding interest is classified into internal factor. For example,

I am not interested in learning English because English is difficult to learn (SM)

I am less interested in learning English because English is difficult. I do not know the meaning and it is hard to read (AAA)

I am less interested in learning English because it is hard to understand and read (AAD)

I am less interested in learning English because it is difficult (AAE)

Based on the statements above, it is clear that the students say English is difficult for them. They underlay this claim on their own experiences. For example, the student AAA said that he does not know the meaning of the English sentences or utterances. Also, English passages are hard for him to read.

Another student expressed that he did not understand English and hard to read. As a result of the difficulty, the students have less interest in learning English or do not have interest at all. Therefore, the interest is one of the factors that demotivate students in learning English.

1.2 English difficulty

The difficulty of a language determines how students like to learn it. Factors such as lack of facilities and difficulty levels of the given materials could affect and reduce the students' motivation (Khofifah and Rusfandi, 2018). As a matter of fact, the more students thought English was complicated, the more they disliked learning English. The difficulty of this language might come from their beliefs. As they believe this language is too complex to learn, this discourages them to learn it. From the data, it is clearly shown that half of the students responded that English is difficult to learn.

English is difficult to learn (ARL)

English is complicated (AH)

English is hard to understand (FA)

In my opinion, English is difficult to learn (SM)

English is complicated to learn due to my own laziness (FL)

English is rather but not too difficult because if the lesson is taught by using songs, it is quite interesting rather than reading since it is hard to read (AAA)

English is difficult because it is hard to speak (AAB)

English is difficult because it is complicated to understand and read (AAD)

English is difficult because I am not accustomed to speaking English (AAE)

These statements demonstrate that students believe it is difficult to learn English. However, the students said that if they had good understanding in English and diligent to learn, it cannot be difficult to study. There are several reasons why the students are difficult to learn English. Four students said that English is difficult but they did not give the reasons why. Compared to the other six students, they provided reasons for their belief that English is complicated for them. The student FL said he felt English was hard as he was lazy to learn it. Another student with initial AAA and AAD reported that English is difficult in the reading part. The other two students AAB and AAE responded that speaking activity complicates them. Due to this difficulty, the students are demotivated to learn English.

1.3 Personal belief toward boredom

There are any students who answered they are bored to learn English. This boredom leads students to be demotivated to learn English (Dornyei, 2005).

I feel bored when I am in English class (FL)

English is very boring, moreover when the teacher explains about grammar (SM)

I feel bored to study English because I do not understand teacher's explanation (SZ)

Sometimes, I feel bored in English class due to particular lessons (AAC)

Sometimes, I feel bored of learning English because it is difficult for me to comprehend the meaning of English language (AAD)

The boredom was the internal feeling which was influenced by the way teaching was conducted in classroom. For instance, the student SM said that grammar is not the lesson that he likes. He was bored whenever he studied grammar stuffs in his class. Another student SZ expressed teacher was not clear in her explanation, she did not understand it. The student AAC remarked that particular lessons also caused boredom in English class. The student AAD said that it was hard for him to understand the meaning of English. This also led students to boring situation in class.

2. External factors

2.1 Teacher attitude

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

If the teacher has good attitude in responding or when explaining to the students, it is easy to learn English (SZ)

Teacher also needs to show the best attitude when he or she is explaining the lesson in front of the class. For example, students may be curious of something in the middle of the explanation but the teachers reject the question. The way to reject this question should be highly convenient for the students.

2.2 Teacher's interaction with the students

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

responses that teacher's interaction with students decreases student's motivation in learning English.

I think, seldom do I interact with teachers because they cannot communicate effectively with the students (KLD)

The interaction between teachers and students is less often (ARL)

I experience the shortage of interaction between teachers and students because the learning takes place via online (SZ)

Sometimes, I did not interact with the teacher and preferred conversing with my friends because the lesson was not interesting (AAA)

Teacher is less interactive with the students (AAB)

Sometimes, teacher does not interact with the students (AAC)

The interaction between teacher and students were not efficient since it was less frequent to be done as reported by AAB and AAC. A student reported that teacher did not have good communication skill while interacting with students. In addition, it was almost improbable to frequently interact with teachers because learning takes place via online. Students were only able to speak with their teachers when they are in online class. Sometimes, the student would not interact with the teacher because of uninteresting lesson. The interaction could be a way for a teacher and student to build a good rapport which results in the interest in student to learn English. Lack of interaction reverses the result.

2.3 Teaching styles

Style of teaching determines how much students are attracted to learn English. For instance, teachers perform energetic teaching style with convenient intonation while explaining. Dornyei (2000) said this might increase student's motivation and enthusiasm in English. Those teachers who do not have such style fail to engage students in English class.

Teacher's instructional style is less attractive (KLD)

Teacher does not teach actively (ARL)

Teaching style of the teacher is not active as the instruction is book oriented without real practice (AH)

The teacher was not active in teaching (FA)

Teacher is not able to teach by entertaining (SM)

The teacher is less active because she separated herself from students"
(AAB)

The teacher is less active in teaching. She got the students to learn something new on their own (AAC)

Regarding these statements, students are aware that teacher needs to improve their teaching style to make learning more efficient. Teachers are required by the students to perform more active teaching, to conduct real practice apart from theoretical learning, and to entertain the learners to avoid the dullness during teaching learning process. This might create more fun

classroom. Another student said the teacher was perceived to be less active because she did not want to work together with the students to achieve a particular goal. Then, there was a teacher who had students learn new stuffs by themselves. This causes the demotivation in learning English.

2.4 Textbook

Textbook should be effectively designed as students learn from this source. The topics presented in the textbook should be creative and straightforward in order to attract students to learn independently. Since students do not always study with their teachers, the drills presented and language used in the textbook should be understandable enough for the students. Course books can be a potential source for demotivation if they were too long and topics were not interesting (Sakai & Kikuchi (2009).

Using the textbook for learning is difficult (ARL)

Using the textbook abandons us from moving forward (AH)

It is difficult to comprehend the content of the textbook (MI)

The language used in the textbook is of high level that we don't understand (AAA)

It is hard to learn from the textbook because there are passages to read (AAD)

The textbook contributes to the demotivation of students to learn English because it is difficult to understand and hurdle them from moving forward in English. The content is difficult to understand since the language applied in the book is complex as clarified by AAA and MI. There are also passages to read from the textbook which makes students get away from English.

2.5 Teaching materials

Materials of teaching such as reading passages, drills, pictures, and videos should be concerned since students do not learn when the materials are not appropriate for them. Thereupon, it is necessary that teachers pay much attention to what kind of materials suitable for their students (Dornyei, 2001).

Materials given are boring because they are too long (ARL)

The materials are too long (FA)

Due to too many materials, I understand almost nothing (MI)

Materials are too long, the lessons are dull (SZ)

Materials are too long (FL)

The materials are too lengthy and inappropriate, sometimes teachers have students rewrite the materials full of two pages (SM)

The materials are boring (AAA)

The materials provided are too long and boring (AAC)

Most of the students said that the materials provided by their teacher were too lengthy which caused the boredom in learning process of English. A student responded he almost understood nothing when too lengthy materials were distributed to them. Another student also said that a teacher has ever got him to rewrite 2 pages by copying from the textbook.

2.6 Topic oriented assignment

Assignments are given to students in order to reflect what they have learnt from a particular lesson of the meeting. There must be four fundamental skills learnt in English; speaking, listening, reading, and writing. The assignments given should be balanced with these skills. Grammar is part of writing skill, teacher should not only focus on this aspect. Or else, students can be demotivated in learning English (Meshkat and Hassani, 2012).

"The assignment is grammar oriented" (KLD) "Teacher focuses too much on grammar (FA)

Too much grammar oriented (SZ)

Teacher focuses on the formula or patterns of sentences (FL)

The teacher gives assignments with too much focus on grammar (SM)

My homework is grammar oriented (AAB)

The homework is so grammar oriented (AAC)

It can be understood from the above data that the assignments given by the teachers highly focus on grammar. It is not varied. As a consequence, this demotivates the students in learning English because they cannot practice other skills such as writing, reading, listening and speaking through assignments.

2.7 Peer's preference of English

Peer's preference determines other students' quality in learning English since peers can influence other students. Students are influenced to learn English if their friends prefer learning English. According to Abrar, Mukminin, Habibi, Asyrafi, Makmur, and Marzulina (2018) claim that the external factors, such as classroom environment, and negative comments from teachers and peers, may hinder the learners from actively engaging, and eventually make it difficult to speak.

I certainly have friends who do not like English (AH)

I have friends who dislike English (KLD)

I have some friends who dislike learning English (MI)

I have friends who do not like English (SZ)

I have so many friends who dislike English, only one student on my class who does (SM)

I have a number of friends who do not like English (ARL)

I have friends who do not like English (FL)

I have friends who do not like English” (HRS) “I have friends who do not like English (WS)

I have male friends who do not like English (AAA)

I have many male friends who do not like English” (AAB) “I have many friends who do not like English (AAC)

I have male friends who do not like English (AAD)

This shows that students have many friends who do not like English. Those students who do not like to learn English may influence other students. There were students who said that they have male friends who do not like learning English. These students usually impact on other students close to them.

2.8 Friend's response

Friends' responses influence how students perform their English learning enthusiasm. For example, when the students are performing in front of the class what their friends respond determine how confident and well they perform in another opportunity (Meshkat and Hassani, 2012).

They are just listening when I show up in front of the class (AH)

My friends laugh and ridicule when I perform in front of the class (FA)

My friends are careless when I perform my English in front of the class (KLD)

My friends laugh when I practice my English in the class (MI)

My classmates are careless when I am performing in front of the class
(SZ)

My classmates laugh at me when I speak English because it is not coherent (SM)

My friends look bored while I am performing in front of the class (HRS)

When I am performing in front of the class, my friends respond that English is useless to learn (WS)

They laughed at me when I performed in the front”(AAA) *“They ridiculed me when I spoke English* (AAB)

It is a joke when I practice English in class (AAC)

Based on the statements above, it is apparent that students became jester when they were performing or practicing English in class. These jokes always remind students of the experience and lead them to be demotivated in learning English.

2.9 Book availability

Books are the most important resources for learning. Student learning can increase if they have adequate learning resources. Library is the place for students, to find many great books. If all provided for the students, their motivation to learn is improving (Erdogan and Tunaz, 2012).

There are not enough books in the library (AH)

Not all books I want are available in the library (KLD)

Only some books can be found in the library (SM)

Only a few books available in the library (ARL)

Only 80% of books are available in the library (FL)

Sometimes, I cannot find the book I need in the library (AAC)

Not all books are available in the library (AAD)

The students have lack of lack of learning resources in their library. This is one of the factors which lead to demotivate in learning English. If the students cannot find their desired or needed book in the library, they are not encouraged to learn English because they feel that schools do not support them.

b. Students' perceptions as solutions to demotivating factors in learning English

1. Internal factors

1.1 Student interest

Related to the previous part, factors that demotivate students in learning English are all problems. These problems need solution from students because they recognize how their learning environment is improved and developed in order to be efficient for them. The student said he was not interested in learning English. Then, the best solution he believed was to study harder as he responds in the interview,

There is only one solution, it is studyinghe also continued by saying

Sometimes learning is boring to me because English is difficult. (SM)

Teacher should not complicate the students with complex assignment

(AAA)

I should study harder (AAE)

The solutions revealed by the students are various. The students should study harder to overcome the problem of lack of interest in learning English. Another solution is that teacher should pay much attention to the level of difficulty of assignments given to the students.

1.2 English difficulty

The difficulty in English can grow negative mindset for students. If this mindset continues to exist in their mind, it becomes a problem since it is hard to change it someday if they have to learn it for example when they need English for better job (Dornyei, 2003). Critical solution is needed from the students.

English is difficult especially in vocabulary building, the way to resolve

this issue is by practicing English with peers and teachers (AH)

I should study to improve my English (FA)

It is necessary to love teachers and think English is easy (SZ).

Learn English from the internet, game is a good way to learn English (SM)

Study harder and believe I can do it” (FL) “Get help from Google to translate (HRS)

I should often read English text, look up dictionary, and ask teachers (AAA)

I need to join a private course (AAB)

Reduce theory and increase the practice through games (AAC)

Learning from songs (AAD)

Get used to English conversation (AAE).

To overcome this problem, students were suggested a solution to study. Study is the common idea of the students to solve the problem in learning. Loving their teachers is also one way to admire the teacher and the subject she teaches. Students also say internet is also a source to help improve their English. Google translate is also a good idea when they do not understand English sentences. In addition, they need to establish a belief that they can learn English. Students also should join a course to improve his English and to get better learning environment. To lose the difficulty, students should read English textbook, look up dictionary and consult with teacher. Also, a student said learning can take place in game which teacher should provide. Songs are also good idea to improve English because it has subtitle. Lastly, students are suggested to get used to listening to English conversation.

1.3 Personal belief

This belief is the most influential aspect in learning second language. The students mindset and perception can change, so can their passion to learn English. Every teacher should be aware of the students belief and make sure they have positive beliefs not the negative ones (Ismiati, et al., 2018).

Playing game is the best idea to improve English (SM)

To avoid the boredom, teacher should be more creative (AAC)

This student recommends English class should be fun. Students should play game related to the topic being learnt. The game could intrigue the enthusiasm of the students to learn English. All the students engage in learning if games take place in classroom. Teacher is the core in the teaching learning process. She should be creative enough to make classrooms more engaging.

2. External factors

2.1 Teacher interaction

Teacher student interaction is crucial since this builds relationship between teacher and student. When the interaction is not efficient, effective learning cannot take place because teacher cannot influence the students (Dornyei, 2001).

We should come earlier so that good interaction can be assembled between teacher and student (KLD)

Respect each other (ARL)

Making video call to interact with the teachers and understand each other
(SZ)

Don't be too serious in learning, playing game can make a lot of fun
(AAA).

Being disciplined is a way to have more efficient interaction with teachers. They like students who are disciplined such as arrive earlier in class. Then, teacher and student need to respect each other. Teacher teaches students when they make mistakes in good manner. Also, teacher can interact with the students through video call. This improves not only interaction but also relationship. Teacher should find a more fun way to teach the class such as playing games.

2.2 Teaching styles

Style of teaching is necessary for the teacher to influence the students to learn English (Dornyei, 2001). Teacher is a role model. If she is not performing active style of teaching, she is not able to attract students to learn. The students perceive the following solutions:

Make humor (KLD)

We respect other's mistakes (ARL)

Humor is also needed in classroom to entertain the students and make them laugh. The class should be filled with excitement and smiles.

Additionally, students should respect if teachers' styles in teaching is less qualified. The student thinks the teacher is making effort to improve their teaching style if they are respected.

2.3 Textbook

Textbook should be designed creatively so that students are interested in learning English from the book. The use of color, the method of learning, fun games and pictures should be set as suitable as possible. Interesting textbook invites the students to do exercises, read stories and play the games (Erdogan and Tunaz, 2012).

Materials and explanation in the book don't have to be too long (ARL)

The language should be combined between Indonesian and English (AH)

The materials presented in the textbook should be simple and easy for the students (AAA)

The textbook should be easy (AAD)

The solution to the textbook is that the materials should not be too long since students are still in the intermediate level of English. They start from the basic and move to advance. The length of material can cause the students to get bored in class. Also, as not all students are good at English, the textbook should be combined with two languages, Indonesian and English. The materials presented in the textbook should be simple and easy for the students.

2.4 Teaching materials

Teachers are asked to prepare the instructional materials namely the summary of the topic, exercise, quiz, and videos. Teachers should choose appropriate materials acceptable for the students.

The materials provided should not focus fully on the topic, make it more interesting (ARL)

Teachers should choose materials out of the textbook (MI)

The materials should be concise and practice oriented (SZ)

Enjoy every steps of learning (FL)

The materials given should be combined with games (AAA)

Balancing the theory and practice (AAC)

Students want their teachers to choose more attractive and creative materials outside the textbook it can be from internet, magazine, newspapers and other sources. Teacher should be very brief and clear of what he is giving to the students. Then, a student said enjoying every step in learning English is the key when the material is too long. The materials should be fun enough for the students. They can be combined with games. Then, it is important to balance between the theory and practice in order to make learning more efficient.

2.5 Topic oriented assignment

Assignment is essential to enrich the understanding of students in a particular topic. Assignment is normally given after the class and done at home. Assignment focuses on the recent topic that has just been learnt.

Teacher should give student easier assignments (KLD)

Teacher should integrate assignments with reading, writing, speaking and listening, not too grammar oriented (SZ)

The lesson should also provide practical and theoretical learning (SM)

The assignment should be more varied (AAD)

The students think grammar assignments are complicated. Thus, the assignments should be modified so that it can be easier to do for students. Also, assignment should also reflect integrative learning or varied. For instance, teacher integrates grammatical exercises with the practice of writing. Lastly, the assignment cannot always be theoretical but also practical since language is for communication. It is necessary to be learnt through practice.

2.6 Peer's preference of English

Friends can be the reasons that students prefer learning English. Students can influence one another, if their friends frequently speak English, other students are also motivated to learn and speak it (Ismiati,et al. 2016) .

For all friends who dislike English, I should translate when I speak English (AH)

I should not pay attention to friends who dislike English (KLD)

I don't care if they don't like English as long as they don't disturb me (MI)

I give examples to friends who don't like English (SZ)

I don't care about my friends who dislike English (ARL)

No need to talk in front of them (FL)

I don't care (HRS)

Support them (WS)

Careless (AAB)

There are some students who said that they tried to find alternative way to make their students understand English. For instance, they translated English into Indonesian. Some students did not care either of their friends who dislike English. As a consequence, the students were not influenced by their peers who are not motivated to learn English. In addition, a student found a way out that he clarifies the sentence in English by giving examples. Besides, a student said there is no need to speak in front of these friends to avoid hearing their laughter. Another student said he supports friends who are not motivated to learn English. For instance, when foreigners from another country come to visit Indonesia, it is hard to communicate without using English language.

2.7 Book availability

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

Find the learning resources from the internet (AH)

Report to the headmaster of the school to provide more books in the library(KLD)

All kinds of English books should be provided in the library (ARL)

Go to the bookstore (AAC)

The first statement implies that library is not the only way to get books. Internet is also possible source from which students to obtain more books and other learning materials. Another student said that the lack of books in the library should be realized by the Headmaster of the school. Reporting to the headmaster of the school about the problem is a solution to increase the number of books in the library. Similarly, the last student told that school should provide all English books in the library so that they can find the book they need. Lastly going to the bookstore to purchase books not available in the library is the solution to make books available in the classroom.

B. Discussion

a. The major findings of the study

After the interview was done with several interviewees, it is found that there are 12 factors internal and external which demotivate students in learning English. It is known from the data of internal factors that there were 5 students who were interested in learning English. Besides, 10 students responded that English is difficult for them. Five students believed that they were bored in English class due to its difficulty. This result was supported by Soureshjani and Riahipour (2012), that demotivation is lacking of deliberate effort, willingness and investment for achieving a specific purpose in language learning. Demotivation is derived from various factors such as boring class activity or strict teacher.

Regarding the external factors, one student answered that teacher did not demonstrate good attitude to respond students' questions and explain lessons to students. Apart from that, six students said teachers seldom interacted with the students. Seven students also expressed that the teaching styles performed by the students were not active. Five students perceived that the textbook was difficult to comprehend. Another teaching element which was not efficient was teaching material as perceived by 8 students. Besides, seven students answered the assignment was grammar oriented which demotivated them. In relation to peer's preference of English, thirteen students responded that their peers did not like English. Eleven students uttered their peers did not give them good response when practicing English in class. Lastly, seven students not all books they needed were available in the library. The result of the external factors were advocated by

Dornyei (1998) asserting that external demotivation factors incorporate Among them are teachers' personalities, teaching methods, inadequate school facilities, attitudes of group members.

The other major finding of this study is the perceived solution by students for the problems. To improve the students' interest, students need to study English with distinctive method. To overcome an issue in English difficulty, they should believe they can learn English. Belief plays important role in this issue. Students oftentimes get bored during English class, teachers should give them learning games to play to set learning atmosphere more enjoyable. The solution to the teachers' interaction is to respect each other and build good communication between students and teachers. Also, humor is the best strategy applied in teaching style to get attention from students. To solve a problem in textbook, it should be edited or written shortly and the language should be written in both English and mother tongue. The teaching materials provided by teacher should be creative, attractive and concise. The assignment cannot focus only on improving grammar knowledge but also other fundamental skills. Solutions to friends who dislike English are students do not need to care about them and support them to learn English. The last issue which requires solution is book availability. The solution to this issue is that students can search for learning resources from the internet and report to the principle to enrich the library with books.

b. The meaning and importance of the findings

All educational stakeholders including minister of education, principals, teachers, staffs, and parents have to realize the factors that demotivate them in learning English. School stakeholders might need to get action to improve the quality of English instruction by paying attention to these factors. Also, the solution of the students is worth to consider when making a decision to improve English learning quality because they know how they prefer learning English so that they can achieve their goals. These findings are important to improve the English language quality in Indonesia. Schools should be aware of the voice from the students since their voice is much valuable to lead school for better English teaching quality.

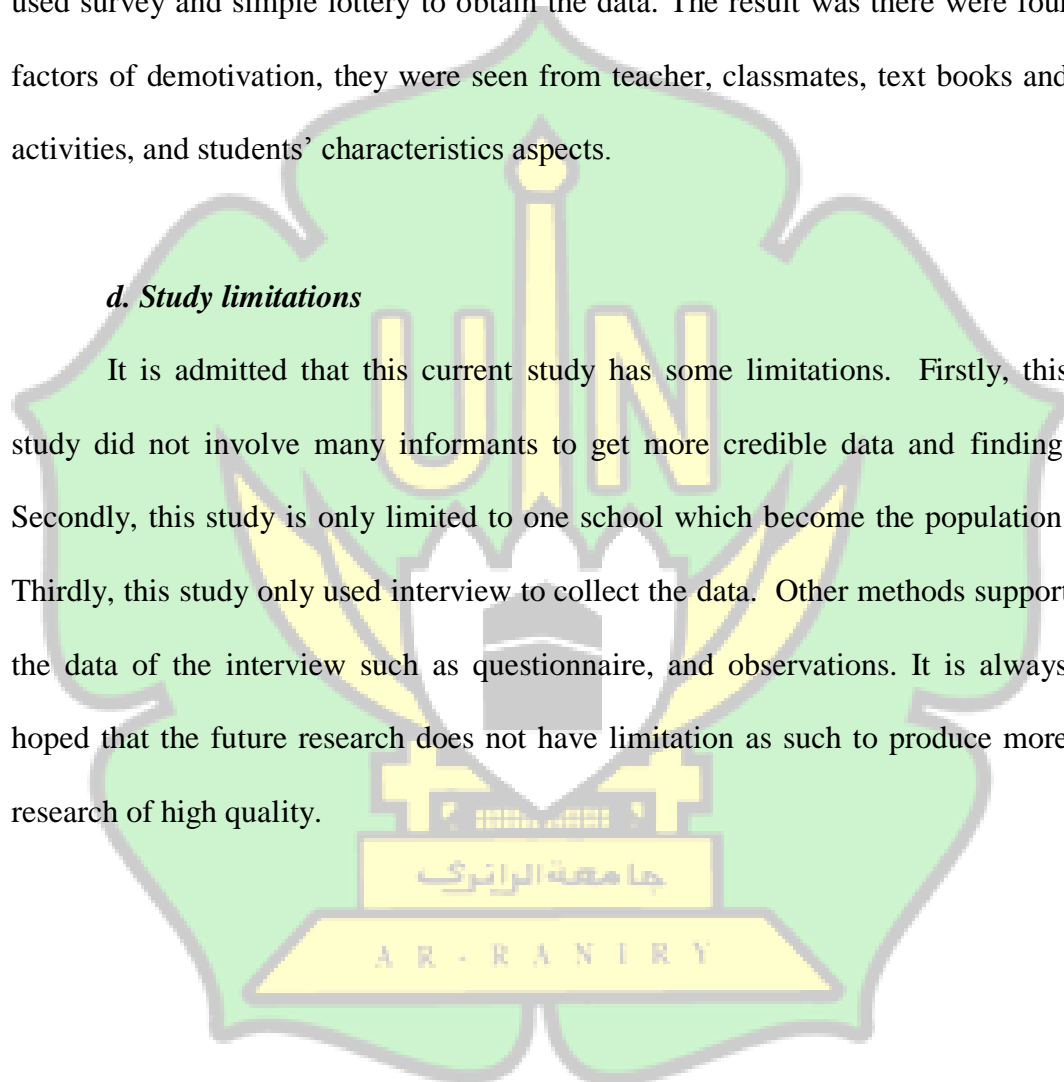
c. Relation to similar studies

There are two studies that are similar to this current study; Erdogan and Tunaz (2012) and Makmur, et al. (2018). These two studies and the current study concentrate on researching the demotivating factors in learning English and solutions to these factors. The study by Makmur, et al. used qualitative method with interview. The result of this study shows that peer influences were as the main demotivation for the students. School condition and facilities are other issues that demotivate students learning English. The study by Erdogan and Tunaz (2012) used mixed method. They administered interviews questionnaire, open ended questions and observations. The finding shows that teachers could change the negative attitudes into positive ones even with little effort. These similar

studies have the same research purpose which is to find the demotivating factors in learning English. These studies and the current study used interview to collect the data. Another similar study is the one conducted by Kushabaroh, et al. (2018) on the title demotivating factors in learning English: students' perspectives. They used survey and simple lottery to obtain the data. The result was there were four factors of demotivation, they were seen from teacher, classmates, text books and activities, and students' characteristics aspects.

d. Study limitations

It is admitted that this current study has some limitations. Firstly, this study did not involve many informants to get more credible data and finding. Secondly, this study is only limited to one school which become the population. Thirdly, this study only used interview to collect the data. Other methods support the data of the interview such as questionnaire, and observations. It is always hoped that the future research does not have limitation as such to produce more research of high quality.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this study, I have argued that there are internal and external factors which demotivate students in learning English. This study was conducted among the upper secondary school students. It is different from the previous studies because they investigated demotivation factors among primary and middle secondary school students. Because the students recognized the best methods in their own learning, the perceived solutions were asked so it can shift the paradigm of learning process to lead them to an efficient English language learning environment.

Internal factors such as student's interest and belief were the major factors that demotivate them in learning English. Students even did not have particular interest and belief in learning English. Unlike the internal factors that are the inherent aspects of students, external factors are the influence from the world around them. It is evident that teachers, materials, peers and facilities are the main source of the students demotivation in learning English. Teachers were not creative and did not provide convenient teaching materials for students. Teaching and learning materials were too abundant and grammar oriented. Besides, friends influenced other students in learning English. Students were surrounded by friends who did not prefer English. Therefore, they were demotivated to study English. Some students had many friend who disliked English. They avoided

being friends with friends. Schools did not provide the adequate facilities for students either. The library was not rich of books. In this case, it was hard for students to find books they needed. This was another cause of student's demotivation in learning English.

Students perceived solutions that their interest can be improved through the development of teachers' proficiency in teaching. Then, to lose belief that English is difficult, they needed to study harder. Teachers should be respected when their attitude demotivated them. Also, in order to prevent from the influence of friends, they did not pay attention to them. Schools or principals should provide more accessible facilities for students so as to fulfill the needs in their learning.

B. Suggestion

To lead the future studies to better quality of findings, it is essential that some suggestions are made in this research. It is suggested that the future studies extend the internal and external factors that demotivate students in learning English so that there will be much more improvement in the effectiveness of English instruction. It is additionally recommended that the future studies conduct the same research with larger population and samples to produce more trustworthy result. The future studies are expected to use mixed method in order to show which action to take first to enhance the English instruction quality regarding the majority of students experience a particular

problem. Lastly, it is hoped that these suggestions are considered seriously and all taken into account in the future studies.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5302/UN.08/FTK/KP.07.6/06/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|---------------------------|----------------------------|
| 1. Dr. Muhammad AR, M. Ed | Sebagai Pembimbing Pertama |
| 2. Azizah, M. Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Safira Ludjan**
- NIM : **150203114**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Students' Demotivating Factors in Learning English (A Study at SMA 2 Banda Aceh)**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 04 Juni 2020

An. Rektor
 Dekan.

Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arstip.



PEMERINTAH ACEH DINAS PENDIDIKAN

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Website : disdikacehprov.go.id, Email : disdik@acehprov.go.id

Nomor : 070 / B / / 2020
Sifat : Biasa
Lampiran : -
Hal : Izin Penelitian

Banda Aceh, Juli 2020
Yang Terhormat,
Kepala SMA Negeri 1 Indrapuri
Kabupaten Aceh Besar
di -
Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-7051/Un.08/FTK.1/TL.00/07/2020 tanggal, 22 Juli 2020 hal : "Mohon Bantuan dan Keizinan Melakukan Penelitian Skripsi", dengan ini kami memberikan izin kepada:

Nama : Safira Ludjan
NIM : 150203114
Program Studi : Pendidikan Bahasa Inggris
Judul : "STUDENTS' DEMOTIVATING FACTOR IN LEARNING ENGLISH"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut:

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dengan Kepala Sekolah dan Cabang Dinas Pendidikan setempat;
4. Melaporkan dan menyerahkan hasil Penelitian kepada pejabat yang menerbitkan surat izin Penelitian.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terima kasih.

KEPALA DINAS PENDIDIKAN
KEPALA BIDANG PEMBINAAN SMA DAN
PKLK
ZULKIFLI S.Pd, M.Pd
PEMBINA Tk.I
NIP. 19700210 199801 1 001

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip.



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 INDRAPURI**

Jalan: Banda Aceh-Medan KM. 27,4 Kabupaten Aceh Besar
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SURAT KETERANGAN

Nomor: 422 / 143 / 2020

Sehubungan dengan surat dari Kepala Dinas Pendidikan Aceh, Nomor: 070/B/ /2020, tanggal Juli 2020, tentang Izin Pengumpulan Data, dengan ini menerangkan:

Nama	: Safira Ludjan
NIM	: 150203114
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Islam Negeri Ar-Raniry Banda-Aceh
Jenjang	: S.I

Benar yang tersebut namanya diatas telah selesai melakukan penelitian sejak tanggal 25 Juli s.d 10 Agustus 2020 yang bertempat di SMA Negeri 1 Indrapuri Aceh Besar. Dengan Judul :
“ STUDENTS’ DEMOTIVATING FACTOR IN LEARNING ENGLISH”

Demikian Surat Keterangan ini kami buat untuk dipergunakan seperlunya.

Indrapuri, 19 Agustus 2020
A.n. Kepala Sekolah,
Wakasek Kurikulum,

Wiwin Antariyani, S.Pd, M.Pd
NIP. 19601210 198603 2 022

List of Interview

Internal

1. Apakah anda tertarik untuk mempelajari bahasa inggris ?
2. Apakah menurut anda bahasa inggris itu sulit untuk di pelajari ?
3. Apakah adik merasa bosan ketika mempelajari bahasa inggris

Eksternal

1. Apakah orang tua anda mendukung anda untuk mempelajari bahasa inggris ?
2. Apakah sikap guru di dalam kelas menurunkan motivasi belajar anda ?
3. Apakah anda merasa kurang berinteraksi dengan guru di dalam kelas ?
4. Apakah anda berfikir bahwa cara guru mengajar di dalam kelas itu kurang aktif atau kurang menarik ?
5. Apakah menurut anda memakai buku cetak/buku pelajaran itu susah ?
6. Apakah anda merasa jika materi yang ada di kelas itu terlalu panjang/ tidak pantas/ membosankan ?
7. Apakah tugas yang di berikan oleh guru sangat terfokus kepada grammar ?
8. Apakah anda mempunyai teman yang sangat tidak menyukai bahasa inggris ?
9. Apa respon teman anda ketika anda mempraktekkan bahasa inggris di dalam kelas ?
10. Apakah teknologi atau media yang ada di sekolah digunakan dengan baik?
11. Apakah semua buku yang anda cari tersedia di perpustakaan ?
12. Menurut anda, apakah solusi yang tepat untuk faktor-faktor yang sudah anda sebutkan ta